

Approved application for our 7-year-old son that was taken out of school halfway through Year 1 (SA).

1. Reason for the request:

We have researched the education choices available and have decided that home education is the right choice for our family. We wish to share the enjoyment of learning with DS and explore and discover together as a family. We believe he will flourish with individual attention.

Another wonderful reason that this is the best choice for us is that we want to encourage his natural love of science and music and anything else he develops a fascination with. Alongside that the ability to spend more time on areas where we feel he requires more attention. We believe he will learn better in a quiet distraction free environment.

We would like to be flexible with our time and take advantage of learning opportunities providing him with valuable life-learning experiences.

2. An outline of the proposed program of work in each of the eight areas of learning, including the resources to be used to support the program.

Our plan is to use the Australian Curriculum Year 1 and venturing into Year 2 as a guide to cover the eight key learning areas and will be taking somewhat of a natural, interest-led approach. We feel that this is important to foster a long-term love of learning.

2-1. ENGLISH

To develop a sound understanding of language, literature and literacy.

He will develop spelling and word knowledge, visual memory and sight words, concentration and comprehension of text and punctuation when reading. We will encourage in depth discussions to form analysis and opinion of text and understanding text structures.

Following instructions, courteous listening to others, recognising and responding to verbal and non-verbal communication. Reading body language and expression, recollection and interpretation of information.

Developing effective communication through telling stories, oral presentations, reciting poems and plays and frequent communication with others.

Writing stories, poems and plays, critical and creative analysis of other subjects for example science experiments prediction and reviews.

Resources:

We have a good selection of kids books, word games and puzzles, my parents have a great selection of quality literature. We will also access public libraries, book shops and our community for a wealth of resources for understanding text structures and the way that people and businesses communicate. My sister enjoys providing us with fascinating and educational items from her work that cover many subjects and that DS finds riveting!

She has just provided us with an Australian Geographic Education series of books covering many areas of interest.

The online resources we will be using are; ABC Reading Eggs, English Worksheet Land, Story Starters on Youtube, TED Talks and ABC Splash.

2-2 MATHEMATICS

To develop insight and accuracy in number place value and location on a number line. Developing an understanding, recognition and knowledge about the value of Australian money. We want to teach him the importance of keeping a budget and saving money. We will be applying math in everyday situations and teaching him to make wise financial decisions and transactions.

He can confidently count to 100, so we will move on to counting to 200 and beyond and develop his skills in skip counting by 2s, 5s, 10s and 20s.

We will be developing a sound understanding of time keeping to the hour, minute and second. Also days of the week, months in a year and confidently using a clock and calendar.

Problem solving simple maths equations with confidence and accuracy. We will develop on his understanding of addition and subtraction, multiplication, division, decimals, fractions, units of measurement, graphing, data analysis, two dimensional shapes and three dimensional objects.

He uses maths everyday already in cooking, playing board games and pretend shops. He is aware of time as we (mostly) run our household to a schedule to keep things running smoothly. For example, up at 7:30, pick a chore stick at 4:30, he gets 20 minutes of game time for 20 minutes of extra chores around the house and he is already earning pocket money for occasional 'work' with his Dad.

Resources:

Money, the local library, food ingredients, measuring jugs and weights, board games, toy register, local shops, clock and moveable clock, time and money flash cards, a calendar and budgeting book to keep track of his money.

We will be using Math Seeds and accessing worksheets from Pinterest and Teachers pay Teachers. We are currently looking into Maths Online as well but are unsure at this stage if it will be necessary.

2-3 SCIENCE

DS wants to be a scientist/musician when he grows up so we enthusiastically encourage his love of science. We regularly try out experiments using every-day items such as baking soda and vinegar, cornflour, food dye and flowers, balloons to create static electricity and of course magnets.

He is fascinated with space so whenever there is an anomaly such as the recent Delta Aquarids meteor shower, we wake him up and set up the beanbags and blankets outside and watch it with a nice warm milo.

We are confident that we will cover the Australian Curriculum two year band of Biological, Chemical, Earth and Space and Physical Sciences and beyond. He enjoys the planning process of creating experiments, making predictions, conducting experiments and analysing the results.

We will continue to create vegetable gardens and we will learn about different fruits and vegetables and their seasonal cycles. We will get a worm farm going and create our own fertiliser. We will also make grass heads and terrariums. We will learn about our planets natural resources and how we can protect and harness them.

DS and Dad both enjoy fossicking and frequently go out with a metal detector which DS has been learning to use. We are lucky to live near a museum that houses a vast array of natural rocks and minerals found in Australia and overseas.

DS found a Human Body set at a garage sale and since then has been interested in the biology of the body. It has pull out bones and organs that he is learning about and their placement within the body. We will continue to study this and the live cycle of humans and various other animals and insects. He has an art farm which we will set up and study.

We will explore movement, cause and effect scenarios, and basic mechanics, such as experiments to test strength and reaction.

We will study the weather, perhaps delve into how to read and create weather charts and how to measure rainfall and the effects that the weather has on the earth.

We will most definitely explore the cosmos and follow that wherever it takes us (probably to purchasing a telescope). We will investigate gravity with experiments.

Resources:

Household items for various experiments, seeds and seedlings, soil and mulch. A worm farm and an ant farm.

The local museum, various fossicking tools and locations.

Human Body set and book, the public library.

The surfing scientist, ABC Splash, TED Talks, Cosmos TV series, Brian Cox – Wonders of the Universe TV series, Dr Karl – Science on Mornings Triple J radio. There is also a great selection of educational material on ABC3 which we watch on iView such as Backyard Science.

2-4 HUMANITIES & SOCIAL SCIENCES

We will research Australia and periods in our history and our local, state and national cultural development. We'll explore our local area, its history and how it has changed and influenced how we live today. We live near historic mines and we regularly go for walks and read the descriptions of the different sites and what they were used for. The museum and guided tourist train offer a wealth of knowledge on the mining history of Australia.

We have regular conversations related to social and political affairs and discuss different opinions and what could be done to improve things.

We will delve into Aboriginal and Torres Strait Islander history and what life was like before and after European settlement. We will learn about the handcrafted tools that were used and the artwork created over the years and what the symbols in the art represent. We will listen to dreamtime stories and discuss them and what they mean.

We will encourage personal responsibility, an understanding of social structures, the need for law and order, conflict resolution and tolerant and co-operative behaviours.

Utilising our involvement with others, we will help DS develop a sense of belonging within a community environment with a diverse array of people of various ages and cultural backgrounds. We will learn about the different roles that people play in our community and play around with some role-playing games and activities.

We have interviewed DS's grandparents on my side of the family, we will continue to explore our history and communicate with family members on both sides and ask them to remember and reflect with us. We will document these in a journal and create a family tree that we can regularly revisit and DS can have as a keepsake.

We will learn about the impact that humans have had on various aspects of our natural world both harmful and good. We will discuss innovative strides for improvement and develop ideas for what we can do to help. We will also discuss disadvantage and injustice here in Australia and around the world.

We will explore geography and mapping.

We decided the other day that we are going to create a map of our yard with clues to find hidden treasure for Dad and sister to find. Beyond this we could map the mines and walking trails, to the library or shop. This will be recorded and revised.

We plan to travel frequently so we will be exploring and learning everywhere we go.

Resources:

Newspapers, the library, BTN News, the internet.

The mines walking trails, museums, galleries and guided tours.

Our family members, our community, people we meet in our travels. Smores.com for dreamtime stories. 'Mabo' movie, dress up games and our journals and adventure book.

2-5 HEALTH & PHYSICAL EDUCATION

DS is very active every day. He rides his bike most days, plays chasing and being chased by his sister, he frequently uses the trampoline and hula hoop and climbs the rope ladder in his tree house. We play basketball a few times a day as it is set up just outside our front door and is irresistible to shoot a few hoops. DS's Dad used to play basketball and skateboard a lot growing up and knows a lot of tricks that he teaches DS.

We will continue to practice good hygiene and replacing chemical products with healthy alternatives.

We go walking often in varied locations. Quite often to the playground where he is very active. Occasionally we go to the cemetery and walk around and read the gravestones and talk about the process of life and death.

We often discuss health and the benefits of eating healthy and being active to keep our bodies strong and our energy high. We will be starting our days with some stretching and yoga and a healthy breakfast.

When DS was three he choked on a \$1 coin. The ambulance was called and long-story-short, he had to be airlifted to hospital to have it removed from his oesophagus. He still remembers most of it and reminds his sister 'If it's not food, don't put it in your mouth'. As scary as it was, DS has learnt a lot and continues to learn about being safe and avoiding hazards. He also learnt about the emergency services and people in our community that assist us when we are hurt. He empathised and was there for his sister through the process of having stitches when she fell and cut her cheek. We will continue to learn in these areas as he grows and we will be enrolling him in a children's first aid course.

We frequently go over our fire escape plan, he will be learning about what his Grandfather learns and does as a member of the CFS. We will be enrolling DS in swimming lessons when they next run in our area. He will continue to learn about personal safety in natural elements like sun safety and dressing appropriately for the weather conditions.

DS is regularly revising his safety instructions that include; who he can go to for help, what to do if he gets lost, his address and his parents numbers and he is aware of stranger danger.

We will keep developing this as he grows to include online safety, bullying and safety in different environments (e.g. Around machinery, chemicals etc.).

Resources:

Various sports equipment, his bike, scooter, skateboard and yard. Playground equipment, parks, walking trails and skate park. Healthy food, our vegetable garden, recipe books and the internet. Healthy alternatives.

First aid course, swimming lessons and continued safety instructions in different environments. His grandfather and the CFS. Visits to the doctor, dentist and any other health professional.

Online yoga classes and Xbox game Deepak Chopra's Leela, Mind. Body. Spirit. Play' game, music, dance instructions. The following websites; healthyactivekids.com.au, funfitnesslearning.com, cyh.com, for activities and information.

2-5 TECHNOLOGIES

DS is developing awareness of the technologies around him, he frequently uses his LeapPad which is entirely educational apps, he also uses the iPad for learning and coding games. He plays Xbox and knows how to navigate with the TV. We are teaching him to use the computer to research information.

He is very inventive, we are going to start an Inventions Box where we will place everyday items he may be able to make something with such as; silly springs, paddle pop sticks, marbles, rubber bands, pulleys etc. We will be encouraging him to construct things like chain-reactions and structures to test strength and reaction.

We will observe and discuss machines and tools that we use in our daily lives such as the lawn mower and other gardening tools, pool equipment, household appliances and computers. We will research machines and tools that are used in our community such as farming equipment and also throughout the country and globally such as wind turbines, and we will assist him in investigating how these work.

Dad and DS frequently make things out of wood in the shed, one of the projects on the list is a versatile enclosure for our guinea pigs that will keep them comfortable, safe and entertained.

DS pulls apart his toys to investigate how they work, like his remote control car which he carefully disassembles, cleans, charges and then reassembles.

We will be exploring ideas and drawing up plans for what we can create to assist ourselves, others or the environment and discuss how these designs can help. This will be regularly undertaken. We will also be learning in the following areas; making and learning about circuits, robotics, solar energy, animation, coding and woodwork.

Resources:

LeapPad, iPad, TV, Xbox, computers, phones and the internet. Household machines, tools, appliances and devices. Farming equipment, school and library equipment, modes of transport, including the tourist train.

Inventions Box containing various and ever-changing items.

Wood and wood tools, toys to disassemble and reassemble, Clip Circuit Electro Lab and other construction toys.

ABC Splash, TED Talks, Mythbusters TV show, Scrapheap Challenge TV show.

2-7 ARTS

DS is very creative, he creates beautiful things every day. This subject will be covered a hundred times over just by allowing him the time and resources to be free with it. As a practicing artist myself, I am so very proud of him and his fantastic imagination. The best thing I can do for him in this subject is avoid making it boring with theory. In saying that though there is a lot of 'learning' that we can do that will contribute to his enjoyment. This includes going to galleries and other arty venues, admiring colours and patterns with him, discovering new ways to create art and anything else we can come up with to inspire him. This will include discussions about what he likes and why.

He has 'Doogle Drawers' which are filled with art and craft supplies. We collect things to use in art wherever we go, we have a lot of luck in this at cheap shops and op shops.

We will explore art created in other countries and some history in art.

His Dad has been playing guitar for most of his life and is a very talented musician. He teaches DS about music and DS has guitar lessons with him. His time spent doing this will increase as his skills develop. DS has written his own song on guitar and performed it in front of his peers. He is already working on his next masterpiece.

We will venture into learning about other instruments and keeping a pitch while singing. He already collaborates with his Dad and we are going to start a family band because I can play bass and his little sister is showing interest in music also. Naming the band, writing songs together and performing in front of family and friends will be a wonderful thing to do as a family and will increase DS's confidence.

He has great rhythm and we will enthusiastically encourage his love of music and dance.

Resources:

Art and craft supplies such as; paper and cardboard, stamps, stencils, felt, foam, pipe cleaners, ribbons, string, wooden letters, stickers, match sticks, paddle pop sticks, beads, glitter, pom poms etc. Scissors, glue, pens, pencils, crayons, chalk, textas, brushes, sponges, sticky tape, clips, erasers, sharpeners, etc. Recycled materials such as cardboard boxes, rolls and egg cartons, plastic bottles, bubble wrap, lids etc.

Art galleries and venues, the beauty of nature and public art such as wall murals.

ABC Splash, TED Talks about creativity, the internet.

Guitars, other instruments, stereo, music and music tablature, his parents and extended musical family.

2-8 LANGUAGES

DS has been learning Japanese at school so we will continue with this. We will focus on the basics of the language such as speaking, reading and writing simple phrases and songs. We will work on developing an understanding of the culture and discuss how it differs from our own.

We will also be learning sign language.

We will teach DS the basics of French and Cantonese if he is interested, as his Dad and I have experience in these languages. If he shows interest we will consider switching the focused language over to which ever he prefers.

Resources:

Languages online (education.vic.gov.au), languages online on iPad, japaneseonline.com, YouTube.

3. Time table or outline of program:

We want to be able to be quite flexible with our time. At this stage this is the plan for an average day.

Morning – DS is usually the first one up, we often find him creating wonderful inventions or art

- Yoga/stretches
- DS makes cereal for breakfast or he helps Dad or I to make a more complex breakfast
- Get dressed, basic hygiene and feed the guinea pigs
- English
- Snacks
- In or out play/Physical Education
- Maths
- Lunch, if he hasn't made breakfast he may help with lunch

Afternoon

- Science or HASS, interchangeable
- Technologies and research
- In or out play/Physical Education
- Chore stick
- Reads to parent while we make dinner
- Music/Art if he is still active, interchangeable

Evening

- Dinner/ family chat
- Every second day or so family games night, art night, movie night, interchangeable
- Books read by parent and/or DS
- Basic hygiene and bed

4. An outline of long-term goals of the child

We intend to home educate for as long as it is working for our family, we hope that it goes very well and we can continue to do so for as long as he is flourishing in it.

We would like him to head in whichever direction his interests take him so that he can thoroughly enjoy his life's work. We want to equip him with the skills, knowledge and confidence to take on whatever he wants. We will enthusiastically encourage him in any direction he chooses and make sure he has the opportunity to further his education or join the family business.

5. An outline of the assessment and evaluation strategies to be used to show progress in learning.

We will be quite aware of his learning because we will be learning it with him and always discussing what he is learning. We will be following the Australian Curriculum to make sure we are on track with the outcomes for his year level. We will be moving into higher year levels as he progresses in areas and spending more time on areas we feel he requires more attention. We will also frequently communicate with his friends parents about their progress.

There are a few methods of documentation that we will be using, we have already started using Evernote, in this program we are keeping notes, photos and work samples. We have also started a private Facebook group to document and share his journey with close friends and family. DS will have a journal for each subject where he can keep his work. Dad and I will be keeping a binder system for our documentation and evaluation of his learning progress and our discussions and ideas for future directions.

6. A description of the home learning environment:

We have just set up our learning space and are very happy with it. DS has decorated his desk and made it his own. He has a comfortable desk chair and drawers for his books and pencils etc. It was very inspiring watching DS get excited about our set up.

We have a cosy reading corner with children's literature and resource books, a cupboard full of paper and other handy supplies, a cupboard full of educational sets, games and toys, Doogle Drawers full of craft supplies and even a big white board on a stand with wheels. Most of this is thanks to numerous generous donations from supportive friends and family.

There is plenty of light, we get the morning sun in through the window, it is a well ventilated open space that has no door just an open entrance opposite the kitchen.

We have a large yard with a tree house for climbing, a trampoline, plenty of room for bike riding, plenty of paved area for riding his scooter, playing basketball or chalk drawing. There is a nice little lawn area surrounded by a vegetable garden where the guinea pigs roam. It really is a lovely place to live and home educate.

7. The name of persons responsible for the education of the child

His parents Dad and I will be responsible for most of the education. We are lucky to have a great support network and have invited friends and family to participate in DS's learning experience if they would like to offer their time and experience.

DS will be having swimming lessons and potentially joining a basketball team soon.

We may also consider a language tutor as he progresses with the language that he chooses to pursue.

8. Provisions for social interaction with peers and other adults:

DS gets along well with his four-year-old sister, so well that he is quite often needed to interpret what she is saying to us (she is delayed in her speech). He plays with her, teaches her and is protective of her.

We have organised with the parents of DS's school friends to meet up regularly and have them over to play.

Dad and I both have large families with members of all ages, many of which are around DS's age and they all get along well and see each other quite often.

We have joined with home education communities and support groups in Adelaide that we have found are great for keeping us informed of useful information, events, learning opportunities and fun activities.

We have also been advised by these groups to keep our application simple, although we have found this quite difficult as there is so much more that could be added.

If you require any further information please let us know.

Kind Regards