



Newsletter
Volume 74
Autumn Edition 2020

Dear Home Education Community

Welcome to the first 2020 edition of the HEU newsletter. I trust your family have settled well into a daily home education routine this year. A special welcome to new families to the home education community.

Please find below a couple of reminders about your child's registration for home education.

If your child has or will turn 17 at some point during this year, you will have recently received notification confirming your child's registration will cease on 31 December 2020 in line with the provisions in the *Education (General Provisions) Act 2006*. The provisions state that "provisional registration, or registration, for home education of a child ends on 31 December in the year the child turns 17 years".

In regard to the statutory obligations around the required report on your child's educational progress, under the Act the annual report is due between the ninth and tenth month of registration. For example, if your child's registration date is February 15, the report is due between 15 November and 15 December every year. The report due by date is specified in your registration letter. Please be mindful that your children will have different reporting dates if their registration dates differ.

The Act is very specific as to the due date and makes no provision for extensions to the timeframe to provide the report. Therefore, extensions to the reporting timeframe are not able to be granted, including for medical reasons.

To assist you in meeting your reporting obligations, a Report Pack is emailed to you approximately four months prior to the report being due. To ensure you receive this pack to your inbox rather than junk mail, you may wish to save the HEU's email address to your address book: homeeducation@qed.qld.com.au

I trust you find this newsletter informative and encourage you to read the following articles to support your teaching and learning program.

As always, if you require any clarification about the information in the newsletter, or in relation to home education in Queensland, please contact the Unit on the contact details below.

Kind regards

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Who is involved in a School-Based Apprenticeship or Traineeship?

Children registered for home education may be able to participate in a School-based Apprenticeship or Traineeship (SAT), typically starting from Year 10 equivalent. A summary of the process is provided below.

Finding a SAT

A parent or child may source a SAT through various means. For example, work experience may progress to an offer of completing a SAT or a child may apply for a SAT that has been advertised locally.

Once an opportunity has been found, the parent must contact the Home Education Unit (HEU). A Senior Education Officer will be able to offer guidance or advice on how to adjust the home education program to encompass the work and training requirements of a SAT. The HEU will send forms for completion by the parent.



Australian Apprenticeship Centre AAC (support)

Once the HEU has been notified of the intention to complete a SAT, the AAC assists the parent and the employer to get started by directing them to a Supervising Registered Training Organisation. These organisations facilitate and manage the SAT, arranging the required contracts.



Home Education Unit

The HEU Manager must give approval for your child to become a school-based apprentice or trainee prior to them commencing the SAT. This is done once the manager has viewed the required HEU form and the School Notification Form sent to the HEU by the Supervising Registered Training Organisation.

Please ensure that:

- a) the 'Information to Support a SAT' form is completed; and
- b) that you are clear how the SAT details fit in with the rest of the home education program.

For more information about School-Based Apprenticeships or Traineeships please contact the Home Education Unit by telephone on 3513 6755 or email at homeeducation@qed.qld.gov.au

HEU Identification Card

What is it? A photographic identification card used to show a child is registered for home education.

Who is eligible? Any child who is fully registered (ID cards are not available to *provisionally* registered children).

Transport Concession Fares

The Department of Transport and Main Roads determine concessions. Children aged 5 to 14 years fall under the child concession category. Students aged 15 years or older are eligible for a concession fare and will need to show the HEU ID card when purchasing tickets.

How to request an ID card: Email an **electronic passport style** current photograph of your child to the HEU (blank background, head and shoulders, facing forward) to: homeeducation@qed.qld.gov.au. Unlike passport photos, smiles are permitted.



Please include the following statement in your request email:

This is a current photo of my child (full name). His/her birthday is (date); and our current postal address is (number, street, town/suburb, post code).



Textbook and Resource Allowance

The Home Education Unit facilitates payment of the annual Textbook and Resource Allowance (TRA) to parents of children registered for home education who are age equivalent to Years 7 to 12. The TRA is a Queensland Government parental allowance to assist with the cost of education (if a child is enrolled in a school, the payment is made directly to the school).

If your child is age equivalent to Years 7 to 12, the HEU has sent information regarding these payments by email (or by post) from 11 March 2020. There is a form that must be returned to the HEU for payment to be made. The form must be completed and returned by the due date to ensure payment. Late forms cannot be processed.

Useful resources

Accidental Scientist, science of cooking <http://www.exploratorium.edu/cooking/> provides activities that promote the rigour of science with the joy of cooking (and eating). Using creativity the website aims to engage the child through weekly questions, monthly features, webcasts, book links, information, online forums (discuss & share), 'Kitchen Lab', quizzes and other activities.

Behind the News <http://www.abc.net.au/btn/teachers.htm> is a popular current affairs program especially designed for kids, with follow-up activities for watching *Behind the News* (BtN) which screens on ABC3 each week: Tuesday 10am.

Family History <http://www.naa.gov.au/collection/family-history/>, on the National Archives of Australia website, provides resources including a step-by-step guide for researchers, archive material and historical photographs which could be used to build a detailed family tree.

Bushfire Education <http://www.bushfireeducation.vic.edu.au/> provides practical teaching and learning resources to support bushfire education from early learners through to secondary-aged children.

The Australian Human Rights Commission <https://www.humanrights.gov.au/education/human-rights-school-classroom> has education resources designed to help students gain a critical understanding of human rights and responsibilities, and to develop the attitudes, behaviours and skills to apply human rights in everyday life. Resources are mapped to the national curriculum, include interactive activities and are free to download.

ABC TV Education https://www.abc.net.au/tveducation/programs/#tab_secondary has a wide-range of programs broadcast on the ABC network aimed at both primary and secondary aged students suitable for all learning areas.

World Science Festival Brisbane is returning in 2020! During the festival, you'll be able to explore a variety of science events across Brisbane and Regional Queensland.

Brisbane (South Bank cultural precinct)
From 25 – 29 March 2020

Gladstone
Street Science! Day – 21 March 2020

Townsville
Street Science! Day – 16 May 2020
Holiday Program: 19 September
– 5 October 2020

Ipswich
Holiday Program: 27 June – 12 July 2020
Street Science! Day – 28 November 2020



Toowoomba
Holiday Program: 6 – 17 April (closed Good Friday)
Street Science! Day – 18 – 19 April 2020

World
Science
Festival
Brisbane

What's on

Get ready for the Premier's Reading Challenge (PRC) 2020!

The PRC is an annual state-wide initiative for state and non-state schools and children registered for home education up to Year 9 equivalence, and children attending early childhood centres.

Celebrating 15 years in 2020, the PRC continues to champion reading and encourage more children and students to read for pleasure and learning.

In 2019, more than 2.31 million books were read by more than 168,000 Queensland children and students from 937 schools and 386 early childhood centres.

Key dates

- **27 April** – Registrations open
- **11 May** – Reading period commences for Prep to Year 9 students
- **17-28 August** – Early childhood participation period
- **28 August** – Reading period finishes for Prep to Year 9 students
- **4 September** – Deadline to submit details on the PRC database
- **2-13 November** – Celebration Weeks



In 2019, the *Top 5 Book Challenge* was won by two South East Queensland state school students. [Read the full story here](#)

QUEENSLAND MUSEUM

ABOUT ▾ VISITING ▾ NAME A SPIDER COMPETITION BLOG SHOP BUY TICKETS

SPIDERS

THE EXHIBITION

See 12 live spiders up close
6 Dec 2019 – 4 May 2020

QUEENSLAND MUSEUM

Now open on level 3 at Queensland Museum

Explore the fascinating world of spiders, one of the most formidable and often feared creatures in Australia. Discover these impressive creatures as you come face to face with 12 live spider species and 200 spider specimens.

Visiting with Children

Let your little ones become an Arachnologist for a day with a dedicated children's area for them to explore. With so much to see and do, this exhibition is one of the best things to do for families in Brisbane.

For further information, visit the Queensland Museum website at <https://www.qm.qld.gov.au>



Museum of Tropical Queensland Townsville

The award-winning Museum of Tropical Queensland provides a snapshot of this diverse region of North Queensland, from World Heritage listed rainforest and reefs to the story of the shipwrecked HMS Pandora, the ship sent to capture the Bounty mutineers.

The Museum's family-friendly exhibitions and displays explore life in the tropics from prehistoric times to modern day. Located in the heart of Townsville, the Museum has temporary and permanent exhibitions to captivate visitors (adults and children) of all ages.

For additional information, visit the website: <https://mtq.qm.qld.gov.au/> or email: info.mtq@qm.qld.gov.au

Indigenous Culture



Queensland is the only place in the world where both of Australia's Indigenous cultures converge and flourish. Torres Strait and Aboriginal cultures date back over 40,000 years and many descendants still practise their traditions and customs today.

Whether it's through dance, art or traditional feasts, Aboriginal and Torres Strait Islander people proudly practise and preserve their cultures by sharing it with the next generation.

Immerse yourself in rich culture and history by experiencing Indigenous culture on your next Queensland holiday.

Aboriginal art

From rock paintings to contemporary lino prints and fashion, there are many [ways to experience Torres Strait and Aboriginal art](#) in Queensland.

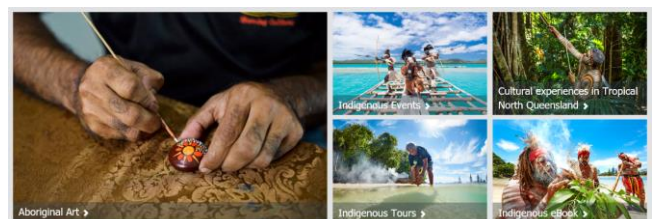
See contemporary Indigenous pieces at museums like QAGOMA in Brisbane or the [Cairns Art Gallery](#) in Tropical North Queensland. Head to Birdsville, Betoota and Bedourie to see the Sand, Dirt and Gibbers artwork sprawled across hills and landscapes. Or, visit independent galleries like the Canopy Arts Centre or the Henderson Gallery to meet the artists and learn about their work.

Head outdoors and explore [Carnarvon Gorge](#) or the [Quinkan Country in Laura](#) to see authentic rock paintings created by Indigenous ancestors.

You can also get hands on and learn to paint, weave and dance with interactive tours and workshops.

To explore opportunities for indigenous experiences, click on the link below:

<https://www.tropicalnorthqueensland.org.au/things-to-do/arts-culture/indigenous-tours/>





Visit Anzac Square to commemorate Anzac Day

The annual 2020 ANZAC Commemoration School Service will be held on 23 April. Further details can be found via the [Anzac Square](#) website or via the [Anzac Day Commemoration Committee](#).



Plan your Anzac Day commemoration activities with a visit to Anzac Square and Memorial Galleries.

Anzac Square and Memorial Galleries welcomes school groups Monday to Friday and due to demand, bookings are essential. Anzac Square school groups can take advantage of the accompanying educational resources while visiting the space.

Mon - Fri, 10am-4pm | Free program

Feature Article

Writing for purpose

Thought-catalog-RdmLSJR-tq8-unsplashCC BY-NC-ND.jpg

Writing is a necessary but challenging skill. Capably recording ideas on paper or the screen is only part of a long process, which requires plenty of practise and planning to ensure success. This article explores a number of aspects which can impact writing quality. Whilst the features of writing discussed do relate to children of all ages, the article specifically focuses on the explicit teaching that is typically part of the Years 3 – 10 curriculum.

Writing is a meaning making, social activity shaped by rules that must be learnt over time, through practice

Writing is a social activity. An individual writes down their thoughts and ideas with the purpose of sharing them with others. To maximise the success of this communication, text and language conventions have been established. Conventions are socially agreed ways to do something. They improve communication because they allow a writer to effectively compose a text, and a reader to accurately decode the material. The skilful use of writing conventions or rules allows the audience to focus on the author's message, because information is presented in a recognised and expected form.

Developing competence requires repeated exposure to a range of texts, explicit teaching and multiple opportunities to practise, experiment and reflect. Effective text construction is a process undertaken over time, rather than a one-off, isolated, occasional event.

Text forms/types can be categorised by their social purposes

All texts can be classified according to:

- 1) what outcome they are designed to achieve
- 2) who is the audience and
- 3) how the text is structured and organised.

This organisational framework directs a range of decisions the author makes about: sentence structure, tone, language features, grammar and vocabulary.

Purposes	Example of Text Forms			
To Describe	Report Contents page Bibliography	Label Index Blurb	Menu Glossary Description	
To Entertain — prose and poetry	Narrative Word Puzzle	Poem Joke	Fable Fairytale	Song lyric
To Explain	Explanation Rules Timetable	Affidavit Policy Complaint		Memo Journal
To Inquire	Survey	Questionnaire		Interview
To Instruct	Directions Manual Experiment	Invoice Summons Recipe		List Blueprint
To Persuade	Exposition Headline	Job application Competition entry		Editorial Slogan
To Recount	Autobiography Review	Diary Minutes of meeting		Retell Journal
To Socialise	Invitation Note	Apology Greeting		Message

Figure 1. Text Forms and Purposes page 27, FIRST007 | Writing resource book © Department of Education WA 2013

Good writing is constructed by considering: 1) the author's purpose 2) the intended audience and 3) the form the writing will take.

A focus on the intended purpose can determine: the written form, the organisational framework and the language features used by the writer.

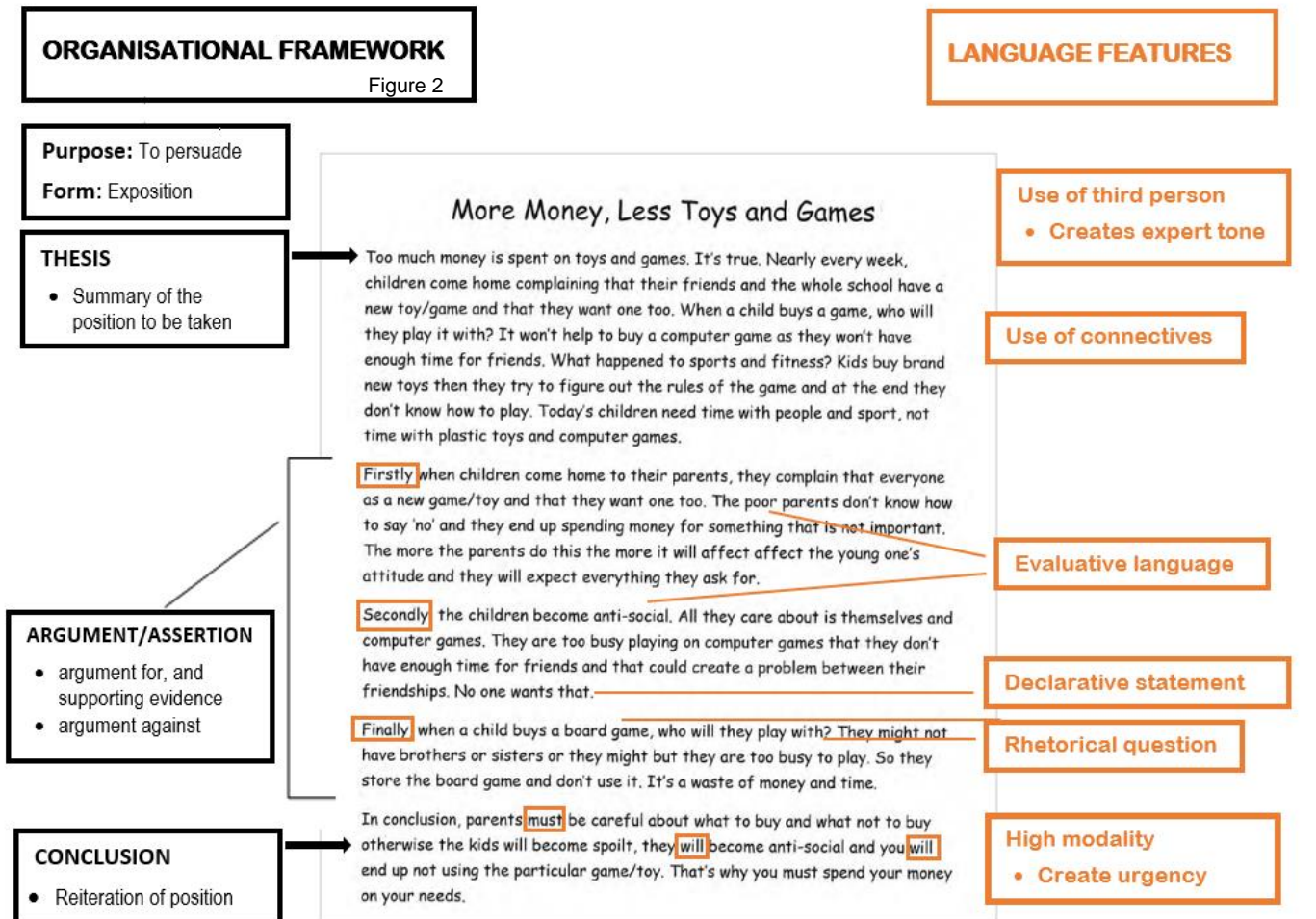


Figure 2. Organisational Framework and Language Features. Text from ACARA curriculum work samples, Year 6 English Portfolio Satisfactory. https://docs.acara.edu.au/curriculum/worksamples/Year_6_English_Portfolio_Satisfactory.pdf



No matter how well-crafted the writing is, however, it will not be successful unless the author considers their intended audience. Young children are unlikely to read lengthy paragraphs of text, a friend might be offended by overly formal and technical language on a Thank You card, whilst scientists are rarely convinced by an argument unsupported by facts and statistics. Successful wordsmiths carefully select and use language and print devices to gain attention and influence their targeted audience.

The Australian Curriculum classifies the purpose of texts using three broad categories: *imaginative*, *informative* and *persuasive*. Regardless of the classification, being able to identify a text by its purpose increases understanding and helps children develop the skills required to read and create a range of original and highly effective texts.

Procedures for teaching writing

The [First Steps Writing Resource Book](#), an Education Department of Western Australia resource, explicitly identifies and names 6 procedures that can be incorporated into a successful writing program. Such instructional methods are beneficial because they: 1) establish a meaningful writing context, 2) consist of a number of easily recognised and remembered steps and 3) can be applied to any phase of the writing process.

The 6 procedures for teaching writing include:

1. **Modelled Writing** – the teacher demonstrates the writing behaviour and explains out loud the thinking process involved
2. **Language Experience** – using a shared experience as the focus for composing a text with the child. The child's oral language, collected from discussions, shapes the initial draft.
3. **Shared and Interactive Writing** – the teacher actively works with the child through the writing process. They jointly plan, draft, refine and publish a text.
4. **Guided Writing** – the provision of explicit instruction targeted to a specific part of the writing process that is currently presenting as a challenge.
5. **Independent Writing** – an opportunity for the child to write unaided, to demonstrate understanding of a previously learnt writing concept.
6. **Author's Chair** – provides a chance for the child to share their writing, respond to questions focused on their thinking and decision making and to receive constructive feedback.

Writing across the year levels

It is generally accepted that as learners move through their education, they will achieve a higher level of competency. In English, this means the type of text learners explore and compose should increase in complexity, as the child develops. The Australian Curriculum acknowledges this desired progression via the English: [Sequence of content \(F-6\) and \(7-10\)](#)

A deeper engagement with text is reflective of the individual's growing interaction with the wider-world and the numerous texts within it. In addition, it is acknowledged that active engagement in reading and writing improves a learner's general thinking and reasoning.

Acknowledgements:

National Association for the Education of Young Children Learning to Read and Write: What Research Reveals, <https://www.readingrockets.org/article/learning-read-and-write-what-research-reveals> [Accessed 11 September 2019]

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Australian Curriculum, *English Sequence of Content P-10*, https://www.australiancurriculum.edu.au/media/4401/english_-_sequence_of_content.pdf [Accessed 15 December 2019]

Victoria State Government, Education and Training, 2019, Literacy Teaching Toolkit: Exploring and creating texts, <https://www.education.vic.gov.au/childhood/professionals/learning/ecliteracy/emergentliteracy/Pages/exploringandcreatingtexts.aspx> [Accessed 22 October 2019]

First Steps Writing Resource Book Western Australian Department of Education