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Home Education in NSW

by Talina Drabsch

1. Introduction

Home education, otherwise known as home schooling, appears to be a growing phenomenon in NSW and other parts of Australia. Whilst official numbers indicate that about 11,000 children are home educated in Australia each year, some believe that the true figure was closer to 50,000 in 2012, with many families operating outside the system.¹ The growing trend towards home education is thought to be due to a number of factors, from a rise in the prevalence of school bullying to the accessibility provided by the Internet to various resources, learning materials and other members of the home schooling community.²

2. What is home education?

Home education encompasses many different educational philosophies and approaches, from a very formal and structured curriculum to the much looser form known as unschooling or natural learning, where learning occurs as part of daily life and in accordance with the child's own interests. The Home Education Unit which operates as part of the Board of Studies NSW views home education as that which is 'delivered in a child's home by a parent or guardian under the *Education Act 1990*... It requires that parents accept responsibility for developing, implementing and evaluating their child's learning program'.³

The Board of Studies distinguishes home education from distance education, in which the child is educated in the home but is still enrolled in a school. However, while the NSW Government clearly distinguishes between home education and distance education, many of those involved in the home schooling movement do not. Terrence Harding, for example, defines 'home education' as encompassing both 'home schooling' and 'distance education'.⁴ For its part, this paper adopts the terminology used by the Board of Studies NSW and uses the terms home education and home schooling interchangeably; unless otherwise stated, these terms are not used to refer to distance education.

Home educators are not an homogenous group and each home schooling environment is unique. However, there are generally considered to be three main approaches to home education:

- i. **Structured learning environment** – families in this category closely follow some kind of curriculum and learning is structured in a way similar to the classroom.
- ii. **Informal learning environment** – those in this category may use various resources, including some textbooks, but they are less structured in their approach than those in the first group.
- iii. **Unschoolers/natural learners** – this involves no structured learning at all, due to the belief that the best learning takes place by maximising the opportunities present in the various activities that constitute daily life and by following the child's interests.

3. Historical note

Historically, home education was far more common than it is now with the decision of whether or not, and how, to educate one's children resting on the parents. Some wealthier families who did not send their children to private boarding schools or who chose not to utilise whatever local schools existed, employed governesses or tutors. Other parents educated their own children as a result of poverty, geographical isolation or poor health, amongst other reasons.⁵ It was the introduction of compulsory education that saw responsibility for the education of children generally shift from parents to the state. Before then, as Chapman and O'Donoghue note :

The first schools in Australia were home schools which served a range of purposes. For many families home schooling was the most socially desirable form of education. Often there was no choice other than to school children at home; distance, isolation or economic difficulties made it impossible to send them to schools. Other families chose home schooling as their preferred form of education, arguing that children who were taught at home could be protected from influences external to the family and contrary to its values.⁶

Despite its long history, home education attracts strong views from both sides of the debate – there are members of the home schooling community who view regular schooling as a form of indoctrination by the state, whilst some vociferous opponents of home education argue that it borders on neglect and child abuse. As the 2003 Queensland Report of the Review into Home Schooling states, "Home schooling... is not well understood. It is seen by many as either a social or educational aberration pursued by a small minority of fringe groups within the community, or as a manifestation of parental neglect".⁷

4. How many children are home educated?

It is difficult to ascertain the exact number of children currently being home schooled in Australia. Whilst all jurisdictions in Australia generally require home school students to be registered, anecdotal evidence strongly suggests that many families operate outside of the system. As a result, the official figures are thought to dramatically understate the number of children being home educated.

Home Education in NSW

The Board of Studies NSW notes that the number of children registered for home schooling in NSW has steadily increased in recent years, growing by 44.1% since 2008/09 and with a 38.1% rise in the number of families registered in that same period.⁸ The table below shows the number of children registered for home schooling in NSW for each year between 2008/09 and 2011/12.

Number of children registered for home schooling in NSW

Number of children with home schooling registration at the end of reporting period	2008/09	2009/10	2010/11	2011/12	% change
Number of children with registration	1945	2315	2631	2802	44.10%
Number of families	1177	1350	1538	1625	38.10%

Source: Board of Studies NSW, *Annual Report 2011/12*, p 84.

Victoria has similarly experienced an increase in registered home educated students, with the number doubling between 2008 and 2012.⁹ According to the Victorian Registration and Qualifications Authority, the number of children registered for home schooling as at 30 June 2012 was 3233 from 1869 families, 368 more children than the previous year.¹⁰

The following table was compiled by the Home School Legal Defense Association (HSLDA) and shows that, according to its figures, there were almost 11,000 students registered for home education in Australia in 2012, or 2.4 home schooled children for every 1000 school-aged children. NSW was a little under the Australian average, with 1.9 home schooled children for every 1000 children of school age. The highest rates of home schooling occurred in Tasmania and Western Australia, with 6.4 and 3.9 home schooled children per 1000 school aged children respectively.

State or Territory	Registered home educated students in 2011*	Registered home educated students in 2012*	Percentage increase from 2011 to 2012	Ratio of homeschooled children per 1000 school-aged children
ACT	136	167	23%	2.2
NSW	2443	2763	13%	1.9
NT	51	56	10%	1.2
QLD	891	951	7%	1
SA	891	1000	12%	3
TAS	603	660	9%	6.4
VIC	3300	3430	4%	3
WA	1806	1889	5%	3.9
AUS	10121	10916	8%	2.4

Source: HSLDA, <http://www.hslda.org/hs/international/Australia/201305070.asp>

These figures are believed to not accurately portray the number of students who are home educated. The 2003 Queensland Government Review of Home Schooling concluded that there were more children being home schooled out of the system than within it.¹¹ According to the HSLDA, there are approximately 20,000 families in Australia who are home educating.¹²

The Australian Christian College alone claims to have 4000 students utilising its home education programs.¹³ Prosecutions for non-compliance with the registration requirements appear to be relatively rare. According to Keenan, there are less than six prosecutions for non-compliance with the curriculum in NSW every year.¹⁴

Several reasons are often cited for why otherwise law-abiding citizens choose to operate outside the system when it comes to home schooling. Some of the reasons for the low rate of registration include:¹⁵

- Parents don't want to follow the state curriculum;
- Parents don't believe the state should dictate the curriculum; and
- Parents resent any intrusion by the state into their lives.

5. NSW legislation

Home education is regulated in NSW by the *Education Act 1990* and a Home Education Unit operates as part of the Board of Studies NSW. Section 3 of the *Education Act 1990* defines 'home schooling' as 'schooling in the child's home, other than distance education provided by a government or registered non-government school in which the child is enrolled'. The Board of Studies NSW distinguishes home schooling from distance education, as distance education usually involves a child being enrolled in a school that offers distance education, with teachers from the school developing and delivering the program.

A child who is of compulsory school age and who is not enrolled with a school must be registered with the Board of Studies NSW for home education.¹⁶ The Office of the Board of Studies is responsible for the administration of the registration program and has been delegated authority to act on behalf of the Minister.

Division 6 of Part 7 of the *Education Act 1990* sets out the conditions for home schooling, including the necessary registration process. Under Division 7 provision is made for conscientious objection to registration on religious grounds. Where a child is to be registered for home schooling, the Board of Studies NSW has specified the requirements that must be met, which include:¹⁷

- The educational program is to be based on the curriculum provided by the *Education Act 1990*.
- The education program is to be based on and taught in accordance with the relevant Board of Studies syllabuses.
- The educational program must be suitable to cater for the identified learning needs of the child.
- There must be an adequate system of recording learning experiences and the child's progress and achievement.
- The time allocated to learning must be sufficient to allow coverage of the curriculum and be comparable to the time allocated by schools.
- The learning environment must be suitable for effective home education.

- The resources within the home and those accessed externally must be adequate to support the learning needs of the child.

Home schooling is to be conducted in accordance with the conditions specified in the certificate of registration, which is valid for a period of up to two years.¹⁸ In NSW, parents are not required to have formal teacher training or teaching experience for home schooling approval to be granted.

A child who is home schooled is not eligible for the Higher School Certificate, as they must have attended a government or registered and accredited non-government school or TAFE in order to complete the prescribed study, assessments, tests and examinations.

6. Other Australian jurisdictions

The various Australian States and Territories differ slightly in the approach taken to home schooling: the level of support and freedom given to home educating families varies, as does flexibility in the schooling system, with some jurisdictions allowing home schooled students to attend school part-time should they desire. Home education is generally governed by the relevant Education Acts in each jurisdiction, with all States and Territories requiring the registration of home educated students.

Victoria: Prior to 2006, parents who home educated their children were not required to register for home schooling, but rather had to demonstrate that their children were receiving regular and efficient instruction.¹⁹ However, following the *Education and Training Reform Act 2006*, children of compulsory school age must either be enrolled in a school or registered for home schooling with the Victorian Registration and Qualifications Authority. Unlike some other jurisdictions, children who are home schooled may be partially enrolled at their local school for specific activities that are the subject of an agreement between the child's parent and the school. As a condition of registration, the following eight key learning areas must be addressed: The Arts; English; Health and Physical Education; Languages other than English; Mathematics; Science; Studies of Society and the Environment; and Technology.

Queensland: Prior to the 2003 Queensland Review of Home Schooling, parents who wished to home school their child were required to obtain a dispensation from the Department; also, one of the parents needed to be a Queensland registered teacher or were otherwise required to engage or employ a Queensland registered teacher. A Review of home schooling policy and practice commenced in Queensland in October 2002, with a report tabled in November 2003. The Report recommended major changes to the way in which the Queensland Government dealt with home schooling. Under the *Education (General Provisions) Act 2006*, children of compulsory school age must either be enrolled in and attending a school or participating in an eligible option, of which registered home education is one.²⁰ Children need to be registered for home education with the Home Education Unit of the Queensland Department of Education, Training and Employment. The registration requirement is seen as balancing a parent's right to educate their child with the State's obligation to ensure that all children are appropriately educated.²¹ Home education is defined in section 205 of the Act as 'the education of the child provided by one or both of the child's parents, or a registered teacher, primarily at the child's usual place

of residence'. Applications for registration need to include a summary of the educational program to be used or learning philosophy to be followed.²² The conditions attached to registration include:²³

- The child's parents must ensure the child receives a high-quality education.
- A parent of the child must give the chief executive a written report on the educational progress of the child while undertaking home education.

Notification of a change of address of the child's usual place of residence.

South Australia: Parents in South Australia may choose to educate their children at home provided they are able to demonstrate that their children are provided with:

- An appropriate learning program and a typical timetable;
- Resources to support the learning program;
- Opportunities for social interaction; and
- A suitable learning environment.

The home learning program must align with the South Australian Curriculum Standards and Accountability Framework and cover the following learning areas:

- English
- Mathematics
- Science
- Design and technology
- Studies of society and environment
- The arts (music, art, dance, media and drama)
- Health and physical education
- Languages other than English

The South Australian Government further advises that successful learning programs must also: integrate essential learnings and key competencies into learning tasks; use a range of resources; have clearly identified learning outcomes; incorporate a variety of teaching, learning and assessment methods; and involve students in the planning of stimulating education programs.²⁴

Western Australia: In Western Australia parents of children of compulsory school age may elect to register as home educators under the *School Education Act 1999*. Registration entails the completion of an application form and production of a copy of the child's birth certificate. The home educator is responsible for planning, resourcing, delivering and monitoring the program and must demonstrate to the moderator what progress the child has made. The focus is on what the child can do, has achieved and can understand, and not just what work the child has completed. The home education program and the progress of the child are evaluated in

accordance with the Curriculum Framework, as established under the *School Curriculum and Standards Authority Act 1997*. The Curriculum Framework establishes the learning outcomes to be achieved and includes eight Learning Area Statements about the knowledge, skills and values deemed essential for the education of students. It does not prescribe a curriculum per se.

Tasmania: The Tasmanian Home Education Advisory Council (THEAC) is an independent advisory council, responsible to the Minister for Education, but separate to the Department of Education. It advises the Minister and the general public on matters pertaining to home education and is also responsible for the registration process and monitoring of individual home education programs. Whilst it is the responsibility of the parents to devise, implement and evaluate the program used, THEAC assists the process by providing information on where to access programs, books about home education and through information sessions. Home schooled students in Tasmania are not required to follow the National Curriculum.

Australian Capital Territory: Parents in the ACT have the option of registering their children for home education in accordance with Chapter 5 of the *Education Act 2004*. The Act recognises that: parents have the right to choose a suitable educational environment for their children; there is a diversity of religious and educational philosophies held by parents providing home education for their children; and the diversity of educational philosophies reflects the diversity of preferences of parents for particular forms of education for their children.²⁵ They also have the option of combining part-time home education with part-time attendance at school.

It is a condition of registration for home education that: the parents must provide a high quality education for their child; document the educational opportunities offered to the child and strategies used to encourage the child to learn; and make available for inspection on request by the director-general any education programs, materials or other records used for the home education.²⁶ Parents may choose what curriculum to follow in accordance with their own approach to home education and the educational needs of the child, although parents are encouraged to be familiar with the Australian National Curriculum. In accordance with section 128(d) of the *Education Act 2004*, home education is to be committed to:

- Offering a broad range of opportunities that foster in each child the development of the child's unique spiritual, emotional, physical, social and intellectual being.
- Valuing the individual needs, interests and aptitudes of each child.

Preparing each child to become an independent and effective local and global citizen.

Northern Territory: The Northern Territory Government supports the right of a parent to choose an educational environment that suits their child. Nonetheless it believes that school is the optimum learning environment for a child and so approval for the home education of compulsory school age children must be obtained from the Northern Territory Department of Education and Children's Services. Details of the proposed home education must be supplied.²⁷ Parents are responsible for.²⁸

- Meeting the compulsory schooling obligation by seeking approval to home educate their child.
- Providing and delivering suitable curriculum, resources and facilities for their child.
- Complying with the conditions of approval by providing their child with the education that is detailed in the application.
- Complying with the annual home visit to be undertaken by a principal or delegated departmental officer.
- Ensuring that a portfolio of their children's work samples is available to be viewed by the principal or delegated departmental officer.
- Advising School Operations if the child is re-enrolled in a school.
- Advising School Operations if there are changes to their contact details.

Parents are not required to use the Australian Curriculum or the Northern Territory Curriculum Framework. However, the following eight key learning areas form the broad requirements for the home education curriculum: English; Mathematics; Science; History; Studies of Society and Environment; Health and Physical Education; Technology and Design; and The Arts.

7. Why do people choose to home school?

There are many reasons why people choose to home school their children. Some of the reasons commonly voiced by members of the home schooling community include:²⁹

- Parents are primarily responsible for the education of their children.
- The health needs of the child prevent him or her from attending school on a regular basis and so the flexibility afforded by home schooling is optimal in the circumstances.
- The child has special education needs, such as autism, which leads some parents to feel the child will cope better in their home environment with a familiar, regular caregiver as educator.
- Religious reasons.
- Philosophical/ideological objections to traditional schooling – for example, some parents believe 'that schools have a forced curriculum, that disagreeable beliefs and values are placed on all the children, that peer pressure is prevalent, that schools are too competitive and that they cannot provide what children need'.³⁰
- Objections to the socialisation process that occurs through traditional schooling as well as a belief that the use of age-structured grades for school forces children into an artificial network of peers who are all the same age. Home schooled children mix with different ages rather than being artificially restricted to their peer group and there are some thoughts that their social skills are better as a result.

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- The family travels regularly and thus requires flexible schooling options.
- There is a desire for closer family relationships and a strong family unit.
- To avoid negative peer pressure, unwanted influences, school bullying and violence, substance abuse, etc.
- In some cases it is a response to perceived inadequacies in the school system and a lack of satisfaction with the education offered by traditional schools.
- The quality of teaching in schools may vary with some parents subsequently believing they could do a better job.
- The local school is too far from home.
- Schools cannot provide children with the same level of personal interest and attention that a family can. Parents have a vested interest in the wellbeing of their children.
- The child may have had a negative schooling experience and thus needs some time away from the school environment.
- The parents are not opposed to traditional schooling per se but cannot afford to send the child to a private school.
- Schools are not the only arena in which children learn and home schooling allows better use of multiple environments conducive to a richer learning experience. It is not subject to the limited choice of subjects, texts and approaches to learning.
- It avoids the homogenisation of children.
- A belief that schools generally provide for the average student, with inadequate support for shy, clever or slow children.
- According to Rochelle Sutherland, 'Home school children have more common sense, a better developed social conscience, are more motivated and think more laterally'.³¹
- There is greater opportunity for one-on-one interaction – the child can ask questions, difficulties can be quickly followed up and resolved and there are extra opportunities for extension.
- Children can learn at their own pace – they can go over areas that require extra time for understanding whilst moving ahead in areas that are more quickly understood. Children are also not locked into particular year levels. For example, a student strong in mathematics could move ahead in that subject whilst completing English work at a lower level.

The 2003 Queensland Review of Home Schooling surveyed parents who were home schooling their children as to the reason for that decision. The results are displayed in the table below (NB: respondents could state more than one reason). The table shows that the dominant reasons for home schooling tend to be peer pressure/negative influence/distraction, more personal/one-on-one support, and no faith in education system/teacher issues.

Reason for home schooling	%
Peer pressure/negative influence/distraction	29.6
More personal/one-on-one support	25.6
No faith in education system/teacher issues	21.3
Religious beliefs	20.7
Family values/bonding	17.3
Bullying while at school	16.2
Special needs/medical reasons	15.0
Flexibility for family	7.9
Provision of a safe and secure environment	6.8
Large or over-crowded classrooms	5.9
Enhanced social experiences/extra curricula activities	5.9
Travel time/isolation/lack of other options	5.4
Concerns with curriculum	4.5
Not suited to parents requirements	2.8

Since 2010, applicants for home schooling registration in NSW have been able to state their reason for home schooling as part of their application to the Board of Studies NSW. However, most have declined to do so. Of those who have provided a reason, philosophical choices or an individualised approach to learning difficulties were commonly cited as the major reason behind home schooling their child.

Rowntree found that for many involved in the home education movement:

..home education fulfilled many functions: it was a way to escape the socio-political agenda of secular humanism; it allowed them to enjoy their children's precious childhood; it assured them that a child with special needs would have the most loving and dedicated teacher possible; it safeguarded their children's religious, educational or political liberty; it provided the best way to give their children a truly rigorous and comprehensive education.³²

8. Concerns

Not everyone is convinced by the supposed merits of home education. Common concerns include:

- The ability to monitor the quality of learning that is taking place is hindered.
- There is a lack of peer interaction – the quality of interaction between peers in a classroom can enhance the learning experience.
- Options may be limited for a student when they finish home schooling.
- Teaching is underrated in the community – there is a lack of understanding of what it takes to be a really effective teacher. Parents may lack the necessary skills.
- It can impact on an equitable educational opportunity being granted to all children.
- The curriculum used for home education may be more narrow or less rounded in its approach than that of a traditional school.

- The home may lack desirable resources or facilities.
- Some argue that home education has the potential to mask child abuse, as there are fewer opportunities for those outside the home to note possible concerns and to raise any necessary alarms.
- It may impede the proper socialisation of children, both in learning how to interact with children of their own age and in being exposed to a diverse range of beliefs and backgrounds.
- The potential burnout of the home educator may hamper the educational experience of the home schooled child or the child may face difficulties in transitioning back into traditional schooling should home education no longer be a viable option.
- It can cause financial strain as one parent remains at home full-time to educate the children.

The relative weight that should be given to the above concerns is a matter of some debate.³³ The 2003 Queensland Review of Home Schooling identified what it found to be a number of myths about home schooling:³⁴

1. **Children who are home schooled are not as socially developed and do not 'mature into confident well-balanced individuals'**. In contrast, the Review found that, 'Throughout the consultation phase of the review and in the formal submissions, there was evidence of interaction among home schooled children on a regular basis both with schooled and other home schooled children. These children participated in the wider community in ways equivalent to their "age peers" and their parents fostered this socialisation. Equally there was evidence that home schooled children were less peer dependent, more independent at similar age, and quite knowing of their situation and circumstance'.
2. **The quality of the educational achievement of home-schooled children is inferior to those enrolled in schools.** The Review found no research evidence to support this claim.
3. **Child protection issues – home schooled children are more at risk than children in schools to various forms of child abuse as a result of their perceived social isolation.** The Review concluded that 'There is no evidence, reputable research or judicial data to support this position'.³⁵

In some ways, the crux of the debate rests on the issue of who has the greater responsibility or right in educating children: parents or the state? According to Harding:

The formal recognition of home education by Australian governments may be viewed by some as affirming parent rights. However, others argue that it enhances the powers of the state, as governments still retain the legal power to register home-schooled students and to approve their educational programs in most states and territories.³⁶

9. International examples

United Kingdom: In the United Kingdom parents are entitled to home school their children. This may be on a full time basis or a request can be

made to a school for part time attendance by the child. Section 7 of the *Education Act 1996* makes education compulsory in England and Wales, requiring that 'The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable – (a) to his age, ability and aptitude, and (b) to any special educational needs he may have, either by regular attendance at school or otherwise'. It is the phrase 'or otherwise' that permits home education. Whilst a child must receive a full time education from the age of five, they do not have to follow the national curriculum. The local council is permitted to make an information enquiry as to whether or not home schooled children are receiving a suitable education.

Home education is also permitted in Scotland. Consent must be obtained from the local authority before a child is withdrawn from a state school, but permission is not necessary if the child has never attended a state school. Section 14 of the *Standards in Scotland's Schools etc Act 2000* empowers Scottish ministers to issue guidance as to the circumstances in which parents may choose to educate their children at home and education authorities are to have regard to any such guidance. Section 30 of the *Education (Scotland) Act 1980* makes it clear that parents are responsible for providing their child with an education – 'It shall be the duty of the parent of every child of school age to provide efficient instruction for him suitable to his age, ability and aptitude either by causing him to attend a public school regularly or by other means'.³⁷

Home education in the United Kingdom has been the subject of fierce debate in recent years. The Badman Review of Elective Home Education in England was conducted in 2009 as a result of some 'concerns about the welfare of home educated children and ensuring that they receive a suitable education'.³⁸ The Review made a number of proposals including:

- A compulsory registration scheme.
- More support to be provided to home educating families.
- Properly trained local authority officials having right of access to the child's home, following a minimum two week notification to the parents
- Enabling local authorities to refuse registration to home educate if there is clear evidence of safeguarding concerns.

The Children, Schools and Families Bill 2010 sought to introduce a registration requirement for those who wished to educate their children at home. However, as a result of fierce opposition from the home schooling community the home education provisions were subsequently withdrawn from the Bill, and the Government and opposition parties could not agree on a suitable way forward.³⁹

United States of America: As in Australia, the number of home educated students is growing in the United States. As of 2007, there were approximately 1.5 million home schooled students in the US (2.9% of the school age population), compared to 1.1 million in 2003 (2.2% of the school age population) and 850,000 in 1999 (1.7% of the school age population).⁴⁰ This is equivalent to a 76% increase in the number of home schooled students since 1999 (36% growth since 2003).

Home education is legal in the United States of America. The extent to which it is regulated varies on a State-by-State basis, from little regulation in States such as Texas, Illinois and Connecticut to high regulating States such as Pennsylvania, New York, Vermont, Rhode Island and Massachusetts.⁴¹

In the 2007 National Household Education Surveys Program conducted by the National Center for Education Statistics (part of the US Department of Education), parents were asked for their reasons for home schooling their children. The parents of more than 2/3 of students cited the following reasons: concern about the school environment; to provide religious or moral instruction; and dissatisfaction with the academic instruction available at other schools.⁴²

New Zealand: Whilst children between the ages of six and 16 are required to be enrolled in a registered school, home education is permitted in certain circumstances in New Zealand. In order to protect the rights of the child to an education, section 21(1)(b) of the *Education Act 1989* permits the Ministry of Education to grant a certificate exempting a child from attending a registered school if it can be shown that the child 'will be taught as least as regularly and well as in a registered school or in the case of a person who would otherwise be likely to need special education, will be taught at least as regularly and well as in a special class or clinic or by a special service'. A statutory declaration must be completed twice a year to assure the Ministry of Education that home schooling is continuing.

A home schooling supervision allowance is paid twice a year in New Zealand, provided that the parents continue to meet the requirements under which the Certificate of Exemption was granted. The table below shows the current annual amounts paid:⁴³

First child	\$743
Second child	\$632
Third child	\$521
Subsequent children	\$372

10 Conclusion

Much remains uncertain about home education. As Keenan observed:

It's extremely hard to do rigorous research on home schooling, not only because so much of it flies below the radar, but because every home schooling situation is unique.⁴⁴

It seems clear that the number of home educated children in Australia is increasing. There are many and varied reasons offered in support of home schooling and many educational philosophies are employed in determining whether to adopt a structured, informal or natural learning approach. At the same time concerns remain about some aspects of home schooling, focusing on the standard of education that may be available to the home schooled child, the impact on the socialisation of the child, and the potential for options to be more limited than for a traditionally schooled child once schooling is complete. Ultimately, much of the division of opinion centres around whether the greatest right and responsibility for a child's education rests with the state or with parents.

- ¹ ABC News, 'Opting out and staying at home', *Radio National Background Briefing*, 29/1/12.
- ² Catherine Keenan, 'Home sweet school', *Good Weekend – Sydney Morning Herald*, 9/2/13, p 27.
- ³ Office of the Board of Studies New South Wales, *Home Education in NSW Information Package*, 2011, p 5.
- ⁴ Terrence Harding, 'A study of parents' conceptions of their roles as home educators of their children', Unpublished PhD thesis, Queensland University of Technology, 2011.
- ⁵ Anne Chapman and Thomas A O'Donoghue, 'Home Schooling: An emerging research agenda', *Education Research and Perspectives*, 27(1) June 2000: 19 at 19.
- ⁶ Anne Chapman and Thomas A O'Donoghue, 'Home Schooling: An emerging research agenda', *Education Research and Perspectives*, 27(1) June 2000: 19 at 22.
- ⁷ Queensland Government, *Home Schooling Review*, October 2003, p 6.
- ⁸ Board of Studies NSW, *Annual Report 2011-12*, p 84.
- ⁹ Catherine Keenan, 'Home sweet school', *Good Weekend – Sydney Morning Herald*, 9/2/13, p 27.
- ¹⁰ Victorian Registration and Qualifications Authority, *Annual Report 2011/12*, p 29.
- ¹¹ Queensland Government, *Home Schooling Review*, Report, October 2003, p 15.
- ¹² HSLDA [website](#).
- ¹³ HSLDA [website](#).
- ¹⁴ Catherine Keenan, 'Home sweet school', *Good Weekend – Sydney Morning Herald*, 9/2/13, p 27.
- ¹⁵ Catherine Keenan, 'Home sweet school', *Good Weekend – Sydney Morning Herald*, 9/2/13, p 27.
- ¹⁶ Section 22 *Education Act 1990* (NSW).
- ¹⁷ Office of the Board of Studies NSW, *Home Education in NSW: Information Package*, Sydney, 2011, p 8.
- ¹⁸ Section 73 *Education Act 1990* (NSW).
- ¹⁹ Suzannah Rowntree, 'Home schooling: Education outside the box', *Quadrant*, 56(6) June 2012: 74 at 74.
- ²⁰ Sections 199 and 239.
- ²¹ Queensland Department of Education, Training and Employment, '[Home education in Queensland](#)'.
- ²² Section 208.
- ²³ Section 217.
- ²⁴ Government of South Australia, '[Home education](#)'.
- ²⁵ Section 128.
- ²⁶ Section 132.
- ²⁷ Section 20E of the *Education Act*.
- ²⁸ Northern Territory Department of Education and Children's Services, '[Home Education Policy](#)', December 2012.
- ²⁹ Anne Chapman and Thomas A O'Donoghue, 'Home Schooling: An emerging research agenda', *Education Research and Perspectives*, 27(1) June 2000: 19
- ³⁰ Anne Chapman and Thomas A O'Donoghue, 'Home Schooling: An emerging research agenda', *Education Research and Perspectives*, 27(1) June 2000: 19 at 24.
- ³¹ Rochelle Sutherland, *Why do you want to home school? The Essential Australian Guide*, House of Hadrian Press, Brisbane, 2005, p 82.
- ³² Suzannah Rowntree, 'Home schooling: Education outside the box', *Quadrant*, 56(6) June 2012: 74 at 77.
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ISSN 1838-0204