

Progress Report

for

G

2013

To Whom It May Concern:

Following on from our previous progress report (2012), we have moved house yet again. A new location and new environment always refreshes us, recharges our batteries, provides new friends, new opportunities for learning and brings new experiences to our homeschooling journey.

This time, we only ventured 5 minutes away from our beautiful village of, yet it feels a world away in a country setting on acreage among orchard trees, paddocks, wildlife and nature surrounds. This has given G room to spread her growing wings, room to explore, space to roam and adventures to create. She has more of an opportunity now to keep the animals she desires and to learn of so many more that are among us in the backdrop of nature and wonderful bushland surrounding our property.

She also has room to run, ride a bike, throw a Frisbee, jump on her trampoline, invite friends over for campouts and sleepovers and all that healthy life-living fun.

I have not given Physical Education much consideration as a 'progress report' topic in the past and feel, due to G's growth spurt this past year, it deserves a mention. Therefore, for this report (despite the extensive information provided overall), I have chosen Physical Education as my subject of choice included with Mathematics and English.

OVERVIEW OF OUR YEAR

Looking back over G's previous progress report and having consulted my homeschooling diary that I update on a daily basis, I can provide an accurate account of a wide range of activities completed, excursions attended and new skills acquired between 2012 and 2013.

I am aware you cannot access Facebook in the workplace which is a real shame for myself and many other homeschooling parents who record much of our daily, weekly, monthly activities on blogs etc. I will aim to list the past year's activities by referring back to my Facebook page as well as my daily diary and working through G's exercise books to provide an overall picture of her progress. G also manages her own Facebook page to incorporate all her wildlife news.

G breeds cockatiels and quails. She records their egg laying and hatching dates. She weighs her hatchlings and keeps a record of their growth. She measures and mixes hand-rearing food to syringe feed them and she keeps her aviary and many separate cages clean on a daily basis. Food needs to be purchased and animals need to be fed sometimes 2-3 times a day in the early stages. G has often had to research "what to do next" in some situations she has been unsure of. She has built up a few contacts where she can phone for advice and has kept their business cards on file and is very mature in her conversations with these adults. Other times she Googles information or reads lots of pet-raising books.

She is now hand-raising 7 cockatiels in preparation for selling.

This then follows on into the advertising and marketing aspects of animal husbandry. G will advertise on the internet, in the local paper, on noticeboards, in supermarkets, through word of mouth and sell at the local market. G has her own business cards and a car magnet to advertise her bird-breeding and animal care services. We like to encourage her passion for animals while incorporating a wide range of business skills to help her in her future endeavours in whatever career path she chooses.

G had the opportunity this year to take on her first wildlife rescue of an orphaned possum. Under the guidance of her wildlife mentor that she visits regularly to help care for kangaroos and sugar gliders, clean up her yard, fix cages and put in new branches, bottle feed animals or make up

their food etc. We have been visiting her for almost 2 years now. (*See reference attached*).

The possum care was a huge leap of responsibility for G and she excelled in this task tremendously. G was allowed to bring the possum to our home and put into practice all she had learnt with her mentor. She was required to weigh the possum weekly and record the results. She had to make a milk feed three times a day and also forage for native plants on an almost daily basis.

This exercise lasted for approximately six weeks. Cleaning the cage, keeping it in a pouch, walking it outside at night, weening it off milk, chopping fruit and vegetables and helping to prepare its pre-release aviary and relocating it back into the wild. I cannot fault G's dedication and commitment to this task on top of her very own cockatiel breeding program. She has also been given her first injured wild bird. She will need to nurse the bird and observe it to make sure it eats and drinks. It needs to grow some tail feathers and become strong enough to hop up onto higher branches and then be placed into a pre-release aviary also. She will probably have the bird for 4-6 weeks.

Computer Studies/Technology

In my previous report, I mentioned wanting to increase G's awareness and usage of technology. She owns a smart phone that she mostly takes videos, photos and plays songs on. Recently though, we bought her a Samsung Galaxy Tab II touch pad computer. I mentioned last year that G is not exposed to much in the way of computer studies or skills. I am happy to report that within the space of a few weeks, G has learnt to set passwords, download games and navigate her way around her new tablet with ease. She has internet access and Googles all sorts of information as required. This incorporates the introduction to the keyboard and typing. She has added a drawing programme which enables her to create illustrations for her endless writings and simply to enjoy online art. She has also added a mathematical strategy game and another, quite intense game, whereby she must gather clues to enable her to open doors to new levels. She is also engaged in running a virtual zoo, pet shop and ocean

reef. She is often telling me the ins and outs of buying and selling things and running her little online businesses.

I would like G to achieve some Power Point presentations this coming year to combine her Computer Studies with her themed projects and oral presentations. Instead of her usual written book reports, she can deliver her speech via computer in this method.

We are also fortunate to have an Author/Illustrator friend in our mix who is willing to teach G how to produce books online and create illustrations on a tablet and more about “creating your own apps”. I also plan on taking G to any library workshops on “navigating your tablets and ipads”.

Floating Land Festival and ART in the Curriculum

From May 31st to June 9th we went to Boreen Point daily to experience the wonderful ten-day festival called Floating Land. This is a sensational, educational, cultural, art, conservation, sustainability and environmental awareness type of festival. We totally immersed ourselves into all the workshops on offer. We attended the opening and closing ceremonies and this year we had the opportunity to take our homeschoolers group for a personal Canoe Making session with the leader of the Gubbi Gubbi tribe, Lyndon Davis. Lyndon took the time to explain much of the traditional aboriginal methods of making canoes and our children made mini ones from tree bark, loya cane and cats claw tree twine. They also saw how tools were made from rocks, twine and timber sources. Our homeschoolers also attended a Bee Making workshop where they sculpted bees with clay and contributed to a large scale beehive sculpture on display. This encouraged talk of the declining bee population and of other such discussions on where our honey comes from, pollination etc. We listened to a performance over the lake at night from a Lyre instrument that totally fascinated us with the amazing replicated bird calls. We also attended dance performances and weaving classes by the Leweton Group from Vanuatu. We attended three art galleries which also included being invited to the local artists’ opening night and one gallery showing a DVD of the Gubbi Gubbi Tribe making their traditional canoe from beginning to end. The art gallery also had

an interactive kid's room with many microscopes set up to look at cells of plants and fibres etc followed by drawing what you see in the microscope to add to the collaborative kid's art on the wall to eventually become one big collage of cells. We also visited the studio of a local artist where G was very excited to see so many wonderful, decorative art pieces made from nature and so we came home to replicate them as best we could. We attended a fire and tea ceremony whereby we met the potters attending to the kiln and heard their stories of tea ceremonies from Japan, Korea and Australia. We tasted Korean tea (Matcha) from pottery bowls whisked with home-made bamboo whisks. Everything had a story to it. We also tasted Wattle Seed tea for the first time at a different event. Another local artist gave our home school group a private workshop on 3D Art Assemblage where we made birds from recycled papers and other bits and bobs. This was a paid, organised event and was very well received. Sometimes it is nice to sit back and have someone else teach from their perspective and watch the children listen and interact. Although we are never short of doing art activities ourselves, it is nice to have a more formal lesson occasionally where different styles are explained and the children are required to listen and work within a timeframe other than the usual free flowing methods. We have more pottery workshops coming up soon with another local artist that we have attended more than 3 times now and thoroughly enjoy.

To add to the Floating Land experience, G placed her own art installation in among the trees. Her project to "Protect the Mangroves" and "Save the Water Mouse" was on display with a comments booklet attached. We were very proud of her and the encouraging comments of others gave her a real sense of pride and achievement. You will notice in our previous progress report that we had planned to achieve this and it came to fruition. This stemmed from talks about protecting the mangroves that G attended two years ago and just recently we have had the opportunity to contact the original speaker who has provided an update on her mangrove research 14 months later. This is great for G to learn about the continuation of projects and to see things through long term and that nothing comes without hard work and dedication. (*Power point photo included*).

Booin Gari Festival

Another yearly, Aboriginal, cultural, art festival we attend every year to listen and learn the ways of the aborigines and to bring about messages to the youth of today on safety, drugs, alcohol, domestic violence, contraception, bullying etc. Always a worthwhile event incorporating art workshops and bush tucker food.

Water Festival

Another festival attended to discuss issues surrounding the environment, self-sustainability, conservation and animal protection. Interactive with animal handling, talks, workshops and competitions, boat trips to fish farms and many other such things. G always enjoys these events.

Penpal Project

Last year's mention of G's Penpal Project is still as relevant today as it was when she first began over two years ago. G has kept her momentum of letter writing and has gained many more friends over the year. Including two lovely girls from America whereby they tell each other about their countries and try to find more ideas to include with every following letter. G has written about her country in general, sent a map and made a flag, posted some toy koalas, written out the national anthem, written an Australian poem, posted a recipe for lamingtons etc. She is also thinking of adding a memory stick that they can send back and forth so they can see their pets visually or talk, sing, make video clips etc so they can hear the anthem or listen to an Australian accent.

Sewing and Felting

Last year's progress report talked little of sewing. This year we decided to make a dedicated effort and we now visit a friend regularly to play

around on her sewing machine. She kindly gave us a few introductory lessons. G has learnt how to cut out a pattern, thread the cotton and work the machine and fell in love with sewing immediately. I am so glad I finally cleared my own negative blockage for sewing as this has opened up another learning curve for both of us. We will be buying a sewing machine of our own this year to enhance this skill.

As a bonus to sewing craft, we also learnt how to felt. We absolutely loved it and bought all the equipment needed to run some felting workshops with other homeschoolers. G has spent many hours making lots of little felt people and animals, hearts, birds, butterflies etc. Some have been sewn onto bags, some made into brooches and she has made lots of little bags and pouches for all kinds of uses. We are often making things from recycled material and old clothing and G's next project will be sewing a few winter coats for her dog. G has decided to donate some of her felting items to the local Pathologist to give to the children when they go for a blood test.

Spiritual Growth/Religious Studies

We do not necessarily follow a set religion. However, G has been exposed to a big shift in spiritual practices in the past six months. She has completed a 7 session, online workshop, listening to an Indian Guru teach his enlightenment methods. She listens and participates in chanting from time to time and we are bringing in more yoga and meditation exercises also. We have just begun a three year course along the lines of Spiritual Enlightenment. We come together after dinner, for conversations on topics that get posted to us on a fortnightly basis. We also read lots of positive, spiritual books in child format.

LOTE

We continue to talk about other countries and their languages and cultures. As for learning a language, she has just starting taking an interest all on her own to learn German. Her father is German so we hope he may take on this task with more dedication over the coming years. However, we are not pushing LOTE just yet as there is far too much to get on with. G goes through stages where she loves to listen to her German songs on her tape recorder and she knows many basic words and phrases. We have also borrowed a German dictionary a few times from the library. This year was also the first year we had a traditional German Easter by making an OSTERBAUM (Easter Tree). We researched and looked at pictures on the internet and set about making our own in the weeks leading up to Easter. This was fun and something new to add to our cultural experiences and discussions.

New Game

We have recently purchased a game called “Brain Quest” which has been designed to cover the key learning areas of the curriculum. We both enjoy this game together and have taken to connecting our laptop to the large-screen television and as we encounter a question we are unsure of, we can Google the answer instead of simply checking the back of the card. This takes us into all manner of directions and expands our General Knowledge as we can take a simple question or topic so much further. Sometimes this game becomes our entire school day, no other bookwork necessary and so much more interactive and fun. G will also keep a pen and paper handy for working out and brain storming for her answers. For example, we had a question “Who painted the Mona Lisa?” We researched the person, found out more about the artist, saw the painting, checked the map of where the artist originated from and will go on to replicate the painting. This knowledge is more likely to be retained than simply giving the answer and moving on to the next question.

G’s Home-made Game

G decided to make up her own home-school (Home's Cool) game. She asked me if we could write a heap of things on a board and throw a dice and see what we land on and do those things. This was her initiative to avoid arguments about getting on with the academic subjects that I wanted done but she wanted to do lots of felting, cooking, sewing, art, sport etc (all the time!) This was a win-win situation for both of us as it was down to luck of the dice. I was happy to go ahead with her idea and design. So we cut many squares and typed exercises on each with some blanks in between. We laminated them and painted a huge board and made arrows to show the direction. This game could take all day depending on what she lands on. Example: Do a page of math, cook some biscuits, write a poem, do a spelling test, ride your bike for 15mins, do a science experiment, sew a bag etc. This game works well when we both feel we need a break from formal teaching. (*Power point photo included*).

Music

I often mention to G how I would love for her to take up formal music lessons, however I have never pushed the issue. She has a guitar she likes to strum now and then. She has made her own bamboo flute and we have an electronic drum kit that we both enjoy. She has since downloaded a piano on her computer tablet and has recently told me she would like piano/synthesiser lessons. We also borrowed a violin to see if she would like it. We are happy to just expose her to instruments and then take the plunge when she is ready. We all enjoy singing as a family and often have music nights together. G does not like dancing though and makes it quite clear she doesn't want to perform in this way. That is fine also. She is often whistling and singing away to herself and enjoys a small selection of her favourite songs and on occasion we have watched song competitions when we have access to television and we all love those. I will seek out a piano teacher over the coming weeks and see how she goes.

Science Experiments

Tornado in a Jar – Water and Detergent shaken

Knotted Bones – Vinegar softening the bones to tie them in a knot

Egg Experiment – Vinegar removing the shell and then hardening again

Milk/Detergent reactions – with food colouring

Electricity Set with Dad

Biology Set with Mum

Making snow and home-made soap – bicarbonate soda and conditioner

Social Studies

As our friends went to Vietnam this year, we decided to explore further and do our country study on Vietnam. We follow a simple format of finding the country on the map, making up a booklet, doing some research on the internet, getting books from the library, drawing the flag, and writing up some main facts about culture, food, customs, festivals, population, language spoken, currency used etc.

Zookeeper for a Day

G attended a whole day at the Australia Zoo. She went off with a leader and a small group of children to care for and feed the animals, clean their enclosures, go behind the scenes of the zoo and learn more about conservation and wildlife. She thoroughly enjoyed this experience so we are planning on sending her at least 2-3 times a year now.

Excursion

We have the fortunate opportunity to join an excursion for a week in September. I will be going along as a Teacher's Help and G will be included throughout the week's activities with a small group of children from a country school up north. We know some of the children as we used to live in the area a few years ago. This will be a nice catch up with friends while also being included in a 'Train-a-Seal Workshop' at Sea World. Excursions also included are a trip to the Science Museum in

Brisbane, Art Galleries, Australia Zoo and other team-work activities. We look forward to this as we've only been to one other home school camp in the past and hope to attend more in the near future as I feel it builds social skills and a little detachment from the comfort zones of home.

Introduction to Politics

We have decided to introduce politics slowly into G's curriculum. Stemming from her curiosity when posters appeared everywhere to "Vote YES for a free Noosa". Also in light of recent political changes. G has had three Prime Ministers run the country in her short life. I have never been a fan of politics, yet like sewing, I do not want my child to be as naive as I was growing up or creating a negative blockage over this subject. I cannot hinder her growing brain just because of my lack of knowledge or interest. We shall learn together in the coming year of how the country is run, how the parties are organised and who is who and who does what and why and to what benefit (or not) and to open the way for conversations on facts and opinions, debates and discussions, team work etc.

Other Activities and Topics Covered

We have a few small home school groups that we mix with on a regular basis. During these catch ups, the children swim, kayak, climb trees, bike ride, felt, sew, do science experiments, arts and crafts, build and construct things, garden, create projects, attend theatre productions, circus shows, magician shows and many other fun activities.

We have also completed studies on Convicts, Villains and Bushrangers. We've read books on The First Fleet, Pilgrims (The Mayflower story) and had our yearly Anzac Day discussions. We have watched endless Horrible Histories DVDs which have sparked many discussions. We have watched Going Bush DVDs of travels around remote, outback towns in Australia and aboriginal lifestyles.

We revisit and often revise States, Capital Cities, Continents, Countries and Oceans and study the World Map on many occasions.

We discuss the Solar System and Space from time to time, however this year we made a model and have an excursion planned to an observatory in the coming weeks.

MATHEMATICS

Since our last progress report in the category of maths, G has progressed steadily in many areas of revision and repetition and taken some big leaps in learning new concepts.

Her biggest weakness to date has been 'telling the time'. In all the years of teaching her, there just seems to have been a blockage. I have found it to be very frustrating that G so easily handles long division and yet not be able to tell the time. However, I need to keep reminding myself, that everyone has their strengths and weaknesses. So I finally handed the task over to my partner. As much as G can read a digital clock and even knows 24 hour time, she still struggled with the original clock face. I am happy to report, after a few dedicated sessions with her father, she has mastered telling the time confidently. However we still require regular practise from her to keep this skill up. This just goes to show that it's not necessarily about G NOT making progress but perhaps was my method of teaching that particular subject, or that we became stale together over it, or that a fresh approach or person was needed.

G is working effortlessly with Long Division. This is simultaneously helping her multiplication immensely. She works with even and odd numbers now, therefore she is understanding the concept of remainders.

Graphs have been practised many times over this past year. We have worked on surveying, collection of data, tallying the results and giving the graphs titles. Also remembering the horizontal and vertical positions and labelling them. Also remembering to provide a key and to use the ruler with accurate precision to display the information collected. We have done Bar Graphs, Line Graphs and Pie Graphs. In the initial stages

of Pie Graphs we focussed on fractions of a circle. As we challenge G further, we are leading into focusing on percentages. We plan to do many more graphs as there is so much involved. (*See samples attached*)

Angles have also been revisited and revised on a regular basis. G is very confident in the area of angles, what they are named and what degree they measure. We will incorporate the use of her protractor more as now she has learnt the basics, she can measure smaller and larger random angles using the correct tool for the job.

We are always revising the times tables and G is fairly confident in most of them (1 -12).

I often set G a few pages of mixed maths. This keeps her focussed. I was finding she wasn't concentrating as much if I just gave her a whole page on addition and a whole page on subtraction etc (or it would become too easy and robotic). So by mixing the page full of addition, subtraction, multiplication and division, this seems to keep her attention on the tasks asked of her as more concentration is required to chop and change her working out method according to the type of sum. We have moved on to calculating sums into the hundreds so that she is constantly remembering to carry over her numbers or borrow from the tens or hundreds place value and there are so many more steps to reaching the final product.

We also focussed a lot of our time this year on word problems. Anytime G displays resistance to something or seems to find a certain genre of maths difficult, we do more of the same until she feels confident again. Having said that, word problems have been fairly high up there as some of her favourite types of math problems. However, I have been making them harder and more complex over time as she gains confidence. Most of the word problems involve money or time questions. G is more confident now in giving change and working out if she has received the correct change when shopping. We still play many card games, board games and dice games to enhance all areas of the maths arena.

I mentioned in last year's report that I was hoping to work on all varieties of measurement. Distance (kilometres, metres, speed etc), mms, cms, inches, millilitres, litres, grams, ounces, cups, spoons etc. We've had discussions when driving the car, discussions when baking

cakes, discussions when juicing oranges, discussions when using the ruler for graphs or discussions leading into topics on fractions and percentages. I was also hoping to conquer Decimals, Fractions and Percentages in more depth however this was not achieved as much as I had hoped for. We still managed basic introductions to these areas but I am more concerned with G making slow and steady progress as maths is not her strongest subject. I do not wish to unravel what she works so hard on by throwing too much into the mix without her grasping the concepts fully and confidently.

ENGLISH

G's writing is finally improving. Her spacing is better and her handwriting is neater. She goes from margin to margin now whereas previously she would leave big gaps everywhere. Her letters are starting to be all the same-size instead of big looped letters combined with tiny, hard to read letters. Our continual battle with capital letters in the middle of a word is finally improving also. I am seeing less and less of this as she gets frustrated rubbing things out or having to edit or re-write her work. G has progressed from writing like a Play Script to full usage of speech marks. Previously she would write the names of people down the left-hand margin and then write their dialogue. You can see samples of her progress in her story attached called 'The New Puppy'. I was very impressed with this development as we constantly discuss the use of punctuation in writing and she went ahead, unsupervised and her first draft of 'The New Puppy' was full of fantastic dialogue.

G worked on some door signs one weekend. (*See Power point photos attached*). This was another 'WOW' moment for me as it was impromptu, unsupervised work. When I decided to scrutinise the three door signs, I found an endless amount of progress. Her detail for relaying the information to an audience. Her spelling and correct use of words such as their/there. Her illustrations for those that can't speak or read English (as would appear on many signs in real life). Her use of apostrophes in contractions (we have done a lot of work on these). Her use of speech bubbles and ticks and crosses on "do and don't" illustrations. Her use of polite manners while using exclamation marks

to make her point crystal clear. Her listing of rules and the layout. Despite still being a rushed job, she used bigger letters for headings and compartmentalised sections and the layout overall was sensational, well thought out and very easy to comprehend.

I am also very aware of how much G LOVES writing and with such passion and creativity. As much as the corrections need to be addressed, I try to tread cautiously so as not to deflate her or take away her enjoyment in this area. G has the ability to write endless sheets of work. This includes stories, poems, songs, notes, animal information, signs, posters etc. She has amazing focus in this area and her spelling is top notch for her age and level in my humble opinion, if not advanced for her age.

We are constantly revising or working on Verbs, Nouns, Adjectives, Proper Nouns, Conjunctions, Antonyms, Synonyms, Homophones, Punctuation, Grammar, Compound Words, Spelling Tests, Crossword Puzzles, Word Games and Dictionary Usage etc.

G's weakness and resistance lies in using the dictionary and she does not like putting words into alphabetical order. It makes her have to rise to the challenge as what she resists, or finds difficult, or complains about, is the one thing I give her more of until that blockage is cleared. She is often heard saying "Ohhh not this again" and a short while later... "thanks mum, these are fun and so easy, what on earth was I so worried about". I continue to make her alphabetical words harder (all the same initial letter to begin with and then 2nd, 3rd, 4th letters the same also). After she has put these into alphabetical order, I ask her to look them up in the dictionary and write their meaning. G has also been using some new English literacy books to enhance the usage of the dictionary and really broaden her vocabulary. (*Excel Basic Skills – Peter Howard*)

G likes doing written projects. She wrote a story called "A Life Without Power" (from her experience this year after ten days without power) and it was published in the "Kid's News" which is the local library's quarterly magazine. G is often sending in book reviews to be published as well. G's Grandmother writes to her regularly and sets her lots of educational challenges within her letters. This year G wrote back in a Newsletter style incorporating a cover page like a newspaper. This came after talking about the layout of newspapers and magazines and the job of a

journalist trying to space everything neatly without gaps and filling the spaces with advertising etc. (*See attachments*).

Whenever G does a project, editing always follows. Sometimes we just talk through the errors and sometimes I circle things to be changed and sometimes she goes back over her own work and figures out what needs correction.

Oral Presentations

Our smaller home school group decided this year to do mini projects. In this way we cover certain topics more thoroughly and the children then come together to share their project in the form of an oral presentation. As our drama classes came to an end, we thought this was a great way for G to keep up her public speaking skills and keep any stage fright at bay. The topics were instigated by one of our lovely mums who specialises in Ecology. So we have done Bird Studies and Native Animal and Plant Studies and Marine Creatures and Waterways etc. This encouraged research on a bird, animal or plant of their choice and followed on with the write-up, a rough draft, editing, a re-write, adding art if they chose to, research on the computer, printing out articles to work from, ordering books from the library on related subjects, putting it all together as a presentation then rehearsing and delivering the speech to the group. These were done in approximately 3-week unit blocks. G works well in project format/style. She delivered her presentation with a quiet confidence that can be seen through the video clip attached with this report. (See Power point photos).

Also included in this report is G's latest story "The New Puppy". So much detail went into this story so I'll let it speak for itself. We were very proud of her focus and dedication as she diligently worked for about 3-4 full days on this.

G completes the Premiere Reader's Challenge every year and gains her certificates and medals with pride. She is an avid reader and devours books as we collect them from our library bus every Saturday. The only improvement and progress I would like to see, is for her to slow down when reading aloud. She has fantastic expression and use of different tone for different characters speaking etc. However, she rushes through

despite us constantly discussing the reasons for full stops and commas to help the story flow.

We hope to do more extensive work on Poetry in the coming year. We recently discovered two German poets of children's stories with morals. They are fantastic to discuss the use of language as they are old-worldly in their lyric format. This makes for the challenge of comprehending their meaning by dissecting line by line.

PHYSICAL EDUCATION

Swimming

G's swimming has progressed to twice a week. Once as a lesson for stroke correction and another for stamina and endurance (Squads). She excels in swimming and loves the extra challenge. I am astounded at the amount of laps she can manage (sometimes over 20) in a half hour time slot. (Squad classes stop in winter so we have added some extra swim times until squads resume). *(See reference attached from G's Swimming Instructor).*

Rock Climbing

G has started weekly rock-climbing sessions at an indoor leisure centre. She absolutely loves it and does three climbs each week and constantly begs me to upgrade to the unlimited climbs. We will do this in due course. She also meets up with other homeschoolers there and being a night event, adds to her excitement of being out late and feeling more grown up. *(Since writing this G managed 9 climbs on her first 'unlimited' trial).*

Cycling

As a family, we have started regular cycling trips around our area. G has challenged herself to make it to friend's places ranging from 6-12kms at any one time. We have also ridden through our nearby forest for a different off-road experience.

Chi Running

As a family, we have recently studied a DVD on Chi Running which we have just started to implement to help G with extra endurance and stamina. As she is prone to asthma, all these exercises help with her breathing and lung strengthening.

Breathing Techniques

We have also ordered some books and DVDs on the Buteyko Method to practice certain breathing techniques to help G manage her asthma condition. This takes some dedication and commitment on her part to help her to feel better.

G's Physical Education doesn't just stop at the above mentioned sports or jumping on a trampoline around home etc. We have also become 90% vegetarian over the past year, we have switched to organic foods and we are always up-to-date with general medical appointments.

G attends all of our appointments and learns first-hand about the need for regular check-ups at the doctor, optometrist, skin check clinic, hair dresser, pathologist, dentist and the general female checks such as cervical and breast checks. We discuss hygiene practices often and due to G coming into her pre-teen years, we have started to read books together regarding puberty and hormonal changes etc. We also revisited The Human Body study this year. Covering the Skeletal System, Lungs, Heart and Brain etc. G is always very level-headed and calm in her own visits to doctors and specialists due to her exposure to everything from birth.

I noticed G reading the First Aid Manual in the car the other day, which leads me to integrating Basic First Aid into her curriculum over the next year or two and also reviewing emergency procedures in general. I think she will take a great interest in this topic as she loves to play nurses and vets often. Stay tuned for the outcome in the next progress report.

Conclusion

We are very pleased with G's continuing academic progress and just as pleased with her in all manner of things she takes on board. She has a lovely nature and social personality and relates well to a wide variety of people in her life. She is an all-rounded child with a serene and positive outlook on life and is growing up to be a fine young lady. We are very proud of her and wish her much success and happiness as the years roll on and she becomes more of who she wishes to be.

We would like G to consider a team sport and a musical instrument sometime in the very near future. We feel a little team work and strategy skills would benefit her future work environments. However, we are not overly concerned if this doesn't come to fruition just yet. G is very confident in making new friends and has many. She is also very capable of being a leader and/or a follower as she sees fit. She is able to voice her opinions and make suggestions and get involved when she is passionately interested in something. She has displayed team-work in the past with Sailing Club and has a very keen interest to start horse riding. Anything that builds her confidence is fine by us.

We love our homeschooling journey and look forward to continued enjoyment and progress for the coming year and beyond.

Please enjoy the attached Power Point presentation showing a visual perspective of G's life.

Thank you for your time in reviewing our report.

ATTACHMENTS SENT TO THE HOME EDUCATION UNIT

Three samples of penpal letters dated Jan, April and July 2013-07-09

Newspaper-style letter to Rozby with corrections made on draft copy.

'Life Without Power' story – first copy without corrections.

Kid's News magazine with 'Life Without Power' story –published with corrections.

Sample of Bar Graph – Feb 2013 – rough and untidy – Intro to Graphs

Samples of two Pie Charts – Feb 2013 – rough and untidy but followed instructions well and understood and relayed the information given.

Sample of Bar Graph – 'Ice-Cream Survey' – two attempts. Forgot to label the vertical and horizontal lines and forgot to provide a key.

First copy of G's story 'The New Puppy'. Roughly edited and will be typed up in the future. This was an amazing achievement over a 3-4 day period.

G's 'Native Plant and Animal Study' project. Three Week Unit Study. Researched, written up, labelled and illustrated and presented an oral presentation to the home school group.

Reference letter from Livy Rota (G's Wildlife Mentor)

Reference letter from Kym McGregor and Vivienne Golding (G's babysitting of Caroline)

Progress letter from Peppie Simpson (G's Swim Instructor)

2012 Premier's Reading Challenge Certificate.

References obtained to also add to G's portfolio and teach her to build up a Resume for Work Experience and future interviews for jobs.

Progress Report sent – July 2013