

South Australian Home Education Learning Program 2010

Application 2010 and Review 2011

Early Childhood

Application for exemption from attendance at school for the purpose of home education

1. Reason for the request

We are seeking exemption from attendance at school for our daughter [Child] because we have chosen to home school our children. We believe that home schooling will enable us to –

- Spend lots of quality time together as a family, not tired or stressed by strict daily timetables; this will foster stronger, more positive family relationships.
- Share the enjoyment of learning; explore and discover together.
- Participate in a diverse array of community activities, so the children can socialise with children and adults of different ages and from different backgrounds.
- Allow the children to pursue topics that most interest them and use these to cover the breadth of learning areas; in this way we can capitalise on their natural interest and engagement to enhance learning effectiveness.
- Be flexible in the way we use our time, and take up learning opportunities as they arise.
- Meet the learning needs of each individual child – provide material and experiences that will stimulate and engage each child, and spend extra time or seek out external input to address areas where a child is struggling.

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

We are taking a ‘natural learning’ approach with [Child] at this stage, capitalising on the learning opportunities that arise in our everyday life. We encourage and support [Child]’s learning and development, build on and extend learning activities when her interest is engaged, and draw on a spectrum of activities, organisations and individuals in our community to provide [Child] with a diversity of learning environments and opportunities. We plan to continue with this approach through 2011. In future years, as we review how this approach is working for [Child] and our family as a whole, we may

introduce a more structured, curriculum-based program for some learning areas. We have access to the South Australian Curriculum Framework and are aware of the development of the National Curriculum; we will be providing learning opportunities for [Child] that are appropriate to her developmental stage.

2.1. English

Reading and the exploration of language is a big part of our daily lives. In our family we enjoy thinking about and discussing the meanings, usage and derivations of words. During the coming year we will support [Child]'s development and enjoyment of the English language in the following ways—

- Oral language development—ongoing enjoyment of conversation within the family and with a range of other adults and children; extension of vocabulary through discussion on a wide range of topics, talking about the meaning of new words, multiple and nuanced meanings, and language usage (variation over time and between cultures); encouraging [Child] to memorise poems, rhymes, and songs and enjoy repeating these; asking [Child] to explain or retell story plots from books/ movies/talking books, and helping her to relate stories/events in a clear and well structured manner; enjoying word play together.
- Reading—reading books to [Child] will remain an important part of our everyday life (we read a broad range of story books, chapter books, poetry, and non-fiction books); we will continue to assist [Child] in practicing her own reading daily, using simple readers/story books, as well as incidental reading of signs, labels, and recipes, and in the context of computer games, TV, etc.
- Writing—daily writing practice with the aim of [Child] developing fluidity, speed and neatness in her hand writing, as well as learning the spellings of common words, gaining confidence in trying out words she is not sure of, and becoming familiar with punctuation and simple grammar conventions; encouraging [Child] to write messages in the thank you cards and birthday cards she makes for people; supporting [Child] in establishing pen friend relationships.

Resources

Our extensive home library, books borrowed from our public library and Dernancourt School library; games, such as story games, acting out stories, and dramatic role-playing games (e.g. 'shops'); writing that we come upon in everyday life (signs, recipes, magazines, the internet); list of common 'sight' words; chart showing correct way of forming letters of the alphabet; handwriting exercise books.

2.2. Mathematics

We both have strong backgrounds in and enjoy maths. We will continue to encourage [Child]'s mathematical development by using opportunities that arise day to day to explore and practice maths. We will record our observations of [Child]'s mathematical abilities and interests so as to keep track of her development and to provide a concrete record that can be compared against expected mathematical development for children her age. Examples of areas of maths we regularly explore with [Child] –

- Weighing and measuring – e.g., comparing capacity of different containers; measuring/weighing ingredients in cooking; estimating lengths/weights; discussing the relative sizes of things.
- Time-telling – coming to understand the relationship between clock-face and digital clock times; calculating hours/minutes between one time and another.
- Arithmetic – simple addition, multiplication, subtraction and division, usually in the context of real questions that come up as we go about our day; mental arithmetic (e.g., on car trips); becoming familiar with the use of arithmetical symbols (+, -, x, =).
- Collecting and interpreting data – e.g., keeping a rainfall chart and graphing monthly rainfall; doing a survey of car makes in local carpark, discussing findings and representing data using pie charts and bar graphs.
- Discussion/exploration of other aspects of maths as these arise – use of number lines; angles; fractions; Roman numerals; decimal places; geometry (relationships between different shapes, recognising shapes in the world around us).
- Games, e.g., card games, bingo, etc.

Resources

Measures, rulers, kitchen scales, measuring cups, cuisenaire rods, blocks, playing cards and board games, clocks, graph paper, pen and paper, pebbles, calculator, computer-based maths games (e.g., www.mathplayground.com).

2.3. Science

Discussion of scientific ideas and phenomena is a big part of our everyday life. We both have honours degrees in science (botany and geology) and are interested in all aspects of science. We will support [Child]'s scientific learning through the following activities –

- Observing, recording and discussing scientific phenomena in daily life – e.g., germination, growth and development of plants in the garden and the bush; insect,

bird and animal life; rocks; weather; monitoring of rain gauge and maintenance of rain chart; chemistry in cooking; physics of buoyancy; rainbows; recognising objects in the night sky.

- Introducing the idea of testing hypotheses and using experimental approaches (e.g., ‘Why do you think that’s happening? How would you check to see if that’s the right explanation?’)
- Regular visits to museums and science discovery centres.
- Reading and discussing books on science topics such as the solar system, human biology; watching nature programs (e.g., David Attenborough’s various TV series).
- Conducting simple science experiments at home and recording our results (e.g., mapping different types of taste bud on the tongue).

Resources

Museums and science discovery centres; our garden and the natural world (sky, bush, sea, etc); our collection of rocks, minerals and fossils; thermometer; rain gauge; books such as ‘Eyewitness guides’, ‘Simple kitchen experiments’, science books, etc.; science and nature DVDs; scientists we know.

2.4. Society and environment

We see it as very important for [Child]’s education to be strongly embedded in the broader context of our society and environment. Ways in which we will ensure this include –

- Involvement in community organisations and activities, through which we develop a sense of belonging within our community and get to know people from a diversity of backgrounds, e.g., belonging to a community garden group that meets weekly.
- Becoming familiar with the different jobs and roles of people in our community, through observation and talking when we are out and about, and role-playing games.
- A focus on ethics and philosophy in our discussions at home, e.g., fairness, what motivates people to do things that seem bad, etc.
- Discussion of disadvantage and injustice in Australia and globally; discussion of the role of governments, charities and individuals; reading the magazines and watching the DVDs sent by charities we support, and discussing the issues.
- Maintaining a supportive friendship with a Sudanese family who we were originally linked up with through the Refugee Association.

- A particular focus on learning about Aboriginal culture – e.g., reading books about Aboriginal culture and history, attending cultural events, going to exhibitions of Aboriginal art, etc.
- Reading historic books and discussing how attitudes and ways of life have changed (e.g. the Laura Ingalls Wilder series of books).
- Discussing the impact of human activity on various aspects of the natural world.
- Holidays to natural places that offer opportunities for us all to learn more about the natural world and to feel more connected with nature.
- Regular visits to museums, art galleries, cultural festivals, and other cultural institutions.

Resources

Community garden; museums, art galleries, and other cultural institutions; libraries; books about the natural world, environmental issues, other cultures, cultural history, etc.

2.5. Health and physical education

Our children enjoy outside physical play and activity every day. Ways in which we ensure that [Child] is developing in her physical abilities and learning about how to live a healthy lifestyle include –

- Regular unstructured physical activity – bike riding, walking, swimming, climbing, bouncing on the trampoline and playing with balls, hula hoops, skipping ropes, etc.
- Gymnastics classes for [Child] once a week.
- Occasional swimming classes (e.g., VacSwim and other school holiday swimming programs).
- Cooking together and talking about the role of different foods in a healthy balanced diet.
- Discussing various aspects of healthy lifestyles – nutrition; sun protection; dental hygiene; importance of sleep and physical activity.
- Reading and discussing books on human biology and first aid.

Resources

Gymnastics classes and swimming classes; playgrounds, swimming pools, the bush; trampoline, bikes, balls and other sporting equipment; books on human biology and first aid; visits to doctor, dentist, etc.

2.6. Design and technology

We encourage [Child] to be aware of tools and technology in the world around her, and aim to support her becoming more confident in her own abilities to design and make things and use a range of tools. Ways in which we do this are –

- Regular use of kitchen tools when cooking together (whisk, beaters, peelers, graters, pasta maker, bread maker, yogurt maker, etc.)
- Play involving design and construction – making roads, hills, tunnels etc. in sandpit for rolling balls along; decoration of tree house and cubby house; construction of trains, cubby houses etc. using household furniture; craft activities (e.g. making paper planes of various designs, parachutes made out of plastic bags, constructions using recycled boxes and cardboard tubes).
- Using drawing to design clothes, houses, etc.
- Observing and discussing machines and tools that we come across in our daily lives, e.g., rotisserie at the charcoal chicken shop.
- Becoming familiar with the use of maps and diagrams as tools to represent things in the physical world; encouraging [Child] to draw her own maps and diagrams.
- Computer – assisting [Child] to increase her skills in the use of computer applications such as Microsoft Word for word processing and Google for researching topics that interest her; [Child] playing computer games that develop her mouse and keyboard skills.
- Family projects – encouraging [Child] to be involved in family projects to make things, e.g., bird nesting box, tree house, decorative stepping stones, etc.

Resources

Kitchen tools; home computer and the internet; craft tools and materials (including recycled craft materials); atlas, globe and streetmaps; sandpit.

2.7. The arts

The arts are a big part of our family life. We encourage [Child] in her enjoyment of and involvement in the arts by –

- Playing music – informal lessons and regular practice of tunes on tin whistle and recorder; access to a range of instruments in the house, including keyboard, harmonica, ukulele, fiddle, and flute; role modeling (we enjoying playing music as a normal and incidental part of daily life).

- Listening to CDs at home and discussing music (e.g., different styles of different composers; music from different countries); attending music events such as music festivals, music workshops, and concerts.
- Encouraging [Child] to draw, paint and make things, and providing quality art and craft materials with which she can work.
- Creating opportunities to enjoy collaborative art activities (music, drama, art and craft).
- Regular visits to art galleries.
- Attending live performances of music and theatre.

Resources

Our collection of musical instruments at home; art and craft materials; art galleries and various music and cultural events; artists we know.

2.8. Language other than English

We foster [Child]'s awareness of cultural and language diversity through talking about other languages spoken by friends and members of our broader community, listening to multicultural music, reading books and watching documentaries about other countries and cultures, and attending cultural events such as ethnic festivals.

[Child] is not currently learning a second language, although we do talk about other languages and [Child] has enjoyed learning some words from other languages. During 2011 we plan to begin learning Indonesian as a family.

Resources

Friends who speak other languages; TV documentaries, including multicultural food programs; multicultural events.

3. Time table or outline of program

We do not have a daily or weekly timetable. When we work on different learning areas, and the amount of time spent on particular activities, varies.

[Child] practices her reading and handwriting daily.

4. Long-term goals for [Child]'s education

In the long term we plan to provide a home schooling program and environment that will enable [Child] to develop strongly in her academic abilities, with her education

being well grounded in the broader context of our community and environment. We will encourage [Child] to take initiative in her own learning, develop her own passions, and grow to be resourceful, self-motivated, and confident in her learning. Our aim will be that [Child]'s education will be strong academically in order to allow her to pursue tertiary studies, if this is her chosen path.

In 2011, specific goals for [Child]'s learning and development are:

- [Child] to gain independence in reading, so that she is able to read simple stories, recipes, instructions, etc. with confidence.
- [Child] to become proficient in her handwriting – i.e., to improve the speed, neatness and ease with which she writes.
- [Child] to develop in her maths abilities, in particular gaining a sound understanding of the base ten structure of our number system.
- To become more connected with the home schooling community and provide opportunities for [Child] to make friends with other home schooled children.
- [Child] to establish some 'pen-friend' relationships, by letter and/or email.

5. Assessment and evaluation strategies to be used to show progress in learning

During 2011 we will record [Child]'s home schooling activities and her progress in the following ways—

- Keeping brief daily notes on activities that are of particular relevance to [Child]'s learning and development.
- Photographing activities and things [Child] makes.
- Keeping samples of work, particularly [Child]'s hand writing, in order to see progress.
- Keeping notes on [Child]'s developing abilities, particularly relating to maths.

We will familiarise ourselves with the SACSA framework so that we can do periodic reflective evaluations of our home schooling program for [Child], e.g., to identify any learning areas that we need to focus on more.

6. Description of the home learning environment

At home many of [Child]'s learning activities happen in our lounge room (e.g., reading and discussion on the couch) and dining room (e.g., reading, writing, maths, art, music,

and discussion at the dining room table). In the lounge room we have a computer desk, and in the dining room [Child] has her own desk, at which she does her daily writing practice. We have a large back garden with vegetable patch, trampoline, tree house, cubby house, and sandpit, which offers a great play and learning environment.

Learning also occurs in the many community and natural environments mentioned above.

7. Name of person/s responsible for the education of the child

Mother, Father and Grandmother (Father has a Diploma of Education).

8. Provision for social interaction with peers and other adults

[Child] enjoys a diverse range of social interactions, including –

- Regular free play with friends, singly and in small groups of children. We arrange get-togethers with friends who have children, and [Child] has a good friend who lives opposite, so that spontaneous play at either girl's house occurs regularly. [Child] and her brother Fergus have a very good relationship and play together a lot.
- [Child] goes to the local primary school once a week to join the children in a 45 minute free activity session; we will also be using the school resource centre (when the current renovations are complete).
- We visit our community garden weekly, where we work and socialise with other members of the gardening group.
- Gymnastic classes – [Child] has an opportunity to see her best friend every week, and interact with other students.
- We plan for [Child] to try out the local Joey Scout group during 2011.
- We will increasingly become more involved with the local home schooling community, attending regular get-togethers, etc.

Home education review for [Child]—June 2011

1. Highlights of the program / general comments

Home education is working well for [Child], and for us all as a family. An unstructured, unhurried program allows us to spend lots of quality time together as a family, be spontaneous and pursue topics and activities that capture our interest, and participate in a diverse range of community activities and public events.

Free, imaginative play is still a very important aspect of [Child]'s learning and development at this stage. She devotes a great deal of time and energy to this type of activity, playing with [Brother] and other friends – learning benefits include development of social skills (cooperation, dispute resolution, etc), forging a strong bond with [Brother], oral language skills, and practice in building, design and problem solving.

[Child] is an effective learner, has a broad range of enthusiastic interests, and engages with life in an active and energetic way. The natural learning approach we are using suits her well. Over the past 6 months we have observed strong progress in many learning areas, particularly reading, maths, oral language, scientific knowledge and playing tin whistle.

Highlights over the first half of 2011 have included:

- The National Folk Festival – enjoying musical and cultural performances, spending time with family and friends, making new friends, busking, camping.
- Tutankhamen exhibition at the Melbourne museum.
- Peter and the Wolf, performed by the Adelaide Symphony Orchestra.
- Visit to Melbourne to spend time with family and friends, and celebrate cousin's 2nd birthday.
- Fishing with Dad.

2.1. English

- Oral language development – [Child]'s vocabulary is continually expanding through our everyday conversations and discussions, which cover a wide range of topics, and through incorporating new modes of expression learned from other kids. Our monthly home school show-and-tell group has been providing a great opportunity for [Child] to develop skills and confidence in talking to a group about a particular topic. [Child]'s phone skills have really improved – e.g. she recently phoned a friend's father to invite their family for dinner, made the arrangement and reported back to me with the details. We regularly discuss the multiple and nuanced

meanings of words, their derivation, and variation in language usage. [Child] has memorised some short songs and poems. [Child], [Brother] and their friends regularly play dramatic role-playing games with their toys, which provides a different avenue for oral language development.

- Reading – We read to [Child] and [Brother] daily – story books, chapter books, poetry, non-fiction books, magazine articles. [Child]’s own reading has progressed a great deal over the past few months; she reads much more fluidly and with expression; she reads punctuation correctly most of the time. We sit together to practice most days, and she does incidental reading (signs, recipes, instructions, etc) and sometimes reads to herself or [Brother]. [Child] is participating in the Premier’s Reading Challenge.
- Writing – [Child] has been doing daily handwriting practice, which she finds tiresome. Her hand writing is slowly improving. We have tried incorporating some ‘running writing’ and timed writing exercises, to help develop her speed and fluidity. [Child]’s spelling is improving, and she is confident to attempt her own spellings of words. She enjoys playing scrabble, ‘form-a-word’, and newspaper word games (crosswords and make-a-word).
- [Child] has been attending the weekly library class at Dernancourt school.

Principal resources used

Our extensive home library, books borrowed from our public library and Dernancourt School library; writing that we come upon in everyday life (signs, recipes, magazines, the internet); handwriting exercise books; games (scrabble and form-a-word).

2.2. Mathematics

- Weighing and measuring – [Child] regularly weighs and measures the volume of ingredients when we cook together. She is becoming more familiar with linear measurements (m, cm, feet and inches), and estimating lengths based on known lengths. We did a water displacement experiment to compare the volume of several apples, and estimated and measured water volume in wide and narrow glasses filled to the same depth.
- Time-telling – [Child] is now confident with time-telling using clock-face and digital clocks. She can convert 24 hour clock times into 12 hour clock times, calculate hours/minutes between one time and another, and calculate times in different time zones.
- Money – [Child] is very good at counting money and is gaining a sense of the relative monetary value of different things. She has regular opportunities to pay for

things – we talk about how much it will cost and how much change she will get. When [Child] ‘on-sold’ some apples we had picked to a neighbour we discussed the concept of profit and calculated the profit she had made (this involved weighing, dividing and subtracting).

- Arithmetic – we do regular practice of simple addition, multiplication, and subtraction, often orally during car trips. [Child] is familiar with the use of arithmetical symbols (+, -, x, =). She can do basic algebra (e.g. $x + 6 = 10$). [Child] enjoys doing exercises in maths activity books.
- [Child] is slowly coming to grips with the base ten structure of our number system, through practice of adding numbers greater than 10. We did an activity using dried beans and seed pods to represent units and tens. We have discussed the interpretation of digits to the right of the decimal point.
- [Child] is proficient at counting in 2s, 5s and 10s, forwards and backwards. She is practicing her 2, 5, 10 and 11 times tables.
- Collecting and interpreting data – [Child] has been keeping a rainfall chart and regularly checks the temperature on our outside and fridge thermometers. We discuss the interpretation of graphs when we come upon them, e.g. the daily UV chart, which we have for reference on the dining room wall.
- We have had informal sessions on symmetry, percentages and fractions.
- We periodically play board games and card games that involve mathematical skills, and [Child] plays maths games on the computer from time to time.

Principal resources used

Measures, rulers, kitchen scales, measuring cups, playing cards and board games, clocks, graph paper, pen and paper, pebbles, calculator, computer-based maths games (e.g., www.mathplayground.com).

2.3. Science

- Observation and discussion of scientific phenomena happens daily. We have subscribed to ‘Double Helix’ magazine, and [Child] regularly and repeatedly watches ‘Backyard science’ and has replicated many of the experiments. We perpetually observe the goings on in our garden and in the bush. [Child]’s choice of show and tell topics has been exclusively scientific to date (fossils, mussel shells and leaves).
- Together with some home schooling friends we did experiments suggested in Double Helix magazine on taste, proprioception and directional hearing.

- [Child] and [Brother] participate in gardening activities – preparing and planting seeds, harvesting, growing ‘mini-worlds’, etc.
- We visited the museum for ‘Palaeontology week’ activities, and have spent time in the children’s room using the microscopes and talking to the staff there.
- We have visited the Adelaide Zoo, Sydney Zoo, and Melbourne Aquarium (including talking to staff and using the microscopes), and a backyard ecology exhibition at Adelaide Museum.
- We visited a fossiling site at Aldinga beach and found some shell fossils.
- [Child] and [Brother] regularly watch and discuss David Attenborough DVDs and other nature programs.
- We have found, observed and kept various dead creatures: parrot, blue tongue lizard, frog, butterflies, and other insects.
- We constructed a solar powered rotating model of the solar system and strung up a set of glow-in-the-dark planets. [Child] has marked the dates of full moons and new moons on our calendar.

Principal resources used

Museums and science discovery centres; our garden and the natural world (sky, bush, sea, etc); our collection of rocks, minerals and fossils; thermometer; rain gauge; books such as ‘Eyewitness guides’, ‘Simple kitchen experiments’, science books, etc.; science and nature DVDs; ‘Backyard Science’ on the ABC.

2.4 Society and environment

- We participate in a community garden group that meets weekly to garden, socialise and lunch together; the group is made up of people of different ages from diverse backgrounds. [Child] has developed good relationships with many members of the group.
- We regularly have conversations relating to social and political current affairs (e.g. politics in Australia; refugees; different religions and beliefs). We read and discuss articles from the charity magazines that we receive.
- We had quite a lot of discussion around our decision to have our elderly cat put down. [Child] and [Brother] were with her when she was euthenased.
- We watched a cattle auction at the Sydney Royal Easter Show, and discussed how auctions work.
- We visited the new Aboriginal art wing of the National Gallery in Canberra.

- We occasionally visit our Sudanese friends (now in Murray Bridge), and spend a lot of time with a Hong Kong Chinese family who have recently started home schooling.
- We visited Schwerkolt Cottage and museum, and talked about how people used to live.
- We visited the Tutankhamen exhibition at the Melbourne museum; to prepare we read a couple of short books on Ancient Egypt and watched a documentary on Tutankhamen.
- After [Child]'s grandmother visited Turkey earlier this year we looked through her photos with her (including lots of Roman ruins) and talked about her impressions of Turkey.
- We are continuing to read the Laura Ingalls Wilder series of books – a great insight into life on the American frontier in the 1870s.
- We often discuss the impact of human activity on various aspects of the natural world, and have been spending more time in the bush. [Child] and [Dad] have taken up fishing.
- We have started watching the SBS program 'Global Village' together regularly.

Principal resources used

Community garden; museums, art galleries, and other cultural institutions; conversation with friends and relatives; 'Global Village'; libraries; books about the natural world, environmental issues, other cultures, cultural history, etc.

2.5 Health and physical education

- [Child] does a lot of physical play involving jumping on the trampoline, bike riding, scooting, swimming, walking, running, climbing, and playing with balls and hula hoops. She attends a gymnastic class once a week. We regularly ride or scoot to playgrounds along the Linear Park. [Child] is participating in the 'Premier's Activity Challenge' and is recording her physical activity each day.
- We perpetually discuss and practice healthy eating, sun protection, dental hygiene and the importance of sleep and exercise.
- [Dad] experienced a heart attack in January. This has provided an opportunity to learn more about how our bodies work, and we have changed our diet in response (less salt and cheese).
- [Child] had grommets put in her ears, so we had a hospital experience.

- After I completed a first aid course in February I talked to [Child] about what the course had covered. We bought a first aid kit and [Child] helped to check that all its contents were present and correct. She still very much enjoys reading and being read first aid manuals.

Principal resources used

Gymnastics classes; playgrounds, swimming pools, the bush; trampoline, bikes, balls and other sporting equipment; first aid books.

2.6 Design and technology

- [Child], [Brother] and Rosie (neighbour) have been doing a lot of construction in their regular play together – making houses for toys outside, flying foxes for toys, etc.
- [Child] has learned how to make paper planes, origami paper cranes and paper balls, and has been doing quite a lot of construction using paper. Her folding is becoming more accurate.
- We made coloured cardboard from mushed up paper spread out on a fly screen.
- We often look at maps of places we are talking about. We traced [Child]’s grandmother’s recent holiday itinerary on a map of Turkey. [Child] enjoys looking at the distribution maps for bird species in the bird book and reporting which birds might be found around Adelaide.
- [Child] regularly uses the Internet; she is very confident using Google to look things up. She has recently been experimenting using ‘Word Art’ in Microsoft Word.
- [Child] has become familiar with the use of fishing paraphernalia.
- [Child] helped construct a shoe rack from a kit (i.e., she put the shelves in right places and screwed in the screws), and was involved in the design and measuring for a wardrobe we are having made for the children’s bedroom.
- [Child] regularly uses a range of kitchen tools when we cook together.

Principal resources used

Craft tools and materials; kitchen tools; home computer and the internet; atlas, globe and streetmaps; sandpit, garden materials, timber offcuts, etc.

2.7 The arts

- [Child] has been practicing tin whistle daily and her playing has improved a lot. She enjoyed busking at the National Folk Festival, and performing at a community garden open day. We play, listen to and discuss music at home daily.
- [Child] attended concerts and a circus workshop at the National Folk Festival, a gamelan concert at the Art Gallery, a circus performance at the Adelaide Fringe, a Suzuki students concert (to see our friends perform), and a performance of Peter and the Wolf by the Adelaide Symphony Orchestra.
- We attend the Art Gallery regularly, especially the stART program for children (monthly) where [Child] participates in the craft activity and the children's tour. We visited the new Aboriginal art wing of the National Gallery while in Canberra.
- [Child] does a lot of art and craft at home, including drawing, painting, collage, paper-folding, soap carving and plastacine.

Resources

Our collection of musical instruments at home; art and craft materials; art galleries and various music and cultural events.

2.8 Language other than English

[Child] has been learning a few words of Irish from [Dad].

We spend a lot of time with our friends from Hong Kong who regularly speak to each other in Cantonese.

Principal resources used

Friends who speak other languages; TV documentaries, including multicultural food programs; our Irish word book.

3. Any changes to the home learning environment

There have been no substantial changes to the home learning environment.

4. Social development

- [Child] enjoys regular free play with several friends, including with the home school group after our monthly show-and-tell session. She is socially confident and quickly makes friends with children (e.g. at the campsite at the National Folk Festival). [Child] and [Brother] continue to have a fantastic play relationship.

- Earlier this year [Child] was attending Dernancourt School twice a week, for a free play session and a library class (the library class will be recommenced next term when the library teacher returns from leave). At her weekly gymnastic class she sees her best friend and interacts with other students.
- [Child] is very comfortable socialising with members of our gardening group. She is confident socialising with adults and has many adult friends.
- We meet up with another home schooling family at least once a week to do activities together.
- We have enjoyed trips to visit friends and family in Sydney, Canberra and Melbourne, where [Child] has many important relationships with children and adults.

5. The names of person/s responsible for the education of the child/ren

Mother, Father, Grandmother

Part 2: Plans for next 12 months: 2011/2012

We intend to continue taking a 'natural learning' approach with [Child] over the coming 12 months, capitalising on the learning opportunities that arise in our everyday life. We encourage and support [Child]'s learning and development, build on and extend learning activities when her interest is engaged, and draw on a spectrum of activities, organisations and individuals in our community to provide [Child] with a diversity of learning environments and opportunities. We have access to the South Australian Curriculum Framework and are aware of the development of the National Curriculum; we will be providing learning opportunities for [Child] that are appropriate to her developmental stage.

Projects and activities we anticipate engaging in over the next 12 months include:

- Design and building of chicken accommodation and acquisition of chickens
- Bush camping, including with our home schooling friends
- Extended-family holiday to Wilson's Promontory National Park
- Music festivals in September 2011 and March 2012
- Attendance of ASO open rehearsals
- Swimming lessons

We will progressively seek out more structured maths activities for [Child], e.g. activity books and sheets, and maths websites.

We may try using writing activity sheets as a different approach to improving [Child]'s hand writing. We will try using a touch typing tutor to improve [Child]'s typing speed so she can more easily use email as a way of staying in touch with friends and family in other states.