

# Guidelines for Home Schooling Registration in NSW

December 2021

Note: The most up-to-date [Guidelines for Home Schooling Registration in NSW](http://educationstandards.nsw.edu.au) at any time is available on the NSW Education Standards Authority website (<http://educationstandards.nsw.edu.au>).

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# 1 Purpose of the Guidelines

The NSW Education Standards Authority ('NESA') *Guidelines for Home Schooling Registration in NSW* ('the Guidelines') provide information for parents about:

- home schooling registration;
- the process to apply for registration;
- the requirements to be met;
- the NSW curriculum; and
- where to access other relevant information.

The Guidelines provide NESA's policies for administering the provisions of the NSW [Education Act 1990](#) ('the Act') for home schooling registration.

A parent or person who has legal care or guardian authority for a child may apply for home schooling registration of the child. References to a parent in this document should be taken to include persons with parental authority and authorised out-of-home carers.

It is not necessary to review all sections of the Guidelines to start or continue home schooling registration. The overview of home schooling provided in [section 3](#) of the Guidelines may be a relevant starting point for parents who are thinking about home schooling for the first time.

## Contact NESA

Questions about home schooling registration may be directed to NESA's Home Schooling Unit by telephone 02 9367 8149 or by [email \(homeschooling@nesa.nsw.edu.au\)](mailto:homeschooling@nesa.nsw.edu.au).

## 2 Introduction to home schooling registration

### Home schooling registration in NSW

Under [the Act](#), the education of a child is primarily the responsibility of the child's parents. Parents may choose home schooling registration as a legitimate way of providing for the compulsory schooling of their children.

To be home schooled, a child must be registered by NESA and reside in NSW.

Home schooling means that the parent takes responsibility for educating the child, primarily in the child's home.

Successful home schooling is characterised by a high level of commitment, research, time and energy that is focused on the child's learning needs. Many parents report that home schooling is a positive and rewarding experience.

A parent does not need formal teaching qualifications to apply for home schooling registration.

Children with disability and/or additional learning needs may be registered for home schooling.

### Flexibility in the educational program

Home schooling does not mean operating like a school in the home. As long as the requirements for home schooling registration continue to be met, parents have flexibility about when and how they provide the educational program to their child or children.

For example, parents may:

- provide learning activities outside of the home, just as school students undertake activities outside of school;
- choose an educational approach or philosophy that suits the child and the family;
- adopt an approach that integrates teaching and learning across a range of subject areas and/or stages of development;
- provide common themes for children of multiple ages making adjustments to the level of difficulty based on learning needs;
- select content that is relevant to the child's learning needs and interests;
- adjust the learning activities in response to the child's progress; and
- build on the learning opportunities that arise naturally in the home and local environment on a day-to-day basis by including family activities, local events and/or resources.

### Distance education

Home schooling registration is different to distance education. Distance education is where the child is enrolled in a school that delivers its programs for implementation by mail, email, telephone and/or other electronic means. In NSW, the main provider of distance education is the [NSW Department of Education](#), a separate government agency to NESA. NESA does not deliver distance education. Home schooling registration is also different to remote learning for a child enrolled in a government or registered non-government school where the school provides the child's educational program, not the parent.

## Considering home schooling registration

A parent who is thinking about home schooling registration may find it helpful to consider:

- the requirements for home schooling registration as set out in [section 4](#) of the Guidelines;
- the child's learning needs, abilities and interests;
- how an educational program could be planned and recorded;
- how learning activities could be prepared;
- how the child's progress and achievement could be assessed;
- what resources are needed and how these could be sourced;
- how the home and local environment could be used to support the child's learning; and
- the availability of time to prepare and deliver an educational program and assess the child's progress and achievement.

[Section 3](#) of the Guidelines provides an overview of home schooling registration. It may be a good place to start for parents who are new to home schooling registration.

[Section 15](#) of the Guidelines and the NESA website may also assist as they provide information about resources and support.

### 3 Home schooling registration at a glance

The following overview of home schooling registration provides key points to assist parents, particularly those who are new to home schooling, to see at a glance, where to find more detailed information.

#### Quick start for parents new to home schooling

- **Research** – contact a [support group](#); talk to other parents; consider the resources available to you; review the requirements (section 4 of the Guidelines).
- **Plan your approach** – identify your child’s learning strengths and needs; start to prepare your child’s educational program; consider the records you will keep; gather resources; organise learning spaces; be ready to show your planning and educational program to an Authorised Person.
- **Apply** – complete and submit your [application form](#).
- **Prepare for implementing** – gather your records of previous educational history and achievement, your child’s educational program based on NESA syllabuses, methods for learning activities, methods for recording achievement and progress, resources and suitable learning spaces.
- **AP Review** – An Authorised Person will contact you to review your educational program and records.
- **Certificate** – Registered children receive a certificate from NESA to confirm the registration.

#### Requirements – see [section 4](#)

- The requirements for home schooling registration relate to the educational program for the child and records of implementing the educational program.
- The parent is responsible for the educational program for the child – see [section 5](#) of the Guidelines for information about methods and resources.

#### Applications – see [section 6](#)

- A parent or a person with parental authority may apply to NESA for home schooling registration.
- Children can be registered at the beginning of the calendar year if they turn five years of age on or before 31 July of that year. Children may be registered up to the age of 18 years and for a continued period, up to two years, in order to complete schooling.
- Applications can be made at any time of the year.
- Applications can be made for [children with disability and/or additional learning needs](#) (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education>).
- Application forms are published on the [NESA website](#) (<https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/home-schooling/home-schooling-registration>).

## Process – see [section 6](#)

- When an application is received, it is processed by an administrative officer and then allocated to an Authorised Person for assessment by home visit. The assessment considers the materials prepared by the parent to support the application. The child is not assessed.
- It may take up to 12 weeks to complete the process from the time of application to receipt of a certificate. However, generally it takes much less time.
- During the home visit, the Authorised Person will review the educational program for the child in discussion with the parent. For renewal of registration, the Authorised Person will review records of the implemented educational program.
- The Authorised Person will recommend to NESAs whether the application should be approved and, if so, the period of registration. Most applications are approved. Generally, a shorter period of registration is granted for new applicants.

## Curriculum – see [sections 7 to 10](#)

- Curriculum means the courses of study to be studied. The curriculum for home schooling is the NSW curriculum as provided by [the Act](#) and published on NESAs website.
- The NSW curriculum may be [adjusted](#) for children with additional learning needs.

## Primary curriculum (Kindergarten to Year 6) – see [section 8](#)

The educational program must include:

- English;
- Mathematics;
- Science and Technology;
- Human Society and Its Environment (HSIE);
- Creative Arts; and
- Personal Development, Health and Physical Education (PDHPE).

## Secondary curriculum (Years 7 to 10) – see [section 9](#)

The educational program must include:

- English;
- Mathematics;
- Science;
- HSIE

AND two more subjects, as selected by the parent, from two different key learning areas to be selected from:

- Creative Arts;
- Technology;



- PDHPE;
- Languages.

Some key learning areas such as HSIE, Creative Arts, Technology, PDHPE and Languages have a number of different subject options. A parent can choose to focus on only one or a range of subjects from the key learning area. The selected subjects can change from one year to the next.

### **Senior secondary curriculum (Years 11 and 12) – see [section 10](#)**

The Act requires that the educational program for Years 11 and 12 is based on a pattern of study (selected courses) for Years 11 and 12.

### **Resources and support**

- See [section 15](#) of the Guidelines for information about support groups, examples of home schooling records developed by parents and other resources.
- Also see '[Support Information](#)' on NESA's home schooling webpage.

## 4 Requirements for registration

Children residing in NSW may be registered for home schooling at the beginning of the calendar year if they turn five years of age on or before 31 July of that year. Children may be registered up to the age of 18 years and for a continued period, up to two years, in order to complete the planned educational program based on NESA's syllabuses. Note: In NSW, children younger than six and older than 17 are not required to be enrolled in a government or registered non-government school, or be registered for home schooling.

The requirements for home schooling relate to the educational program for the child, that is, the parent's teaching and learning plan and records of implementing the educational program.

In order to be registered, the following requirements must be met:

- the child's educational program is based on and taught in accordance with the relevant [NESA syllabuses](#) as determined by the Act, that is, the minimum curriculum for primary education (Kindergarten to Year 6), the minimum curriculum for secondary education (Years 7 to 10) or the curriculum for senior secondary education (Years 11 and 12) (Note: Sections 7 to 10 of the Guidelines provide details of the required curriculum.);
- the educational program is suitable to cater for the identified learning needs of the child;
- there is an adequate system for planning, supervising and recording teaching and learning experiences;
- 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;
- the home learning environment is suitable for effective home schooling; and
- the identified resources are adequate to support the child's learning.

Records of implementing the child's educational program must be kept to show how the program has been delivered and how the requirements for registration are being met.

Parents of children with disability and/or additional learning needs may adjust the educational program to meet the child's learning needs.

It is open for parents to choose other learning programs and experiences as long as the registration requirements are met.

[Sample educational programs](#) prepared by home schooling parents, are published on NESA's website.

## 5 Methods and resources

There is no one teaching or learning method or set of resources to implement an educational program that will suit all families. As long as the requirements for registration are met, parents may choose their preferred methods and resources.

The educational program needs to address the child's learning needs recognising that children learn in different ways, at different rates and with different interests.

The teaching or learning methods and resources may follow an educational philosophy or theory, an interest or project based approach, a commercial program, a combination of methods, or a personal approach developed to suit the family and the child.

Some parents prefer to provide information for each separate subject. Others prefer an integrated approach based on a theme or key project. Some parents develop a common theme for their children of different ages and make adjustments for the learning needs of each child. It is up to parents to choose the methods and approach that work for them.

The educational program and associated records may be paper based, project based, digital or a combination of different mediums.

Regardless of the method and resources used, it is expected that the child's learning needs will be addressed.

As a guide, typically, parents develop and keep plans, records, resources and other relevant information relating to:

- the learning needs of the child;
- content for the educational program;
- the child's learning progress and interests;
- learning activities based on NESA syllabuses;
- the time allocated for learning activities;
- resources for the educational program; and
- how the home and local environment supports learning.

NESA does not prescribe, or provide, any particular method, resource or format for an educational program. [Sample educational programs](#), prepared by home schooling parents, are published on NESA's website.

### Planning an educational program

There are a number of ways to develop an educational program based on NESA's syllabuses. Home schooling parents can choose from the syllabus stage statements, outcomes and/or content to prepare the child's learning program.

For example, parents could:

- use syllabus stage statements as a framework for planning the educational program; and/or

- integrate the syllabus outcomes into the educational program using resources chosen by the parent; and/or
- use syllabus content to develop topics or themes to be covered.

Some parents prefer a structured approach with set times for formal instruction while others prefer a less formal approach that is based on the child's interests and needs. Many parents change their approach over time in response to the child's development and what works best.

The following questions may assist educational planning:

*What knowledge, understanding and skills does my child already have?*

*Are there any gaps in my child's learning and achievement that need to be addressed?*

*What knowledge, understanding and skills does my child need to learn next?*

*What are some ways that my child could work towards achieving the stage statements?*

*How will I know if my child is making progress?*

*How could the outcomes be related to learning that occurs naturally in our home?*

*What resources would I need to support the learning content for this stage?*

*How can I make the learning activities interesting and engaging?*

*How can I support my child to be a successful learner?*

For parents who are new to home schooling, other parents may be a source of practical support. Many experienced home schooling parents are willing to share their approach and ideas as part of a local group or some other support organisation. [Section 15](#) of the Guidelines provides information about support groups and resources.

## 6 Application and assessment process

### Overview of the application process

An application for home schooling registration may be submitted at any time of the year.

[Application forms](#) are available on the NESA website.

There are two types of applications for home schooling registration:

- initial registration – for a child who has never been registered
- renewal of registration – for a child who has been registered before. This form should be used for a child who has been registered previously even if the previous period of registration lapsed some time ago.

Each application form provides details of the required information and how to submit the form.

If registration is sought for more than one child, a separate application is required for each child. An application is required to be signed by one parent. If the child is the subject of a court order, a copy of the court order must be attached to the application. NESA will have regard to the provisions of a court order as part of the assessment process.

If the applicant is not the child's parent, evidence to demonstrate the legal care or guardian authority of the applicant is required.

A parent may choose to withdraw an application by [email](#) or in writing to the Home Schooling Unit, NESA, GPO Box 5300, Sydney NSW 2001.

If there is a need for NESA to vary the assessment process temporarily, such as a pandemic or natural disaster, the changes will be published on the NESA website.

NESA has policies and procedures in place for the security and [privacy of personal information](#). This includes limiting access to certain information to relevant staff only. All NESA staff are subject to NESA's Code of Conduct.

### Overview of the assessment process

The following provides an overview of the key steps in NESA's process for assessing applications for home schooling registration.

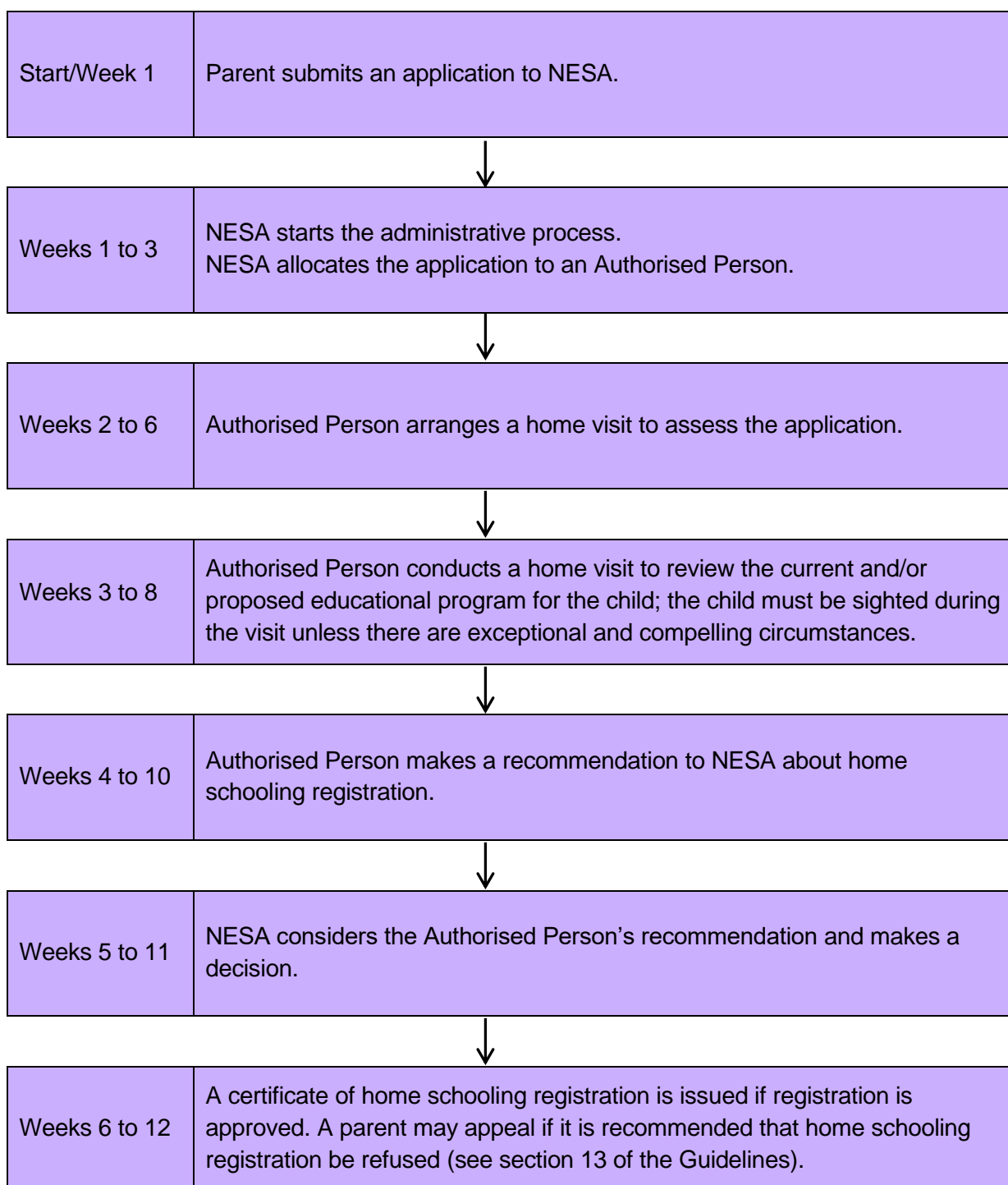
The overview identifies variations in the time it may take to process an application. These variations depend on factors such as:

- whether the application form is complete;
- the availability and readiness of the parent; and
- the number of applications received by NESA at any one time.

Although the process may take up to 12 weeks, the average time is around seven weeks. It is rare for the overall time to exceed 12 weeks.

Parents can apply at any time but are advised to apply three months in advance of when they want to start or continue home schooling.

If a shorter period of registration has been granted, an application for renewal of registration may need to be made early in the period if the parent seeks continued registration.



## The Authorised Person's assessment of an application

### Preparing for the application to be assessed

Parents can prepare for the assessment of their application by having available:

- the child's educational program showing how it is based on NESA syllabuses;
- information about the child's learning needs and how the educational program supports these needs;
- materials to show planning, supervising and recording teaching and learning experiences;
- materials to show the system for recording the child's progress and achievement;
- materials to show how time is allocated to learning;
- information about how the home provides an effective learning environment; and
- materials to show how resources are adequate to support the child's learning.

### The Authorised Person's focus and process

The focus of the Authorised Person's assessment during the home visit is the educational program for the child and whether the requirements for home schooling registration are being met or, for new applicants, could be met. The Authorised Person does not assess the child.

During the process, the Authorised Person will discuss and review the educational program with the parent. Parents are encouraged to explain their approach and record keeping as relevant to the educational needs of the child and the requirements.

In particular, the Authorised Person will consider:

- information showing how the program has been and/or will be implemented, including records of learning activities and assessments of progress if the child is currently registered; and
- whether this information demonstrates that the requirements for registration have been and/or will be met.

For applications for initial registration, the Authorised Person will consider whether the available information demonstrates a capacity to meet the requirements for home schooling registration should the child be registered.

For applications for renewal of registration, the Authorised Person will consider whether the available information demonstrates that the requirements for home schooling registration were met during the past or current period of registration and whether the requirements for registration would be met if a further period of registration were to be granted.

Authorised Persons understand that education in the home is different to school education. They expect to see how the child's learning needs are being addressed and how the educational program is being implemented in the context of each family.

During the assessment process, the Authorised Person must sight the child for whom registration is sought unless there are compelling reasons for not sighting the child. NESA will consider such reasons on the individual nature and merit of any particular case. In some cases, for experienced and successful home schoolers, NESA may consider assessing an

application by documentation review if there are exceptional and compelling reasons for doing so. NESAs will consider each case on its individual nature and merit.

## Recommendation by Authorised Person

Following assessment of the application, the Authorised Person makes a recommendation to NESAs.

A recommendation for registration will specify the curriculum for home schooling and the recommended period of registration.

In relation to the curriculum, the recommendation could be for a Year or Years of schooling. For example, Year 1 or Years 9 and 10 or, the recommendation could be for primary education, secondary education and/or senior secondary education. The Authorised Person's recommendation will consider the parent's preference and educational plan.

In relation to the period of registration, the recommendation is based on the Authorised Person's consideration of factors such as:

- whether it is the first period of registration;
- the availability of records from a current or recent period of registration clearly showing how the educational program was implemented; and
- the demonstrated planning for a future period of registration that indicates the curriculum and record-keeping approach to be taken.

Generally, a period of initial registration is less than the possible maximum of two years as some aspects of the requirements can only be demonstrated once the educational program is being delivered. For example, records of the delivery of the educational program showing how the program has been taught in accordance with the NESAs syllabuses are not available until after the program has been taught.

For the same reason, the period of registration for a child who was previously registered may also be less than the maximum period possible depending on how recently the child was registered and the availability of records from that period showing how the program was implemented.

The [NESAs Authorised Persons Handbook](#) provides further information about Authorised Persons' assessments and recommendations.

Although most applications are approved, if an Authorised Person finds that the requirements would not be met or are not being met, the Authorised Person will recommend that the application be refused. If this occurs, a parent may seek an internal review. See [section 13](#) of the Guidelines for more information.

## Certificate of registration

NESAs considers recommendations from Authorised Persons and decides, under delegation from the Minister for Education, whether or not home schooling registration will be granted.

A certificate of registration is issued when registration is granted.

The certificate confirms the child's registration. It should be kept in a safe place and may be produced should a parent be required to provide evidence of the child's registration.



The certificate specifies the child's name and home address, the Year level or stage of the curriculum and the period of registration.

### **Monitoring during a period of registration**

During a period of registration, the parent is responsible for the child's education and for keeping records to show how the program is being implemented.

A monitoring visit to a home schooling family may occur if NESA receives information causing concern about whether the requirements for home schooling registration are continuing to be met during a period of registration. NESA will contact the parent in advance if a monitoring visit is to be undertaken. Such monitoring visits are not common.

## 7 Curriculum overview

### General overview

In NSW, [the Act](#) determines the curriculum for all students.

The curriculum is comprised of NESA syllabuses for various key learning areas for primary education (Kindergarten to Year 6), secondary education (Years 7 to 10) and senior secondary education (Years 11 and 12).

The NESA syllabuses identify the essential learning for all NSW students. They are designed to ensure that the curriculum is coherent, challenging and allows for developmental continuity for all NSW children.

Home schooling parents can choose from the syllabus stage statements, outcomes and/or content to prepare the child's learning program.

### Curriculum in NSW

Primary education	Secondary education	Senior secondary education
<p><b>Students must study:</b></p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Science and Technology</li> <li>HSIE – Geography and/or History</li> <li>PDHPE</li> <li>Creative Arts</li> </ul>	<p><b>Students must study:</b></p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Science</li> <li>HSIE – Geography, History and/or another HSIE syllabus</li> </ul> <p><b>Students must also study two subjects, selected by the parent, each from a different key learning area from the following list:</b></p> <ul style="list-style-type: none"> <li>PDHPE</li> <li>Creative Arts</li> <li>Languages</li> <li>Technology</li> </ul>	<p><b>Students must have a pattern of study of courses for senior secondary education selected from the following key learning areas:</b></p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Science</li> <li>HSIE</li> <li>PDHPE</li> <li>Creative Arts</li> <li>Languages</li> <li>Technology</li> </ul>

### NESA syllabuses and Stages

NESA syllabuses are based on the following Stages of learning. Parents may select the Stage or Stages for each subject.

Primary education	Secondary education	Senior secondary education
<p><b>Early Stage 1</b> (Kindergarten)</p> <p><b>Stage 1</b> (Years 1 and 2)</p> <p><b>Stage 2</b> (Years 3 and 4)</p> <p><b>Stage 3</b> (Years 5 and 6)</p>	<p><b>Stage 4</b> (Years 7 and 8)</p> <p><b>Stage 5</b> (Years 9 and 10)</p>	<p><b>Stage 6</b> (Years 11 and 12)</p>

The syllabuses published on NESA’s website are the most up to date syllabuses at any time. If a syllabus is updated, NESA publishes an Official Notice. To stay in touch with updates, parents can subscribe to [NESA News](#). NESA’s syllabus development process includes stakeholder feedback. When this occurs, information is published on NESA’s website and NESA News.

## Common features of the syllabuses

The NESA syllabuses have many common features in relation to their structure and organisation.

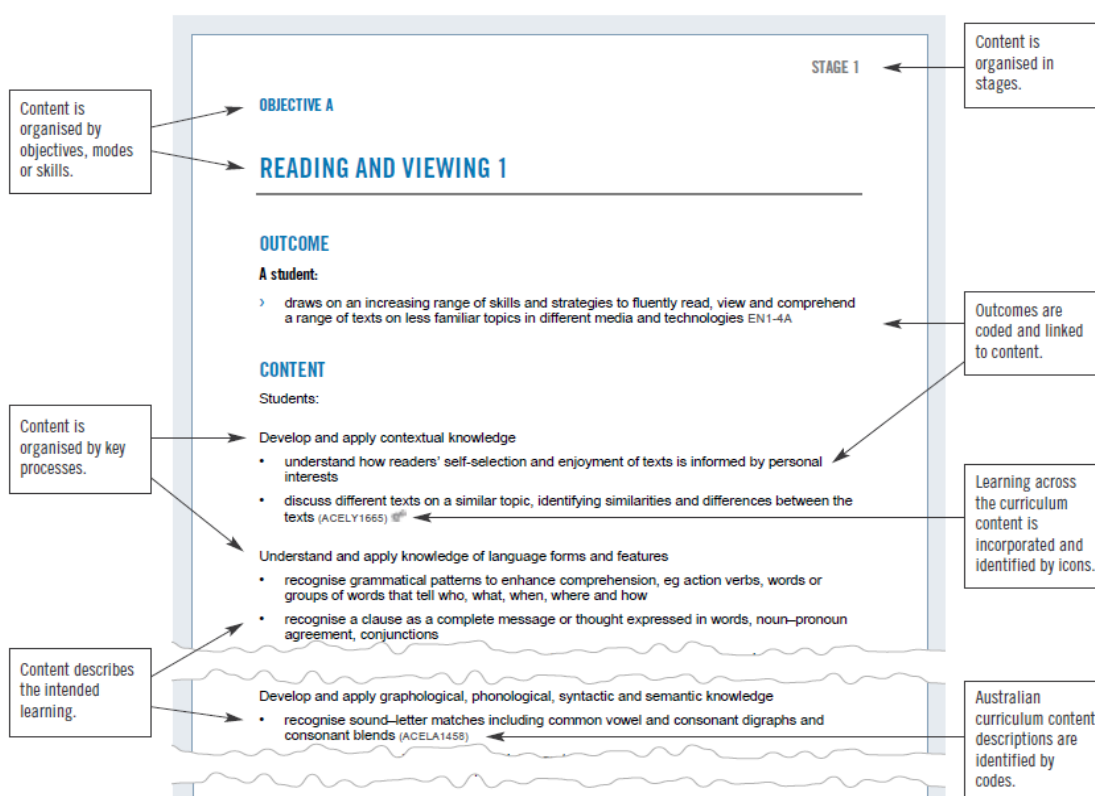
The following describes some of these features and terms used for the [Kindergarten to Year 10 syllabuses](#).

Many of these features also apply to the syllabuses for [Years 11 and 12](#).

Other terms are defined in the glossary, [section 16](#) of the Guidelines.

Term	Explanation
<b>Content</b>	The content describes what students learn about in relation to subject matter or topics.
<b>Curriculum</b>	A general term used to refer collectively to the NESA syllabuses for the required key learning areas identified by the Act.
<b>Educational program</b>	The parent’s teaching and learning plan and associated records.
<b>Objectives</b>	Objectives are <i>broad statements</i> that outline at a high level the intention of a syllabus and summarise the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They provide direction and act as organisers for the intended outcomes.
<b>Outcomes</b>	Outcomes provide <i>a more detailed description</i> of the knowledge, understanding, skills, values and attitudes expected to be acquired by most students by the end of a stage of learning. Each outcome has a short-hand code that parents may choose to use on an optional basis.
<b>Stage statements</b>	Stage statements are <i>summaries</i> of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for each stage of learning in each K-10 syllabus. There are stage statements for all K-10 syllabuses, with the exception of K-6 Creative Arts, where these summaries are called Foundation Statements.
<b>Syllabus</b>	A syllabus is a document that contains information about a specific subject or course. A syllabus describes the learning to be undertaken in relation to key organisational elements, intended learning goals, content, sequence of learning and assessment.

The following provides a sample page from a Kindergarten to Year 10 (K-10) syllabus identifying and explaining some of the key organising features.



## Children with disability

All children may access the syllabus outcomes and content in a range of ways to suit their learning needs. They can do this with or without adjustments, as appropriate.

**Adjustments** are actions taken to enable a child to access syllabus outcomes and content. The adjustments may relate to teaching methods, learning activities and assessment processes according to the needs of the child.

Some examples of adjustments include sequencing the materials in a different order, using simplified texts, using both oral and visual forms of input, using different mediums including various technologies and/or covering a limited amount of material in any one session and/or providing more or less time. The NESA website provides information about supporting children with [disability](#).

If adjustments do not provide sufficient access for the child to some or all of the syllabus outcomes, a Life Skills course may be appropriate. Life Skills courses provide for children who are unable to access the mainstream syllabus outcomes, particularly children with an intellectual disability. NESA publishes Life Skills courses in Stages 4 to 6 (Years 7 to 12).

Further advice and programming support for [children with disability](#) can be found in each syllabus and on the NESA website.

## Other programs

Registration for home schooling requires that the minimum curriculum of the Act is provided. This means that the child's educational program is based on and taught in accordance with the relevant NESA syllabuses.

Other programs can also be provided as long as the requirements for registration continue to be met. Such programs can be in addition to the curriculum of the Act or they can be incorporated into the curriculum based on NESA syllabuses. For example, if the child is learning music or dance, the learning may be relevant to addressing aspects of the Creative Arts syllabus.

Similarly, parents can integrate informal learning and daily life as opportunities for learning. For example, making shopping lists may address aspects of the English syllabus or measuring ingredients for cooking may address aspects of the Mathematics syllabus.

## 8 Curriculum for primary education – Kindergarten to Year 6

### Key learning areas

The minimum curriculum for primary education for all NSW children is based on the NESA syllabuses for the following mandatory key learning areas each year:

- English;
- Mathematics;
- Science and Technology;
- HSIE – History and/or Geography;
- Creative Arts; and
- PDHPE.

Each syllabus contains stage statements providing a summary of the knowledge, understanding, skills, values and attitudes for each stage of learning.

The [programming tool](#) in '[Support Information](#)' on NESA's website may assist parents to document an educational program for primary education.

### Syllabuses for Kindergarten to Year 6 (Stages 1 to 3)

[Early Stage 1](#) (Kindergarten) syllabuses

[Stage 1](#) (Years 1 and 2) syllabuses

[Stage 2](#) (Years 3 and 4) syllabuses

[Stage 3](#) (Years 5 and 6) syllabuses

### Syllabuses for each key learning area

The following information provides the website address for each syllabus and an overview of the key organising strands or elements of the syllabus.

#### [English](#)

Key organisers of the English syllabus relate to the following five objectives:

- communicate through reading and writing, listening and speaking, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretative and critical
- express themselves and their relationships with others and the world
- learn and reflect on their learning through their study of English.

## **Mathematics**

Syllabus strands relate to:

- working mathematically which is embedded across all other strands and substrands and includes:
  - communicating
  - problem solving
  - reasoning
  - understanding
  - fluency
- number and algebra
- measurement and geometry
- statistics and probability.

## **Science and Technology**

Syllabus strands relate to:

- working scientifically
- design and production
- living world
- material world
- physical world
- earth and space
- digital technologies.

## **Human Society and its Environment (HSIE)**

In primary education, the HSIE key learning area includes both History and Geography. These may be taught together, separately or integrated with other areas of the curriculum.

## **History**

Syllabus strands relate to:

- Personal and Family Histories (Early Stage 1)
- Present and Past Family Life (Stage 1)
- The Past in the Present (Stage 1)
- Community and Remembrance (Stage 2)
- First Contacts (Stage 2)
- The Australian Colonies (Stage 3)
- Australia as a Nation (Stage 3).

## **Geography**

Syllabus strands relate to:

- People Live in Places (Early Stage 1)
- Features of Places and People and Places (Stage 1)
- Places are Similar and Different and the Earth's Environment (Stage 2)
- Factors that Shape Places and a Diverse and Connected World (Stage 3).

## **Creative Arts**

Syllabus strands relate to:

- Visual Arts
- Music
- Drama
- Dance.

## **Personal Development, Health and Physical Education**

Syllabus strands relate to:

- Health, wellbeing and relationships
- Movement skill and performance
- Healthy, safe and active lifestyles.

## **Optional syllabuses – Languages**

In addition to the mandatory key learning areas for primary education, home schooling parents may choose to provide learning in a language other than English. The syllabuses for [Languages](#) can be found on the NESA website.

## **Children with disability**

Advice and programming support for children with [disability](#) can be found in each syllabus and on the NESA website.

## **Resources**

Parents may choose resources that are helpful and relevant to the child's learning needs and interests.

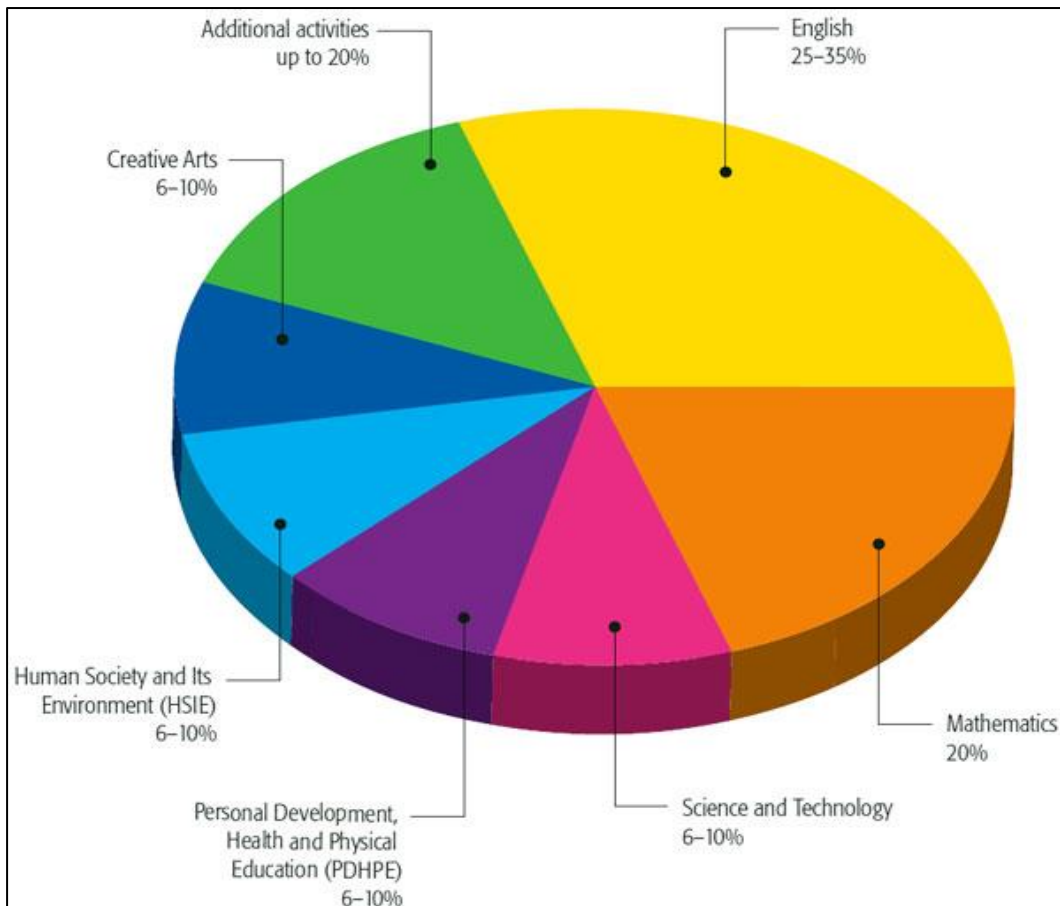
## **Guidance regarding time**

The following chart shows the suggested proportion of time that might be spent on each key learning area for primary education. These times are guidelines only.

Note: 6-10% of time is generally about one to one and a half hours per week.

The 'additional activities' segment refers to any learning activities chosen by the parent that are in addition to NESA's syllabuses.





# 9 Curriculum for secondary education – Years 7 to 10

## Key learning areas

The minimum curriculum for secondary education for all NSW children is based on the NESA syllabuses for the following mandatory key learning areas each year:

- English;
- Mathematics;
- Science;
- Human Society and its Environment (HSIE) – one syllabus from this area;

AND the parent's selection of two syllabuses, each from a different key learning area from the following list:

- Creative Arts;
- Personal Development, Health and Physical Education (PDHPE);
- Languages;
- Technology.

The selection of the syllabuses from the four elective key learning areas above may be changed from year to year during the period of secondary education.

Each syllabus contains stage statements providing a summary of the knowledge, understanding, skills, values and attitudes for each stage of learning.

The [programming tool](#) in 'Support information' on NESA's website may assist parents to document the educational program for secondary education.

## Syllabuses for Years 7 to 10 (Stages 4 and 5)

[Stage 4](#) (Years 7 and 8) syllabuses

[Stage 5](#) (Years 9 and 10) syllabuses

## Syllabuses for each key learning area

The following information provides the website address for each syllabus and an overview of the key organising strands or elements of the syllabus.

### English

There is one syllabus for the English key learning area.

Key organisers of the English syllabus relate to the following five objectives:

- Communicate through speaking, listening, reading, writing, viewing and representing

- Use language to shape and make meaning according to purpose, audience and context
- Think in ways that are imaginative, creative, interpretative and critical
- Express themselves and their relationships with others and their world
- Learn and reflect on their learning through their study of English.

## **Mathematics**

There is one syllabus for the Mathematics key learning area.

Syllabus strands relate to:

- Working mathematically which is embedded across all other strands and substrands and includes:
  - communicating
  - problem solving
  - reasoning
  - understanding
  - fluency
- number and algebra
- measurement and geometry
- statistics and probability.

In Stage 5 Mathematics (Years 9 and 10), parents can choose from one or more of the three substages. Each substage varies in level of difficulty. Mathematics 5.1 has the lowest level of difficulty with Mathematics 5.2 having a higher level of difficulty and Mathematics 5.3 having the highest level of difficulty. Most children in Stage 5 study Mathematics 5.1 and some of Mathematics 5.2. Parents can adjust the content to meet the needs of the child.

## **Science**

There is one syllabus for the Science key learning area.

Syllabus strands relate to:

- skills
  - working scientifically
  - practical experiences and student research
  - knowledge and understanding
- physical world
- earth and space
- living world
- chemical world.

## Human Society and its Environment (HSIE)

There are multiple syllabuses for the HSIE key learning area. At least one syllabus from the key learning area must be studied.

The HSIE syllabuses can be taught together, separately or integrated with other HSIE syllabuses. Most parents choose to include some History and some Geography.

### History

Syllabus strands relate to:

- The Ancient World – depth studies: Investigating the Ancient Past, the Mediterranean World and the Asian World (Stage 4)
- The Ancient to the Modern World – depth studies: the Western and Islamic World, the Asia-Pacific World and Expanding Contacts (Stage 4)
- The Making of the Modern World (Stage 5) – Australians at War (World Wars I and II) and Making a Better World or Australia and Asia
- The Modern World and Australia – Rights and Freedoms (1945 to present) and the Globalising World or a parent developed topic (suggested topics contained in the syllabus) (Stage 5).

### Geography

Syllabus strands relate to:

- Landscapes and Landforms, Place and Liveability, Water in the World and Interconnections (Stage 4)
- Sustainable Biomes, Changing Places, Environmental Change and Management and Human Wellbeing (Stage 5).

Parents may also choose from the following syllabuses within the HSIE key learning area for Years 7-10:

- Aboriginal Studies
- Commerce
- Geography Elective
- History Elective
- Work Education.

### Creative Arts

Parents may choose from the following six syllabuses within the Creative Arts key learning area for Years 7-10:

- Dance
- Drama
- Music
- Photographic and Digital Media

- Visual Arts
- Visual Design.

Parents may change the syllabus being studied each year during Years 7 to 10.

### **Personal Development, Health and Physical Education**

**Parents may choose from the following syllabuses in this key learning area for Years 7 to 10:**

- Personal Development, Health and Physical Education (PDHPE)
- Child Studies
- Physical Activity and Sports Studies.

### **Technology**

Parents may choose from the following syllabuses in this key learning area for Years 7 to 10:

- Agricultural Technology
- Design and Technology
- Food Technology
- Graphics Technology
- Industrial Technology
- Information and Software Technology
- Marine and Aquaculture Technology
- Technology (Mandatory) (Note: Although the name of the syllabus has the word mandatory, it is not mandatory for home schooled children to study this syllabus)
- Textiles Technology.

Parents may change the syllabus being studied each year during Years 7 to 10.

### **Languages**

Parents may choose from the available syllabuses for K-10 Languages.

Parents may change the syllabus being studied each year during the Years 7 to 10.

### **Children with disability**

Some children with disability may require adjustments to teaching, learning and assessment so that they can access the syllabus outcomes and/or content. If adjustments do not provide sufficient access for the child, a [Life Skills](#) course may be appropriate. Advice and programming support for children with disability can be found in each syllabus and on the NESA website.

### **Resources**

Parents may choose resources that are helpful and relevant to the child's learning needs and interests.

### **Guidance regarding time**

In secondary education (Years 7 to 10), there is generally a greater focus on English and Mathematics with an equal spread of time for other subjects.

The syllabuses have been developed to provide 100 hours of study in a year. This is approximately two and a half hours per week over 40 weeks for each syllabus. These times are a guide only.

# 10 Curriculum for senior secondary education – Years 11 and 12

## Overview

The curriculum for senior secondary education (Years 11 and 12, Stage 6) is based on NESA syllabuses. There is a broad range of courses to choose from. English is the only compulsory subject.

The Act requires that the selection of courses for Years 11 and 12 must meet the 'pattern of study' requirements (see below).

There are NESA courses in the following key learning areas:

- English
- Mathematics
- Science
- Technology
- HSIE
- Creative Arts
- PDHPE
- Languages
- Vocational Education and Training.

There is a NESA syllabus for each course. [Year 11 and 12 \(Stage 6\)](#) syllabuses are available on the NESA website.

The syllabuses for Years 11 and 12 describe the overall course in the sequence of a 'Preliminary' course (typically Year 11) and a 'HSC course' (typically Year 12).

The educational program for [children with disability](#) can be adjusted to meet the needs of the child. In some cases, a Life Skills course may be appropriate. A Life Skills course provides for children who are unable to access the mainstream syllabus outcomes, particularly children with an intellectual disability. Completion of senior secondary education by home schooling registration does not lead to a NESA certificate.

For study after senior secondary education, parents should contact the relevant TAFE, university or organisation for advice about enrolment. Parents may also wish to contact a [support group](#) for advice about options.

## Pattern of study

A pattern of study is the selection of courses studied over Years 11 and 12. The pattern includes the number of courses to be studied, the sequence in which the courses will be taught and the number of units for each course.

Most courses have a two unit value. A unit is a measure of time with one unit based on 60 hours of study in a year and two units based on 120 hours of study in a year. Each syllabus identifies the unit value for the course.

A Year 11 educational program must include a minimum of 12 units (including two units of English). As most Year 11 courses are two unit courses, a Year 11 student typically studies a two unit English course and five other two unit courses.

A Year 12 educational program should include a minimum of ten units (including two units of English). As most Year 12 courses are two unit courses, a Year 12 student typically studies a two unit English course and four other two unit courses.

In both Year 11 and 12 the pattern of study must include:

- a two unit English course
- at least six units of NESA developed courses
- three courses of two unit value, and
- at least four subjects.

Courses can be selected from a wide range of NESA syllabuses, including vocational education courses.

Sample patterns of study are available on the [NESA website](#).

Parents may change the courses being studied for Years 11 and 12 as long as the pattern of study requirements continue to be met.

For advice about the curriculum for senior secondary education and planning a pattern of study for Years 11 and 12, please contact the Home Schooling Unit on telephone 02 9367 8149.

## **Stage 6 Courses**

The following provides the website address for the range of syllabuses in each key learning area, including Life Skills courses, where applicable. In some areas, the courses provide for varying levels of difficulty and a range of interests.

On each syllabus page, support materials are available that may assist a parent in determining an educational program.

[English](#)

[Mathematics](#)

[Science](#)

[Technology](#)

[HSIE](#)



## Creative Arts

## PDHPE

## Languages

## Vocational education and training (VET)

A course delivered by an external provider such as TAFE or another registered training organisation (RTO) may count towards a Year 11 and/or a Year 12 pattern of study if the course is based on or 'mapped' or 'linked' to a relevant NESA syllabus. This means that the course is relevant to a NESA syllabus.

Note: VET courses can only be delivered by RTOs that meet national standards and have the relevant qualification and units of competency on their scope of registration. For further information about the national standards, see the [Australian Skills Quality Authority](#).

## **Children with disability**

Some children with disability may require adjustments to teaching, learning and assessment so that they can access the syllabus outcomes and/or content. If adjustments do not provide sufficient access for the child, a Life Skills course may be appropriate.

Advice and programming support for [children with disability](#) can be found in each syllabus and on the NESA website.

## **Resources**

Parents may choose resources that are helpful and relevant to the child's learning needs and interests.

## **Guidance regarding time**

In senior secondary education (Years 11 and 12), the syllabuses include advice about time allocation for each course. Most syllabuses are based on 120 hours for each year. This is approximately three hours per week over 40 weeks for each syllabus. These times are a guide only.

## 11 Completion of Year 10

Under [the Act](#), the completion of compulsory schooling is either the completion of Year 10 or the age of 17 years, whichever comes first.

The Act defines that Year 10 can be completed by one of the following approaches:

- Year 10 by home schooling registration or school education;
- a course provided by TAFE NSW that is approved as being the equivalent of Year 10;
- the equivalent of Year 10 in another State; or
- education in any special circumstance approved by the Minister (apprenticeship or traineeship).

Under the Act, if a child completes Year 10 and the child is not yet 17 years of age, the child is required to do one of the following until turning 17 years of age:

- participate in full-time approved education (including home schooling registration) or training, or
- if over the age of 15 years, be in full-time paid work, or
- a combination of paid work and approved education or training for the equivalent of a full-time basis.

See [Appendix 2](#) of the Guidelines for a summary of options other than home schooling for completing Year 10 or further education.

### Certificate of Completion of Year 10

If a child has completed Year 10 by home schooling registration, a parent may apply to NESA for a Certificate of Completion of Year 10 for the child.

A Certificate of Completion of Year 10 is optional. Some parents have found it helpful for enrolment in further study or for employment. For advice about whether another organisation requires the child to have a Certificate of Completion of Year 10, it is best to contact the enrolling organisation.

NESA does not require children to obtain a Certificate of Completion of Year 10.

A Certificate of Completion of Year 10 is based on the child having completed Year 10 by home schooling registration. Assessment of the child's learning achievements is not required.

Eligibility for a Certificate of Completion of Year 10 by home schooling registration is based on the following:

- the child having been registered for secondary education (Year 10) in the previous 12-month period; and
- evidence to show that the educational program for registration for Year 10 (secondary education) was implemented and completed including records of the program, samples of assessment records and samples of the child's work.

The [application form](#) is available on the NESA website.

An application for a Certificate of Completion of Year 10 may be made around six weeks in advance of when the parent considers that Year 10 will be completed or within 12 months of the child completing Year 10.

An application for a Certificate of Completion of Year 10 is assessed by an Authorised Person who will review records relating to the completion of the Year 10 educational program in order to make a decision. The child is not assessed.

A Certificate of Completion of Year 10 specifies the child's name, the address where home schooling for Year 10 took place and the date of issue. It will also include the statement that the child has satisfied the relevant participation requirements for completion of Year 10 by home schooling registration.

If a child has completed Year 10, any further period of home schooling registration must be based on the curriculum for post-Year 10, that is, the curriculum for Years 11 and 12.

## **Overview of the application and assessment process**

The following provides an overview of the key steps in the application and assessment process for a Certificate of Completion of Year 10.

- Start/week 1 – Parent submits application to NESA.
- Week 1 to 3 – NESA starts the administrative process. NESA allocates the application to an Authorised Person.
- Week 2 to 6 – Authorised Person arranges an assessment by home visit.
- Week 3 to 7 – Authorised Person conducts an assessment by home visit to review records of the implementation of the educational program for Year 10.
- Week 4 to 8 – Authorised Person advises NESA of the decision.
- Week 4 to 10 – NESA advises the parent of the outcome of the application; if approved, a Certificate of Completion of Year 10 is issued.

## 12 Legislative basis for registration

### Home schooling registration

Under [the Act](#), home schooling is defined as education delivered in a child's home, other than distance education provided by a government or registered non-government school in which the child is enrolled. As long as the requirements for home schooling registration continue to be met, including that the program is delivered primarily in the child's home, parents have flexibility about when and how they provide the educational program to their child or children.

The Act provides for the Minister for Education, or the Minister's delegate, to register children for home schooling. The Minister has delegated this authority to NESA.

NESA is responsible for administering the provisions of the Act for home schooling registration. The Guidelines describe NESA policies for home schooling registration.

The Act provides that a parent may apply for home schooling registration. The applicant parent may choose to withdraw their application by advising NESA in writing.

Children who are registered for home schooling receive a certificate of registration specifying the child's home address. Parents may use the certificate as evidence that the child is registered should such evidence be required.

Under the Act, the maximum period of home schooling registration is two years.

For home schooling registration, the parent is responsible for preparing and delivering the child's educational program and assessing the child's progress.

Under the Act, home schooling registration is for children residing in NSW.

Children of compulsory schooling age who are not registered, must be enrolled in a government or registered non-government school. For specific information about compulsory schooling obligations, contact the NSW Department of Education.

### Curriculum

The Act determines the minimum curriculum for all students in NSW.

The curriculum is comprised of various NESA syllabuses relating to key learning areas and subjects for different stages of learning. Sections 7 to 10 of the Guidelines provide information about the curriculum required by the Act.

### Compulsory school age

The Act determines the compulsory school ages for children in NSW. These are from the age of six years until the completion of Year 10 (or equivalent) or turning 17 years of age, whichever occurs first.

Under the Act, if a child has completed Year 10 but has not yet turned 17 years of age, the child continues to be of compulsory school age until turning 17 years of age.

A child in this circumstance must:

- be registered for home schooling, or

- be enrolled in and attend a school, or
- be participating on a full-time basis in approved education or training, or
- if the child is over 15 years of age, be in paid work on a full-time basis, or
- be in a combination of approved education or training or paid work for the equivalent of a full-time basis.

Participation in a full-time apprenticeship or traineeship or the completion of a vocational Certificate II course delivered by TAFE NSW are equivalent to the completion of Year 10.

## **Authorised Persons**

Under the Act, an Authorised Person for the purpose of home schooling registration is a person authorised to make recommendations to NESA regarding applications for home schooling registration. NESA employs Authorised Persons in all regions across NSW.

The [Authorised Persons Handbook](#) available on the home schooling section of the NESA website provides information about the role of Authorised Persons.

## **Exemption from registration**

The Act provides that a parent wanting to home school a child may object to the child being registered. Under the Act, the objection may be accepted if the objection is made on conscientiously held religious grounds and if the child would otherwise have been registered. In order to determine whether the child would otherwise have been registered, the applicant must demonstrate that the requirements for registration would be met.

## **NESA credentials (RoSA and HSC)**

The Record of School Achievement (RoSA) and the Higher School Certificate (HSC) are school based credentials. Children who are registered for home schooling are not eligible for these credentials.

## 13 Internal review and appeal

If an Authorised Person recommends that an application for home schooling registration be refused, the parent may seek an internal review of the recommendation.

The most common reasons for recommending that an application for home schooling registration be refused are when:

- a parent is not available for the application to be assessed despite repeated attempts to make contact by phone, email and/or mail; or
- an Authorised Person finds that the requirements are not being met or would not be met.

If a recommendation to refuse registration is made, the parent is notified in writing. The notice explains the reasons for the recommended refusal and provides an opportunity for the parent to seek an internal review within 30 days of the date of the notice.

If an internal review is requested, the original Authorised Person is replaced with a different Authorised Person who will conduct the internal review.

The Authorised Person conducting the internal review will contact the parent to provide an opportunity for the parent to submit further materials in support of the application and, if relevant, to make arrangements for an assessment by home visit.

Following a review of the available information, the Authorised Person conducting the internal review will make a recommendation that registration either be granted or be refused.

The internal review process typically takes about four weeks to complete.

If registration is granted, the parent will be advised in writing and a certificate of registration will be provided.

If the Authorised Person conducting the internal review affirms the original recommendation that registration be refused, NESAs will notify the parent in writing stating the reasons for the recommendation. The notice will also advise the parent of the right to appeal the recommendation to refuse registration to the NSW Civil and Administrative Tribunal ('NCAT') within 28 days of the notice.

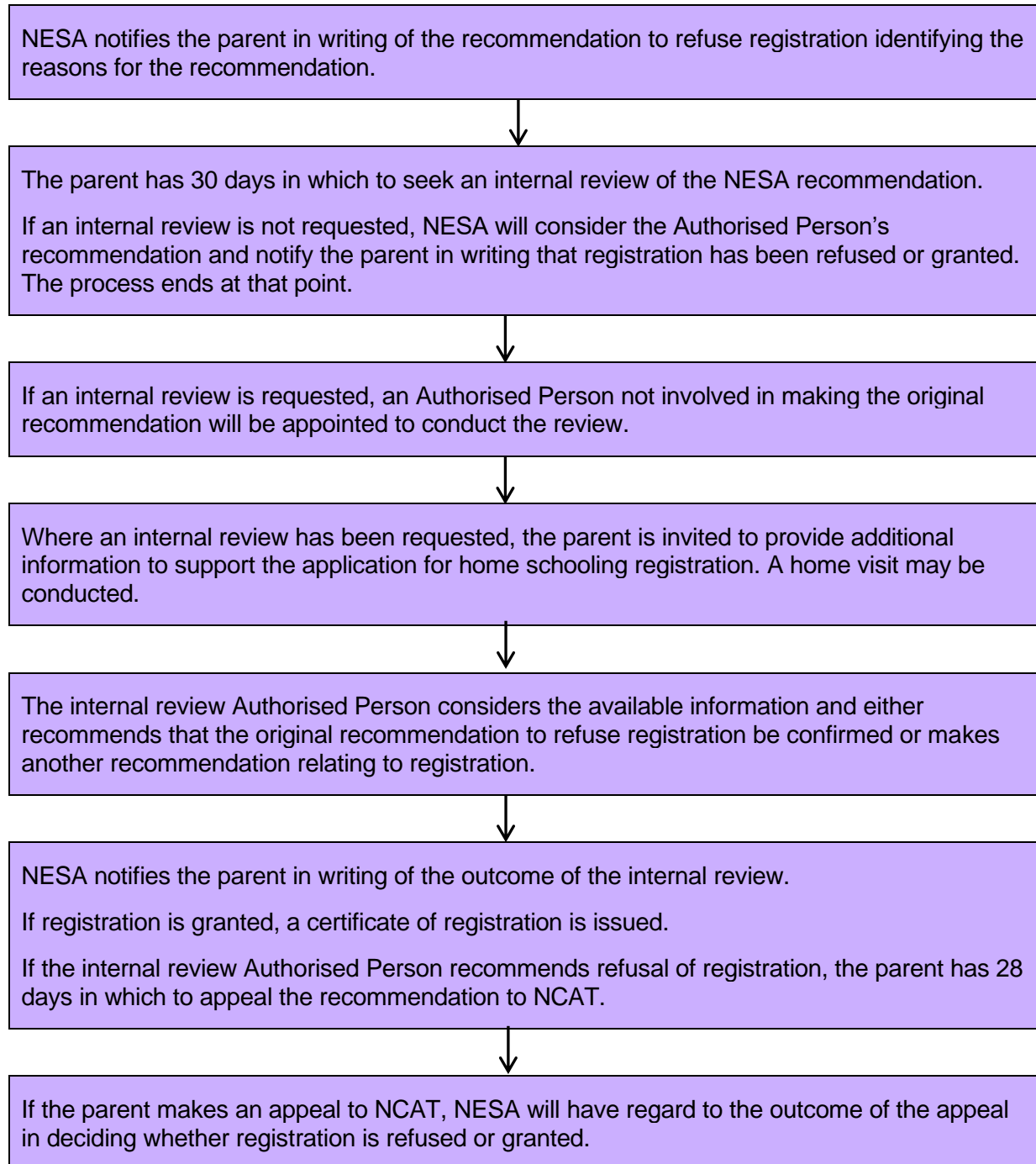
NCAT may be contacted by telephone 1300 006 228 or by visiting the [NCAT website](#).

If a parent appeals a recommendation to refuse registration to NCAT, NESAs will have regard to the outcome of the appeal in deciding whether registration will be granted or refused. NESAs will advise the parent in writing of the final decision in relation to the application.

If a parent seeks an appeal with NCAT, the appeal process may take a substantial period of time. The compulsory schooling provisions of the Act apply during this period.

Parents may wish to contact a home schooling support group for assistance if it is recommended that an application for registration be refused.

The following provides an overview of the internal review and appeal process.



## 14 Notice of changes to NESAs

A child's certificate of home schooling registration specifies the conditions of registration:

- the child's home address;
- the period of home schooling registration; and
- the curriculum for the period of registration.

If there are changes to these aspects of home schooling registration and/or to contact details, the Home Schooling Unit should be notified in writing. The notice should be made in advance of making the change or as soon as possible afterwards.

All notifications are to be made in writing by:

- [email](mailto:homeschooling@nesa.nsw.edu.au) to (homeschooling@nesa.nsw.edu.au)
- mail to Home Schooling Unit, NESAs, GPO Box 5300, Sydney, NSW, 2001.

Further details of the information to provide are identified below.

### Changing home address

The notice must provide details of the new home address.

NESA will arrange for an Authorised Person to visit the new home to confirm the suitability of the new home for home schooling. This process does not involve re-assessing an application nor does it involve assessing the child.

A new certificate of home schooling registration will be issued specifying the new home address if the home is suitable for home schooling.

### Discontinuing home schooling

The notice should provide details of the name and location of the government or registered non-government school the child will be attending or, if relevant, advice that the child no longer resides in NSW.

### Changing the curriculum recorded on the certificate

If a parent would like to change the curriculum specified on the child's certificate of registration, written notice needs to be made to NESAs. For example, a parent may want to change 'secondary education' to 'Years 9 and 10' so that it is clear to external agencies that the child is or was registered for Year 10 for the specified period. NESAs will arrange for an Authorised Person to consider the request and issue a revised certificate.

As long as the requirements for registration continue to be met, parents are not required to notify NESAs when changing an educational program to accommodate their child's learning needs.

### Contact details

If family contact details change, the notice should include the new telephone number, postal address and/or email address, as relevant.

NESA will adjust its records for the family.



# 15 Resources and support

This section provides information about:

- home schooling support groups and networks;
- NESA resources; and
- other resources or programs.

## Support groups and networks

The [NESA website](#) includes a list of [support groups and networks](#).

It should be noted that:

- NESA does not promote or endorse any particular group or organisation;
- some groups may charge fees to join or access materials; and
- any arrangements between a parent and a group or organisation are between the parties involved.

## NESA resources

NESA publishes a range of materials to support student learning. The following identifies some of the materials that may be of assistance for home schooling parents.

### Programming tool

The [Stage Statements and Outcomes Programming Tool K-10](#) available in 'Support information' on the NESA website may assist parents in documenting an educational program for home schooling.

The programming tool provides the stage statements and outcomes from each NESA syllabus in each key learning area for primary education, and from each mandatory key learning area for secondary education as well as for some commonly selected syllabuses for secondary education. Parents can copy and paste the stage statements and/or outcomes into another document to form a teaching and learning plan.

The programming tool is not, and should not be taken to be, a substitute for the NESA syllabuses as published on the NESA website.

### Samples of educational plans and home schooling records

The [NESA website](#) provides some samples from home schooling parents of different approaches to planning and record keeping, including a list of the types of materials that parents provide to support an application for home schooling registration.

### Syllabus support materials

[Programming and assessment advice](#) is available on the NESA website.

[Sample units](#) and [sample scope and sequences](#) have been developed for each syllabus and may provide guidance for planning.

[Children with disability](#) Sometimes adjustments need to be made to teaching and learning plans for children with disability.

Advice and programming support for children with disability can be found in each syllabus and on the [NESA website](#).

The NESA website provides information about:

- accessing the curriculum;
- making adjustments to learning plans to suit individual children;
- ways of providing opportunities for children with disability to demonstrate what they can do and what they have achieved; and
- guides and resources, support materials, and illustrations of practice.

Gifted and talented children may also require adjustments to the pace, level and content of the curriculum delivery. Information about strategies to improve the learning experiences of gifted and talented children is available on the [NESA website](#).

The NESA website also provides information about [differentiating learning approaches](#).

## NAPLAN

Children who are registered for home schooling are eligible to sit for the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

For information about NAPLAN and how to apply, contact NESA by telephone 1300 119 556 or by [email](#).

The NAPLAN tests are held in May each year. Registration for the tests in any one year is due early in that year, usually by February. There is a fee for registration.

NESA does not require home schooled children to participate in NAPLAN.

General information about the [NAPLAN tests](#) can be found on NESA's website.

## Program Builder

[Program Builder](#) supports the implementation of NESA syllabuses by providing an online method to select and organise syllabus outcomes and content to 'build' an educational program.

Access to Program Builder is via a 'Scootle' account. Scootle is a content discovery portal containing more than 16,000 teaching resources.

Access to Scootle is available following the registration of a child. Once a child is registered for home schooling, parents may request a Scootle account by [emailing](#) the Home Schooling Unit ([homeschooling@nesa.nsw.edu.au](mailto:homeschooling@nesa.nsw.edu.au)) and providing the following details: name of parent, home address and name of registered child.

On receipt of an emailed request, the Home Schooling Unit will confirm the registration of the child and send a return email providing details for accessing the Scootle account.

## Other resources

### TES Australia

[TES Australia](#) provides a comprehensive range of teaching and assessment resources that relate to the NSW syllabuses. Home schooling families can register at this site to gain free access to over 500,000 digital resources.

### Premier's Reading Challenge

The [NSW Premier's Reading Challenge](#) is a challenge to read more and to read widely. The Premier's Reading Challenge is available for all NSW children in Kindergarten to Year 9.

[Specific booklists and further information](#) are available.

### WriteOn Competition

[WriteOn](#) is an annual writing competition open to all NSW primary students in Years 1 to 6. WriteOn provides students with the opportunity to become published authors.

Information about the WriteOn competition is communicated in [NESA News](#).

### Validation of Assessment for Learning and Individual Development (VALID)

The NSW Department of Education conducts the Validation of Assessment for Learning and Individual Development (VALID) program which provides end-of-stage assessment for the Science key learning area. The assessments are available for children in Year 6, Year 8 and Year 10.

Further information is available on the [Department's website](#), by telephone 02 7814 3837 or by [email](#) (valid.program@det.nsw.edu.au).

### Educational Assessment

International Competitions and Assessments for Schools (ICAS) conducts assessment programs for primary and secondary students in a number of areas including English, Maths and Science.

Further information is available on the [ICAS Assessment](#) website.

### Australian curriculum and other learning programs

In NSW, all children must be taught the NSW curriculum as defined by [the Act](#), that is, the NESA syllabuses for the relevant stage of learning.

The NESA syllabuses incorporate the content from the associated Australian curriculum as relevant to each syllabus.

As long as NESA syllabuses are implemented, parents may use the [Australian curriculum resources](#) to supplement implementation of the NESA syllabuses. The Australian curriculum resources could be used in addition to NESA syllabuses, or they could be integrated into teaching the NESA syllabuses or they could be cross-referenced or 'mapped' to NESA

syllabuses.

Parents may also use other learning programs, courses or materials as long as the NESA syllabuses are implemented. Again, this could be by adding the other material, integrating the other material and/or mapping the other material to NESA syllabuses.

## Smart and Skilled funding

Children registered for home schooling may be eligible for a [Smart and Skilled subsidy](#) from the NSW Department of Industry for post-school vocational education and training.

Such training is additional to the program for home schooling or, if it relates to a NESA syllabus, may be mapped by the parent to the relevant NESA syllabus.

## Financial and other assistance

NESA is not a funding agency. It does not provide funding for home schooling registration.

The Australian Government has published a guide to [Australian Government payments](#).

The online guide is updated regularly and provides information about current Centrelink allowances and the eligibility requirements necessary to receive assistance such as the [Child Care Subsidy](#) and the [Assistance for Isolated Children Scheme](#).

Information about contacting Centrelink is provided on the [Services Australia](#) website or by telephone 136 240.

Information about travel concessions is available from [Transport for NSW](#) or by telephone 131 500.

Information about applying for a Creative Kids voucher to redeem cultural and creative activities is available on the [Service NSW](#) website.

Information about applying for an Active Kids voucher to redeem on sport and physical activities is available on the [NSW Office of Sport](#) website.

## 16 Glossary

Term	Definition
<b>Australian curriculum</b>	The Australian curriculum is developed by the Australian Curriculum Assessment and Reporting Authority (ACARA). In NSW, the Australian Curriculum is integrated into the NSW curriculum so that by teaching the NSW curriculum, as required in NSW, the Australian curriculum is addressed.
<b>Cross-curriculum priorities</b>	Cross-curriculum priorities encourage students to develop understanding about and address the contemporary issues they face. For example, the K-10 syllabuses identify Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and sustainability as cross-curriculum priorities.
<b>Content</b>	The content of a syllabus describes what students learn about in relation to subject matter or topics.
<b>Course</b>	The term course refers to the study of a subject. A course of study is set out in a syllabus.
<b>Curriculum</b>	A general term used to refer collectively to the NESA syllabuses for the required key learning areas identified by the Act.
<b>Department of Education</b>	The NSW Department of Education is a government agency with responsibility for providing public education. The Department regulates preschools, long day care providers and all public schools. It is the largest provider of distance education in NSW.
<b>Distance education</b>	<p>Distance education is enrolment of a child in a school which delivers all or a significant majority of the educational program through such means as mail, email, telephone and/or other electronic communication. In this case, the educational program is developed, delivered and assessed by the distance education school.</p> <p>Children who are enrolled in a government or registered non-government school providing distance education do not need to be registered for home schooling.</p>
<b>Education Act 1990</b>	The <a href="#">Education Act 1990</a> was enacted in the NSW Parliament in 1990.
<b>Elective subject</b>	An elective subject is one chosen from a number of optional subjects.

<b>General capabilities</b>	General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.
<b>HSIE</b>	HSIE stands for the key learning area of Human Society and its Environment.
<b>Key Learning Area</b>	A discipline of study.
<b>NAPLAN</b>	<b>NAPLAN</b> stands for the National Assessment Program – Literacy and Numeracy. NAPLAN is an annual national assessment for all students in Years 3, 5, 7 and 9.
<b>NCAT</b>	<b>NCAT</b> stands for the NSW Civil and Administrative Tribunal.
<b>NESA</b>	The NSW Education Standards Authority is an independent statutory authority separate from the Department of Education and reporting directly to the NSW Minister for Education. NESA's functions are set by the <i>Education Standards Authority Act 2013</i> .
<b>NESA syllabuses</b>	Syllabuses developed by NESA in relation to the curriculum for children in NSW.
<b>Objectives</b>	Objectives are broad statements that outline at a high level the intention of the syllabus and summarise the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They provide direction and act as organisers for the intended outcomes.
<b>Outcomes</b>	Outcomes as specified in each NESA syllabus provide a description of the knowledge, understanding, skills, values and attitudes expected to be acquired by most students by the end of a stage of learning.
<b>Pattern of study</b>	A pattern of study identifies the number of courses to be studied and the sequence in which the courses will be taught. For Years 11 and 12, the pattern of study also includes the number of units to be undertaken.
<b>PDHPE</b>	PDHPE stands for the key learning area of Personal Development, Health, and Physical Education.
<b>Program Builder</b>	Program Builder is an online method to select and organise outcomes and content to 'build' an educational program. Program Builder is accessed through Scootle.

<b>RTO</b>	RTO stands for Registered Training Organisation.
<b>Scoutle</b>	Scoutle is a content discovery portal containing more than 16,000 teaching resources. Access to Scoutle is available following the registration of a child. Once registered for home schooling, parents may request a Scoutle account by emailing the Home Schooling Unit <a href="mailto:homeschooling@nesa.nsw.edu.au">homeschooling@nesa.nsw.edu.au</a> .
<b>Smart and Skilled</b>	'Smart and Skilled' is a NSW Government initiative providing subsidies for participation in vocational education and training for students who have left school. Registered home schooled students who are over 15 years of age may be eligible for Smart and Skilled subsidies. For more information phone 1300 772 104 or email <a href="mailto:smartandskilled.enquiries@industry.nsw.gov.au">smartandskilled.enquiries@industry.nsw.gov.au</a> .
<b>Stage statements</b>	Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for each stage of learning in each Kindergarten to Year 10 syllabus. There are stage statements for all K-10 syllabuses, with the exception of K-6 Creative Arts and K-6 PDHPE in which these summaries are called Foundation Statements.
<b>Subject</b>	A subject is an area of learning.
<b>Syllabus</b>	A syllabus is a document that contains information about a specific subject or course. A syllabus describes the learning to be undertaken in relation to key organisational strands or elements, intended learning goals, content, sequence of learning and assessment. The <a href="#">NESA website</a> includes the syllabuses and a range of sample materials to assist in the development of teaching materials. 'Sample work' provides examples of activities relevant to the syllabus and student work that has been graded.
<b>TAFE</b>	TAFE stands for Technical and Further Education. TAFE NSW offers a wide range of courses providing certificates, diplomas, apprenticeships and bachelor degrees.
<b>VET</b>	VET stands for Vocational Education and Training.

# 17 Appendix 1 – Frequently Asked Questions

This section provides some frequently asked questions and answers.

## 1. How can home life and community activities be integrated into the learning program?

The learning program can include a wide range of resources and activities. Activities inside and outside of the home as part of general family life can be included in the program by recording them in advance or as they occur. Examples of such learning activities include visits to museums and galleries, sporting activities, creative activities (music lessons, art lessons, drama groups) and live performances.

## 2. Can a home schooling family learn in multi-age groups, use common themes or topics, or provide educational experiences outside of the home?

Yes. Parents may provide learning activities for their children in multi-age groups, using common themes or topics; parents may adjust the pace and/or content of the educational program in response to the identified learning needs and intended learning outcomes of their children. Activities such as community events, visits to the library, travel to local regions, trips to museums and participation in sporting groups may all contribute to a child's educational program.

Many home schooling families come together to share resources, provide support, and contribute particular talents. [The Act](#) provides that home schooling means schooling in the home. This does not preclude parents from planning group learning activities as an aspect of the educational program that is primarily delivered in the child's home.

## 3. Can I program units of work where outcomes are selected from across different syllabuses?

Yes. A unit of work may be programmed around a particular theme or topic selecting outcomes and/or content from across learning areas. Parents can also use the Stage statements to assist in developing and implementing an educational program for their children.

## 4. Do I need to keep a diary or have a timetable?

No. Each family will vary in the specific types of records to be kept. A diary is one way of keeping a record of how the educational program has been implemented. A timetable is one way of planning learning times for different subjects. Parents may also use other approaches to planning and record keeping. Some of the home schooling support groups can provide suggestions for planning and keeping records – see the list available under 'Support information' on the [NESA website](#).



**5. Can a home schooled child participate in work experience?**

Yes. Individual families may arrange work placements or work experience to supplement the child's educational program. Any arrangements are between the parent and other party.

Some home schooling support groups, for example the Home Education Association, may assist parents in arranging insurance if required for work placement experience.

**6. What can I do if I want to complain about the way my application was assessed?**

Complaints about the way an application was assessed may be raised with NESA. Information about the NESA Complaint Handling Policy is published on the NESA website (<http://educationstandards.nsw.edu.au/wps/portal/nesa/about/who-we-are/contact-us>).

## 18 Appendix 2 – Other options for completing Year 10 and further education

### Completion of Year 10 in the special circumstance of apprenticeship or traineeship

[The Act](#) provides for an equivalent of Year 10 to be completed by undertaking a full-time apprenticeship or traineeship.

Children who are registered for home schooling and want to complete a full-time apprenticeship or traineeship must have completed Year 9 and be a minimum of 15 years of age.

If a home schooled child who is not yet 17 years of age has a signed full-time apprenticeship or traineeship contract, the parent may apply to NESA for exemption from the child having to be registered for home schooling, or enrolled in and attend school, whilst the child is undertaking the full-time apprenticeship or traineeship. An application for exemption in these circumstances is assessed by an Authorised Person in discussion with the parent. A copy of the signed full-time apprenticeship or traineeship contract and a training plan proposal is required.

Details of the application process can be found in the [Guidelines for Equivalent and Alternative Courses of Study](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/curriculum-development/equivalent-alternative-courses) (<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/curriculum-development/equivalent-alternative-courses>).

### Higher School Certificate

A parent may seek enrolment of a child at school at any time. It is up to the enrolling school to determine whether a child who has completed Year 10 by home schooling registration is eligible to undertake a Higher School Certificate and any requirements for that award.

### Higher School Certificate by self-tuition

A home schooled child may sit HSC examinations by self-tuition.

Self-tuition students may select courses from a limited range of NESA syllabuses with HSC examinations that can be undertaken as a self-tuition student.

Self-tuition students are eligible for a Higher School Certificate Results Notice which may be used for calculation of the Australian Tertiary Admission Rank (ATAR). However, they are not eligible for an HSC.

Whilst the requirements for home schooling registration and eligibility as a self-tuition student are separate, there may be some overlap depending on the Year 11/12 pattern of study.

Information about self-tuition is available by contacting NESA's Student Records on telephone (02) 9367 8001 or by email [records@nesa.nsw.edu.au](mailto:records@nesa.nsw.edu.au).

### University

Children who have been home schooled may be eligible for University entrance.

Advice about entry pathways should be sought from the particular university, the [University Admissions Centre](#) and/or [Open University](https://www.open.edu.au/) (<https://www.open.edu.au/>).