

Application for exemption from enrolment at a registered school

If you are applying for more than one child, you must make a separate application for each child. Each application must have its own supporting documentation, specifically catering to each child.

If you prefer, you can submit an application that does not use this application form. However, it must include all of the information required in this form.

Applications usually take 4-6 weeks to process.

In the meantime, if your child is aged between 6 and 16 years old, it is a legal requirement that he or she is enrolled in and attending a registered school while the application process is underway.

Please refer to the [detailed guidance document](#) for more information which may assist to complete this form.

Checklist

Before submitting this application, please make sure you have included the following:-

<input type="checkbox"/>	SECTION ONE	Contact details and declaration To be completed by a parent/legal guardian
<input type="checkbox"/>	SECTION TWO	"As well as" To be completed by a parent/legal guardian
<input type="checkbox"/>	SECTION THREE	"As regularly as" To be completed by a parent/legal guardian
<input type="checkbox"/>	SECTION FOUR	Other information Optional to be completed by a parent/legal guardian
<input type="checkbox"/>	Copy of Birth Certificate	
<input type="checkbox"/>	If not a New Zealand Citizen by birth, proof of New Zealand Permanent Residence or Citizenship,	
<input type="checkbox"/>	If born outside of New Zealand, a copy of Passport and Visa with date of expiry (where applicable)	
<input type="checkbox"/>	Court Order - A copy of relevant Court Order (if legal guardian is not parent)	

Completed forms

When this form has been completed and signed, please send it to:

POSTAL ADDRESS

Auckland Office
Private Bag 92644
Symonds Street
Auckland 1150

EMAIL

Auckland Office
enquiries.auckland@education.govt.nz

Section One - Contact details and declaration

To be completed by parent/legal guardian

Student details

Legal name/given name

Nathanael Reeve Aga

Preferred name

Surname

Saberon

Gender

Male

☒

Female

☐

Gender diverse

☐

Date of birth

06

/ 05

/ 2013

DD/MM/YYYY

Ethnicity

☐

Māori

Iwi affiliations

☐

Pacific Peoples

Please specify

☐

NZ European

☐

British/Irish

☐

Other European

☒

Asian

☐

African

☐

Middle Eastern

☐

Latin American

☐

Other

Please specify

Student address

Student's primary home address

41b Taramea Street

Unit and/or house number and street name

Suburb

Avondale

City or town

Auckland

Postcode

1026

Is this address also your postal address?

Yes

☒

No

☐

If you answer No, enter your postal address below

Postal address

n/a

Unit and/or house number and street name

Suburb

n/a

City or town

n/a

Postcode

n/a

School details

Current school/last school (If applicable)

n/a

Present year level

Year 1

Planned date to begin Home Education

07 / 05 / 2018 DD/MM/YYYY

Has your child attended an Early Childhood Education (ECE) service prior to this application?

Yes

☐

No

☒

Parent/Legal guardian details

First name

Giovanni

Surname

Saberon

Relationship to student

Father

Home phone number

Mobile phone number

0273637989

Email address

144000giovanni@gmail.com

First name

Abigail

Surname

Aga

Relationship to student

Mother

Home phone number

Mobile phone number

0273637985

Email address

aby318@gmail.com

Other certificate of exemption details

Please name any other children in the home who have or have had a certificate of exemption

Name

Privacy

The personal information collected by the Ministry of Education on this form is for the purpose of assessing your application for exemption from enrolment at a registered school and for monitoring and reporting on the education provided under the exemption. The Ministry will contact the school your child is currently enrolled in (or last school attended). This is a normal part of the application process, and will help the Ministry understand the educational needs of your child.

The information collected may be used by or disclosed to other agencies, such as the Education Review Office, for the purposes outlined above. Your information will not be disclosed to any other person or agency unless it is authorised or required by law. The information about your child's ethnicity is for statistical purposes and will not be published in any form that could identify an individual.

The Ministry of Education will hold the information collected and you have the right under the Privacy Act to request access to, and correction of, this information.

Declaration

If you are making the application as a legal guardian, but you are not a parent recorded on the child's birth certificate, please provide a copy of the relevant Court Order which grants you guardianship.

I have received help in writing this application

Yes

☐

No

☒

If you selected YES to the above, state in detail the nature of the assistance received

I confirm that the information in this form is true and accurate.

I give permission to the Ministry of Education to access educational information about the applicant for administration, statistical and research purposes.

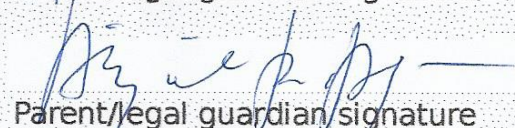
At least one parent/legal guardian must sign this form.



Parent/legal guardian signature

25 May 2018

Date



Parent/legal guardian signature

25 May 2018

Date

Section Two - "As well as"

To be completed by parent/legal guardian

Key requirements

- (A) Help us to understand your home education philosophy/approach, and how you will meet the requirement to teach at least as well as a registered school.

Guidance

Thinking of a curriculum (which means a plan or overview) tell us what and how you intend to teach your philosophy/approach

A suitable curriculum will help your child develop in regard to the following key competencies:

- think, problem solve, seek, use and create knowledge
- self-manage
- participate and contribute
- use language, symbols and text
- relate to a diverse range of people in a variety of contexts

Your curriculum must be broad. Please describe how you will teach literacy, numeracy, and other learning areas. These may include:

- English
- Health and physical education
- Mathematics and statistics
- Social sciences
- Learning languages
- Science
- Technology
- The Arts

It is crucial that you keep records of your child's work so that you can monitor progress and respond to your child's future educational needs. Please explain how you intend to do this.

Please describe how you will assess or monitor your child's progress.

Note: If your child has special education needs, you must detail and describe how you will cater for them.

HOME EDUCATION PHILOSOPHY

"Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

The above quotation is a definition of health according to World Health Organization (1948). In providing home education for Nathanael, our philosophy motivates us to ensure that Nathanael will develop into a physically, mentally and socially healthy individual. We want him to develop the five key competencies in a safe and healthy environment so that he will be of good service to his friends, family and the community.

The following learning areas will be covered to help Nathanael develop key competencies:

LITERACY

We want Nathanael to be able read and write well. To develop his reading ability, we will make use of the Ready to Read colour wheel to make sure that Nathanael is making progress and becoming a more confident reader. Our approach to teaching reading includes:

1. Reading to – We will read aloud from the best of children's literature to Nathanael, and also play audio books for Nathanael to listen to.
2. Shared reading – take turns reading the text.
3. Guided reading – use Teaching Support Materials for the Ready To Read series
4. Independent reading – Nathanael will choose books to read for himself.
5. Reciprocal teaching of reading – asking questions, clarify ideas in the text, predicting what might follow, summarising information in the text.

Some reading materials we will be using include, newspapers, magazines, junk mails, street signs, advertising banners, internet articles, food labels.

To develop his writing skill, Nathanael will do the following activities:

1. Shared writing – We will write information together and show him the steps to developing a piece of writing. Some of the topics we may write about are,
 - current events and situations in his life;
 - current themes in cross-curricular work;
 - readings that the students have shared;
 - artefacts or objects that he has touched or seen in a museum;
 - discoveries in the natural environment;
 - hobbies or outdoor activities that he has done;
 - images from wordless picture books, photo sequences, or paintings.
2. Writing in a journal
3. Writing notes, cards, and signs
4. Writing his own stories
5. Writing letters, addressing envelopes, and writing in cards
6. Write lists of things to do, or items he would like
7. Writing stories, poems, and captions for artwork
8. Making a photo journal by himself

NUMERACY

As Nathanael reaches school age at five, we will build upon the foundation we have already laid during his preschool years in the area of maths and statistics. He will learn to count with bigger numbers, compare, recognize patterns, identify positions, calculate measurements, add and subtract, read time, sort/order/classify objects, understand data and graphs, probability, count money, become familiar with 2D/3D shapes, multiply and divide. His maths and statistics skills will progress in difficulty as he masters each level. Each level will prepare him for more advance levels all the way to Year 13 Maths where he will encounter advance topics in Numbers, Measurements, Geometry, Algebra and Statistics.

We will use a combination of apparatus, textbooks and technology to help Nathanael understand these mathematical concepts and confidently apply them in the real world to solve problems.

Some of the **problem-centered** activities, we will use to teach Nathanael to think mathematically include:

1. Baking and cooking (fractions, measurement)
2. Noticing patterns, symmetry and shapes, etc
3. Shopping (currency, arithmetic, measurement)
4. Counting objects (eg: ponies) or counting time (eg:hide and seek)
5. Counting Pocket Money and working out ways to use it
6. Playing board, card and dice games
7. Constructing 3D models from Instructions
8. Playing with Cuisenaire Rods, Math-U-See blocks, tangrams, linking cubes, counting teddies, Weigh and Play, pretend money, dice, magnetic numbers, rulers, calculators and other mathematical resources we purchase
9. Observing times, dates and seasons
10. Playing computer games online
11. Discussing Math and math concepts
12. Reading math books (eg: The Grapes of Math)
13. Using drawing tools
14. Doing puzzles and mazes

DIGITAL TECHNOLOGY

We want Nathanael to be a confident, connected, actively involved, lifelong learner. To achieve this, it is important that Nathanael has relevant digital literacy skills. Some of the activities we will provide him to develop his digital fluency are:

1. Playing educational iPad or online games.
2. Developing a computer program to solve a problem using a visual programming language such as Scratch or MIT App Inventor for developing Android apps and iOS apps.
3. Learn how to use the internet search engine to look for images, videos, music.
4. Learn how to print on paper as well as 3D printing.
5. Learn how to assemble a computer using essential computer parts we purchase from a computer shop.
6. Learn how to build a simple website, publish photos, videos, music and textual information on the internet.
7. Understand the history of computing.

SCIENCE

Nathanel will study about the living world, planet earth and beyond, the physical world and the material world. He will carry out scientific investigations in different ways such as classifying and identifying, pattern seeking, exploring, investigating models, fair testing, making things, or developing systems. He will develop knowledge of the vocabulary, numeric and symbol systems, and conventions of science and use this knowledge to communicate about his own and others' ideas. He will understand the processes of life and appreciate the diversity of living things. He will understand how living things interact with each other and with the non-living environment. He will investigate and understand the spheres of the Earth system: geosphere (land), hydrosphere (water), atmosphere (air), and biosphere (life). He will investigate and understand that the geosphere, hydrosphere, atmosphere, and biosphere are connected via a complex web of processes. He will investigate and understand relationships between the Earth, Moon, Sun, solar system, and other systems in the universe. He will explore and investigate physical phenomena in everyday situations. He will gain an understanding of the interactions that take place between different parts of the physical world and the ways in which these interactions can be represented.

He will apply his understanding of physics to various applications. He will learn properties and changes of matter, investigate the properties of materials, the structure of matter, interpret their observations in terms of the particles (atoms, molecules, ions, and sub-atomic particles), structures, and interactions present. He will understand and use fundamental concepts of chemistry, make connections between the concepts of chemistry and their applications and show an understanding of the role chemistry plays in the world around them. Some of the activities to help him develop his scientific thinking skills include:

1. Watching Science-related documentaries on Youtube
2. Reading Science books (from our own collection and the library)
3. Visiting the Zoo, Motat, Kelly Tarlton's, the Museum and Stardome Observatory
4. Exploring our backyard and garden
5. Assisting in the garden. Nathanael loves to plant and care for seeds, and watch them grow
6. Discussing environmental issues
7. Conducting science experiments
8. Making and recording observations
9. Visiting Science Fairs and roadshows
10. Exploring at beaches, rivers, parks, forests, marine reserves, and on our walks
11. Observing the world around him
12. Learn about famous scientists from the past such as Alber Einstein, Isaac Newton.
13. Being involved in recycling and composting our waste

THE ARTS

Nathanael will learn about music and visual arts in the following ways:

1. Learning to play the piano from Mommy.
2. Learning to play the guitar from Daddy.
3. Singing songs.
4. Attending music concerts.
5. Learn how to read music.
6. Visit the Art museum.
7. Drawing and painting pictures by hand and on the computer.
8. talk about the history of music and visual arts.
9. Discuss the meaning behind a piece of art or music.
10. Making music.
11. Participate in Arts festival.
12. Making crafts from nature and recyclable materials.

SOCIAL SCIENCES

We want Nathanael to develop the knowledge and skills to enable him to better understand, participate in, and contribute to the local, national and global communities in which he lives. Become a critical thinker with societal issues. Nathanael will learn social studies, history, geography and economics in the following ways:

1. Study maps and learning to use online maps
2. Discuss NZ history and world history.
3. Visit Auckland Museum, Maritime Museum, and MOTAT and talk about what he sees.
4. Participate in cultural festivals
5. Play various games about famous places in New Zealand and the world.
6. Understand special days such as Waitangi Day, ANZAC day.

HEALTH AND PHYSICAL EDUCATION

Nathanael will learn about mental health, sexuality education, food and nutrition, body care and physical safety, physical activity, outdoor education. This part of learning will be done as follows:

- 1) Shopping for healthy foods
- 2) Healthy cooking and baking
- 3) Discussing the essentials of a healthy diet
- 4) Reading books on health and disease
- 5) Being prepared in an emergency
- 6) Participation in fire drills, and drawing up escape plans
- 7) Discussing self-esteem
- 8) Discussing his own health issues and those of the rest of the family
- 9) Discussing various stages of life
- 10) Attending homeschool classes such as gymnastics, swimming lessons, sports groups, and others according to his interests
- 11) Walking regularly
- 12) Learn to ride a bike
- 13) Gardening
- 14) Playing with balls, and sports equipment
- 15) Swimming at our local pools and beaches
- 16) Learn about the human body through youtube videos and interactive online activities
- 17) Discussing personal safety
- 18) Learn to make right choices and understand the effects of what we eat, drink or do on our mind and body.

PROGRESS MONITORING

A custom made software program will be created for the purpose of monitoring the progress of Nathanael's educational development. We will create quizzes which he will complete on the computer. The scores will be stored to check against his previous learning. The computer program will help identify his strengths as well as his weaknesses and provide us with reliable indications of his future educational needs. In addition, wall charts will be used to display his achievements. Other forms of recording his progress such as video camera and taking pictures will be used to serve as memories of his successes. There will be a website created and published about his homeschooling experiences for friends and family to see.

CATERING FOR SPECIAL EDUCATION NEEDS

Nathanael has Down Syndrome. We will plan to attend seminars given by Down Syndrome Association to learn better teaching methods as Nathanael progresses in age. He will receive regular private Speech Language Therapist sessions and collaborate with the therapist in developing Nathanael's speech language development. Also, we may regularly consult with the Ministry of Education for guidance and support in creating educational goals for Nathanael's special needs. We will make use of the narrative assessment, writing learning stories as a way of assessing Nathanael's progress.

Key requirements

(B) What resources do you intend to use and are you delegating any teaching responsibility?

Guidance

The following is a list to help you get started.

- internet
- books
- pre-packaged curriculum
- libraries
- community
- environment

Note: Please explain how you will use these resources.

INTERNET

Nathanael's dad specialises in software development and his mother is a former teacher. Both mom and dad will use their digital literacy skills to help Nathanael learn. His father will use his web programming skills to develop web and mobile applications for Nathanael's special needs as a visual learner. The internet has great websites for homeschooling. There are countless resources for enhancing Nathanael's homeschooling experience. There are online educational games, online quizzes, videos, photos, music, interactive and child friendly web applications that will help Nathanael not only increase his knowledge and develop his skills in the subject area but also develop digital literacy skills.

BOOKS

We will use the Ready To Read Colour Wheel as a guide when selecting books for Nathanael. Nathanael loves books. He picks his own books to borrow when we visit the library. We borrow books regularly suitable for his comprehension level. So we will continue to develop his love for books and gradually help him to read the texts. We will read to him regularly, and ask questions about the content to check his understanding. One of Nathanael's favorite stores is WhitCoulls. The store has a book section full of study guides and curriculums for learning areas such as maths, science, reading, writing for school age children. We will purchase and use materials that are appropriate for his level and age. We will guide him in completing each workbook we purchase. The book exercises will help him develop literacy and numeracy skills and learn to use and create knowledge.

LIBRARIES

The Auckland City Libraries has many activities and clubs for children. Apart from borrowing books, there are book clubs, computer classes, crafts & hobbies and games for kids such as iPad Club, paper car making, Lego Club, School Holiday Programmes running in various locations that Nathanael can participate and contribute. Also there are all sorts of curriculum guides and resources at the library: maths curriculums including Life of Fred books, homeschooling books for parents, audio books. Etc.

COMMUNITY

Auckland is a city full of festivals all year round. Some of our favorites include the Chinese Lantern Festival, Pasifika Festival, Food Festival, Auckland Anniversary, Multi-Cultural Festival. Nathanael will attend these festivals to gain exposure to a diverse group of people and learn to participate and contribute. Nathanael will join our community church's children's program such as PathFinders Club, an alternative to BoyScouts that focuses on faith and serving others to develop his competency of relating to others, participating and contributing. Also, there are museums such as the Auckland Museum, Maritime Museum, Stardome Observatory and Planetarium, MOTAT rich in information about the world around him that are within a short driving distance to increase his knowledge and understanding of history, science and culture.

ENVIRONMENT

Auckland city has many beaches, parks, gardens, forests, rivers, for Nathanael to explore and learn. Not only in Auckland, we can take him on a road trip outside the Auckland region to go hiking, skiing, exploring in the Central Island such as Mt. Whakapapa, Mt. Ruapehu. He will learn how to care for the environment and understand environmental concepts like sustainability.

PRE-PACKAGED CURRICULLUM

We will use the IXL.com subscription based website as a guide to teach Nathanael and as a way for him to practice Maths and English in digital format. The website's curriculum is aligned to the New Zealand's Math and English Curriculum covering all math and english skills that children develop in school from Year 1 to Year 13. It contains many interactive practice quizzes with special digital prizes to award their achievements. It has a feature called Analytics, an exclusive real-time reporting that tracks their progress against the national curriculum, and highlights their strengths and weaknesses.

I intend to delegate some teaching responsibility.

Yes ☐ No ☒

e.g. Te Aho o Te Kura Pounamu (The Correspondence School) or a tutor.

If you selected YES to the above, state in detail the nature of the delegation.

Key requirements

- (C) What are your educational goals for the next 12 months of your child's home education and how will you know if you've met them?

Guidance

The following are some of the things you should consider when completing this question:

- What progress do you expect your child to make in specific areas of learning? e.g. literacy and numeracy, and other learning areas you specified in 2A
- How will you know that the programme/curriculum you are delivering is working?
- In your own words, describe how you will monitor your child's progress towards these goals.
- What records will you keep to reflect on your child's learning?

These goals are not expected to cover the entirety of your child's educational achievement, but should give you a good idea of progress made.

EXPECTED PROGRESS IN THE FOLLOWING AREAS OF LEARNING FOR THE NEXT 12 MONTHS

Because Nathanael will begin his homeschooling at Year 1 level, we will be focusing on the core areas of learning taught in Primary Schools namely, reading, writing and maths to develop the foundational numeracy and literacy skills needed to study in other learning areas.

Year 1 reading

We hope that after 1 year, Nathanael will be able to read books at green level on the colour wheel. He will begin by reading simple books at the magenta level and progress up through the colours. He will not just learn to read words but to understand, and talk about the stories he reads. We will be using different topics related to other learning areas specified in 2A for our reading materials such as books about science, digital technology, the arts, health and physical education.

Year 1 writing

After 12 months, Nathanael will learn to write simple stories on his own. He will learn to plan his writing by talking, or by drawing pictures. His writing will be for different purposes that cover several topics. For example, he may write about caring for a plant (science) or a report on a visit to MOTAT (technology). He will be able to read and talk about what he has written. We want Nathanael to be able to plan what he wants to write by talking, drawing or perhaps writing word ideas. He will write about his experiences and ideas and give information. He will be able to link his story to everyday experiences, using many words he knows from reading.

Year 1 maths

In the next 12 months, Nathanael will learn about numbers, algebra (symbols), geometry (shapes), measurement and statistics. He will learn to count on his fingers and by using objects. He may start to count in his head and begin to recognise number patterns like $3+2=5$. We hope that by the end of 12 months, Nathanael will solve maths problems up to 10, then up to 20, count forwards and backwards up to 20, then up to 100. He will know the number before and after any given number. Nathanael will be able to explore patterns, shapes and measurement, organize and share objects, talk about position – eg “I am in front of the tree”, “I am behind you”. He will be able to ask and answer questions – eg “How many chairs are in the classroom?”

CURRICULUM DELIVERY

We will make use of the Learning Progression Frameworks provided by the Ministry of Education to see if Nathanael has achieved the skills expected in his level in the core learning areas of reading, writing and maths. Use the STAR assessment as a supplement to see if our reading programme is working. Also use the JAM (Junior assessment of mathematics) to see if our numeracy curriculum is working. Another assessment tool we would like to use to ensure our curriculum is working is PATs (Progressive Achievement Tests). Some of these assessment tools can be used later appropriate for his level.

MONITORING PROGRESS

Make a list of quarterly goals on what we expect him to achieve. Then check off each goal he achieves. We will make sure that our goals are in line with the NZ Curriculum.

RECORDS TO REFLECT LEARNING

- Create a website to store and publish his achievements.
- Create a reward/achievement wall chart
- Write a story about his achievements
- Take pictures of his achievement
- Make video recording of his progress.

Key requirements

- (D) What is your vision, and what are your goals for your child's long term educational achievement?

The following are some of the things you should consider when completing this question:

- Taking into account your child's age and interests, what long term outcomes do you want for your child?
- What skills and competencies do you want your child to have?
- What do you want your child to know in relation to literacy/numeracy/other subjects you listed in 2A?
- Do you want your child to attend university or another tertiary provider?
- Have you considered the minimum entry requirements for these providers?

Note: Make sure you can adjust the goals and curriculum appropriately as your child progresses.

Your Ministry of Education area advisors can provide information regarding qualifications and tertiary entrance requirements.

Vision

We want Nathanael to excel in faith, learning, and service, blending biblical truth and academic achievement to bless others.

Long Term Goals

- Nathanael will grow in his knowledge and understanding of the world.
- Nathanael will creatively apply his spiritual, physical, intellectual, and social-emotional knowledge in service to others.

Skills

- Develop essential life skills such as cooking, how to budget, managing and resolving conflict in a positive way
- Develop horticultural skills such as growing and maintaining a vegetable garden to practice sustainable living
- Develop digital literacy skills such as word processing, coding, using cloud software, online collaboration, video and photo editing, data storage, internet search
- Develop study skills such as time management, stress management, presentation, note-taking and reading strategies, test preparation
- Develop essential work skills such as reading and interpreting documents, numeracy, writing, oral communication, working with others, and the ability to participate in continuous learning.

Competencies

- Develop his ability to think independently, critically and creatively about information, experiences and ideas that he encounters daily.
- Develop his ability to use language, symbols, and text to express himself and to communicate with his friends, family and the community through writing, speaking, as well as learn how to listen and read well.
- Become an independent individual by developing his problem-solving skills, and making wise decisions.
- Learn positive relationship skills, such as learning to play nice, using kind words, learning to wait and share, being honest, being thankful, knowing how to have fun and get along with others.
- Develop his ability to make a positive impact in society through participation and contribution in community events and activities.

Knowledge

By developing his ability to read, write, listen and comprehend information, Nathanael will grow in his knowledge of subjects that are important to him. We want him to use his literacy and numeracy skills to solve problems in whatever line of work or study he undertakes.

Tertiary Education

Nathanael's dad graduated from the University of Auckland and is continuing his learning to upgrade his skills through Open Polytechnic and Massey University. We would like Nathanael to follow his father's example as a life long learner, and for him to reach as high as he is able in educational attainments.

Preparation for Tertiary training

The University of Auckland and Massey University considers New Zealand Accelerated Christian Education (ACE) Certificate Level 3 (Year 13) as a recognised secondary qualification to meet the University Entrance requirements for Home school applicants. It is our goal for Nathanael to earn this qualification. Or he may take bridging and foundation courses to prepare him further for tertiary training.

Key requirements

- (E) Give a detailed description of a special project or topic plan you will do, or describe one you have done in the past.

Guidance

As part of this description you may wish to include:

- a plan for learning that describes a project or topic of inquiry
- goals that identify what skills or knowledge are to be/or have been learned
- resources you will/have used
- an explanation of how you know/will know that you have achieved your goals for this project or topic
- a description of how you kept/will keep records to reflect on your child's learning?

Topic Plan – Gardening Project

Nathanael will grow a vegetable garden in our backyard. From planting, digging, and growing his own food, through to planning, watering plants and tidying; this project will teach Nathanael the importance of being organised, whilst reinforcing empowerment and assertiveness.

Goals

Nathanael will learn valuable life skills in this project which include:

1. Responsibility – Nathanael will learn to become responsible. As he looks after the vegetables he is growing, he will develop a healthy attitude to responsibility and accountability, and take pride in his accomplishments as he observes his vegetables grow to be harvested and eaten.
2. Creativity – the project will help stimulate Nathanael's imagination and encourage him to exercise his creativity. He will discover new and exciting ways to build and grow.
3. Nutrition – Nathanael will develop the skills to grow nutritious food. He will understand the importance of nutrition and the impact it has on his well being.
4. Health and Fitness – Nathanael will have plenty of time to be physically active to help him improve his sensory and physical development as he learns to use the garden tools and work with soil in the open air under the sun.
5. Discovery – Nathanael will learn about nature, plants, nutrition and even different weather conditions. As he observes how the sunshine affects the growth of plants, through to watching the important role insects play in the garden, Nathanael will be able to gain an appreciation for nature and the circle of life.
6. Self confidence – The project will help Nathnael boost his self-esteem, stimulate independent thought and increase his engagement levels.

Also, Nathanael will learn the following set of knowledge:

1. Knowing how to choose locally adapted varieties.
2. Knowing when to plant at the right time of year.
3. Learning to prepare the soil properly before planting
4. Knowing proper methods of sowing seeds
5. Understanding the need to water the plants consistently
6. Understanding the importance of fertilizer
7. Understanding the importance of mulch
8. Understanding the need to eliminate weeds
9. Understanding when to harvest.
10. Understanding the need to control insect pests.

Resources

1. a packet of vegetable seeds such as broccoli, cauliflower, lettuce, etc...
2. spade
3. wheelbarrow
4. fertiliser
5. watering can
6. digging fork
7. pest control

Assessment

Nathanael will be asked some questions about what he has learned. We will create a digital quiz as well as paper based quiz to check his understanding.

Records

We will take pictures as well as videos to record his achievements. We will have an online blog to document his learning.

Section Three - “As regularly as”

To be completed by parent/legal guardian

Key requirements

How will you meet the requirement to teach at least as regularly as a registered school?

Guidance

You may wish to provide one or more of the following:

- what would a typical week look like
- timetables
- programmes

Nathanael will receive a mixture of structured and unstructured learning throughout the week.. For the structured part of learning, we will spend at least 30 minutes together with him for each learning area each day from Monday to Friday.

Monday	Tuesday	Wednesday	Thursday	Friday	Duration
Literacy	Literacy	Literacy	Literacy	Literacy	30+ minutes
Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	30+ minutes
Science	Science	Science	Science	Science	30+ minutes
Social Sciences	Social Sciences	Social Sciences	Social Sciences	Social Sciences	30+ minutes
Digital Technology	Digital Technology	Digital Technology	Digital Technology	Digital Technology	30+ minutes
The Arts	The Arts	The Arts	The Arts	The Arts	30+ minutes
Health and physical education	Health and physical education	Health and physical education	Health and physical education	Health and physical education	30+ minutes

For the unstructured part of learning, there will be visits to the library, museums, parks, rivers, beaches, shopping, homeschool groups and community related events. This will be done mostly in the community. A typical week would look like this:

Mon	Tue	Wed	Thur	Fri
participate in homeschool group swimming,	Participate in library activities	Attend homeschool group gymnastics at Mt. Albert	Attend Homeschool group activities at YMCA Massey	Visit a Museum (ie. MOTAT, War Museum, Maritime Museum, Stardome, Art Gallery)