

Goal-directed

Home education program for Anna Rose Peacock* (*this student, including their name and profile, is entirely fictional and any resemblance to real persons is purely coincidental)

Educational and personal goals

Short term (this year)
<ul style="list-style-type: none"> To continue to develop Anna's literacy and numeracy knowledge, skills and understanding at peer level (Year 3). To develop Anna's capacity to handwrite mostly legibly, for periods of greater than 5 minutes. To continue to develop Anna's subject specific skills and understanding in learning areas such as Science, Humanities, Design Technology and The Arts. To incorporate Anna's interests and learning styles into her education program in order to maximise her learning strengths. To assist with the development of Anna's social skills and support her in joining a group or club.
Long term (future years)
<ul style="list-style-type: none"> To facilitate Anna's ability to learn independently by supporting her to understand her learning styles and needs and developing skills to support these. To provide a learning environment where Anna is able to begin to use strategies for managing her anxiety with support and understanding. To prepare Anna to transition back to middle school (Years 7-9). To support Anna to become an active citizen, who has the capacity to function effectively in a range of settings and groups.

Overview of my child (the learner)

My child's learning background and individual needs
<p>Anna is typically a happy child, who loves her family and enjoys spending time with her siblings and cousins. She especially likes creative construction with Lego, all things Disney and bird watching. She has worked very hard at school with some support. As Anna is on the autism spectrum she is highly anxious and experiences regular sensory overload. From Prep to Year 2 Anna achieved at a similar academic level to her peers. However, she struggled in the playground and social settings, sometimes getting into difficult situations which she has been unable to negotiate with appropriate actions and behaviours. This has exacerbated her anxiety. Anna finds handwriting difficult, and is challenged by noise, sensory stimuli and movement in the classroom. She struggles to maintain focus for periods longer than 15 minutes.</p>
My child's learning style/s
<p>Anna has several learning styles:</p> <ul style="list-style-type: none"> She is a logical learner who enjoys tasks where she is able to find patterns, classify, group or use her mathematical skills. Anna demonstrates visual learning tendencies as she loves reading and watching movies / programs and looking at pictures in short bursts. She is a physical learner who enjoys hands-on activities and being able to move about when working. This helps her to think about what she is learning and her ideas. She does not enjoy sitting still in a chair for long periods of time. Anna can quickly become overwhelmed by noise and too many verbal instructions.
Teaching strategies to support my child's individual needs and learning style/s
<ul style="list-style-type: none"> Content and lessons requiring reading/viewing or blocks of learning will initially be 10-15 minutes in length. We hope to extend this as Anna progresses. New information/stimulus will be introduced gradually. Instructions will be given in small chunks, verbally and in writing, e.g. on whiteboard. Graphic organisers will be used to assist Anna in organising information logically. Anna will be able to move about when learning, e.g. different desk and chair/seating options, bands on some chairs for feet to play with, exercise ball, walk around when viewing media. She will have resources such as several whiteboards and markers for recording work and ideas to support physical learning.

Description of home learning environment

Physical environment e.g. private/shared study spaces, light, ventilation, display areas, storage, IT access, indoor/outdoor facilities

A room with large windows, space for moving about and cooling has been converted for Anna's home education. This is a quiet space where we can work together. Multiple whiteboards, storage, seating, desk and chair options have also been placed in this space. Visual displays are minimal at this stage to avoid sensory overload; however, Anna and I will add to these over time. We also have a back verandah with a large table for activities such as art and science experiments. We also have a yard with swings and trampoline and space for Anna to move about.

Motivational environment e.g. indoor/outdoor activities; hands-on/ real-life experiences; daily routines/tasks; variation of routines/tasks; individual/group learning opportunities; interactive learning

Anna responds well to structure, so a visual timetable will be used in a diary and a weekly routine established. When we need to vary our routine, this will be flagged so Anna will be prepared for the change. As Anna has a need for regular movement, she will be able to choose different work spaces, desks and seats etc. throughout the day and move about when she is learning. A walk or alternate form of daily exercise e.g. bike / scooter ride, mindfulness or yoga will be included in our routine. Excursions and activities will be planned to enrich Anna's program throughout the year and social skills and stories for these experiences practised and used.

Social opportunities

Peer and other interactions e.g. friends, home education groups, sporting clubs/associations, religious activities, classes, travel/excursions

Initially, Anna's social opportunities will be with family (siblings, aunts, uncles, cousins and grandparents) and close family friends. Examples of our activities with family and friends include family dinners, barbecues, game and movie nights, picnics, backyard/local park cricket, soccer, basketball and Ultimate Frisbee.

As Anna's social skills develop and her anxiety is managed more effectively, the opportunity to be involved in a small, local home education group will be considered, with the view to Anna making friends.

In the latter half of the year, it is hoped that Anna's social skills will be developed to a point where she can join a group such as Scouts or Guides. We will also visit the library on a weekly basis, where Anna will interact with staff. Excursions will be included as appropriate throughout the year.

General curriculum information

Prep (Foundation) – Year 10

The [Australian Curriculum](#) provides specific subject and year level information, select **F-10 Curriculum** drop-down menu on the website or use the hyperlinks included with each of the learning areas below.

[Parent Information](#) provides a general guide about the learning that typically occurs for students in Prep (Foundation) – Year 10.

Senior Secondary (Years 11-12)

The [Queensland Curriculum and Assessment Authority](#) provides a broad range of subject specific information for a range of student pathways. Use the [Years 11 – 12: A – Z Subject List](#) to find curriculum information.

Goal setting

When preparing a plan for goal-directed learning, the key goals that you set will require careful consideration so that the desired outcome(s) can be achieved. The following information may be helpful when establishing your key goals.

SMART goals:

Is your goal SMART? Is it:

- **Specific** – does the goal address the who, when, what, where and why?
- **Measurable** – what are the expected outcomes of the goal and how will the results be monitored / recorded?
- **Achievable (or Agreed upon)** – is the goals realistic and/or agreed upon by all parties?
- **Relevant (or Realistic)** – does the goal work towards developing the skills/knowledge/ area of inquiry you are focusing on as part of the bigger picture?
- **Time-based** – what is the target timeframe in which you hope your child will achieve this goal?

Examples:

Suggested searches for online resources include 'SMART goals' and 'SMART goal examples'.

Program overview

Write a list of your key learning goals for the program and indicate the anticipated time allocated for your child to work towards these goals. **Please note, this overview is a summary and does not constitute a complete program.**

Goal title	Key goal *shaded goals are elaborated on as examples on pp. 4-5	Time allocation
1: Literacy	To continue to develop literacy at peer level (Yr 3) when reading, appreciating and comprehending a range of texts. Creating imaginative narratives and informative/persuasive pieces from planning to final copy/presentation by the end of the year, using new language features and mostly accurate structures, grammar and spelling.	Ongoing
2: Numeracy*	To continue to develop numeracy skills at peer level (Yr 3) when working with number (four operations, simple fractions), measurement, 3D shapes, geometry (angles), statistics and data; and demonstrate mental strategies, understanding, problem-solving and reasoning by accurately completing several real-life extended Maths tasks by the end of the year.	Ongoing
3: Self-awareness with family and friends	To identify facial expressions associated with feelings, most of the time, when communicating and socialising with close family members and friends. Respond with a range of acceptable body language, facial expressions, actions and language.	Ongoing
4: Social skills for groups*	To participate in a community/social group weekly, by the last term of the year, demonstrating a range of manners, group values and generally acceptable behaviours as well as friendship skills at each meeting, as observed by group leaders/myself.	20 weeks (second half of year)
5: Handwriting and Visual Art	For Anna to be able to handwrite legibly, using Queensland Cursive with entries and exits for blocks of ten minutes. Demonstrate at least four different techniques in art using two types of paints and pencils and other mixed media, to create a mini Disney art exhibition for family and friends to view.	Ongoing
6: Science and Humanities	To accurately classify things as living/non-living, make predictions, describe patterns and relationships through nature walks, observations and journaling, especially of birds and at least two other things. To learn about birds in Australia and other countries and use knowledge, lifecycles and observations of natural and human environmental features to take action to encourage more bird-life in our backyard.	20 weeks
7: Design Technology and Media Arts	To design and create several Lego constructions with a range of features which are responsive to design briefs, specific criteria and client needs. To begin to develop the capacity to plan, create and edit stop motion videos using Disney/Lego characters/constructions modelling actions for social situations, presenting to close family and friends.	20 weeks

Teaching, learning, resources, monitoring and recording

Elaborate in detail on the key goals listed in your program overview. Detail the plans you have for facilitating the achievement of these.

Key goal 2: Numeracy		Time allocation e.g. 10 weeks
To continue to develop numeracy skills at peer level (Yr 3) when working with number (four operations, simple fractions), measurement, 3D shapes, geometry (angles), statistics and data; and demonstrate mental strategies, understanding, problem-solving and reasoning by accurately completing several real-life extended Maths tasks by the end of the year.		Ongoing through registration period
Sub-goals/steps <i>What are the steps/sub-goals required to achieve the key goal?</i>	Learning <i>What topics/content/learning areas am I planning to incorporate?</i> <i>What knowledge, thinking skills or practical skills will be developed?</i> <i>What learning experiences/activities will my child have?</i>	Resources <i>What resources will my child and I use?</i> <i>Include a variety of specific titles, levels and websites.</i>
<ul style="list-style-type: none"> • Practise mental, written and digital technologies to solve problems using the four operations • Develop measuring, ordering and comparison skills using metric for length (mm, cm, m) mass (g, kg) and capacity (ml, l) • Learn to create 3D shapes • Collect and organise data - creating lists, tables, picture and column graphs 	<p>Number</p> <ul style="list-style-type: none"> • Recall 2, 3, 5, 10 multiplication and division facts: use multiplication/Lego grids, group features in images, play card games, use web applications • Use mental strategies for addition and subtraction: create number patterns, play Maths games, solve problems • Model fractions during food preparation and in written tasks <p>Measurement</p> <ul style="list-style-type: none"> • Create a units of measurement poster • Guesstimate, measure and compare length, mass and capacity of items in our home using various measuring tools. Write conclusions. Use measuring skills to solve everyday problems e.g. when cooking • Use heights and profiles of Disney princesses to create plans for selected princesses' beds <p>Geometry</p> <ul style="list-style-type: none"> • Identify and photograph 3D objects in the local environment, identify and compare angles, find symmetry • Create 3D objects using Lego, identify features, angles and symmetry • Design a large Lego robot/character on paper, identify 3D shapes required to make. Use Lego to create planned robot/character. Keep tally of Lego pieces used <p>Statistics and data</p> <ul style="list-style-type: none"> • Collect data: identify methods, categories and sources of information. • Make predictions, design table for collecting data about birds seen on nature walks. Collect data when walking over a period of days/weeks • Display data: create graphs (picture, column) to present collated data. Draw conclusions about collected data 	<ul style="list-style-type: none"> • Year 3 Maths textbook/applications • Online resources: Scootle, Khan Academy, maths applications • Disney character profiles • Lego • QCAA – Year 3 Exploring 3D objects, angles and symmetry • Bird watching field guides • ABC Splash – picture graphs
Teaching <i>What strategies am I planning to incorporate to support my child's learning?</i>		Associated experiences <i>What social / other experiences (e.g. excursions, community interactions) will my child have?</i>
<ul style="list-style-type: none"> • Begin with familiar and gradually introduce new concepts including modelling and videos • Facilitating use of mental and problem solving strategies • Practical/hands-on tasks and integration in daily life e.g. shopping, cooking, budgeting, special interests, nature walks • Display photos, charts, projects 		<ul style="list-style-type: none"> • Regularly use a range of measuring equipment • Visit identified birdwatching locations • Meet with one or two friendly and experienced birdwatchers from a local club to watch birds and see how they collect their data
Monitoring and recording <i>How will I monitor and record my child's progress towards the key goal / sub-goals? What work samples will be collected for? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		
Monitoring and recording: Observation notes from lessons, note areas for further development/review and progress, record speed with mental strategy tasks.		
Samples: Disney princess bed plans and measurements project (including working out), 3D Lego character/robot plans and features with photos of production process and product, birdwatching predictions, data collection, display graphs and conclusions		

Key goal 4: Social skills for groups		Time allocation e.g. 10 weeks
To participate in a community/social group weekly, by the last term of the year, demonstrating a range of manners, group values and generally acceptable behaviours as well as friendship skills at each meeting, as observed by group leaders/myself.		20 weeks
Sub-goals/steps <i>What are the steps/sub-goals required to achieve the key goal?</i>	Learning <i>What topics/content/learning areas am I planning to incorporate?</i> <i>What knowledge, thinking skills or practical skills will be developed?</i> <i>What learning experiences/activities will my child have?</i>	Resources <i>What resources will my child and I use? Include a variety of specific titles, levels and websites.</i>
<ul style="list-style-type: none"> Continue steps from Key Goal 3 and development of friendship skills Join a social group / club / activity and learn about group values. Demonstrate acceptable group participation skills and practices / behaviours reflective of group values Develop awareness of other people's needs and expectations. Demonstrate some consideration to these at each meeting/activity 	<p>Friendship</p> <ul style="list-style-type: none"> Visit library; ask for assistance, select, borrow and read books exploring themes of friendship List ten features that make a good friend and prioritise them (e.g. 1 = most important to 10 = least important), reflecting on a previous attempts to make friends Create comic strips with conversations exploring different friendship scenarios <p>Social participation</p> <ul style="list-style-type: none"> Make a list of local social, cultural and sporting clubs and identify those of interest Create a table of details: cost of joining, other costs e.g. uniforms and equipment, dates/times of attending, aims or rules of club Complete a PMI (plus, minus and interesting) chart for each club, draw a graph of findings and select a club/group to join Write short notes and birthday/occasion cards to friends made at club/group <p>Sports / physical activities</p> <ul style="list-style-type: none"> Make a list of your favourite sporting/physical activities, divide into group, team or individual activities Choose at least one group/team and one individual activity from your list. Research and summarise the rules/regulations of each activity Watch chosen activity on TV / online, then visit a local venue to watch amateurs Compare and contrast with professional groups, teams or individuals 	<ul style="list-style-type: none"> Comic Creator Local/home library Groups to join e.g. Scouts, Girl Guides, drama group, sporting club, etc.
Teaching <i>What strategies am I planning to incorporate to support my child's learning?</i>		Associated experiences <i>What social/other experiences (e.g. excursions, community interactions) will my child have?</i>
<ul style="list-style-type: none"> Begin with familiar and gradually introduce new concepts Role-play and practise skills on familiar people / at smaller venues/performances first Follow up social interactions with discussions of positives and negatives, praising and rewarding success 		<ul style="list-style-type: none"> Occupational therapy, including practising things to say to join a friendship group and making recordings Join a sports and/or social club Keep diary of social activities. Include reflections about feelings, activities and experiences Discuss social experiences, focussing on positive experiences and plan ways to improve outcomes
Monitoring and recording <i>How will I monitor and record my child's progress towards the key goal/sub-goals? What work samples will be collected for? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		
<p>Monitoring and recording: parent/group leader observation notes, reading log, student and parent diary or journal of social events including self-reflection of feelings and successes of each event.</p> <p>Samples: comic strips of friendship scenarios, project on favourite sport/physical activity/community group, copy of notes/cards to friends.</p>		