



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

Providing Emily with a tailored, flexible & targeted schooling environment to assist with Emily's familial Asperger's (Autism Spectrum Disorder (ASD)) is the core rationale for starting and continuing Home Schooling. Fortunately, continuity at home and at School over the last two years has helped in large part to overcome Emily's learning challenges and meet national standards when it comes to language. It allows Emily to extend herself beyond those same standards when it comes to Maths and Science.

Emily was fortunate this year as she continued to be taught by Mrs Morgan in a combined Grade 2/3 class at Franklin Primary School which afforded us some continuity in teaching. Very little has changed since last years HESP as the time, effort and methodology provided to date continues to bear fruit year on year. Emily will turned 9 on December 4<sup>th</sup> and has developed in all facets this year, becoming more competent, confident, self-reliant, happy and engaged with life & education. She has maintained good friendships at school and fosters new friends with relative ease and grace. Emily has managed to employ strategies from home when encountering challenges at school.

Emily continues to require direction and help with focus, though this has improved over the last couple of years, I still feel that a 100% School education solution would see Emily fall back under the radar and slip behind again. Home schooling allows us the keep on top of the focus issues, and by all metrics available to us has helped Emily overcome her inherent learning difficulties in Language and more fully develop her skills in STEM.

Emily's early years of school (2020 & 2021) at FPS saw Language standardised scores between the 25<sup>th</sup> and 33<sup>rd</sup> percentile, whilst her 2023 Results in NAPLAN saw results as high as the 80<sup>th</sup> percentile in reading and low 50's in writing mid 70's in grammar and punctuation, mid 30's for spelling, PAT testing showed a single score of 56<sup>th</sup> percentile, broadly a marked improvement in language skills over her two years of Home school.

Franklin Primary School has a new Headmaster (Mr James Milne) this year who has a background in Mathematics and we are co-ordinating our efforts to help develop a Maths extension program for Emily in 2024. I have taught through most of the Grade 5 Maths curriculum this year which has resulted in NAPLAN and PAT scores in the 99<sup>th</sup> percentile. Having Mr Milne to coordinate with has served as a good sounding board to make sure all the fundamentals have been covered and provide some valuable insight in how to develop our program further, his assistance has been invaluable.

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*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.*

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## Giftedness

The following table was provided in 2022, Emily has not had any reassessment for Asperger's and we continue to see the pattern maintained this year.

<b>Scale</b>	<b>Standard score</b>	<b>Percentile rank</b>	<b>95% confidence interval</b>	<b>Qualitative description</b>
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 2022's HESP Application, it can be provided again if needed.

## Speech Pathology

Emily has an atypical stutter, which has continued to improve through 2023; it does not affect her interaction with other children or Adults to any great extent. We have not taken any further action with regards to speech pathologists and have left it to quietly improve with age. Subject matter seems to be the biggest trigger, whilst talking to something she is knowledgeable about it all but disappears, but when she is having to draw on memory or actively process new information it makes an appearance.

## Reading Difficulties

Emily's language struggles since Prep have been well documented, reading especially has been a focal point of Home schooling to help break the back of this short coming. 2022 saw some solid improvement and 2023 has seen Emily now on par with her peers.

## Maths & Science

As in previous years, Emily's affinity for Maths and Science has continued to develop. This year special emphasis has been placed on extending her mental arithmetic and developing her instinct with fractions. We have worked hard to solidify her grasp on the fundamentals and extended her program through the grade 5 maths curriculum.

Basic mathematical functions, Algebra, Fractions, Geometry, Statistics, Time, Volume, simple differential equations & logic have all been in rotation at home this year & she now takes her home school maths to Franklin Primary during her school days.

For the sciences in general, Natural, Physical and Social sciences have all continued to be popular discussion points with Emily driving these discussions as discussions evolve naturally.

We have continued to use games, puzzles & exploration in parallel to the more structured topics 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 needs some help in developing concepts, but once they are understood she is very good at deploying those resources. Her recall of disparate pieces of information, from different times, in different forms, and make logical deductions based on that information is getting better year on year.

Emily's vocabulary and comprehension in general language is well advanced, she enthusiastically pulls apart songs or poems in search of context and meaning, which in turn advances both attributes. With the addition of more science this year we've broken down many words into their Latin / Greek origins, Endo, Exo, Micro, Macro, Inter, Intra, Extra, Pro, Post, Hemi, Semi, Demi etc

### *In summary*

Home schooling in 2023 looks a lot like last year, extending her skills, knowledgebase, reasoning, capabilities, confidence, self-reliance, self-awareness etc, the net result is a happy thriving child who despite some learning challenges early in her schooling is now starting to see her potential opening up before her.

We will continue to work with Emily's natural abilities, her nature has allowed her to overcome, with some effort, her areas of difficulty, 2022 solidified the notion that Emily will thrive if we afford her more time to learn in a manner that is tailored to her learning preference, 2023 absolutely set in stone that our current approach and the timing of intervention was absolutely needed.

We are no longer counting the opportunity cost of leaving her in school, instead we are watching Emily see her own potential and realising the fruits of her labour.

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 bread, yogurt, cheese etc.) which as a matter of course deliver on the scholastic front in a hands-on fashion.

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

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## 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 continued objective is that we 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 2023 home education has more structure, though just as varied and still founded on interest-based learning. Structure and Interest base have played different roles over the years; with structure helping to overcome difficulties or consolidate skills sets, interest base delivering engagement and breadth to Emily's program.

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

Branching subjects cover multiple disciplines & skills regularly. Humanities, Maths, Science, Art, Languages, Technologies and Physical Education all interact and importantly reinforce each other.

With an aim at developing self-motivation, the school day starts as early as she would like, but no later than 9am. Emily has a core body of work in 2023 based on the fundamentals and growing in scope as her skills and knowledge develop, her core work is ready in advance & she is capable of doing this without supervision. Her classroom is in the study & though I am usually by her side whilst she is doing this work, Emily capably works through much of the revision work unaided.

We still have a free flowing learning style based around discovery & delivered in hands on fashion, based in analogies & application, then grown as organically as possible, any point of interest is an opportunity to broaden Emily's educational horizon.

## *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 forms the core of our philosophy; 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 had its place this year though, especially in Maths where the 12X table has helped multiply her well-developed mental capacity, bolstering & empowering a skill rather than replacing it.

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 years 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 v9](#)

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

Specifically the Achievement Standard in V9 has providing a defined line in the sand that we can aim at.

V9 of the Australian Curriculum for 2023 has proved to be a better bounding & reference document than V8.4.

### [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](#)

*(Currently depreciated links, I'll keep this as a resource as a reminder to check in again)*

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](#)

### Twinkl

We have found many good resources on Twinkl, age appropriate activities, good ideas, and extension roadmap when looking ahead. We will use some of this for our Grade 4 program as it has many resources based around delivering specific curriculum goals.

### Progressive Achievement Tests (PAT)

Franklin Primary School have run PAT testing this year, so we have used it as a supplemental resource to the Australian Curriculum samples and the Grade 5 NAPLAN tests for helping us identify specific areas to focus on.

### Study Ladder

We have used in 2023 and expect to use in 2024 Study Ladder to help reinforce core skills in both Maths and English, it's a decent medium for providing consistent bite sized work units at a specified level.

### Brilliant

New for us in the dying breaths of 2023, Brilliant has been an eagerly anticipated addition to our program. A wonderful tool to help drive understanding in STEM subjects, Emily has finally developed enough to start utilising what Brilliant has to offer. The subject matter is aimed at High school through University and at its easiest levels are an obtainable stretch for Emily. She has been frustrated and elated in the same minute as understanding falls from the heavens, moments of wonder as a parent to behold.

## 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.

## Summary:

Conceptual, Interest based learning delivered organically forms the core of our home education style. Nothing has changed except there is more structure around some for the fundamentals, maths and fraction practice, English & handwriting practice specifically.

That structure is a means to an end, it has delivered more focus at those times when focus is needed and helped develop the skill of focus in and of itself.

Our continued commitment to delivering a program that is engaging and interest based delivers depth of understanding in a broad range. Emily has continued to grow more capable & confident with a broad knowledge base.

## 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, 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.

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*Learning without Lessons*

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## 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.

## Summary:

Emilys troubles with literacy have been a continuing challenge, though proudly this year she achieved above and in some cases well above the national average in the case of NAPLAN, only spelling has continued to be below the 50<sup>th</sup> percentile, but as the reading rate has improved the spelling accuracy has continued to improve. Some lag time between reading improvement and spelling improvement has to be expected but it has naturally evolved.

## Evaluation:

PAT and NAPLAN testing are an obvious metric, but daily functional skill is most apparent. Emily will now pick up a book to be entertained by a story, or pick up a white board or piece of paper and write a multi paragraph note, jot down thoughts or make a checklist for an upcoming event. This display of comfort and practical application is evaluation enough of her massive improvement over these last two years at home.

## Plan

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

Emily has 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 has had a solid year of reading, waxing and waning in interest levels but with active encouragement at times, there have been no prolonged periods this year without a book being underway, consistent. 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 even 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 had to temper this growing skill for the public.

We will use both the V9 curriculum standards, Study Ladder & 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.

Emily's handwriting has really advanced this year, I bought in an adaptive font, which helped to develop a nice cursive style, we applied this to poems or songs that Emily enjoys so that her handwriting was tied to a device that she enjoyed. "I am Australian" for example.

## 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

### Summary:

Grade 3 2023 has been the first year that we have been able to allocate an equitable amount of time to Emily's Numeracy, on account of her early language difficulties that we prioritised so that it didn't become a prolonged impediment to Emily's long term outlook. Emily's natural affinity for numeracy and our practical application of it to daily life meant Emily never fell behind, but with a more equitable allocation of time this year Emily's fundamental numeracy skills have extended considerably. We worked through the entirety of the grade 5 Study Ladder program & developed sheets at home to extend her program as needed.

### Evaluation:

Once again, NAPLAN and PAT testing are evaluation metrics that are easily identifiable, both of which came in at the 99<sup>th</sup> percentile. More practically though were the creation of in [house sheets](#) that we used for practice & revision. These problems are randomly generated within specified parameters and show a working knowledge regardless of the random nature of the revision work.

We have always used practical application to gently probe working knowledge, cooking in the kitchen, visiting the bank, asking how long until... etc all provide an insight to fluency.

Mr Milne steered us towards [ACARA](#) and their National Numeracy Learning Progression to map out Emily's progression through the different elements and sub elements that form the backbone of numeracy.

### Plan

Emily's numeracy is advancing at pace now, sitting at approximately two years ahead of her class we have looked into [extension programs](#) and have worked with Emily's new headmaster to accommodate that in next years program.

Practical & Applied Mathematics continue to be very well received by Emily.

Emily is a visual learner and is very fond of analogies when learning concepts, adding [Brilliant](#) to Emily's portfolio of tools has provided extension in topics like logic & reasoning, algebra, geometry etc has proven to be very engaging for her and as such a natural fit to our program.

In addition we will continue to use the V9 Curriculum as a sounding board to help keep an eye on the longer term direction and requirements for high school.

Tools like Study Ladder will likely come to their conclusion this year in maths as the content only runs to year 6 maths.

Twinkl still has some value though I'll most likely be generating more in house sheets to help reinforce subject matter.

There is likely going to be some adaption required this year as there are several unknown variables as we

move into the extension program, how much it will deliver, how Emily will adapt to it, how complimentary it is with our program and if Emily herself hits a natural learning plateau. In keeping with previous years though, Emily will set the learning pace, letting her find her natural level and providing opportunity to grow rather than pushing for results.

## *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.*

## *Summary:*

Outside of the scholarly confines, Emily has had another busy year of activities.

The sciences, with untold discussions, ponderings, exploration, on geological systems, geography, history, global religions through time, evolution, a rich and diverse tapestry of investigations this year.

In the Arts, Emily has been to several shows at the Theatre Royal, seen local amateur theatre, and skillfully ignored anything that looks like an instrument.

Sports and Adventure, Emily has continuing her swimming and made her first 50m unassisted swim this year, she been camping with cubs and had her first nights alone without parental oversight, she's continued to enjoy her sports at school and we've dipped our toe into Little Athletics.

## *Evaluation:*

There is not much to say here, Emily is a well-rounded, confident happy young lady that finds common ground with nearly everyone she meets, she listens when she comes to something new, she steps forward and offers help when she is knowledgeable, she steps back when there is somebody to lead and she takes command when there are only followers.

## *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 extends Emily's horizon of understanding is a key area of development that we have endeavoured to advance daily; 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. We are cruising to New Zealand for a month in

January 2024 and intend on using some of that time to look at things like the history of exploration, cartography, build a sextant, ships systems, safety, survival, knot work, desalination and other things that allowed people to explore the globe. We'll look at New Zealand's History & Geography, perhaps delve into Zealandia and whatever else we can find that is topical, practical & engaging.

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

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.

We've got several shows lined up for next year already, though at the moment Emily is thrilled to see different productions, she has no desire to become part of the show. We offered to spend time with her at the Huon Youth Theatre who put on a brilliant production of the Sound of Music this year, but for the time being, she is happy to sing and dance for family but has little desire to play to a crowd.

### 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 another season in the local Huonville Pool between now and April to continue Emily's development in the Pool. Emily is now in her second year of scouting and a seasoned hand, mum is still actively involved as a leader.

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 have been done at school, her coordination and ability is consistent with her class mates. In the very near future, Emily is likely to take up horse riding as we wait for a new local club to finalise it's opening checks.

### 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 again this year & it is there as a tool when Emily decides further investigation is required. Emily has a solid foundational understanding of magnification power, focal

lengths, opacity 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. Her stated desire is to work for NASA and so her capable & fast F5 750/150 Newtonian Reflector telescope with an Equatorial mount gave Emily some amazing views again this year, though it was utilised less this year than in the past, there is still a big smile and a sense of wonder etched on her face after a nice viewing of the night sky.

The universe in general has been a point of interest, we have had continued discussions and re-covered many topics 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 9 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 5 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. As mentioned in last years HESP we would finish out time with KiwiCo and move onto Mark Robers [Build Box](#), which has a more defined engineering focus to them which Emily has enjoyed.

[Lego Spike Prime](#) – unfortunately was the biggest loser in 2023, our expansion of the maths program saw some other STEM items take a back seat with Spike Prime and programming bearing the brunt of it. 2024 will absolutely see a return of MimiBot and I look forward to describing our progress in next years HESP.

[Festival of Bright Ideas](#) – was another highlight this year, we booked a double session to make sure we got around everything and had plenty of time to engage with as many things as we could, we still however ran out of time and both had broken brains by the time we left.

[Tasmanian Model Solar Challenge](#) - Marc Iseli from Tas Uni is one of the contacts we made from FoBI, we started to gather goods and knowledge to compete in this year's solar boat challenge, but rather than half baking a rushed solution this year, we have committed to it becoming a project for 2024's program.

Energy on the Move with Hydro Tasmania was an interesting afternoon with Hydro Tasmania which gave the kids some electronics kits to develop basic circuits, with discussions on generation, transmission, storage etc.

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.

### Summary:

Simply, Health and wellbeing form an undercurrent in the application of so many other learnings. We cover Nutrition regularly, Physical health & exercise, Mental health, how to deal with situations, how the body works, why it reacts the way it does etc, this is consistently tied to awareness of surroundings and adjusting how we move through life to avoid accidents. We have covered things like panic and shock, how to avoid or deal with yourself or others in these situations, we've practiced for emergencies and Emily is now fully competent to call emergency services if extra help is required.

### Evaluation:

Just seeing Emily work through problems as she proactively removes risk means many lessons have been taken on board. We regularly spot-check her ability to call emergency services with relevant information and ask what she would do if she saw random situations. Pool safety, fire safety, medical emergencies, car accident etc have all been discussed.

### 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. 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 last year and in Grade 3 she seems to have kept those same personalities in check.

The internet, we only allow a few age appropriate Apps on her tablet which we manage. We have now broached the topic of The Internet and search engines proper, though through the protections, we have in hardware and software at home the worst of the internet is restricted.

### Physical Wellbeing

"Think 10 seconds ahead" has been a mantra for Emilys and has limited her to a few blisters, splinters and the odd bruise in her four years at school and around home. In 2023 the mantra seems to be internalised, the rate of accidents has continued to be low and proactive risk mitigation become part of how Emily moves through life.

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 though we didn't get to make any cheese this year, we do expect that it will be back on the menu in 2024.

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.

## *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.*

## **Summary:**

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.

## **Plan:**

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.*

### ***Summary:***

Describe the opportunities your teenager has had to explore future pathways for study or work since your last HESP.

### ***Plan:***

To survive 6 5 4 more 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 enrolment as part of your program.

## Summary:

Aristotle said, "Give me a child until he is 7 and I will show you the man." Emily is 9 as of a few days ago, and I see the Woman she will be, challenges she will face and strengths she'll bring to bear, I couldn't be prouder of how she has developed over the years.

Taking a long term view on growth, seeing how somebody engages with you, how happy they are in their own skin, how they deal with stress, how they treat animals, how they deal with new and unknown scenarios, how strangers with no agenda react to your daughters presence & help build a picture over time of how well a person is growing into themselves.

## 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.

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 continue to 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.

2022 Home-schooling saw some deviation from our submitted HESP, not all the researched tools were utilised, and not all the expected points of focus were followed.

2023 saw a more structured form take place towards the end of the year as we developed focus and Emily's ability to drive her own workflow, this was not really a departure from our HESP but certainly did evolve over the year in response to some focus issues we saw developing. Natural selection has steered our learning path this year and we have had a pleasant and rewarding experience. I'm pleased with the progress we have all made together as a family and especially Emily as a student. Her growth in STEM, especially maths has been very rewarding, finally able to embrace her natural affinity to the full.

Emily's continued improvement in languages has been hard fought, especially for Emily, this has paid dividends though, as not only has she overcome many of her language shortcomings, but she has learnt the larger lesson, she can affect change in her own life, through willpower, consistency and attitude.

The continued goal is to keep Emily happy, confident and engaged with her home schooling, so we will take our lead from her, 2024 will be filled with more opportunity to learn.