



**Term 4, Week 7**

**27 November 2018**

COMING EVENTS	
28 November	P&C AGM
	K-2 P&C Gelato Day
29 November	Band Immersion Day, K-4
	3-6 P&C Gelato Day
	Stage 3 NSW Fire & Rescue, in school
3 December	Parent Information Evening, Introduction to the Resilience Doughnut
5 December	Combined Scripture Service
6 December	Stage 3 Engineer talk, in school
	Kindergarten Ice Cream Shop
	David Roberts Farewell
13 December	Year 6 Business Showcase
14 December	Presentation Day K-2 years 9.30 – 11am and Years 3-6 from 1 – 3pm
17 December	Year 6 Dinner Dance
	Stage 3 Pizza Party Picnic
18 December	End of Year Activities
19 December	Talent Showcase
	Last Day of Term for Students

### **The Values We Share Wk 5 Excellence and Wk 6 Care & Compassion**

KE – Lara K/Remy U	KW – Gabriel M/Harry B	KS – Zac H/
KF – Maya P/Lucas B	KT – Isabelle S/Emma B	1W – Annalia C/Millie H
1M – Jessica Z/Aston W	1S – Jaden K/Lillian O	2G – Kosta V/Mia B
2E – Matias R/Tom C	2W – Zac C/Elena L	2/3R – Scarlett G/April E
3F – Lucas D/Jayden W	3H – Alex H/Chloe Z	4R – Allegra P/Allegra P
4B – Montana M/Ryan M	4M – Nicholas L/Lahna J	5P – Ella C/Xavier B
5D – Julia S/Hamish M	5K – Minami M/ Tyeson H	6M – Helika S/Dana A
6S – Adriano M/Nicholas F		

### **Principal for a Day**

Last week Cara and Julian had the opportunity to be 'Principal' and 'Deputy Principal' for a day as winners of the P&C auction. Here are their reports from a very busy day.

Hello, my name is Cara I am in year 5, I was very, very pleased and excited when I became Principal with Julian as my Deputy. I had a fantastic time and it was a great experience. We handed out tons and tons of awards in assembly and made announcements too, we also marked student's work and gave out stickers. I felt like a real Principal, we even got to give Mrs Hurst advice for redesigning the office foyer and other spaces. It was awesome. I also really hope to get the chance to do this again.

Hi, my name is Julian and I was Cara's Deputy Principal for a day. I had a brilliant time and it felt like I could do anything. We had delicious milkshakes and we introduced pre-schoolers to Gladesville public school. We handed out awards to Years 3 to 6 students as assembly. We also met the student executive to listen to a proposal to fundraise to purchase new seating for the playground.



### **Farewell Mr David Roberts**

It is with joy and sadness that I announce that David Roberts has been successfully appointed as the Deputy Principal at Lindfield East Public school as of 2019.

David has dedicated over 20 years of teaching and leadership at Gladesville Public School and will be missed by many.

To say farewell, thank you and congratulations, parents and past students are invited to a special assembly on Thursday December 6, at 1:30pm in the hall. A small afternoon tea will be held after the assembly for parents to personally farewell David.

The school will be collecting donations on behalf of the P&C for a farewell gift from the community. If you would like to contribute, please send cash donations in a labelled envelope 'Mr Roberts' Gift' to the office via the class teacher.

## Congratulations Leon – Silver Medal Winner! – A message from Leon and his family



We would like to thank you, the staff, students and parents of Gladesville Public School for supporting Leon in representing NSW at the School Sport Australia Track and Field Championships in Melbourne. The school community raised an amazing \$1050 which went a long way towards funding Leon's flights and accommodation.

Leon had many highlights from the 5-day event including:

- Silver Medal Winner in the 800m - now the 2nd fastest 800m runner in his age group in Australia!!!
- Qualified for the 1500m coming 6th overall
- Was selected to represent the Northern Territory multi-relay team as they did not have enough athletes to represent them from their state team

We are so proud of Leon's achievements in representing Gladesville Public School, NSW and even the Northern Territory. The school's belief in Leon and his demonstration of the school values of Excellence, Integrity, Opportunity and Success all helped to make a significant contribution to Leon's performance and dream of becoming a national runner.

As a family, we have been truly humbled by the school's support and encouragement.

Thanking you from the bottom of our hearts,

Leon and the Schouten Family.

**Parent Information Evening – Introduction to the Resilience Doughnut – Building strong and Resilient Young People - Monday 3 December 6.30 – 8pm**

All parents and carers are invited to attend this event. We would love to see you there!

Resilient Young People

- are resourceful
- persist when faced with challenges
- are optimistic
- do better at school

**Please book online (Parent information night) using code m2n3g**

Please see attachment for information about the workshop.

**Test Emails – Reports & Presentation Day**

In line with the school’s sustainable practices the school will be transitioning to digital Student Academic Reports. This Semester’s reports will be sent via email and as a printed copy, whereas next year all reports will be sent via email only.

The system used to send the reports is separate from the school’s main email system, and only has the capacity to send to the ‘preferred family email’ address on file. For students with multiple households the school can manually set a second email address to ensure that both parents receive the correspondence via this platform. This system will also be used to notify parents of students receiving an award at Presentation Day.

To ensure a smooth transition, test emails will be sent this week. If you do not receive a ‘test email’ by this Friday please update your preferred family email address via the school app.

**Student Leadership 2019**

Yesterday, over 40 Year 5 students prepared and delivered a speech to students in Years 2-6 with the topic “As a leader of Gladesville Public School, how will you model and uphold the values of Respect, Excellence, Compassion, Fair Go and Integrity”. All candidates are to be commended for their presentations and should be proud of taking the opportunity to participate. Voting is now complete. The executive team will be announced sometime next week, with the School Captain and Vice Captains announced on Presentation Day.

## Homework Guidelines Review

Thank you to the parents who have volunteered their time to be part of the Homework Committee to help guide the review of homework guidelines. To ensure that all community members have the opportunity to share their views and ideas, the Homework Committee would like to invite parents to participate in a few activities.



First, the committee would like to encourage parents to take some time to read **A Homework Policy: Research scan** which was undertaken by the NSW Department of Education in 2012.

The Department of Education's Homework Policy Guidelines (p.3) state:

*The Homework Policy: Research scan summarises the benefits and the drawbacks of homework, considers strategies to maximise the benefits and examines in detail whether time spent on homework results in improved student achievement. The roles of parent involvement and socioeconomic status are also considered.*

*There is little consensus in the literature as to whether homework raises student achievement. Most researchers, however, conclude that for primary students, there is no evidence that homework lifts academic performance. Any revision or development of a Homework Policy should be read in conjunction with the latest research on homework.*

The full article is attached to this week's Newsletter email and available via the app.



## Parent Consultation Opportunities– Week 8 – 3-7 December

**Graffiti Wall – each day the committee will be asking a different question relating to homework to gain parent ideas and views.** Parents can participate in two ways

- in person in the top playground, before and after school  
or
- via a digital collaborative form (Google Sheet). The link will be sent at the end of this week, with reminders on the school App

*Both activities have been designed to allow for parents to see others' points.*

These questions will be different to the survey completed earlier this year by parents in Years 2, 3 & 4. Students and teachers will also have the opportunity to participate in answering similar questions.



In Week 9 of this term, the Homework Committee will evaluate the answers provided by parents, staff and students and will complete a review of the recent research. If you have any other feedback which you wish to share with the committee which does not fit with the graffiti wall questions, or would like to join the committee please email the office with attention Mrs Eades [gladesvill-p.school@det.nsw.edu.au](mailto:gladesvill-p.school@det.nsw.edu.au).

### Talent Showcase

The annual GPS Talent Showcase is fast approaching! Auditions will begin in Week 8 during the following lunchtimes:

- Year 1 and 2 Monday 10 December
- Year 3 and 4 Wednesday 5 December
- Year 5 and 6 Thursday 6 December
- Piano Monday 3 December

The GPS Talent Showcase will be an opportunity for students to share and celebrate their talents with the school community in a non-competitive format. As such, awards and participation certificates will not be given this year.

Due to the large number of entries, we ask that performance items be limited to one minute in length. If your child requires music, please ensure they bring it along on the day of their audition as an **mp3 file on a USB thumb drive reduced to the section of the song they require**. We also ask that all thumb drives be labelled with your child's name and class.

Due to time constraints, **if your child misses their allocated audition, or comes unprepared, we will be unable to provide them with another time slot**. We appreciate your understanding.

Students will be notified by the end of Week 9 if they have been successful.

The Talent Showcase will be presented to students and parents on Wednesday 19 December. Further details will be communicated closer to the end of term.



Our Annual Music Soiree took place on Wednesday 14 November. Congratulations to all students who took part in the evening, it was a huge success. This was the first time performing for many students, well done for getting up and having a go.

Bennelong Music will be holding instrument tryouts every Wednesday morning from 7.40am - 8.40am for any students who would like to come along and trial different instruments. We are offering free hire and tuition until the end of the year for any of those students keen to start learning this term, so come along and have a go!

Finally, please find our 2019 enrolment information attached. Hard copies will also be sent home with all students in the next week. If you would like your child to learn an instrument in 2019, please complete and return before the end of the term.



### **Our School Is Trialling Matific!**

We are excited to be trialling Matific on some of our classes, the award-winning maths program designed to make learning maths fun, engaging and interactive.

Academic research conducted at Western Sydney University found that Matific helped improve students' maths test results by 34%!

Teachers are using Matific in the classroom as a teaching tool and some are also assigning activities for students to complete.

We invite you to provide feedback about the program to your class teacher. If you need it, you can receive support at: [support@matific.com](mailto:support@matific.com)

**[www.matific.com.au](http://www.matific.com.au)**

# Sports Report - Weeks 5 and 6

## PSSA results

### Week 5

Girls T-Ball: Lost 4-10 against Kent Road PS  
Boys T-Ball: Lost 3-16 against Kent Road PS  
Girls Softball: Lost 0-17 against Kent Road PS  
Boys Softball: Lost 2-10 against Kent Road PS  
Junior Newcombe Ball: Won 2-1 against Denistone East PS  
Senior Newcombe Ball: Lost 1-2 against Denistone East PS  
Volleyball: Won 2-1 against Denistone East PS  
Junior Cricket: Won by 12 runs against Denistone East PS  
Senior Cricket: Lost by 8 runs against Denistone East PS

### Week 6

Girls T-Ball: Won 5-2 against Melrose Park PS  
Boys T-Ball: Lost 3-8 against Melrose Park PS  
Girls Softball: Won 6-1 against Melrose Park PS  
Boys Softball: Drew 2-2 against Melrose Park PS  
Junior Newcombe Ball: Won against Putney PS  
Senior Newcombe Ball: Won 2-0 against Putney PS  
Volleyball: Lost 1-3 against Putney PS  
Junior Cricket: Lost by 10 runs against Putney PS  
Senior Cricket: Won by 32 runs against Putney PS

## PSSA semi-finals - Friday November 30

Best of luck to the following teams who are playing in semi-finals this week!

Junior Newcombe Ball  
Senior Newcombe Ball  
Volleyball  
Junior Cricket  
Senior Cricket

All semi-finals will take place at Meadowbank Park, with play commencing at 12:45pm.



## From Your P&C

Final meeting for 2018!

The Gladesville P&C AGM is to be held on Wednesday 28 November at 7pm in the staff room. All executive and committee positions will be vacated and the new team will be nominated and voted in.

All welcome to hear the final reports for 2018 and attend our first meeting with the 2019 team!

## Ethics classes at Gladesville Public School

Could you be an ethics teacher for Gladesville Public School?

Some of our current ethics teachers are moving on at the end of the year and we are seeking volunteers so that classes can continue next year.

Ethics teachers receive full training by Primary Ethics, the not-for-profit organisation approved to design curriculum and training for the ethics program. Training consists of a two day workshop and short online modules. Lesson materials are provided. Suitable volunteers have an interest in children's education and development of critical thinking skills and must be available on Wednesday mornings each week.

In ethics classes, children learn how to think logically, disagree respectfully and support their arguments with evidence, rather than act according to blind habit or peer pressure.

Children discuss topic such as:

- Imagining how others feel
- How do we treat living things?
- What is laziness?
- How do we disagree in a respectful way?
- Fairness

If you are looking for an opportunity to make a valuable contribution to our school, please visit [www.primaryethics.com.au](http://www.primaryethics.com.au) and/or contact Inbal Luft (Ethics Coordinator) on 0403 194 966 or [inbal.luft@gmail.com](mailto:inbal.luft@gmail.com).

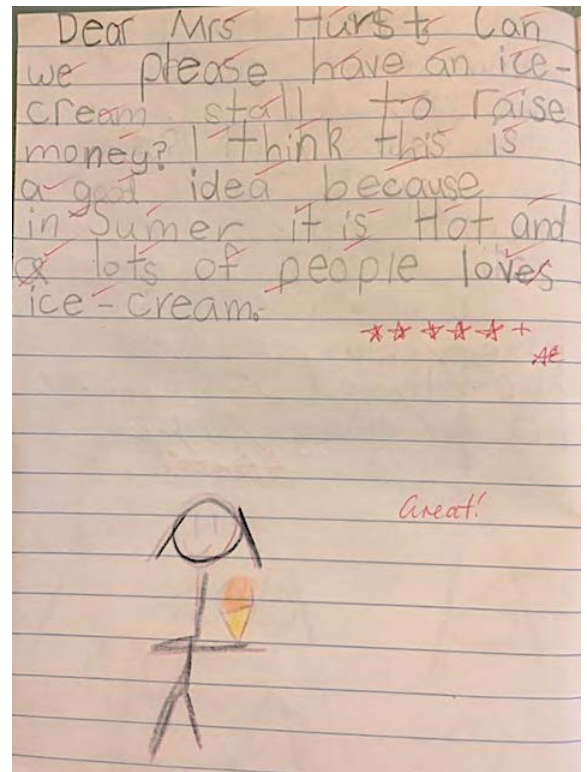
**Primary**  
ETHICS

# Kindergarten Ice cream Project

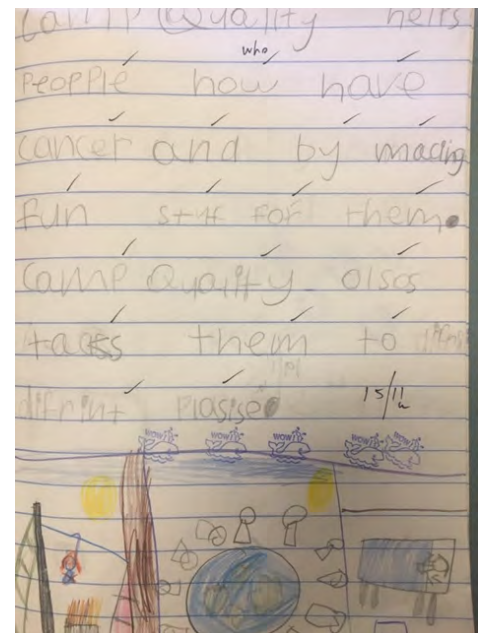
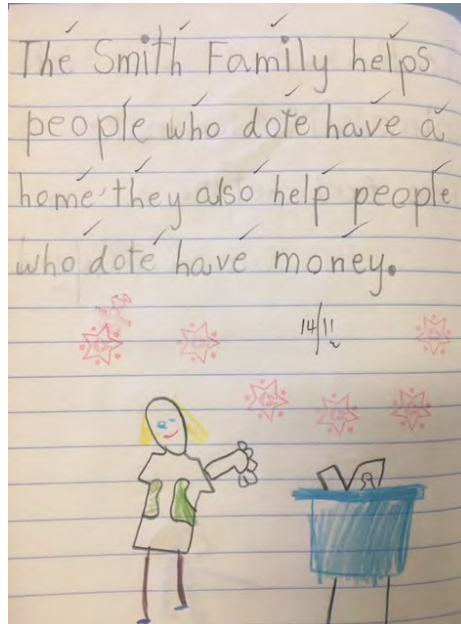
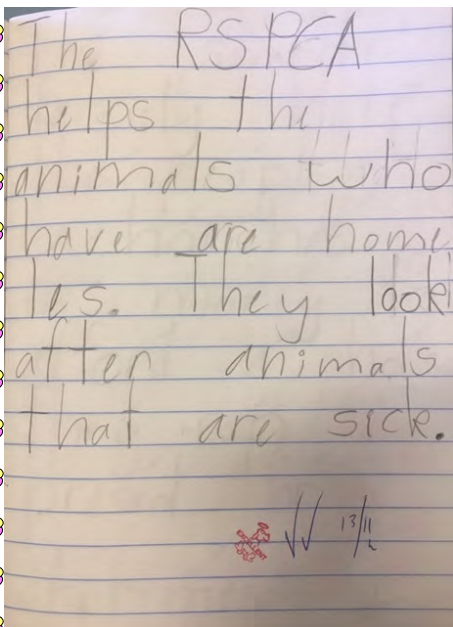
At the beginning of the term, Mrs Hurst gave a challenge to all of the Kindergarten students to think of an idea of how they could raise money for the school. After some brainstorming (and help from the teachers) they came up with the idea of selling ice cream.

The next step was to learn about persuasive writing to convince Mrs Hurst that this was the best idea. The students have read books such as Click, Clack, Moo, cows that type and I wanna new room.

The Kindergarten students then learnt about how to write letters. They wrote letters to convince Mrs Hurst that this was a great idea.



An example of one of the letters to Mrs Hurst.



Students then learnt about three different charities and voted on where they wanted the money to be given. The charities were Camp Quality, RSPCA and the Smith Family. Classes are currently tallying and presenting their results of this. The final decision where money will be donated will be on the posters the students are creating this week.



Lots of beautiful artwork has been made in the classrooms, focusing on colour and different patterns.



In maths, students have been surveying classes to see what their favourite toppings are. They have also been learning about coins. All of this learning is getting ready for them to run the ice cream stall.

This week students will be making sample ice cream in their class and then mixing toppings into store-bought ice cream. They are also testing to see if it is more sustainable to sell the ice cream in cones or cups.



## Kindergarten Ice Cream Shop

Date: 6 December

Time: 10.30am-12pm

Cost

\$1 for one scoop

\$2 for two scoops



PLEASE BRING AS MUCH LOOSE CHANGE AS POSSIBLE AS STUDENTS WILL BE IDENTIFYING THE COINS AND SORTING THEM ACCORDINGLY.



2018

• • Talent Showcase

# AUDITIONS



<p><b><u>Stage 1</u></b> <b>Week 9</b> <b>Monday</b> <b>December 10</b></p>	<p><b><u>Stage 2</u></b> <b>Week 8</b> <b>Wednesday</b> <b>December 5</b></p>
<p><b><u>Stage 3</u></b> <b>Week 8</b> <b>Thursday</b> <b>December 6</b></p>	<p><b><u>Piano</u></b> <b>Week 8</b> <b>Monday</b> <b>December 5</b></p>

Students are reminded that if music is required as part of their performance, they will need to bring it to their audition on a USB thumb drive, trimmed to the 1-minute segment they are performing to.

**All auditions must not be more than 1 minute**



# Bennelongmusic

ABN: 15 490 605 731

Dear Parents

We are excited to offer your child an opportunity to learn a musical instrument in 2019! Music ignites all areas of child development for an overall, well-rounded education. It helps the body and mind intellectually, socially, emotionally and builds on motor, language and overall literacy. It's also lots of fun and awesome for practice of self-expression and self-esteem.

It is really important for planning reasons that we receive your completed forms as soon as possible and **before the end of term**. All timetables are drawn up during the January holidays.

We have structured our lessons as follows for 2019:

### **Option 1 – Individual Private Lesson 30 minutes**

This option is aimed at serious students who practice well and consistently. These students are generally working towards AMEB examinations. The cost of these lessons is \$40+gst.

### **Option 2 – Small Group Lesson (3 students) 30 minutes**

This option is aimed at beginners or anyone who wants to learn and have fun together. It's a great social activity for students and we have found that it works extremely well. Students tend to compete to be better than each other. The cost of these lessons is \$30+gst.

### **Band & Strings:**

We encourage all students to participate in band and/or string ensembles. It's never too early to start. The experience of playing as part of a 'team' is very rewarding and builds on ability and skills. Band and string ensembles (where available) cost \$12+gst per week.

### **Other fees:**

- In addition to lesson costs, there will be a fee of \$4.40 per week added to cover the cost of all music and band books (NOT AMEB), diaries, photocopying, administration for preparation of concerts & camps. Total cost \$44 per term.
- Late payment fee \$25+gst – payable on your next invoice.

We are in the process of moving our payment system to Direct Debit only. In the meantime, we will continue to invoice before each term and payments are due in advance.

There are many performance opportunities throughout the year free of charge. Our annual band camp will take place 10/11/12 July.

We consistently strive to give the best education opportunities to your children. We are very proud to have won the **Local Business Award in 2018 for "Excellence in Education."** We also have a very high average in AMEB results.

Look forward to seeing you in 2019.

Bennelong Music Team.  
1800 788 639





## TERMS & CONDITIONS 2019

*"Excellence in Education"*

**Band & String Rehearsals** – If your school has a band or string ensemble, rehearsals will take place before, during or after school for up to 1 hour:

<b>Gladesville Public:</b>	<b>Mondays:</b>	7.40-8.40am Concert Band (Hall) 8.00-8.30am Training Strings (Library) 8.30-9.00am Senior Strings (Library)
	<b>Wednesdays:</b>	7.40-8.40am Training Band (Hall)
<b>Killara Public:</b>	<b>Tuesdays:</b>	7.45-8.45am Junior Band (Hall)
	<b>Wednesdays:</b>	3.15-4.15pm Senior Band (Hall)
<b>Ryde Public:</b>	<b>Thursdays:</b>	7.45 to 8.45am (Music Room)
<b>St Charles:</b>	<b>Mondays:</b>	7.45-8.45 Concert Band (Music Room)
	<b>Thursdays:</b>	7.30-8.30am String Ensemble (Music Room)
<b>OLQP:</b>	<b>Fridays:</b>	7.45 to 8.45am Concert Band (Music Room)
<b>Holy Spirit:</b>	<b>Fridays:</b>	8.00 to 9.00am Concert Band (Music Room)
<b>St Anthony's:</b>	<b>Fridays:</b>	1.30-2.30pm Concert Band (Hall)

**Group & Private** lessons are available at the following schools:

Gladesville Public – After School from 3.15pm to 5.45pm Monday to Friday

Killara Public – After school from 3.15pm to 6.15pm Mondays, Tuesdays & Wednesdays

Ryde Public – After school hours TBA

St Charles – During school hours Mondays, Tuesdays and Wednesdays

OLQP – During school hours Fridays

St Anthony's, Marsfield – During school hours, Fridays

Holy Spirit – During school hours, Mondays, Tuesdays and Wednesdays

*(timings may vary or change during the school year)*

**Band Only** - Students enrolled in 'band only' can only do so if they are having private lessons with an experienced and fully qualified local teacher.

**Accessories** – all students require a tutor book for band and lessons. This will be provided by Bennelong Music. Clarinet & Saxophone players will need a steady supply of reeds and brass instruments will need valve oil/slide grease. Guitars will need replacement strings occasionally. Drummers will need sticks. We also recommend you purchase a music stand for practice.

**Practice** - along with school-based rehearsal & tuition, it is expected that students will spend regular time at home practicing their instrument. At least 4 x 20-minute practices are required to satisfactorily revise each weeks' tuition, perhaps more if a student is doing exams.

**Fees** – band and lessons are provided on a *term-by-term* basis with a term typically consisting of 9-11 lessons and it will be assumed that you are continuing for the school year unless you advise us otherwise in writing. Fees are payable at the **commencement** of each term and includes all tutorials/band rehearsals and performances for the term. If a public holiday, pupil free day or other 'whole school' activity occurs, a make-up lesson or credit will be applied. This does not apply to band as there will be additional rehearsals throughout the year in preparation for concerts and performances. If you child is in a group lesson, you may or may not receive a make-up lesson depending on whether the 'whole school' activity involves **all** group members.

**Payment** – an invoice will be emailed to you at the beginning of each term. We accept EFT, credit card or cash. We do not accept cheques. You will incur a late fee of \$25+gst, and your child may be excluded from rehearsals and lessons if unpaid. All unpaid accounts at the end of each term are sent to a debt recovery agency. All costs involved in this process will be passed on to the debtor.

We do accept weekly payments if you have hardship. Please ask us about this.

**Student Absences** – please note that tuition is a 'full term' commitment as we employ teaching staff for a full term in advance. Due to the nature of group lessons, individual student absences *cannot* be made up. As such, no refund is provided for student absences.

**Teacher Absences** – if a teacher cannot be present for a lesson, a substitute teacher will be appointed. Where a substitute teacher cannot be appointed, a credit will be applied to your account on your next invoice or a make-up lesson offered if available.

**Withdrawal** – minimum commitment for tuition is 1 term. Notice of withdrawal must be given to Bennelong Music in writing *before* the end of the current term enrolled. Otherwise, the next term will be invoiced, and you may be subject to a cancellation fee of \$25 (+ GST). **No refund is given for mid-term withdrawal.**

**Correspondence** – enrolment, and general enquiries should be directed to Bennelong Music office:

[info@bennelongmusic.com.au](mailto:info@bennelongmusic.com.au)

Ph: 1800 788 639 (9am to 3pm Monday to Friday).

The office of the school your child attends will not be responsible for handling Bennelong Music business. Notes sent to school offices often take several days to arrive at Bennelong Music main office, so be sure to contact us directly.

Accounts enquiries to: [accounts@bennelongmusic.com.au](mailto:accounts@bennelongmusic.com.au)

**Enrolment Fee** – a \$25+gst enrolment fee will be charged to all students who enroll **after** December 14<sup>th</sup> 2018 (last day of term). As teachers are allocated to schools and timetables finalised in early January, late enrolments are very disruptive to this process and this fee covers some of the extra administrative work to include these late enrolments.

**Concert Prep, Resources & Books Fee** – all students will be charged \$44 per term. This covers 'general' resources such as sheet music, photocopying, music stands, percussion, amplifiers, keyboards, music books (**not AMEB**), diaries, 'general' instrument repairs for school-based stock and all concert administration. It may also assist in hire charges for use of practice rooms.

**Photography** – Bennelong Music sometimes uses photographs of students on its website, in brochures, newsletters and other promotional material. No personal details or surnames will be used, and photos are used in accordance with Bennelong Music's 'Child-safe, Child-friendly' policy. If you do not wish Bennelong Music to display photographs of your child, please notify us in writing via email.

**Bennelong Music Teachers** – all of our teachers carry a "Working with Children Check" identity number. They are also qualified professionals.

**Website** – you can access a variety of information on our website, including teacher profiles:

<http://www.bennelongmusic.com.au>

## **TUITION COSTS**

Band Tuition: \$12 +gst per lesson (includes all concerts)

String Ensemble: \$12 +gst per lesson (includes all concerts)

Private Lesson - \$40 +gst each (30 mins)

Small Group Lesson (3 per group) - \$30 +gst each (30 mins)

Concerts, Resources & Books Fee Per Term - \$44

## **HIRE**

We offer the following instruments for hire on a term-by-term basis:

Saxophones - \$120 + GST

Flutes - \$120 + GST

Trumpets - \$75 + GST

French Horns - \$100 + GST

Tenor Horns - \$100 + GST

Trombones - \$75 + GST

Clarinets - \$120 + GST

Acoustic Guitars - \$50 + GST

Electric Guitars - \$75 (+ \$25 for amp) + GST

Acoustic & Electric Drums - \$120 + GST

Keyboards - \$75 + GST

Violins - \$75 + GST

Cellos & Double Bases POA

Please indicate on your enrolment form if you would like to hire an instrument and we will send you an application form...**Thank you.**



# bennelongmusic

ABN: 15 490 605 731



## GPS INSTRUMENTAL MUSIC ENROLMENT FORM 2019

Ph: 1800 788 639

*"Excellence in Education"*

Application Date: \_\_\_/\_\_\_/\_\_\_

STUDENT NAME: .....OF YEAR ..... (2019)

INSTRUMENT: .....

Have you had lessons before? YES/NO      How long? .....

**Please TICK the relevant box/es**

**PRIVATE LESSON**  
\$40+gst (30 mins)

**OR**

**SMALL GROUP LESSON**  
\$30+gst (30 mins - 3 Students)

**BAND & STRINGS (Optional):** (All Band and Strings \$12+gst each per week)

**TRAINING BAND**

**OR**

**CONCERT BAND**

**JUNIOR STRING ENSEMBLE**

**OR**

**SENIOR STRING ENSEMBLE**

**I NEED TO HIRE AN INSTRUMENT** (We will email you a hire form. Some instruments are available at school.)

**MY CHILD ATTENDS GOOSH: PLEASE WRITE BELOW WHAT TIME YOUR CHILD LEAVES ON ANY DAY**

**MON.....pm**    **TUES.....pm**    **WED.....pm**    **THURS.....pm**    **FRI.....pm**

MOTHER'S NAME .....FATHER'S NAME.....

ADDRESS: .....

MOBILE PH: (MOTHER) .....(FATHER) .....

EMAIL .....

**NO HOTMAIL** (PLEASE PRINT CLEARLY. AN INVOICE WILL BE SENT TO THIS EMAIL ADDRESS)

1. I have read and understand the 'Terms & Conditions' document.
2. I agree to pre-pay my invoice, and by the due date.
3. I understand that I am enrolling my child for the term & continuing music lessons for the year unless I advise in writing otherwise.

SIGNED: \_\_\_\_\_ NAME: \_\_\_\_\_

Scan or **take a photo** on your phone and **EMAIL** to: [info@bennelongmusic.com.au](mailto:info@bennelongmusic.com.au)

\*\*\* For faster processing, do not hand in to the school office \*\*\*





## Evening Parent Session

*Kylie Warry is based in South Sydney and travels throughout Sydney metropolitan and NSW delivering a variety of training programs and parent and community workshops. .*

*Kylie is passionate about the resilience doughnut model and believes it is an invaluable and fresh tool for both work and family life.*

*Find out more about Kylie at our website below.*

### PREPARING YOUR YOUNG PERSON TO NEGOTIATE THE UPS AND DOWNS OF LIFE

This workshop will:

- \* explain some of the resources and coping skills that help young people to deal with difficulties
- \* equip you with some simple tools for recognising and encouraging the strengths and supports in your young person's life that can assist them through times of transition and difficulty
- \* Equip you with the skills to encourage a growth mindset in your children.
- \* Teach you to use powerful optimistic language in any situation.

Date: Monday 3rd December

Time: 6.30pm - 8pm

Venue:

Gladesville Public School

Our school community invites all parents, carers, teachers and staff to attend this event. We would love to see you there!

### Resilient Young People

- are resourceful
- persist when faced with challenges
- are optimistic
- do better at school





Education &  
Communities

*Public Schools NSW*

# Homework Policy

## Research scan

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## About the *Homework Policy: Research scan*

There are many differing views, within the educational community and beyond, about the purpose of homework, its value, and the amount of homework that should be set.

This *Homework Policy: Research Scan* summarises research on homework, considers strategies to maximise the benefits and examines in detail whether time spent on homework results in improved student achievement. It looks at both the Australian and the international context, by examining more than 50 national and international studies. The roles of parent involvement and socioeconomic status are also considered.

Searches were conducted using online databases and websites with homework-related content through the:

- AEI: Australian Education Index
- A+ Education via Informit Online
- BEI: British Education Index
- ERIC: Educational Resources Information Center (1966 - present)
- OECD iLibrary.

The *Homework Policy: Research Scan* concentrated on research published after 2004, especially peer-reviewed publications and publications that included a meta-analysis and evidence-based studies.

Of particular importance were four reviews of the research, namely Cooper, Robinson & Patall (2006), Dixon (2007), Queensland Government Department of Education and the Arts (2004), and Blazer (2009). The studies considered in the *Homework Policy: Research scan* were predominantly from the United Kingdom (UK) and the United States (US).

## Overview

### Introduction

The evidence base regarding the benefits or otherwise of homework is not well developed. Results to date lack coherence, are complex, and often conflicting. Too many of the recommendations made in the literature are based on anecdote and speculation (Blazer, 2009; Trautwein, Lüdtke, & Pieper, n.d.). Longitudinal data is sparse and many of the longitudinal studies that do exist include only a small sample of students (Trautwein & Koller, 2003).

### Findings

Homework is affected by more factors than most other instructional strategies: the home environment, student aptitude, motivation, and age may all influence homework's effect favourably or otherwise (Blazer, 2009).

While there is no consensus in the literature as to whether homework raises student achievement, homework advocates claim that homework does so by increasing total study time (Dettmers, Trautwein, & Lüdtke, 2009), covering more of the curriculum, and reinforcing work covered in class (Blazer, 2009; HMI for Education and Training in Wales, 2004).

They believe that through homework, students can learn to use resources effectively (Blazer, 2009) and develop good study habits (Blazer, 2009).

Supporters also claim that homework has non-academic benefits, especially for younger students (HMI for Education and Training in Wales, 2004), including:

- improving students' time management and organisational skills (Blazer, 2009; Dixon, 2007)
- improving attitudes toward school and showing that learning can take place outside of the classroom (Blazer, 2009; Cooper, 1989; Cooper, Robinson & Patall, 2006; Queensland Government Department of Education and the Arts, 2004; HMI for Education and Training in Wales, 2004)
- fostering a sense of personal responsibility and self-discipline (Blazer, 2009; Cooper, 1989; Dixon, 2007).

Blazer (2009) adds that homework may promote a greater parental appreciation of, and involvement in, schooling. Parental involvement in homework may improve students' homework completion rates and parents' attitudes toward their children's schools (Queensland Government Department of Education and the Arts, 2004). The research suggests that parents should be somewhat, but not too greatly, involved in their children's homework (Blazer, 2009).

A 2009 Canadian review reported that students in classes that are set more homework perform at a modestly to moderately superior level to those in classes that are assigned less homework, although no causal link could be established (Canadian Council on Learning, 2009).

Dr Sue Thomson, a Senior Research Fellow with the Australian Council for Educational Research, notes however, that many of the countries with the highest scoring students on achievement tests, such as Japan, Denmark, and the Czech Republic, assign little homework. Critics comment that it appears that

the more homework a nation's teachers give, the poorer that country's results on the achievement tests (Thomson, quoted in Dixon, 2007).

Those who don't support homework argue that homework can widen social inequalities (Blazer, 2009). Children from poorer homes are likely to have more difficulty completing homework since they may work after school or have nowhere at home to study (Cooper, 1989; Cooper, Robinson & Patall, 2006; Dixon, 2007; Queensland Government Department of Education and the Arts, 2004).

Others doubt that there is credible evidence that homework yields non-academic benefits (Blazer, 2009). Hattie (2009) concludes that there is no evidence that homework helps students develop time management skills. One recent Australian study found that there has been no research done on whether homework teaches responsibility, self-discipline, or motivation (Moorman & Haller, 2011). Nevertheless, there is some evidence, in the case of US after-school homework programs, that homework improves students' motivation, self-confidence, and study habits. There is, however, no consistent proof that it lifts academic performance (Blazer, 2009).

As a teaching strategy, homework can have major limitations. Since the work is done in the absence of a qualified teacher and there is no control over who actually completes the homework (Blazer, 2009; Hattie, 2009) cheating is likely to be commonplace (Blazer, 2009; Cooper, 1989; Forster, 2000).

Opponents also warn that homework can inhibit independent learning because students become preoccupied with work assigned by someone else (Blazer, 2009). It can curtail the time available for other activities, such as sports and community activities (Blazer, 2009; Cooper, 1989; Cooper & Valentine, 2001; Dixon, 2007; Forster, 2000). There is evidence that homework does cause stress for students (Blazer, 2009) and it may even create tension between parent and child (Blazer, 2009; Cooper, 1989).

### In summary

- The 'more homework the better' view has no research support (Cooper, H, 2001). Homework for All – In Moderation, *Educational Leadership*, 58(7), cited in Queensland Government Department of Education and the Arts, 2004).
- The quality of the homework assigned is likely to be more important than the quantity (Canadian Education Association, & Ontario Institute for Studies in Education, 2010).
- Homework must be purposeful and relevant to student needs and should not jeopardise the right of children to enjoy a balanced lifestyle (Dixon, 2007).
- The amount of homework and time spent on it should accord with the student's age and developmental level (Canadian Council on Learning, 2009).
- Effort spent on homework is a stronger correlate of academic achievement than time spent on homework (Canadian Council on Learning, 2009).
- Year level appears to be a determinant of homework's academic effectiveness (Blazer, 2009; Cooper, 1989).

Most researchers conclude that for primary students, there is no evidence that homework lifts academic performance. There is only a small correlation between homework and achievement in middle school (Cooper, 1989; Walker, 2011). Only in the senior years of high school does homework clearly raise academic performance.

## Time devoted to homework

The amount of time students should spend on homework is a contentious and complicated issue.

A 2006 Australian study observed that the average amount of homework set for Australian students is a maximum of 30 minutes per day for students up to Year 4, escalating to around 45 to 90 minutes per day for Year 9 students. In Years 11 and 12, homework can involve from one to three hours per night, with a further six hours on weekends during exam periods (Marionos, S., *Homework: Do Kids Need It?*, *Good Medicine*, March 2006, cited in Dixon, 2007).

Average OECD time spent by 15-year-olds on homework "or other study" set by their teachers for all subjects in 2003 was 5.9 hours per week; for Australia 5.7 hours (OECD & PISA, 2004).

US researchers conclude that the ideal amount of time students should spend on homework is between one and a half and two and a half hours per night for high school students, and about one hour per night for middle school students. For primary students, the limited number of available studies indicate that smaller amounts of homework (no more than 20 minutes per night) may help to improve study skills and work habits, but will not directly lift achievement (Blazer, 2009).

Other studies from the US and the UK indicate that Year 1 students should do no more than 10 minutes of homework per day, with the amount increasing by up to 10 minutes per day for each year level up to a maximum of two hours per day in Year 12 (Cooper, H. 'Homework for All – In Moderation' cited in Queensland Government Department of Education and the Arts, 2004).

## National overview

The current NSW Department of Education and Communities Homework Policy does not suggest recommended times for homework. No formal homework is anticipated for Kindergarten, but informal activities like reading to children at home and involving them in family activities are encouraged to assist with the development of literacy and numeracy skills.

In the primary years of schooling, there is an emphasis on reading as part of homework, while other homework may be spread across all areas of the curriculum. Homework is set on a regular basis in most subjects in Years 7-12. Homework demands increase as students move into senior high school.

(Refer: <http://www.curriculumsupport.education.nsw.gov.au/policies/homework/index.htm>)

Earlier NSW policies suggested no homework be set before Year 5. The total amount of prescribed homework was not to exceed 45 minutes for three evenings per week in Year 5. This gradually increased to a maximum of one and a half hours per evening in Year 9 (*The Education Gazette*, 1951; NSW Department of Education, 1968).

The Victorian Department of Education and Early Development (2012) stipulates the following indicative hours:

- Early Years (Prep-Year 4) not more than 30 minutes per day and not on weekends or vacations
- Middle Years (Years 5-9) 30 to 45 minutes per day in Year 5 to 45-90 minutes per day in Year 9
- For later Years (Years 10-12) from 1 to 3 hours per night a week and up to 6 hours on weekends during peak VCE periods.

The Queensland Department of Education, Training and the Arts (2012) suggests the following times:

- Prep Year generally students are not set homework
- Years 1, 2, 3 could be up to but generally not more than an hour each week
- Years 4 and 5 could be up to but generally not more than 2-3 hours each week
- Years 6 and 7 could be up to but generally not more than 3-4 hours each week
- Years 8 and 9 could be up to but generally not more than 5 hours each week
- For Years 10, 11 and 12 times vary according to the learning needs and individual programs of learning.

The Education Departments in Western Australia, the Northern Territory, South Australia, Tasmania and the ACT, have statements or policies regarding homework, however, recommended hours are not provided.

### International overview

A report analysing the data from the 2006 cycle of the Programme of International Student Assessment (PISA)<sup>1</sup> concluded that for 15-year-olds, 51% of the students surveyed spent some time, but less than two hours per week, completing homework or studying by themselves in science and mathematics; 54% devoted a similar quantity of time learning the language of instruction. These percentages differed widely among countries. For example, in science, over 50% of students in the partner countries of the Russian Federation, in Jordan, Tunisia and Azerbaijan spent two hours or more per week doing homework or studying by themselves, while only 15% or less of students in Japan, Finland, Denmark, Sweden did so (Borgonovi, Ikeda, Park, PISA & OECD, 2011).

The UK Department of Education and Skills (2012) provides the following suggested hours for school children:

- Years 1 and 2 – 60 minutes per week
- Years 3 and 4 – 90 minutes per week
- Years 5 and 6 – 30 minutes per day
- Years 7 and 8 – 45 to 90 minutes per day
- Year 9 – 60 to 120 minutes per day
- Years 10 and 11 – 90 to 150 minutes per day.

In the US, the average student in recent years across all grade levels completes less than one hour of homework per night, an amount that has not changed significantly in at least two decades. (Blazer, 2009; Gill, B. & Schlossman, S. (2007). *A Nation at Rest: The American Way of Homework. Educational Evaluation and Policy Analysis*, 25(3), cited in Dixon, 2007). Between 25% to 50% of American students report that they have no homework at all (Blazer, 2009).

Overall, it appears that some homework is preferable to too much or none at all, but the time devoted to homework must accord with the student's age and stage of development (Queensland Government Department of Education and the Arts, 2004).

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<sup>1</sup> The Program for International Student Assessment (PISA) is a worldwide evaluation in OECD member countries. PISA is an international assessment of the reading, science and mathematical literacy of 15-year-old students. It takes place in three-year cycles.



## Homework and student achievement

There is no consensus in the literature as to whether homework raises student achievement. Many respected studies have found that homework has limited effect on student achievement (Blazer, 2009; Dixon, 2007; Queensland Government Department of Education and the Arts, 2004).

Cooper and Valentine (2001), following a quantitative synthesis of research, found a small positive correlation between student achievement and homework, but only for secondary school students (Dixon, 2007). A UK study of 20,000 pupils aged 11 years old concluded that there is no evidence that homework in primary schools leads to improved academic performance (Farrow, S., Tymms, P., & Henderson, B. (1999); Homework and Attainment in Primary Schools. *British Educational Research Journal*, 25(3), cited in Dixon, 2007).

A 2009 Canadian review of the literature reported that students in classes that are set more homework perform at a modestly to moderately superior level to those in classes that are assigned less homework, although no causal link could be established (Canadian Council on Learning, 2009).

Cooper et al (2006) are persuaded by the US literature that homework is positively related to academic achievement with larger benefits at the secondary level than at the primary level.

One recent study analysed the TIMSS<sup>2</sup> 2007 results. It concluded that for 9 to 10-year-olds in mathematics and science, assigning homework raises achievement:

*"... assigning homework in all lessons compared to never assigning homework increases student test scores by 3.2 points, which is 4.4 percent of a standard deviation. This estimate is not sensitive to the inclusion of student fixed effects. The effect of assigning homework is largest in the US, Austria and Australia where it amounts to 14-21 percent of a standard deviation. For most other countries we find an effect of homework of about the same magnitude as the average effect."* (Rønning & Falch, 2011)

It is likely that homework is more effective in mathematics. A multilevel analysis of US 7th grade mathematics students indicated that completing frequent homework assignments in mathematics is positively associated with achievement gains at the class level, but that lengthy assignments do not show positive effects (Trautwein, U., Köller, O., Schmitz, B., & Baumert, J. (2002); Do Homework Assignments Enhance Achievement? A Multilevel Analysis of 7th Grade Mathematics. *Contemporary Educational Psychology*, 2, cited in Trautwein, Lüdtke, & Pieper, n.d.). Another study found that mathematics homework has a large and statistically meaningful effect on maths test scores, but that additional homework in science, English and history has little to no effect on their respective test scores (Eren & Henderson, 2011).

PISA 2003 reveals that students expending more time on homework overall are likely in most countries to do better in mathematics, but the size of the difference is generally small (PISA & OECD, 2010). The strength of the association diminishes considerably once socioeconomic background and school track (the allocation of students into different schools or classes) are controlled (Dettmers et al, 2009).

<sup>2</sup> The Trends in International Mathematics and Science Study (TIMSS) is an international assessment of the mathematics and science knowledge of for students in Year 4 and Year 8. TIMSS reports every four years. Australia has participated in all five cycles.

The relationship between time spent on homework and academic achievement may be nonlinear. An increase in the amount of homework can initially lead to academic improvement but further increases can lead to lower academic improvement. Homework may be more productive when teachers set moderate amounts, rather than a very small or a great amount of homework (Blazer, 2009). It is widely accepted by academic analysts that the amount of homework and time spent on it should accord with the student's age and development (Canadian Council on Learning, 2009). More time on homework in the early childhood years is found to relate to lower achievement but, in the middle and high school years, it correlates with higher achievement. For high school students, at least one hour of homework per week is positively correlated with achievement (this positive relationship was still evident when less homework was completed), but was not entirely apparent when students report doing more than two hours each night. There seems to be a point of diminishing returns. The 'more homework the better' view has no research support (Cooper, H. (2001). Homework for All – In Moderation, *Educational Leadership*, 58(7), cited in Queensland Government Department of Education and the Arts, 2004).

The homework provided for students is not always age appropriate. One study revealed that in Australia there are few differences in homework practices across Years 2, 4 and 6. (Warton, P. (1997). Learning About Responsibility: Lessons from Homework. *British Journal of Educational Psychology*, 67, cited in Queensland Government Department of Education and the Arts, 2004).

No homework at all may be harmful. A recent Australian literature review concluded that there is a negative impact on academic achievement where no homework is done or it is badly done (Bryan, T., Burstein, K., & Bryan, J. (2001); Students with Learning Disabilities: Homework Problems and Promising Practices. *Educational Psychologist*, 36(3), cited in Queensland Government Department of Education and the Arts, 2004).

Dr Sue Thomson, a Senior Research Fellow with the Australian Council for Educational Research, notes that many of the countries with the highest scoring students on achievement tests, such as Japan, Denmark, and the Czech Republic, assign little homework. Critics comment that it appears that the more homework a nation's teachers give, the poorer that country's results on the achievement tests (Thomson quoted in Dixon, 2007).

There is little research on a student's ethnicity, socioeconomic status or aptitude as a moderator of the homework-achievement link (Dixon, 2007; Blazer, 2009).

Homework quality has been found to predict homework effort, as measured by the percentage of homework assignment attempted and homework compliance (Trautwein & Ludtke, 2009). Better quality homework may motivate students to devote more effort. Effort is positively associated with achievement and achievement gains (Trautwein, 2007). The Homework-Achievement Relation Reconsidered: Differentiating Homework Time, Homework Frequency, and Homework Effort. *Learning and Instruction*, 17, cited in Trautwein & Ludtke, 2009).

Year level is a determinant of the academic effectiveness of homework (Blazer, 2009; Cooper, 1989). Most researchers conclude that for primary students, there is no evidence that homework lifts academic performance. There is only a small correlation between homework and achievement in middle school (Cooper, 1989; Walker, 2011). Only in the senior years of high school does homework clearly raise academic performance. One Australian researcher reports that at the senior high school level, homework raises the achievement of about 45 % of students (Walker, 2011).

The Center for Public Education concludes that:

*“Homework appears to provide more academic benefits to older students than to younger students, for whom the benefits seem to lie in non-academic realms, such as in improving study skills and learning structure and responsibility. The amount of homework provided to younger students may therefore be less important than simply assigning something to help them establish routines and learn personal responsibility.”* (Center for Public Education, 2007) Research Review: What Research Says About the Value of Homework. Retrieved January 13, 2012, from <http://www.centerforpubliceducation.org> quoted in Blazer, 2009).

The quality of the homework assigned is likely to be more important than the quantity (Canadian Education Association, & Ontario Institute for Studies in Education, 2010). Any impact on achievement is more likely to arise from effort than time. Effort spent on homework is a stronger correlate of academic achievement than time spent on homework (Canadian Council on Learning, 2009).

Aptitude and socioeconomic context are key factors. Weaker learners may require additional time to complete the same amount of homework. Students from a low socioeconomic background may have their good homework practices undermined by inadequate home learning conditions. The parents of some children may not be able to provide sufficient advice or support (OECD & PISA, 2004).

Homework involves a complex interaction of many influences. Conclusions about homework must be contextualised in terms of year level, socioeconomic status, and subject area (Canadian Council on Learning, 2009).

### Parental involvement in homework

Parents of younger children are more likely to be actively involved with their children's homework (Queensland Government Department of Education and the Arts, 2004). Parental involvement in homework can improve students' homework completion rates and parents' attitudes toward their children's schools. (Queensland Government Department of Education and the Arts, 2004). One Australian study found that positive parental involvement in homework correlates with higher levels of student achievement (Horsley & Walker, 2008). Another, that any impact of parents' involvement on student achievement is not substantial (Blazer, 2009), except among the youngest students, it is negligible to nonexistent (Patall, Cooper, & Robinson, 2008).

There are risks in encouraging parents to assist with homework. Parents can confuse children by using different instructional techniques to the teacher or can even undermine their child's sense of academic autonomy (Cooper & Valentine, 2001). The research suggests that parents should be somewhat, but not too greatly, involved in their children's homework (Blazer, 2009). Attitudes about homework, feelings of personal competence and self-regulatory strategies are particularly susceptible to parental influence (Hoover-Dempsey, Battiato, Walker, Reed, Dejong, & Jones, 2001).

### Homework and socioeconomic status

It is likely that more children from poorer homes will have part-time jobs or other family duties or a physical environment that is unsuitable for doing homework. A 2011 OECD Economic Survey of the United Kingdom (based on PISA data) found that in the UK, time spent on homework is much more highly correlated with socioeconomic status than in other OECD countries (OECD, 2011).

### Teaching strategies to maximise the benefits of homework

The effectiveness of homework relies on the quality of tasks (Walker, 2011; CEA & OISE, 2010). Trautwein and Ludtke (2009) use multilevel modelling to show that homework quality predicts homework motivation and homework effort. There is modest evidence that homework that engages students in active learning enhances achievement (Canadian Council on Learning, 2009; CEA & OISE, 2010).

It is likely that homework quality is enhanced when the principles of effective pedagogy are utilised (Trautwein & Ludtke, 2009). Homework must have a clear purpose. Teachers should ensure that students fully understand what they are supposed to learn (Blazer, 2009). It must be tailored to the audience. The amount should reflect the student's age and stage of development with expectations differing across early, middle and senior learning phases (Dixon, 2007). Its limitations cannot be ignored. It should not be used to teach new material (Protheroe, 2009). Students describe more negative emotions when doing homework than class work (Walker, 2011). Many students need additional support with both the academic and logistical aspects of homework (Blazer, 2009).

It is clear that homework must be purposeful and relevant to student needs and that it should not jeopardise the right of children to enjoy a balanced lifestyle (Dixon, 2007).

## Research limitations

The research on homework faces many inherent sources of uncertainty and variability. The fact that there are many different stakeholders and purposes makes empirical research difficult. Trautwein and Koller (2003) caution that many of the studies are conducted by teachers themselves who may overestimate the effects of homework (Cooper, Robinson & Patall, 2006; Rønning & Falch, 2011). In addition, homework can serve various purposes and involve tasks of different quality (Trautwein & Koller, 2003).

Homework is affected by more factors than most other instructional strategies: the home environment, student aptitude, motivation, and age may all influence homework's effect favourably or otherwise (Blazer, 2009). Regrettably, these inherent sources of uncertainty and variability are often not controlled in the research.

There is a lack of high-quality quantitative research in this field. Most studies are correlational not causal, so homework completion and achievement may be the result of other, unstudied variables (Blazer, 2009). Very few studies have considered interaction effects between homework and student characteristics (Trautwein & Koller, 2003).

The methodologies employed are weak. It is often teachers themselves who conduct the research. Student or parent reports are regularly the major source of data. While valuable sources of information, self-report data are not always reliable. Students may exaggerate and parents may be absent when the children do their homework (Blazer, 2009). A stronger quantitative evidence base is needed with theories of learning and instruction more often being employed in the research (Trautwein & Koller, 2003).

There is insufficient evidence demonstrating the effectiveness of many homework programs. Any correlation between homework and achievement is usually modest and can vanish altogether if more complex controls are applied to the data (Alanne & Macgregor, 2007).

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