



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

Little has changed since last year's HESP, Emily is still bright & bubbly but now 8 years old and is still the youngest child in her class.

Emily has a familial history with Asperger's (Autism Spectrum Disorder (ASD)) and has continued to display high-level interest and skills in maths, science, engineering, but faces continued challenges with reading, writing and spelling.

Jasz Mandari (Child Psychologist) assessed Emily in late '21 as Gifted and having ASD tendencies, we have continued to work to develop areas of giftedness & flexibly manage those areas that challenge her.

Franklin Primary School is still a very good social fit for Emily and been able to maintain good friendships with half a dozen students through her 2 days of attendance this year.

The school continues to teach with an Interest Based Learning method that compliments Emily's learning style and been very fortunate with this year teacher, Mrs Morgan who has been exceptional.

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

Emily believes that she is academically middle of the class in most areas of study, where in the areas of Maths, science and engineering, she has learnt & practised at home, skills beyond what the rest of her classmates possibly will learn for several years. This opportunity to study beyond what the national curriculum states is a much-needed counterpoint to the challenges she faces in reading & writing, it allows her to stretch and succeed rather than dwell on her struggles in language and then be bored when the subject turn to the sciences.

Daydreaming and ability to focus has been a continued problem this year in class and at home, daydreaming in class due to much of the learning being well in hand.

At home focus has been problematic at times with writing and spelling, and requires more structure and guidance to maintain progress, in large part where she is interested or talented require no such help as she can be singularly focused.

Socially Emily gains a great deal from being in the school environment, writing practice, storytelling, sports, social activities, general play and the like. After a year of Home Schooling, my belief that there would be an opportunity cost to maintaining 5 days per week at Franklin Primary School has been justified and Emily's development in Maths, Science, Engineering and general world skills has highlighted this.

I maintain close contact with our family GP concerning Emily and we believe maintaining Home Schooling 3 days per week will allow Emily to continue to develop & more fully harness her potential in those areas where her giftedness allows, and continue to more closely monitor & 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 continue 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

The following table was provided last year, Emily has not had any reassessment for Asperger's and we continue to see the pattern maintained this year.

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

*August 2021 Report provided in last year's HESP Application, it can be provided again if needed.

Speech Pathology

Emily has an Atypical stutter, it does not affect her interaction with other children or Adults to any great extent, since last year's HESP we no longer see speech pathologist Jessica Rooke as Emily has improved quite noticeably this year.

Reading Difficulties

Emily has struggled with reading since her Preparatory year (2020), Emily has continued to work hard and still finds reading a struggle but still maintains a level commensurate with her age. Emily still finds the story interesting and has proactively read books on her own so I continue to encourage and hope we round the corner on this very soon.

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, this has not changed in the last year. Even when we take a few weeks off it takes very little time to bring back speed and accuracy in problems several years beyond her grade.

Basic mathematical functions, Algebra, Fractions, Geometry, Statistics, Time, Volume, simple differential equations & logic have all been in rotation at home this year & supplemental to her school work. For the sciences in general, Natural, Physical and Social sciences have all continued to be popular discussion points with Emily driving these discussions more as she finds more questions to answer about the world. We have continued to use games, puzzles & exploration rather than lessons to parse information and the home school environment has allowed Emily to define many paths of learning of her own accord.

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

Home schooling part time has allowed us to augment the Grade 2 school curriculum 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 has allowed 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: A lot of this year's learning has been within the garden or kitchen as they both allow reading, writing, observation, science, maths, to interact with each other organically and the learning that follows is cemented in a practical manner. As mentioned last year, questions yield answers, which yield more questions and then practical methods to demonstrate these avenues of learning.

This year has demonstrated that branching subjects cover multiple disciplines & skills regularly. Humanities, Maths, Science, Art, Languages, Technologies and Physical Education all interact and importantly reinforce each other regularly.

Emily & her curiosity to learn more has lead much of the direction, but we have maintained an eye on the curriculum & gently steered that organic learning into the desired learnings.

Last year we considered there might be a need for more structured formal elements where we have not found a solution with interest based learning. For the most part this has not been the case though writing practice is a notable area where we have had to make time for dedicated practice, though I still have hope that through things like short stories which Emily enjoys creating will allow this come back into the fold.

Emily's ability to understand reasonably high-level concepts has continued to develop this year, with the use of analogies from earlier learnings or concepts she has continued to 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

As mentioned last year we have used elements of many philosophies like, 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 continued intent is to be as flexible as possible in delivering as broad a program to Emily as possible providing opportunity for her to see what she has not yet seen, then allow curiosity to develop questions enough to drive her to learning.

We choose solutions from a range of styles rather than prescribing a single solution to Emily's learning, it is open; it is opportunistic and free flowing.

We still allow Emily to ask questions and we discuss answers fully, which allows more questions, this continues until her poor brain is full and buzzing or the questions fully answered, to this date I don't believe we have asked her to stop asking topical questions.

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

Conceptual learning accounts for 99% of this years work with just a touch of rote learning, fundamentally, I believe it has allowed a fuller understanding of any given subject, allowing an answer from any position because the subject matter is understood rather than simple knowledge of a fact.

Rote learning has been used less this year than I expected, which I am grateful for but I maintain that it has its uses and is still a tool that will need to be utilised as Emily moved in her formal school environment.

We continue to teach Emily how something works, not what the result is, she will 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.

Over the last year of Home schooling, this has proven out so many times, we have started into territory where Emily is investigating a new point of interest and draws from a base of knowledge to give her an apparent In Principle understanding of whatever the new point of interest is, solely based on prior disparate learnings.

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.

We have looked at the new Australian Curriculum for 2023 and have not really noted any major changes where we will need to adapt our program to, everything seems reasonable to date.

Examples:

- [Maths Year 3 Above Average Examples](#)
- [English Year 3 Above Standard Example](#)
- [Science Year 3 Above Average Example](#)
- [Humanities and Social Sciences Year 3 Above Average Example](#)
- [Technologies](#)
 - [Design and Technologies Year 3 & 4- Above Average Standard](#)
 - [Digital Technologies Year 3 & 4 – Above Average Standard](#)
- [The Arts](#)
 - [Dance Year 3 & 4 – Above Satisfactory](#)
 - [Drama Year 3 & 4 – Above Satisfactory](#)
 - [Media Arts Year 3 & 4 – Above Satisfactory](#)
 - [Music Year 3 & 4 – Above Satisfactory](#)
 - [Visual Arts Year 3 & 4 – Above Satisfactory](#)
- [Health & Physical Education Year 3 & 4 - Above Average Standard](#)
- [Languages - AUSLAN](#)

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. However, after looking at the curriculum standards we will not achieve anywhere near what is stated as the year 3 & 4 standard whilst we sort out her current English challenges. I expect that we will continue to use what we know to date and if the opportunity or desire arises, we will look to further develop this important second language.

[NAPLAN](#)

We will also be utilising old NAPLAN testing papers for the Grade 5 level to help create a learning gradient over the next two years between her current level and 2025 Grade 5 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](#), [Vooks](#) (new this year)

[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 3 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 still not actively pursued PAT yet, but it is a supplemental resource to the Australian Curriculum samples and the Grade 5 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 Grade 1 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 [Vooks](#), [Overdrive at Libraries Tasmania](#) and are constantly using of our local Public Library as well.

Emily started the year reading most days, this waned through the middle terms and has picked up again in term four, I expect the wax and wane of interest to continue but consistency is key and we use things like Vooks where she can read along rather than alone to help keep us moving through the slower times. 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 & Emily occasionally has a counter argument to her own opinions that help her cement her own positions. Emily in the extended family environment this year has become more secure in her position & will occasionally point out logical fallacies to extended family; it is delivered with good intention and taken as such by family, though we will have to temper this growing skill for the public.

Next year we continue to expand on the books Emily reads & the level of 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.

Handwriting, spelling and reading has continued to be a challenge but I am hoping the coming year will see continued improvement and the figurative breaking of the camel's back. Emily has continued to show some ambidextrous traits though it is less evident this year 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 has continued to advance well and has a theoretical understanding of the decimal point, division & multiplication of Non whole numbers, basic algebra to solve logical problems etc

Emily continues to enjoy 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 continued our coverage of large whole numbers up to a trillion, 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 Kitchen continues to be a font of ever giving opportunities for weights, measures, ratios, volumes, differential maths, relative densities etc.

The practical application of numeracy will continue to 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

Arts & craft at home has continued to develop, we even made our own clay this year by refining mudstone from our yard and then tried our hand at moulding that. We have spent less time this year at theatre but I expect that will pick up in the New Year, as its interest has not waned. The Ukulele we bought last year did not get as much play time as we'd hoped but it has been teased a few times so the opportunity remains. When Emily's desire to learn is piqued, it will be there ready and waiting which fits in with our broader methodology, all things in their own time.

Emily still has a connection to music and movement and though the Ukulele has not been utilised to any great extent, she has started to play with her own instrument and can be found singing happily at play, we may have to look into some formal coaching in the New Year to help develop this skill which is well outside of my skill set.

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 expressed her desire to start dancing last year, which we filled under watch and wait, we're still waiting as Emily appears to be happy creating her own expressions in her own manner with little regard for formality at the moment, if that changes we'll adapt.

Sports & Adventure

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

Now summer has arrived we will be spending time in the local Huonville Pool between now and April to continue Emily's development in the Pool. 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 officially joined the World Wide Scouts & 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.

Traditional sporting activities like tennis, soccer, hockey we have left to the school and this does not seem to be detrimental in any regard so far. She has been coordinated enough to be middle of the class in most sporting activities to date.

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 - Her microscope has been utilised well this year & it is there as a tool when Emily decides further investigation is required. Water transport in leaves, sand, ants, spores and others were put under the scope this year and I expect the same in 2023, it was utilised enough that we considered an upgrade for Xmas from what is already a more than capable scope. Emily has a solid foundational understanding of magnification power, focal lengths, transparency etc and readily moves and adjust her subject, switching optics and adjusting top and bottom lighting as needed.

Astronomy has been an active point of interest for Emily for several years now. Emily's capable telescope a fast F5 750/150 Newtonian Reflector with an Equatorial mount gave Emily some amazing views of our moon, Jupiter and her moons, and some deep sky observations. The telescope although technical in nature, especially with an Equatorial mount has quite an impact on how it shapes our view of our place in the universe, some introspective philosophical outcomes, quite the tool of discovery.

The universe in general has been a point of interest, we have had continued 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 an 8 year old, with that said, Emily has grasped many of these concepts and used analogies to explain her expanding understanding.

[KiwiCo](#) STEM crates - We have for over 4 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. for 2023 we will finish our time with KiwiCo due to shipping costs this year and move to a similar product from Mark Rober, [Build Box](#).

[Lego Spike Prime](#) – There is continued growth this year with Lego Spike prime and robotics in general. 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. We have joined a robotics club this year hosted at the Huonville Library and one of Emily's school friends has now joined her which was lovely to see, Emily got to take on a leadership and mentoring role in that regard, which is another area of growth.

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 continues her growth as an independent thinker for her years. She is increasingly aware of hers and other's needs, utilises her own intelligence & earlier learnings 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. Home-schooling, the production of this HESP, next year's home-schooling were points where she overtly placed the welfare of others before herself, she adamantly wants to Home-school but bullishly put forward returning to full time school in an effort ease the personal burden of others.

Fortunately, she also wears her heart on her sleeve and this has allowed us to identify these issues quickly, it has also continued to give 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 the early grades, but she's independently dealt with & maintained a status quo with a couple of personalities in her Grade 2 class this year, an expansion of her skill set from last year.

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, we thought this would happen in grade 2 but we have not had a need to date to change the systems in place.

We continue to maintain software & 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 three years at school and around home, with just one momentary lapse in the kitchen this year and a couple of sore singed finger tips as a quick reminder to always be thinking. (Birthday cake hazards)

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. Christmas this year continues the pattern of life long gifts, microscope & Telescope before, Full sized KitchenAid this year from her Nan for her 8th Birthday and Xmas.

Emily enjoys her active pursuits, swimming and gardening over summer 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. We attended a First Aid Course with Emily this year as well as a food science day; in 2023, we will opportunistically attend similar outings as well.

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.

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.

There are myriad 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 5 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 5 levels of the Australian Curriculum & or NAPLAN testing papers.

This allows us to reasonably measure Emily's progress & identify areas that either need more work, or where higher-level resources will soon be required. To date, Emily stacks up well against her Grade 3 NAPLAN in the sciences, the languages portion will continue to slow things down but I absolutely believe this will self-resolve in time with the current resources & effort.

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 some worksheets from home but have found that archiving work with a photograph is a quick solution that does not interrupt our workflow; it allows us to log academics and activities in the same manner and then reflect progress over time very easily.

Our first year of Home-schooling saw some deviation from our submitted HESP, not all the researched tools were utilised, not all the expected points of focus were followed, natural selection has steered our learning path this year and we've had a pleasant and rewarding experience. My relationship with Emily has forever changed and evolved in very positive ways for both of us & I expect continued growth as 2023 evolves.

I did need to adjust my method of delivery, my patience at times was found wanting, my expectations of what could be done needed tempering on several occasions, but when I look back over the year as a whole, I'm pleased with the progress we have all made together as a family and especially Emily as a student.

The continued goal is to keep Emily happy, confident and engaged with her home schooling, so we will take our lead from her, in the last breaths of 2022 I think we have succeeded & see no reason that 2023 should not be a more refined experience filled with more opportunity to learn.

On a closing note, this HESP has been reworked from 2022, which at the original time of writing was a daunting task because I did not fully appreciate its purpose or what was ultimately required, so I ploughed

as much details into it without hopefully being too verbose (my natural state) as I thought required. I have referred back to the 2022 HESP on several occasions now as a quick reference guide for goals and a compass for direction. As I have reworked this for 2023 it strikes me that the effort put into the formation of the 2022 HESP has a direct correlation with the relative ease of curriculum & ideology over the year. I am pleased that at the end of 2022 and looking forward to 2023 our track to date has been on course and enjoyable due to this documents existence, it reflects what we have and would like to deliver in its broadest sense and allowed a more holistic view of what we were trying to achieve, which allows a perspective that is lost sometimes when you are digging down and delivering specific learnings.