

Aisha: A transition to work scenario

Year 9 (Stage 5) Progress and Year 10 - 11 (Stages 5-6) Plan

This scenario contains **some** elements of an educational program only. It should not be seen to represent a fully compliant program across all registration requirements.

The examples provided serve to demonstrate some ways a parent may engage with 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 demonstrated in this scenario

Alignment to NESA syllabuses

- Educational program is based on NESA syllabus content
- Mandatory syllabuses addressed
- Courses featured in this scenario
 - Stage 5 HSIE course – Work Education
 - Stage 6 VET Retail
 - Stage 6 Numeracy

Time allocation

- Weekly schedule
- Schedule meets child and family needs
- Includes casual employment

Record keeping and monitoring progress

- Work samples and parent feedback
- On the job / workplace learning

Home learning environment

- Learning occurring in the home, the workplace, and through TAFE NSW

Year 9 (Stage 5) Progress

Aisha's parent has maintained a system for planning, supervising and recording teaching and learning experiences and for recording progress and achievement over the previous year of registration.

After an initial registration for one year, the parent is preparing records to share with the AP at the time of renewal.

This current educational program covers Stage 5 (Year 9).

Aisha's educational program – Review on Year 9 (Stage 5)

Preparing for renewal of registration

Parents may find a review of the previous period of registration useful when meeting with the Authorised Person. While not necessarily required, it provides context to the learning that has occurred and demonstrates how the educational program addresses the child's specific interests and learning needs.

Parents may invite their child to provide input and/or feedback

Aisha

Interests

- Mornings to myself for reading, sleeping in, getting my jobs done and/or some exercise
- Ten Pin Bowling

Personal goals

- Increase my skills at work
- Attend more social events including a book club

Overall reflection of learning: Year 9

- Didn't like PDHPE.
- Online learning didn't work for me
- Only enjoy the mathematics that relates to my work
- Love my job and the increase in hours

Parents may wish to include their priorities for the new educational program

Our educational program is based on:

Learning outcomes

- Meeting the requirements for the Certificate of Completion for Year 10
- Improving Aisha's confidence in a social setting
- Further develop workplace specific skills for a retail setting
- Develop effective communication in the workplace
- Display confidence in cash handling and safety in the workplace

Therapy goals

- Demonstrate commitment to ongoing rehabilitation and strength training (Refer to PDHPE course overview)

Parents may want to refer to relevant therapy goals in educational programs

Parent reflection of learning: Year 9

- Workbooks worked well for Mathematics but struggled in some content areas.
- Aisha did not engage well with online learning.
- Organised our own learning schedule and educational program. Aisha more positive and set work successfully attempted and/or completed.
- Focus on transitioning to work and building employability skills
- Practical aspects of Food Technology, Mathematics and English continue throughout the year.
- Science and PDHPE work is aligned to school terms.

English: Stage 5 Progress

Monitoring and recording progress for Year 9 English

Overview of English Year 9:

General information

- Aisha loves to read and has joined a book club. She has written some short stories and poems and published them as multimodal and digital texts. She is currently writing a novel.
- We also used a commercial online program for Year 9 to help develop and check understanding for spelling, grammar, punctuation, and comprehension.

Syllabus coverage

- We chose some of our books from: <https://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf>. This was a good way to check they were age appropriate.
- The commercial program was useful and covered many areas in detail, however, Aisha lost interest in working online towards the end of her Year 9 year.

Monitoring Progress and Record Keeping

- Reading log
- Online learning results
- Highlighted commercial program coverage using green if results were positive and yellow for more attention when revisiting in Year 10.

Aisha's report

I love to read and joining the local book club has been great. We have read and discussed a range of books. I love to compare books I've read to the movies or theatrical performances that have been based on them. I have just joined an online writers' group. It is good to get feedback from home and from the group on my own creative writing.

A parent may provide a written comment for the meeting with the Authorised Person.

This may assist the parent guide discussions on their child's learning experiences and progress.

Children may wish to provide their own comment.

Including a comment from a child is one way a parent may like to demonstrate the child's active involvement in the learning process.

Focus areas and content	Outcomes*: - A child:	Outcome code
Reading viewing and listening to texts Reading, viewing and listening skills Reading viewing and listening for meaning Reading for challenge, interest and enjoyment Reflecting	uses a range of personal, creative and critical strategies to interpret complex texts	EN5-RVL-01
Understanding and responding to texts A Representation Code and convention Connotation, imagery and symbol Point of view Characterisation Narrative	analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures	EN5-URA-01
Understanding and responding to texts B Theme Perspective and context Argument and authority Style	Using the Content table from the <i>Syllabus Overview for home schooling parents Years 9-10</i> , the parent has highlighted areas covered across Year 9. Yellow highlighting indicates additional coverage through a commercial resource for use in Year 10.	
Understanding and responding to texts C Genre Intertextuality Literary value		
Expressing ideas and composing texts A Writing Representing Speaking Text features Sentence level grammar and punctuation Word-level language	crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning	EN5-ECA-01
Expressing ideas and composing texts B Planning, monitoring and revising Reflecting	uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts	EN5-ECB-01

English: Stage 5

Methods that a parent might choose to use to record their child's reading progress and achievement

Text selection	Name of Texts	Author	Text
Fiction	My Brilliant Career Tomorrow When the War Began The Fault in Our Stars The Book Thief	Franklin, Miles Marsden, John Green, John Zusak, Marcus	EP/M EP/M EP/M EP/M
Non-fiction	210 Days: Around the World with Jessica Watson (G) Growing Up Asian in Australia Wayne Bennett: A Man For All Seasons (PG)	Jessica Watson Pung, Alice (editor) Fleming, Deb (director)	F SP M
Australian authors	Australian Poetry Library Shark Girl Red Dog (PG)	Tranter, John (director) Bingham, Kelly Stenders, Kriv	P, M EP,M F
Aboriginal and Torres Strait Islander authors	Spirit Song: A Collection of Aboriginal Poetry	Mafi-Williams, Lorraine	P
Intercultural texts	Home and Away The Arrival Bend It Like Beckham (PG-13) The Happiest Refugee A Beautiful Life	Marsden, John Tan, Shaun Chada, Gurinder Do, Anh Futcher, Michael and Howard, Helen	SP,M SP,M F SP D
Cultural, social and/or gender perspectives	Romeo + Juliet (M) based on the play by William Shakespeare Don't Call Me Ishmael The Hunger Games Trilogy	Luhrmann, Baz (director) Bauer, Michael Collins, Suzanne	F EP EP
Personal interest	Ride Like a Girl (PG) Barbie (PG)	Griffiths, Rachel (director) Gerwig, Greta (director)	F F
Range of texts	EP - Extended prose (novel) SP - Short prose P - Poetry	F - Films D - Drama texts M - Multimodal and Digital texts	

- A reading log is helpful to indicate the range of texts a child has engaged with. This also demonstrates the variety of texts used which connects to the English syllabus.
- It is helpful for parents to consider providing work samples to demonstrate the child's engagement with what they read (e.g. journal entries reflecting on their reading, or creative writing that may be inspired by the reading).
- As this child is engaging in a commercial program for English, the reading log is in addition to the activities provided by the commercial program.

English Syllabus: Reading, viewing and listening to texts

Reading, viewing and listening skills

- Apply reading pathways appropriate to form, purpose and meaning, and connect ideas within and between texts
- Use contextual cues to infer the meaning of unfamiliar or complex words
- Develop a deeper understanding of themes, ideas or attitudes by revisiting and reinterpreting texts to find new meaning

Reading, viewing and listening for meaning

- Analyse the main ideas and thematic concerns represented in texts
- Investigate how layers of meaning are constructed in texts and how this shapes a reader's understanding and engagement
- Draw on prior knowledge of texts to question, challenge and deepen understanding of both new and familiar texts
- Clarify and justify personal responses to texts, explaining how aspects of the text, such as character, genre, tone, salience or voice, position a reader and influence these personal responses
- Analyse how the use of language forms and features in texts have the capacity to create multiple meanings
- Analyse how language use evolves over time and is influenced by social and technological changes and developments

Reading for challenge, interest and enjoyment

- Read increasingly complex texts that challenge thinking, pique interest, enhance enjoyment and provoke a personal response
- Engage in sustained and varied reading that presents increasingly diverse and complex perspectives and experiences, including those of Aboriginal and Torres Strait Islander Peoples, and respond in a range of ways, including through extended written responses
- Consider how the social, cultural and ethical positions represented in texts represent, affirm or challenge views of the world
- Evaluate experiences of reading by sharing responses to texts
- Evaluate the ways reading texts help us understand ourselves and make connections to others and the world

Reflecting

- Reflect on how reading, viewing and listening to texts has influenced their understanding of the world
- Reflect on how an appreciation of texts can be enhanced through reading
- Understand and reflect on the value of reading for personal and social purposes
- Use reading strategies, and evaluate their effectiveness, when reading
- Reflect on how reading promotes a broad and balanced understanding of the world
- Explore wider universal issues
- Reflect on own experiences of reading by interacting with peers

Highlighting indicates syllabus content coverage in this focus area through Aisha's wide reading and involvement in the book club. This is another way of demonstrating a program can be aligned with NESA syllabuses.

Work Education: Stage 5 Progress to date

A method a parent may use to monitor and record progress for Year 9 Work Education

In this example the parent is signing and dating the completion of syllabus topics. This is presented to the AP at a renewal visit alongside a portfolio of sample work completed by Aisha (eg workbooks, photos etc).

Year 9	C/O	Year 10	C/O
What is Work? <i>[Signature]</i> 12/2	C	Technology and the Workplace	C
Preparing for the Workplace <i>[Signature]</i> 5/4	O	Communication and Collaboration	C
Transitions and Wellbeing	C	Managing Transitions <i>[Signature]</i> 23/9	O
Workplace Environments <i>[Signature]</i> 8/5	O	Community Participation	O
Workplace Safety <i>[Signature]</i> 28/7	C	Managing Finances <i>Ongoing</i>	O
Workplace Rights and Responsibilities <i>[Signature]</i> 28/7	C	School-developed Option Pathways in Customer Service	O
C: Core O: Option			

Child's overview of content
studied in Year 9

Aisha's report

I enjoyed visiting different businesses and workplaces and finding out about what they do, who they employ, and what they look for in employees.

I have changed my resume several times, adding First Aid Certificates and online course information.

Having the resume and visiting businesses helped me get my job. I think it is useful to know about WHS and how to save wisely.

Parent overview of content
studied

Overview of Work Education Year 9

General information

- Aisha turned 15 in June. Focus from January to June was the background information and preparation of her resume. We also included work visits and volunteering.

Syllabus coverage

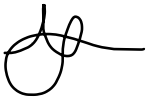
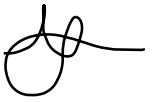
- Covering aspects of Managing Finances each fortnight
- Started Workers Rights and Responsibilities in November.

Monitoring Progress and Record Keeping

- Used the log to monitor workplace visits
- Created a portfolio for job applications which includes:
 - resume, online careers tests, online WHS courses, additional certificates, references, volunteering information
- Maintained a document called Work Information and Contacts
- Syllabus pages highlighted and dated when complete and notated

Work Education: Stage 5

A sample method a parent may use for record keeping for Year 9 Work Education.

Date	Brief description of the tasks/activities undertaken in the workplace related to the course outcomes	Verification
10/1	Visited shopping centre and identified types of roles in the retail industry. Researched qualifications, award wage, job advertisements and employment statistics.	
31/1	Drove around the industrial area and listed the trades and services available. Researched qualifications, award wage, job advertisements and employment statistics.	
4/2	Visited family member's work place for the day. Discussed range of occupations and types of work. A lot of casual / temporary roles. Permanent roles included people in management.	Thank you for visiting PK 4 Feb
Note: Highlighting indicates syllabus coverage		

Activities addressing content aligned to the syllabus and acknowledged by parent and/or supervisor

Notes to support parents

The NSW Department of Education have a range of resources designed to support career education for children in schools. The *Industry-based learning Student log template* has been used for this example to record work-based experiences. The log template can be found here:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/school-based-apprenticeships-and-traineeships>

Please note: The information and support material on the NSW Department of Education site are designed for children in schools. Some information and workplace learning procedures do not apply to home schooling families.

Resources

[Skills priority list](#)

<https://myfuture.edu.au/>

<https://www.nationalskillscommission.gov.au/>

<https://labourmarketinsights.gov.au/our-research/employment-projections/>

<https://www.jobsandskills.gov.au/reports/towards-a-national-jobs-and-skills-roadmap>

Work Education Syllabus Core 1: What is Work?

Content

Students:

- investigate the world of work, for example:
 - the term 'work' and why people work
 - the terms 'employment', 'self-employment', 'unemployment', 'underemployment', 'contract work', 'volunteering', 'casual work' and 'working remotely'
 - the contribution of work, paid and unpaid, to the Australian economy
 - the types of work available and current employment trends in Australia
 - initiatives to build employment and enterprise opportunities in their community/region
- research the preparation needed for entering education, employment and training, for example:
 - career information and resources designed to help with career development and decision-making
 - strategies and processes to improve their learning and their potential to realise their work-related goals and aspirations
- investigate and assess a range of work-related skills and personal qualities required for different occupations, for example:
 - enterprise skills
 - communication skills
 - interpersonal skills
 - willingness to learn and adapt to a changing workplace
- investigate possible employment options and key related considerations, for example:
 - specific requirements, eg training, qualifications, relevant experience, location of the work
 - personal considerations, eg abilities, interests, personal goals, willingness to relocate,
 - financial situation
 - community, cultural or kinship responsibilities, eg coaching, volunteering or carer duties

Highlighted sections show syllabus course content covered through home schooling and workplace experiences.

Parent overview

Sample parent notes on Record Keeping

I have found it easy to highlight areas of the syllabus that we cover.

This topic included visits, discussions, online surveys, and research.

My Future website contains a lot of Aisha's work under her profile, including her resume.

Addressing individual needs

A method that a parent might like to use to include external therapies in an educational program.

Occupational Therapy

Occupational Therapy sessions include:

- Fine motor skills
- Balance activities
- Safety-oriented sessions
- Weight and resistance training

The focus of the occupational therapy sessions support:

- Self-care
- Work and learning-based support
- Engaging with leisure activities

Year 9 PDHPE syllabus content

Health, Wellbeing and Relationships

- How can I be the best version of me and support the identity of others?
- How can people respond positively to life challenges?

Movement skill and performance

- provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations

Healthy, Safe and Active Lifestyles

- design, implement and evaluate creative interventions for enhancing their own and others' fitness levels and participation in a lifetime of physical activity

The PDHPE syllabus has three core areas of study.

The syllabus includes enquiry questions and content points.

In this example, the parent has selected the syllabus enquiry questions and content points that relate to the occupational therapy sessions.

In this educational program, the occupational therapy sessions complement aspects of the PDHPE syllabus course content, however, these therapies alone are not sufficient to meet the requirements. Additional teaching and learning would be needed in the educational program to demonstrate sufficient coverage of the curriculum.

Year 10-11 (Stage 5-6)

Proposed plan

Aisha has now completed Year 9 and the parent has developed a plan to present to the AP at the time of renewal.

The proposed plan will cover the completion of Stage 5 (Year 10) and preparation for Stage 6 (Years 11-12). Aisha has a clear focus on moving to permanent employment. This plan supports this transition while addressing the requirements of registration.

Aisha's proposed educational program – Year 10 (Stage 5)

The overview provided addresses the interests and learning needs of the child over the next two years

Aisha

Interests

- Mornings to myself
- Ten Pin Bowling
- Staying fit and eating well
- Anime

Personal goals

- Increase my knowledge and skills at work
- Work full time when I turn 17

Focus of learning: Year 10-11

- Change from PDHPE to Photography for Year 10
- Not studying a Science or PDHPE course for Years 11 and 12.
- Less online learning
- Mathematics that relates to my work
- Love my job and want to increase my hours of work

The parent has decided to provide an overview of the educational program for the next two years with a clear focus on transitioning to work

Our educational program is based on:

Learning outcomes

- Meet the requirements of the Certificate of Completion for Year 10
- Improve confidence in a social setting
- Further develop workplace specific skills for a retail setting
- Develop effective communication in the workplace
- Display confidence in cash handling and safety in the workplace

Therapy goals

- Demonstrate commitment to ongoing rehabilitation and strength training

Focus of learning: Year 10-11

- Content based workbooks on the Core to be used for Mathematics.
- Organise our own learning schedule and educational program focused on meeting curriculum requirements via Aisha's interests and learning needs.
- Focus on transitioning to work and building employability skills
- Pattern of study to suit transition to work
- Practical aspects of Food Technology, Mathematics and English to continue.
- PDHPE to be replaced by Photography in Year 10.

Aisha’s proposed schedule for Year 10 (Stage 5)

This is a sample of one method that a parent can use to schedule their child’s learning experiences.

Stage 5 Courses	Required	Elective
English	✓	
Mathematics	✓	
Science	✓	
Work Education	✓ One HSIE subject	
Photography		✓
Food Technology		✓

Selection of courses meet requirements for secondary education (Year 10)

As long as requirements are met, parents may schedule learning based on their child’s learning needs and interests.

This schedule is proposed for the year.
Aisha progressed through Year 9 with a similar schedule and dedicated one to one parental support. This meant that time focused to learning was effective and productive. In order to gain the Certificate of Completion of Year 10 evidence will be shared with the AP to demonstrate the educational program was implemented and completed.

Year 10	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9am						Work	Photography
10am							Photography
11am	Occupational Therapy	Strength training	Swimming	Occupational Therapy	Work Education		
12pm							
1pm							
2pm							
3pm	English	English	English	Work	English		
4pm	Mathematics	Mathematics	Mathematics		Mathematics		Science
5pm	Food Technology	Food Technology	Science		Science		

This schedule reflects the flexibility available to home schooling parents. So long as sufficient time is allocated to learning and coverage of the curriculum, parents have flexibility as to when learning is undertaken.

Aisha's educational program – Years 11 and 12 (Stage 6) Overview

A parent may like to provide an overview of the goals for a program. This helps to provide some context to their approach towards the educational program.

These goals may be reviewed throughout the period of registration.

Goals:

Aisha will maintain a compliant pattern of study.

Her educational program is focused on building employability skills and addressing Aisha's individual learning needs and personal goals.

The courses selected for Stage 6 support her ongoing employment.

Where possible the educational program will align syllabus content with workplace learning experiences and/or with the TAFE course.

Some examples of how we plan to align our topics have been provided.

Our educational program is based on:

Learning outcomes

- Successfully complete Certificate III in Retail through TAFE NSW.
- Develop a portfolio of work for Visual Design.
- Successfully engage with all selected NESA courses.
- Demonstrate skills and knowledge from Retail Services in the workplace.
- Maintain a learning journal to record workplace learning.
- Develop effective communication in the workplace.
- Display confidence in cash handling and safety in the workplace.
- Read widely and share insights with the local book club.
- Experience dramatic performances through attending local community productions.

Therapy goals

- Demonstrate commitment to ongoing rehabilitation and strength training.

Aisha’s proposed schedule for Year 11 (Stage 6)

Stage 6 Courses	Board Developed	Other
English Studies	✓	
Numeracy		✓
Work Studies		✓
Food Technology	✓	
Retail TAFE	✓	
Visual Design		✓

This selection of courses meets curriculum registration requirements for Senior secondary education (Year 11).

Notes to support parents

Search for local Registered Training Organisation’s (RTO) at training.gov.au, the national register of Vocational Education and Training. The register can be found here: <https://training.gov.au>

Year 11	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9am						Work	
10am							
11am	Occupational Therapy	Strength training	Swimming	Occupational Therapy	Work Studies		
12pm							
1pm							
2pm							
3pm	English Studies	TAFE - Retail	English Studies	Work	English Studies		
4pm	Numeracy		Numeracy		Visual Design		
5pm	Food Technology		Food Technology				

Numeracy is a Content Endorsed Course and is suitable for Aisha as she struggles with Mathematics but would like to continue it in a practical way to improve her workplace skills.

As long as requirements are met, parents may schedule learning based on their child’s learning needs and interest.

Aisha works part time on a Thursday and Saturday. Aisha’s work and TAFE studies help to complement her learning in Numeracy, English Studies, and Work Studies.

Aisha’s educational program – Years 11 and 12 (Stage 6) Overview

Plan to align courses

This educational program has identified links in syllabus content for several courses. This program indicates areas where the syllabus content may overlap. A parent would be required to ensure the educational program demonstrates sufficient coverage of NESA syllabus outcomes and/or content.

Note: The parent has demonstrated an awareness of NESA syllabuses and content.

Course	Major area of focus
English Studies	Achieving through English - English in education, work and community Module J: In the Marketplace
Work Studies	In the Workplace (Module 1) Preparing Job Applications (Module 2) Workplace Communication (Module 3) Experiencing Work (Module 10) up to 30 hours allocated

Possible syllabus content that may be addressed together

In order to meet the requirements, additional information (e.g. key content) would be required to address syllabus outcomes and/or content not contained here.

Aisha’s proposed educational program – Years 11/12 (Stage 6) Overview

To demonstrate that the program is based on NESA syllabuses, a parent may choose to focus on their child’s learning on NESA syllabus content. The parent has identified aspects where the content may overlap. Additional course coverage would be required to meet the requirements of registration.

The parent has identified overlapping syllabus content and created headings to group them.						
Syllabuses	Work, Health and Safety	Communication skills	Numeracy skills	Customer service	Design elements	Quality control
English Studies	Achieving through English: English in education, work and the community	Module J: In the Marketplace		Module D: Digital Worlds Module J: In the Marketplace		
Retail (TAFE)	Contribute to workplace, health and safety	Work effectively in a team Work effectively in a team service environment	Follow point-of-sale procedures	Engage the customer	Produce visual merchandise displays	Control stock
Work studies	Workplace Issues (Module 7)	In the Workplace (Module 1) Workplace Communication (Module 3) Team and Enterprise Skills (Module 4)	Personal Finance (Module 6)	Workplace Communication: Working with customers (Module 3)		
Numeracy			Fractions and decimals (Module 2) Finance, Percentages (Module 3)		Metric relationships (Module 2)	Operations with whole numbers, Data, graphs and tables (Module 1) Rates and ratios, Statistics and probability (Module 4)
Visual Design	Work, Health and Safety Individual / Collaborative Design Project				Interior / Exterior Design (Module IED3: Interiors)	
Food Technology					Product Development	Food Quality