

Questions on Notice

1. **Many home schooling families have stated that their children had had an educational issue or special needs. Where that information is captured by the BOSTES, provide the statistics for 2010, 2011, 2012 and 2013 for:**
 - **parents who have stated that the children have an educational issue or special needs**
 - **parents who have nominated whether they home school for philosophical or religious reasons or because their child has special education needs or for other reasons.**

Educational issue or special needs

The BOSTES' application forms for home schooling registration request that the applicant identify whether the child has any educational issues or special needs.

Whilst each applicant's response to this question is considered by the Authorised Person during an assessment, the BOSTES has not recorded this information in a form that can be readily aggregated for reporting purposes.

For this reason, in order to respond to the Select Committee's question, the BOSTES has reviewed a sample of 2% of the applications for 2010, 2011, 2012 and 2013. Table 1 provides the percentage of applicants from that sample who identified that the child has educational issues or special needs for each year.

Table 1: Percentage of applicants who identify that child has educational issue or special needs per year			
2010	2011	2012	2013
20%	18%	23%	25%

Reason for home schooling

The BOSTES' application forms for home schooling registration provide an optional section for the applicant identify a reason for choosing to home school.

Table 2 on page 2 provides the percentage of response per categories of reason for 2010, 2011, 2012 and 2013.

Table 2: Percentage of applicants per category of reason for choosing to home school per year				
Reason	2010	2011	2012	2013
Philosophical	1.92%	17.00%	16.00%	17.00%
Religious	0.64%	2.20%	3.00%	5.00%
Special learning needs	2.11%	11.90%	9.50%	14.00%
Bullying	0.50%	3.80%	4.00%	3.00%
Other	1.28%	10.70%	18.00%	24.50%
Nil response	93.55%	54.40%	49.50%	36.50%

2. How many children registered for home schooling have experienced prior education at a government or non-government school?

Based on feedback from home schooling families, it is estimated that the majority of children registered for home schooling have experienced education at a government or non-government school.

Currently, there is not a system for requesting or collecting this information as it is not a requirement for registration and many parents express a reluctance to provide any information that is not directly related to the requirements.

3. The BOSTES has a research project looking at the relationship between home schooling and how students perform in standardised tests such as NAPLAN and the Higher School Certificate. Provide more detail about how that inquiry is being conducted, specifically with regard to controlling demographic factors such as socio-economic status.

The BOSTES' research comprises four main components:

(i) Literature review

Published research into academic outcomes of home schooled students is being reviewed. The review is drawing heavily on major summary reports into the outcomes of home schooling, in particular *Home Schooling: A Comprehensive Survey of the Research* by Robert Kuntzman and Milton Gaither.

(ii) NAPLAN results of home schooled children

Home schooled students are eligible to sit for the National Assessment Program Literacy and Numeracy (NAPLAN) tests conducted annually for Years 3, 5, 7 and 9. Participation in the tests is voluntary, with a fee of \$37.90 currently. The tests are administered by parents using the NAPLAN administration protocols. In the six-year period from 2008 (when NAPLAN commenced) until 2013, a total of about 500 home schooled students in NSW have undertaken the tests, representing about 10% of home schooled students in the relevant age groups over that period.

The research project is analysing the results of these students on the five NAPLAN national assessment domains. The mean scaled scores for these students are being compared to the average scores obtained by all NSW students.

(iii) Results of previously home schooled students in state-wide assessments

In addition to the relatively small number of currently home schooled students who undertake the NAPLAN tests each year, there are larger numbers of students who were previously registered for home schooling but are now at school and complete state-wide assessments in that context.

Three sets of state-wide assessments are being analysed: NAPLAN, School Certificate tests (in English, Mathematics and Science) and results in HSC English courses (Advanced and Standard). For NAPLAN, results are being analysed for the six-year period since the inception of the tests (2008–2013), for the School Certificate and HSC, the most recent five-year period is being used (2007–2011 and 2009–2013 respectively).

Relevant students are being identified by matching student details on the NAPLAN, School Certificate and HSC data files with those in the BOSTES records of students registered for home schooling. Matching is based on student name, gender and date of birth. Over the periods being analysed, a total of about 4000 students have been identified in the NAPLAN tests, about 1000 students in the School Certificate tests and 750 students in HSC English courses.

The results of these matched students are being compared to the NSW averages for all students. In order to make some allowance for the differing periods of time that students had been home schooled, separate analyses are being undertaken for students home schooled for more than two years and those home schooled for up to two years. Comparisons will be made in terms of both statistical and practical significance.

(iv) Analysis of Student Demographic Characteristics

An analysis is being undertaken of the demographic characteristics of home schooled and previously-home schooled students and their families. In particular, the analysis will use students' home addresses to determine regional and remoteness information, and to estimate the socio-economic status of their localities based on ABS local area statistics. These features will be compared with statistics for the overall population.

4. The BOSTES' submission to the inquiry states that since 2010, the BOSTES has exchanged information with other relevant agencies, mainly the DEC, in relation to 346 children from 283 families.

- (i) Does that explicitly refer to 283 home schooling families?**
- (ii) It appears that there is an exceptionally high rate of exchange of information. Can you provide an explanation for that?**
- (iii) How many of the 346 children are registered for home schooling?**

Chapter 16A of the Care and Protection Act provides for the exchange of information with regard to the safety, welfare or well-being of a child or young person in order to facilitate collaboration between agencies in the provision of services relating to the care and protection of children.

The exchange of information under the Care and Protection Act may or may not also involve a mandatory report to Community Services depending on whether the threshold of 'risk of significant harm' is assessed to be present.

Under Chapter 16A, the BOSTES routinely provides and receives information relating to children and young persons. Since 2010, the BOSTES has exchanged information with other relevant agencies, mainly the Department of Education and Communities ('the DEC'), in relation to 346 children from 283 families.

Under the Care and Protection Act, educational neglect is a reason for a child or young person to be at risk of significant harm. Educational neglect concerns a child or young person of compulsory school age who is not attending school or not registered for home schooling in accordance with the Education Act or a child or young person who is habitually absent from school.

Most of the information exchanged between the BOSTES and other agencies, mainly the DEC, relates to the possible educational neglect of a child. For example, if the DEC finds that a child is habitually absent and the parent explains that the child is now being home schooled, the DEC will check with the BOSTES as to the registration status of the child. The information from the BOSTES assists the DEC to assess whether there is a possible risk of significant harm, such as educational neglect, or not.

(i) Number of families

The BOSTES has exchanged information in relation to children from 283 families under Chapter 16A of the Care and Protection Act. Of these 283 families, 93 families had children registered for home schooling and 190 families did not have children registered for home schooling at the time the information was exchanged.

(ii) Rate of exchange

The majority of the instances of exchanged information were in response to a request from the DEC in relation to an assessment of the risk of significant harm, educational neglect, of a child.

In NSW, the DEC is the agency responsible for administering the compulsory schooling provisions of the Education Act. These DEC requests are intended to confirm whether or not a child found not to be enrolled or attending a school is registered for home schooling.

It should be noted that an exchange of information in relation to a child does not necessarily mean that the child is at risk of significant harm. It means that an agency is assessing the risk. Whether a mandatory report becomes relevant is based on assessment of the information available.

(iii) Registered children

The BOSTES has exchanged information in relation to 346 children under Chapter 16A of the Care and Protection Act. Of these 346 children, 136 were registered and 210 were not registered at the time the information was exchanged.

5. Provide a copy of the 2011 Information Package with the changes made in 2013 identified as tracked changes.

The development of the 2013 Information Package occurred in stages with different sets of tracked changes at each stage. For this reason, until the request from the Select Committee, the BOSTES did not have one set of tracked changes to the 2011 Information Package.

The BOSTES has now prepared, retrospectively, a tracked changes version of the 2011 Information Package, as published in 2013. A copy of the document is attached (**Annexure 1**). In that context, the BOSTES has used its best endeavours to identify all changes made to the 2011 Information Package. Accompanying this document is a summary of the changes.

6. Identify the reasons for refusing applications for home schooling registration and the overall level of refusal.

The BOSTES groups the reasons for refusing an application for home schooling registration into the following four broad areas:

- (a) an Authorised Person finding at assessment that the requirements for registration are not met
- (b) the provisions of a court order precluding home schooling registration
- (c) the applicant does not respond to repeated attempts to contact and/or make an appointment for an assessment of the application
- (d) the child is not eligible (for example the child has not turned six years of age, the child is 17 years of age or older, the applicant did not provide necessary details, for example, a home address, the applicant is not residing in NSW).

Table 3 provides the percentage of each reason for refusing registration since 2010.

Table 3: Percentage of applications refused per reason						
Reason for refusing		2010	2011	2012	2013	2014 at 30 June
(a)	finding at assessment that requirements not met	0.04%	0.25%	0.14%	0.36%	0.48%
(b)	provisions of court order preclude home schooling	0.04%	0.04%	0.07%	0.22%	0.17%
(c)	applicant does not respond or is not available	0.09%	0.10%	0.07%	1.47%	0.48%
(d)	child not eligible	0.09%	0.10%	0.18%	0.39%	0.12%
Total		0.26%	0.49%	0.46%	2.44%	1.25%

- 7. The BOSTES' submission provides figures identifying that as at 31 December 2013, the percentage of children registered for one to three months was 0.3 percent. Provide the figures for 2009-10, 2010-11 and 2011-12.**

Appendix B of the AP Handbook provides guidelines for Authorised Persons in making recommendations for a period of registration. The process of making a recommendation in relation to an application for home schooling registration relies on the professional discernment and on balance judgement of an Authorised Person. Each application is considered on its merits. The guidelines are intended to assist the Authorised Person in the decision making process and to enhance the consistency of judgement across Authorised Persons.

In relation to an application for initial registration, the guidelines suggest that the Authorised Person consider a three month period of registration if the applicant demonstrates:

- a capacity to comply with all requirements for registration with many areas for improvement
- limited planning to sustain a period of registration.

In relation to an application for renewal of registration, the guidelines suggest that the Authorised Person consider a three month period of registration if the applicant demonstrates:

- compliance during the current period of registration with many areas for improvement
- a capacity to plan and provide for the educational needs of the child during the current period of registration
- a capacity to comply with all requirements for registration during a renewed period of registration with many areas for improvement
- a capacity to address the areas for improvement
- limited planning to sustain a period of registration.

The most common reason for a registration period of three months is to provide an opportunity for an applicant to demonstrate compliance with the requirements prior to a longer period of registration being considered.

Other reasons for a short period of registration are to:

- align a period of registration with the registration period of a sibling
- register a child until the child turns 17 years
- register a child for a period of time before returning to school or moving interstate or overseas.

Table 4 provides the percentage of children registered for home schooling for a period of one to three months on 30 June in each financial year from 2009/10 to 2013/14.

Table 4: Percentage of children registered for one to three months at 30 June					
Type of application	2009/10	2010/11	2011/12	2012/13	2013/14
Initial registration	0	0.035%	0.03%	0.28%	0.26%
Renewal of registration	0	0.035%	0.07%	0	0.07%

- 8. Provide a copy of the correspondence from the Home Education Association (HEA) to BOSTES stating HEA's condition that it would not meet with the BOSTES until the 2013 Information Package is withdrawn.**

A copy of the letter dated 17 December 2013 from the Home Education Association to the BOSTES is attached (**Annexure 2**).

Overview of amendments to the *Home Education in NSW Information Package and tracked changes*

The following provides an overview of the amendments made to the 2011 Information Package. Tracked changes to the Information Package are attached.

Amendment
<p>Section: Title</p> <p>Change the title from <i>Home Education in NSW information Package</i> to <i>Registration for Home Schooling in NSW – Information Package</i></p> <p>The amended title is more consistent with the purpose of the document, that is, to provide information about registration for home schooling as provided for by the <i>Education Act 1990</i> ('the Act').</p>
<p>Part 2: Requirements for home schooling registration</p> <p>Clarify that the minimum curriculum of the Act is the curriculum provided by the relevant BOSTES syllabuses.</p> <p>Clarify that the educational program for each child is required to be based on and taught in accordance with BOSTES syllabuses.</p> <p>Clarify that the capacity of an applicant to plan and provide for the educational needs of the child is assessed by an Authorised Person based on the evidentiary documentation provided by the applicant.</p>
<p>Part 3: The registration process</p> <p>Explicitly reference in the Information Package the BOSTES' practice of requiring the child for whom registration is being sought to be present in the home during an assessment for home schooling registration.</p> <p>Clarify that the Authorised Person will consider records of the previous educational attainment of the child during the assessment of whether the planned educational program is suitable to cater for the identified learning needs of the child. Such records might include previous school reports, assessment records and the results of external testing, for example NAPLAN.</p>
<p>Part 3: Recommendation of the Authorised Person</p> <p>Explicitly reference in the Information Package the BOSTES' practice of approving up to a one year period for initial registration.</p> <p>The Act provides for a maximum period of up to two years home schooling registration.</p> <p>Applicants for initial registration, who do not already have other registered children, are assessed in relation to a capacity to comply with the requirements for registration. Compliance with the requirements may only be demonstrated once the educational program is being delivered during a period of registration.</p> <p>The amendments continue to provide for a maximum two year period of initial registration for an applicant who already has children registered for home schooling and who has demonstrated compliance with the requirements for registration over successive periods of registration for the maximum time possible.</p>
<p>Part 3: The registration process</p> <p>Explicitly reference in the Information Package the BOSTES' provision for monitoring compliance with the requirements for home schooling registration during a period of registration.</p>

Part 3: Remove section on assessment by documentation

Assessment by documentation has not been a routine practice of the BOSTES for many years. The amendments continue to provide for consideration of an assessment by documentation on the basis of a recommendation from an Authorised Person.

Part 3: Changes to registration details

Consolidate information about notifying the BOSTES into one section of the Information Package. Parents are requested to notify the BOSTES of changes to the home address, a decision to stop home schooling, change of contact details and if there is a need to change the Years of schooling on the certificate of home schooling registration.

Part 4: Curriculum requirements

The minimum curriculum guidelines previously contained in the Information Package are redundant as the minimum curriculum for all students in NSW is based on the BOSTES' syllabuses. The syllabus stage statements contained within each syllabus provide an overview or guide to the learning per stage. Part 4 of the Information Package clarifies that the curriculum must be based on and taught in accordance with BOSTES' syllabuses.

Part 4: New BOSTES' syllabuses for Kindergarten to Year 10

Part 4 provides information about the implementation schedule for the BOSTES' new Kindergarten to Year 10 syllabuses for English, Mathematics, Science and History.

The amendments require parents to follow the same implementation schedule as for schools, noting the following exception to provide greater flexibility for home schooling parents.

The amendments provide flexibility for a parent who is planning an educational program for siblings who are in the same curriculum 'stage' but in consecutive Years of secondary schooling, for example, a parent with one child in Year 7 and another child in Year 8. Under the implementation schedule, in 2014 the parent is required to provide the new syllabus to the child in Year 7 and the old syllabus to the child in Year 8. In these circumstances, curriculum planning may be more efficient if it was based on the same syllabus for both children. The amendments provide that, in these circumstances, a parent may seek approval to bring forward the implementation of the new syllabus so that the new syllabus may be used for both children in 2014. As all children in secondary education will be required to study the new syllabuses from 2015, the impact of any such approval for a small number of children registered for home schooling in 2014 is considered to be minimal.

Various sections

A range of minor edits and clarifications

HEA

ANNEXURE 2

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home education *association inc.*

ABN 98 261 801 288.

Mr David Murphy
Deputy Chief Executive
Board of Studies NSW
GPO Box 5300
Sydney 2001

Tuesday, 17 December 2013

Dear Mr Murphy,

Thank you for your comments on the issues raised at the meeting between HEA representatives and Minister Piccoli on 30 October, 2013. The HEA challenges the continued denial by OBoS of comparative changes between the 2011 and 2013 information packs as reported and experienced by HEA members.

The HEA appreciates that OBoS Officers are available to meet with the HEA. However, given that the OBoS remains of the view that the registration process for home educators has not changed, regrettably, it is not possible for meaningful discussion on these issues to occur at this time.

In order to move forward the HEA again requests that OBoS acknowledge issues raised by the home education community, and withdraw the 2013 IP, reverting in the interim to the 2011 IP, while a fair and through consultation process with NSW home educators is conducted.

Yours sincerely,

Tamara Kelly
HEA President



OFFICE OF THE BOARD OF STUDIES
NEW SOUTH WALES

Registration for Home Schooling in NSW- Home
Education in NSW
Information Package

2011August 2013

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Contents

<u>Introduction.....</u>	<u>4</u>
<u>Part 1 Registration for home schooling: an overview.....</u>	<u>5</u>
<u>About home schooling.....</u>	<u>5</u>
<u>Purpose of registration.....</u>	<u>5</u>
<u>Eligibility for registration.....</u>	<u>6</u>
<u>Years of schooling.....</u>	<u>6</u>
<u>Completion of Year 10.....</u>	<u>7</u>
<u>Record of School Achievement and Higher School Certificate.....</u>	<u>8</u>
<u>Registration for full-time home schooling.....</u>	<u>8</u>
<u>Objection to registration.....</u>	<u>9</u>
<u>Part 2 Requirements for registration.....</u>	<u>108</u>
<u>Requirements for home schooling registration.....</u>	<u>8</u>
<u>Part 3 The registration process.....</u>	<u>119</u>
<u>Overview of the registration process.....</u>	<u>119</u>
<u>Initial registration.....</u>	<u>119</u>
<u>Renewal of registration.....</u>	<u>1512</u>
<u>Changes to registration details.....</u>	<u>18</u>
<u>Recommendation to refuse registration.....</u>	<u>1944</u>
<u>Registration and review process flow charts.....</u>	<u>2015</u>
<u>Part 4 Curriculum requirements.....</u>	<u>2318</u>
<u>Curriculum requirements for primary education (Kindergarten to Year 6).....</u>	<u>1823</u>
<u>Curriculum requirements for secondary education (Year 7 to Year 10).....</u>	<u>2424</u>
<u>New Board of Studies syllabuses for Kindergarten to Year 10.....</u>	<u>25</u>
<u>Program Builder.....</u>	<u>26</u>
<u>Curriculum requirements beyond Year 10.....</u>	<u>2627</u>
<u>Part 5 Frequently asked questions.....</u>	<u>2829</u>
<u>Part 6 Sample approaches to record keeping.....</u>	<u>3133</u>
<u>Sample approaches to documenting programs of study.....</u>	<u>33</u>
<u>Sample approaches to assessment and maintaining records of achievement.....</u>	<u>35</u>
<u>Sample approaches to maintaining records of learning experiences.....</u>	<u>38</u>
<u>Part 7 Resources for home schooling.....</u>	<u>3941</u>
<u>Home education organisations and networks.....</u>	<u>41</u>
<u>Board of Studies online resources.....</u>	<u>41</u>
<u>Part 8 Application forms.....</u>	<u>413</u>

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Introduction

Under the *Education Act 1990*, home schooling is recognised as a legitimate way of providing for the educational needs of children in NSW.

Parents who choose to home school ~~educate~~ their children ~~at home~~ do so for a variety of reasons. Successful home ~~schoolers~~ educators demonstrate a high level of commitment, time and energy in providing for their children's education.

In NSW, parents who decide to home school ~~educate~~ their children ~~at home~~ must have the approval of the Minister for Education ~~and Training~~ or the Minister's delegate. Approval to home school is through registration. The Office of the Board of Studies (~~'the Office'~~) is responsible for ~~the administering~~ the home schooling registration program and has been delegated the authority to register children for home schooling.

This information package ~~identifies~~ provides ~~the requirements to be met in order to be registered for home schooling and describes the processes for assessing applications for home schooling registration.~~ a guide to applying for home schooling registration, describes the requirements and process and provides information which may be helpful for children who are those who are registered. Further information on services and ~~Information and~~ resources for parents that may be of interest to home educators can be found on the Parents Page on the Board of Studies website <www.boardofstudies.nsw.edu.au/parents/home-schooling.html>.

~~If you have questions~~ Questions about home schooling registration ~~please phone~~ may be directed to the Home ~~Education-Schooling~~ Unit on 02 9367 8149 or email <homeeducation@bos.nsw.edu.au>.

Part 1 Registration for home schooling: an overview

About home schooling

Home schooling is education delivered in a child's home by a parent or guardian. In this information package, a reference to a parent includes reference to the legal guardian of a child.

Under the *Education Act 1990*, it is a legitimate option available to NSW parents and guardians the parent of a child of compulsory school-age has a duty to ensure that the child is enrolled at, and attending, a government school or registered non-government school or that the child is registered for home schooling and receiving instruction in accordance with the conditions of registration for home schooling.

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Registration for hHome schooling requires that parents accept responsibility for developing, implementing and evaluating-assessing their child's learning-educational program as based on Board of Studies syllabuses. The educational program upon which a child's registration is based, must be delivered in the child's home.

Home schooling, also called-referred to as home education, requires a allows-a parent to deliver integrate the NSW Board of Studies curriculum, with the learning processes that occur naturally in the home throughout a child's development.

Home schooling is different to distance education. Distance education is where a child is enrolled in a school which delivers all or a significant majority of the educational program through such means of distance education such as by-mail, email, telephone and/or other electronic communication. In this case, the educational program is developed, delivered and evaluated-assessed by the distance education school.

Purpose of registration

Registration is a legal requirement for home schooling while a child is of compulsory school-age and not enrolled in, and attending, a school.

The Office of the Board of Studies (the Office) is responsible for the-administering of the registration program and has been delegated the authority to act on behalf of the Minister in relation to home schooling registration.

Registered home schooled children are authorised to be home schooled in accordance with the conditions specified on the relevant certificate of registration including the home address, the period of time-registration (from six months to two years) and the Year or Years of schooling as relevant to for the educational program to be delivered.

In NSW, home schooling is subject to the registration requirements and processes outlined in this package.

~~Families with a genuine conscientious objection, on religious grounds, to registration conscientious, from ingmay apply for exemption from registration. This does not exempt parents from their responsibilities to provide children with a quality education as, in order to be exempt from registration, parents must demonstrate that they meet the same requirements as registered home educators.~~

Eligibility for registration

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Children are eligible to be registered for home schooling during the compulsory years of schooling.

In NSW the compulsory years of schooling are from the age of 6 years until the minimum school leaving age specified in the *Education Act 1990*. ~~Children who are not of compulsory school-age are not eligible for home schooling registration. Education in the home outside this age group is not subject to registration requirements.~~

In June 2009, the *Education Act 1990* was amended to raise the minimum school leaving age effective from 1 January 2010.

Under the amended legislation, the minimum school leaving age subject to the following participation requirements is the age at which the child completes Year 10 of secondary education or the age of 17 years, whichever comes first.

~~The completion of Year 10 of secondary education is the completion of Year 10 of secondary education in NSW whether by school education or home schooling.~~

A child who completes Year 10 of secondary education ~~before turning but who is below~~ 17 years of age is of compulsory school-age unless the child participates on a full-time basis in approved education or training or, if the child is of, or above, the age of 15 years, in paid work or a combination of approved education or training or paid work for the equivalent of a full-time basis.

The completion of Year 10 of secondary education is the completion of Year 10 of secondary education in NSW whether by education at a school or by registration for home schooling.

~~The new requirements do not apply to children who turn 15 before 1 January 2010 unless they:~~

- ~~• have completed Year 10 of secondary education during the 2009 school year, or~~
- ~~• were enrolled in a government or registered non-government school at the end of the 2009 school year, or~~
- ~~• were registered for home schooling at the end of 2009.~~

If approved, a student may complete the equivalent of Year 10 by undertaking an Australian Qualifications Framework (AQF) vocational Certificate II delivered by TAFE NSW or by undertaking a full-time apprenticeship or traineeship. These provisions are explained later in this part of the Information Package.

Years of schooling

Part 1 – Registration for Home Schooling: an overview

~~From 2010~~ A Certificate of registration for home schooling will specify a Year or Years of schooling for primary education (~~from~~ Kindergarten to Year 6), secondary education (Year 7 to Year 10) or for the curriculum beyond Year 10 (Year 11 and Year 12).

The specific Year or Years of schooling recorded on the certificate of registration will be based on the educational program to be delivered in the home and the period of registration.

~~For some children, in order to address specific learning needs, the curriculum to be taught in the home may be advanced or delayed in comparison to children of a similar age who attend school.~~

Discussion with an Authorised Person when ~~reviewing~~ assessing an application for home schooling registration may be part of the process for determining the Year or Years of schooling to be recorded on the certificate.

Completion of Year 10

Certificate of completion of Year 10

~~From 2010~~ Home schooled children who have completed Year 10 may apply to the Home ~~Education~~ Schooling Unit for a certificate of completion of Year 10.

Eligibility for such a certificate is based on the child having been registered for secondary education (Year 10) and the provision of evidence showing completion of the learning educational program upon which registration was based, including records of the educational program, learning progress and samples of student work. The student must have completed an educational program based on the relevant Board of Studies syllabuses for Year 10 (Stage 5) in the twelve month period prior to applying for a certificate of completion of Year 10.

An Authorised Person will assess an applications for a certificate of completion of Year 10. A written application must be ~~If you wish to apply you must submitted a written application to~~ the Home Schooling Education Unit <homeschooling@bos.nsw.edu.au>. Information about the application form is provided in Part 8 of this package.

~~In addition to completing Year 10 at a government school, a registered non-government school or by being registered for home schooling, a child of compulsory school age may also complete Year 10 by completing certain courses provided by NSW TAFE or, in special circumstances, equivalent courses of study approved by the Board. Further details are contained in the Board's Guidelines for Equivalent and Alternative Courses of Study as published on the Board's website <www.boardofstudies.nsw.edu.au>.~~

Completion of Year 10 at TAFE NSW

Section 21B(5)(b) of the Education Act 1990 provides for a student to complete the equivalent of Year 10 at a TAFE NSW Institute, subject to the approval of the relevant TAFE Institute Director.

A student wishing to pursue this pathway must have completed Year 9 and be a minimum of 15 years of age. Contact should first be made with the relevant TAFE Institute to discuss the availability and appropriateness of the Certificate II course being considered as equivalent to

Part 1 – Registration for Home Schooling: an overview

Year 10. Information about TAFE's eligibility requirements is available on the TAFE website <https://www.tafensw.edu.au/courses/enrol/entry_requirements.htm#equivalents_to_entry_requirements>.

As part of TAFE's enrolment procedures for students who are registered for home schooling and seeking to complete the equivalent of Year 10 at TAFE, an Authorised Person from the Office of the Board of Studies must first sign the application form for the TAFE course. Sections A and B of the TAFE application form must be completed by the parent and then sent to the Home Schooling Unit. An Authorised Person from the Office will contact the parent to discuss the application and to make arrangements for signing the application form. The form will be forwarded to the relevant TAFE by the Office's Home Schooling Unit.

It should be noted that any decision regarding the enrolment of a student in a TAFE course is at the discretion of the particular TAFE.

Details of the application process and a link to TAFE's application form can be found on the Board of Studies' website at <www.boardofstudies.nsw.edu.au/manuals/equivalent-alternative-study-students-yr10-tafe.html>.

Completion of Year 10 by a full-time apprenticeship or traineeship

Section 21B(5)(b) of the *Education Act 1990* provides for a student to complete Year 10 of secondary education by undertaking a full-time apprenticeship or traineeship, subject to the student having a signed full-time apprenticeship or traineeship contract and a training plan proposal.

Students who are registered for home schooling and wishing to pursue this pathway must have completed Year 9 and be a minimum of 15 years of age. Once the student has a signed full-time apprenticeship or traineeship contract and a training plan proposal, the parent may apply to the Home Schooling Unit for an exemption from the student having to be enrolled in and attend school whilst the student is undertaking the full-time apprenticeship or traineeship. A copy of the signed full-time apprenticeship or traineeship contract and training plan proposal must be submitted with the application to the Home Schooling Unit. On receipt of an application, an Authorised Person from the Office will contact the parent to discuss the application. Parents will be advised of the outcome of the application.

Details of the application process can be found on the Board of Studies' website at <www.boardofstudies.nsw.edu.au/manuals/equivalent-alternative-study-students-apprenticeship.html>.

School CertificateRecord of School Achievement and Higher School Certificate

Home schooling does not provide for a child to be eligible for the award of the ~~School Certificate~~Record of School Achievement or the Higher School Certificate. To be eligible ~~for either of these awards~~, a ~~child~~student must have attended a government ~~school~~, ~~or a~~ registered and accredited non-government school or a college of TAFE in order to complete the prescribed study, assessments, ~~tests~~ and examinations for the awards.

Registration for **partfull**-time home schooling

Children registered for home schooling for Kindergarten to Year 10 must be undertaking a full-time educational program delivered in the home. Part-time home schooling is not possible for children registered for Kindergarten to Year 10. All children of compulsory school age must be enrolled in a school (government or non-government) or registered for home schooling on a full-time basis.

Children registered for home schooling beyond Year 10 may be approved to undertake a program based on part-time home schooling in combination with approved education or training and/or paid work. Participation in all aspects of the approved program, in total, must be equivalent to a full-time load.

Objection to registration

The Education Act 1990 provides for a parent of a child wanting the child to be home schooled to give notice that the parent conscientiously objects to registration under the Act on religious grounds. The conscientious objection may be accepted if there is satisfactory evidence that registration would be granted if an application for registration had been made. If the objection is accepted, a certificate of exemption from registration is issued. To be accepted, there must be satisfactory evidence that registration would be granted if an application had been made for such registration and the objection to registration is conscientiously held on religious grounds. The requirements and processes for registration described in this package apply to applicants seeking a certificate of exemption from registration.

Part 2 Requirements for registration

Requirements for home schooling registration

The requirements for home schooling registration must be complied with at all times during a period of registration. Registered home schoolers must meet the requirements for registration. The requirements for home schooling registration are that:

- the educational program is based on the curriculum provided by the *Education Act 1990*; that is, the minimum curriculum for primary education (~~from~~ Kindergarten to Year 6), the minimum curriculum for secondary education (Year 7 to Year 10) or the curriculum for beyond Year 10 (Year 11 and Year 12) ((Note: The minimum curriculum is the curriculum provided by the relevant Board of Studies syllabuses. Part 4 of this package details the curriculum requirements.))
- the educational program is based on and taught in accordance with the relevant Board of Studies syllabuses
- the educational program identifies the intended learning outcomes based on the relevant Board of Studies syllabuses and relevant content
- the educational program is suitable to cater for the identified learning needs of the child
- there is an adequate system of planning, supervising and recording teaching and learning experiences and
- there is an adequate system for recording the child's progress and achievement
- the time allocated to learning is sufficient to allow coverage of the curriculum and is comparable to the time allocated by schools
- the home learning environment is suitable for effective home education schooling
- the resources within the home and those accessed externally are adequate to support the learning needs of the child

As evidence of meeting these requirements, records must be kept of the teaching/learning program, time allocated, assessment of achievement and progress and resources used.

The parent of a registered child is responsible for maintaining evidence of delivery of the educational program including records relating to complying with the requirements for registration.

A pParents does not need formal teacher training or teaching experience for his or her child to be registered for home schooling. to be home educators. To be eligible for initial registration, an applicant must demonstrate, a capacity to plan and provide for the educational needs of the child must be demonstrated. This is demonstrated by providing evidence that the requirements for registration, as stated above, would be met if registration was granted. To be eligible for renewal of registration, an applicant must demonstrate a capacity to plan and provide for the educational needs of the child. This is demonstrated by providing evidence that the requirements for registration, as stated above, have been met during the current period of registration and that the requirements for registration would be met if any further period of registration was granted.

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Part 3 The registration process

Overview of the registration process

The process of registering for home schooling involves the following key steps:

- ~~parent submits~~ application ~~is submitted~~
- ~~application is assessed by an~~ Authorised Person ~~assesses application, usually~~ by home visit
- Authorised Person makes a recommendation
- if the application is approved, a certificate of registration is issued specifying the conditions of registration
- if the application is not approved, the decision may be appealed.

~~Typically, the~~ registration process may take up to ~~about~~ three months from the time of ~~an~~ application is made to receipt of a certificate of home schooling registration.

The following information details the process for applying for initial registration and applying for renewal of registration. The same process and requirements for registration apply is used for ~~applications for exemption from registration applicants who conscientiously object to~~ registration on religious grounds.

Initial registration

Initial decision to home school your child

The decision to seek registration for home schooling ~~first step in registering for home schooling is deciding that this form of education is appropriate for your child. This is a significant and important decision for the education of your child. Registration for home schooling requires a parent to take responsibility for developing and delivering all aspects of the educational program and for assessing student progress and achievement.~~

Some of the points to consider and investigate before applying for registration ~~are~~ include:

- your child's individual needs, abilities and special interests
- how you would address the requirements for registration as stated in Part 2 of this information package
- your capacity to develop ~~and~~ deliver and assess an appropriate educational program
- the demands on your time and energy including the time to research the curriculum to be taught, prepare and deliver the educational program and assess and keep records of learning progress
- how you will prepare and document the educational program and your approach to record keeping
- the resources you will need and their availability
- the home learning environment space(s) to be used for delivery of the educational program
- when you intend to commence (it may take up to ~~about~~ three months for an application to be processed)
- how much lead time you will need for ~~discussion~~, planning and resource gathering.

Part 3 – The registration process

As with other forms of education, there is no single approach to home schooling. ~~Some home educators have a structured approach that is based on a set timetable and formal instruction. Others prefer an approach that is less formal and responds to the child's developing interests and needs. Whatever~~ Regardless of the approach to teaching, the educational philosophy that might be adopted and/or the learning context for each child, ~~is taken,~~ the requirements for registration must be met at all times during any period of registration.

You may wish to discuss home schooling with experienced home educators to gain ~~an~~ insight into ~~different approaches to~~ home schooling. Contact details of ~~the Hhome Eeducation Association~~ organisations are provided in Part 7 of this package.

The following checklist may assist in determining whether you ~~are prepared for, or wish to proceed with,~~ an application for initial home schooling registration and, if so, whether you are ready to apply.

Have you:

- (a) read the requirements for registration (see Part 2 of this information package)?
- (b) documented a plan for ensuring that the requirements for registration would be met if your child is registered
- (c) reviewed the curriculum requirements and the relevant Board of Studies syllabuses to be taught
- (d) written a plan or outline of the educational program you intend to deliver to your child including the intended learning outcomes and content
- (e) prepared a written plan or method for recording the teaching and learning experiences to be completed by your child
- (f) prepared a written plan or method for assessing and recording your child's achievement and progress in each course or key learning area to be studied
- (g) planned sufficient time to allow coverage of the required curriculum that is comparable to the time allocated by schools
- (h) arranged for access to sufficient resources and facilities to support delivery of the educational program in your child's home
- (i) identified a location in your home suitable for educational purposes
- (j) planned a method for maintaining records of all aspects of the delivery of the educational program during a period of registration?
- ~~(a) reviewed the curriculum requirements and the relevant Board of Studies syllabuses to be taught~~
- ~~(b) written a plan or outline of the educational program you intend to teach your child?~~
- ~~(c) planned a method for recording learning activities completed by your child?~~
- ~~(d) planned a method for recording achievement and progress in each area of study?~~
- ~~(e) arranged for sufficient access to resources and facilities to support the learning program?~~
- ~~(f) found a suitable area for educational purposes in terms of light, ventilation and space in your home??~~

If you answer yes to each of these questions you are ready to proceed with your application. Answering 'yes' to all of the questions may demonstrate a readiness to apply for home schooling registration. Answering 'no' to any one of the questions above, indicates that further consideration and/or preparation is required in order to plan for complying with the requirements for home schooling registration prior to making an application.

Part 3 – The registration process

The application

To apply for initial registration you must complete *Form 1: Application for initial registration for home schooling*. Information about how to access the application form is provided in Part 8 of this package. A separate application form must be completed for each child for whom registration is sought.

The application form is required to be signed by one parent. ~~The other parent may also sign.~~ If the child is the subject of a court order, a copy of the court order must be attached to the application. The Office of the Board of Studies will have regard to the provisions of the court order as part of the assessment process.

The completed application form ~~may~~ be emailed, faxed or mailed to the Home Schooling Education Unit of the Office of the Board of Studies as stated indicated on the form. You are not required to send supporting documentation with your application as this documentation will be assessed by home visit.

Applications are processed by the Home Schooling Education Unit and forwarded to an officer (the Authorised Person) who has been authorised to assess applications for home schooling registration.

The Authorised Person will contact you to arrange a mutually acceptable time to visit you in your home to discuss your application and assess review whether the proposed educational program curriculum and other documentation you have prepared in support of your application demonstrates that the requirements for registration would be met. It is expected that the child for whom registration is being sought, is present during the assessment.

It may take up to three months for the assessment of an application to be finalised.

If, following repeated attempts to arrange an assessment by home visit, you are not available, the Office may commence a process to refuse your application.

If you change your mind and wish to withdraw your application for home schooling registration, you must notify the Office of the Board of Studies in writing by email <homeschooling@bos.nsw.edu.au>, by fax to 02 9367 8475 or by mail to the Home Schooling Unit, Office of the Board of Studies, GPO Box 5300, Sydney, NSW, 2001.

Assessment by an Authorised Person

Applications for initial registration for home schooling are assessed by an Authorised Person during a home visit.

The Authorised Person will consider the documented evidence that you provide to show how you intend to meet the requirements for registration as stated in Part 2 of this information package.

The assessment is process involves discussing your application and assessing the educational program and other documentation you have developed. The visit provides an opportunity for

Part 3 – The registration process

you to demonstrate that the educational program you plan to deliver quality of your child's education will be satisfactory and that will comply with the requirements for home schooling registration will be met. You may also wish to raise and discuss any other home schooling issues. In relation to the identified learning needs of the child, the Authorised Person will also consider information related to the previous educational attainment of the child, including a history of the child's education, educational reports and participation in testing programs such as NAPLAN, as relevant.

During the home visit, the Authorised Person will assess whether the evidence shows that the requirements for registration would be met if registration were to be granted. The evidence to be considered includes:

- the written plan for the proposed educational program showing how it is based on Board of Studies syllabuses and how it addresses the relevant curriculum requirements by identifies ying intended learning outcomes and , content and teaching approach (see Part 4 of this information package)
- the suitability of the proposed educational program, including the intended outcomes and content, to cater for the identified learning needs of the child
- the proposed system for planning, supervising and recording teaching and learning experiences
- the proposed system for assessing and recording learning progress and achievement
- the time intended to be allocated to student learning and whether this is sufficient to allow coverage of the curriculum and is equivalent to a full-time load for the minimum curriculum or, for beyond Year 10, the required hours of study comparable to the time allocated by schools
- the suitability of the home learning environment for effective home schooling
- the adequacy and availability of resources to support delivery of the educational program
- the proposed method for maintaining records of all aspects of delivery of the educational program during a period of registration.

Recommendation of the Authorised Person

At the conclusion of the home visit, the Authorised Person will discuss with/inform you of the recommendation to be made. The recommendation is While this is not an official notification of registration, it. It is an indication that your application has been considered and it provides a written record of the recommendation that the Authorised Person intends to make to the Home Schooling Unit.

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If an applicant for initial registration currently has another child registered for home schooling and that child has been registered for at least two successive periods of the maximum two years for each period, consideration may be given to an initial period of registration of more than one year for another child.

Registration may be recommended for a period up to a maximum of two years. The Authorised Person will outline to you the reasons for recommending a particular period for of registration. The recommendation will specify the Year or Years of schooling for home schooling registration. Any matters requiring attention will also be explained at this time areas for improvement in relation to compliance with the requirements for registration will also be identified at this time.

Part 3 – The registration process

~~If your child is currently enrolled in a school you should inform the principal that you have been recommended for registration for home schooling. Your child must remain at school until the certificate of registration is received.~~

~~In the case of a recommendation not to register, you will have the reasons for this decision outlined and confirmed in writing. Your right to a review of the decision and the review process will be explained. The review process is explained in detail later in this part of the package.~~

~~Following the visit, the Authorised Person reports to the Home Schooling Unit. Following the visit the Authorised Person reports his/her findings and recommendation to the Home Education Unit. The report identifies the findings and recommendation of the Authorised Person in relation to comments on the teaching/learning program, the learning environment and the evidence provided to demonstrate a capacity of the home educator to comply with meet the registration requirements. Areas requiring development over the registration period and any special conditions of registration are noted.~~

~~If your application is approved, a certificate of registration will be issued for the registered child. Receipt of the certificate authorises home schooling to commence. Parents are responsible for Certificate of Registration for Home Schooling will be forwarded to you. On receipt of the certificate you may commence home schooling, advising the registered child's previous school that the child is registered for home schooling. Most schools will require a copy of the certificate of home schooling registration for the school's records.~~

~~You are advised to retain the certificate of home schooling registration as it specifies the conditions for registration and provides, as it is a formal proof of registration and a record of your child's home schooling, education. It may also be an important document if enrolment is sought in a school, TAFE college or other educational institution at some future time.~~

~~You must notify the Home Schooling Unit if you decide to discontinue home schooling, or the change the home address as specified on the child's certificate of registration, or if you intend to deliver an educational program for Years of schooling other than those specified on the certificate of registration and/or you change your contact details. See 'Changes to the conditions of registration' later in this part of the information package.~~

~~From time to time the Office may monitor compliance with the requirements for registration. When this occurs, an Authorised Person contacts the parent to organise a home visit to review evidence relating to compliance with the requirements for registration.~~

~~In the case of a recommendation not to register, you will have the reasons for this decision outlined and confirmed in writing. Your right to seek a review of the decision and the review process will be explained. The review process is explained in detail described later in this part of the information package.~~

~~It is important that your child continues to attend school until receipt of the certificate of registration. A child of compulsory school age who has not completed Year 10 and who is not registered for home schooling must attend a government or registered non-government school. Until your child is registered for home schooling, he or she must attend school.~~

Part 3 – The registration process

A flow chart showing the key steps in the initial registration process is provided at the end of this part of the package.

Renewal of registration

Renewal notice

Approximately three months before a period of registration is due to expires you will receive written ~~advice~~notification from the Home ~~Schooling Education~~ Unit ~~notifying that you of the~~ need to apply for renewal of home schooling registration if you ~~wish-intend~~ to continue home schooling your child, with education in the home.

If you ~~choose to~~ apply for renewal of home schooling registration, you will need to complete *Form 2: Application for renewal of registration for home schooling*. Information about how to access the application form is provided in Part 8 of this information package. A separate application form must be completed for each child for whom renewal of registration is being sought.

The application form ~~is required to~~must be signed by one parent. ~~The other parent may also sign.~~ If the child is the subject of a court order, a copy of the court order must be attached to the application. The Office of the Board of Studies will have regard to the provisions of the court order as part of the assessment process.

The completed application form ~~can may~~ be emailed, faxed or mailed to the Home ~~Schooling Education~~ Unit as indicated on the form. You are not required to send ~~any~~ curriculum supporting documentation with your application as this documentation will be assessed by an Authorised Person.

If, following repeated attempts to arrange an assessment by home visit, you are not available, the Office may commence a process to refuse your application.

If you change your mind and wish to withdraw your application for home schooling registration, you must notify the Office of the Board of Studies in writing by email <homeschooling@bos.nsw.edu.au>, by fax to 02 9367 8475 or by mail to the Home Schooling Unit, Office of the Board of Studies, GPO Box 5300, Sydney, NSW, 2001.

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Renewal process

~~An~~Your application for renewal of registration is processed by the Home ~~Schooling Education~~ Unit and allocated to an Authorised Person to assess.

The Authorised Person will contact you to arrange a mutually acceptable time to visit you in your home to assess your application and the evidence supporting your application. It is expected that the child for whom registration is being sought will be present during the assessment.

During the visit the Authorised Person will assess whether there is evidence demonstrating that the requirements for registration have been met during the current period of registration

Part 3 – The registration process

and would be met if a renewed period of registration were granted. For this reason, the Authorised Person will assess documentation relating to the current educational program and your proposed educational program for your child.

In relation to the identified learning needs of the child, the Authorised Person will also consider information related to the educational attainment of the child, including records of progress and participation in testing programs such as NAPLAN, as relevant.

During the visit Specifically, the Authorised Person will assess:

- the current educational program showing how it is based on Board of Studies syllabuses and identifies intended learning outcomes and content (see Part 4 of this information package)
 - the written plan for the proposed educational program demonstrating how it is based on Board of Studies syllabuses and identifies intended learning outcomes and content (see Part 4 of this information package)
 - records demonstrating the suitability of the current educational program, including outcomes and content, to cater for the identified learning needs of the child
 - the suitability of the proposed educational program, including the intended outcomes and content, to cater for the identified learning needs of the child
 - records for the current period of registration demonstrating implementation of the current system for planning, supervising and recording teaching and learning experiences
 - the proposed system for recording learning progress and achievement
 - the time that has been allocated to student learning during the current period of registration and whether this has been sufficient to allow coverage of the curriculum and is comparable to the time allocated by schools
 - the time intended to be allocated to student learning and whether this will be sufficient to allow coverage of the curriculum and is comparable to the time allocated by schools
 - the suitability of the home learning environment for effective home schooling
 - the adequacy and availability of resources to support delivery of the current and proposed educational program
 - records of implementation of the current method for maintaining records of all aspects of delivery of the educational program during the current period of registration
 - the proposed method for maintaining records of all aspects of delivery of the educational program during a renewed period of registration.
-
- records of the educational program currently being delivered showing learning outcomes, content, teaching approach and learning experiences
 - records to show learning progress and achievement
 - the proposed educational program for the next registration period showing how it is based on the relevant curriculum requirements (see Part 4 of this package) the suitability of the educational program to cater for the identified learning needs of the child
 - the time allocated to student learning and whether this is sufficient to allow coverage of the curriculum and is equivalent to a full-time load for the minimum curriculum or, for beyond Year 10, the required hours of study
 - the suitability of the learning environment for effective home schooling
 - the adequacy and availability of resources to support delivery of the educational program.

In some cases, for experienced and successful home schoolers and following a recommendation from the previous Authorised Person, the Office may consider assessing an

Part 3 – The registration process

application by documentation. Assessment by documentation will not be recommended where a home visit has not occurred in the past two years.

Recommendation of the Authorised Person

At the conclusion of the home visit, the Authorised Person will ~~discuss with~~ inform you of the recommendation to be made. ~~The recommendation~~ While this is not an official notification of registration. ~~It, it~~ is an indication ~~that your application has been considered and it provides a written record~~ of the recommendation that the Authorised Person intends to make to the Home Schooling Unit.

Registration may be recommended for a period up to a maximum of two years. The Authorised Person will outline to you the reasons for recommending a particular period ~~for of~~ registration. The recommendation will specify the Year or Years of schooling for home schooling registration. Any areas for improvement in relation to compliance with the requirements for registration matters requiring attention will also be ~~explained~~ identified at this time.

Following the visit, the Authorised Person will reports ~~his/her findings and recommendation~~ to the Home Schooling Education Unit. ~~Areas requiring development over the registration period and any special conditions of registration are noted. The report identifies the findings and recommendation of the Authorised Person in relation to the evidence provided to demonstrate compliance with the registration requirements.~~

If your application is approved, a certificate of registration for home schooling will be issued. ~~Certificate of Registration for Home Schooling will be forwarded to you.~~

You are advised to retain the certificate of home schooling registration as it specifies the conditions for registration and provides formal proof of registration and a record of your child's home ~~education schooling.~~ It may also be an important document if enrolment is sought in a school, TAFE college or other educational institution ~~at some in the future time.~~

You must notify the Home Schooling Unit if you decide to discontinue home schooling, or change the home address as specified on the child's certificate of registration, or you wish to deliver an educational program for Years of schooling other than those specified on the certificate of registration and/or if you change your contact details. See 'Changes to the conditions of registration' later in this part.

From time to time the Office may monitor compliance with the requirements for registration. When this occurs, an Authorised Person contacts the parent to organise a home visit to review evidence that the requirements for registration continue to be met.

In the case of a recommendation not to register, you will have the reasons for this decision outlined and confirmed in writing. Your right to seek a review of the decision and the review process will be explained. The review process is described in detail later in this part.

A child of compulsory school age who has not completed Year 10 and who is not registered for home schooling must attend a government or registered non-government school. Unless your child is registered for home schooling, he or she must be enrolled in, and attend, a government or registered non-government school.

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Part 3 – The registration process

A flow chart showing the key steps in the renewal process is provided at the end of this part of the package.

Renewal by documentation

In some cases, following a successful two-year period of registration and the recommendation of the previous Authorised Person, home educators are notified by the Home Education Unit to apply for renewal of registration by documentation. This process involves submitting an application including supporting curriculum documentation. The application is assessed by an Authorised Person without visiting your home.

To apply for renewal by documentation you will need to complete *Form 3: Application for renewal of registration for home schooling by documentation* with the relevant supporting documentation including:

- a sample of the educational program you have delivered showing examples of teaching activities and records of progress and achievement
- an overview of the curriculum that you will be providing in the next period of registration for each key learning area
- the period of time that the above overview covers
- a description of the methods used for recording learning activities and experiences
- a description of how learning is assessed and how progress and achievement are recorded
- a description of the key resources used in each key learning area.

In the process of assessing your application it is possible that the Authorised Person will contact you to obtain more information or to clarify a particular matter. The Authorised Person will report his/her findings and recommendation to the Home Education Unit.

If your application for registration is successful a *Certificate of Registration for Home Schooling* will be forwarded to you.

You are advised to retain the certificate, as it is a formal proof of registration and a record of your child's home education. It may be an important document if enrolment is sought in a school, TAFE college or other educational institution at some future time.

No more than four years may elapse without a home visit by an Authorised Person.

A flow chart showing the key steps in the renewal process is provided at the end of this part of the package.

Changes to registration details

A child's certificate of home schooling registration specifies the period of registration, the home address for home schooling, the registration period and the Year or Years of schooling as relevant to the educational program being delivered. If these conditions change, you must notify the Office of the Board of Studies in writing as soon as possible but no later than within 14 days of making the change.

Part 3 – The registration process

All notifications are to be made, in writing, by email <homeschooling@bos.nsw.edu.au>, by fax to 02 9367 8475 or by mail to the Home Schooling Unit, Office of the Board of Studies, GPO Box 5300, Sydney, NSW, 2001.

The specific matters requiring notification to the Office of the Board of Studies are explained below.

If, during a period of registration, you decide to discontinue home schooling you must notify in writing the Home Schooling Unit providing details of the name and location of the government or registered non-government school your child will be attending or advice that your child will no longer be residing in NSW.

If your child's home address changes from the home address specified on the child's certificate of registration, you must advise in writing the Home Schooling Unit providing details of the new home address. On receipt of notice that the home address of a registered child has changed, an Authorised Person will contact you to arrange a mutually convenient time to assess the new home for its suitability for home schooling registration. If suitable for home schooling, a certificate of registration specifying the new home address will be issued.

If, based on your child's identified learning needs and achievement, you wish to deliver an educational program in advance of the Years of schooling specified on the child's certificate of registration, you must notify in writing the Home Schooling Unit providing details of the proposed change. On receipt of such notice, an Authorised Person will contact you to arrange a mutually convenient time to assess the proposed new educational program. If the proposed educational program satisfies the Authorised Person that the requirements for registration will be met, a certificate of registration specifying the new Years of schooling will be issued.

If you change contact details such as your phone number or email address during a period of registration, you must contact the Home Schooling Unit in writing providing details of the new contact information.

Recommendation to refuse registration

If an Authorised Person notifies you of the intention to recommend ~~against refusal of~~ initial registration or renewal of registration, you will be ~~advised in writing notified~~ of the ~~recommendation and the~~ reasons for ~~theis~~ recommendation. You will also be informed of your right to seek an internal review of the recommendation.

Formal written notification of the Authorised Person's recommendation will be mailed to you from the Office of the Board of Studies. You will ~~have be offered~~ 30 days from the ~~time-date~~ of ~~theis~~ notification in which to seek an internal review of the ~~recommendationdecision~~.

If you ~~choose to~~ seek a review, a different Authorised Person will be appointed to consider ~~the internal reviewyour request~~. The review process may involve a second ~~assessment by home~~ visit by the new Authorised Person to clarify matters that remain unresolved and ~~to assessreview~~ the documentation you have in support of your application ~~as relevant to compliance with the requirements for registration~~.

If it is found that your application satisfies the registration requirements, a revised report and recommendation will be made to the Home ~~Schooling Education~~-Unit.

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Part 3 – The registration process

If the new Authorised Person independently arrives at a decision that ~~agrees with~~ affirms the original recommendation you will be advised of your right to seek a further review before the Administrative Decisions Tribunal (ADT). An appeal to the ADT must be lodged with the ADT within 28 days of your being notified of the outcome of the internal review. Following the ADT's determination of the appeal, a recommendation ~~is~~ will be provided for the consideration of the Minister or delegate.

A decision to refuse registration does not preclude a subsequent application and registration if all requirements are met.

A flow chart showing the key steps in the ~~registration~~ review process is provided at the end of this part of the information package.

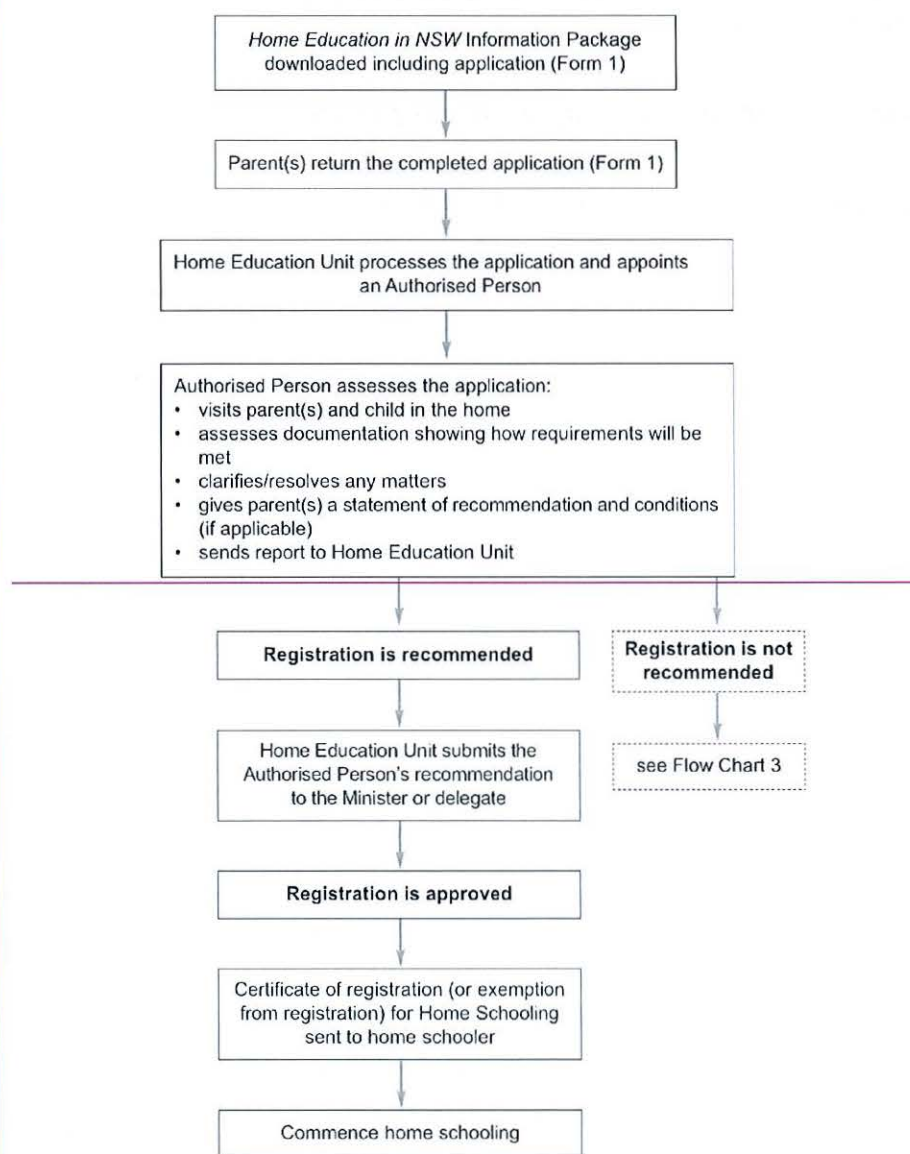
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Part 3 – The registration process

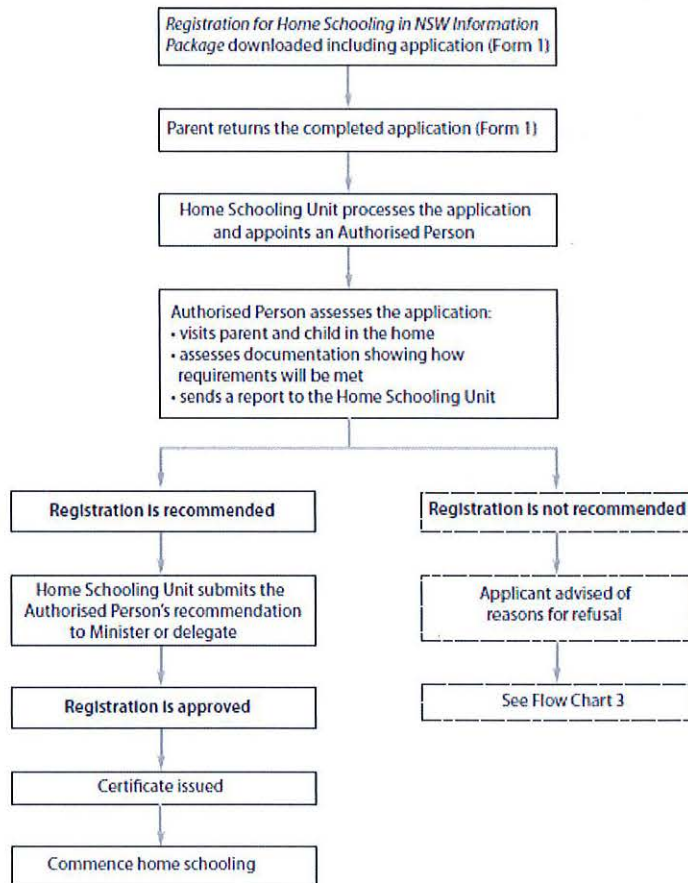
Registration and review process flow charts

Comment [D1]: Updated flow charts with Sahil (new Illustrator files).

Flow Chart 1: Initial registration for home schooling



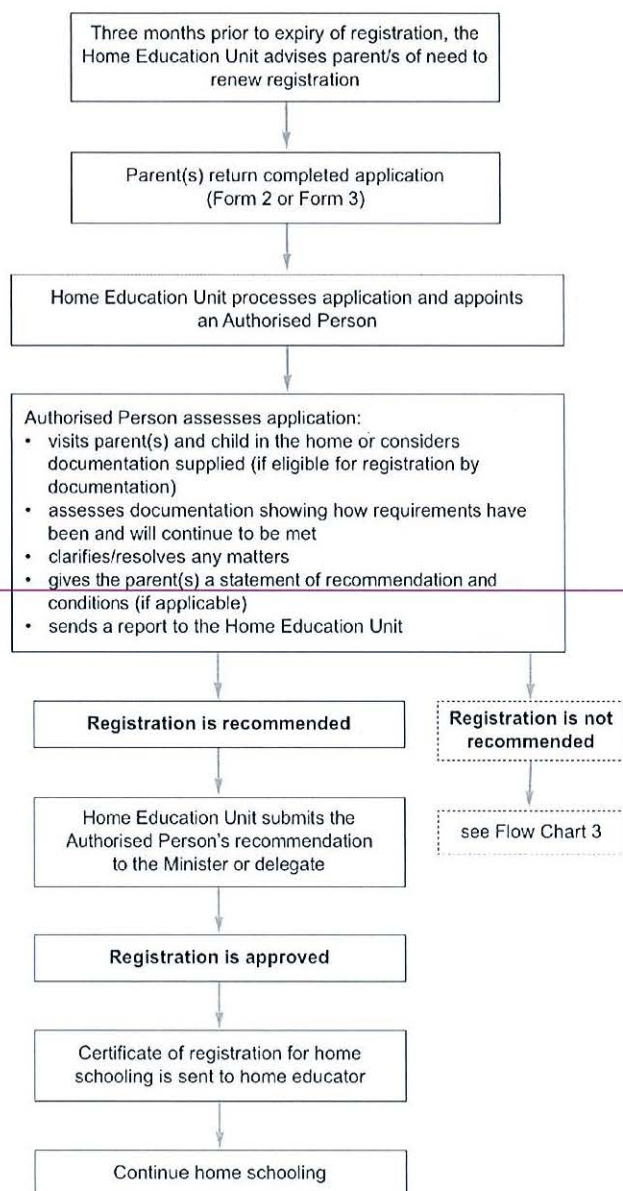
Part 3 – The registration process



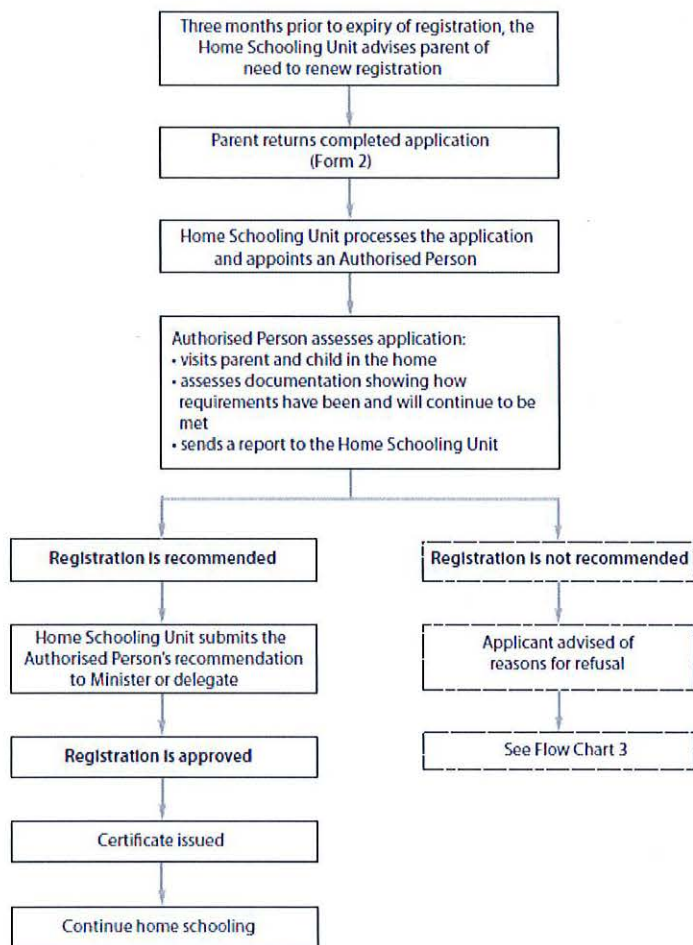
Part 3 – The registration process

Flow Chart 2: Renewal of registration for home schooling

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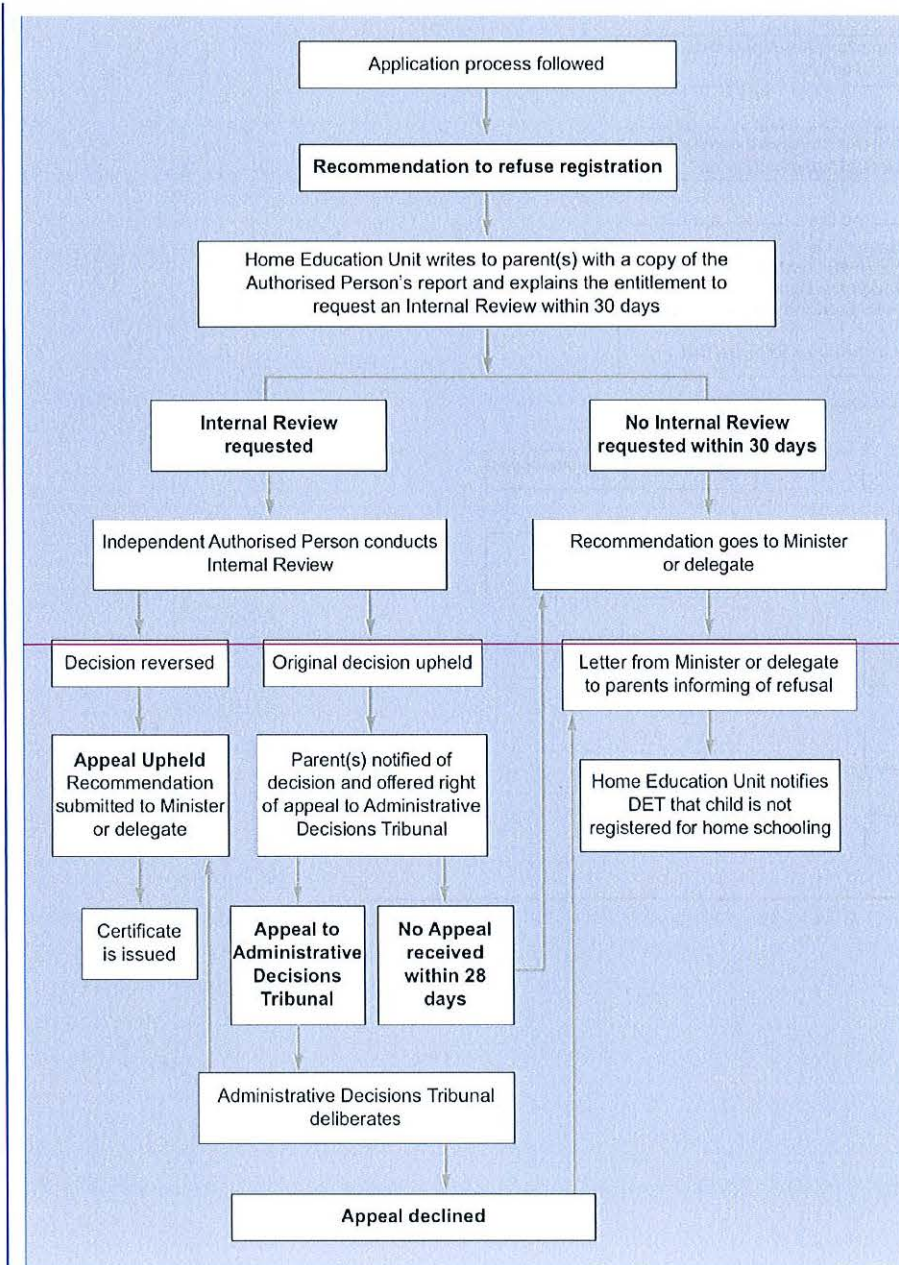


Part 3 – The registration process



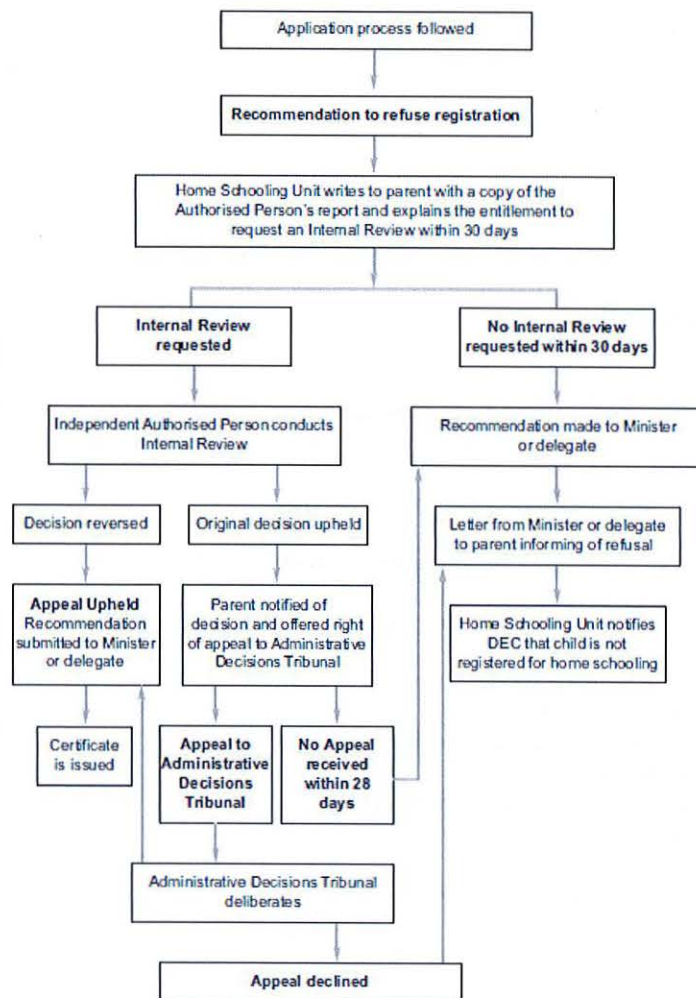
Part 3 – The registration process

Flow Chart 3: Review of a recommendation to refuse registration for home schooling



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Part 4 – Curriculum requirements



Part 4 Curriculum requirements

The curriculum requirements for home schooling registration are detailed in [this part of the information package in](#) relation to:

- primary education (Kindergarten to Year 6)
- secondary education (Year 7 to Year 10)
- beyond Year 10.

Curriculum requirements for primary education (Kindergarten to Year 6)

The *Education Act 1990* establishes minimum curriculum requirements for primary education (Kindergarten to Year 6). Part 3, Division 1, Section 8 of the Act provides that the primary curriculum must meet the following requirements:

- (a) courses of study ~~are offered~~ in each of the six key learning areas ~~of~~ for primary education are to be provided for each student-child during each Year
- (b) courses of study relating to Australia are to be included in the key learning area of Human Society and Its Environment
- (c) courses of study in both Art and Music are to be included in the key learning area of Creative and Practical Arts
- (d) courses of study in each key learning area are to be appropriate for the students-children concerned having regard to their level of achievement and needs
- (e) courses of study in a key learning area are to be provided in accordance with any relevant guidelines developed by the Board and approved by the Minister
- (f) courses of study in a key learning area are to be based on, and taught in accordance with, a syllabus developed or endorsed by the Board and approved by the Minister.

The curriculum for primary education (Kindergarten to Year 6) is based upon the following six key learning areas:

1. English
2. Mathematics
3. Science and Technology
4. Human Society and Its Environment
5. Creative and Practical Arts
6. Personal Development, Health and Physical Education.

The educational program for a home schooled child must be based on the six Board of Studies syllabuses for the six key learning areas for primary education (Kindergarten to Year 6).

These Board of Studies' syllabuses are available on the Board's website
<www.boardofstudies.nsw.edu.au>.

The Board's *NSW Primary Curriculum Foundation Statements* provide a summary of the outcomes for primary education, which may be useful in preparing an educational program. The stage statements contained in the primary syllabuses also provide an overview of the learning for each stage for each key learning area. The stage statements are summaries of the knowledge, skills, values and attitudes developed by students as a result of achieving the outcomes for the relevant stage of learning. More information about the Board's curriculum resources is provided in Part 7 of this package.

Part 4 – Curriculum requirements

The curriculum guidelines for primary education are detailed below:

Curriculum guidelines for primary education

The curriculum guidelines for primary education include:

- adequate opportunities for practical experience and application of theory
- adequate opportunities for the acquisition of competence in the English language
- adequate opportunities for students to relate appropriately to, and cooperate with, their peers and others
- courses that aim to develop the potential of students
- courses that allow for appropriate interaction among students and between students
- opportunities that enable students to develop a set of values consistent with life in a democratic society
- courses of study that develop students' skills in problem-solving, analysis, synthesis, communication, information-gathering, research, reflection and the use of a range of technologies, including computer-based technologies.

English Key Learning Area

Courses of study in this key learning area should:

- develop students' skills in listening, talking, reading, viewing and writing, including handwriting
- encourage students to read, listen to and view widely with understanding and enjoyment
- teach students to spell and punctuate accurately, and to write grammatically
- teach students to communicate in a variety of situations for a variety of purposes and audiences
- provide students with opportunities to experience a range of good literature
- provide students with opportunities for diverse writing and speaking activities
- provide students with opportunities to understand the nature of the mass media
- develop students' skills in problem-solving, analysis, synthesis, communication, information-gathering, research, reflection and the use of a range of technologies, including computer-based technologies.

Mathematics Key Learning Area

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Courses of study in this key learning area should:

- develop students' skills in questioning, problem-solving, analysis, synthesis, communication, information-gathering, research, reasoning, reflection and the use of a range of technologies, including computer-based technologies
- develop students' knowledge, skills and understanding in:
 - the application of mathematics to real-world situations and problems, including those needed to the general demands of everyday life
 - mental and written computation and numerical reasoning
 - pre-algebra concepts by patterning and generalisation
 - collecting, representing, analysing and evaluating information
 - identifying and quantifying the attributes of shapes and objects and applying measurement strategies
 - spatial visualisation and geometric reasoning.

Science and Technology Key Learning Area

Courses of study in this key learning area should:

- develop students' knowledge and understanding of the natural and made environments
- provide first-hand experiences for students in investigating, designing, making and using technology
- develop, through first-hand experiences, students' knowledge and understanding of the processes of scientific investigation, designing and making and the technologies people select and use
- develop knowledge and understanding that is consistent with accepted scientific and technological understanding appropriate to their own stages of development
- develop students' skills in problem-solving, analysis, synthesis, information gathering, research, reflection and the use of a range of technologies, including computer-based technologies.

Human Society and Its Environment Key Learning Area

Courses of study in this key learning area should:

- develop students' knowledge and understanding of the diversity of Australia's people, their culture and heritage, history, geography and social, economic and political institutions

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- develop students' knowledge and understanding of Aboriginal history and culture
- develop students' understanding of citizenship and its responsibilities, especially in Australia
- develop students' knowledge and understanding of Australia's place in the world, and of other peoples, places and events, both past and present
- provide opportunities for students to explore the religious and moral beliefs held by themselves and by others
- develop students' understanding of the values of tolerance, consideration, and respect for others
- develop students' knowledge and understanding of the interrelationship of people and the environment
- develop students' skills in problem-solving, analysis, synthesis, communication, information-gathering, research, reflection and the use of a range of technologies, including computer-based technologies.

Creative Arts Key Learning Area

Courses of study in this key learning area should:

- develop students' knowledge, understanding, skills and experiences in the creative arts including visual arts and music
- provide students with experiences in a range of creative arts activities
- encourage students' appreciation, self-expression, technical competence and creativity in the area of the creative arts
- provide students with opportunities to manipulate a variety of materials and to use tools and implements according to their needs, interests and abilities
- develop students' understanding of the place and importance of creative and practical arts in Australian society and in other societies and cultures
- develop students' skills in problem-solving, analysis, synthesis, communication, information-gathering, research, reflection and the use of a range of technologies, including computer-based technologies.

Personal Development, Health and Physical Education Key Learning Area

Courses of study in this key learning area should:

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- ~~develop students' knowledge and understanding of the importance of an active and healthy lifestyle~~
- ~~provide opportunities for students to participate in regular physical activities~~
- ~~provide opportunities for students to learn to participate in and learn the skills for a variety of physical activities~~
- ~~develop students' knowledge of healthy food habits and the capacity to make informed health decisions~~
- ~~develop students' knowledge and understanding about road safety, drugs and mental health~~
- ~~develop students' knowledge and understanding of personal safety in a wide range of contexts, and procedures to follow in emergency situations~~
- ~~develop students' knowledge of themselves and their physical, social and emotional development~~
- ~~develop students' knowledge and skills in cooperating with others and establishing positive interpersonal relationships~~
- ~~provide opportunities for students to develop a positive set of values to guide their behaviour and to develop a strong sense of their personal worth~~
- ~~develop students' skills in problem-solving, analysis, synthesis, communication, information-gathering, research, reflection and the use of a range of technologies, including computer-based technologies.~~

Curriculum requirements for secondary education (Year 7 to Year 10)

The *Education Act 1990* establishes minimum curriculum requirements for secondary education (Year 7 to Year 10). Section 10 of the Act provides that the curriculum for secondary students-school children during Year 7 to Year 10 (other than for candidates for the School Certificate Record of School Achievement) must meet the following requirements:

- (a) courses of study in six of the eight key learning areas for secondary education are to be provided for each child
- (b) courses of study in the key learning areas of English, Mathematics, Science and Human Society and Its Environment are to be provided during each Year, but courses of study in the other key learning areas need not be provided during each Year
- (c) courses of study in each key learning area are to be appropriate for the children concerned having regard to their level of achievement and needs
- (d) courses of study in a key learning area are to be provided in accordance with any relevant guidelines developed by the Board and approved by the Minister
- (e) courses of study in a key learning area are to be based on, and taught in accordance with, a syllabus developed or endorsed by the Board and approved by the Minister.

Part 4 – Curriculum requirements

The eight key learning areas for secondary education are:

1. English
2. Mathematics
3. Science
4. Human Society and Its Environment
5. Languages other than English
6. Technological and Applied Studies
7. Creative Arts
8. Personal Development, Health and Physical Education.

The educational program for a home schooled child must be based on six of the eight Board of Studies key learning areas for secondary education (Year 7 to Year 10). The program must include English, Mathematics, Science and Human Society and Its Environment and courses in another two of the Board's key learning areas.

The Board of Studies syllabuses for secondary education are available on the Board's website <www.boardofstudies.nsw.edu.au/syllabus_sc>.

The Board's syllabuses for Years 7 to 10 provide stage statements which may be useful in preparing an educational program. The stage statements are summaries of the knowledge, skills, values and attitudes developed by students as a result of achieving the outcomes for the relevant stage of learning.

More information about the Board's curriculum resources is provided in Part 7 of this package.

Home schooled children registered for secondary education (Year 7 to Year 10) are not eligible for the award of the School Certificate Record of School Achievement.

The curriculum guidelines for secondary education are detailed below.

Curriculum guidelines for secondary education

The curriculum guidelines for secondary education include:

- adequate opportunities for practical experience and application of theory
- adequate opportunities for the acquisition of competence in the English language
- adequate opportunities for students to relate appropriately to, and cooperate with, their peers and others
- courses that aim to develop the potential of students
- courses that adequately equip students to take their place in Australian society
- courses that allow for appropriate interaction among students and between students and adults
- opportunities that enable students to develop a set of values consistent with life in a democratic society
- courses of study that develop students' skills in problem-solving, analysis, synthesis, communication, information-gathering, research, reflection and the use of a range of technologies, including computer-based technologies.

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Part 4 – Curriculum requirements

English Key Learning Area

Courses of study in this key learning area should:

- develop students' skills in listening, talking, reading, viewing and writing
- encourage students to read widely texts of increasing complexity, with understanding and enjoyment
- teach students to spell and punctuate accurately, and to write grammatically
- teach students to communicate effectively in a variety of situations for a variety of purposes and audiences
- provide students with opportunities to experience a range of literature including prose, fiction, non-fiction, drama and poetry
- provide students with opportunities to experience various types of writing including Australian literature and texts
- provide students with opportunities to understand the nature of the mass media and film including texts drawn from a wide variety of sources
- develop opportunities for diverse writing and speaking activities
- extend each student's range of language use
- develop students' skills in problem-solving, analysis, synthesis, communication, information-gathering, research, reflection and the use of a range of technologies, including computer-based technologies.

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Mathematics Key Learning Area

Courses of study in this key learning area should:

- develop students' skills in questioning, problem-solving, analysis, synthesis, communication, information-gathering, research, reasoning, reflection and the use of a range of technologies, including computer-based technologies
- develop students' knowledge, skills and understanding in:
 - the application of mathematics to real-world situations and problems, including those needed to meet the general demands of everyday life
 - mental and written computation and numerical reasoning
 - patterning, generalisation and algebraic reasoning
 - collecting, representing, analysing and evaluating information
 - identifying and quantifying the attributes of shapes and objects and applying measurement strategies
 - spatial visualisation and geometric reasoning.

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Science Key Learning Area

Courses of study in this key learning area should:

- develop students' knowledge and understanding of their biological and physical environment and people's interaction with the environment
- develop students' understanding of the social relevance and history of science and the role of scientists, particularly Australian scientists
- develop students' understanding of the interaction of science, technology and society
- develop students' understanding of the principles of scientific investigation and the application of these to their own investigations
- provide students with first-hand practical experiences relating to their studies

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Part 4 – Curriculum requirements

- develop knowledge and understanding that is consistent with accepted scientific and technological understanding
- develop students' skills in problem-solving, analysis, synthesis, information-gathering, research, reflection and the use of a range of technologies, including computer-based technologies.

Human Society and Its Environment Key Learning Area

Courses of study in this key learning area should:

- develop students' knowledge and understanding of the diversity of Australia's people, their culture and heritage, history, geography, and social, economic and political institutions
- develop students' knowledge and understanding of Aboriginal history and culture
- develop students' understanding of citizenship and its responsibilities, especially in Australia
- develop students' knowledge and understanding of Australia's place in the world, and of other peoples, places and events, both past and present
- provide opportunities for students to explore the religious and moral beliefs held by themselves and by others
- develop students' understanding of the values of tolerance, consideration and respect for others
- develop students' knowledge and understanding of the interrelationship of people and the environment
- develop students' skills in problem-solving, analysis, synthesis, communication, information-gathering, research, reflection and the use of a range of technologies, including computer-based technologies.

Languages Key Learning Area

Courses of study in this key learning area should:

- provide students with the opportunity to learn another language, including developing skills in listening, speaking, reading and writing
- develop students' knowledge and understanding of other peoples, their cultures and their customs
- develop students' basic knowledge of how languages work
- develop students' understanding of the role and importance of language in society, in Australia and in the world context
- develop students' skills in problem-solving, analysis, synthesis, communication, information-gathering, research, reflection and the use of a range of technologies, including computer-based technologies.

Technological and Applied Studies Key Learning Area

Courses of study in this key learning area should:

- develop students' knowledge and understanding of the interrelations between technology, design and society in past and present contexts
- develop knowledge and skills that enable students to participate in and understand the process of design and technological activity
- develop students' understanding of factors which influence decisions in the design and production process

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Part 4 – Curriculum requirements

- provide students with opportunities to learn about, use and apply technology and design across a range of areas including the built environment, products and information and communication
- develop students' knowledge and skills in the safe use of material, tools and techniques related to a range of technologies
- provide students with the skills to make informed decisions about design and technology issues including the impact of innovation and new and emerging technologies affecting themselves and others in society and in their environment
- develop students' skills in analysing needs and problems, researching, generating and creating design ideas, collaboration, experimenting and testing, producing and evaluating solutions in the holistic development of design projects
- develop students' skills in synthesis, communication, information gathering and the use of a range of technologies, including computer-based technologies.

Creative Arts Key Learning Area

Courses of study in this key learning area should:

- develop students' knowledge, understanding, skills and experiences in the creative arts including visual arts and music
- provide students with experiences in a range of creative arts activities
- encourage students' appreciation, self-expression, technical competence and creativity in the area of the creative arts
- provide students with opportunities to manipulate a variety of materials and to use tools and implements according to their needs, interests and abilities
- develop students' understanding of the place and importance of creative arts in Australian society and in other societies and cultures
- develop students' skills in problem-solving, analysis, synthesis, communication, information-gathering, research, reflection and the use of a range of technologies, including computer-based technologies.

Personal Development, Health and Physical Education Key Learning Area

Courses of study in this key learning area should:

- develop students' knowledge and understanding of the importance of an active and healthy lifestyle
- provide opportunities for students to participate in regular physical activities
- provide opportunities for students to learn the skills of, and participate in, a variety of physical activities
- develop students' knowledge of healthy food habits and the capacity to make informed health decisions
- develop students' knowledge and understanding about road safety, drugs and mental health
- develop students' knowledge and understanding of personal safety in a wide range of contexts, and procedures to follow in emergency situations
- develop students' knowledge of themselves and their physical, social and emotional development
- develop students' knowledge and skills in cooperating with others and establishing positive interpersonal relationships

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Part 4 – Curriculum requirements

- provide opportunities for students to develop a positive set of values to guide their behaviour and to develop a strong sense of their personal worth
- develop students' skills in problem-solving, analysis, synthesis, communication, information-gathering, research, reflection and the use of a range of technologies, including computer-based technologies.

New Board of Studies syllabuses for Kindergarten to Year 10

In 2012, the Board of Studies published new syllabuses for English, Mathematics, Science and History for Kindergarten to Year 10. The new syllabuses are published on the Board of Studies website <www.boardofstudies.nsw.edu.au/new-nsw-k10-syllabus/>.

The new syllabuses become effective incrementally from 2014. The following schedule details the required timeline for implementation of the new syllabuses.

Primary education – Kindergarten to Year 6

<u>Syllabus</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
English <u>K-10</u>	<u>Familiarise and plan</u>	<u>K-6</u>		
Mathematics <u>K-10</u>		<u>Optional</u>	<u>K-6</u>	
Science <u>K-10</u>		<u>Optional</u>	<u>K-6</u>	
History <u>K-10</u>			<u>Optional</u>	<u>K-6</u>

Secondary education – Years 7 to 10

<u>Syllabus</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
English <u>K-10</u>	<u>Familiarise and plan</u>	Years 7 and 9	Years 8 and 10
Mathematics <u>K-10</u>		Years 7 and 9	Years 8 and 10
Science <u>K-10</u>		Years 7 and 9	Years 8 and 10
History <u>K-10</u>		Years 7 and 9	Years 8 and 10

The implementation schedule for introducing the new Board of Studies syllabuses applies to the educational programs for children who are registered for home schooling.

- In the following specified circumstances, a parent may seek approval to bring forward the introduction of a new syllabus to provide for teaching the same new syllabus to two or more of the parent's children who are registered for consecutive Years of secondary schooling and in the same curriculum stage. For example, a parent with a child registered for Year 7 and a child registered for Year 8 may seek approval to base the educational programs for both children on the new English syllabus in 2014. A parent seeking approval to bring forward the

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Part 4 – Curriculum requirements

introduction of the new syllabuses, must provide evidence to the Authorised Person assessing the application for home schooling registration that all other requirements for home schooling will be met. The Authorised Person will make a recommendation in relation to approval for bringing forward the introduction of the new syllabus.

Program builder

Program builder has been developed by the Board of Studies to support the implementation of the new Kindergarten to Year 10 English, Mathematics, Science and History syllabuses. With Program Builder, teachers and home schooling parents can select outcomes and content from the new syllabuses to create teaching programs.

To access Program Builder, home schooling parents will need to establish a 'Scootle' account. Scootle is a content discovery portal containing more than 16,000 teaching resources. Access to Scootle provides access to the Board's Program Builder and assists teachers and home schooling parents to plan and organise lesson content and resources.

To establish a Scootle account, email <help@scootle.edu.au>. You will need to provide the home schooling registration number for your child('HS/XX') as issued by the Office.

Further information about Program Builder can be found on the Board's website at <<https://pb.bos.nsw.edu.au/>>.

Curriculum requirements beyond Year 10

The *Education Act 1990* establishes the curriculum for students beyond Year 10 (Year 11 and Year 12). Section 12 of the Act provides that the curriculum must meet the following requirements:

- courses of study of a general description determined by the Minister on the recommendation of the Board are to be provided for each student in each Year
- those courses of study are to include a course of study in English
- those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Board
- those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Board and approved by the Minister.

A pattern of study may include (but is not limited to) the number of courses to be studied, the sequence in which particular courses are to be taught and the number of units of study that a course is to contain.

The courses of study are to be based on NSW Board of Studies Stage 6 courses and taught in accordance with the relevant Stage 6 syllabus.

Home schooled children registered for the curriculum beyond Year 10 are not eligible for the award of the Record of School Achievement or the Higher School Certificate.

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Part 4 – Curriculum requirements

The courses

The Stage 6 courses of study include Board Developed Courses and Board Endorsed Courses.

A list of courses is available on the Board's website < <http://ace.bos.nsw.edu.au/higher-school-certificate> www.boardofstudies.nsw.edu.au >.

The syllabus for each **Stage 6** course is also available on the website <www.boardofstudies.nsw.edu.au/syllabus_hsc/>.

Each Stage 6 syllabus identifies a Preliminary course, typically undertaken in Year 11, and a HSC course, typically undertaken in Year 12.

Pattern of study

A home schooled child registered for learning beyond Year 10 must follow a pattern of study using Stage 6 syllabuses.

~~A pattern of study identifies the number of courses to be studied, the sequence in which particular courses are to be studied and the number of units the course is to contain.~~

Each syllabus identifies the unit value of each course.

The pattern of study for home schooling must include at least 12 units for the Preliminary (typically Year 11) course and 10 units for the HSC (typically Year 12) course. The pattern must include at least:

- 2 units of English
- 6 units of Board Developed courses
- 3 courses of 2 units value or greater, and
- 4 subjects.

If you are considering home schooling beyond Year 10 you are advised to contact the Home Education-Schooling Unit [on telephone 02 9367 8149](tel:0293678149) for advice about planning a pattern of study ~~on telephone 02 9367 8149~~.

Part 5 Frequently asked questions

~~Can I home school my child who has special needs?~~

~~Yes, the program of study can be tailored to meet the individual needs of your child using either the minimum curriculum (Kindergarten to Year 10) or the curriculum for beyond Year 10, that is, Board of Studies Stage 6 syllabuses (Year 11 and Year 12).~~

~~Can I be registered for home schooling if I plan to reside overseas or outside NSW for a period of time?~~

~~No, registration for home schooling is only for students residing in NSW. If you are planning to reside temporarily outside NSW you may be eligible to apply for distance education through the NSW Department of Education and Training on telephone 02 9561 8000 or 02 6334 8072.~~

~~What is the difference between registration and exemption from registration for home schooling?~~

~~Families with a genuine conscientious objection on religious grounds to registration may apply for an exemption from registration for home schooling. A certificate indicating this exemption is issued. In order to be approved for an exemption from registration parents are required to comply with the requirements for registration.~~

Is home schooling the same as distance education?

No. Home schooling requires that ~~education is delivered in the home using an~~ educational program ~~that has been approved by an Authorised Person from~~ for a child is developed, delivered and assessed by the parent in the child's home in accordance with the requirements for registration as stated in this information package and that the child is registered by the Office of the Board of Studies as meeting the requirements for registration for the period of home schooling.

Schooling by distance education ~~typically~~ involves enrolment of the child in a school providing distance education. In this case, the program is developed ~~and~~ delivered and assessed by teachers from the school using 'distance education' means such as mail, email or other electronic means.

For information about distance education through the NSW Department of Education ~~and Communities~~, including eligibility requirements, please contact the Department directly on 02 9561 8000 or 02 6334 8072.

Can I ~~be~~ registered my child for home schooling if I plan to reside overseas or outside NSW for a period of time?

No. ~~R~~, registration for home schooling ~~applies is only for to students children of compulsory school-age~~ residing in NSW. If you are planning to reside temporarily outside NSW or travelling for periods longer than the typical school holiday periods, you may be eligible to apply for distance education through the NSW Department of Education and ~~Training Communities~~ on telephone 02 9561 8000 or 02 6334 8072.

Part 5 – Frequently asked questions

Can I apply for home schooling registration for a child who is a State ward?

Yes, if you have been approved by the Department of Family and Community Services to do so. An officer from the Department of Family and Community Services must write a letter of consent to accompany your application for home schooling.

Must I stop home schooling when my child turns 17?

No. You can continue to educate your child at home. However, you are not required to be registered for children past the age of compulsory schooling.

When should I apply for registration for my child who is turning six?

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An application for the initial home schooling registration of a child turning six may be submitted three months prior to the child turning six.

What should I do if I cease home schooling and send my child back to school?

If, during a period of registration, you decide to discontinue home schooling, you will need to inform the Office of the Board of Studies must notify in writing the Home Schooling Unit providing details of the name and location of the government or registered non-government school your child will be attending or advice that your child will no longer be residing in NSW. The notification should be made, in writing, within 14 days if your home schooling registration is no longer required. You should also provide the name and address of the school that your child will attend, of making the change, by email homeschooling@bos.nsw.edu.au, by fax to 02 9367 8475 or by mail to the Home Schooling Unit, Office of the Board of Studies, GPO Box 5300, Sydney, NSW, 2001.

What should I do if I change my address/contact details?

If your child's home address changes from the home address specified on the child's certificate of registration, you should must advise the Office of the Board of Studies within 14 days if you change your address, in writing the Home Schooling Unit providing details of the new home address. When that advice has been received, an Authorised Person will contact you to arrange a mutually convenient time to visit assess the new premises home for its suitability for home schooling registration. If suitable for home schooling, a certificate of registration specifying the new home address will be issued. If you change your phone number and/or email address please contact the Home Education Unit to ensure your details are up to date.

The notification should be made, in writing, within 14 days of making the change, by email homeschooling@bos.nsw.edu.au, by fax to 02 9367 8475 or by mail to the Home Schooling Unit, Office of the Board of Studies, GPO Box 5300, Sydney, NSW, 2001.

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How is my privacy maintained?

The Office of the Board of Studies respects the privacy of home educators to educate their child(ren) at home. However, in some circumstances the Office of the Board of Studies has an obligation to disclose information to other agencies/parties including the Department of Community Services (DOCS) or the Department of Education and Training (DET); for example if:

- a registration period lapses during a child's compulsory years of schooling
- an application for home schooling is not renewed

Part 5 – Frequently asked questions

- an application for home schooling is withdrawn, refused or cancelled
- a court seeks to subpoena information
- information is required by DOCS for the purposes of a child protection investigation.

What is ~~the difference between registration and~~ exemption from registration for home schooling?

~~Families with a genuine conscientious objection to registration on religious grounds to registration may apply for an exemption from registration for home schooling. A certificate indicating this exemption is issued. In order to be approved for an exemption from registration parents are required to comply with the requirements for registration.~~

The Education Act 1990 provides that a parent who wants a child to be home schooled may give notice that the parent conscientiously objects to registration under the Act on religious grounds. The conscientious objection may be accepted if there is satisfactory evidence that registration would have been granted if an application for registration had been made. If the objection is accepted, a certificate of exemption from registration is issued. To be accepted, there must be satisfactory evidence that registration would be granted if an application had been made for such registration and the objection to registration is conscientiously held on religious grounds. The requirements and processes for registration described in this package also apply to applicants seeking a certificate of exemption from registration.

Can I home school my child who has special needs?

Yes, the program of study based on Board of Studies syllabuses can be adjusted tailored to meet the individual needs of your child, ~~using either the minimum curriculum (Kindergarten to Year 10) or the curriculum for beyond Year 10, that is, Board of Studies Stage 6 syllabuses (Year 11 and Year 12).~~ The requirements for registration must be met.

Can I apply for home schooling registration for a child who is a State ward?

Yes, ~~if you have been approved by the Department of Family and Community Services to apply for home schooling registration, do so. Written evidence of consent from An officer from the Department of Family and Community Services is required to support the application. must write a letter of consent to accompany your application for home schooling.~~

Must I stop home schooling when my child turns 17?

~~No.~~ You can continue to educate your child at home. However, a child of post-compulsory school age is not eligible, or required, to you are not required be registered for home schooling, for children past the age of compulsory schooling.

Is a home schooled child eligible for the Record of School Achievement School Certificate or the Higher School Certificate?

Home schooling does not provide for a child to be eligible for the award of the Record of School Achievement School Certificate or the Higher School Certificate. To be eligible, a student must have attended a government or registered and accredited non-government school or a college of TAFE in order to complete the prescribed study, assessments and examinations for the awards.

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Part 5 – Frequently asked questions

Can a child registered for the curriculum beyond Year 10 undertake the HSC by self-tuition?

Yes. ~~Children~~ A child who is not attending a NSW government school, ~~or~~ a school accredited by the Board of Studies or an Institute of TAFE NSW may study HSC courses by self-tuition. Self-tuition students are not eligible for the Higher School Certificate or Record of Achievement.

Self-tuition students may select courses from a limited range of Board courses. Self-tuition students ~~They are not eligible for the Higher School Certificate or Record of Achievement.~~ Self-tuition students ~~but~~ are eligible for a Higher School Certificate Results Notice. These results may be used for the calculation of the Australian Tertiary Admission Rank (ATAR).

Details about self-tuition can be obtained by contacting the Office of the Board of Studies by telephone on 02 9367 8111.

Children registered for home schooling may undertake the HSC by self-tuition. To be eligible, the requirements for home schooling registration and the conditions for self-tuition must be met. ~~Again, these children will not be eligible for the award of the HSC or Record of Achievement.~~ Self-tuition students are not eligible for a Higher School Certificate.

Can a home schooled child participate in work experience?

Individual families may arrange work experience to supplement a comprehensive program that complies with all requirements for home schooling registration. All arrangements for work experience are the responsibility of the family concerned.

Are home-schooled students eligible to sit for national tests such as the NAPLAN literacy and numeracy tests for Years 3, 5, 7 and 9, and the Year 8 Essential Secondary Science Assessment (ESSA)?

Yes. Children who are registered for home schooling are eligible to sit for these tests.

National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for all students in Years 3, 5, 7 and 9. It assesses the types of skills that are essential for every child to progress through schooling and life, in reading, writing, spelling, grammar, punctuation and numeracy. The assessments are undertaken nationwide, every year in the second full week in May.

~~In 2008 the Commonwealth Government introduced the National Assessment Program – Literacy and Numeracy (NAPLAN) to assess the literacy and numeracy learning of all Australian students in Years 3, 5, 7 and 9.~~

A The tests are designed to report on the performance of each individual student is produced showing s' achievement and show performance across a number of levels of literacy and numeracy skills provided to each student and parent/carer. NAPLAN test results provide information on how students are performing in the areas of literacy and numeracy against the national average, and can be used to support improvements in teaching and learning. Test results provide information to assist teachers and parents address the literacy and numeracy needs of students by monitoring skill development and diagnosing specific areas for improvement.

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Part 5 – Frequently asked questions

The NSW Department of Education and Training (NSW DET) administers the NAPLAN for both government and non-government schools. Home educators registered with the Board of Studies may also participate in the tests.

For information about how to register and details of the testing process, including the associated costs, please contact:

- Educational Measurement and School Accountability Directorate
- Locked Bag 555
- Delivery Centre Milperra
- NSW 1891
- Phone: 02 9707 6223

Information about how to register a child for NAPLAN should be directed to the Board of Studies on telephone (02) 9367 8112 or email [<naplan.nsw@bos.nsw.edu.au>](mailto:naplan.nsw@bos.nsw.edu.au).

The NSW DET DEC website provides further information:
<www.schools.nsw.edu.au/learning/7-12assessments/naplan/index.php>.

Essential Secondary Science Assessment (ESSA)

The Essential Secondary Science Assessment (ESSA) is designed to assess the scientific knowledge, skills and attitudes of Year 8 students, a statewide assessment program for students who have completed two years of secondary learning in Science. The ESSA test is an interactive multimedia assessment called ESSAonline. It is based on the NSW Board of Studies Science Years 7 to 10 Syllabus and is mandatory for all Year 8 students in NSW government schools.

A report on the performance of each individual student is provided to each student and parent/carer. Reports on test results provide information to assist teachers and parents identify areas of strength and areas for development in terms of learning in the science domain about student achievement in relation to scientific knowledge, understanding, skills and attitudes and can be used to support teaching and learning programs.

The NSW Department of Education and Training (NSW DET) administers the ESSA. Non-government schools and home educators registered with the Board of Studies may also participate in the tests.

For information about how to register and details of the testing process, including the associated costs, please contact:

- Educational Measurement and School Accountability Directorate
- Locked Bag 555
- Delivery Centre Milperra
- NSW 1891
- Phone: 02 9707 6223

The NSW DET website provides further information:
<www.schools.nsw.edu.au/learning/7-12assessments/essa/index.php>.

An information and registration package for ESSAonline for home schoolers can be accessed via [<http://www.schools.nsw.edu.au/learning/7-12assessments/essa/index.php>](http://www.schools.nsw.edu.au/learning/7-12assessments/essa/index.php).

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Part 5 – Frequently asked questions

Does the Board of Studies provide financial assistance to home schoolers?

The Office of the Board of Studies does not provide funding for home schooling.

Part 6 — Sample approaches to record keeping

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Sample approaches to documenting programs of study

The following examples provide ideas about developing a teaching plan to comply with the curriculum requirements of the minimum curriculum. A parent may develop and implement an alternative approach. ~~Authorised Persons are open to other approaches that you may have.~~

Sample 1: Overview of a unit of work

Main Focus	Getting along with others (Year 2)
Learning Area	PDHPE HSIE
	1 hour per week for 10 weeks
Key Goals	To recognise positive attributes in others, express needs and feelings appropriately, identify different roles and responsibilities and work effectively with others.
Outcomes	<i>PDHPE Skills Outcomes Stage 1:</i> INS2.3 Makes positive contributions in group activities <i>HSIE Foundation Statements Years 1 and 2:</i> Students identify roles, responsibilities and rules within the family, school and community and explore their interaction.
Strategies	Explore similarities and differences among family members and friends in terms of physical attributes, likes, dislikes and capabilities Write about personal qualities including areas for development Identify key tasks performed within the family Analyse roles performed among different groups Practise ways to ask for help in different situations Rehearse procedures for negotiating arrangements Propose action in relation to a range of interpersonal scenarios Work with other members of home education network in a series of problem-solving games
Resources	Photo album Family duty roster Scenario cards Cooperative games book

Sample 2: Overview of a program for a key learning area

Science and Technology

This year our aim is to develop Lindsay's understanding of technology in our daily life. This will involve study of the built environment, information and communication, physical phenomena, and products and services as they relate to transport. The themes will be explored through practical application, observation and research using texts, the internet and interviews.

Theme: Transportation (Year 3)

Outcomes:

Knows that simple machines can make moving loads easier—(Stage 2 Science and Technology).

Recognises that designs are constrained by time, skills, tools and materials—(Stage 2 Science and Technology). UT S2.9 Selects and uses a range of equipment, computer-based technology, materials and other resources with developing skill to enhance investigation and design tasks.

Content:

- road transport
- timetables
- water transport
- traffic management facilities
- engines
- ticket machines
- safety.

Learning Experiences:

- investigate forms of transport in the community
- investigate how gears and cogs make things move
- design and model a means of transport
- experiment with flotation
- design ways to propel an object in water
- investigate the features of the local traffic environment
- construct a model of a method of traffic control
- plan a safe pedestrian route from home to various destinations
- undertake a trip using public transport, attending to timetables and purchasing tickets
- conduct bike safety check and simple maintenance.

Resources:

- Roads and Traffic Authority literature and website
- *Move Ahead with Street Sense Kit*, Roads and Traffic Authority
- library references
- *Science and Technology K–6 Teaching Kits*, Board of Studies
- construction materials
- computer drawing program.

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Sample approaches to assessment and maintaining records of achievement

You need to have a system that demonstrates what your child has achieved and shows that progress is occurring. Student achievement is monitored through a planned approach to assessment.

There are many methods that you might consider to collect evidence about your child's progress including:

- observing and recording student achievement as it occurs, eg oral presentations, movement skills, participation, language development
- mapping progress through the collection of student work samples over a period of time
- tasks that incorporate the application of understanding and learning processes in a set project (or research assignment)
- analysing work samples such as projects, assignments, art works or design products
- pen/pencil and paper tests.

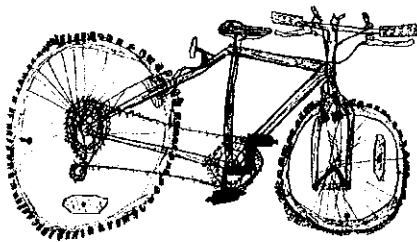
Examples of some different approaches to recording student progress are provided on the following pages.

Part 6 – Sample approaches to record keeping

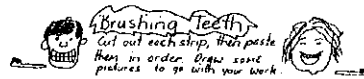
Sample 1: Portfolios

One approach is to keep a portfolio of student work. By dating a student's work it is possible to show how learning has occurred over a period of time. You may consider keeping a large sketchbook, visual diary or folder with samples of completed work. Not all work leads to pen and paper products. Other approaches such as videoing of performances, recording oral presentations or some notes about your observations could be maintained.

Duck report
Ducks have flat bills
and webbed feet. They are
birds. Graham



20 biscuits	20 biscuits
4 people	30 people
each person got 5	half each = $40\frac{1}{2}$
each and that	biscuits $3\frac{1}{2}$ each
= 0	= 0
20 biscuits	20 biscuits
10 people	3 people
1 whole each	3 each = 9
10 left 1 more	11 left
each = 0	3 more each



Remove lid from toothpaste

Place some toothpaste on the toothbrush

Add some water to the toothpaste on the toothbrush

Brush your teeth

Fill mouth with water

Rinse your mouth

Spit water out

Wipe your lips with a towel



Part 6 – Sample approaches to record keeping

Sample 2: Progress/achievement record

Some home schooling families have developed a format for recording an overview statement of the child's progress and achievement over a period. The following is one way that this might be done.

Record of Progress and Achievement
Period 2/2/09-2012 to 29/4/092012

Learning Area	Strategies Used	Performance Observed
English	Report writing Spelling lists	Excellent recount of excursion to public gardens. Progressed to level 3. Having difficulty with some words. Reading and comprehension. Discussion of 'The Cay' showed good comprehension. Reads fluently aloud.
Mathematics	Regular exercises in maths text	Working well with calculations involving whole numbers.
Science and Technology	Weather observations	Made a rain gauge. Successfully measured and interpreted a range of weather data.
HSIE	Project	Researched local area history. Identified a range of significant people in the district's history and can explain their contribution.
PDHPE	Observation	Is participating with enjoyment in soccer. Practising hard to develop skill with left foot.
Creative and Practical Arts	Work samples	Has been creating a range of cartoon characters. Over a series of attempts is showing good development.

Sample approaches to maintaining records of learning experiences

There is a wide variety of approaches that you might consider when choosing how you can maintain records of learning experiences. Some examples are provided below.

Sample 1: Weekly learning log

Learning Log

Week commencing: .../...../.....

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Maths Ex 2.2–3 Email overseas friends	Library visit – research and select books for wide reading	Science – continue with garden bed Creative Arts Music practice P2–7	Maths Ex 2.8 Science experiment – magnets	Plant seedlings Prepare observation charts for recording plant growth
Afternoon	English Comprehension passage Science – prepare garden bed	Maths Ex 2.5–7 English Spelling list 3 Punctuation exercises	Behind the news Science – design and make signs for herb garden	Reading Swimming – survival strokes	Analyse newspaper. Started planning our own home newsletter
Additional Activities	Check internet sites for tips on growing plants				Basketball competition
Comments		Shown an interest in a book on space. Might plan a trip to the observatory when we visit Sydney next month			Coping with current novel with ease. Look for something more challenging next time

Part 6 – Sample approaches to record keeping

Sample 2: Student diary

Many children will be capable of keeping a log of their own learning activities. The following example is one of the ways this might be done. Another approach may be a more reflective journal where the child focuses on recording the major achievements of the day or week.

3/5/09	4/5/09
9.00—Preparation 9.30—Spelling practice 10.10 Maths problems: area of irregular shapes 11.15 Break 12.00 Draft letter to local council 1.00—Break 2.00—Technology project: research different materials 3.15—Break 3.30—Guitar practice	9.00—Preparation 9.30—Newspaper review 10.00 Travel to library: internet search of local government functions and services 2.00—Maths problems: volume of objects 2.45—Break 3.15—Read Chapter 5 Cairo Jim Night Scouts meeting—fitness and games session.
Comments	Comments
100% for spelling. Struggling with Technology project—need to ask Mum and Dad for some advice on design.	Maths difficult. Come back to volume tomorrow.

6/5/2013	7/5/2013
9.00 English: Read Chapter 5 'Cairo Jim' 9.30 Spelling practice 9.45 Maths: draw and label triangles 10.30 PDHPE: practise soccer skills 11.15 Break 11.30 HSIE: draft letter to local council on environmental issues 12.15 Creative Arts- Cubist inspired self-portrait 1.00 Break 2.00 Technology project: research different circuits 3.15 Break	9.00 English: comprehension activity 9.30 Science: newspaper review on natural disasters 10.00 HSIE: internet search of local government functions and services 11.00 Break 11.15 PDHPE: poster on benefits of not smoking 12.15 Break 1.00 Maths problems: volume of objects and practical demonstration 2.45 Break 3.00 English: Read Chapter 6 'Cairo Jim'

Part 6 – Sample approaches to record keeping

3.30 Music- composing for percussion (drum)	
Comments	Comments
100% for spelling. Struggling with Technology project – need to ask Mum and Dad for some advice on circuit design.	Maths difficult. Come back to volume tomorrow.

Part 6 – Sample approaches to record keeping

Sample 3: Registering completion of work

In this sample the student is completing tasks from a chosen activity book. The parent registers work covered by dating putting the -completion date on the table of contents. Other comments may be made where appropriate.

On the Scene		
Table of Contents		
1.	Developing Strategies for Personal Safety	11
	Personal strategies	12
	Protecting self and others	14
	Community assistance	16
2.	Safety at Home	18
	Appliances	20
	Chemicals	23
	Caring for young children	25
3.	Safety Outdoors	28
	Keep in the shade	29
	Design a safe outdoor area	32
	Environmental conservation	34
4.	Safe Play	36
	Warming up	38
	Play with skill, Play by the rules	41
	Water safety	43
5.		

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Part 7 —Resources for home schooling

Home education organisations and networks

Sydney Home Education Network
www.shen.org.au

Home Education Association Inc
www.heaa.asn.au www.heaa.edu.au
Phone: 1300 729 991

Muslim Home Education Network
www.muslimhomeschool.net
Contact: Mujahidah Flint — 9707 1810 or 0412 003 665
— Amar Webee — 8723 4653

Board of Studies online resources

General

Board of Studies website
www.boardofstudies.nsw.edu.au

Home Education Registration for Home Schooling in NSW Information Package
www.boardofstudies.nsw.edu.au/parents/#home-ed
www.boardofstudies.nsw.edu.au/parents/home-schooling.html

Assessment Resource Centre (ARC) includes K-10 student work samples
<http://arc.boardofstudies.nsw.edu.au> > <http://arc.boardofstudies.nsw.edu.au/>

Primary

Board of Studies Primary website
www.k6.boardofstudies.nsw.edu.au

Parents Guide to the NSW primary syllabuses
www.k6.boardofstudies.nsw.edu.au/go/parents/parents-guide-to-the-nsw-primary-syllabuses

NSW Primary Curriculum Foundation Statements
www.k6.boardofstudies.nsw.edu.au/go/nsw-primary-curriculum-foundation-statements

K-6 Primary syllabuses (includes outcomes), resources and support documents

English
www.k6.boardofstudies.nsw.edu.au/go/english

Mathematics
www.k6.boardofstudies.nsw.edu.au/go/mathematics

Part 7 – Resources for home schooling

Science and Technology

www.k6.boardofstudies.nsw.edu.au/go/science-and-technology

Human Society and its Environments (HSIE)

www.k6.boardofstudies.nsw.edu.au/go/hsie

Personal Development Health and Physical Education (PDHPE)

www.k6.boardofstudies.nsw.edu.au/go/personal-development-health-and-physical-education-pdhpe

Creative Arts

www.k6.boardofstudies.nsw.edu.au/go/creative-arts

Languages

www.k6.boardofstudies.nsw.edu.au/go/languages

Parents Guides to K-6 syllabuses – Introducing each K-6 syllabus to Parents and School Community Members

English

www.k6.boardofstudies.nsw.edu.au/files/english/k6engparents_syl.pdf

Mathematics

www.k6.boardofstudies.nsw.edu.au/files/maths/maths_k6_parents.pdf

Human Society and its Environments (HSIE)

www.k6.boardofstudies.nsw.edu.au/files/hsie/k6hsie_parents.pdf

Personal Development Health and Physical Education (PDHPE)

www.k6.boardofstudies.nsw.edu.au/files/pdhpe/pdhpek6_parents.pdf

Creative Arts

www.k6.boardofstudies.nsw.edu.au/files/arts/K6_creatart_parent.pdf

Curriculum guidelines for primary education

Please see Part 4 of this Home Education in NSW Information Package

New syllabuses 2014

<http://syllabus.bos.nsw.edu.au/>

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Secondary

Curriculum guidelines for secondary education

Please see Part 4 of this Home Education in NSW Information Package

Years 7, 8, 9, 10 syllabuses and support materials

www.boardofstudies.nsw.edu.au/syllabus_sc

Years 11 and 12 syllabuses

www.boardofstudies.nsw.edu.au/syllabus_hsc

Part 7 – Resources for home schooling

New syllabuses 2014

<http://syllabus.bos.nsw.edu.au/>

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Equivalent and alternative courses of study

<http://www.boardofstudies.nsw.edu.au/manuals/equivalent-alternative-study.html>

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Part 8 Application forms

Form 1: Application for initial registration for home schooling

This form is to be used to:

- apply for registration (or exemption from registration) of a child for the first time
- apply for registration (or exemption from registration) of a child who may have been registered previously but does not have a current certificate of registration.

You must complete a separate form for each child.

Click here to download [Form 1: Application for initial registration for home schooling.](#)

Field Code Changed

Form 2: Application for renewal of registration for home schooling

This form is to be used to apply for renewal of registration of a child with current registration (or current exemption from registration).

For a child who has been previously registered (or had exemption from registration) but does not have a current registration (or exemption from registration) certificate please use *Form 1: Application for initial registration for home schooling*.

You must complete a separate form for each child.

Click here to download [Form 2: Application for renewal of registration for home schooling.](#)

Field Code Changed

~~Form 3: Application for renewal of registration by documentation~~

~~This form is to be used where you have been notified by the Home Education Unit that you are to apply for renewal of registration (or exemption from registration) by documentation.~~

~~You must complete a separate form for each child.~~

~~Click here to download [Form 3: Application for renewal of registration for home schooling by documentation.](#)~~

Field Code Changed

Form 43: Application for a certificate of completion of Year 10

This form is to be used to apply for a certificate of completion of Year 10 for an eligible home schooled child.

You must complete a separate form for each child.

Click here to download [Form 43: Application for certificate of completion of Year 10.](#)

Field Code Changed

HEA

ANNEXURE 2

PO Box 245 Petersham NSW 2049
1300 72 99 91
www.healedu.au
admin@healedu.au

home education association inc.

ABN: 98 261 801 288

Mr David Murphy
Deputy Chief Executive
Board of Studies NSW
GPO Box 5300
Sydney 2001

Tuesday, 17 December 2013

Dear Mr Murphy,

Thank you for your comments on the issues raised at the meeting between HEA representatives and Minister Piccoli on 30 October, 2013. The HEA challenges the continued denial by OBoS of comparative changes between the 2011 and 2013 information packs as reported and experienced by HEA members.

The HEA appreciates that OBoS Officers are available to meet with the HEA. However, given that the OBoS remains of the view that the registration process for home educators has not changed, regrettably, it is not possible for meaningful discussion on these issues to occur at this time.

In order to move forward the HEA again requests that OBoS acknowledge issues raised by the home education community, and withdraw the 2013 IP, reverting in the interim to the 2011 IP, while a fair and through consultation process with NSW home educators is conducted.

Yours sincerely,

Tamara Kelly
HEA President