Faisal: A scenario supporting curriculum requirements and external commitments

Year 9 (Stage 5) Plan

This scenario contains some elements of an educational program.
The examples provided demonstrate some ways a parent may engage with some registration requirements. It should not be seen to represent a fully compliant program across all registration requirements.
As long as registration requirements are met, parents have the flexibility to choose how they organise, prepare and present their educational program

Requirements for registration addressed in this scenario

Alignment to NESA syllabuses

- Based on NESA syllabus outcomes

-English 2023

- Engaging an external provider

Time allocation

- Weekly schedule
- Yearly calendar with external commitments

Record keeping and monitoring progress

- Work samples
- Parent tracker
- External Provider

Introduction

This scenario is based on a family that dedicate a lot of their time to their child's sporting commitments. The information included could also apply and be modified to suit families that have other time commitments and/or use an external provider in other areas (e.g. dance classes, music lessons, elite sports preparation etc.)

This scenario has extracts from an educational program for a family that has been home schooling for 2 months. The child, Faisal, has started Year 9. He has shown a lot of promise in tennis and the parents have decided to home school for at least one year to allow him opportunities to develop his skills while maintaining his education.

The parents prefer to keep subjects separate and they use a schedule to help them manage their commitments. Faisal is very capable in Mathematics, so the parents have chosen to accelerate him through the Stage 5 course and use a tutor to deliver some of the outcomes.

The purpose of this scenario is to give parents support and ideas for when they are designing their own educational program. It is purely illustrative of one approach and does not demonstrate expectations of what a parent must do to be registered.

Time Allocation

A requirement of registration is to have sufficient time allocated to learning to allow coverage of the curriculum.

This parent has demonstrated this by planning the academic year, considering the child's sporting commitments, and making a weekly schedule.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
8:00	**Tennis coaching**			**Tennis coaching**		**Tennis coaching**	
9:00	English	English		English		Commerce	
10:00	Science	Science		Commerce		English	
11:00	Reading time	Commerce			Food Tech	Maths	
12:00	**Maths tutor**	Food Tech		Food Tech	Food Tech		
1:00						Volunteering	
2:00				**Maths tutor**		Volunteering	
3:00				Reading time	English	Volunteering	
4:00	Commerce	**Guitar lesson**		Science	Maths		
5:00	Physical Activity and Sports Studies	Physical Activity and Sports Studies			Physical Activity and Sports Studies		

This parent has chosen to use a schedule to ensure that they have allocated enough time to cover the curriculum they have planned.

A schedule is not a requirement of registration, parents may wish to demonstrate they are meeting this requirement in another way.

In this example, the child receives tennis coaching. Parents may wish to include other external providers that apply to their child's situation such as tutors, sports coaches, music lessons or dance classes. Parents should demonstrate how these activities align with NESA syllabuses in their educational program.

Time Allocation

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Jan	Holidays							Learning Block A – 6 weeks																							
Feb	Learning Block A – 6 weeks																			Holidays						Learning Block B 7 Weeks				
Mar	Term B – 7 Weeks NAPLAN 14th - 21st																														
Apr	Learning Block B – 7 Weeks																			Holidays						Learning Block C 6 Weeks				
May	Learning Block C - 6 Weeks																														
Jun	Learning Block C 6 Weeks							Holidays Competing at tennis competition														Learning Block D – 6 Weeks									
Jul	Learning Block – 6 Weeks																														
Aug	Holidays							Learning Block E – 7 Weeks																							
Sep	Learning Block E – 7 Weeks																									Holidays					
Oct	Holidays Competing at tennis competition													Learning Block F – 7 Weeks																	
Nov	Learning Block F – 7 Weeks																														
Dec	Holidays Competing at tennis competition																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

The parent has divided the year into 6 blocks (of 6-7 weeks each) which allows time for tennis competitions etc.

Care has been taken to ensure that there is enough time to adequately cover each subject.

The parent has decided they would like their child to sit for NAPLAN so they can get some further feedback on how their child is going with their literacy and numeracy.

A yearly calendar is not a requirement of registration.

It is just one way that a parent can plan out the year ahead, ensure that they can embed the necessary time for their child's other commitments, and also demonstrate they have allocated sufficient time for their educational program.

Educational Program – Curriculum Requirements

To meet the requirements of registration a parent needs to plan and deliver a program that is based on current, relevant NESA syllabuses and it needs to meet the learning needs of the child.

Parents should plan carefully to ensure the subjects they choose satisfy the curriculum requirements for the stage of education that their child is in (e.g. secondary, primary etc).

Parents can demonstrate that their educational program is based on NESA syllabuses in a variety of ways. They may wish to draw on the syllabus outcomes, syllabus content, and/or a combination of other parts of the syllabuses such as focus areas, stage statements *(where applicable),* text requirements, case studies, and/or site visits.

This selection of subjects is compliant for Stage 5 because it meets the mandatory curriculum requirements of:

English, Mathematics, Science, **one** HSIE syllabus, and **two** options from different key learning areas.

	English	Mathematics	Science	HSIE	Option 1	Option 2
Year 9	English	Mathematics	Science	Commerce (200 Hrs)	Physical Activity and Sports Studies (200 Hrs)	Food Technology (100 hours)
Year 10	English	Mathematics	Science	Commerce (200 Hrs)	Physical Activity and Sports Studies (200 Hrs)	Computing Technology (100 hours)

Options can remain the same across Years 9 and 10 or can be changed when moving from Year 9 into Year 10.

Educational Program
planning teaching and learning experiences

Science

SC5-EGY-01 evaluates current and alternative energy use based on ethical and sustainability considerations
SC5-WAM-02 explains the motion of objects using Newton's laws of motion

Read Chapter 3 "Energy and Electricity", make summary notes, and complete the end of chapter test questions. Complete th
worksheets from Chapter 3 in the accompanying student workbook.
Read Chapter 7 "Forces and Motion", make summary notes, and complete the end of chapter test questions. Complete the
worksheets from Chapter 7 in the accompanying student workbook.

SC5-DA2-01 assesses the use of scientific knowledge and data in evidence-based decisions and when verifying the legitimacy of claims
SC5-WS-03 designs safe, ethical, valid and reliable investigations
SC5-WS-04 Working scientifically Conducting investigations follows a planned procedure to undertake safe, ethical, valid and reliable investigations
SC5-WS-06 analyses data from investigations to identify trends, patterns and relationships, and draws conclusions

Read the Chapter "Depth Studies" and make summary notes for key words.
Plan an investigation to collect data linked to chapter 3 or 7 and write a science report at the end. This will be the Depth Study.

English

EN5-RVL-01 uses a range of personal, creative, and critical strategies to interpret complex texts
EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them
EN5-ECA-01 crafts personal, creative, and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
EN5-ECB-01 uses processes of planning, monitoring, revising, and reflecting to purposefully develop and refine composition of texts

Watch the Baz Luhrmann Version of Rome and Juliet and comparing it to original source material. There are accompanying worksheets, he will do creative and persuasive writing after each section of the film/play.
Complete sections 1 and 2 from the English Skills Workbook.
Reading Jasper Jones for our discussion and response work.
Taking part in the Premier's Reading Challenge all year.

The shaded boxes show the parent has copied the outcomes from the syllabus documents.

In this extract from the parent's program, the learning activities are connected to the relevant outcomes.

A detailed planner for each period of learning is **not** a requirement of registration.

It is one way, however, to have a clear focus for the year's teaching and learning and can also be a useful way to demonstrate the program is based on NESA syllabuses.

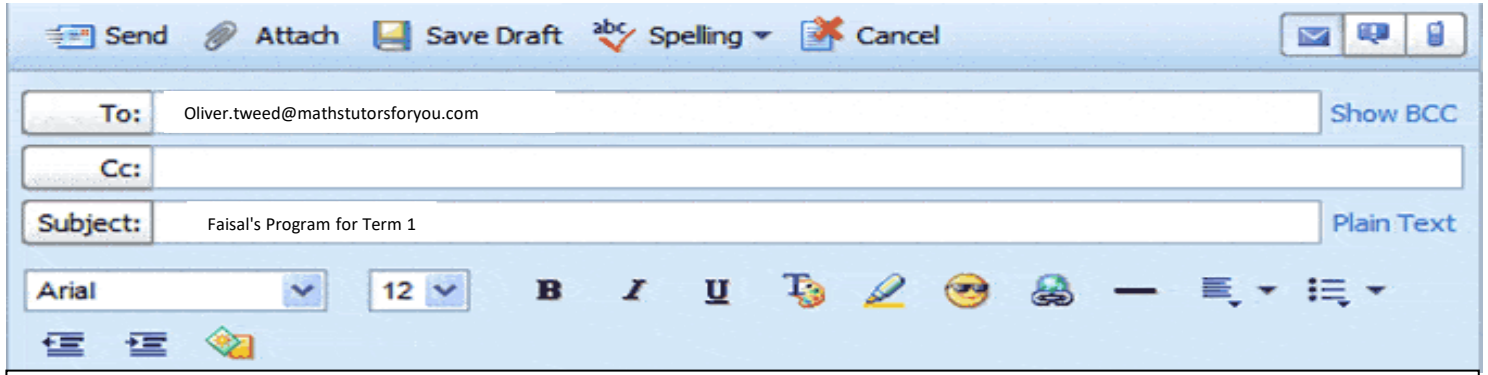
Mathematics

MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations
Complete Chapter 3.1, 3.2 and 3.3 in the textbook including practice questions. Complete the relevant questions from the end of unit test.
MA5-RAT-P-02 analyses and constructs graphs relating to rates of change
Complete Chapter 5.1, 5.2, 5.3 and 5.4 in the textbook including practice questions. Complete the relevant questions from the end of unit test.
MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions
Complete all of Chapter 1 in the textbook including practice questions. Complete the relevant questions from the end of unit test.
MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions
MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices
MA5-IND-P-02 describes and performs operations with surds and fractional indices
These three outcomes will be completed with the tutor.

Resources

An educational program needs to also identify resources that will support the child's learning during implementation of the program.

In this example, Faisal is particularly strong in Mathematics so he is accelerating through Stage 5. The parent has decided to support him by using an external tutor to add to the learning he does at home. You can see this is an example of a parent actively communicating with the tutor about what is needed. This approach can also be applied to other situations where support for learning in some areas is being accessed, for a variety of reasons, outside of the home.



Dear Oliver,

Faisal is really looking forward to working with you this year, maths is a bit of a shared passion in our home! The outcomes we are focusing on for this term are listed below. These will need to be covered between now and 31st March.

Please forward copies of any assessments that you complete so I can add them to my records of Faisal's progress. It will also help inform my planning for the other maths lessons that I have with Faisal at home.

Please don't hesitate to get in touch if you have any questions,

Best wishes

Riley

- ❑ *selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions*
- ❑ *applies the index laws to operate with algebraic expressions involving negative-integer indices*
- ❑ *describes and performs operations with surds and fractional indices*

As long as the home schooling is taking place primarily in the child's home, parents can still use external resources to help deliver the program and support the learning.

In this example it is through a Mathematics tutor, but it might also be through a dance teacher, sports coach, commercial program, music lessons, co-op learning etc.

The parent always remains responsible for ensuring the learning aligns with the NESA syllabuses.

Although the tutor is delivering parts of the program, the parent is still responsible for ensuring they are meeting registration requirements such as ensuring it is based on the current syllabus, and for tracking Hao's progress in the subject.

Record Keeping

One of the requirements for registration is that there needs to be an **adequate system for recording the child's progress and achievement**.

As long as this requirement is met, parents can choose the most appropriate record keeping method for their child. This example shows how the parent writes a summary comment each week as well as keeping samples of worksheets and documents that Faisal makes.

08/10/2023

VEGETABLE SKEWERS

suitable for vegetarians + vegans

SERVINGS: 2 PREPPING TIME: 15 MIN COOKING TIME: 5 MIN

INGREDIENTS

red onion
capsicum
courgette
mushrooms
tomatoes
oil
salt
paprika

DIRECTIONS

1. Thoroughly wash all vegetables with warm soapy water.
2. Peel the carrots, chop off the top
3. Chop up all the vegetables into similar sized pieces
4. Place the vegetables onto the skewers in whatever order you like
5. Drizzle with oil, sprinkle with salt and paprika
6. Eat as they're or grill on the BBQ for 5 minutes

SAFETY NOTES

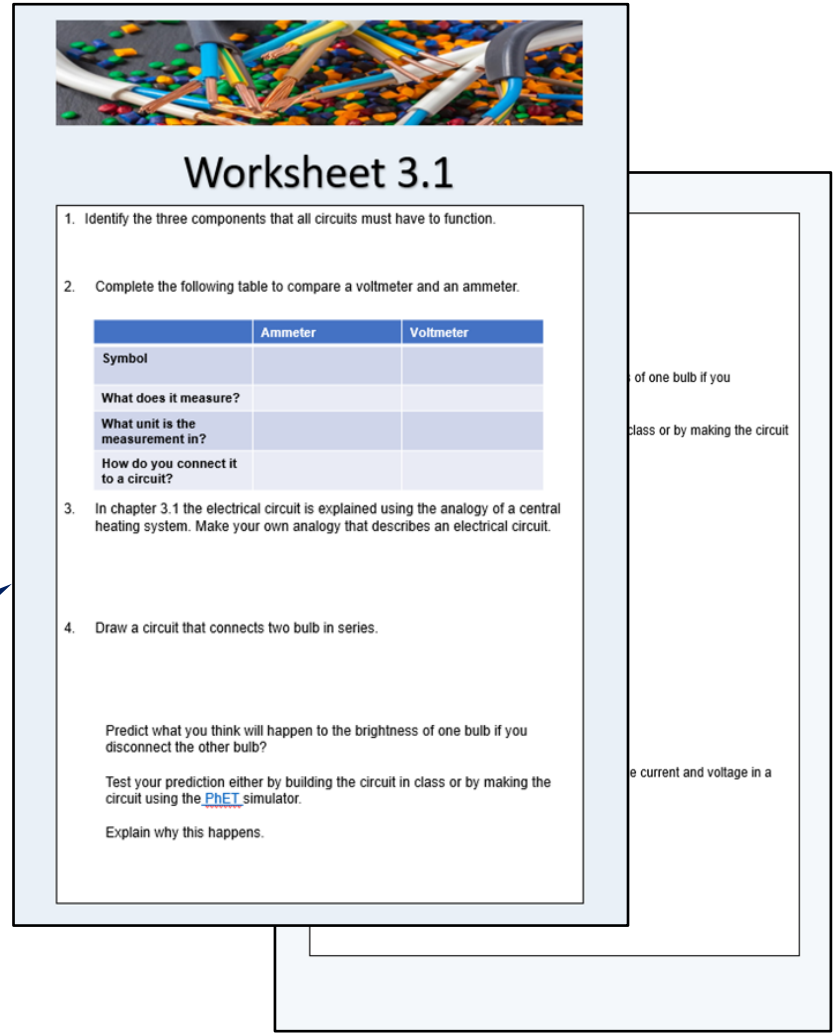
- wash all fruit and vegetables before they are used to remove germs and dirt
- move the vegetable peeler in the direction away from the body. Keep fingers away from the blade.
- curl fingertips underneath the hand that is holding the vegetable being chopped.
- always use a secured chopping board

Faisal uses a free, online graphic design tool to make recipe cards for each meal he prepares.

He records information about health and safety at the bottom. This addresses the outcomes from Food Technology.

The worksheets are completed by Faisal and then marked by the parent.

They are then kept in a folder. Keeping work samples in this way can be useful for the AP meeting for renewal of registration.



Worksheet 3.1

1. Identify the three components that all circuits must have to function.

2. Complete the following table to compare a voltmeter and an ammeter.

	Ammeter	Voltmeter
Symbol		
What does it measure?		
What unit is the measurement in?		
How do you connect it to a circuit?		

3. In chapter 3.1 the electrical circuit is explained using the analogy of a central heating system. Make your own analogy that describes an electrical circuit.

4. Draw a circuit that connects two bulb in series.

Predict what you think will happen to the brightness of one bulb if you disconnect the other bulb?

Test your prediction either by building the circuit in class or by making the circuit using the PhET simulator.

Explain why this happens.

of one bulb if you

class or by making the circuit

e current and voltage in a

Record Keeping

Subject	End of week summary.			
	17th Jan	24th Jan	31st Jan	7th Feb
English	Read Act 1 of Romeo and Juliet. Watched the corresponding section of the movie. (Written comparison between Act 1, Scene 5 in folder. Good structure to the prompt given) Started the Premieres Reading Challenge - Able.	Read Act 2 of Romeo and Juliet. Watched the corresponding section of the movie. Essay question - how does act 2 scene 2 show the plays themes, emotions and characterisations? Response needs additional detail with more references. Finished Able.	Read Act 3 of Romeo and Juliet. Watched the corresponding section of the movie. Essay question - what role does fear play in Act 3? Excellent response with lots of appropriate references. 2nd book for Premiers Reading Challenge is The Savage	Reviewed Acts 1-3 and made a summary mindmap. Answered short reposnse comprehension style questions. Finished The Savage for The PRC.
Maths (home)	Completed Chapter 3.1 and 3.2 inlcuding relevant questions form	Completed Chapter 3.3 and 3.4 inlcuding relevant questions form	Completed Chapter 3.5 and 3.6 inlcuding relevant questions form	Completed Chapter 5.1 and 5.2 inlcuding relevant questions form
Maths (tutor)	Notes and practice questions in folder. Homework questions marked	Notes and practice questions in folder. Homework questions marked	Outcome 4 - Test 72% (in folder)	Notes and practice questions in folder. Homework questions marked
Science	Visited the library to get books. Started researching the topics she will write the report on.	Report for outcome 1 was written, marked it and is in the folder.	Notes up to chapter 3.4 done. Work book up to 3.3 is marked. Questions from textbook done.	Notes up to chapter 3.7 done. Work book up to 3.7 is marked. Questions from textbook done.
Commerce	Summary notes complete up to chapter 3.3	summary notes complete up to chapter 3.5	Summary notes complete up to chapter 3.8	Finsihed chapter 3 summary notes and end of unit test.
PASS	Training with coach x3.Gym x2. Completed worksheet 1a and 1b.	Training with coach x3.Gym x2. Completed worksheet 1c and 1d.	Training with coach x3.Gym x2. Completed worksheet 1e and 1f.	Training with coach x3.Gym x2. Completed worksheet 1f and 1g.
Food Tech	Food prepared in recipe book with photos. Completed worksheet 2.1 and	Food prepared in recipe book with photos. Completed worksheet 2.3, 2.4	Food prepared in recipe book with photos. Completed worksheet 2.5	Food prepared in recipe book with photos. Planned a dinner party menu

This extract from the parent's records shows how a parent might use a spreadsheet to keep notes on what has been achieved at the end of each week.

Parents could use a similar approach with a diary, journal, or scrap book.

Weekly comments are not a requirement of registration but can be a useful way to demonstrate the requirement that they are recording the teaching and learning experiences that have been taking place.

Parents can choose the most appropriate method of record keeping for them and their child.

Record Keeping

In this sample scenario, Faisal is being supported in his Maths learning with a tutor.

To meet registration requirements, a parent still needs to ensure that they can remain on top of their child's progress and the elements of the program that are being covered in the tutoring sessions.

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To: RiRi1853@gmail.com Show BCC

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Subject: Faisal's Program for Term 1 Plain Text

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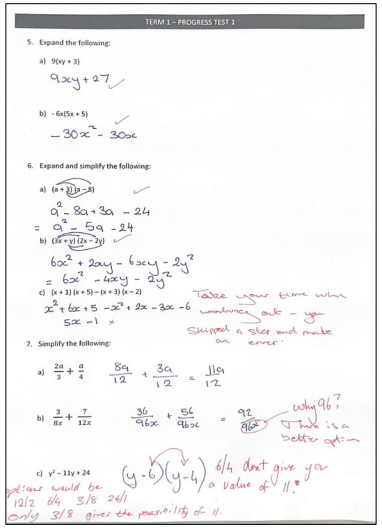
Hi Riley,

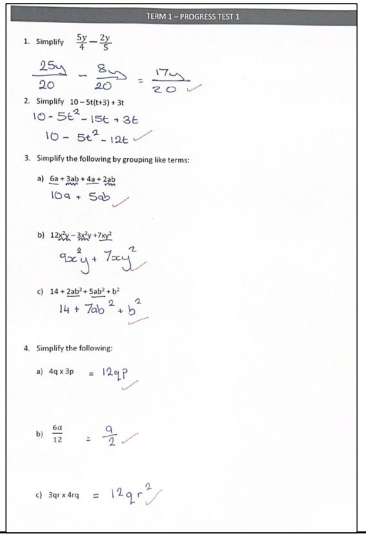
Faisal continues to make great progress in maths with an excellent attitude towards the subject. I have attached a copy of the first progress test which should match up with the first outcome from the syllabus that you asked me to address.

Any questions please feel free to get in touch.

Best wishes,

Oliver





In this example, the parent works with the tutor to deliver the mathematics part of the program.

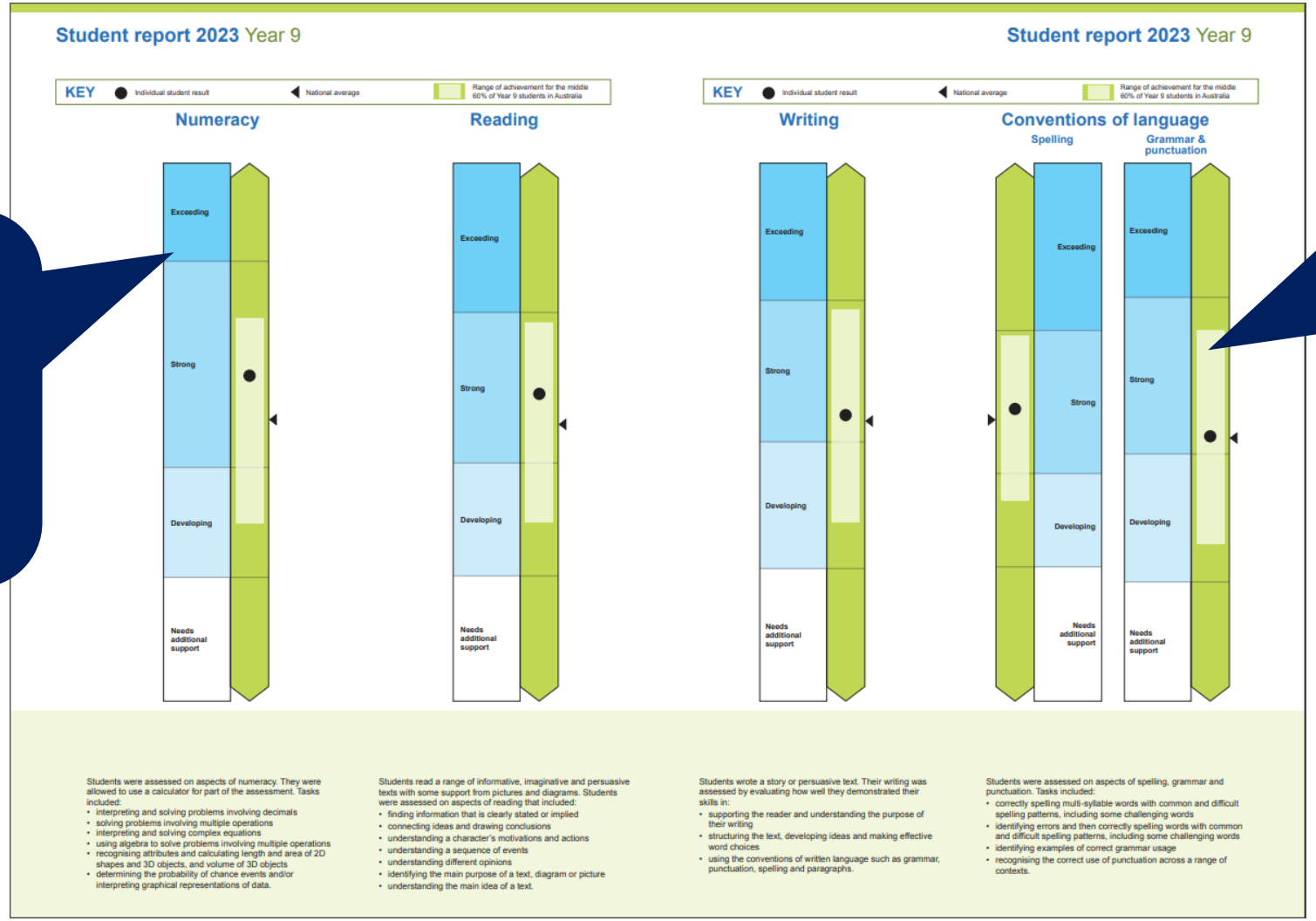
The parent uses the emails form the tutor to inform the lessons they teach at home and for tracking progress.

Other ways to keep track of progress

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

NESA does not require children who are being home schooled to participate in NAPLAN but it can be a useful tool for parents to identify progress in numeracy and literacy, and areas that can be further developed. A parent can then adjust their program to reflect this.

This information can be useful for a parent when planning an educational program as it helps to identify a child's strengths and areas that be further developed. It can also be a part of the long term tracking of progress.



NAPLAN results provide the parent with an indication of their child's progress in numeracy and literacy. It also provides a comparison to how other children in the same age range have performed.