

## Education (General Provisions) and Other Legislation Amendment Bill 2024

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# Submission

## EDUCATION (GENERAL PROVISIONS) AND OTHER LEGISLATION AMENDMENT BILL 2024

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### Overview of concerns about the changes proposed to home education

I have three main concerns about the proposed changes to home education:

1. **Lack of reasons and evidence** for changes in legislation.
2. Clause 18 provides amongst other things that home education of a child should be provided in a way that is in the **best interests of the child** and also ensures they receive **a high quality education**.
3. Clauses 61 & 68 provides amongst other things that any home education program must be consistent with an **approved education and training program (defined as the Australian curriculum)** that the parent of the child must give the Chief Executive a written report, on each subject, for the period the child is registered for home education and the report must be accompanied by evidence satisfactory to the Chief Executive that **demonstrates the educational progress of the child**.

### Reasons for change in Legislation

Good public policy is made with data, research, consultation and evidence. I am not convinced that this has occurred in this case.

After reviewing the Explanatory notes for the Education (General Provisions) and Other Legislation Amendment Bill 2024, it appears that the reasons given for amending this is to provide contemporary support for quality home education due to the increase in home education.

Within the Explanatory notes there is no data or evidence that currently home educated students do not receive *quality education* or have lower educational outcomes than state or private schooled students. Many home educated students go on to vocational or tertiary education and live fulfilling lives, contributing to the community.

Consultation was not done with home educators after the initial survey conducted by Department of Education: Home Education Unit in 2022. In September and November 2023, the stakeholder consultation that was conducted did not include home schooling families only the home education representative bodies which included Home Education Association Queensland, Australian Christian Home Schooling and for-profit business that would benefit from the legislation change. The overwhelming response to the proposed changes, with the exception of the businesses, was "no" to following the Australian curriculum. There was no co-design of the Bill and many within the Queensland government lack understanding around home schooling.

The Explanatory notes state that "...many of the amendments in the Bill will bring Queensland in line with the regulatory approach in most other states and territories. These amendments include: requiring the educational program for a child registered for home education to be consistent with the Australian Curriculum or Queensland syllabus for senior subjects..." (Explanatory notes for the Education (General Provisions) and Other Legislation Amendment Bill, 2024, p.25)

Australian states, Victoria, Tasmania and the ACT do not require home educators to follow the Australian Curriculum (or a State curriculum). Victorian legislation require home educated children to be taught following *key learning areas and be consistent with Australian democracy*.

Queensland legislation is not out of step with other states, as four out of eight states do not require home educators to follow the Australian Curriculum or their State's own curriculum. Only the Northern Territory has the Australian Curriculum mentioned in the legislation stating, "the curriculum to be used must be one that is approved by the Australian Curriculum Assessment and Reporting Authority or any successor of that body" (Education Act, 2015, s. 6). If the Australian Curriculum is superseded by another organisation it may cause problems for home educators in Queensland, as under legislation they will need to continue to use a superseded curriculum until legislation is changed.

If the legislation is changed to force Queensland home education families to follow the Australian Curriculum, and report on child progress in all key learning areas, Queensland will be the strictest and most onerous state for home educators in Australia.

So what is the underlying reason for the change in legislation? Is it to have more oversight of home educated students? Is it easier for this government to make it more difficult for parents to home educate their children rather than admit and fix the failings of the education system?

Is it due to the recent report presented to Parliament "Child Death Review Board: Annual report 2022-2023" and the young person who was home educated who suicided (Queensland Child Death Review Board, 2024, p. 15). This tragic event was not caused by being home educated and was the responsibility of Child Safety as there were known risks to the child. The report states "The young person's experiences lead the board to consider the regulatory oversight of, and support for, children registered for home education in Queensland" (p. 15). Is this Bill an appropriate response to this child safety matter? How does this change to the legislation provide safeguards for student wellbeing if there is a requirement to follow the Australian Curriculum? How does this help student wellbeing?

## Best interest of the child

Clause 18 “...stating that it (education) should be provided in a way that is in the best interests of the child or young person, taking into account their safety and wellbeing, and ensuring the child or young person has access to a high-quality education” (Explanatory notes for the Education (General Provisions) and Other Legislation Amendment Bill, 2024, p. 30).

Who decides that home education is in my child’s best interest? Is it the parent? The government? A doctor? How does this accord with a parent’s right to choose? This requirement is not likely to be a part of the enrolment of a child in a private school. The government should not be deciding what is in the best interest of my child.

My son last year, age 12, started year 7 at a well-known Catholic school. In year 5 & 6 he was a B average student. His Catholic primary school had around 46 students in grade 6, and moving to a new school created excitement but also anxiety as the number of students in his grade was around 5 times larger. Within the first term anxiety started to creep in and I could see my very academic child start to not want to attend school. He found the curriculum too fast paced and too many assessments causing too much stress and anxiety.

By April, he was unable to attend at all. We sought help from the school, psychologist, paediatrician and GP and he was placed on antidepressants. We attempted to get him to school a few mornings a week, but by term 3 he had stopped attending and we were on the waiting list to see a psychiatrist. He was subsequently diagnosed with ADHD and began trialling medication with the psychiatrist also doubling his antidepressants.

With his anxiety so high, he mentioned self-harm. It was not worth his life to continue down the current path. In January 2024, we removed him from school and registered for home education. This was in **his best interest** and was done with his mental health in mind.

This path also has an impact on our family and its finances, as I needed to remain home to assist him with his education, – at least until he is able to be home and study independently. It was not an easy decision.

Neuman (2021) in a study noted, if schools were effective in keeping young people safe and secure, they would stay in schools. He recorded dissatisfaction of parents and stakeholders with the existing education system.

School refusal typically arises from intense emotional distress encountered while at school. Despite numerous efforts to address the issue through school interventions, symptoms persist only when the child remains at home (Havik & Ingul, 2021). Implementing legislative changes to recreate a school environment at home is unlikely to prove effective for this demographic. This includes my son, who is now doing much better and improving daily.

## High quality education

To register for home education, we needed to submit a yearly plan. These plans are not easy and take a bit of thinking and understanding how your child learns best. It is not a slapped together document. I have attached our plan for the year so you can understand how my son still receives a **high-quality education** without following the Australian Curriculum.

What is the definition of a high-quality education? Australia is currently ranked number 10 in the world for education, so there are many other high quality education systems in the world



including Singapore, Hong Kong, Japan and Estonia. Australia's educational performance has been in steady decline across reading, mathematics and science since its first participation in Programmes for International Student Assessment (PISA) in 2000 (OECD, 2023). "Australia has experienced persistently declining student outcomes across PISA cycles in the three main subjects, with an increase in the share of low-performing students..." (OECD, 2023. p.14). There are also other high quality alternative systems such as Steiner and Montessori. Home education families currently can use parts of all or none of these curriculums as their needs require. By tailoring their child's education to their interests and needs, they provide the best education their child requires at the time.

When I wrote my son's plan, he was part of the process and was invested in the choices of what he wanted to learn. The last 3.5 months has seen my son more settled, less anxious and starting to make new home educated friends. He is learning and has 1:1 assistance for things he finds challenging. We are able to work around his medical needs and neurodiversity.

It is clear from the data from National Proficiency Standard that Queensland is not providing a high quality education to all children, taking into account their needs. Currently in Queensland 48% of 15-year-olds meet the standards for mathematics, 56% in science and 55% in reading.

NAPLAN results in 2023 are also not encouraging for Queensland students with 26.5% of year 9 students only in the "developing" category for mathematics and 30% in the "developing" category for writing. Reading showed similar results with 27.5% of year 9 students in the "developing" category for reading. "Across all year levels Queensland students scored almost 11 points lower than the national average" (Caldwell, 2023).

## Approved education and training programme

There have been ongoing criticisms regarding the Australian Curriculum, particularly by teachers for many years. Research from the Australian Curriculum, Assessment and Reporting Authority (ACARA) reveals teachers are in the chorus line of those voicing concerns of overcrowding of the curriculum with no time for in-depth study. Other complaints include ambiguity, and clarifying what we want teachers to teach, and students to learn (ACARA, 2021).

The Australian Curriculum is a document written for educators for planning, assessing and reporting. Home educators are not teachers and have no training in how to interpret this document and create lesson plans from this. How will the Home Education Unit support parents to understand this complicated document when the Bill provides for no added staff? (Explanatory notes for the Education (General Provisions) and Other Legislation Amendment Bill, 2024, p. 13)

The Hon Jason Clare, Minister for Education noted "We've got a great education system in Australia, amongst the best in the world, but not for everyone. There are children here who are missing out..." (Felton, 2023). The standardised nature of the Australian Curriculum is ineffective for outsiders including those with disabilities and learning difficulties, neurodiverse students and high achievers. **The Australian Curriculum did not work for my son.** The cluttered and fast-paced nature of the curriculum as he entered secondary school caused his severe anxiety and depression. **This proposed legislation will have a negative affect on my son's learning.**

The fixed options within the legislation will have a negative impact on my son and his choices of what he studies and in how much depth. As a very bright student he is already considering his

university options and with the way the proposed wording is written, he will be unable to complete university subjects as part of his home education plan in the final years at school as he will need to follow the Senior Syllabus.

The Queensland Curriculum and Assessment Authority (QCAA) syllabus is not suitable for a home education environment due to the requirement that any QCAA plan must be approved by the QCAA approximately a year in advance. “To be approved, the study plan must meet syllabus requirements. To plan the course of study, schools use the syllabus and the Study plan requirements resource available in the Syllabuses application via the QCAA Portal” (QCAA, 2024). It would be impossible for home educators to implement the senior syllabus, which was specifically written for the Queensland Certificate of Education and which home schooled students cannot sit.

This new Bill may drive Queensland home educated senior students away from senior secondary education, and will bog down our older students from other learning that fast-track their goals.

## Changes to reporting

The reporting requirements will also change under the new legislation. The current requirement to report on English and Mathematics and one other subject would be replaced with reports covering all eight key learning areas and showing evidence that demonstrates the educational progress of the child. This requirement is over and above what is required by schools. A child does not need to progress in any key learning areas in a school environment. Why do home educators need to be held to a higher standard?

If the National Proficiency Standard data shows that around 50% of students at 15 years do not reach minimum standards, it is clear that school students can continue to progress through the grades without meeting a minimum standard.

61 % of home educators are likely to choose to educate their children at home due to medical or disability needs (Department of Education: Home Education Unit, 2022). This means that for many students there will be reasons why they will not progress during the year. **The Bill requires that the report’s evidence must be “satisfactory to the Chief Executive”** (Explanatory notes for the Education (General Provisions) and Other Legislation Amendment Bill, 2024, p. 37). What will satisfy the Chief Executive? For children with complex medical conditions or disabilities, any progress may be more than expected. For example, my son has severe insomnia and due to his depression lacks energy, so any focus to be able to do any education is celebrated. His progress may be very limited in some or all of his learning. **Will the Chief Executive then cancel his registration as we do not meet their expectations for progress?**

Should the legislation be amended to compel Queensland home education families to adhere to the Australian Curriculum and provide reports on child progress across all key learning areas, Queensland would emerge as the most stringent and burdensome state for home educators across Australia. This will have severe consequences on many of the state’s most vulnerable learners.

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**Goal-directed Home education program for****Year 8****Educational and personal goals****Short term (this year)**

- For d to continue to develop his math skills.
- For d to continue to expand his interest across genres and build his grammar skills
- For d to learn how to write essays
- For d to follow his interests.
- To make new friends and develop current friendships.
- To build confidence and reduce anxiety around learning

**Long term (future years)**

- To become a critical thinker and self-directed learner to become a life-long learner.
- To build resilience in real-life situations and learn to persevere and try new methods when plans are changed unexpectedly.
- To encourage a positive mindset and improve his self-esteem
- To work towards managing his anxiety and to learn coping skills from therapy.

**Overview of my child (the learner)****My child's learning background and individual needs**

d is 12 years 11 months and is a bright energetic child who loves learning. He has a recent diagnosis' of: ADHD and is trialling different medications as well as, generalised anxiety disorder and depression. d is also undergoing specialist intervention for physical medical issues. d attended mainstream school until grade 7, but could not continue due to these difficulties and has not been medically fit to attend for most of 2023., His high anxiety, depression and medical issues affect his ability to learn and keep focused.

**My child's learning style/s**

d requires a variety of teaching methods that includes interest lead, multisensory, direct and explicit methods. He prefers doing computer work and hands on learning but will do bookwork. He requires regular movement/brain breaks. He is able to do some self-directed learning.



## Teaching strategies to support my child's individual needs and learning style/s

To support d's learning, I will use a variety of strategies such as; explicit and direct instruction, kinesthetic and multisensory. Short lessons with regular movement breaks. Being flexible and meeting his needs and interests. To explore our community via outings to beach, pool, museums and the library. We will also participate in activities at home such as cooking, vegetable gardening, animal care, board games, lego, gaming, and household chores.

## Description of home learning environment

### Physical environment e.g. private/shared study spaces, light, ventilation, display areas, storage, IT access, indoor/outdoor facilities

We live in an open plan home with nearly an acre backyard. d has a desk in his own room as well as the very large dining table. He has his own bookshelf as well as access to the family bookshelf. Ample storage space for school resources. Ample natural/artificial light and large windows. Access to laptop, ipad, scanner and printer. We have a sewing machine and a large kitchen for baking. We have an outdoor lounge setting where we also can do school work. Our backyard has trees and a vegetable garden. d has access to fitness equipment, bike and swing. We have chickens and cats.

### Motivational environment e.g. indoor/outdoor activities; hands-on/ real-life experiences; daily routines/tasks; variation of routines/tasks; individual/group learning opportunities; interactive learning

d has access to a wide range of books, board games, lego, art and craft supplies, manipulatives resources, technology, stationery, cooking equipment and sewing machine and overlocker. He has daily chores to complete, including animal care. Our daily routine is adaptable and responsive to his needs, particularly as his medical needs change. We complete school work in the mid-morning or directly after lunch, as he is still struggling with exhaustion and insomnia. He engages in outdoor activities with either his sibling or by himself. We will go to the pool regularly for exercise. We will partake in online or in person classes within his interest areas.

## Social opportunities

### Peer and other interactions e.g. friends, home education groups, sporting clubs/associations, religious activities, classes, travel/excursions

d will attend the homeschooling group including a smaller group meeting fortnightly in Term 1. We will meet regularly his friends. d has regular therapy sessions with a number of specialists and allied health. He does almost daily gaming with his school friends and facetime calls with his cousins and grandparents in NSW/ACT. He is also keen to continue casual swimming at the local pools. We are planning to fly to Sydney/Canberra to the Australian Museum to view Ramses II exhibition and Questacon + other museums.

## General curriculum information

### Prep (Foundation) – Year 10

The [Australian Curriculum](#) provides specific subject and year level information, select **F-10 Curriculum** drop-down menu on the website or use the hyperlinks included with each of the learning areas below.

[Parent Information](#) provides a general guide about the learning that typically occurs for students in Prep (Foundation) – Year 10.

### Senior Secondary (Years 11-12)

The [Queensland Curriculum and Assessment Authority](#) provides a broad range of subject specific information for a range of student pathways. Use the [Years 11 – 12: A – Z Subject List](#) to find curriculum information.

## Goal setting

When preparing a plan for goal-directed learning, the key goals that you set will require careful consideration so that the desired outcome(s) can be achieved. The following information may be helpful when establishing your key goals.

### SMART goals:

Is your goal SMART? Is it:

- **Specific** – does the goal address the who, when, what, where and why?
- **Measurable** – what are the expected outcomes of the goal and how will the results be monitored / recorded?
- **Achievable** (or **Agreed upon**) – is the goals realistic and/or agreed upon by all parties?
- **Relevant** (or **Realistic**) – does the goal work towards developing the skills/knowledge/ area of inquiry you are focusing on as part of the bigger picture?
- **Time-based** – what is the target timeframe in which you hope your child will achieve this goal?

### Examples:

Suggested searches for online resources include 'SMART goals' and 'SMART goal examples'.

## Program overview

Write a list of your key learning goals for the program and indicate the anticipated time allocated for your child to work towards these goals. **Please note, this overview is a summary and does not constitute a complete program.**

Goal title	Key goal	Time allocation
Literacy	d to expand his interest across genres, learn how to write essays and build his grammar skills.	ongoing
Numeracy	d to build and expand his maths skills.	ongoing
Languages	d to increase his Japanese language skills.	ongoing
Home Economics	d to build on his basic cooking and sewing skills.	ongoing
Science	d to explore science and the world around us.	ongoing
HASS	d to learn about historical cultures and societies and how they influence the world today.	ongoing



## Teaching, learning, resources, monitoring and recording

Elaborate in detail on the key goals listed in your program overview. Detail the plans you have for facilitating the achievement of these.

Key goal 1 (see goal setting) Literacy		Time allocation e.g. 10 weeks
d to expand his interest across genres, learn how to write essays and build his grammar skills.		ongoing
Sub-goals / steps What are the <b>steps/sub-goals</b> required to achieve the key goal?	Learning What <b>topics/content/learning areas</b> am I planning to incorporate? What <b>knowledge, thinking skills</b> or <b>practical skills</b> will be developed? What <b>learning experiences/activities</b> will my child have?	Resources What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.
<ul style="list-style-type: none"> <li>Continue to develop grammar skills.</li> <li>Continue to read more challenging books.</li> <li>Learn how to write an essay.</li> <li>Increase his information literacy skills by learning how to evaluate sources.</li> </ul>	<ul style="list-style-type: none"> <li>d will work through grammar practice books to correctly develop his grammatical skills. He will use these skills when writing and responding to texts.</li> <li>Regularly read books that challenge and cover many genres to improve his reading skills, widen his reading experience and love of literature.</li> <li>Utilise the Library's audiobooks and Audible to expose him to different types of literature.</li> <li>d will write essay on varieties of topics</li> <li>d will learn how to evaluate a wide variety of sources and be able to tell if they are reliable or not and why.</li> </ul>	<p><i>Excel essential skills essay writing step-by-step: Years 7-10.</i> (2013). Pascal Press</p> <p><i>Excel essential skills all you need to know about grammar: Years 7-10.</i> (2007).Pascal Press.</p> <p>A Treasury of children's classics. (2000). Penguin Books</p> <p>Bittner, S., Dixon, M., Goddard, J., McGowan, S., &amp; Renouf, B. (2020). <i>Connecting English: A skills workbook Year 8</i>. Cambridge University Press</p> <p>Factor, J. (Ed.). (1983). <i>Far out, brussel sprout! Australian children's chants and rhymes</i>. Oxford University Press</p> <p>Howard, P. (2002). <i>Basic skills advanced English: Years 8, 9 &amp; 10</i>. Coroneos Publications.</p> <p>Haddon, M. (2014). <i>The curious incident of the dog in the night-time</i>. Red Fox.</p> <p>Milne, A.A. (2007). <i>When we were very young</i>. Egmont</p> <p>Wright Puce, M. (1984). <i>Practicing grammar</i>. SRA.</p> <p>Pennypacker, S. <i>Pax journey home</i>. Harper Collins.</p> <p>Tucker, A. (2002). <i>My Story The bombing of Darwin The diary of Tom Taylor</i>. Scholastic. Press.</p> <p>Tucker, A. (2006). <i>Cyclone Tracy: The diary of Ryan Turner</i>. Scholastic Press.</p> <p>Masson, S. (2019). <i>The hunt for Ned Kelly</i>. Scholastic Australia.</p>



		<p>Golding, W. (1954) <i>Lord of the flies</i>. Faber and Faber.</p> <p>French, J. (2009). <i>The night they stormed Eureka</i>. Harper Collins.</p> <p><i>Information literacy skills</i>. (2022). [Video] Youtube.  <a href="https://youtu.be/QZkpW2ZmQPE?si=KoTopiaijwGEkhM4">https://youtu.be/QZkpW2ZmQPE?si=KoTopiaijwGEkhM4</a></p> <p>State Library of Queensland. <i>Curriculum Connect</i>. (n.d.).  <a href="https://www.curriculumconnect.slq.qld.gov.au">https://www.curriculumconnect.slq.qld.gov.au</a></p> <p>Australian Curriculum Lessons. <i>English lesson plans</i>. (n.d.).  <a href="https://www.australiancurriculumlessons.com.au/category/english-lessons/">https://www.australiancurriculumlessons.com.au/category/english-lessons/</a></p> <p>Twinkl. <i>Year 7-8 resources</i>. (n.d.).  <a href="https://www.twinkl.com.au/resources/australian-resources/beyond-secondary-resources-australia">https://www.twinkl.com.au/resources/australian-resources/beyond-secondary-resources-australia</a></p> <p>Teachers pay teachers. (n.d.).  <a href="https://www.teacherspayteachers.com/browse?search=australian%20version">https://www.teacherspayteachers.com/browse?search=australian%20version</a></p> <p>National Library of Australia. <i>Trove</i>. (n.d.)  <a href="https://trove.nla.gov.au/">https://trove.nla.gov.au/</a></p> <p><i>DK illustrated Oxford dictionary</i>. (2003). Dorling Kindersley &amp; Oxford University Press</p> <p>Moore, A. (Ed.). (2010). <i>Macquarie school dictionary</i>. John Wiley &amp; Sons</p> <p>Variety of Audiobooks  Parent's work/education history as librarian to teach information literacy skills</p>
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<b>Teaching</b> <i>What <b>strategies</b> am I planning to incorporate to support my child's learning?</i>		<b>Associated experiences</b> <i>What <b>social/other experiences</b> (e.g. excursions, community interactions) will my child have?</i>
<ul style="list-style-type: none"> <li>• Explicit instruction.</li> <li>• Multiple exposures.</li> <li>• Discussion</li> <li>• Feedback.</li> <li>• Formative assessment.</li> </ul>		<ul style="list-style-type: none"> <li>• Local library and bookstore</li> <li>• Reading to Parent</li> <li>• Theatre</li> </ul>
<b>Monitoring and recording</b> <i>How will I <b>monitor and record</b> my child's progress towards the key goal/sub-goals? What <b>work samples</b> will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		
<ul style="list-style-type: none"> <li>• Dated copies of work.</li> <li>• Dated photographs.</li> <li>• Written record of activities.</li> <li>• Written list of books read</li> </ul>		
<b>Key goal 2 (see goal setting) Numeracy</b> d to build and expand his maths skills.		<b>Time allocation</b> e.g. 10 weeks ongoing
<b>Sub-goals / steps</b> <i>What are the <b>steps/sub-goals</b> required to achieve the key goal?</i>	<b>Learning</b> <i>What <b>topics/content/learning areas</b> am I planning to incorporate?</i> <i>What <b>knowledge, thinking skills or practical skills</b> will be developed?</i> <i>What <b>learning experiences/activities</b> will my child have?</i>	<b>Resources</b> <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>
<ul style="list-style-type: none"> <li>• d to continue working on improving his maths skills.</li> <li>• d to learn financial skills including tax and interest.</li> </ul>	<ul style="list-style-type: none"> <li>• d to continue work through <i>Essential Mathematics 8</i> textbook, which covers: numbers and algebra, measurement and geometry, statistics and probability.</li> <li>• d will use <i>Khan Academy</i> and <i>Eddie Woo</i> videos as well as Excel resources to develop and practice his maths skills.</li> <li>• d will use <i>ATO website</i> and real banking information to learn about taxation and interest.</li> </ul>	Greenwood, D., Humberstone, B., Robinson, J., Goodman, J., Vaughan, J., Palmer, S.(2020.) <i>Essential mathematics 8</i> . Cambridge University Press.  Jones, A. (2005). <i>Excel revise in a month Year 8 Mathematics</i> . Pascal Press.  Kaira, A. S. (2004). <i>Excel essential Skills Year 7 Mathematics Revision &amp; Exam Workbook</i> . Pascal Press.  Woo, Eddie. (n.d.). <i>WooTube: Finding joy in learning mathematics</i> . <a href="https://misterwootube.com/">https://misterwootube.com/</a>

		<p>Australian Curriculum Lessons. <i>Year 8 Mathematics lesson plans</i>. (n.d.).  <a href="https://www.australiancurriculumlessons.com.au/category/mathematics-lessons/mathematics-lessons-year-8/">https://www.australiancurriculumlessons.com.au/category/mathematics-lessons/mathematics-lessons-year-8/</a></p> <p>Australian Taxation Office. (2022). <i>School webinars</i>.  <a href="https://www.ato.gov.au/about-ato/learn-about-tax-and-the-ato/education-zone/school-webinars">https://www.ato.gov.au/about-ato/learn-about-tax-and-the-ato/education-zone/school-webinars</a></p> <p>Financial basics foundation. (n.d.). Financial wellbeing for young Australians. <a href="https://financialbasics.org.au/">https://financialbasics.org.au/</a></p> <p>Teachers pay teachers. (n.d.).  <a href="https://www.teacherspayteachers.com/browse?search=australian%20version">https://www.teacherspayteachers.com/browse?search=australian%20version</a></p> <p>Twinkl. <i>Year 7-8 resources</i>. (n.d.).  <a href="https://www.twinkl.com.au/resources/australian-resources/beyond-secondary-resources-australia">https://www.twinkl.com.au/resources/australian-resources/beyond-secondary-resources-australia</a></p> <p>Khan Academy. (n.d.). <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a></p>
<b>Teaching</b> <i>What <b>strategies</b> am I planning to incorporate to support my child's learning?</i>		<b>Associated experiences</b> <i>What <b>social/other experiences</b> (e.g. excursions, community interactions) will my child have?</i>
<ul style="list-style-type: none"> <li>• Explicit instruction.</li> <li>• Scaffolding.</li> <li>• Multiple exposures.</li> <li>• Feedback.</li> <li>• Formative assessment.</li> <li>• Practical activities</li> </ul>		<ul style="list-style-type: none"> <li>• Cooking.</li> <li>• Using pocket money to buy items at the local shop.</li> <li>• Holiday budgeting and spending.</li> </ul>
<b>Monitoring and recording</b> <i>How will I <b>monitor</b> and <b>record</b> my child's progress towards the key goal/sub-goals? What <b>work samples</b> will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		
<ul style="list-style-type: none"> <li>• Dated copies of work.</li> <li>• Dated photographs.</li> <li>• Written record of activities.</li> </ul>		



Key goal 3 (see goal setting) Language		Time allocation e.g. 10 weeks
d to increase his Japanese language skills.		ongoing
Sub-goals/steps <i>What are the steps/sub-goals required to achieve the key goal?</i>	Learning <i>What topics/content/learning areas am I planning to incorporate?</i>  <i>What knowledge, thinking skills or practical skills will be developed?</i>  <i>What learning experiences/activities will my child have?</i>	Resources <i>What resources will my child and I use? Include a variety of specific titles, levels and websites.</i>
<ul style="list-style-type: none"> <li>d to increase skills in Japanese language</li> <li>Explore Japanese culture and cuisine.</li> </ul>	<ul style="list-style-type: none"> <li>Learn a language of choice. d will further increase his skills in Japanese using the online app Duolingo, and iTomo activity book.</li> <li>Use video and audio from iTomo ebook to increase fluency.</li> <li>d will increase his knowledge of Hirigana using Memory hint app.</li> <li>d will practice his spoken Japanese with a friend who speaks Japanese.</li> </ul>	<p>Burrows, Y., Izuishi, M., Lowry., Nishimura-Parke, Y. (2019). <i>iTomo 1 activity book</i> (2<sup>nd</sup> Ed.). Pearson Australia.  <i>iTomo 1: student book &amp; eBook</i> (2<sup>nd</sup> Ed). Pearson Australia.  <i>Duolingo</i> [App]</p> <p><i>Memory hint</i> [App]</p> <p>Teachers pay teachers. (n.d.).  <a href="https://www.teacherspayteachers.com/browse?search=australian%20version">https://www.teacherspayteachers.com/browse?search=australian%20version</a></p> <p>Twinkl. <i>Year 7-8 resources</i>. (n.d.).  <a href="https://www.twinkl.com.au/resources/australian-resources/beyond-secondary-resources-australia">https://www.twinkl.com.au/resources/australian-resources/beyond-secondary-resources-australia</a></p> <p><i>Aniwatch.to</i>. (n.d.). <a href="https://aniwatch.to/">https://aniwatch.to/</a></p> <p><i>Manga Reader.to</i>. (n.d.). <a href="https://mangareader.to/">https://mangareader.to/</a></p>
Teaching <i>What strategies am I planning to incorporate to support my child's learning?</i>		Associated experiences <i>What social/other experiences (e.g. excursions, community interactions) will my child have?</i>
<ul style="list-style-type: none"> <li>Research/project work.</li> <li>Explicit instruction.</li> <li>Scaffolding.</li> <li>Multiple exposures.</li> <li>Feedback.</li> <li>Formative assessment.</li> </ul>		<ul style="list-style-type: none"> <li>Japanese Restaurant</li> <li>Learning to cook Japanese</li> <li>Watch Anime</li> <li>Read Manga</li> </ul>

<ul style="list-style-type: none"> <li>• Practical activities</li> <li>• Using digital technologies</li> </ul>		
<b>Monitoring and recording</b> <i>How will I <b>monitor and record</b> my child's progress towards the key goal/sub-goals? What <b>work samples</b> will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		
<ul style="list-style-type: none"> <li>• Dated copies of work.</li> <li>• Dated photographs.</li> <li>• Dated audio recordings</li> <li>• Written record of all activities.</li> </ul>		

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<b>Key goal 4</b> (see goal setting) <i>Home Economics</i>		<b>Time allocation</b> e.g. 10 weeks
d to build on his basic cooking and sewing skills.		ongoing
<b>Sub-goals/steps</b> <i>What are the <b>steps/sub-goals</b> required to achieve the key goal?</i>	<b>Learning</b> <i>What <b>topics/content/learning areas</b> am I planning to incorporate?</i> <i>What <b>knowledge, thinking skills or practical skills</b> will be developed?</i> <i>What <b>learning experiences/activities</b> will my child have?</i>	<b>Resources</b> <i>What <b>resources</b> will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>
<ul style="list-style-type: none"> <li>• d will develop his textile skills.</li> <li>• d will learn how to cook.</li> </ul>	<ul style="list-style-type: none"> <li>• d will produce and share snacks and meals.</li> <li>• d will plan, choose and cook a variety of recipes.</li> <li>• d will learn to cook a Japanese recipe.</li> <li>• d will develop his machine sewing skills using a sewing machine and overlocker.</li> <li>• d will learn to read a pattern.</li> </ul>	<p>Clarke P. (Ed). (2011). <i>Children's birthday cake book</i>. The Australian Women's Weekly</p> <p>Clarke P. (Ed). (1998). <i>Meals in Minutes</i>. The Australian Women's Weekly</p> <p>Gonzalez, E. (1983). <i>Chocolate artistry</i>. Contemporary Books.</p> <p>Baking it simple with Jinny &amp; Jo. (n.d.) [Video] Youtube.  <a href="https://www.youtube.com/@BakingItSimplewithJinnyJo">https://www.youtube.com/@BakingItSimplewithJinnyJo</a></p> <p>Teachers pay teachers. (n.d.).  <a href="https://www.teacherspayteachers.com/browse?search=australian%20version">https://www.teacherspayteachers.com/browse?search=australian%20version</a></p>

		<p>Twinkle. Year 7-8 resources. (n.d.).  <a href="https://www.twinkl.com.au/resources/australian-resources/beyond-secondary-resources-australia">https://www.twinkl.com.au/resources/australian-resources/beyond-secondary-resources-australia</a></p> <p>Pintrest [App]</p> <p>Parent skill in sewing/cooking</p>
<b>Teaching</b> <i>What <b>strategies</b> am I planning to incorporate to support my child's learning?</i>		<b>Associated experiences</b> <i>What <b>social/other experiences</b> (e.g. excursions, community interactions) will my child have?</i>
<ul style="list-style-type: none"> <li>• Explicit instruction.</li> <li>• Scaffolding.</li> <li>• Multiple exposures.</li> <li>• Research.</li> <li>• Practical activities.</li> </ul>		<ul style="list-style-type: none"> <li>• Apple Tree learning hub</li> <li>• Cooking with Nana</li> <li>• Online and in person cooking classes.</li> <li>• Visit Spotlight</li> </ul>
<b>Monitoring and recording</b> <i>How will I <b>monitor</b> and <b>record</b> my child's progress towards the key goal/sub-goals? What <b>work samples</b> will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		
<ul style="list-style-type: none"> <li>• Dated copies of work.</li> <li>• Dated photographs.</li> <li>• Written record of activities.</li> </ul>		



Key goal 5 (see goal setting) Science		Time allocation e.g. 10 weeks
d to explore science and the world around us.		ongoing
Sub-goals/steps What are the steps/sub-goals required to achieve the key goal?	Learning What topics/content/learning areas am I planning to incorporate? What knowledge, thinking skills or practical skills will be developed? What learning experiences/activities will my child have?	Resources What resources will my child and I use? Include a variety of specific titles, levels and websites.
<ul style="list-style-type: none"> <li>d will explore several areas within science to gain an overview before selecting areas of interest.</li> <li>d will increase his knowledge of rocks and crystals by exploring geology.</li> <li>d will explore chemistry and biology.</li> </ul>	<ul style="list-style-type: none"> <li>d will explore science using the text book <i>Science World</i> and worksheets from <i>Twinkl</i>, <i>Teachers Pay Teachers</i> and others.</li> <li>d has an interest in cells and will explore cells using a virtual microscope and the <i>Cell World</i> app.</li> <li>d will learn about elements and compounds using the periodic table. He will use the visual book on the Elements as well as the textbook <i>Science World</i></li> <li>Videos will be used to explain the information in a visual way.</li> <li>d will make compounds using molecular model set.</li> <li>d will collect rock specimens and attempt to work out the type of rock and the minerals that make them. (known rock specimens will also be available).</li> <li>The use of minerals in society today will be researched and discussed.</li> <li>Learn the difference between types of rocks and how they are formed.</li> <li>Using photos from our travels around Australia as well as other stock photos d will try to infer how they were formed.</li> <li>d will learn about volcanoes including Pompei and Herculaneum. This will allow the history curriculum to be brought into Science.</li> </ul>	<p>BBC. (n.d.). <i>Elements, compounds and mixtures</i>. <a href="https://www.bbc.co.uk/bitesize/articles/zngddp3">https://www.bbc.co.uk/bitesize/articles/zngddp3</a></p> <p>Clarke, I.F., &amp; Cook, B.J. (1995). <i>Geological science: Perspectives of the Earth</i>. Australian Academy of Science</p> <p>EdPlace. (2021). Year 8 Science Lesson: Atoms, Elements and Compounds [Video]. Youtube. <a href="https://www.youtube.com/watch?v=UZL0cVdfmHA">https://www.youtube.com/watch?v=UZL0cVdfmHA</a></p> <p>Gray, T. ((2009). <i>The Elements: A visual exploration of every known atom in the universe</i>. Blackdog &amp; Leventhal</p> <p>QLD Science Teachers. (n.d.). Quiz: Elements and compounds <a href="https://www.qldscienceteachers.com/junior-science/chemistry/quizzes/elements-and-compounds">https://www.qldscienceteachers.com/junior-science/chemistry/quizzes/elements-and-compounds</a></p> <p>QLD Science Teachers. (n.d.). Cells. <a href="https://www.qldscienceteachers.com/junior-science/biology/cells">https://www.qldscienceteachers.com/junior-science/biology/cells</a></p> <p>Quizizz. (2019). Year 8 Elements, compounds and mixtures. <a href="https://quizizz.com/admin/quiz/5d1061a5b212ad001a181701/year-8-elements-compounds-and-mixtures">https://quizizz.com/admin/quiz/5d1061a5b212ad001a181701/year-8-elements-compounds-and-mixtures</a></p> <p>MooMooMath and Science. (2019). Element vs compound. <a href="https://www.youtube.com/watch?v=olNaHLbd8zg">https://www.youtube.com/watch?v=olNaHLbd8zg</a></p> <p>National Geographic Education. (n.d.). Ignite the spirit of exploration. <a href="https://education.nationalgeographic.org/">https://education.nationalgeographic.org/</a></p> <p>Pellant, C. (1995). <i>An illustrated guide to fossils</i>. Dragon's World</p> <p>Scootle. (n.d.). Science / Year 8 / Science Understanding / Chemical sciences. <a href="https://www.scootle.edu.au">https://www.scootle.edu.au</a></p>

		<p>Skinner, B. J., &amp; Porter, S.C. (1995). <i>The dynamic earth: An introduction to physical geology</i> (3<sup>rd</sup> Ed.). John Wiley &amp; Sons</p> <p>Stannard, P., &amp; Williamson, K. (2011). <i>Science World 8</i>. Peter Saffin.</p> <p>Kennedy, L. (2019). <i>Virtual microscope animal and plant cells</i>. <a href="https://slideplayer.com/slide/9308324/#google_vignette">https://slideplayer.com/slide/9308324/#google_vignette</a></p> <p>Teachers pay teachers. (n.d.). <a href="https://www.teacherspayteachers.com/browse?search=australian%20version">https://www.teacherspayteachers.com/browse?search=australian%20version</a></p> <p>The Learning Bees. (2021). <i>Cells (Parts and Functions), Plant and Animal Cell   Grade 7 Science DepEd MELC Quarter 2 Module 4</i>. <a href="https://www.youtube.com/watch?v=9No3bQK1FbM">https://www.youtube.com/watch?v=9No3bQK1FbM</a></p> <p>Twinkl. <i>Year 7-8 resources</i>. (n.d.). <a href="https://www.twinkl.com.au/resources/australian-resources/beyond-secondary-resources-australia">https://www.twinkl.com.au/resources/australian-resources/beyond-secondary-resources-australia</a></p> <p>VIEW. (2023) <i>Cell world</i> [App].</p> <p>Molecular model set</p> <p>•</p>
<b>Teaching</b> <i>What <b>strategies</b> am I planning to incorporate to support my child's learning?</i>		<b>Associated experiences</b> <i>What <b>social/other experiences</b> (e.g. excursions, community interactions) will my child have?</i>
<ul style="list-style-type: none"> <li>• Demonstrating.</li> <li>• Scientific observation</li> <li>• Experiments and excursions</li> <li>• Research/project work.</li> <li>• Explicit instruction.</li> <li>• Scaffolding.</li> <li>• Multiple exposures.</li> <li>• Feedback.</li> </ul>		<ul style="list-style-type: none"> <li>• Museum</li> <li>• Questacon</li> <li>• Exploring the area for rocks, minerals and fossils.</li> <li>• Exploring the community</li> <li>• Libraries</li> </ul>



<ul style="list-style-type: none"> <li>• Formative assessment.</li> <li>• Practical activities</li> <li>• Quizzes</li> <li>• Using digital technologies</li> </ul>		
<b>Monitoring and recording</b> <i>How will I <b>monitor</b> and <b>record</b> my child's progress towards the key goal/sub-goals? What <b>work samples</b> will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		
<ul style="list-style-type: none"> <li>• Dated copies of work.</li> <li>• Dated photographs.</li> <li>• Written record of all activities.</li> <li>• Copies of quizzes</li> </ul>		

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Key goal 6 (see goal setting) HASSs		Time allocation e.g. 10 weeks
d to learn about historical cultures and societies and how they influence the world today.		ongoing
Sub-goals/steps <i>What are the <b>steps/sub-goals</b> required to achieve the key goal?</i>	Learning <i>What <b>topics/content/learning areas</b> am I planning to incorporate?</i> <i>What <b>knowledge, thinking skills or practical skills</b> will be developed?</i> <i>What <b>learning experiences/activities</b> will my child have?</i>	Resources <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>
<ul style="list-style-type: none"> <li>• d will continue to develop his interest and knowledge in history.</li> <li>• d will learn the difference in primary and secondary sources.</li> <li>• d will be able to explain how history has impacted society.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and sort primary/secondary sources from Shogun Japan.</li> <li>• Learn about the way of life in shogunate Japan, and theories about the decline.</li> <li>• Role of Rames II and how life changed under Rames II compared to his predecessor.</li> <li>• Describe the way of life and the elaborate death/burial rituals for rich citizens in Ancient Egypt.</li> <li>• Using library and online databases and website locate sources, evaluate their reliability and describe how they can be used.</li> </ul>	<p>Darlington, R., Hospodaryk, J., Wood, A., Hastings, T., Hawkins, T., Jackson., Smithies, G. (2018). <i>Jacaranda History Alive 8</i>. John Wiley &amp; Sons Australia.</p> <p>History Explained. (2021). <i>The Greatest Pharaoh   Ramesses II   Ancient Egypt Documentary</i> [Video]. Youtube. <a href="https://www.youtube.com/watch?v=TeESSvut5xA&amp;list=WL&amp;index=1&amp;t=114s">https://www.youtube.com/watch?v=TeESSvut5xA&amp;list=WL&amp;index=1&amp;t=114s</a></p> <p>History Skills. (n.d.). <i>Year 7 Ancient Egypt lessons and resources</i>. <a href="https://www.historyskills.com/classroom/year-7/egypt/">https://www.historyskills.com/classroom/year-7/egypt/</a></p> <p>School History. (n.d.). <i>Ancient Egypt History Lessons, Worksheets &amp; Resources</i>. <a href="https://schoolhistory.co.uk/ancient-world/ancient-egypt/">https://schoolhistory.co.uk/ancient-world/ancient-egypt/</a></p> <p>Scoutle. (n.d.). <a href="https://www.scoutle.edu.au">https://www.scoutle.edu.au</a></p>

	<ul style="list-style-type: none"> <li>Visit a museum to see primary sources/objects. Take photographs if allowed and describe them.</li> </ul>	<p>Teachers pay teachers. (n.d.).  <a href="https://www.teacherspayteachers.com/browse?search=australian%20version">https://www.teacherspayteachers.com/browse?search=australian%20version</a></p> <p>Twinkl. Year 7-8 resources. (n.d.).  <a href="https://www.twinkl.com.au/resources/australian-resources/beyond-secondary-resources-australia">https://www.twinkl.com.au/resources/australian-resources/beyond-secondary-resources-australia</a></p> <p>Resources from local library</p>
<b>Teaching</b> <i>What <b>strategies</b> am I planning to incorporate to support my child's learning?</i>		<b>Associated experiences</b> <i>What <b>social/other experiences</b> (e.g. excursions, community interactions) will my child have?</i>
<ul style="list-style-type: none"> <li>Demonstrating.</li> <li>Excursions</li> <li>Research/project work.</li> <li>Explicit instruction.</li> <li>Scaffolding.</li> <li>Multiple exposures.</li> <li>Feedback.</li> <li>Formative assessment.</li> <li>Practical activities</li> <li>Quizzes</li> <li>Using digital technologies</li> </ul>		<ul style="list-style-type: none"> <li>Visits to museums</li> <li>Visits to the library</li> </ul>
<b>Monitoring and recording</b> <i>How will I <b>monitor</b> and <b>record</b> my child's progress towards the key goal/sub-goals? What <b>work samples</b> will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		
<ul style="list-style-type: none"> <li>Dated copies of work.</li> <li>Dated photographs.</li> <li>Written record of all activities.</li> <li>Copies of quizzes</li> </ul>		