

OFFICE OF THE BOARD OF STUDIES
NEW SOUTH WALES

Home Education in NSW Information Package

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Board of Studies NSW
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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 educate their children at home do so for a variety of reasons. Successful home educators demonstrate a high level of commitment, time and energy in providing for their children's education.

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

This information package provides a guide to applying for home schooling registration, describes the requirements and process and provides information which may be helpful for those who are registered. Further information on services and resources 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>.

If you have questions about home schooling registration please phone the Home Education 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. Under the *Education Act 1990* it is a legitimate option available to NSW parents and guardians.

Home schooling requires that parents accept responsibility for developing, implementing and evaluating their child's learning program.

Home schooling, also called home education, allows a parent to integrate the NSW 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 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 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 a school.

The Office of the Board of Studies ('the Office') is responsible for the administration of the registration program and has been delegated the authority to act on behalf of the Minister.

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

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

Families with a genuine conscientious objection, on religious grounds, to registration may 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

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*. 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 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 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.

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.

Years of schooling

From 2010 certificates 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 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 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

From 2010 home schooled children who have completed Year 10 may apply to the Home Education 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 program upon which registration was based including records of the educational program, learning progress and samples of student work.

An Authorised Person will assess applications for a certificate of completion of Year 10. If you wish to apply you must submit a written application to the Home Education Unit. 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>.

School Certificate and Higher School Certificate

Home schooling does not provide for a child to be eligible for the award of the 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, tests and examinations for the awards.

Registration for part-time home schooling

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 must be equivalent to a full-time load.

Part 2 Requirements for registration

Requirements for home schooling registration

Registered home schoolers must meet the requirements for registration 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) (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 is suitable to cater for the identified learning needs of the child
- there is an adequate system of recording learning experiences and 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 learning environment is suitable for effective home education
- 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.

Parents do not need formal teacher training or teaching experience to be home educators. However, a capacity to plan and provide for the educational needs of the child must be demonstrated.

Part 3 The registration process

Overview of the registration process

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

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

Typically, the registration process takes about three months from time of application to receipt of certificate.

The following information details the process for applying for initial registration and applying for renewal of registration. The same process is used for applications for exemption from registration.

Initial registration

Initial decision to home school your child

The 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.

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

- your child's individual needs, abilities and special interests
- how you would address the requirements for registration
- your capacity to develop and deliver an appropriate educational program
- the demands on your time and energy including the time to research the curriculum to be taught, prepare the educational program and keep records of learning progress
- how you will prepare the educational program and your approach to record keeping
- the resources you will need and their availability
- the learning space(s) to be used
- when you intend to commence (it takes about three months for an application to be processed)
- how much lead time you will need for discussion, planning and resource gathering.

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 approach is taken, the requirements for registration must be met.

Part 3 – The registration process

You may wish to discuss home schooling with experienced home educators to gain an insight into different approaches to home schooling. Contact details of home education 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.

Have you:

- (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.

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.

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 completed application form can be emailed, faxed or mailed to the Home Education Unit of the Office of the Board of Studies as indicated on the form.

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

The Authorised Person will contact you to arrange a mutually acceptable time to visit you in your home to discuss your application and review the curriculum and other documentation you have prepared in support of your application.

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

Assessment by an Authorised Person

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

Part 3 – The registration process

The Authorised Person will consider the evidence you provide to show how you intend to meet the requirements for registration. This process involves discussing your application and assessing the educational program you have developed. The visit provides an opportunity for you to demonstrate that the quality of your child's education will be satisfactory and that the requirements for registration will be met. You may also wish to raise and discuss any other home schooling issues.

During the home visit, the Authorised Person will assess:

- the proposed educational program and how it addresses the relevant curriculum requirements by identifying intended learning outcomes, content and teaching approach
- the suitability of the proposed educational program to cater for the identified learning needs of the child
- the proposed system for recording learning experiences
- the proposed system for 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
- the suitability of the learning environment for effective home schooling
- the adequacy and availability of resources to support delivery of the educational program.

Recommendation of the Authorised Person

At the conclusion of the home visit, the Authorised Person will inform you of the recommendation to be made. While this is not an official notification of registration, 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.

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 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.

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 his/her findings and recommendation to the Home Education Unit. The report comments on the teaching/learning program, the learning environment and the capacity of the home educator to 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 for Home Schooling* will be forwarded to you. On receipt of the certificate you may commence home schooling.

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.

It is important that your child continues to attend school until receipt of the certificate of registration.

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 expires you will receive written advice from the Home Education Unit notifying you of the need to renew home schooling registration if you wish to continue with education in the home.

If you choose to apply for renewal of 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 package. A separate application form must be completed for each child.

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 completed application form can be emailed, faxed or mailed to the Home Education Unit as indicated on the form. You are not required to send any curriculum documentation with your application.

Renewal process

Your application for renewal of registration is processed by the Home 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.

During the visit the Authorised Person will assess:

- 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

Part 3 – The registration process

- 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.

At the conclusion of the home visit, the Authorised Person will inform you of the recommendation to be made. While this is not an official notification of registration, 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.

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 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.

Following the visit, the Authorised Person reports his/her findings and recommendation to the Home Education Unit. Areas requiring development over the registration period and any special conditions of registration are noted.

If your application is approved, 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.

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

Part 3 – The registration process

- 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.

Recommendation to refuse

If an Authorised Person notifies you of the intention to recommend against initial registration or renewal of registration you will be notified of the reasons for this 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 be offered 30 days from the time of this notification in which to seek an internal review of the decision.

If you choose to seek a review, a different Authorised Person will be appointed to consider your request. The review process may involve a second visit by the new Authorised Person to clarify matters that remain unresolved and review the documentation you have in support of your application.

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

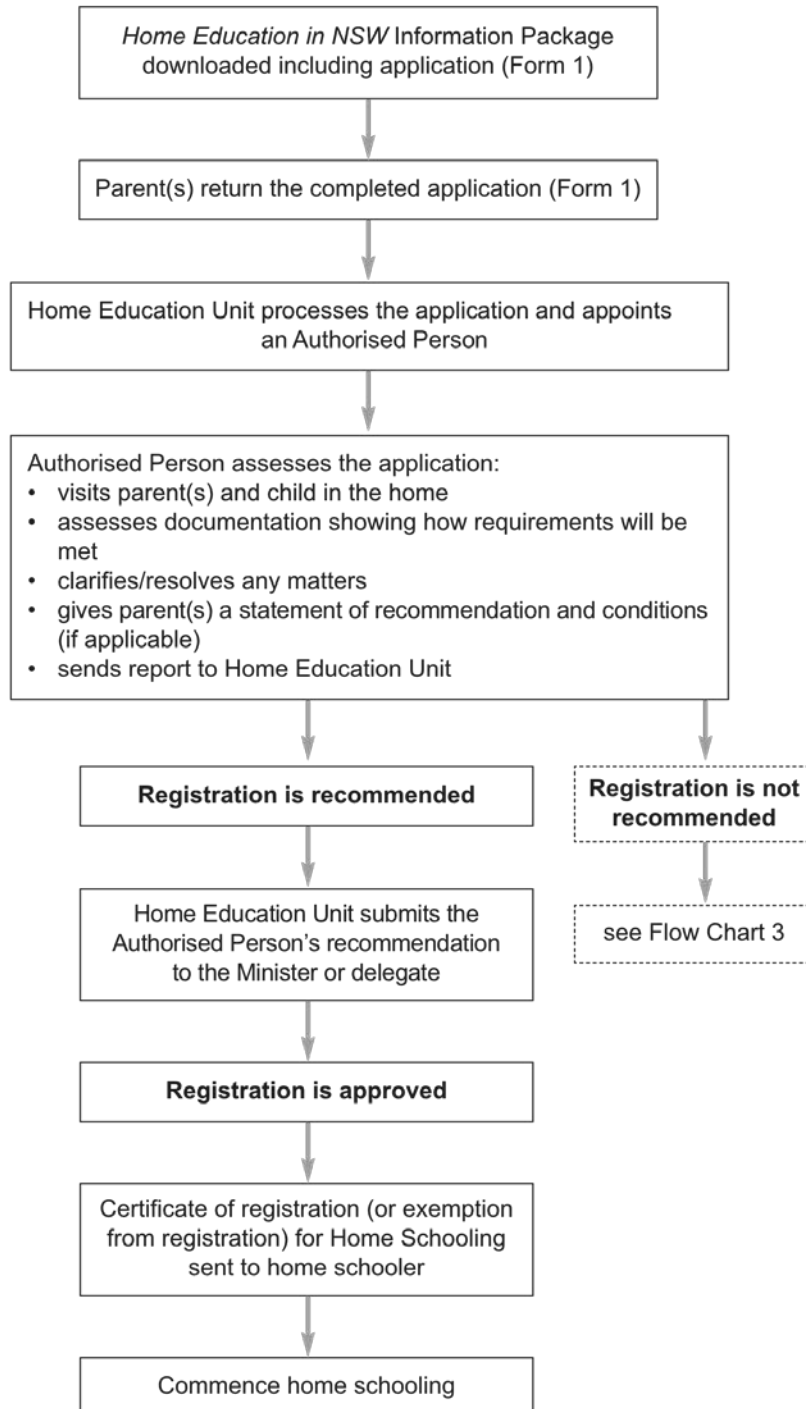
If the new Authorised Person independently arrives at a decision that affirms the original recommendation you will be advised of your right to seek a further review before the Administrative Decisions Tribunal (ADT). An appeal must be lodged within 28 days of being notified of the outcome of the internal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

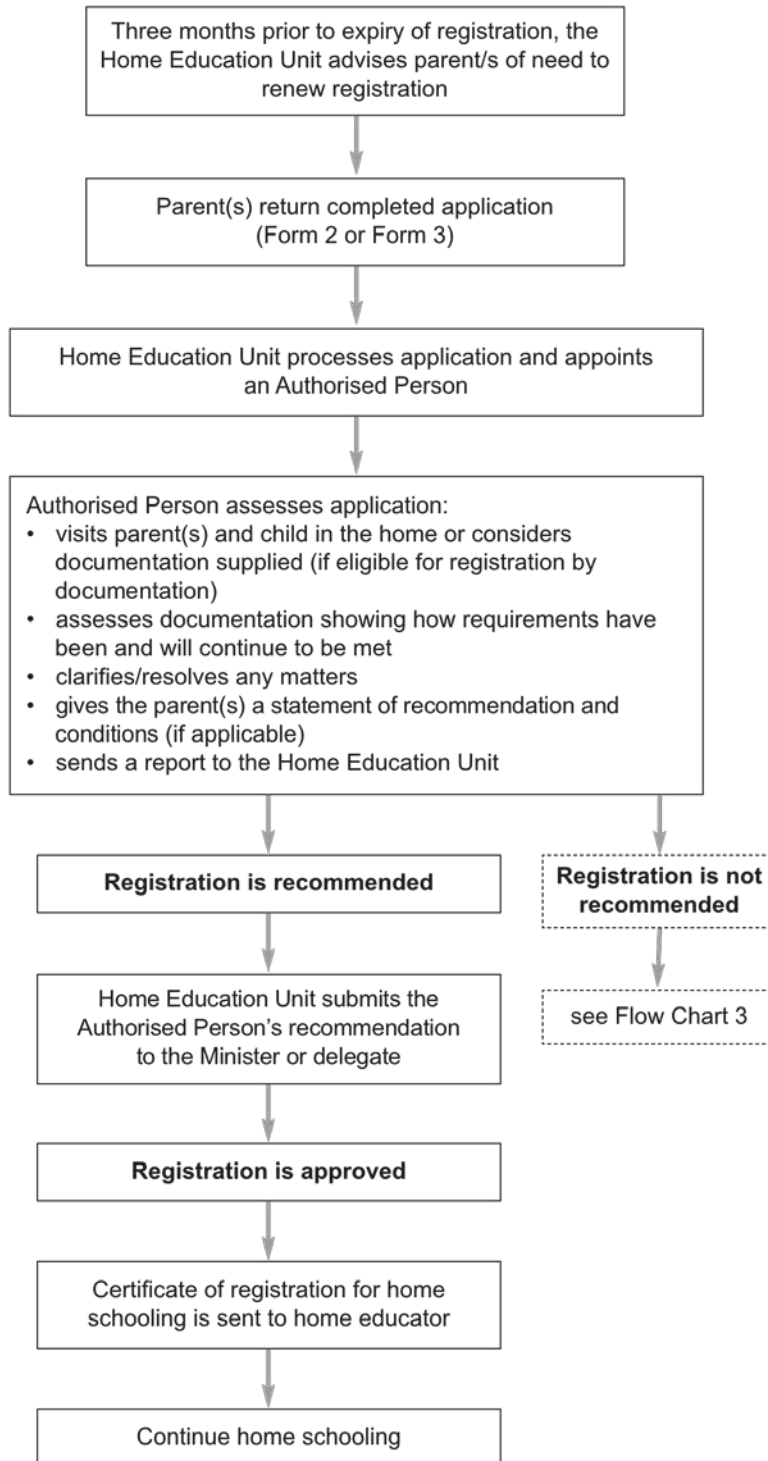
A flow chart showing the key steps in the registration review process is provided at the end of this part of the package.

Registration and review process flow charts

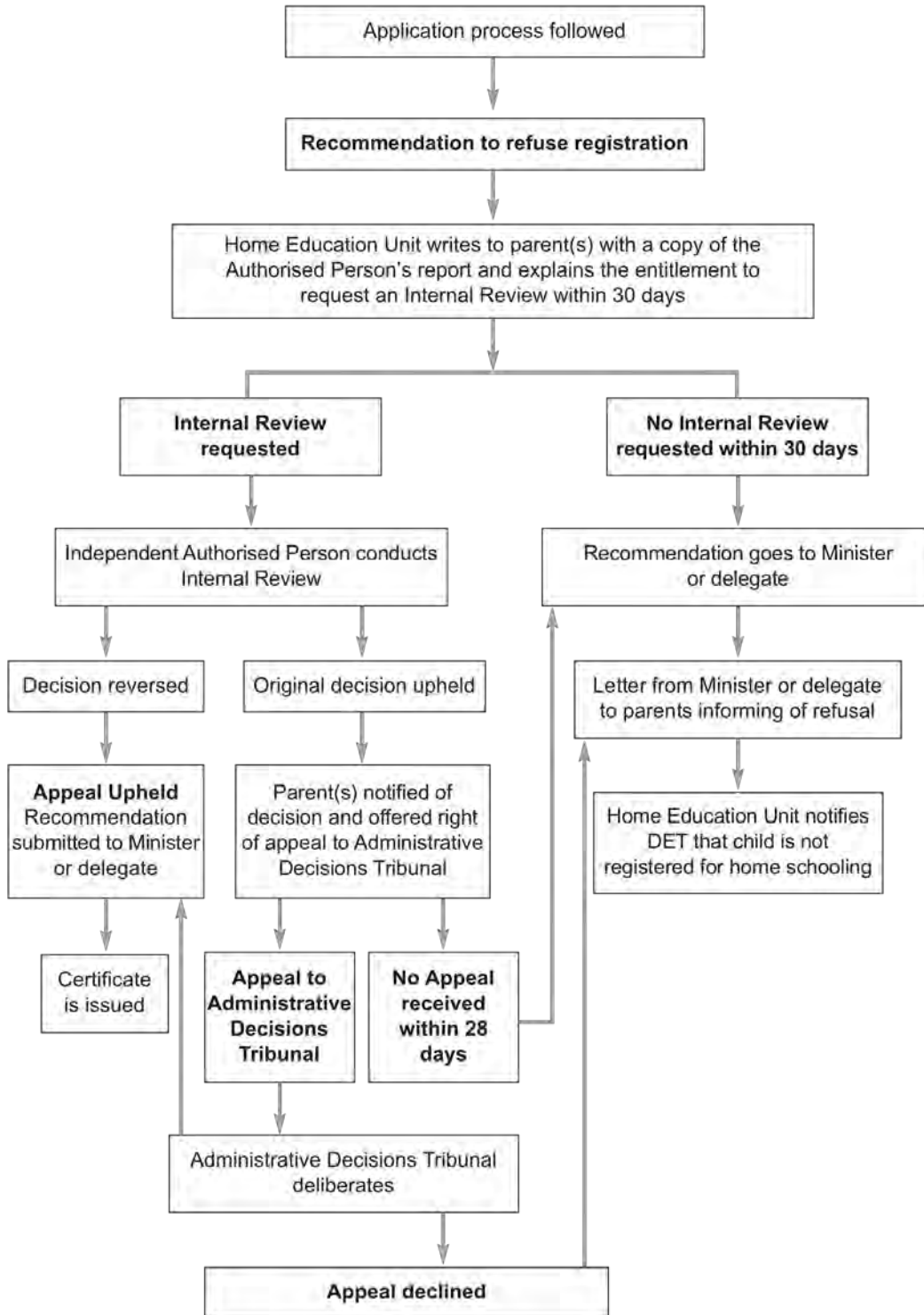
Flow Chart 1: Initial registration for home schooling



Flow Chart 2: Renewal of registration for home schooling



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



Part 4 Curriculum requirements

The curriculum requirements for home schooling registration are detailed 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 primary education for each student during each Year
- (b) courses of study relating to Australia are included in the key learning area of Human Society and Its Environment
- (c) courses of study in both Art and Music are included in the key learning area of Creative and Practical Arts
- (d) courses of study in each key learning area are appropriate for the students 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 Board of Studies' syllabuses are available on the Board's website <www.boardofstudies.nsw.edu.au>.

The Board's *Primary Curriculum Foundation Statements* publication provides a summary of the outcomes for primary education which may be useful in preparing an educational program. More information about the Board's curriculum resources is provided in Part 7 of this package.

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

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
- 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

Part 4 – Curriculum requirements

- 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:

- 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 who are not candidates for the School Certificate 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 appropriate for the children concerned having regard to their level of achievement and needs

Part 4 – Curriculum requirements

- (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.

The eight key learning areas for secondary education are:

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

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

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.

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

Part 4 – Curriculum requirements

- 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.

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.

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
- 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
- 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

Part 4 – Curriculum requirements

- 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
- 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

Part 4 – Curriculum requirements

- 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 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 meet the following requirements:

- (a) 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
- (b) those courses of study are to include a course of study in English
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Board
- (d) 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 Higher School Certificate.

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 <www.boardofstudies.nsw.edu.au>.

The syllabus for each 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

Part 4 – Curriculum requirements

- 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 Unit 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 the Office of the Board of Studies as meeting the requirements for registration.

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 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 including eligibility requirements, please contact the Department directly on 02 9561 8000 or 02 6334 8072.

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 Community Services to do so. An officer from the Department of 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.

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

You will need to inform the Office of the Board of Studies 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.

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

You should advise the Office of the Board of Studies within 14 days if you change your address. An Authorised Person will contact you to arrange a mutually convenient time to visit the new premises. If you change your phone number and/or email address please contact the Home Education Unit to ensure your details are up to date.

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
- 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.

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

Home schooling does not provide for a child to be eligible for the award of the 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.

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

Yes. Children 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 may select courses from a limited range. They are not eligible for the Higher School Certificate or Record of Achievement 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.

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. 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)?

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.

The tests are designed to report on students' achievement and show performance across a number of levels of literacy and numeracy skills.

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.

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

The NSW DET website provides further information:

<www.schools.nsw.edu.au/learning/7_12assessments/naplan/index.php>.

Essential Secondary Science Assessment – Year 8 (ESSA)

The Essential Secondary Science Assessment (ESSA) is designed to assess the scientific knowledge, skills and attitudes of Year 8 students.

The test 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.

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.

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.

Part 5 – Frequently asked questions

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>.

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

Sample approaches to documenting programs of study

The following examples provide ideas about developing a teaching plan to comply with the requirements of the minimum curriculum. 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).

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.

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:

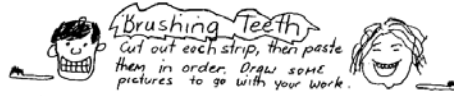
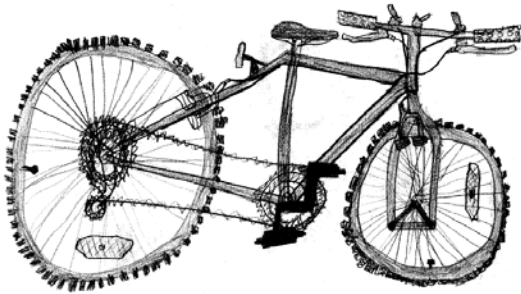
- observing and recording student achievement as it occurs, eg oral presentations, movement skills, participation, language development
- mapping progress through the collection of student work samples over a period of time
- tasks that incorporate the application of understanding and learning processes 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.

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



- 1 Remove lid from toothpaste
- 2 Place some toothpaste on the toothbrush.
- 3 Add some water to the toothpaste on the toothbrush
- 4 Brush your teeth
- 5 Fill mouth with water
- 6 Rinse your mouth
- 7 Spit water out
- 8 Wipe your lips with a towel

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



Sample 2: Progress/achievement record

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

Record of Achievement Period 2/2/09 to 29/4/09

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	Showed 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

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	9.00	Preparation
9.30	Spelling practice	9.30	Newspaper review
10.10	Maths problems: area of irregular shapes	10.00	Travel to library: internet search of local government functions and services
11.15	Break	2.00	Maths problems: volume of objects
12.00	Draft letter to local council	2.45	Break
1.00	Break	3.15	Read Chapter 5 Cairo Jim
2.00	Technology project: research different materials	Night	Scouts meeting – fitness and games session.
3.15	Break		
3.30	Guitar practice		
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.	

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 completion 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	<i>Completed all exercises 2/5</i>	
	Personal strategies	12		<i>Completed 5/6 – additional role play activity with exercise 5</i>
	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.				

Part 7 Resources for home schooling

Home education organisations and networks

Sydney Home Education Network

www.shen.org.au

Home Education Association Inc

ww.hea.asn.au

Phone: 1300 729 991

Muslim Home Education Network

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 in NSW Information Package

www.boardofstudies.nsw.edu.au/parents/#home-ed

Assessment Resource Centre (ARC) includes K-10 student work samples

<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

ww.k6.boardofstudies.nsw.edu.au/go/english

Mathematics

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

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

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 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*](#).

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*](#).

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*](#).

Form 4: 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 4: Application for certificate of completion of Year 10*](#).