



HOMESCHOOL PROGRAMME IDEAS

A Commonsense Guide

Accelerate

PARENT FRIENDLY

HOMESCHOOLING

HOMESCHOOL PROGRAMME IDEAS

A Commonsense Guide

Accelerate Christian Home Schooling members also receive individual assistance with state-specific programming.

Contact Accelerate Christian Home Schooling for details.

**AS FOR ME AND MY HOUSE,
WE WILL SERVE THE LORD. JOSHUA 24:15B**

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WHO NEEDS A PROGRAMME?

If you are registering with your State Authority, you may be asked for a programme whether or not an Authorised Person (Inspector, Moderator) visits your home.

Even if you are not registering, it is always a good idea to have a programme, preferably written, so that your homeschool journey is not a “hit and miss” affair, like going shopping without a shopping list.

A programme simply sets out your intentions for your child’s education over the coming year. You have intentions, so you have the beginnings of a programme.

To present your intentions to the state authorities, you need to set them out according to their preferred format or supplied template.

Authorities in your state may want to know your reasons for homeschooling, how your child’s workspace is set up, and how you intend to teach the various subjects.

Some authorities also want to know if what you will teach is consistent with the Australian Curriculum or the state’s particular version of the Australian Curriculum or approved syllabus.

All states address education across a number of subject areas (English, Maths, Science etc), which can be called Key Learning Areas (KLAs). Much of what students learn may be included in a number of different areas at the same time. For example, making a garden can teach a student about Science (biology, chemistry, geology, even meteorology) as well as Design and Technology (wood construction, landscaping, finding products or designs on the Internet), Mathematics (calculating areas and volumes, costs of materials, and even English (writing or giving an oral report of progress).


Further, students might learn about other cultures for Social Studies (different plant preferences and suitability, designs). Physical Education is certainly covered (need to warm up and safety concerns when using tools, importance of hydration, suitable diets to sustain such activities).


Such “Integrated Studies” are often a feature of school work, and are just as important for homeschooling. Don’t make the mistake of thinking that your child’s Math PACEs are the start and end of their Maths programme!

WHAT DO YOU WANT TO ACHIEVE WITH YOUR CHILD THIS YEAR?

(Short term goals)

You should have an idea of what you want for your child. Is it a safe environment? Is it the chance to work without distractions? Is it to catch up on years of work missed? Is it simply to build on skills and knowledge already attained?


 **EXAMPLE:** I would like Johnny to improve his mastery of English and writing, and develop his interest in Science.


 **EXAMPLE:** I would like Mary to build on her previous studies and prepare for secondary studies with the best possible foundation.


WHAT DO YOU WANT TO ACHIEVE WITH YOUR CHILD OVER THE COMING YEARS?

(Long term goals)

Where do you see your child after they complete their schooling? In a job? At university?

 **EXAMPLE:** I would like Ted to have the best possible opportunities for finding a suitable career.

 **EXAMPLE:** I would like Carolyn be able to study at university, and want to make sure she has a suitable grounding in maths and essay writing.

 **EXAMPLE:** I would like Sally to enjoy success in her studies and realise her true potential.



LEARNING NEEDS, LEARNING STYLES, AND THE TEACHING STRATEGIES I INTEND TO USE:

You know your own child better than any school. How do they learn best? How can you teach them so they will get the most out of their education?

If your child learns best by doing (hands-on), you know that the A.C.E. resources are only the beginning: the foundation. The main building is made up of other opportunities to apply their knowledge that you will provide for them.

PACE work forms only a small part of the homeschooler's life at home. Real life activities should be seen as the bulk of the education that will most closely suit their particular learning styles.

Description of the Home Learning Environment:

The Home Learning Environment is more than the desk, just as the School environment is more than the classroom for any given subject.

Consider these three environmental aspects:

The physical environment:

This is the space in which the child will do their book work.

- Will your child be learning in his or her own room, or in a common space like the dining table?
- Is there good ventilation and lighting?
- Are there display areas such as whiteboards, pin boards etc?
- Are there storage areas such as drawers and shelves?
- Is there ready access to a computer?
- As the programme will include outdoor activities, is there access to outdoor play and exercise equipment?

The home motivational environment:

Is there enough available to make the child enjoy learning at home?

- Are there activities that the child likes to do at or from home, such as parks, bike riding, horses, bushland, outdoor play, indoor games and toys?
- Does your child enjoy routine tasks such as cooking, gardening, woodworking, feeding animals, etc?
- Does your child enjoy variations to routine tasks, such as trips to the shops, swimming lessons, excursions, group learning activities, online learning activities?
- Does your child have hands on opportunities, such as model making, woodworking, gardening...?

Social Opportunities:

Socialisation is one aspect that most people ask about, when you talk about homeschooling. Society has been taught to think that children can only mix with friends at school. We know that’s not the case. You should be aware of how you have taken care of your child’s particular social needs.

Include homeschooling groups, sporting clubs, church, classes, interest groups, excursions, and of course family, friends and neighbours.



SAMPLE TIMETABLE

Sunday	Time (approx.)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Church	8:30	Devotions	Devotions	Devotions	Devotions	Swimming Or Art lessons	Sport
	9:00	Book work/ Music practice	Book work/ Music practice	Book work/ Music practice	Book work/ Music practice		
	10:30	Morning tea	Morning tea	Morning tea	Morning tea		
	10:45	Book work	Book work	Book work	Book work		
Family / Socialising	12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
	1:15	Reading	Music	Free Play	Writing	Book work	Chores
	2:15	Afternoon tea	Afternoon tea	Afternoon tea	Afternoon tea	Afternoon tea	
	2:30	Free Play	Reading	Craft	Sport	Drama	Socialising
	3:15	End of day	End of day	End of day	End of day	End of day	

ENGLISH

WHAT PACES WILL YOU USE?

Check the Scope and Sequence for the next twelve or so PACEs in English, Literature and Word Building. Get a good idea of the topics to be covered, such as writing letters, paragraph outlining, grammar, spelling and so on. Think of ways to expand on their learning outside of their PACE work.

Can Student Convention help?

SCEE Student Convention can provide opportunities in Speech and Essay Writing events. The good thing about student convention is that whatever your child presents is assessed by a team of outsiders with evaluation and feedback.

WHAT INFORMAL (NON-PACE) WORK CAN I GIVE TO EXTEND THIS SUBJECT?

You can easily set simple activities or include your child's own interests.

Does your child like to read? Do you ever discuss the stories with them? Oral reports are a valuable educational tool. With a little feedback from you about their report, you have included assessment. Include this in your English programme.



EXAMPLE: Mary will present an oral report on a book she is reading, "Star of Light".

Does your child like to write poetry? Give some feedback and criticism, and you can make a hobby part of your programme.

Does your child read magazines or newspapers? Talk about how the writing styles are different to, say, novels, personal letters or instruction manuals. Studying "text types" is important in schools all over.

Have your child write letters occasionally, to grandparents or friends. Perhaps they don't usually write letters, but the occasional one will be so welcome, plus you can discuss writing styles, handwriting, planning, advantages of pen and paper or word processing, and of course how language might change with audiences.





EXAMPLE: I will set aside times for formal bookwork to cover the main content, and set Fred specific writing tasks such as writing letters to Grandma and to some selected friends and family. He will use pencil and paper to improve his handwriting.



EXAMPLE: Apart from formal bookwork in the mornings, Christi will have opportunities to write stories on a word processor.



EXAMPLE: As well as her formal bookwork, Mary loves to read for pleasure. I discuss the characters and plots in these stories, and sometimes have her act out scenes or design posters based on what she is reading. I then give feedback so that she can improve next time.

DON'T FORGET ASSESSMENT!

This doesn't have to be a mark out of 100%. You should of course correct spelling and grammatical errors, but you can also give simple feedback and suggestions for improvement. If appropriate, have your child write spelling corrections, improved wording, and other corrections with the original. This can be used (if needed) to show that you have given assessment and feedback, and that the student has learned from them.



EXAMPLE: Tim will enter his short story in the local competition, where he will receive an evaluation and feedback from the judges.



MATHEMATICS

WHAT PACES WILL YOU USE?

Check the Scope and Sequence for the next twelve or so PACes in Math. Get a good idea of the topics to be covered. Think of ways to expand on their learning outside of their PACE work.

WHAT INFORMAL (NON-PACE) WORK CAN I GIVE TO EXTEND THIS SUBJECT?

The possibilities are almost endless (infinite!) for simple activities.

Examples include cooking (involving measurement); design and building (involving measurement); home or personal budgeting or accounting; or any other “real life” activity that uses measurement, conversion of units, calculations or problem solving.

Fun activities such as cutting out or constructing

shapes and building models from shaped blocks can be anticipated and made part of the learning programme.

Does your child like playing Monopoly? The Banker has to handle a lot of financial transactions, and every player needs to budget and save!



EXAMPLE: Aside from bookwork, Bob will explore solid shapes by making three dimensional models from cardboard.



EXAMPLE: Lianne will help with our market stall each month, where she will handle money, give change, and record transactions in a ledger.



EXAMPLE: Stephen is helping Dad to build a boat in the shed. He does a lot of the measuring and marking out of the timber.



EXAMPLE: We are opening Kim’s first bank account to teach responsibility with money. She will earn a small weekly amount, which she then has to budget to spend and save.



HOW CAN I ASSESS INFORMAL ACTIVITIES?

You don't need grades or complicated marking schemes. Feedback and correction where needed are sufficient – just remember to mention it when describing your activities.



EXAMPLE: I will check Karl's shape models and give feedback and correction. I will then display his best efforts in the rumpus room.



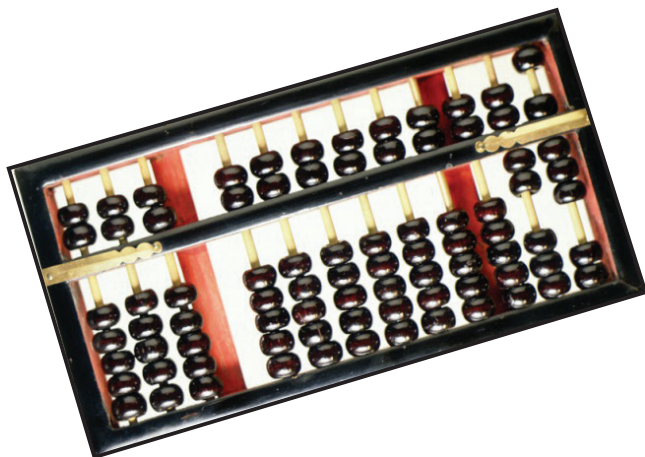
EXAMPLE: I will listen to Marie recite her times tables each day and ask her random questions.



EXAMPLE: I will give Mark feedback on his budgeting project and give him opportunity to improve and correct his work.



EXAMPLE: I will give feedback on Stephanie's statistical analysis project and her presentation of the results.



SCIENCE

WHAT PACES WILL YOU USE?

Check the Scope and Sequence for the next twelve or so PACes in Science. Think of ways to expand on their learning outside of their PACE work.

Can Student Convention help?

SCEE Student Convention can provide opportunities in preparing and presenting Science Projects, including photography. The good thing about student convention is that whatever your child presents is assessed by a team of outsiders with evaluation and feedback.

WHAT INFORMAL (NON-PACE) WORK CAN I GIVE TO EXTEND THIS SUBJECT?

Accelerate Christian Home Schooling Science Projects give you a head start for teaching Scientific Method and investigations. The actual topics can be based on those covered in PACes or according to your child's own interests.

Other science experiences include outings to Questacon or science museums, and real life activities that relate to science such as gardening, cooking (nutrition), bushwalking, fishing, electronics, chemistry, first aid, scouts, star gazing and so on.

All you need to do is anticipate such activities and see them as part of your child's science learning.

Are there plants in your yard? Can your child name them, explain why they attract bees or why each has differently coloured flowers? Can your child explain the shapes of the leaves or why some fall off in Autumn? What sort of manure is best for your garden, or is lime better?

Why does the sun set at different times as the year progresses? How do shadows change over the course of the day?

Simple observations of things right outside the back door can provide lots of ideas for projects, whether experimental or research. Plan to do a few during the year, and make them part of your programme.

HOW CAN I ASSESS INFORMAL ACTIVITIES?

Science projects have a formal assessment tool, but other simple assessment tasks can be used for informal activities. The easiest (from the point of view of preparation) is a report, in written or oral form, or posters, models, photos or slideshows.

Feedback and comments can be written, but no score is necessary unless you feel it appropriate.



EXAMPLE: Science projects include a report (written and presented) that will be developed with feedback from me. The final draft is assessed using a prepared rubric.



EXAMPLE: I will have Ben prepare a slideshow using photos taken on the field trip, which he will present with a brief oral presentation. We will provide feedback and opportunity for personal reflection.



EXAMPLE: We will provide feedback on Kathy's prepared meal, discussing the nutritional value of each item and her reflection of the importance of safety and hygiene in the kitchen.



EXAMPLE: Julia will take regular photos as the eggs hatch to tadpoles and develop to mature frogs, then present them on a poster and give a talk to the family.



SOCIAL STUDIES (HSIE, SOSE...)

WHAT PACES WILL YOU USE?

Check the Scope and Sequence for the next twelve or so PACES in Social Studies (History and Geography). Think of ways to expand on their learning outside of their PACE work.

Can Student Convention help?

SCEE Student Convention can provide opportunities in preparing and presenting Social Studies Projects, including photography. The good thing about student convention is that whatever your child presents is assessed by a team of outsiders with evaluation and feedback.

WHAT INFORMAL (NON-PACE) WORK CAN I GIVE TO EXTEND THIS SUBJECT?

Every town has a war memorial or historical site. Have you visited yours yet?

Do you have neighbours who come from another country? Are they willing to share their story with you?

Are there interesting geographical features near your house, such as a billabong, creek, prominent hill, gully, swamp...

Are there interesting examples of land use near your house, such as farms, factories, parks, land fill...

Are there clear changes in land use between your home and where you frequently travel, such as from rural to suburban to industrial to urban...

We take these things for granted, but they may be worth considering as research or project activities that can add interest and enhance the PACE content.

Anticipate such activities and include them in your programme.



HOW CAN I ASSESS INFORMAL ACTIVITIES?

Social Studies activities lend themselves easily to presentations such as posters, slide shows, or essays. The key assessment tool is your feedback, comments, corrections and praise.



EXAMPLE: Geoffrey will deliver an oral presentation of his research of South American culture, using a slide show. I will give him feedback as needed.



EXAMPLE: I will assess Alice's maps and charts according to accuracy, neatness and imagination, and give her opportunities to improve on them.



EXAMPLE: Tahlia will prepare a Chinese banquet and decorate the table according to their culture. The family will enjoy the meal and offer comments on its authenticity.



THE ARTS

Areas are:

- Visual Arts: Painting, drawing, sculpting
- Music appreciation, music history, playing instruments, singing
- Drama
- Dance

Check if any arts A.C.E. subjects are going to be done this year, including Art PACEs or Music PACEs.

Many families participate in art or music lessons, and these would of course be included. If presented by a teacher, they will include some kind of assessment, which is an extra bonus.

Can Student Convention help?

Absolutely! SCEE Student Convention has many categories in visual arts, music and drama. These include painting, sketching, craft and photography, singing and playing an instrument (solo and in groups) dramatic dialogues and plays. The good thing about student convention is that whatever your child presents is assessed by a team of outsider with evaluation and feedback.

WHAT INFORMAL (NON- PACE) WORK CAN I GIVE TO EXTEND THIS SUBJECT?

Even apart from formal lessons and Student Convention, there are endless opportunities to include the arts in your programme. Many opportunities come from other subjects as well, for example sketching insects (Science and Art), presenting a slide show of a rain forest (Social Studies, Science and Art), playing a bush song (Social Studies and Art), decorating the living room for a Chinese New Year feast and creating a menu (Social Studies, Health/Nutrition, Art).

Visual Arts:

Artworks are easy to provide informal assessment for, and keep in your records for reporting, showing progress in learning.

Most children like to draw or sketch, or even produce short comic strips. You can encourage these and direct their activities, offering feedback.

Encourage your child to draw illustrations for their Literature, Science, and other subjects.



Art appreciation is actually an important part of an art programme. Is there traditional art work displayed at your church? Are there more contemporary works? You can discuss the different styles of “church” or sacred art, perhaps look at some examples on the Internet, and discuss what they say or why your child prefers one over the other.

Have you seen how advertisements or comic strips in the 50’s or 60’s have changed to now? Which is “better”? Why are they different?

These would make great research projects, or a simple informal discussions. Offer feedback for assessment. Anticipate these activities and make them part of your programme.

Music:

Does your child listen to music? How does their taste differ from yours? Which is better, and why? It’s not always about taste, of course. There may be technical differences between styles, or individual pieces of music. Perhaps one of their favourite songs is a remake of one from the 60’s? How are they different, and how are they the same? Would people of the 60’s appreciate the remake?

Again, these can be informal discussions, or projects you set, but in all cases they can be assessed with feedback from you, and planned ahead (to a degree) and put into your Arts programme.



EXAMPLE: Apart from his piano lessons, I will be on hand to supervise Schroeder’s regular practice, giving feedback and encouragement. He will also have opportunities to perform at church and within the family.



EXAMPLE: Tracey loves insects, so I will have her sketch some out in the garden. We will look at the drawings together and discuss their detail and accuracy, and Tracey can improve on her originals after feedback.



EXAMPLE: We often have music on in the house, including classical music during art lessons. We often discuss the genre of the music, the composers, and the way the mood of the music suits the particular art work we are doing.



EXAMPLE: Arnie likes to listen to music in his free time. I will take the opportunities given to discuss music genres with him, and ask him to do a report on comparisons between contemporary music and music from the past decades.

Drama:

Does your child play-act or perform with siblings?
Anticipate this and include it in your programme.

Does your child perform in Sunday School plays, church Christmas dramas?

Does your child belong to a theatre club?



EXAMPLE: As well as formal bookwork, Warren will be preparing a drama with his siblings which they will perform at Christmas in front of our family.



EXAMPLE: Toni's performance will of course receive praise from family members. I will further offer suggestions for improvements in a brief written evaluation to go into Toni's portfolio with the scripts.



HEALTH AND PHYSICAL EDUCATION (HPE, PDHPE...)

Areas are:

- Health: Nutrition, personal hygiene (cleanliness, personal care); Sport, fitness, first aid
- Physical Activity: Walking, running, climbing, playing
- Personal Development: Emotional and spiritual health; dealing with personal issues such as bullying, loneliness, attitude to authority and rebellion, interpersonal relationships; sharing responsibilities

You may think that Physical Education just means doing “sport” or Cross Country, but this is only a part of physical education. However, if your child is a member of a sporting, fitness or gymnastics group, be sure to include these.

Also include other physical activities such as:

- Dance classes
- Bushwalking clubs
- Sailing clubs
- ...and semi-regular activities such as skating, cycling, fishing, surfing, archery, shooting, BMX, rock climbing...

CHECK IF ANY A.C.E. PACES ARE GOING TO BE DONE THIS YEAR THAT COVER THESE AREAS.

Health, nutrition and personal development are covered in the following PACes. There may be others also.

- Successful Living (Personal Development)
- Health, Nutrition Science (Health)
- Science PACE 1012 (Keeping clean and neat - Personal Development & Health)
- Science PACE 1044 (Micro-organisms & skin, keeping hair clean - Health)
- Science PACE 1071 (Nutrition - Health)
- Science PACE 1072 (Disease - Health)
- Science PACE 1074 (Bacteria & Viruses - Health)
- Biology 1103 (Disease - Health)
- Biology 1106 (Nutrition - Health)
- Biology 1107 (Human Reproduction - Personal Development)

Can Student Convention help?

Absolutely! SCEE Student Convention has many categories in sports, for individual and group events. Examples are running, football kicking, basketball, volleyball, and athletics.

WHAT INFORMAL (NON- PACE) WORK CAN I GIVE TO EXTEND THIS SUBJECT?

Even apart from formal lessons and involvement in Student Convention, lots of everyday activities can be included in your programme.

- Does your child regularly walk the dog? Walk into town?
- Do you have a trampoline in the back yard?
- Do you have a swimming pool or access to a local pool?
- Do you go bushwalking?
- Do you own sporting equipment such as cricket, football or a Frisbee that you take occasionally to the park?

Health and Personal Development

“PE” teachers teach more than running and kicking a ball. Health is closely connected to physical activity, and also includes nutrition, human biology (disease, circulation and respiratory system, muscular and skeletal systems), safety and first aid, and then it includes other kinds of health:

- Emotional health, including dealing with bullying
- Spiritual health
- Tolerance of other people’s views

Personal Development is also more than Biology, but includes it. It is about changing attitudes, feelings, ways of seeing things.

This is why Successful Living is a good “Health and PD” subject, and why going to a church youth group or attending church or having daily devotions can be part of your Health programme.

Include occasional opportunities also, such as talking to Johnny about his attitude, talking to Megan about boys, talking to Tony about how he handles authority.

Nutrition

Nutrition is a part of health as well as a part of science. Any cooking activities, preparing lunches, choosing snacks from the supermarket, are all lessons in nutrition, and can be programmed as a formal project or occasional activity.

Personal Hygiene

All parents should teach their children to brush their teeth, comb their hair, wash their face and hands, and shower or bathe properly. This is not just for health reasons, but also for presentation and respect for others. Gently reminding your teenage child to use a deodorant is a simple lesson in personal hygiene. If this is a focus for your year, programme it.



EXAMPLE: Apart from workbooks, I will have regular discussions with Naomi about her relationship with other family members, and give her responsibilities to help look after her little sister.



EXAMPLE: I ensure Nelson spends a part of each day outdoors. We have lots of toys and equipment in the back yard that he is able to use.



EXAMPLE: I always check that Maddie washes her hands and explain to her the importance of hygiene. We have books and DVDs about germs and diseases, which we look at regularly.



EXAMPLE: We use our trip to church each week as well as devotions in the morning to talk about how we are to deal with others in the community.



EXAMPLE: Trevor is starting to talk about particular girls. We are encouraging him to be open with us, and we look for every opportunity to guide him as he matures.

HOW CAN I ASSESS INFORMAL ACTIVITIES?

Assessment can be very informal, but should involve discussion, encouragement and feedback.



EXAMPLE: We have a tally chart to record days in which Peter has fulfilled his responsibilities for the day. When he reaches a certain score, he receives a tangible reward suitable to the achievement.



EXAMPLE: I give Millie regular encouragement when she remembers to take responsibility for her own personal hygiene, and offer feedback and opportunity for correction when she forgets or takes shortcuts.



EXAMPLE: If Gavin has spent sufficient time in genuine healthy activity, we discuss the benefits of that time, and he is rewarded with a measured period on the Play Station.



DESIGN AND TECHNOLOGY

Areas are:

- Investigate, make and create for a purpose
Build, design, plan and make meals, gardens, models, constructions, clothing.
- Craft can be included here.
Information and Communication Technology (ICT)
Use electronic technology, computer, the Internet.
- Learn programming.

Can Student Convention help?

Definitely! SCEE Student Convention has many categories in craft, clothes making, wood and metal construction, as well as website, PowerPoint, and other media events.



WHAT INFORMAL WORK CAN I PROGRAMME FOR MY CHILD?

Even apart from formal lessons and Student Convention, lots of everyday activities can be included in your programme.

- Does your child build things (in the shed, garage, with Lego or with kits)? Do they follow instructions? Do they design their own plans?
- Do you show your child how to mend, sew, do patchwork, or weave?
- Do you do craft (using glue, scissors, plans, cardboard...)?
- Is your child involved in cooking, preparing meals, following recipes, shopping for food, setting the table?
- Can your child plan a birthday party this year, or a picnic, where meals, decorations, timetables, invitations, agenda etc?



- Does your child have a garden, look after a garden?
- Does your child practise their typing?
- Does your child use a word processor, spreadsheet, slideshow programme, drawing programme, music composition programme?
- Does your child communicate using email or chat?
- Does your child do serious research on the Internet?
- Does your child do computer programming (Java, Javascript, C++, html, Visual Basic)
- Does your child have a robotics or electronics kit?



For example, if you want your child to learn to landscape the garden, you could involve them in your own planning and have them sketch suggestions. If you want them to prepare a catered meal, you could have them help you in the kitchen, draft up “menus”, set the table, fold serviettes, even design and send invitations to other family members!

If possible, allocate regular time (not strict, but, for example, “afternoons or weekends”), to show that you have included it in the child’s programme.

HOW CAN I ASSESS INFORMAL ACTIVITIES?

Assessment can be very informal, but should involve discussion, encouragement and feedback.

Keeping records of your child’s work

Wherever you are, and whatever your state’s requirements, someone will take an interest in your child’s work. Whether you have to send samples for reporting for registration, an authorised representative or inspector visits to see how your child has progressed, or your family and friends just want to see how your child is going, there may well come a time when you want to show that your child is progressing and learning at home.





Paintings, writing samples and worksheets are easy to keep, with your comments written on them or attached to them.

For larger paintings, models, outdoor activities and so on, take photographs. A sequence of photos of a project, from “go” to “whoa” is a great way to record progress. You can physically or digitally attach these to a single page, with the child’s running commentary and your own comments as a comprehensive record of their work.

Music skills, singing, dance and drama can be recorded and kept physically on a tape with notes, or digitally with video/sound files and word processed text on your computer or a flash drive.

Sports and athletics can be recorded the same way.

Whether you use the ideas in this booklet to comply with registration requirements, or just to have a planned, organised approach to your homeschooling year, we hope this has been something of a help to you.

WE WELCOME ANY COMMENTS OR
FEEDBACK.

Homeschooling is our passion! Most of our team have taken their children (now graduated and busy in their careers) through the process, or are still homeschooling, and we have assisted hundreds of other students to graduation.

As well as being experienced homeschoolers and educators, we are familiar with the homeschooling laws in each State of Australia, as well as New Zealand.

Accelerate Christian Home Schooling is owned and operated by Southern Cross Educational Enterprises Limited (SCEE), the authorised distributor for A.C.E. in this region.

Accelerate is the main Service Provider for homeschooling families using A.C.E. and SCEE's nationalised educational resources for Australia & New Zealand. You can enrol at any time during the year.



HOMESCHOOLING

ACCELERATE CHRISTIAN HOME SCHOOLING

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