




TASMANIA

# Home Education Summary & Program (HESP TEMPLATE)



TASMANIA

Home education in Tasmania  
is governed by the  
Education Act 2016.  
This template supports  
the HESP requirements.

*Our learning. Our way. Our journey.* 



## Welcome to your Home Education Summary & Program (HESP).

This document is designed to help you describe your child's learning and how it happens at home. It supports you in recording a broad range of learning experiences that are suitable to your child, their interests, abilities and needs.

*Learning happens everywhere, every day.*



## 1. LEARNER & FAMILY DETAILS

Please provide an overview of your child/ren and your family.

Child's Full Name:	Date of Birth:
Child's Preferred Name (if different):	Gender (optional):
Address:	
Parent / Carer Name(s):	
Email:	Phone:
Date this HESP is prepared:	School Year:
Home Education Start Date:	Current Stage (optional):
Other Children in the Home (names and ages):	
Family Circumstances or Important Information (optional):	



## What is a HESP?

The Home Education Summary and Program (HESP) is a summary of your child's learning and the program you provide at home. It should show that your child is receiving a broad range of educational experiences that are suitable to their age, ability, learning style and interests.

You are not required to follow a specific curriculum.

**Your HESP can be written in the way that best reflects your family's approach.**





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## 2. LEARNER PROFILE

Every child is unique. This section helps you capture who your child is, how they learn best, and what supports their growth and wellbeing.



### STRENGTHS & ABILITIES

What are your child's strengths, talents and gifts?

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### INTERESTS & PASSIONS

What does your child love to learn about or spend time doing?

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### LEARNING STYLE

How does your child learn best? (e.g. hands-on, visual, auditory, reading, movement, in nature)

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### SUPPORTS & NEEDS

Are there any learning, emotional or physical needs we should consider? What helps your child feel supported and able to learn?

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### SOCIAL & EMOTIONAL DEVELOPMENT

How does your child connect with others? What helps their wellbeing, confidence and social growth?

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### GOALS & HOPES

What are your hopes for your child over the coming months and years? What do you hope they will grow, experience or achieve?

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### A NOTE ON FLEXIBILITY

Learning at home is flexible and can change with your child's interests, needs and life circumstances. It's okay for plans to evolve – curiosity leads the way!

*Progress looks different for every child.*




You know your child best. Trust, connection and curiosity create the best learning environment.



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## 3. OUR LEARNING PHILOSOPHY & APPROACH

This section helps you describe how learning happens in your home and the values that guide your decisions. There is no one "right way" – this is your family's approach.



### OUR LEARNING PHILOSOPHY

What is important to us about learning? What values guide our choices?

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### HOW LEARNING HAPPENS IN OUR HOME

How do we create a supportive, respectful and inspiring learning environment?  
How do we encourage curiosity, independence and a love of learning?

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### THE ROLE OF FAMILY & OTHERS

Who is involved in our child's learning? (e.g. parents, siblings, grandparents, friends, mentors, community members)  
How do we work together as a team?

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### OUR COMMUNITY & CONNECTIONS

How do we connect with our community and the wider world? (e.g. groups, classes, nature, cultural activities, volunteering, online communities)

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### WHAT INSPIRES OUR LEARNING

What sparks our curiosity? What topics, experiences or real-life situations do we love to explore?

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*"Children are not things to be moulded, but are people to be unfolded."*

– Jess Lair

Trust your child. Trust your instincts.  
You are the expert on your child.






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## 4. AREAS OF LEARNING OVERVIEW

Tasmania requires that home education includes a broad range of educational areas that are suitable to your child.


Use this overview to show how learning will happen across different areas through a variety of experiences.

This is not a curriculum checklist – it is a flexible plan that can grow and change.



### Learning happens everywhere, every day.

Formal lessons, play, projects, conversations, real-life experiences, time in nature and community participation all contribute to your child's learning and development.

AREAS OF LEARNING Broad areas of learning (examples provided)	WHAT WE HOPE TO EXPLORE Interests, topics, skills or experiences	HOW WE WILL LEARN Activities, resources, outings, projects, play	WHERE LEARNING MAY HAPPEN Home, community, online, nature, groups	EVIDENCE WE MAY KEEP Photos, work samples, notes, conversations
 Literacy / English	_____	_____	_____	_____
 Mathematics	_____	_____	_____	_____
 Sciences	_____	_____	_____	_____
 Humanities & Social Sciences	_____	_____	_____	_____
 The Arts	_____	_____	_____	_____
 Health & Physical Education	_____	_____	_____	_____
 Technologies	_____	_____	_____	_____
 Practical Life Skills	_____	_____	_____	_____
 Social Learning & Community Participation	_____	_____	_____	_____
 Optional Languages	_____	_____	_____	_____



### OTHER AREAS OF INTEREST OR UNIQUE LEARNING PATHS

Use this space to include any other areas that are important to your child or family.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_




There is no one way to learn. Your child's journey is unique, valuable and enough.



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## 5. LEARNING THROUGH EVERYDAY LIFE

Learning happens naturally in daily life. This page highlights some of the ways we learn together and the opportunities we make the most of.



Everyday moments are powerful learning moments. Include the simple, the spontaneous and the special.



### HOME LIFE & DAILY ROUTINES

Cooking, cleaning, caring for pets, managing money, planning, home projects, organisation, decision making.

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### NATURE & OUTDOOR LEARNING

Bushwalking, gardening, beach visits, caring for the environment, weather watching, wildlife, conservation.

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### COMMUNITY & SOCIAL CONNECTIONS

Playgroups, sports, library, local events, community groups, volunteering, cultural activities, friendships.

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### CULTURE, PLACES & PEOPLE

Exploring our local area and beyond, museums, history, traditions, languages, stories and celebrations.

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### CREATIVITY & EXPRESSION

Art, music, drama, dance, making, building, craft, writing, photography, imagination and play.

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### PRACTICAL SKILLS & LIFE PREPARATION

Tools, DIY, first aid, sewing, food growing, problem solving, independence and resilience.

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### INTEREST-LED PROJECTS & DEEP DIVES

Big questions, special interests, collections, experiments, research, creative projects and long-term explorations.

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### REMEMBER: LEARNING IS NOT LIMITED TO ONE PLACE OR FORMAT.

Trust your child. Trust your observations. Learning is happening.

*You know your child best.* 




When we notice and nurture learning in everyday life, children grow in confidence and capability.



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## 6. WEEKLY RHYTHM & ROUTINE

Routines help create predictability while leaving space for flexibility and spontaneous learning.

Use this page to plan a weekly rhythm that works for your family.



*Our rhythm*

What does a typical week look like in our home?

What are our anchor times (e.g. meals, rest, outings, activities)?

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## OUR WEEKLY FLOW

Use this table to capture the shape of your week.

This is a guide – not a timetable. Be flexible and follow learning as it unfolds.

TIME / PART OF THE DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
 <b>Morning</b> (e.g. 7am - 12pm)							
 <b>Midday</b> (e.g. 12pm - 3pm)							
 <b>Afternoon</b> (e.g. 3pm - 6pm)							
 <b>Evening</b> (e.g. 6pm - 9pm)							



## NOTES & SPECIAL DAYS

Include regular activities, classes, therapy, sports, playgroups, family days out, cultural events, quiet days, rest days or anything else that is part of our rhythm.

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*Flexibility is not the absence of structure – it is the ability to flow with your child.*



Connection, curiosity and calm create the best conditions for learning and growth.



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## 7. RESOURCES & COMMUNITY CONNECTIONS

We are surrounded by amazing people, places and resources that enrich our learning.  
Use this page to record the supports, opportunities and connections we use and value.



### LEARNING RESOURCES

Books, websites, online programs,  
apps, games, subscriptions,  
equipment, materials.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### PLACES & SPACES

Libraries, museums, galleries,  
parks, nature reserves, community  
centres, makerspaces, playgroups.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### PEOPLE & SUPPORTS

Family, friends, mentors, tutors,  
coaches, therapy providers,  
support groups, online communities.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### COMMUNITY ACTIVITIES & OPPORTUNITIES

Local clubs, sports, scouts, classes, workshops,  
volunteering, events, excursions.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### HOW WE STAY CONNECTED

Ways we connect with others, contribute,  
give back and belong.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### WHAT WE LOVE ABOUT OUR COMMUNITY

The people, places and opportunities that make a difference to our learning and wellbeing.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### UPCOMING LEARNING OPPORTUNITIES

Excursions, courses, projects, events or experiences we are looking forward to exploring.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### IDEAS & INSPIRATION

A running list of ideas, topics  
and interests to explore.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



*It takes a village to raise a curious, confident, kind and capable human.*

Thank you for being your child's greatest advocate. ♡

Together we learn.  
Together we grow.  
Together we thrive.





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## 8. EVIDENCE & REFLECTION LOG

This page helps you note the learning experiences, evidence you may choose to keep, and your reflections over time.

Evidence can be simple and in many forms. You decide what is meaningful.



You are not required to keep everything – just enough to show a broad range of learning over time.



### LEARNING EXPERIENCES OVER TIME

What has my child been interested in, exploring or learning about?

DATE / PERIOD	LEARNING EXPERIENCES, PROJECTS OR ACTIVITIES <i>What happened?</i>	AREAS OF LEARNING <i>Which areas were involved?</i>	EVIDENCE WE MAY KEEP <i>Photos, work samples, notes, conversations, observations etc.</i>	NOTES & REFLECTIONS <i>What did we notice? What's next?</i>



### IDEAS FOR EVIDENCE (JUST A FEW EXAMPLES)

- Photos & videos
- Art, craft or creations
- Writing, stories or journals
- Projects & presentations
- Work samples or notes
- Reading lists or book reviews
- Conversations or dictation
- Observations
- Certificates or awards
- Excursion tickets or programs
- Online learning records
- Practical life skills
- Reflections & learning stories
- Goal setting & plans
- Anything that shows learning and growth



### PARENT / CARER REFLECTION

Take a moment to reflect on your child's learning journey.  
What are you most proud of? What have you seen them grow in?  
What are your hopes for the months ahead?

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*Celebrate the little things.*



You know your child best. You are doing an amazing job.  
Trust your instincts, keep connecting and enjoy the journey.

*Learning is happening.  
Keep going. You're enough.*

