

South Australia

Home Education Application for Exemption Year 1

1. Reason for request—I am requesting an exemption from school for my daughter, XXX. She has been diagnosed as High functioning ASD, Dyslexic, probable Auditory Processing Disorder (too young for formal diagnosis), and severe delays in phonological awareness & memory and rapid naming.

XXX's learning difficulties require a more intensive 1:1 and in a quieter environment than what the school can offer. We feel her current learning difficulties are not being addressed by the school and XXX's current assessments support this, as currently she has not progressed compared to her peers. The classroom is a noisy chaotic environment, where-as XXX will learn better in an environment free of noise and distraction.

2. Learning Program—Provided below is an outline of things we will look at.

I will purchase the following:

- Wiring Brains - an intensive Learn to Read and write program that is suitable for dyslexia and APD.
- Brain Integration through Music, movement and language program
- Skwirk membership to give me access to educational resources
- SERU membership to allow me to hire educational resources
- SPELD membership to access advice and attend workshops

I will be accessing the following:

- Magic School Bus episodes
- Jolly Phonics
- Teachers pay Teachers
- Online Home-school Groups
- Local Home-school Group Meetings

I plan on doing approximately 2 hours per day of actual formal learning, inclusive of the abovementioned programs on the computer, and apps that are keeping her interested. This will be supplemented with printed worksheets and a weekly excursion. The resources I have listed is what I will start with, but may change dependent on her progress.

2.1 English-XXX has struggled learning to read, hence I am investing in an intensive Learn to Read program that is specifically designed for children with learning difficulties. I will follow their recommendations, but an overview of the program is -

Phase 1 (SSP Orange) - Development of Oral Language and Phonemic Awareness.

Wiring Brains to be READY for Code Mapping.

Phase 2 - Code Mapping with Fluency and Comprehension.

By the time students graduate from SSP Blue they are reading Chapter Books and writing pieces of text that are appropriate to their level of maturity (ie 5 year olds will be interested in, and writing about, different topics than 15 year olds) Working Memory, Critical Thinking & Spelling skills are exceptional.

Phase 3 - Literacy Teaching ie No longer learning to read and spell.

When SSP is used in Prep and Year 1 students enter Year 2 at this stage. Students are independent, confident, articulate problem solvers!

We will supplement this program with worksheets and other activities to include:

- Listening to stories
- Writing about our weekend
- Write lower and upper case letters and numbers
- Alphabet order

- Recognise rhymes, syllables and sounds
- Recognise letters of the alphabet
- Days of the week/Months of the year
- Reading

RESOURCES: We will utilise worksheets from Teacher Pay Teachers and Skwirk. Read Australia – Wiring Brains, Jolly phonics, Reading eggs, and level appropriate readers.

2.2 Mathematics - The direction and rate of learning is dependent on XXX. I plan to let her set the pace, and see where her reading progress (my main area of concern) takes us.

- Count to 100
- Recognising the number as a written word
- More or less than, bigger or smaller than
- Addition and subtraction
- Measurements
- Basic graphing
- Telling time
- Using a calendar
- Basic fractions
- Skip counting by 2's,5's,10's
- Money recognition and value

RESOURCES: We will utilise worksheets from Teacher Pay Teachers and Skwirk plus incorporate games. Will also be doing regular cooking activities where she can learn measurements of ingredients. Once I work out what level she is I will choose a selection from the multitude of apps available.

2.3 Science- XXX has a strong desire to be a doctor, so want to tap into this interest. A friend is a nurse, and she has many resources we are able to use as well as help me with the many questions XXX will have about how the body works.

- Learn the basic body parts
- Learn about body organs and what they do
- Maintaining a Vegie garden
- Measuring and Cooking what we grow
- How weather works
- Perform weekly basic science experiments at home.

RESOURCES: To make Science varied and not all about the body, I will source worksheets from Teachers Pay Teachers and Skwirk and also do a weekly basic experiment, such as create a volcanic eruption. I plan to start a vegetable garden where we can talk about when to plant and to maintain the garden. What we grow will be used in our cooking. The weather will be introduced in our daily calendar, if time permits and the interest is there, we can delve deeper into weather.

EXCURSIONS: We will make regular excursions to places such as: Science Centre in Adelaide and a hospital

2.4 Humanities & Social Sciences – XXX's Dad is very knowledgeable on Geography. He will be doing a weekly session with her on a particular country. This is where we will add in language learning.

- Family history – who is in our family
- Create a family tree

- Each month talk about a different country, using Little Passports as a guide
- Learn about Australia, the states and capitals

RESOURCES: We will utilise worksheets from Teacher Pay Teachers and Swirk. We also have subscribed to Little Passports (Little Passports is a child's ticket to an exciting global adventure and a life-long appreciation of history, geography, culture, and language. Inspire a love and understanding of the world as your favourite junior globetrotter learns about a new country each month, and make use of our Oregon Scientific Smart Globe.

2.5 Health and Physical Education- This will tie in with science, learning the body parts. XXX attends a weekly kid's yoga class and a non-competitive gymnastics class. She has recently learnt to ride her bike so will incorporate that interest into her learning.

- Learn the body parts and how they work
- 20 minute walk morning and afternoon
- 15 minutes of kids yoga
- Learning Left and Right
- Road safety
- What's The Buzz Social Skills program

RESOURCES: Attend the WTB program once a week for 16 weeks. We will utilise worksheets from Teacher Pay Teachers and Swirk, along with a kid's yoga iPad app.

EXCURSION: To a bike safety park to learn about road signs.

2.6 Technologies- XXX will be using a computer to access the Wiring Brains program and Brain Integration program. I will also include her in searching for worksheets and using google and You Tube. She is already proficient at using an iPad, and will continue to gain skills. Once we have settled into a routine, I'd like to add a Learn to Type program.

2.7 Art - XXX attends a weekly class of Theatre Bugs, which incorporates music and dance. She also enjoys colouring in, cutting and drawing.

- Weekly craft activity
- Colouring in worksheets
- Building blocks to create structures
- Weekly Theatre Bugs
- Playing educational CD's
- Cooking and decorating biscuits

RESOURCES: The Brain Integration Program includes a lot of music, plus I have a number of educational Cd's. I will source a weekly craft exercise from the internet. We will utilise worksheets from Teacher Pay Teachers and Skwirk.

2.8 Languages - Will include some basics words from other countries as we learn about a country a month, such as greetings and counting 1-5. My main concern is concentrating on her writing and reading of the English language.

3. Timetable - We already have a magnetic daily and weekly schedule that XXX is familiar with. This will of course continue. I will add a daily calendar to learn the date, day and weather. As I am new to home-schooling, the below will be adapted as needed

Morning Routine

Walk sister to school, with the dog
10 minutes training the dog

15 minutes of Yoga
Daily Calendar
20 minutes Brain Integration Program
20 minutes Reading program
10 minutes Jolly Phonics
10 minutes Reading Eggs
10-20 minutes maths app/worksheet
Work in the Vegie garden
Colouring in/Art activity
Maths worksheet/App
Magic School bus episode

Once a week

Cooking Session
Little Passports
Excursion
Learn the Body parts at Ali's
Science experiment

4. Long Term Goals - I would like XXX to be able to attend mainstream school again. I believe the two intensive programs I am purchasing, without the added stress of attending school will give her the tools and strategies to return to school, hopefully February 2016.

We will continue with speech therapy and be under the guidance of her psychologist.

5. Evaluation - I will be using DIBELS, which is an assessment used to measure the acquisition of early literacy skills from kindergarten through to sixth grade. I will also be able to gauge her progress as we follow the literacy program. Her speech therapist will be re-assessing throughout the year, which will also be an indicator of her progress. Purchased programs will record progress and samples of her written work will be kept.

6. Home learning environment- We have ample resources available including a separate well lit, air conditioned study and I will be obtaining a desk and giving a specific corner for our actual school work. We already own a large whiteboard, computer and iPad. Our yard is large and contains a trampoline and swing set and plenty of room to start a vegetable garden. We have a 2 year old dog, which is in the process of being trained as a therapy dog.

7. Persons responsible for education of children - Me, being her mum, will be responsible for all things literacy based. A good family friend is willing to help with the human biology part. My husband will be responsible for the geography and science components.

8. Social Interaction- XXX attends a weekly class of Theatre Bugs, swimming lesson, gymnastics and a kid's yoga class. We often catch up with friends on the weekend and I will tap into a local home-school group to go along to their get togethers. She will also be attending a term of the social skills program What's The Buzz.