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Overview

In Victoria, parents can enrol their child of compulsory school age (6-17 years) at a registered school or register them for home schooling. Parents who choose to home educate must register with the Victorian Registration and Qualifications Authority (VRQA). Home schooling registration is free.

Parents educating their child from home assume overall responsibility for their child’s educational program. There are a number of minimum requirements, but a great deal of flexibility overall.

In Victoria, home education families provide regular and efficient instruction that:

- taken as a whole, substantially addresses the eight learning areas listed below (unless the VRQA grants an exemption); and
- is consistent with the principles and practice of Australian democracy.

Parents can design their child’s education program drawing on a range of learning approaches and styles.

From 1 January 2018, parents applying to register their child for home education will submit their proposed educational program for their child, which includes a learning plan. The learning plan is intended to prompt consideration of what educational program will most benefit your child. It includes details of the subject matter that will be covered in the first year of registration and when and where instruction will take place. Parents whose children are already registered for home education do not need to create a learning plan.

There is no prescribed style for the learning plan. A learning plan template is available to support those parents seeking guidance, but its use is optional.

The VRQA must notify an applicant in writing of its decision in relation to an application within 28 days of receiving a complete application.

Parents may wish to address some of the learning areas by partially enrolling their child in a registered school. It is a parent’s responsibility to arrange partial enrolment and they should discuss the particular arrangements with the school principal.

From 2018, the VRQA will start a home schooling review program to check whether regular and efficient instruction has been provided to a child who is being home schooled. The VRQA will select a sample of up to 10 per cent of registered home schooling families for review annually. The VRQA will provide parents with written notice of the review and outline the scope, timelines and process.

This Guide provides further information and advice on the requirements for home education in Victoria. It also outlines the services and support available to families who educate their children at home.

Note that ‘home education’ is the preferred term and has been used in this Guide where possible. However, in some instances ‘home schooling’ is used where the information relates to requirements under the Education and Training Reform Regulations 2017.
1. Introduction

In Victoria, home education during a child’s compulsory school years is a recognised alternative to
attending government or registered non-government schools. The Victorian Government supports parental
choice in education and acknowledges that parents/caregivers (parents) who choose to home educate
their children do so for a variety of reasons and are willing to commit significant time, energy and resources.

Parents who decide to educate their child from a home base assume overall responsibility for the planning,
implementation and assessment of their child’s education. They are also responsible for ensuring the child
acquires the knowledge and skills they need for life-long learning, social development and active and
informed citizenship.

The Victorian Government recognises that home education can occur across a broad range of styles, from
informal learning approaches to formal curriculum programs and, as such, does not mandate curriculum
or reading materials. While flexible, it is a requirement of registration in Victoria that a home schooled child
receives regular and efficient instruction that, taken as a whole, substantially addresses the eight learning
areas (unless the VRQA grants an exemption); and is consistent with the principles and practice of
Australian democracy.

The Guide to Home Education in Victoria outlines the services and support available to families who home
educate. It is designed to assist families to ensure that home educated children are given the best
opportunities to maximise their learning and development potential. It includes information about:

- considering the decision to home educate
- registering for home schooling
- requirements for education programs at home
- reviews of home schooling programs
- education resources and other support available to home education parents
- post-school pathways for home educated students
- useful contacts.

The Guide has been prepared by the Department of Education and Training (DET) in consultation with the
VRQA.

2. Considering the decision to home educate

The Victorian Government recognises that parents are best placed to understand their child’s needs and
determine the most appropriate form of instruction for their child. Parents may be considering home
education for their child for a variety of reasons.

For home educated students, future educational options are wide and variable, and can include entry into
school at any time up to Year 11. There are also alternative pathways to higher education and employment
that have been successfully undertaken by many individuals. Where a parent chooses to educate their
child at home, there is an inherent responsibility to investigate future education pathways.

Where a child is enrolled in school, parents are encouraged to discuss their options with the school
principal. Parents are also encouraged to familiarise themselves with the support available for delivery of
education programs at home. They may wish to speak to other parents about the benefits and challenges
of home education or contact support networks, such as the Home Education Network (HEN), for
information. Participation in home education does not affect a child’s right to attend their local government
school, and they are welcome to (re)enrol at their local government school at any point.

a. What is home education?

Home education takes many forms and may include:

- one or more parents instructing their child
• groups of home education students coming together for activities with an educational or social purpose, attending excursions or playing sport
• a tutor with specialised knowledge being employed by the parent
• partial enrolment in a school for the delivery of some subjects or activities.

Home education is not a quasi-school arrangement where an instructor or teacher is employed to instruct a group of students in the eight learning areas away from the home base and during normal school hours. In this situation, normal school registration processes apply. Note that parents are able to engage a tutor or instructor to assist them in providing their education program (see Section 6i. Tutoring).

This Guide relates to the provision of home education from the child’s residential address in Victoria. Parents of children registered for home schooling in Victoria intending to undertake extended travel with their children outside of Victoria should contact the VRQA to discuss.

b. Eligibility to register for home schooling

i. Child

A child can be registered for home schooling in Victoria:
• if during the calendar year of registration they will turn 6 years of age, or
• they are aged from 6 to 17 years at the date of registration.

ii. Parents

One or both parents of a child are eligible to register their child for home schooling if they are residents of Victoria, unless there are any Court Orders (such as Parenting Orders) or an enforceable agreement that impact on their capacity to provide a home schooling program (e.g. Parenting Orders specifying ‘joint responsibility’ may require the written consent of both parties to the Order).

A relative or carer of a child who resides with them may be registered to home school the child where that person has legal authority or guardianship of the child.

c. A range of educational settings

A child’s education can occur in a range of settings. Some alternative settings to mainstream schooling and home education are outlined at Appendix D.

3. Requirements for home schooling

a. Registration for home schooling

i. Legislative requirements for educating children and young people

Under the Education and Training Reform Act 2006, all children of compulsory school age (6-17 years) must either be enrolled in and attending a registered school or registered for home schooling, unless they have a reasonable excuse. The Act also specifies it is an offence for a parent not to provide instruction to a child registered for home schooling without reasonable excuse. A reasonable excuse includes the following:

a. where a child is prevented from attending school or receiving instruction because of:
   o illness, accident, an unforeseen event or an unavoidable cause; or
   o a requirement to comply with another law
b. there is no Government school within a prescribed distance of the child’s residence and the child is receiving a distance education program through a registered school

Order made by the Minister
d. the child has been suspended or expelled from a registered school and is undertaking other educational programs provided by DET or another registered school

e. the absence from school or instruction was because of the child's disobedience and was not due to any fault of the parent

f. the child is attending or observing a religious event or obligation as a result of a genuinely held belief of the child or a parent of the child

a) the parent of the child has provided another excuse for the failure and the principal of the school accepts the excuse as a reasonable excuse

g. the child is exempted from enrolment at school, attendance at school or both enrolment and attendance at school by the Minister for Education.

The VRQA is the organisation responsible for the registration of students for home schooling. Upon request, the VRQA must provide any information relating to the registration of students for home schooling to a School Attendance Officer. School Attendance Officers are employees of DET who have been appointed to enforce the requirements for compulsory school enrolment and attendance (and home schooling registration) under the *Education and Training Reform Act 2006*.

Parents who choose to home school a child aged 6–17 years are required by the *Education and Training Reform Regulations 2017* to register with the VRQA. Registration for home schooling for children over 17 years of age is optional rather than compulsory. A child who has turned 18 cannot be registered.


### ii. How to register for home schooling

An application to register a child must be made by a parent using the prescribed application form *(Appendix B)*. The application form and detailed information about the registration process, including an application checklist, is available from the VRQA at [http://www.vrqa.vic.gov.au/registration/Pages/homeschooldefault.aspx](http://www.vrqa.vic.gov.au/registration/Pages/homeschooldefault.aspx).

The registration application form must be signed by the parent who will be responsible for the home schooling. The registration form must be accompanied by a learning plan for the child (described in the next section) and evidence of the child’s legal name and date of birth (such as a copy of an original Birth Certificate or Birth Extract, Passport, Citizenship documents or Australian visa documents).

The registration application must state the date on which the parent intends to commence home schooling. As family circumstances can change, an application to register must be signed within 6 months of the proposed commencement date of home schooling.

The parent who will be responsible for the home schooling must also provide additional information to the VRQA upon request to allow the VRQA to assess whether it is appropriate for the student to be registered for home schooling. The VRQA may refuse to register a student for home schooling if, in its opinion, insufficient information has been provided by the parent in response to a request.

No fee is payable for the registration of a child for home schooling.

If a parent wishes to have their child home schooled from the start of a school year, the application to register for home schooling must be made **by 30 November of the previous year**. If an application is made to register a child for home schooling at some time during the school year, the student must remain enrolled and attend a registered school until the VRQA notifies the parent of the outcome of the registration application.

### iii. School enrolment requirements during the 28 day assessment period

As noted above, the *Education and Training Reform Act 2006* requires that all children of compulsory school age (between the ages of 6 and 17) be enrolled in a school or be registered for home schooling. This means that a child must remain enrolled in school while the learning plan is being prepared and while the application is assessed.

If a child is unable to attend school or receive instruction during the application period because of illness, stress, bullying, or other difficulties, accident, an unforeseen event, an unavoidable cause or a requirement
to comply with another law, this could constitute a “reasonable excuse” from attending school. In this situation, the parents should raise their concerns with the principal and submit the excuse in writing.

Where a disagreement between the principal and a parent occurs, the parent could contact their local DET Regional Office (see Appendix A). If the complaint cannot be resolved, the parent could then contact the Independent Office for School Dispute Resolution for assistance.

All Victorian schools have a legal responsibility to monitor, record and follow up student absences, however, compulsory school attendance is based on principles of gradual escalation and enforcement. At each stage, enquiries will be made by the relevant authority about a family’s individual circumstances. For example, under Section 5.8.5 of the Education and Training Reform Act 2006, the VRQA must, on the request of a School Attendance Officer, provide the officer with any information relating to the registration of students for home schooling that the officer may reasonably require for carrying out the officer’s functions and powers.

The Victorian Government School Attendance Guidelines provide information about the responsibilities of principals in managing absences and the gradual escalation process that exists for unexplained absences. They are available for download from the Department’s website at:


It is anticipated that the majority of applications will not require 28 days to be assessed. For some applications the registration process will be very quick and for others it may take longer, in particular where the initial application is incomplete. On receipt of complete applications, the VRQA will advise the family of the likely timeframe in which they can expect a decision.

The 28 day period for VRQA approval commences from when the application for home schooling is submitted to the VRQA and deemed to be ‘complete’, not the date from when the child is absent from school.

iv. Application outcome

Once the VRQA has assessed the application as suitable the child will be registered for home schooling. At this point, the parent should contact the school principal to inform them that the child is now registered for home schooling. The parent may also wish to discuss the option of partial enrolment with the principal as that may be an option that is suitable for the child, family and school (see Appendix C for further information on partial enrolments).

The VRQA will notify the parent in writing of its decision in relation to an application for registration within 28 days of receipt of a complete application. It is anticipated that the majority of applications will not require 28 days to be assessed. If applicable, the notice will include the date of registration of the student for home schooling. Also, if applicable, the notice will set out the terms and conditions of any exemption relating to the education program’s content granted by the VRQA (see next section for details).

If the application is found not to comply with the requirements of home schooling registration and/or the regulations relating to home schooling, the VRQA may request further information to allow the VRQA to assess whether it is appropriate to register a child for home schooling. If insufficient information is provided by the parent in response, the VRQA may refuse to register a child for home schooling. If a parent is not satisfied with the VRQA’s decision to refuse their application they have the following options:

- Consider the reasons for decision, address any outstanding areas of non-compliance and submit a fresh application OR
- Ask the VRQA to review the decision (internal review) OR
- Apply to have the decision reviewed by the Victorian Civil and Administrative Tribunal (VCAT).

More information about internal reviews can be found in the VRQA’s Home Schooling Internal Review Policy, available at: http://www.vrqa.vic.gov.au/registration/Pages/homeschooldefault.aspx?Redirect=1

The VRQA keeps information about students registered for home schooling on a secure Victorian home schooling register. The information includes the student’s name, date of birth, address, the name and address of the parent responsible for the home schooling, the date of registration of the student and the
child’s Victorian Student Number (VSN). The VRQA is prohibited by law from making the information public.

v. Renewing registration to home school

It is a requirement of registration of a student for home schooling that the parent responsible for the home schooling of the student must notify the VRQA in writing before 30 November each year as to whether the student is to be home schooled in the following year. The VRQA will seek to contact the parent well before this to ask if they intend to continue. If required, the parent must provide information to the VRQA to enable it to assess whether it is appropriate for a student to continue to be registered for home schooling.

vi. Communication with the VRQA about home schooling registration

The Education and Training Reform Regulations 2017 include a requirement that home schooling parents notify the VRQA in writing:

• by 30 November each year that home schooling instruction is continuing for the following calendar year (January to December)
• whenever there are any changes to:
  o the parent or child’s name
  o the parent responsible for educating the child
  o the parent’s contact details
  o the address at which the home schooling is provided
• within 14 days if the child ceases to be home schooled.

b. Requirements for home schooling programs

The Education and Training Reform Act 2006 states that all Victorians are entitled to a quality education that realises their learning potential and maximises their education and training achievement; promotes enthusiasm for lifelong learning; and allows parents to take an active part in their child’s education and training. Parents who choose to home school their child assume responsibility for ensuring that their child receives a quality education. This includes the planning, implementation and assessment of their child’s educational program.

The Department encourages parents to access a range of resources and support to construct a comprehensive learning program that covers the eight learning areas. This may include alternative delivery arrangements, such as online resources or a partial enrolment at their local government school. Parents may also wish to talk to local and experienced home education families or get involved with a home education group. A range of resources are outlined in Section 6 – Support for Home Education.

i. Eight learning areas

The Education and Training Reform Regulations 2017 require that a home-schooled child receives regular and efficient instruction that, taken as a whole, substantially addresses the following eight learning areas:

• English
• Mathematics
• Sciences (including Physics, Chemistry and Biology)
• Humanities and Social Sciences (including History, Geography, Economics, Business, Civics and Citizenship)
• The Arts
• Languages
• Health and Physical Education
• Information and Communication Technology and Design and Technology.

The Department acknowledges that children in home education will be at different levels due to a range of factors, including disability (both diagnosed and undiagnosed). Instruction should be delivered according to the specific needs of the child.
Parents may wish to consult the VCAA Guidelines for Students with Disabilities for advice on how to deliver an appropriate and engaging learning program for students with disabilities.

ii. **Exemptions from instruction in the eight learning areas**

There may be reasons why one or more of the learning areas is not an appropriate part of the child’s educational program over the first twelve months. In some cases this may relate to disability or special learning needs.

In other cases, if a child has recently disengaged from a registered school and is experiencing psychological stress, the recovery may mean a gradual reengagement with learning.

Therefore, in some situations a parent may decide that it would be best to apply for an exemption or exemptions for their child from receiving instruction in one or more of the eight learning areas. Parents may seek an exemption with the initial application for registration. The grounds upon which a parent may seek an exemption are not limited and the VRQA will take into account the child’s particular circumstances, as reported by the parent. It’s the parent’s judgement that is important and the VRQA won’t require medical specialist certificates and associated documentation. The VRQA will grant an exemption if it is satisfied that it would be unreasonable to require the child to receive instruction in the relevant learning area/s.

Where a learning plan does not cover particular learning area(s), no application for an exemption(s) have been made; and/or no reasons have been provided for non-coverage of learning area(s), the VRQA will contact the applicant to discuss options. Options might include the parent providing more information about the learning plan or applying for an exemption.

iii. **Democratic principles and practice**

The Education and Training Reform Regulations 2017 also require that home schooling parents commit to providing instruction consistent with the principles and practice of Australian democracy, including commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

Within the context of these democratic principles, ‘tolerance’ should be interpreted broadly as an understanding and acceptance of difference, in particular, relating to the range of religious, political and social beliefs and values held within Australian society.

iv. **Learning plans**

The Education and Training Reform Regulations 2017 include a requirement that parents submit a learning plan with their application for home schooling registration. The learning plan is intended to prompt consideration of what instruction will most benefit the student, taking into account all of the circumstances, including any disabilities or individual needs, and for a parent to demonstrate how they will meet those needs. Parents will remain able to design a program that is appropriate to the needs of their child. The Victorian Government understands that many people choose home education because of the flexibility it provides, and that there are many different approaches that can be effective, depending on the child’s needs, personality and strengths.

Learning plans are intended to be a statement of intention and it is recognised that home education may change over time.

The learning plan should detail how the parent intends to regularly and efficiently instruct the child in the eight learning areas as a whole. As outlined in the Education and Training Reform Regulations 2017 a learning plan must outline:

- when and where instruction will take place
- the subject matter that will be covered by the instruction during the first year of registration
- the educational materials and resources proposed to be used in the instruction
- how the student’s learning outcomes will be recorded.
See further explanation of these regulatory requirements in Table 1 below.

Learning plans can encapsulate a range of learning approaches and styles and do not require the adoption of a particular curriculum or learning approach. Families are free to change methods or to experiment with different learning styles, so long as the family continues to adequately address the eight learning areas as a whole.

A learning plan can be supplied in any written format provided that it addresses the regulatory requirements. To assist parents with completing the learning plan, some optional templates and completed examples are available at:


Table 1: Guidance on learning plan requirements

<table>
<thead>
<tr>
<th>Regulatory requirements</th>
<th>Details</th>
</tr>
</thead>
</table>
| When and where instruction will take place | • “When” refers to the general schedule of learning. For example, will the instruction and learning take place on weekdays?  
• “When” does not mean that you have to account for each hour, each day, each week or even each month.  
• “Where” means the location in which the instruction will take place throughout the year, e.g. home, specialist locations such as a museum, library, swimming pool, school through a partial enrolment arrangement, etc.  
• Where” does not mean you must list every location you will be during the year. |
| The subject matter to be covered | • List the subject matter to be covered under each key learning area, e.g. the subject matter for Science might include:  
  o Space and solar systems  
  o Solids and liquids and the influence of heat  
  o Biology and the life cycle of different living things.  
  Or  
  • Describe the skills and learning activities you will focus on:  
    o What skills do my child and I want to develop in each learning area?  
    o How are we going to build these skills (i.e. what is the approach we will take?)  
    o What are the activities that we will use to achieve this? |
| Materials and resources to be used | List the materials and resources proposed to be used for the key learning areas, such as online resources, hard copy texts, other media, materials and equipment, a partial enrolment arrangement. This list can be indicative, not exhaustive. |
| How learning outcomes will be recorded | Describe how you will record your child’s learning outcomes, e.g. through a diary or learning journal, annotated work samples, tests such as NAPLAN, creative products that may be displayed, performed or recorded. |

In addition to the regulatory requirements outlined above, parents may find it useful to consider the following details when developing a learning plan:

- the child’s current strengths, that is, their existing knowledge and skills in the learning area as well as any relevant general strengths (e.g. critical thinking skills, personal/social skills)
- the main learning goals for the year having regard to the child’s current capabilities, that is, what the student is expected to know and be able to do in relation to the learning area/subject matter at the end of the year or the skills and learning opportunities to be focussed on.
- the main activities that will be undertaken to support achievement of the learning goals.

These additional suggestions have been included in the learning plan template.

Please note that a learning plan must:
• be completed by a parent responsible for the educational program
• be completed for all new applications for registration for home schooling
• be completed for each student
• cover the first 12 months of registration.

4. Review of a home schooling program

The *Education and Training Reform Regulations 2017* allow the VRQA to review a home schooling registration. Up to 10 per cent of families will be selected each year for a review of their home schooling arrangements. The objective of a review is to check whether regular and efficient instruction has been provided to a home schooled child.

The selection methodology for the 10 per cent will be random and representative, but smoothed to eliminate anomalies. For example, if a parent has multiple children registered for home schooling, no more than one child will be selected in the review sample that year. Furthermore, where the review outcome is that the requirements of registration for home schooling have been met, the children from that family will be excluded from review samples for the next two years.

The VRQA intends to notify families in writing early in the calendar year (i.e. in February or March) that their child’s registration has been selected for review. The correspondence will outline the scope of the review, timelines and the process to conduct the review. Reviews will usually occur from April to October in the calendar year. That means that there may be several months between the point of initial notification and the review. The VRQA will contact parents closer to the review to make final arrangements.

The review process can be electronic, phone-based, face-to-face, or in some cases a combination of these.

In an electronic review, the VRQA will invite the parent responsible for the home schooling of the student to provide specified information to initiate the review. The parent may be able to provide evidence of their child’s educational program through documentation — perhaps through a PDF file of samples of student work and other records. The VRQA may decide that the submitted documentation demonstrates that regular and efficient instruction has been provided. In these cases, the VRQA will write to the parent to thank them, inform them that the review is closed and that the requirements of registration for home schooling have been met.

In some cases, the VRQA may request further information and/or arrange an interview with the parent. Parent interviews would occur only with the parent’s consent, and could occur at the home (if the parent agrees) or at another suitable location, such as a local library. There is no requirement for the VRQA to visit families in their homes. Note that section 5.8.2 (4) of the Act forbids VRQA staff from entering your home without your permission. A family may be accompanied by a support person if they wish.

The reviews will be conducted by VRQA authorised officers, with the assistance of qualified assessors engaged by the VRQA. Assessors will have knowledge and expertise in home educational practices, and will be able to apply that knowledge to consider different types of home education styles.

As soon as practicable after the completion of the review, the VRQA will notify the parent if the requirements of registration have been met and will also state what action (if any) the VRQA proposes to take as an outcome of the review.

If the review determines that the parents or a child are failing to comply with the requirements of registration or any regulations relating to home schooling, the VRQA may ask for further information and then make a decision to cancel the child’s registration. The parent may ask the VRQA to review the decision. Alternatively, they can seek to appeal the decision to the Victorian Civil and Administrative Tribunal (VCAT). More information regarding internal reviews can be found in the VRQA’s Home Schooling Internal Review Policy, available at: [http://www.vrqa.vic.gov.au/registration/Pages/homeschooldefault.aspx?Redirect=1](http://www.vrqa.vic.gov.au/registration/Pages/homeschooldefault.aspx?Redirect=1)
5. Cancellation of home schooling registration

A child is welcome to (re)enrol at their local government school at any point if their home schooling registration is cancelled either by the VRQA or by their parent. Participation in home education does not affect a child’s right to attend their local government school.

a. Cancellation of home schooling registration by the VRQA

The Education and Training Reform Act 2006 states that the VRQA may cancel a student’s registration for home schooling if:

- the parents fail to comply with the requirements of the registration or regulations relating to home schooling; or
- the parents refuse the VRQA permission to review the records of the home schooling program to determine compliance with the requirements.

A parent may seek an internal review of the VRQA’s decision to cancel their child’s registration or alternatively, make an application to VCAT.

b. Cancellation of home schooling registration initiated by the parent

Parents responsible for home schooling a student (aged 6-17) may cancel the home schooling registration at any time and enrol the student in a registered school. The Education and Training Reform Regulations 2017 state that if a student ceases home schooling, the parent responsible for home schooling must notify the VRQA of the date the home schooling ceased. The notification must occur within 14 days after the student ceases to be home schooled. Note that the parent responsible for the home schooling can also notify the VRQA that the home schooling is to cease at some date in the future. This notice can be given at any time prior to the date the student's home schooling will cease.

The VRQA will cancel home schooling registration if the parent responsible for the home schooling requests cancellation in writing (by post or email). The cancellation will be effective on the date of receipt of the notice. The VRQA will confirm the cancellation in writing. Where the student is enrolling in a school or other educational institution, the parent may be asked by the principal or relevant authority to provide a copy of the home schooling cancellation letter.

6. Support for home education

Typically, home education parents develop their own curriculum, program or learning environment around the eight learning areas to meet the student’s learning needs and interests. DET recognises that this involves significant effort and encourages parents to access the information and support available to assist them in developing a quality learning program. Some suggested support materials are listed below, and a list of useful information and contacts is provided at Section 9.

a. The Victorian Curriculum F–10

The Victorian Curriculum F–10 is the curriculum for Victorian schools. It sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The Foundation (Prep) to Year 10 curriculum framework incorporates:

- Learning Areas: clear, discipline-based learning areas which include the Australian Curriculum domains (English, Mathematics, Science and History) and other key areas (e.g. Languages and Geography)
- Capabilities: a set of discrete knowledge and skills that should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines (e.g. Critical and Creative Thinking and Ethical capabilities).

Note that the Victorian Curriculum was introduced in 2016 and from 2017, Victorian Government and Catholic schools are required to use the Victorian Curriculum F–10. Independent schools may use the
Victorian Curriculum F–10 as a model and resource for the effective implementation of the Australian Curriculum. The Victorian Curriculum replaces the former AusVELS curriculum.

Home educators are not obliged to follow the Victorian Curriculum F-10, but it provides a sound basis for home education programs for parents who wish to use it. The VCAA website provides extensive information about the Victorian Curriculum to illustrate the expected standards in each area of the curriculum, including sample units of work and a wide variety of teaching and learning resources. These can be found at: http://victoriancurriculum.vcaa.vic.edu.au/

Planning resources including sample units of work and a wide variety of teaching and learning resources can be found at: http://curriculumplanning.vcaa.vic.edu.au/home


More information on the national curriculum can be found at the Australian Curriculum, Assessment and Reporting Authority (ACARA) website: http://www.acara.edu.au/curriculum/curriculum.html

b. Partial enrolment at a neighbourhood government school

A parent who registers a student for home schooling can approach their neighbourhood government school to partially enrol the student in specific activities or subjects, which may include sport, art, science or a language. The period, extent and conditions of enrolment for the home-schooled student are at the discretion of the principal. Please see Appendix C for the Guidelines for Partial Enrolment for Registered Home Schooled Students.

c. FUSE – Online educational resource

FUSE (Find, Use, Share Education) is the Department’s digital facility for quality assured learning and teaching resources. FUSE is for everyone, providing dedicated areas for all stages of learning - early childhood, primary, secondary – as well as a page for teachers. It allows users to find what they are looking for in a way that suits them – search, filter, browse and discover resources for learning and teaching.

FUSE has a clear and easy to use layout and strong visuals to provide learning cues for students and teachers. Search results are targeted to each stage of learning.

FUSE assists schools and educators with the implementation of the Victorian Curriculum, with resources being progressively added to support full implementation of the Victorian Curriculum in 2017. Direct links to FUSE-aligned resources will also be set up from the Victorian Curriculum website via content codes.

All resources are recommended and reviewed by educators. They have been selected to support and enrich learning and teaching programs for classes and for individual students and may benefit parents who home educate their child.

Resources can be accessed at https://fuse.education.vic.gov.au/

For further information contact FUSE: fuse@edumail.vic.gov.au

d. Languages Online

Home education students can access Languages Online, which is a publicly accessible website developed by DET (http://www.education.vic.gov.au/LanguagesOnline/). It provides online interactive learning and teaching resources suitable for language students from Foundation to Year 10 studying Chinese, French, German, Indonesian, Italian Japanese, Macedonian, Spanish, Turkish and ESL (English as a Second Language) for beginners. Students can access online interactive tasks and download worksheets across a wide range of topic areas. The Languages Online app is also available for Indonesian and Japanese. Students can also download a variety of ‘Game Maker’ templates to create interactive languages games using their own text, voice recording or images.
e. Victorian School of Languages (VSL)

DET’s VSL provides programs in over 40 languages for students from Years 1–12 in 42 centres throughout Victoria. Home education students are able to access the out-of-hours programs (usually Saturday mornings). Visit https://www.vsl.vic.edu.au/ or telephone (03) 9474 0500 for more information.

f. Community Language Schools

Community language schools are not-for-profit community organisations that provide out-of-school-hour-language programs in some 40 languages to school-aged children. Community language schools enable students to learn a family or heritage language/s.

The Department’s Community Language Schools Funding Program provides annual per capita funding to accredited community language schools to support the delivery of language programs to eligible students.

Accredited community language schools can apply for per capita funding on behalf of home-schooled students who are registered for home-schooling with the VRQA. For more information about community language schools contact Ethnic Schools’ Association of Victorian at http://www.communitylanguages.org.au/

g. Access to education programs at major public cultural/educational venues

A number of major public organisations provide education programs for schools, including the National Gallery of Victoria, the Melbourne Zoo, the Melbourne Museum, Scienceworks, Sovereign Hill and the Royal Botanic Gardens Melbourne. While entry to some of these establishments is free, access to education programs is on a fee-for-service basis. Home education parents who wish to access these programs should contact the organisation to clarify the conditions of entry and the arrangements for participating in education programs.

A number of these organisations provide a range of interactive learning opportunities, downloadable resources and free education kits that can be accessed online. A comprehensive list of organisations that offer education programs as part of DET’s Strategic Partnerships Program, including contact details, are listed on DET’s website at: http://www.education.vic.gov.au/about/programs/partnerships/Pages/spppartnerships.aspx

h. Home Education Network and other support networks

A number of support networks in Victoria provide assistance to home education parents, including educational and social activities and teaching resources.

The Home Education Network (HEN) is a not-for-profit organisation providing support and information for Victorian home educators. As well as providing information on its website (https://home-ed.vic.edu.au/), HEN runs events, camps and activities, and provides a home education support services. Parents can contact HEN by email at: help@home-ed.vic.edu.au or phone (03) 9517 7107.

Other support networks can be found on the internet and social media by searching the terms ‘home schooling Victoria’ and ‘home education Victoria’.

Note: Privately convened networks, support groups and materials are not endorsed by the DET. Home education parents should verify the suitability of any materials.

i. Tutoring

Home education parents may elect to engage a tutor to assist them in providing their education program. There are a wide range of private tutors and commercial tutoring service providers in Victoria.

From 1 January 2017, persons or organisations providing education services, such as tutoring, for children are required to meet the Victorian Child Safe Standards.
Questions to ask
Parents should think carefully before signing up and/or paying for any tutoring service, no matter how good it sounds. Asking a range of questions about the service is a good way to help you decide if it is the right service for you and your child:

- How long has the tutoring service been in business?
- Does the service belong to a relevant industry association with an enforceable Code of Conduct e.g. the Australian Tutoring Association?
- Does the tutor hold the appropriate Working With Children Check?
- Does the tutor/tutoring service have a Child Safety policy on its website?
- Can the service give you the name of any other parents that you can talk to about the quality of its tutoring services?
- Have the tutors been interviewed face-to-face by the tutoring service?
- What are the qualifications and experience of the tutor who will be tutoring your child?
- Are the tutors trained specifically in the subject area in which they are tutoring?
- Is the form of proposed tutoring relevant to the home education program?
- Have reference checks been conducted on the tutors?
- If the tutoring service is at a specific location is there an opportunity to visit the location?

j. National Assessment Program Literacy and Numeracy (NAPLAN)
Although NAPLAN is not compulsory for home educated students, they are eligible to sit the NAPLAN tests in a school-based setting. In order to arrange this, parents of home educated students should contact their neighbourhood Government school who will notify the VCAA of this arrangement to ensure that the home-educated student has access to the appropriate test material.

Parents can also contact the VCAA directly to assist with queries relating to the tests. Participating in the NAPLAN tests can help home education parents to assess the student’s progress against national literacy and numeracy benchmarks. This can help parents to identify their child’s future learning needs or provide reassurance of the quality of a successful home education program.

k. Financial support
The Government provides the following assistance to eligible home educated children:

Student Travel
Children registered for home schooling are eligible to travel on a Child myki card, but need to carry proof of age if over 17. A PTV Student ID can be obtained by:

- completing the PTV School Student ID application form
- enclosing a photocopy of the current VRQA home schooling notification letter; and
- enclosing a cheque made out to Public Transport Victoria for the $9.00 processing fee; and mail to Public Transport Victoria, Home School PTV Student ID applications, PTV Hub, PO Box 4724, Melbourne VIC 3001.

A valid School Student ID will be posted to the applicant. Further information on the School Student ID is available at http://ptv.vic.gov.au/tickets/concessions/students/ or by telephoning 1800 800 007.

Commonwealth Government support

The Isolated Children’s Allowance is available to some home educators on medical grounds. Medical reasons may include mental health issues such as anxiety and depression from bullying or family trauma such as a severely ill parent. Further information is available at: https://www.humanservices.gov.au/individuals/services/centrelink/assistance-isolated-children
7. Senior secondary and tertiary qualifications

There are a range of pathways available to young people who wish to transition from home education to senior secondary or tertiary education. These include secondary education certificates and programs, higher and further education and vocational education and training. Students transitioning to these pathways cease to be registered for home schooling, but many courses still allow students to study at home.

In Victoria, compulsory participation in schooling is required until 17 years of age. An amendment to the Education and Training Reform Act 2006, which took effect from 1 January 2009, includes:

- a mandatory requirement for all young people to participate in schooling (meaning in school or an approved equivalent) until they complete Year 10; and
- a mandatory requirement for all young people that have completed Year 10 to participate full-time (defined as at least 25 hours per week) in education, training or employment, or a combination of these activities, until age 17.

Further information on these participation and age requirements can be found at http://www.education.vic.gov.au/about/department/legislation/Pages/act2006age.aspx#link29

This section provides an overview of careers advice and the senior secondary and tertiary pathways and qualifications available to students as well as details of where you can find out more information.

a. Careers and transitions advice

Information on careers and transitions is available on DET’s Careers Resources website, which can be accessed at: http://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/default.aspx.

Information to support parents to help their child with career and pathway planning is available at http://www.education.vic.gov.au/school/parents/beyond/Pages/default.aspx.

The Victorian Skills Gateway provides a comprehensive online one-stop-shop for vocational training in Victoria and includes information tailored for students and parents. See the Tertiary Qualification section below for more information on The Victorian Skills Gateway.

The myfuture website also provides career information, including interactive tools for young people and guidance for parents and can be accessed at www.myfuture.edu.au

The Victorian Government’s website, Youth Central, provides information about jobs and study for young people aged 12-25 and can be accessed at http://www.youthcentral.vic.gov.au.

The Home Education Network can provide tailored pathways advice for home educated students.

Currently it is not possible for home education students to participate in DET’s work experience program in schools. However, home education families may wish to make private arrangements with employers for work experience opportunities and the Home Education Network can facilitate such arrangements.


b. Senior secondary qualifications

The Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) are the two state-awarded senior secondary qualifications available to Victorian students that provide pathways into higher education, training or employment. For information on what pathways these certificates can offer, see: http://www.vcaa.vic.edu.au/pages/vce/publications/WhereToNow/default.aspx
Students may also complete the International Baccalaureate Diploma Program (IB) delivered through a small number of schools. Information on the IB is available at: http://www.ibo.org/country/AU/

i. **Victorian Certificate of Education (VCE)**

The VCE is an accredited secondary education certificate that recognises the successful completion of secondary education in Victoria. Students usually complete it in Years 11 and 12. The VCE provides pathways to further study at university or the vocational training system, and to work. Further information on the VCE is available at: www.vcaa.vic.edu.au/VCE/

ii. **Victorian Certificate of Applied Learning (VCAL)**

VCAL is an applied learning senior secondary certificate equivalent to the VCE. It provides pathways into employment, further education and training through an applied learning approach, structured workplace learning, and the development of general employability, literacy, numeracy and vocationally specific skills through community based projects. Students undertake VCAL at one of three levels (Foundation, Intermediate or Senior), depending on which is most appropriate to their learning needs. Further information on the VCAL is available at www.vcaa.vic.edu.au/vcal/

iii. **Who can deliver the VCE and VCAL?**

The VCE and VCAL can only be delivered by senior secondary providers registered with the VRQA and authorised by the Victorian VCAA to deliver these qualifications. Parents who home school cannot be accredited to deliver them.

Therefore, home-schooled students who wish to undertake the VCE or VCAL need to cease registration as a home-schooled student with the VRQA and enrol with a registered senior secondary provider. Senior secondary providers include most government and non-government secondary and P-12 schools as well as many non-school providers such as TAFEs or Learn Local organisations.

Parents registered for home schooling can search for local education providers delivering VCE, VCAL or IB qualifications by postcode through the VRQA State Register search facility at: www.vrqa.vic.gov.au

iv. **Accessing Year 10 and VCE via the DECV**

Students who were formerly registered for home schooling with the VRQA for the previous consecutive period of 12 months or more may be able to enrol in a full time Year 10 or VCE program with the DECV, which is a registered senior secondary provider. A student cannot be both registered for home schooling and enrolled as a student with DECV.

In order to enrol into a Year 10 or VCE program with the DECV, students will need to satisfy the following requirements:

- Students must provide evidence of their registration with the VRQA, or an equivalent authority in other States for the previous consecutive period of 12 months or more
- Students must provide written notice of their cancellation of home schooling registration
- Students must enrol into a full time program of study with the DECV
- Students enrolling into VCE will need to attend the DECV (315 Clarendon Street, Thornbury) to complete moderated assessments of their literacy and numeracy capabilities as part of the enrolment process.

Further information on enrolment at DECV is available at http://www.distance.vic.edu.au/home-schoolers/ or by telephoning (03) 8480 0000.

v. **Vocational Education and Training (VET) in VCE and VCAL**

In Victoria, nationally recognised VET qualifications can be undertaken by school students to contribute towards the completion of the VCE or the VCAL. Students enrolled in Intermediate or Senior VCAL must undertake VET. For further information see the Tertiary Qualifications section below.

VET qualifications delivered to senior secondary school students are typically at the Certificate II and Certificate III levels.
Many VET programs include opportunities for students to participate in structured workplace learning (SWL). SWL is on-the-job training during which a student is expected to master a set of skills or competencies related to their VET program. Host employers supervise and instruct the students as they practise and extend the industry skills they have learned in their VET programs. Opportunities for SWL are advertised on the SWL Statewide Portal (http://www.workplacements.education.vic.gov.au/). Students interested in an SWL placement should seek guidance from their schools.

VET programs may be delivered directly by the school if the school is also a Registered Training Organisation (RTO). Otherwise, VET programs are provided through arrangements between the school and an RTO such as a TAFE institute, or a private RTO.

c. Tertiary Qualifications

Whether or not a student chooses to complete a senior secondary education certificate, there are several options available to home education students that support their ability to gain additional qualifications once they finish their compulsory years of schooling.

i. Vocational Education and Training (VET)

VET is an education that directly relates to getting a job. Courses in VET are developed from standards set by industry and employers. These courses suit students who enjoy learning in a practical and hands-on environment that has a clear purpose.

There are many different types of VET providers offering a wide variety of training programs:

- Learn Local organisations, otherwise known as Adult Community and Further Education http://learnlocal.org.au/
- Private Registered Training Organisations (RTOs) http://www.myskills.gov.au/

ii. The Victorian Training Guarantee (VTG)

Under Skills First, Victoria’s training and TAFE system, support is available for young people to complete vocational training qualifications. The VTG provides a government-subsidised place in accredited vocational training for young people under age 20 if they meet citizenship/residency requirements. Information on the VTG is available at http://www.education.vic.gov.au/training/learners/vet/pages/funding.aspx.

To access the VTG, students must cease being registered for home schooling and enrol with an RTO providing accredited vocational education and training. Such enrolments may be full or part time. Further information on providers and courses which offer subsidised training is available at the Victorian Skills Gateway (see below).

iii. The Victorian Skills Gateway

The Victorian Skills Gateway is a one-stop-shop for Victorian VET support to help students find the best training option available. Searches can be performed on occupations, courses, training providers, video and written case studies. This website is also viewable via a purpose-built smartphone interface.

The courses on the Victorian Skills Gateway website are either regulated qualifications under the Australian Qualifications Framework (AQF), or short training programs comprising units of competency from regulated qualifications. All training organisations included on the Victorian Skills Gateway are registered under the Australian Skills Quality Authority (ASQA) or the VRQA.

Although the Victorian Skills Gateway only lists courses that a training provider intends to offer during the next 12-18 months, it is important to contact the training provider directly to confirm the availability of a course.

For more information and to access the Victorian Skills Gateway see: http://www.skills.vic.gov.au/victorianskillsgateway/Pages/Home.aspx?Redirect=1#/SitePages/Home.aspx
d. Higher Education

Some home educated students transfer directly to university, often using Open Universities Australia as a pathway (https://www.open.edu.au/). Other students enter TAFE or complete certificate or diploma courses with an RTO. Depending on the level, they may be used to qualify for some university courses.

There are ten universities operating in Victoria – eight Victorian public universities, the Australian Catholic University (which operates in several states and territories and has two campuses in Victoria) and the University of Divinity (Australia’s first university of specialisation).

The Australian Government’s MyUniversity website provides students with a broad range of information about Australian universities and other higher education providers: http://myuniversity.gov.au/.

In addition, the Victorian Tertiary Admissions Centre (VTAC) website can help students to work out suitable courses to meet their needs and includes information about online education and external courses, as well as enrolment times and procedures, scholarships and TAFE or university fees (see information below).

i. Victorian Tertiary Admissions Centre (VTAC)

VTAC is the central office that processes applications and offers for places in tertiary courses at university, TAFE and independent tertiary colleges in Victoria. It is not a selection authority. All decisions about which applicants are offered a place are made by the course selection authorities at relevant institutions.

VTAC’s ABC of Applying provides detailed information on entry options and requirements for different courses. It is available for sale from newsagents, or for free download at www.vtac.edu.au/publications.

The VTAC website also provides a ‘Course Search’ function that allows users to search courses by institution, study area and/or keyword. VTAC can be contacted on 1300 364 133 or visit: http://www.vtac.edu.au/courses-inst.html.

8. Useful information and contacts

Note: A number of these links will first need to be copied into a web browser to access the information.

- Adult Multicultural Education Services (AMES) – 132637 and www.ames.net.au
- Association for Children with a Disability – 03 9880 7000 or 1800 654 013 (rural callers) http://acd.org.au/
- Australian Apprenticeships – 13 38 73 and www.australianapprenticeships.gov.au
- Centre for Adult Education (CAE) – (03) 9652 0611 and www.cae.edu.au
- Department of Education and Training (DET) – (03) 9637 2000 and www.education.vic.gov.au
- Distance Education Centre Victoria (DECV) – (03) 8480 0000 and www.distance.vic.edu.au
- Ethnic Schools’ Association of Victoria - (03) 9349-2683 and www.esav.org.au
- Local Learning and Employment Networks (LLENs) – www.llen.vic.gov.au
- myfuture – www.myfuture.edu.au
• NAPLAN Helpdesk (VCAA) on 1800 648 637 or email: vcaa.naplan.help@edumail.vic.gov.au
• National register of VET qualifications and registered training organisations – www.training.gov.au
• Open Universities Australia – 1300 280 875 and www.open.edu.au
• Public Transport Victoria (Student ID Card) –1800 800 007 http://ptv.vic.gov.au/tickets/concessions/students/
• State Register of education providers, including schools and qualifications - VRQA http://www.vrqa.vic.gov.au/StateRegister/Search.aspx/Search?SearchType=0
• Strategic Partnerships Program (DET) – http://www.education.vic.gov.au/about/programs/partnerships/Pages/spppartnerships.aspx
• Structured work place learning (SWL) statewide portal - helps school students to find work placements with host employers - http://www.workplacements.education.vic.gov.au/
• Victorian Association for Gifted and Talented Children (VAGTC) – https://www.vagtc.org.au/
• Victorian Curriculum and Assessment Authority (VCAA) – www.vcaa.vic.edu.au
• Victorian School of Languages (VSL) – (03) 9474 0500 and www.vsl.vic.edu.au
• Victorian Tertiary Admissions Centre (VTAC) – 1300 364 133 and www.vtac.edu.au
• Youth Central – www.youthcentral.vic.gov.au
Appendix A: Department of Education and Training Regional Offices

The Department uses a regional model to deliver education services across the state. Under this model the State is divided into four regions: North-Eastern, North-Western, South-Eastern and South-Western Victoria. The Department’s Regional Offices can provide support on the range of educational opportunities available to parents in their local area.

<table>
<thead>
<tr>
<th>Region</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Eastern Victoria</td>
<td><a href="mailto:nevr@edumail.vic.gov.au">nevr@edumail.vic.gov.au</a></td>
<td>1300 333 231</td>
</tr>
<tr>
<td></td>
<td></td>
<td>03 8392 9300</td>
</tr>
<tr>
<td>North Western Victoria</td>
<td><a href="mailto:nwvr@edumail.vic.gov.au">nwvr@edumail.vic.gov.au</a></td>
<td>03 9488 9488</td>
</tr>
<tr>
<td>South Eastern Victoria</td>
<td><a href="mailto:sevr@edumail.vic.gov.au">sevr@edumail.vic.gov.au</a></td>
<td>03 8765 5600</td>
</tr>
<tr>
<td>South Western Victoria</td>
<td><a href="mailto:swvr@edumail.vic.gov.au">swvr@edumail.vic.gov.au</a></td>
<td>1300 333 232</td>
</tr>
</tbody>
</table>

For more information on your region, including region maps and model, see: [http://www.education.vic.gov.au/about/contact/pages/regions.aspx](http://www.education.vic.gov.au/about/contact/pages/regions.aspx)
Appendix B: VRQA registration form

Registration for Home Education
Application form

Applicants are required to complete all sections of this form.

The VRQA collects and uses this information for the primary purpose of fulfilling its functions, including to:

- assess your application
- review your registration
- contact you about your child’s registration

or for a secondary purpose related to one of the primary purposes.

In accordance with the Education and Training Reform Act 2006 (ETR Act), details of students registered for home schooling are not made available to the public. However, in accordance with the ETR Act, the VRQA may disclose information collected to various prescribed persons and bodies. The information may also be disclosed where otherwise authorised or required by law.

Without this information we are unable to process your application for registration for home schooling. You are able to request access to the personal information we hold about you, and request that it be corrected.
### Part A – Applicant Information

1. **Provide the full name(s) and contact details of person(s) who will be home schooling, referred to as the applicant(s)**

<table>
<thead>
<tr>
<th>Applicant One (correspondence will be directed to this applicant)</th>
<th>Applicant Two (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Applicant details</strong></td>
<td></td>
</tr>
<tr>
<td>Title (Mr/Mrs/etc.)</td>
<td></td>
</tr>
<tr>
<td>Family name</td>
<td></td>
</tr>
<tr>
<td>Given name(s)</td>
<td></td>
</tr>
<tr>
<td><strong>1.2 Contact details</strong></td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td><strong>1.3 Residential Address</strong></td>
<td></td>
</tr>
<tr>
<td>Street address</td>
<td></td>
</tr>
<tr>
<td>Suburb/town</td>
<td></td>
</tr>
<tr>
<td>Postcode</td>
<td></td>
</tr>
<tr>
<td><strong>1.4 Postal Address</strong></td>
<td></td>
</tr>
<tr>
<td>(N/A if same as above)</td>
<td></td>
</tr>
<tr>
<td>Street address</td>
<td></td>
</tr>
<tr>
<td>Suburb/town</td>
<td></td>
</tr>
<tr>
<td>Postcode</td>
<td></td>
</tr>
</tbody>
</table>

### Part B – Child Information

2. **Provide the following information for each child to be home schooled. Use a separate application form for details of additional children.**

<table>
<thead>
<tr>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> Legal family name</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.2</strong> Legal given name(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.3</strong> Date of birth (DD/MM/YYYY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.4</strong> Evidence of date of birth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Attached</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Attached</td>
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<td></td>
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<tr>
<td>□ Attached</td>
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</tr>
</tbody>
</table>

Acceptable evidence may include an Australian or overseas birth certificate or birth extract, passport, citizenship documents or Australian visa documents.

<table>
<thead>
<tr>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.5</strong> Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Self-described:</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.6</strong> Describe the relationship(s) between the applicant(s) and the child</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.7</strong> Evidence that you have parental responsibility for the child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Attached</td>
<td>□ Attached</td>
<td>□ Attached</td>
</tr>
</tbody>
</table>

Acceptable evidence includes a copy of the birth certificate identifying the applicant(s) as parent(s) or a court order allocating parental responsibility to the applicant(s).
2.8 Is the child the subject of a current order of a court or tribunal or a parenting plan that would affect your ability to home school your child?

Note: any parent responsible for home schooling must disclose if there is any order of a court or a tribunal that restricts the ability of the parent applying to provide regular and efficient instruction. A court order may include a parenting order, an intervention order, or a child protection order (however described).

☐ No, an order of a court or tribunal does not exist that prevents or restricts me/either of us from providing instruction in home schooling.

☐ Yes, an order of a court or tribunal exists that prevents or restricts me/either of us from providing instruction in home schooling. Attach a copy of order or enforceable agreement.

2.9 Is there equal shared parental responsibility (for example, under a parenting order or parenting plan)?

☐ No

☐ Yes, attach evidence of consent of the other party.

3.1 Where will most of the instruction take place?

☐ Residential address of Applicant One

☐ Residential address of Applicant Two

☐ Other address:

3.2 Confirm your understanding and acceptance of the responsibilities associated with home schooling.

The applicant(s) undertake that child/ren identified at Part B will receive regular and efficient instruction that:

a) taken as a whole, will substantially address the following learning areas:
   • English
   • Mathematics
   • Science (including physics, chemistry and biology)
   • Humanities and Social Sciences (including history, geography, economics, business, civics and citizenship)
   • The Arts
   • Languages
   • Health and Physical Education
   • Information and communication technology and design and technology.

b) will be consistent with the principles underlying the ETR Act, being the principles and practice of Australian democracy, including a commitment to:
   • elected government
   • the rule of law
   • equal rights for all before the law
   • freedom of religion
   • freedom of speech and association
   • the values of openness and tolerance.

☐ I/we understand and accept this responsibility.
3.3 Attach a learning plan for each child identified in Part B.

Each learning plan must be appropriate to the educational needs of the child and outline:
- the subject matter to be covered under each of the eight learning areas outlined in 4.2.a
- details of when and where instruction will take place
- the educational materials and resources proposed to be used in the instruction
- how you will record your child’s learning outcomes.

☐ I/we have developed and attached a learning plan for each child identified in Part B that is suited to their educational needs.

<table>
<thead>
<tr>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

3.4 Provide the date from which you are applying to register the child for home schooling (DD/MM/YYYY).

3.5 Are you seeking an exemption from delivering instruction in one or more of the eight learning areas outlined in 4.2.a for one or more of the children identified in Part B?

Attach additional information if there is insufficient space in this form.

☐ Yes, identify the learning area(s) in which instruction cannot be delivered and outline why it would be unreasonable to require the child to receive instruction:

☐ Yes, identify the learning area(s) in which instruction cannot be delivered and outline why it would be unreasonable to require the child to receive instruction:

☐ Yes, identify the learning area(s) in which instruction cannot be delivered and outline why it would be unreasonable to require the child to receive instruction:
3.6 Will you use a partial enrolment arrangement at a government school to deliver instruction in one or more of the eight learning areas for any child identified in Part B?
☐ No, go to Part D.
☐ Yes, provide the details for each child, including the name of the school and subject/s:

3.7 Have already received agreement from a school principal to a partial enrolment arrangement?
☐ No
☐ Yes, attach evidence of this (e.g. the Notice of Intention to Partially Enrol a Student form):

Note: if your home schooling registration is approved, you will need to provide the principal with a copy of the official registration letter from the VRQA to finalise the arrangement.

Part D – Declaration
Please sign below to confirm that all information provided is correct and that you understand that the VRQA may need to contact the applicant(s) to request additional information, arrange a meeting or assess the application for home schooling.

<table>
<thead>
<tr>
<th>Applicant One</th>
<th>Applicant Two (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full name</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Guidelines for Partial Enrolment for Registered Home Schooled Students

1. Background
The Education and Training Reform Act 2006 (the Act) requires that all children of compulsory school age (6 to 17 years) are enrolled in a school or registered for home schooling. Under the Act, the Victorian Registration and Qualifications Authority (VRQA) has responsibility for the registration of home schooling students. It is a requirement of registration that a home schooled child receives regular and efficient instruction that, taken as a whole, substantially addresses the eight learning areas in the Act (unless the VRQA grants an exemption); and is consistent with the principles and practice of Australian democracy. Parents must also submit a learning plan that is appropriate to the educational needs of the child with their application for registration. Further information on registration requirements is provided in the Guide to Home Education in Victoria.

The Department of Education and Training (the Department) is committed to making various support mechanisms available to home education families. This includes allowing home education students to partially enrol at their neighbourhood Government school for specific activities, as agreed by the school and parent. The intent of this policy is to enable home educated students to access specialised equipment or expertise that a home schooling family may not ordinarily be able to access. These Guidelines clarify the requirements and processes associated with partial enrolment arrangements.

2. Guiding principles
A partial enrolment arrangement should be based on the following principles:

- the parent/s registered for home education retain/s responsibility for providing an education program for their child (as per the requirements of registration)
- a partnership approach between the school and the parent of a home educated student
- full inclusion and participation in all aspects of the program or activity in which the child is enrolled.

3. Enrolment conditions and responsibilities
A parent of a home educated student may approach their neighbourhood Government school to request to partially enrol their child (of compulsory school age) to participate in specific subjects or activities as they are provided to full-time students, including sport, art, maths, science, a language or the National Assessment Program – Literacy and Numeracy (NAPLAN) test. Post-compulsory school age subjects and activities do not form part of partial enrolment arrangements.

Principals should accept a partial enrolment arrangement where they are able to do so, e.g. having regard to the class size limit in a particular year level and/or subject area. The appropriate year level for the partial enrolment should be determined in consultation with the parent. Principals have the discretion to decline or cancel an enrolment where there are reasonable grounds for doing so, such as where the school’s capacity to accept the enrolment changes. Complaints regarding declined or cancelled partial enrolments that are unable to be resolved at the school level should be referred to the relevant DET Regional Office.

Parents and school principals each have responsibilities in establishing a partial enrolment arrangement, which differ slightly depending on whether or not the student is already registered for home schooling, as outlined below.

a. Students already registered for home schooling
Parents of students already registered for home schooling must:
- provide the school with a copy of the official letter issued by the VRQA confirming their child’s registration for home schooling. This letter is provided to parents by the VRQA upon successful registration, and is the only form of evidence the principal can accept that proves the child is registered for home schooling.
• discuss with the school principal the conditions of the arrangement, including the enrolment and review period, attendance requirements, expectations around adherence to school-level policies and access to extracurricular activities
• advise the VRQA in writing of the agreed partial enrolment arrangement
• make relevant parent payments for essential education items (see section 7 below).

School principals, in consultation with the parents of the home schooled student, determine:
• the enrolment period and frequency in which the enrolment arrangement may be reviewed (e.g. annually), noting that a school’s capacity to enrol a student in specified activities may change from year to year
• the educational program to be delivered for the relevant subject/s
• the attendance requirements, including whether a partially enrolled student is permitted to remain at the school before or after the specific activity (e.g. during lunch and recess breaks, or where the child may be reliant on intermittent public transport, such as rural buses)
• the level of adherence that is expected towards school-level policies and procedures, including in relation to student dress code and student welfare and management policies
• what, if any, student support programs or extracurricular activities partially enrolled home schooled students can access (e.g. student wellbeing support, out of school hours care, camps, excursions, school concerts and performances).

b. Students not yet registered for home schooling

Parents seeking partial enrolment as part of their home schooling registration application should:
• approach a school principal to seek in-principle agreement to a partial enrolment arrangement before they apply for registration from the VRQA
• discuss with the school principal the conditions of the arrangement, including the enrolment and review period, attendance requirements, expectations around adherence to school-level policies and access to extracurricular activities
• if agreed in principle, indicate this arrangement on their home schooling registration form and provide the principal's completed Notice of Intention to Partially Enrol a Student (template attached) as part of their application
• if the application is approved by the VRQA, provide a copy of their official registration letter from the VRQA to the school principal as evidence, and work with the principal to finalise the details of the partial enrolment arrangement
• advise the VRQA in writing of any subsequent changes to the agreed partial enrolment arrangements
• make relevant parent payments for essential education items (see section 7 below).

School principals, in consultation with the parents, determine:
• whether to agree in principle to accept a partial enrolment and the details, including the enrolment period and frequency in which the enrolment arrangement may be reviewed (e.g. annually), noting that a school’s capacity to enrol a student in specified activities may change from year to year
• if agreed in principle, complete a Notice of Intention to Partially Enrol a Student (template attached) and provide it to the parents for them to submit as part of their home schooling registration application
• if the application is approved by the VRQA and the parent provides evidence of this in the form of the official VRQA registration letter, work with the parent to finalise the details of the partial enrolment arrangement, including determining:
  o the attendance requirements, including whether a partially enrolled student is permitted to remain at the school before or after the specific activity (e.g. during lunch and recess breaks, or where the child may be reliant on intermittent public transport, such as rural buses)
  o the educational program to be delivered for the relevant subject/s
  o the level of adherence that is expected towards school-level policies and procedures, including in relation to student dress code and student welfare and management policies
what, if any, student support programs or extracurricular activities partially enrolled home schooled students can access (e.g. student wellbeing support, out of school hours care, camps, excursions, school concerts and performances).

In circumstances where the principal agrees to enrol the student, normal enrolment policies and procedures apply, including completion of all relevant forms.

4. Attendance requirements

All usual attendance procedures and requirements apply to partial enrolments:

- home education students are expected to attend at all times when the activity in which they have enrolled is delivered by the school
- unless otherwise agreed, they are also expected to participate in all aspects of the program in which they are enrolled (including related camps and excursions).

As noted in section 3, the school principal, in consultation with the parent, has the discretion to decide whether a partially enrolled student is permitted to remain at the school before or after the specified activity, including during lunch-time and recess breaks or where the child may be reliant on intermittent public transport, such as rural buses.

5. Assessment and reporting

If the activity the student is enrolled to undertake is the subject of assessment, then it is expected that standard assessment and reporting policies and procedures apply. That is, parents of partially enrolled students will be eligible to receive a report on their child’s progress in the specified activity.

Partially enrolled students will be eligible to sit the NAPLAN test. This can only be administered in a school-based setting. Students sitting the NAPLAN test will receive an Individual Student Report, which will be delivered to the school the student was partially enrolled at. The student’s results will be confidential to the parent and will not be included in the school results (e.g. myschool -- [https://www.myschool.edu.au/](https://www.myschool.edu.au/)).

For more information on student reporting see:  

6. Funding implications

Subject to existing conditions, students enrolled as at the February Census will attract funding through the Student Resource Package (SRP) on a pro-rata basis.

A government school wishing to partially enrol a registered home education student with a disability may be eligible for supplementary funding through the Program for Students with Disabilities on a pro-rata basis, if the student meets the relevant eligibility criteria.

For more information on the SRP see:  

7. Parent payments

The Education and Training Reform Act 2006 affirms that students of compulsory school age enrolled in Victorian government schools are entitled to free instruction in the standard curriculum program. In accordance with the Department’s policy:

- Parents of partially enrolled students are expected to make relevant parent payments for essential education items. This should be on a pro-rata basis, where appropriate.
- Parents can also be invited to make voluntary financial contributions, subject to existing legislative principles.

For more information on parent payments see:  

8. Student transport

Access to student bus services and/or a conveyance allowance is subject to normal eligibility criteria. In accordance with existing procedures, this is dependent on the authorisation of the school principal.
9. Further information

Additional information on home education is available on the Department’s website at http://www.education.vic.gov.au/school/parents/primary/Pages/homeschool.aspx

Further details regarding the registration requirements for can be accessed on the VRQA’s website at www.vrqar.vic.gov.au
NOTICE OF INTENTION TO PARTIALLY ENROL A STUDENT

This letter confirms that I have agreed to accept a partial enrolment request from [name of applicant] for [student's name] as part of their proposed home education program.

This partial enrolment arrangement will allow [student's name] to attend [name of school] for the following subjects and/or activities:

- [List each subject/activity and the indicative number of hours/days the student will attend each week]
- [Refer to the Guidelines for Partial Enrolment for Registered Home Schooled Students for further information about the roles and responsibilities of parents and Principals in establishing a partial enrolment arrangement].

This arrangement is valid from [start date] until [end date].

I will finalise the details of this arrangement with [name of applicant] once they provide a copy of the official letter issued by the Victorian Registration and Qualifications Authority (VRQA) confirming their child’s home schooling registration.

Yours sincerely

[Name]
Principal, [Name of school]

/ /2018

Disclaimer: This form is to be provided by the parent/s as an attachment to the registration for home schooling request form and does not in itself constitute registration for home schooling.
Appendix D: Alternative educational settings

This section outlines some alternative education settings to mainstream schooling and home education that parents may wish to consider.

i. Support for students with additional learning needs

The Victorian Government recognises that parents may be considering home education because their child has additional learning needs that are not being met in the mainstream school system. This may include students with a disability, students on the autism spectrum, or students who are gifted and talented.

As part of making their decision, parents are encouraged to consider the existing support options available in their child’s current school, including:

- accessing the support of a social worker, psychologist or speech pathologist via the Student Support Services
- establishing a Student Support Group to plan and monitor the support needed to address a student’s personalised learning and other support needs and/or a behaviour support plan to address behavioural issues
- participating in accelerated learning, extension or mentoring programs
- attending a re-engagement program, a specialist school or alternative setting.

If parents need further assistance, they are able to contact their local DET Regional Office and speak with the Community Liaison Officer. DET Regional Offices are listed at Appendix A.

Should parents decide to home educate their child with additional needs, the support options available to them include online resources and partial enrolment options (outlined further in Section 6 and at Appendix C). In addition, for information on support for:

- student health and wellbeing in Victorian government schools, including student welfare support, see: http://www.education.vic.gov.au/school/parents/health/Pages/default.aspx
- supports and services for students on the autism spectrum, see: http://www.education.vic.gov.au/school/parents/needs/Pages/supportservices.aspx#link63
- students with special needs, including Student Support Groups and the Program for Students with Disabilities, see: http://www.education.vic.gov.au/school/parents/needs/Pages/default.aspx

ii. Educational support in home-based settings

The Home-Based Educational Support Program supports schools to provide students with severe disabilities and comorbid fragile health with an educational program when they are unable to attend their enrolled school, due to the nature and impact of their disability and health needs. Home-Based Educational Programs must be developed by the Victorian government mainstream or specialist school in which the student is enrolled, in cooperation with the student’s parent/guardian/carer(s).

For more information on Home Based Programs see: http://www.education.vic.gov.au/school/parents/needs/Pages/homebased.aspx

iii. Educational support in hospital based settings

Students who experience chronic health conditions with multiple admissions to hospital settings have access to educational support through active partnerships between the DET and some Melbourne medical institutions. Hospitals that provide school education support include:

- Austin Hospital - the Austin School - http://www.austinschool.vic.edu.au/
- The Royal Children’s Hospital - Royal Children's Hospital Education Institute http://www.rch.org.au/education/ and Travancore (mental health focus) http://www.travancoresch.vic.edu.au/
iv. **Flexible learning options**

Flexible learning options may help your child if they are not reaching their full potential in a school environment. These options include programs that work with your child at their school as well as off school site programs that have the goal of helping your child to return to regular school full-time.

In addition to standalone flexible learning options, many schools have developed innovative programs for disengaged young people. Schools are working in partnership with local community service agencies, non-government organisations, business and other government departments to offer a range of activities focusing on barriers to student engagement that can be delivered inside and outside school hours.

For more information on flexible learning options that may be available for your child, speak with the Community Liaison Officer at your local DET Regional Office (see **Appendix A**).

v. **Distance Education Centre Victoria (DECV)**

Prior to registering your child for home education, you may wish to explore distance education as an option. The DECV is an online government school that provides an alternative learning option to Victorian students who are unable to attend a mainstream school. Students who are able to access DECV services are those:

- with physical or chronic health conditions
- with social or emotional issues
- who are enrolled in elite sport or performance programs
- who live the required distance from the nearest school, or
- who are on extended family travel.

Parents who think their child may meet the above criteria and are interested in registering them for distance education, should visit the DECV website for more information ([www.distance.vic.edu.au](http://www.distance.vic.edu.au)), or contact the DECV on 03 8480 0000. Previously home educated students may also be able to enrol in Years 10-12 at DECV. See Accessing Year 10 and VCE via DECV in Section 7 for further details.
## Appendix E: Abbreviations used in this Guide

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACARA</td>
<td>Australian Curriculum, Assessment and Reporting Authority</td>
</tr>
<tr>
<td>AMES</td>
<td>Adult Multicultural Education Services</td>
</tr>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>ASQA</td>
<td>Australian Skills Quality Authority</td>
</tr>
<tr>
<td>CAE</td>
<td>Centre for Adult Education</td>
</tr>
<tr>
<td>DECV</td>
<td>Distance Education Centre of Victoria</td>
</tr>
<tr>
<td>DET</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>F-10</td>
<td>Foundation (Prep) to Year 10</td>
</tr>
<tr>
<td>FUSE</td>
<td>Find, Use, Share, Education</td>
</tr>
<tr>
<td>IB</td>
<td>International Baccalaureate</td>
</tr>
<tr>
<td>LLEN</td>
<td>Local Learning and Employment Network</td>
</tr>
<tr>
<td>NAPLAN</td>
<td>National Assessment Program – Literacy and Numeracy</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
</tr>
<tr>
<td>SBATs</td>
<td>School-based Apprenticeships and Traineeships</td>
</tr>
<tr>
<td>SRP</td>
<td>Student Resource Package</td>
</tr>
<tr>
<td>SWL</td>
<td>Structured Workplace Learning</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
</tr>
<tr>
<td>VAGTC</td>
<td>Victorian Association for Gifted and Talented Children</td>
</tr>
<tr>
<td>VCAA</td>
<td>Victorian Curriculum and Assessment Authority</td>
</tr>
<tr>
<td>VCAL</td>
<td>Victorian Certificate of Applied Learning</td>
</tr>
<tr>
<td>VCE</td>
<td>Victorian Certificate of Education</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>VRQA</td>
<td>Victorian Registration and Qualifications Authority</td>
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<tr>
<td>VSL</td>
<td>Victorian School of Languages</td>
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<tr>
<td>VTAC</td>
<td>Victorian Tertiary Admissions Centre</td>
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<tr>
<td>VTG</td>
<td>Victorian Training Guarantee</td>
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</tbody>
</table>