Home Education (Progress) Report

You must submit a Home Education (Progress) Report each year, by no later than 31 December.

The report details how your child has progressed:

- intellectually, including their literacy and numeracy skills
- socially and emotionally
- physically.

Your report should include examples of the progress your child has made throughout the year. It is not enough to only list the activities your child did, you must also include the learning (or progress) they made because of the activities.

Reports should include 5-8 examples of the progress your child has made in literacy, numeracy, and other learning areas. Other learning areas could include subjects such as Science, History, Geography etc, or interest areas such as coding, gardening or football.

If your child is being home educated part-time, you only need to report on the learning that happens during home education.

As part of your report, you can use a progress report from a commercial provider of home education materials. We may ask you to provide more details if your report does not have all the information we need.

SAMPLE

Child's Name:	Grace – Mental Health Program
Parent Educator Name/s:	
Reporting Year:	

Educational Progress

Please outline your child's progress in each area of development during the year. If your child commenced home education later in the year, you only need to report on the progress your child made since starting home education. If your child is undertaking home education part-time, you only need to report on the learning that happens as part of home education.

Our reasons for coming into Home Education are Social and Emotional. School wasn't working for Grace – she wasn't attending, and her mental health was deteriorating. Our learning doesn't look traditional, instead we set projects related to Grace's interests and goals. Our current projects are: anime, future planning, movement, and personal hygiene.

Area of development	**What learning happened?** *You may choose to include learning activities, experiences and/or resources.*	**How did your child go?** *You may choose to include a level of achievement, work samples or evidence of progress.*
Intellectual (Literacy and Numeracy)	**Anime** Grace loves anime and earlier this year, it was one of the few things she would talk about. This learning goal is entirely driven by Grace's interests which means she's had a lot of success with it! This is what we do and how we support her learning: ● Grace watches new anime. ● Grace has started to read some manga/comics which are like the anime she likes. ● We will have discussions about what she likes and doesn't like when she tells us about what she is watching and reading.	**Anime** Grace has had enormous success with following her passion for anime. She is driven to find new shows to watch and the length of them means that she can get really caught up in them. This has been a positive avenue for Grace during this time. Grace was watching an anime series that had a matching set of manga/comics which she expressed an interest in reading and came to me with the price of the books and how many of them there were. Grace has never been much of a reader, so this was fantastic to see! Grace has since picked up a couple of other manga/comic series that she has now read. Awesome to see her practising some of those literacy skills and engaging with different text types as well as considering financial literacy! Anime remains one of her favourite things to talk about and because it's so low pressure, this has been a really nice way to connect with her. Grace will explain the plot and characters and

	• Grace has started to pick up some Japanese!	what she did and didn't like. She is obviously using her critical thinking skills and taking in a huge amount of information. Grace has started to challenge herself to watch some anime in Japanese with English subtitles which has resulted in her picking up some Japanese! She uses some phrases around the house and she has been trying to use it conversationally with her sister.
Intellectual (Literacy and Numeracy) **AND** **Social and Emotional**	**Future Planning** Discussions around what Grace wants to do in the future always have mixed outcomes because she has a lot of anxiety around the subject. We have tried to make these conversations as focussed as we can on Grace's passions. This is what we are doing to support her: • Initiating conversations about what she is interested in and suggesting career paths. • Encouraging virtual work experience. • Exploring other study options such as Certificates, Licencing, or courses.	**Future Planning** Grace is very anxious about what life looks like after Home Education, and we are trying to provide her with as much assurance and preparation as possible. We have had several discussions about how her interest in anime could become a career in animation or film and how her interest in building things could lead to a career in carpentry for example. In these discussions we talk about what sorts of maths skills (such as measurement and algebra) she might need to complete more study or do the job. We have spent some time looking through the Career Tools and Year 13 sites and have found some virtual work experiences for Grace to complete. Grace expressed an interest in the Carpentry experience. We anticipate that this is something that Grace may complete over several days and we're looking forward to updating you on our progress. Grace expressed an interest in pursuing other educational courses – particularly the certificate in 3D Animation Foundations at AIE. She was initially reluctant to the idea, thinking it had to be in person, but since offering it as an online course, she has become far more interested. We will keep you updated if she chooses to pursue this. Her current task is costing it and determining how long it will take her to complete/how many hours a day she would need to study.
Social and Emotional	**Movement** Grace struggles to leave her room and the house generally. We would love to see her get to the point where she can leave her room every day and want to	**Movement** Grace started the year eating most meals in her bedroom and now she reliably comes out each night for dinner and will eat lunch with me some days – mornings can still be a struggle though! A strategy that has worked has been to feed her little sister beforehand (particularly at dinner time) so there is less anxiety around potential chaos.

	leave the house. We are doing the following to support Grace: ● Encouraging her to spend mealtimes with us and doing our best to ensure that when she does, they are calm experiences. ● Encouraging Grace to spend time during her day in other parts of the house. ● Suggesting car rides and short trips that don't involve interacting with others. **Personal Hygiene** When Grace self isolates, her personal hygiene becomes poor. This is a delicate subject for Grace and a goal we are trying to support by: ● Having a routine of washing clothes and bedlinen at the same time each week. ● Setting shower times for each person in the house. ● Gentle reminders for both kids to brush their teeth.	Grace has become more comfortable spending time in the living room and while she won't watch something with us as a family, she will bring her laptop out and watch things with her headphones on. This is a big win – she started the year by refusing to leave her room except for bathroom breaks. Grace was not very responsive to leaving the house for most of this year. This was a significant area of challenge for her and something we have been encouraging of but trying our hardest not to put pressure on. We had a breakthrough when she agreed to come for a drive with me to pick up some takeaway a few months ago and she's now expressed more interest in coming for drives with me. She will very occasionally walk to the local café with me if it's during the week at a quiet time but won't often come inside. **Personal Hygiene** Grace knows that every Tuesday morning her sheets and clothes get taken to be washed. This means that if she's worn the same hoodie for the last week, she knows it needs to be in the washing basket for Tuesday morning. Having this routine means that she is prepared to not have the safe haven of her bed that morning and it's never a shock. Making the routine for everyone in the house has meant that Grace feels less targeted but still receives the same reminders. Again, having it the same everyday means she's not shocked and she's prepared for it. Everyone has a set shower time. First up is Grace's little sister, then Grace, then her mum, and then me. Even having her slotted in between people, means that she's not first and it feels more equitable to her. Teeth brushing is hard for Grace sometimes and she doesn't like being picked up on it. We try to give gentle reminders each morning and night and make sure that it is directed at both kids so that Grace doesn't feel isolated. Grace still struggles with this sometimes.

Physical	Physical development is an area of challenge for Grace at the moment. We are working with Grace at a pace that she feels comfortable with and currently our focus is on her social and emotional wellbeing/development. We are doing what we can, when we can.	• She is moving around more. • Grace has been open to talking about trying meditation at home. • We have discussed going on walks somewhere quiet and without other people around (the Arboretum, Mount Majura, Tuggeranong Hill) which she has been reluctant to pursue so far.

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