



TNOL Program Delivery and Documentation Policy

1. Purpose

This policy outlines the scope, structure, and expectations of the tutoring services provided. It exists to ensure clarity for staff and families regarding teaching, assessment, documentation, and responsibilities.

2. Nature of the Service

The program operates as a **private tutoring business**. It does **not** function as a school, registered home education provider, or child care service.

As such: - The program does **not** fall under Department of Education regulations - The program is **not required** to meet home schooling compliance or reporting requirements - The director determines program structure, delivery, and documentation.

3. Areas of Instruction

Tutoring is offered in the following learning areas only: - **English - Mathematics**

Teaching is informed by the **Australian Curriculum**, using professional judgment rather than prescribed or purchased programs. No fixed curriculum packages or external programs are used. However, we do have subscriptions to teaching resources.



4. Teaching Approach

Teaching is: - Hands-on and experiential - Tailored to individual learning styles - Responsive to student needs - Flexible rather than linear.

Concepts are taught until understanding is demonstrated. - Once a concept is understood, teaching progresses - If a concept is not understood, it is revisited using alternative strategies.

There are no fixed-term academic outcomes. Progression is based on understanding, confidence, and application rather than completion of set content.

5. Attendance and Progression

Most students attend **once per week for approximately three hours**.

Given this attendance pattern, progression is expected to be gradual and individual. Growth may be uneven and non-linear. Progress is measured qualitatively as well as academically. It may also move with their interest, yet still accordingly to their level.

6. Assessment

Assessments are conducted **only in English and Mathematics**. The purpose of is to identify strengths and gaps, inform intentional teaching and guide intervention planning.

Assessments are completed on entry where appropriate, as needed to inform teaching, not on a fixed or mandated schedule.

Assessments are not used to generate formal reports unless requested.



7. Documentation and Records

The centre maintains internal records to support teaching and planning.

Standard documentation provided to families includes: - Informal feedback - End-of-term photos or ongoing brief updates.

The centre does **not** automatically provide: - Formal academic reports - Learning portfolios - Individual Education Plans (IEPs) - Written summaries for home schooling compliance.

8. Additional Services (Fee-Based)

The following services are available **at an additional cost**: - Individual Learning Profiles / IEP-style documents - Written academic reports - Parent meetings to discuss progress - Custom documentation for external use.

These services must be requested and are not included in standard tutoring fees.

9. Homework

Homework is assigned selectively: - If work is not completed during the session, or - If additional practice is needed to consolidate a concept.

Homework is not routine and is not assigned when understanding has been demonstrated.

It is the parents' decision to complete the homework and is not required to be sent back, unless asked for specifically, but can be used as evidence to display for the moderator.



10. Partnership with Families

The centre works **in partnership with families**.

Families retain responsibility for: - Home schooling compliance - Department of Education requirements - Submission of evidence to moderators

The centre may provide informal information to support families but does not assume responsibility for regulatory compliance.

11. Staff Expectations

Staff are expected to: - Teach content provided or approved by the director - Align teaching to the Australian Curriculum where relevant - Use professional judgment in lesson delivery - Avoid unnecessary documentation or compliance-style reporting.

Staff are not required to: - Create portfolios or formal reports - Track outcomes beyond what is necessary - Use specific programs, resources, or purchased curriculum.

12. Review

This policy is reviewed at the discretion of the director and may be updated as the program evolves.

Approved by the Program Director