

APPENDIX A. EVALUATING EDUCATION PROGRAMS AND STUDENT PROGRESS

Evaluation meetings

Under section 51 of *the School Education Act 1999*, the first evaluation meeting must occur within three months of the date of registration. The first meeting provides an opportunity to discuss the home educator's educational philosophy and come to agreement on how the moderator's evaluation requirements will be met.

Evaluation meetings must occur at least once in each year with at least 21 days' notice prior to the meeting.

An evaluation meeting is to be at the time and location as agreed between the home educator and home moderator. The default meeting location is at the child's usual learning place unless there is an objection from the home educator.

Meeting the child

The attendance of the child at an evaluation may assist in determining satisfactory educational progress. The child's progress may be evaluated on a variety of levels including progress in their:

- physical, social and emotional development;
- ability to reason and understand concepts;
- development of oral and written communication skills; and
- development of numeracy skills.

Educational program

Some of the major areas that are usually covered during an evaluation of the educational program include:

- the curriculum experiences the student might need;
- the importance of ensuring that literacy and numeracy are a primary focus;
- the resources available and the learning activities being undertaken;
- the home educator's intended outcomes for the child's learning program;
- the home educator's understandings of how to assess progress and to what extent the monitoring process is outcomes based; and
- the extent to which learning areas have been addressed.

Educational progress

Effective home educators monitor educational progress as a normal part of the program. Please note that evidence is required regardless of the home educator's educational philosophy. As part of the evaluation, home educators may demonstrate educational progress in some or all of the following ways:

- showing workbook and textbook activities;
- worksheets used in planning a project or in identifying the areas to be researched for some topic;
- showing evidence of progress in an online learning program e.g. copy of progress results;
- reports, stories, letters or other projects;
- dated writing samples which show progress over time;
- records of research projects: planning, note-taking, draft writing, editing and final presentation;

- completed projects that incorporate learning achievements that have occurred;
- showing a diary or other records of the activities where learning achievements have occurred including PowerPoint presentations, photography, internet searches;
- showing a reflective journal (where the child records what they learnt about a topic or experience or describes a concept);
- describing or permitting the student to describe some home education experiences and achievements;
- describing an experience that has not necessarily any tangible evidence but was an occasion for a child's personal achievement or discovery;
- showing photographs to support engagement in natural learning activities supported with a description of the activity and a comment about what was learnt;
- presenting an art portfolio; and
- showing short video clips (or photographs) of drama performances, recitals, participation in concerts.

Some home educators may provide a written report for the evaluation meeting. A copy of the home educator's report will be kept on file along with the moderator's evaluation report.

Evaluations

Evaluations should take place at the usual place where the child's educational program is undertaken, or at a place agreed between the home educator and the Home Education Moderator.

The attendance of the child at an evaluation may assist in determining satisfactory educational progress. The child's progress may be evaluated on a variety of levels including progress in their:

- physical, social and emotional development;
- ability to reason and understand concepts;
- development of oral and written skills; and
- development of numeracy skills.

Home Education Moderator's report

The Home Education Moderator's evaluation report on the educational program and child's educational progress may:

- indicate whether the program identifies the educational needs of the child and provides relevant learning experiences and resources for meeting those needs;
- refer as appropriate to criteria outlined in s53(2) of the *School Education Act 1999*, including but not limited to whether educational progress has been demonstrated in accordance with the *Western Australian Curriculum*; and
- provide a summative comment including any concerns and reasons for concern requiring changes to the program or the reporting of progress; and advice, if appropriate, that s52 of the *School Education Act 1999* may be invoked if concerns are not adequately addressed.