



Office of the
Education
Registrar

HOME EDUCATION SUMMARY & PROGRAM (Emily Newcombe)

Diverse Learning Needs

What is the Standard?

An approved home education program is to provide for the relevant child to be provided with a rich educational program that meets their individual needs.

What does this Standard mean?

Diverse learning needs may include, but are not limited to, learning difficulties, medical conditions, psychological conditions and giftedness. If your child has diverse learning needs, please explain how you intend to address these needs in your program. If your child does not have diverse learning needs (learning difficulties, medical conditions, psychological conditions, giftedness), you are not required to address this standard.

Rationale for Part Time Home-schooling

Emily is a bright bubbly 7 year old who, being born on the 4th December has been to date the youngest child in her class.

Emily has a familial history with Asperger's, now falling under the banner of Autism Spectrum Disorder (ASD).

Both her Father & Paternal Uncle are both formally diagnosed with Asperger's, her Paternal Grandfather (78yo) almost certainly would be, but has no formal diagnosis.

As such and under recommendation, we took Emily to See Jasz Mandari (Child Psychologist) to assess her for Asperger's / ASD. Though the diagnosis for ASD was not confirmed (as I (Mark – Father) placed caveats on how Jasz Mandari interacted with Franklin Primary School due to labelling concerns) she was assessed as Gifted and having ASD tendencies.

Franklin Primary School has been a very good social fit for Emily and she is very comfortable with the staff and students she interacts with, the school teaches with an Interest Based Learning method that compliments Emily's learning style and to that end, we as well as Emily are very happy.

The school to their credit offered Emily some speech therapy when her Prep teacher noted Emily's atypical stutter in 2020.

She is a good student that is well behaved and falls under the radar most of the time.

Emily daydreams in class by her own account as she already has much of her class-work well in hand.

At other times, she gains a great deal from being in the school environment, writing practice, storytelling, sports, social activities, general play and the like.

As such, I believe there is an opportunity cost to some aspects of Emily's learning by maintaining 5 days per week at Franklin Primary School in 2022.

To that end and in consultation with our GP, we have decided that Home Schooling 3 days per week will allow Emily to more fully harness her potential in those areas where her giftedness allows, and give us greater opportunity to target learning areas where she struggles.

Maintaining 2 days per week at Franklin Primary School will allow Emily to strengthen her social skills, friendships, teacher relations, teamwork, sporting etc. that the school environment excels.

Our intention is to support and supplement the normal school environment rather than replace it.

Fundamentally, we want Emily to learn how to learn, not what to learn, and allow her to drive that learning in a direction that is more closely aligned with her potential & interests.

Giftedness

Emily was referred to Jasz Mandari (Child Psychologist and Learning Support Specialist) for an Autism Assessment, specifically for Asperger’s, she was assessed as a Gifted Child with scores above the 98th percentile in the following areas but her diagnosis for Autism Spectrum Disorder has not been confirmed.

Scale	Standard score	Percentile rank	95% confidence interval	Qualitative description
Verbal Comprehension (VCI)	130	98	120-135	Extremely High
Visual Spatial Integration (VSI)	138	99	127-143	Extremely High
Fluid Reasoning (FRI)	144	99.8	134-148	Extremely High
Nonverbal Index	139	99.5	132-143	Extremely High
General Ability	138	99	130-142	Extremely High

In the High Average range

Working Memory (WMI)	112	79	105-118	High Average
Quantitative Reasoning	117	87	110-122	High Average

In the Average Range

Processing Speed (PSI)	98	45	89-108	Average
Auditory Working Memory	106	66	99-112	Average
Cognitive Proficiency	106	66	98-113	Average

*Report Attached to HESP Application

Speech Pathology

Emily has an Atypical stutter, it does not affect her interaction with other children or Adults to any great extent, but as recommended Emily has been seeing Franklin Primary schools speech pathologist Jessica Rooke and we have been working through The Lidcombe Program.

Reading Difficulties

Emily has been slow to pick up reading and by the end of her Preparatory year (2020) she was towards the end of her class, with a lot of work from Emily over last year’s Christmas period and continued work this year Emily can now read at a level commensurate of her age.

Maths & Science

Emily has a natural affinity for Maths and Science, she is able to conceptualise, problem solve, rationalise, juggle numbers with relative ease for her age.

In a relatively short time this year we have covered and solved some basic mathematical functions, Algebra, Fractions, Geometry, Statistics etc. supplemental to her school work.

For the sciences in general, Natural, Physical and Social sciences have all been popular discussion points and in no small part driven by Emily to discover more.

These journeys of discovery have been expressed as games, puzzles & exploration rather than lessons and she has taken the information on board with ease, I expect that in a home school environment & with some time dedicated to developing these skills, she will thrive in these areas.

Comprehension, Logic, Reasoning & General Ability

Emily's mental acuity is very good, she is able to bring together disparate pieces of information, from different times, in different forms, and make logical deductions from those disparate pieces of information. She loves a good logic puzzle and enjoys games like MasterMind (code breaking game) because she has an affinity for patterns and logical deduction.

Emily's vocabulary and comprehension is well advanced, she enthusiastically pulls apart songs or poems in search of context and meaning, which in turn advances both attributes.

In summary

We have been actively augmenting Emily's school curriculum this year (Grade 1) with an interest-based approach to further her knowledge base and allow her to develop and utilise her innate abilities.

In all other areas, Social, Sport, Music, Creativity, and other aspects of Emily's life are all within the typical range.

We will continue to work with Emily's natural abilities, her nature has allowed her to overcome, with some effort, her areas of difficulty, and this year has cemented the notion that Emily will thrive if we afford her more time to learn in a manner that is tailored to her learning preference.

The flexibility of home schooling will allow her time to deep dive into subjects of interest without constraint and we will provide whatever tools or information is needed to facilitate that.

That flexibility allows us to spend more time in non-scholastic interest based learning with Emily, Cooking, Gardening, Astronomy, Microscopy, Self Sufficiency (Curing meats, making yogurt etc.) which as a matter of course deliver on the scholastic front in a hands-on fashion.

Delivering on Emily's Diverse Learning Needs with Diverse Learning Opportunities.

Research

What is the Standard?

The approved home education program is to demonstrate:

- a) that the education to be provided has been well researched; and*
- b) that the aspects of the areas of education to be provided are thoroughly understood by the person providing the program.*

What does this Standard mean?

The aim of this Standard is to provide you with an opportunity to describe the research you have undertaken to prepare yourself to deliver your program and show you understand the program you are delivering.

Research areas you may like to explore include: home education philosophies and approaches (e.g. Steiner, Charlotte Mason, etc.), methods and delivery (e.g. natural learning, curriculum based etc.), and resources to be used (e.g. text books, online programs etc.).

Objective

Our objective is to be able to deliver to Emily an education that she is eager to engage.

To provide opportunities for Emily to grow to her own potential, for her to continue to develop & grow up happy, healthy, secure, self-disciplined, self-reliant, resilient, conscientious, thoughtful, capable & wise.

Approach and Delivery

Emily's home education will allow her to discover the world around her in any form that takes her interest, her education comes from an interest base that is ever expanding, as she learns more, she asks more questions which leads to new fields of discovery.

This is not to say that the learning will be unstructured per se, perhaps from Emily's point of view, but from a teaching perspective, finding opportunities from these free flowing interests of Emily's are steered and guided at times to deliver the curriculum goals.

For example: this may take the form of a walk in nature, that walk may yield questions about what we see, which may then lead to questions about how things work, which leads to an experiment that cements her understanding of whatever the subject matter may be.

In this free flowing form, a single subject, or perhaps branching subjects often cover multiple disciplines & skills. This might take in Humanities, Maths, Science, Art, Languages, Technologies and Physical Education with relative ease in a single afternoon.

Emily & her curiosity to learn more may lead most of the direction, but with eye on the curriculum goals, this curiosity can be gently steered into the desired learnings.

At some stage, there will be a requirement for some more structured formal elements where we have not found a solution with interest based learning. In those areas we will try to deliver lessons to Emily that work with her learning style.

For Example : Earlier this year, explaining 'trajectory' due to a SpaceX rocket being launched, we talked about thrust, drag, gravity, acceleration, arc etc. and tried to plot the very basics, but with so many variables there is quite a lot for a 6 year old to think on.

So we built a pneumatic rocket, Emily could effect change by altering the launch angle or thrust, she could see that one variable affected Flight Arc, distance travelled, time in flight etc.

Inside with graph paper in hand she could now see the different relationships, thrust vs gravity for example. Emily started to extrapolate & form her own hypothesis, demanding more graph paper measurements and testing to see in a physical way what she is hypothesising she will see.

Emily has a good ability to understand reasonably high-level concepts, with the use of analogies from earlier learnings or concepts she quickly takes on new topics and describes her understanding in kind.

This interactive approach and delivery is extremely personal & tailored to Emily, it also yields joy & broad conceptual understanding of subjects at a fundamental & functional level, rather than rote learning.

Education Philosophy

There are elements of many philosophies in our intended approach, Steiner, Charlotte Mason Et Al.

I do not think our flexible approach fits neatly into any of the more broadly known and accepted philosophies. Our intent is to be as flexible as possible in delivering as broad a program to Emily as possible.

Depending on the subject at hand, we intend picking and choosing solutions from a range of styles rather than prescribing a single solution to Emily's learning.

Interest Based Learning, Natural Learning, Curriculum Based Learning all have a place.

As mentioned above we will utilise conceptual learning more than rote learning, fundamentally because we believe it allows a fuller understanding of the subject.

It therefore allows an answer from any position rather than from within a fixed set of parameters.

The 12 times table is a prime example, knowing by rote that $12 \times 12 = 144$ is fine, but it stops being useful when you need 13×13 .

Rote learning has its uses as a tool & Emily will no doubt have plenty of rote learning to do in her formal school environment.

Our intention is to teach Emily how something works, not what the end result is, she'll get that by herself once she knows how it works, this is true of all the sciences, arts, music, social interactions etc.

Knowing the answer is fundamentally different to understanding the answer.

Resources – Online & In Person

Australian Curriculum

The specific details of the Australian Curriculum has framed the end of year goals.

Specifically the Achievement Standard & work sample Portfolios has been instrumental in providing a defined line in the sand that we can aim at.

I understand there will be a new Australian Curriculum defined in January of 2022 and we will obviously update our program to reflect relevant changes or expectations.

Examples:

- [Maths Year 2 Above Average Examples](#)
- [English Year 2 Above Standard Example](#)
- [Science Year 2 Above Average Example](#)
- [Humanities and Social Sciences Year 2 Above Average Example](#)
- [Technologies](#)
 - [Design and Technologies - Above Average Standard](#)
 - [Digital Technologies – Above Average Standard](#)
- [The Arts](#)
 - [Dance – Above Satisfactory](#)
 - [Drama – Above Satisfactory](#)
 - [Media Arts – Above Satisfactory](#)
 - [Music – Above Satisfactory](#)
 - [Visual Arts – Above Satisfactory](#)
- [Health & Physical Education - Above Average Standard](#)
- [Languages](#)

Emily was introduced to AUSLAN at home from very early on as a communication method, before she could talk; we have all enjoyed using sign on occasion and will develop it further as part of the curriculum.

In addition, Emily's Grandmother is a retired languages teacher and we have made a small start in French & Japanese.

NAPLAN

We will also be utilising old NAPLAN testing papers for the Grade 3 level to help create a learning gradient between her current level and 2023 Grade 3 NAPLAN testing.

- [2008-2011 NAPLAN Test Papers](#)
- [2012-2016 NAPLAN Test Papers](#)

Tasmanian Education Website

Use 'Learning at Home' for some activity ideas as well as some useful links to other [Australian Education Sites](#)

Libraries Tasmania eLibrary

For extensive access to eBooks, Audiobooks, Children's Stories and the like via links to [Overdrive](#), [Borrowbox](#), [StoryBoxLibrary](#).

ABC Reading Eggs, Maths Seeds & Reading Express

Emily has been using ABC Reading Eggs and the rest of the ABC program for just over two years now, we will continue to use this resource for Grade 2.

Twinkl

We have found many good resources on Twinkl, age appropriate activities, good ideas, planning solutions and the like. We will likely use this to form a good amount of our Grade 2 program as it has so many resources based around delivering specific curriculum goals.

Home Education Facebook Groups

- [Home Education Southern Tasmania](#)
- [Tasmania Home Learning](#)
- [Hobart Natural Learners Co-Op](#)
- [H.E.T – Home Education Tasmania \(Now Archived\)](#)

Progressive Achievement Tests (PAT)

We have not actively pursued PAT yet, but it may end up being supplemental to the Australian Curriculum samples and the Grade 3 NAPLAN tests for helping us identify specific areas to focus on.

Home Educators

In addition to the massive amount of information available online we are very lucky to have one of Emily's teachers who has Home Schooled in Tasmania, she has been very accommodating in time and knowledge and has offered ongoing support, she is also very fond of Emily.

Pedagogy

What is the Standard?

An approved home education program is to: a) set out the learning methodologies that will be used to meet the aims of the program; and b) demonstrate how those learning methodologies will be delivered to the child.

What does this Standard mean?

Pedagogy is simply explaining how you are going to home educate on a day to day basis. There is no right or wrong way to deliver home education. It may be curriculum based, structured, student led, natural learning or an eclectic program borrowing from some or all of these.

Plan:

Broadly, the aim is to teach Emily discreetly, without her ever feeling like a lesson has been delivered. Where Emily excels beyond the curriculum standard, in an area where she has a natural affinity and desire, we will facilitate Emily's desire to learn & develop to whatever level she naturally attains within the year, no expectations, but freedom to develop to her own level.

Emily has a propensity for learning, usually via discovery, she is very much a hands-on visual learner and we use that to provide opportunities for her to see, query, question, discover, and learn all by herself. Emily learns by her own observations, we provide the opportunities, context & fill in some of the blanks. By providing open-ended opportunities for her to see more, she discovers more and therefore learns more.

For example: This may be done by looking up at the night sky and seeing a shooting star, which leads to discussions about what it is, this might lead to questions about life on earth, or perhaps our place in the universe, life, the atmosphere, nature, rocketry, maths, poetry or anything in-between depending on the circuitous path our conversation takes.

With foreknowledge of our curriculum goals, this conversation will be guided to help get an earlier discussion point cemented, or perhaps create an opening dialogue for later use.

We have taken this approach with Emily since her very earliest days and it seems to fuel a real love of learning.

If a concept has been initially hard to grasp then analogies have been our best friend to date.

Our plan therefore is to continue to use an eclectic mix of philosophy's and methodologies that deliver the highest amount of interest based learning where possible, supplemented with natural and curriculum based learning where needed, to achieve the Australian Curriculum standards.

For some of the more practical skills like handwriting, basic numeracy, spelling and the like we will develop those skills within her interests.

For example: Cooking, Emily enjoys her time in the kitchen, she enjoys the production of anything tasty, sweet or savoury, it takes little imagination to see how you can cover numeracy with additive or subtractive weighing, division, multiplication, ratio's, volumes, mass, fractions, time, temperature, state of matter, chemistry basics.

Reading recipes, handwriting menus, taking people's orders at the imaginary tea party all cover literacy, all manner of lessons can be had from an hour in the kitchen.

Learning without Lessons

Literacy

What is the Standard?

An approved home education program is to ensure that the child: a) will experience environments that are rich in literacy; and b) will participate in activities that will develop the child's speech, reading, writing and communication.

What does the Standard mean?

An environment rich in literacy includes all aspects of reading, writing, speech and communication, spelling, listening and creating with words.

Plan

Our plan is to continue working hard with Emily on speech, vocabulary, comprehension, reading aloud, contextual understanding, handwriting, spelling, grammar & storytelling.

We often read to Emily and will continue to do so, we have a significant number of books available for her at home as well as extended online resources like ABC reading eggs, Libraries Tasmania and the books available in their online library, in the coming year we will make use of our local Public Library as well.

Emily reads most days, that consistency has helped bring her reading standard up to a level commensurate with her age, though it has taken a great deal of effort from Emily.

Emily's language skills, comprehension & vocabulary are well advanced, we talk to her like an individual, we use mature verbiage to discuss topics and we answer questions and follow-up questions until her curiosity is quenched.

We also encourage Emily to form her own opinions, to understand why she believes what she does & then be able to offer up a good argument in defence of her opinion. We gently play devil's advocate with her and in the last few months, she has shown some desire to play devil's advocate herself. Emily in the family environment is very forward when pointing out logical fallacies, some delivered intentionally but others not. It is a moment of joy for both of us when she has genuinely caught me out.

Next year we will expand on the books Emily reads & the parental reading so that Emily can talk, write, compare, describe & study the concepts and characters in those books.

We will use both the curriculum standard examples and the Twinkl website to create a portfolio of work for Emily to work through.

The subject matter for that portfolio will be points of interest, holidays, experiences, plays or shows we have seen and the like such that working memory, recall, context, comparison, comprehension, oral presentation, preferences, writing etc. all continue to be developed by utilising subjects that Emily has an active interest in.

Where possible, that practice will be discreet, as part of an activity or discussion of interest, such that the given skill is practiced & refined but in the natural course of whatever the point of interest was.

I expect that we will have to dedicate some time to handwriting in the coming year, similar to her reading it has been slow to develop, apart from the standard bdpq mix-up, character creation is still awkward, akin to the right hand forming letters like a left handed person. Emily has shown some ambidextrous traits, as the year progresses no doubt it will become more self-evident and we will adjust accordingly.

Numeracy

What is the Standard?

An approved home education program is to ensure that the child: a) will experience environments that are rich in numeracy; and b) will learn and practise mathematical concepts.

What does the Standard mean?

An environment rich in numeracy can be wide ranging. Depending on the age of your child it may include workbooks, apps, computer programs, other games or other online learning opportunities, or learning mathematical concepts through Lego, cooking, gardening or shopping for example

Plan

Practical & Applied Mathematics has to date been very well received by Emily.

I have mentioned earlier that Emily is a visual learner and is very fond of analogies when learning concepts. Her Numeracy is advancing well considering there has been so much effort on her literacy this year, regardless, Emily has enjoyed the practical application of maths, for solving logic problems, for extrapolating answers to questions, she might have in fields that she has limited knowledge. For the sheer joy of manipulating numbers to find answers to questions.

This year at home we have lightly covered large whole numbers up to a million, worked with negatives, fractions, decimals, angles, direction, geometry, volume, weight, area, mass, ratio's, acceleration, velocity, time, basic algebra with simple equations & functions.

As described in [Research](#) we will use online resources like [Twinkl](#), the [Australian Curriculum](#) etc. to make sure we cover all of the curriculum requirements, beyond that we will use interest based learning to practice those skills in an applied & physical manner.

The activities we might use could be the [Trajectory](#) example, plotting graphs, measuring distances, building experiments to test and hypothesize, or the [Cooking](#) example for weights, measures, ratios etc.

The practical application of numeracy will be our preferred delivery method.

Range of Learning Areas

What is the Standard?

An approved home education program is to ensure that a child engages in a broad range of educational areas suitable to the educational needs of each child. The program must identify all learning areas to be delivered to the child.

What does the Standard mean?

This is where you can discuss learning or activities aside from literacy and numeracy, where you explain how you further your child's learning and interests in things like the natural environment, history, geography, science, drama, social studies or government. Those activities will not necessarily be undertaken in the home, for example languages, art, sports or music.

Plan

In the coming year we intend to continue our delivery of a rich and diverse program outside of the scholastic numeracy and literacy program.

The broad range of subjects that broaden the horizons of Emily's understanding of this world is a key area of development that we have endeavoured to advance on a daily basis and one that we take great delight in sharing with Emily.

When and where possible we try to provide Emily with as much appropriate background and context as is possible about the world in general, we try to deliver that as experiences, discussions or observations of the rich and varied world around her.

History, Geography, Culture

We have travelled with Emily several times to Thailand, Japan, Malaysia, Hong Kong, New Zealand, transited by boats, planes, trains and automobiles. We have exposed her to cultures, languages, religions, lifestyles, animals, architecture & music disparate from her own.

Emily's travel has allowed her to see, smell, touch, taste & hear how people in other parts of the world live their lives, how there are some constants in humanity as well as contrasting differences to her home life.

This contrast has given rise to questions, discussions & appreciation for different elements of culture, how lucky we are and where we might learn and improve how we live and interact with the world at large.

Topics covered from travel have covered but not limited to, history, evolution, biology, geology, geography, psychology, theism, atheism, languages, music, art, food, nature, governance, social hierarchies, war, ancient and modern technologies, knowledge acquisition, civilisations past and present, culture and any number of other topics.

Emily's enquiring mind has drawn out continued research & long & detailed discussions into topics of interest. At times a conversation that may take an hour or two is enough to satiate her curiosity, other times, YouTube videos, news articles, pictures, maps, globes, experiments, treks or adventures are required.

Arts & Music

We have taken Emily to plays, musicals and visited local artists in the last year. We have bought a Ukulele for us to all learn this coming year.

Emily has a connection to music and movement, a gene that must have skipped me.

I appreciate the arts & so taking Emily to stage shows, dance or local artists and seeing her visceral connection with the form is lovely to see.

Emily has expressed her desire to start dancing this year, she already taps and Irish dances her way around the house because of shows that we have seen, but I expect that Emily will gravitate towards a more formal structure and enjoy the challenges this brings.

Sports & Adventure

As a family, we enjoy camping, hiking, swimming, cycling, scouting and all manner of other extracurricular activities to expose her to a world of opportunity and wonder.

Over the next year, we are looking forward to developing Emily's comfort & capability in the Pool, COVID & the redevelopment of the [Hobart Aquatic Centre](#) last year slowed our progress, but with summer here and the redevelopment finished, we have already restarted our weekly swims in Hobart.

Emily has been going to 10th Hobart Cub Scouts since she was a baby, we have both been involved in scouting for many years but only mum is currently active, I have a more back of house role now. In 2022, Emily will officially be old enough to be a cub; I expect her involvement in scouting will continue for years to come.

Camping and hiking are a regular part of the scouting program, but as a family, we are fond of these same activities in solitude.

Cycling has been earmarked for this year, Emily's natural coordination has taken it's time to develop but the last 6 months has seen large progress and she's now eager to learn to ride.

Traditional sporting activities like tennis, soccer, hockey and the like we will leave to the school and school related groups, her school friends will no doubt be able to help in filling out this part of Emily's development.

STEM

The sciences, broadly speaking, are of particular interest to Emily, she loves to understand how things work, the mechanics of nature or the machines of man are of equal interest to Emily.

Physiology, Sociology, Psychology, it does not seem to matter; it is the understanding of the system & the mechanics of it that are of interest.

Emily appears to store and process the specifics of a discussion very well, a few days or a few months later, we will receive some well-considered follow up questions, probing for more depth, context or meaning.

Microscopy - A microscope for Christmas last year gave rise to many questions and some answers, then many more questions, we will continue to look for interesting things in nature that we can prepare slides. We intend to continue looking at flora and fauna as well as a limited selection of Geology & crystalline structures.

Astronomy has been an active point of interest for Emily for several years now. This year for Christmas, we have invested in a capable telescope so that we can get a closer look at our planetary neighbours but also do some deep sky observation with Emily, ever expanding her appreciation of the world and universe around her.

The universe in general has been a point of interest, we have had discussions on expansion, vacuums, relative motion, time compression, black holes, Mass vs Weight, and a whole host of other items, we will continue those discussions this year and I expect that will be lead in large part by what Emily discovers in her scope.

These fields are obviously massive in their own right and as discussed above there is only so much detail that can be taken in by a 7 year old, with that said, Emily has grasped many of these concepts and used analogies to explain her understanding which is helpful.

[KiwiCo](#) STEM crates - We have for over 3 years utilised their range of educational STEM crates to help develop in a practical way Emily's mechanical awareness of the world through these project kits. They have covered things like magnetism, potential energy, levers, gearing, planetary motion, displacement, splitting light, light projection, and the like. They also help with reading, following instructions, problem solving etc.

[Lego Spike Prime](#) – we will be introducing Emily to Spike Prime and Spike Essentials this year, expanding on our use of the Lego technics that we have used in the past. The inclusion of Spike Prime will allow us to introduce Emily to her first robotics & basic programing. Emily is very fond of Logic problems and the world of robotics, even at the level of Spike Prime will help her further develop problem solving, critical thinking, programing and deductive reasoning.

At home, we will continue to field questions from Emily, then discuss, research, and build where needed testing platforms that will give Emily a hands-on instinctual understanding of subject matter. We use the scientific method extensively with Emily; we encourage her to use this methodology to answer some of her own follow-up questions when we believe she has enough base knowledge to do so.

Wellbeing

What is the Standard?

An approved home education program is to provide for the education of the child in matters relating to safety, health and wellbeing.

What does this Standard mean?

This standard is about providing age-appropriate education to your child, within your family's values, about how to care for themselves. You may choose to cover subjects like stranger danger, cyber safety, fire safety, water safety, personal care, nutrition, or reproductive health and development.

This Standard is NOT to be interpreted as relating to lifestyle, parenting, housekeeping or child-rearing choices of the registered home educator.

Plan:

Mental Wellbeing

Emily is growing into quite an independent thinker & now has quite a wise head on young shoulders. We have tried to make Emily aware of hers and other's needs, how to utilise her intelligence to read situations, be aware of problems, problem solve, find solutions, think ahead etc. We've covered things like fire and water safety, road safety, strangers, animal safety, emergencies and the like, we have used for several years now the mantra 'Think 10 seconds ahead' to help Emily anticipate problems allowing her to avoid issues or take preventative actions. I expect that this growth will continue as we find more opportunities to expand her experiences.

Discussions & Role-play with the occasional mock emergency for practice have been the mainstay method of delivery; it allows Emily to ask further questions during role-play of mock emergency when she finds a shortfall in her understanding.

Emily can be quite empathetic & very eager to please, as such often puts the needs of others (including her parents) over her own which causes her some consternation about how to resolve her internal conflict of what is good for her vs what is good for others.

Fortunately, she also wears her heart on her sleeve and this has allowed us to identify these issues quickly, it has also given us great insight into how Emily thinks & given us opportunity to provide advice, solutions, compromises & further options she may not have thought of.

We actively encourage Emily to make her own decisions in life, take ownership of those decisions, and then learn from those decisions. We obviously curate the options provided to manageable list of three or four & mitigate risk at the same time. We have provided bad or sub optimal options amongst better options, some of those options might play to her own desires, but over time, she has learnt to game out her options and make better choices even if it costs her a short-term gain.

We have a very open and forthright relationship with Emily, she is free to discuss how she feels at any time, she has an equal vote in most family decisions (barring a safety veto by mum or dad) and actively has input on what and how we do things as a family.

We've tackled personality types and bullies which isn't something I thought we'd have to deal with in Grade 1, but armed with some information and methods she's independently dealt with a couple of personalities in her Grade 1 class & feels all the stronger for it.

The internet, we have sidestepped this to date by only allowing a few age appropriate Apps on her tablet which we manage. This coming year, as her literacy levels increase, we will no doubt have to broach the topic of The Internet and search engines proper.

Fortunately, we have hardware solutions at home that amount to the Great Internet wall of Dad, largely eliminating the worst risks of the internet.

Physical Wellbeing

"Think 10 seconds ahead" has limited Emily to a few blisters, splinters and the odd bruise in her two years at school and around home.

On a more functional level we have worked through nutrition with Emily, how food & nutrition will influence not only her growth, her potential, but also how it makes her feel.

Emily has a very healthy relationship with food and is quite eager to help in the kitchen where we prepare many whole foods, cure our own bacon & ham, make our own yogurt and expect salami & cheese this year.

Emily enjoys her active pursuits, this year cycling, swimming and likely dance will be a point of focus.

As scouters and first aiders of many decades, Emily has picked up a few useful pointers along the way to help herself and others. During school activities, she often packs a first aid kit and likes to lend a hand.

Interpersonal Skills

What is the Standard?

An approved home education program is to ensure that the child is provided with opportunities to form and maintain friendships and respectful relationships and communication with his or her immediate and other communities for a wide range of purposes; and specify how those opportunities will occur.

What does this Standard mean?

It is important for the social development of a child that they have opportunities to interact with a range of people. This can happen organically through everyday life in interactions with family, shop keepers, neighbours, friends, other children etc, as well as through planned activities with other home educators or going to a club.

Plan

Emily's interpersonal skills are well developed; she has attended cub scouts since birth and has interacted with children and adults of all ages during those years.

Emily has a good circle of friends from Franklin Primary School & our intention is to have Emily continue at Franklin Primary School two days per week, in part because the continued development of those social skills are so important.

In the New Year Emily will be old enough to be 'invested' as a cub scout proper, this will help create a secondary group of friends in her age bracket, as well as a secondary set of adults outside of her school environment that she will need to take direction from.

Emily generally does well with adults from all lifestyles, she is open minded and interested, engaging and reactive to discussions with her.

She forms bonds with people well, remembers specific details about them, and makes sure to mention shared points of interest if she meets that person again. Frankly, in that regard, she does better than I do.

Emily's extended family all play an active role in her life, two uncles, Granma, Nan & Pop, they all have a unique relationship with her & if you were to ask Emily what is most important to her, she'd likely reply "Family"

As much as Emily enjoys spending time with other children, engaging with adults or going on adventures, she takes after her Dad and is absolutely content in the solitude of her own company at times.

There are a myriad of opportunities to continue developing her interpersonal skills, so we will continue to engage with broader society in a balanced fashion so that Emily can continue to improve her skills in a steady and comfortable manner.

Future Directions (13+)

What is the Standard?

If the child has attained the age of 13 years, an approved home education program is to specify how the child will be supported to plan future pathways in education, training or employment to ensure he or she develops to his or her full potential.

What does the Standard mean?

The purpose of this Standard is to encourage you to assist your child to think about and plan for their future. This standard will only apply if your child turns 13 in the course of the registration year.

Plan:

To survive 6 years of home schooling so we can fill this section in.

Evaluation

What is the Standard?

An approved home education program is to specify how the child's progress under the program is to be evaluated.

What does this Standard mean?

This Standard wants you to explain how you've reflected on your child's learning this year and how you have adjusted your program to meet your child's needs or how you plan to adjust the program in the coming year. If your child is part time enrolled in school, explain to her how you evaluate the effectiveness of that enrollment as part of your program.

Plan

For the academic portions we will measure Emily's apparent capability against a 24 month gradient that ends at Grade 3 levels of the Australian Curriculum & or NAPLAN testing papers.

This should allow us, in any given month, to reasonably measure Emily's progress & identify areas that either need more work, or where higher-level resources will soon be required.

We absolutely intend on being flexible with the rate of learning, and if an area is causing Emily some concern we will likely ease off in that area and develop some complementary areas that would likely assist instead.

As Emily will be part time Home Schooled, we will take feedback from Emily's teachers to see how they believe she is doing for her age and evaluate any changes needed from there.

There is of course Emily herself, observing how she responds, describes, asks relevant questions, presents information, actively seeks further information or changes topics etc., this will give us a window into how she thinks she is doing & her level of engagement.

We will keep workbooks from home & take photographs or create video presentations of activities that we have engaged in.

As we are taking our first steps into home schooling this year, we will likely find a good amount of this HESP needs adjusting, we'll learn from our mistakes, record them as best we can and move forward.

The goal is to keep Emily happy, confident and engaged with her home schooling, so we will take our lead from her.