

Preamble for Luke & Andrew Strange

This is a complete copy of our recently accepted submission for registration by documentation for two of our sons. They were nearly 10 and 14 years old.

Firstly, to deal with the form that we were sent by the OBoS we submitted the following:

The "Advice Form-Registration for Home Schooling by Documentation/Inspection Visit"

Part A: This is concerned with who will be given and giving the instruction. We just filled in the names.

Part B: is certifying that the program of study meets the requirements for the minimum curriculum and that the course of study is appropriate for the student, it just requires a signature.

Part C: this is the method by which a record of learning activities will be/are being kept. This anticipates the better part of a page being written and we submitted the following:

All paper work is kept -both work books and other such as drawings, photocopies etc. from various teacher references, trial tests (E T C) etc ...

I try to photograph science experiments, art work and excursion experiences which are not storable.

I keep a roll!

Once per term for a four weekly period I get the boys to keep a "time sheet" and "educational activities check list". This is very demanding on time and therefore not always complete but indicates the amount of time and spread of activities we cover in the course of our home education. (Luke needs help to fill his out).

Please note we do this mainly for your benefit i.e. to show what we would be doing throughout the year. It is a burden on our time and a distraction to be constantly analysing what we're doing so I don't want to be using the "time sheet" etc. other than for a limited time each term.

Part D: Method by which students achievement and progress will/are being recorded. This indicated also that the better part of a page was required however we wrote "as previous."

Part E: certification of teaching time. Signature required.

Part F: Educational facilities and equipment. In our case nothing had substantially altered so only a signature was required

End of OboS form.

We then provided the following record /evaluation

(This program was sent in on May 10. The evaluation is therefore incomplete as shown. I would tick over the underscore '_' after each statement in the program if we did as planned.)



Learning Program for Luke and Andrew Strange May 1999

General

Record keeping by weekly evaluation check list to be completed by the boys. I will record my evaluation during that time.

Evaluation

English

On our trip into northern NSW there will be lots of time to listen to story cassettes. Read aloud stories and comics such as 'Asterix', newspaper articles, Double Helix magazine, Advertising material and catalogues. Silent reading of their own choice. Boys to read aloud some portions of the Bible or reader or own choice. Encourage story writing, letter, reporting on any project (usually using word processor). The boys are expected write a short entry in their diaries each day.

Visit library weekly to research and choose fiction. Concentrating on sentence structure and punctuation. Some comprehension and grammar exercises from activity books. Luke progressing through his Reader series with relevant activity pages.

Resources

Gift of Dyslexia, English Still Matters 4 & 1, Reader 3.5 and Activity Book (Eureka Treasure Chest). Step by Step Phonic Reading Book 2, Library, Audio story tapes, TV, computer programs: Word Pro, Voice Type.

Evaluation

I gave Luke a past ETC English paper (year 3) which he completed himself. I was interested to see how he would go reading it. He had difficulty with some words which I helped with but his comprehension at this level was perfect. His grammar and punctuation are wanting so we did some work on that. I also had him do a year 4 Science paper which he found more tiring (also a 45min. paper) and in which he needed more help in recognising some words peculiar to the field of science.

Andrew is using the computer to do significantly more writing of letters and general fiddling. It has also raised his reading in quantity so I presume also quality.

Maths

Bank accounts. Board Games. Card games. Shopping.

Measuring for cooking and Science and social studies __. Practice in mental arithmetic __. Enrichematics exercises __. Luke continuing Eureka Maths 5 __ and Maths projects __. Andrew continuing Understanding Year 9 Maths __. Computer game to drill multiplication tables __.

Resources

Realife Maths 5, Enrichematics A & D, Understanding Year 9 Maths, Puzzles, card games, jigsaw, computer games, Maths in Action 3, Ready to Go.



Evaluation

I am disappointed with Understanding Year ? Maths - it encourages mindless memorization of principles intended to get kids good test results. There are no explanations or proofs given or encouragement of higher thinking. All the text's seem to have the same approach.

Science and Technology

Concentrate on projects of their own choice. Andrew to work on computer designing a web site for Nintendo 64 __, compiling an address book __. Learning to use animation software (Visual Reality) __. Suggestions made from resource books for Luke ____. Andrew will continue to work through Outcomes Science 1 Ch. 7 on electricity __. Listening to nature programs on TV __. Reading Double Helix magazine __. Spend time each day __ learning to type __. Andrew will sit the ETC tests in Science and Computer __ and Luke will do a Science (Year 4 past paper) __.

Resources

ETC testing papers. Outcomes Science 1. Science Check, Life and Environment 2-4, Origami and Paper games, Mission Possible, Science Investigations in the Home, Crest Awards, Spectra Awards, Earth Science Kits, Inventions Robots and Future, (microscope , ray box), small science lab. including electronics parts and equipment, builders tools, glass cutting equipment and coloured glass, computer and software: Data cad, Visual Reality, Encyclopedia, TV, Museums: Powerhouse, Natural History, Mint etc.

Evaluation

I was pleased with Luke's handling of the ETC test. He needed help with reading some words and went 10min, overtime. So he is not ready for the required test conditions. He tired after 30mm, so he had to work hard to remain focused. His understanding of the questions was very good considering he hadn't done anything like this before. His approached each question with logic and reason. Andrew would be unable to do his tests without a 'reader'.

Human Society and Its Environment

A planned trip with other home eds. this month up through Walgett and Lightning Ridge and onto Goodooga and Weilmoringle to spend at least four days with aboriginal people doing aboriginal studies in conjunction with Mercy camp school __. We will also visit Dubbo Zoo __ and tour the area to observe land use amongst everything else __. Planning __ and packing __ for the trip. Setting up and packing up camp __ and cooking __. There will be incidental learning on the road such as reading __ and interpreting information on maps __.

Encourage discussion of current events and issues in the media __. TV programs: BTN __, geographical eye __. Continue reading from Australian History Book 4 __.

Resources

TV, Discovering the Ancient World, Atlas Study Books 1 & 2, Maps, Globe, Encyclopedia in book and CD ROM, Library: personal and local govt., General community, family and board games.

Evaluation

Art / Craft / Music

Make suggestions for more creative presentations of projects __. Encourage more time towards craft work and sketching __. Music practice each day __ and music class __ and band practice sessions each week __.



Resources

Craft books, Library, Craft equipment, Art Gallery exhibitions.

Evaluation

Physical Development and Health

Luke will continue Soccer training _ and the Saturday match _. Boys play tennis together and socially with friends _. Bike riding _, soccer ball play _ and swimming _ while the weather is warm are normal activities. They will help with the preparation of meals and cakes _. Discussion of good diet _, dental care _, conflict resolution strategies _, ethics _ and appropriate behaviour with family __, friends __, people younger and older than themselves in various social and official settings _, substance abuse _ and medicines _ . Luke goes to Cub Scout group.

Resources

Sporting equipment: tennis, roller blading, bikes, soccer balls and boots, local sporting facilities and groups. Cub Scouts. Library. Computer and encyclopedia. 5BX training program. Visible Woman. Camping equipment. Kitchen facilities. Local and wider community.

Evaluation

We have no difficulty fulfilling our quota in this key learning area - probably because it has a far higher priority in our lives (as every family) than it does in the OBoS. My insistence on including lots of vegetables and salad (though they do enjoy salad) in the main meal was vindicated in an article in the SMH which I read at an evening meal.

We supplied copies of 2 pages of photos of the boys involved in other activities. We supplied a copy a page in our diary...

