



*Gifted and Talented
Policy*

*2018 -
2020*

Peakhurst Public School believes that it is our responsibility to maximise the learning outcomes for every student enrolled in our school. This applies to all students regardless of their socio-economic or socio-cultural backgrounds, race or gender. Opportunities for all students to achieve their full potential will be provided as a matter of daily routine. We believe that some members of our student population are gifted and/or talented and therefore should be provided with opportunities that challenge and extend their knowledge, skills and attitudes at a level appropriate to their gifts in order to develop these talents.

We also believe that the curriculum for gifted and talented students needs to be guided by the following beliefs:

- The needs of gifted learners encompass cognitive, affective, social and creative areas of curriculum experiences (Gagne, 2003)
- Gifted students are best served by a curriculum that incorporates both accelerated and enriched learning
- Curriculum experiences for gifted learners need to be thoughtfully planned, written down and incorporate explicit assessment. (Van Tassel-Baska, 2003)

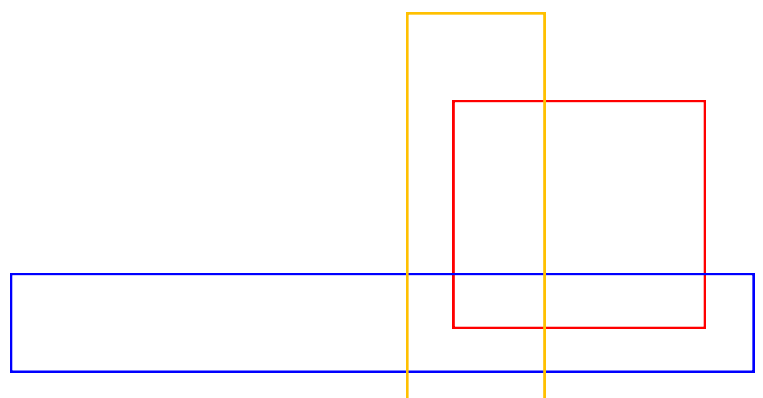
DEFINITION:

Gagne's (2003) *Differentiated Model of Giftedness and Talent* has been adopted by the NSW DET because it is internationally recognised for its strong research base and accessibility to teachers. Therefore, we adopt the definitions from this model.

Gifted students are those whose **potential** is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical to a degree that places an individual at least among the top 10% of age peers.

Talented students are those whose **skills** are distinctly above in one or more areas of human **performance** within any domain to a degree that places an individual at least among the top 10% of age peers who are or have been active in that field or fields.

*It is worth noting that **talent** emerges from **ability** as a direct result of the student's learning experiences. Refer to Appendix*



ROLE OF GIFTED AND TALENTED STUDENTS (GATS) COMMITTEE

The Gifted and Talented Students (GATS) committee consists of the Principal, the GATS Team Leader and the P.E.G. (Peakhurst Extension Group) teachers. The role of the team is to support classroom teachers and identified students through the following means;

- Provide information to the school community on GATS opportunities available (e.g. Enrichment weekends and camps, community resources, support groups, professional associations etc)
- Monitor and support the GATS identification process
- Establish and monitor the GATS register
- Nominate and co-ordinate suitable activities for identified students (e.g. Tournament of the Minds (TOM), Premier's Debating Challenge, Premier's Spelling Bee, etc.)
- Identify and acquire teaching resources for GATS, including managing the GATS budget
- Manage the professional development program for teaching and identifying GATS
- Inform interested parents of relevant issues, seminars etc
- Co-ordinate workshops, special events and mentor programs as required
- Monitor and evaluate the progress of identified students

WHOLE SCHOOL PROGRAMS AT PPS THAT SUPPORT THE NEEDS OF GATS

- Clustering; P.E.G. classes; maths groups
- Student Leadership
- Public Speaking
- Inter-school debating competitions
- Band
- Choir
- Dance
- Sport
- Academic competitions - including ICAS & Maths Olympiad
- IT
- Acceleration - including individual KLAS
- Early entry to school

CLASSROOM PROGRAMS

Gifted and talented students require a variety of strategies to modify classroom programs in relation to content (what is learnt); process (how it is taught); product (medium of expression and end product) and their learning environment. Classroom programs aim to **study more advanced concepts, use higher order thinking skills** and **teach independent research and study skills**.

Within the classroom this may take the form of:-

- Curriculum differentiation
- Posing higher order questions
- High teacher expectations of student achievements
- Independent and small group work
- Open ended questioning and activities
- Real world problem solving
- Critical and creative thinking tasks
- Flexible learning spaces
- Future-focused learning opportunities
- **In addition, P.E.G. classes incorporate:**
- Curriculum compacting
- In depth study of special interest areas
- Chess
- Languages
- Multi-stage programming

IDENTIFICATION

The identification process is managed by the GATS committee in consultation with the Principal.

This process is ongoing and continues throughout the whole year.

Students are identified by using information from a variety of sources such as:

- Teacher or school counsellor nomination
- COGAT Assessment
- Parent nomination
- Analysis of school achievements
- Analysis of external test results including University competitions, etc.
- Independent experts and specialists

The process for identification of GAT students will be:

- Teacher, school counsellor, parent submit nomination to GATS committee
- COGAT or psychometric assessment
- Meeting with Principal, parent, class teacher, school counsellor and GATS team leader to discuss options if necessary.
- Recommendations made regarding the appropriate placement for the student i.e. P.E.G. class, subject acceleration or through a differentiated program within a mainstream class.
- If agreement cannot be met the Principal has the final decision

Refer to Appendix for Identification forms

Eligibility for Peakhurst Extension Group (P.E.G.) Classes

The process for placement in a P.E.G. class will include:

- A minimum literacy competency above the age expectation at the GATS committee's discretion.
- A formal identification from an outside agency/psychometric report or CoGAT stanine of 8 or 9 (7 at the discretion of the GATS committee).
- A proven ability to work independently in a multi age, highly academic, collaborative and innovative environment which promotes critical & creative thinking.
- A proven ability to solve verbal, quantitative and non-verbal problems.
- A high level of emotional intelligence to deal with the expectations of the P.E.G. classes at the discretion of the school counsellor and GATS committee.
- A student's needs and abilities may change and therefore may no longer meet the eligibility of the P.E.G. class. Any changes will be made at the discretion of the GATS committee in consultation with parents.
- If agreement cannot be met the Principal has the final decision.

REGISTER OF IDENTIFIED STUDENTS

After identification student names will be added to the register by a member of the GATS committee. The register will contain information relating to the students class, action taken, time period of inter-vention. Maintenance of the register will be ongoing with a complete evaluation of each student occurring at the end of each year. The end of year evaluation will make judgements based on the attitude of the student towards the program, the performance of the student, the appropriateness of the program and future directions for the student and their program.

ACCELERATION

It is important that our school implements a range of inclusive identification procedures for gifted students so that students who exhibit negative characteristics as a result of boredom or frustration, for example, are not overlooked or excluded when considering any accelerative strategies.

The process for consideration for placement in an accelerated program will be:

- Teacher, school counsellor or parent nomination
- Parents and teacher complete Accelerated Progression of Gifted Student forms and submit them to the GATS committee
- Consultation of comprehensive psychological and academic assessments
- Recommendations to Learning Support Team for confirmation
- Meeting with Principal, parent, class teacher, school counsellor and GATS team leader to discuss options
- Results of this meeting are discussed with student by class teacher, Principal and/or parents
- If acceleration is preferred option the student enters the new class or KLA group on a provisional basis for one term
- If agreement cannot be met the principal has the final decision

Refer to Appendix for teacher and parent nomination forms.

EARLY ENTRY TO KINDERGARTEN

Early school entry is a particular form of acceleration. This option is available upon parent request subject to the following criteria:

- A child is within 6 months of approved Kindergarten entry age (turning 5 years old by 31st July of year of enrollment)
- A comprehensive psychological evaluation of the child's intellectual functioning, academic readiness and social-emotional maturity is made available to the school

Statewide indicators show that at any one time a school may or may not have any students of a truly exceptional ability level which warrants acceleration or early entry.

After parent request for early entry into Kindergarten the following process will take place:

- Parent/caregiver complete application form, including background information
- Psychological assessment and evaluation completed
- Pre-school recommendation forms completed by appropriate personnel
- Meeting arranged with Principal, parent, school counsellor and a member of GATS committee to discuss suitability of early entry
- Meeting with Principal, parent and child to discuss options, assess if child expresses own desire to begin school and if early entry is appropriate
- If acceleration is the preferred option the principal and GATS committee leader will meet to discuss options regarding class placement.
- If agreement cannot be made the Principal makes the final decision as to the suitability of early entry. There may arise the need for a trial period of approximately one term in some instances and this will be clearly stated to all stakeholders before the commencement of early entry by the Principal.

Refer to Appendix for Early Entry Nomination Forms

POLICY REVIEW

The Gifted and Talented Policy will be reviewed every three years in line with the school strategic plan, or when a need arises.

Next review date will be: **March 2021** (or earlier if the need arises)

GIFTEDNESS = top 10%

NATURAL ABILITIES (NAT)

DOMAINS

Intellectual (IG)
Fluid reasoning (induct./deduct.),
crystallised verbal, spatial, memory, sense
of observation, judgment, metacognition.

Creative (CG)
Inventiveness (problem-solving),
imagination, originality (arts), retrieval
fluency.

Social/affective (SG)
Intelligence (perceptiveness)
Communication (empathy, tact)
Influence (leadership, persuasion)

sensoriMotor (MG)
S: visual, auditory, olfactive, etc
M: strength, endurance, reflexes,
coordination etc.

CATALYST

INTERPERSONAL (IC)

Physical: Characteristics, handicaps, health, etc
Motivation: needs, interests, values etc
Volition: will-power, efforts, persistence
Self-management: concentration, work habits,
initiative, scheduling, etc.
Personality: temperament, traits, well-being, self-
awareness & esteem, adaptability, etc

Positive/
negative
impacts

DEVELOPMENTAL PROCESS
Informal/formal learning & practising (LP)

Positive/
negative
impacts

ENVIRONMENTAL (EC)

Milieu: physical, cultural, social, familial, etc.
Persons: parents, teachers, peers, mentors, etc.
Provisions: programs, activities, services, etc.
Events: encounters, awards, accidents etc.

TALENT = top 10%

**SYSTEMATICALLY DEVELOPED
SKILLS (SYSDEV)**

FIELDS

(relevant to school-age youths)
Academics: language, science,
humanities, etc
Arts: visual, drama, music, etc.
Business: sales, entrepreneurship,
management, etc.
Leisure: chess, video games, puzzles
etc.
Social action: media, public office,
etc
Sports: individual & team
Technology: trades & crafts,
electronics, computers, etc

CHANCE (CH)

NOMINATION AND CHECKLIST FOR IDENTIFYING GIFTED & TALENTED STUDENTS

Form 1A

PARENT/CARER

Students Name _____

Age _____

Parent's/Carer's Name _____ Relationship _____ Date _____

SECTION A

CHARACTERISTIC	MOST OF TIME	SOMETIMES	RARELY
Recalls facts easily			
Expresses himself/herself fluently			
Is always asking questions—asks reason why			
Has well developed sense of humour			
Finds unusual uses for things			
Tends to lead or initiate activities			
Is curious			
Has long attention span			
Is easily bored			
Is an avid reader			
Thinks logically			
Mixes with older children and adults			
Is impulsive			
Is an independent learner			
Is concerned about world issues			
Enjoys complicated games and puzzles			
Sets high goals for self			

SECTION B

When did your child first begin to read? _____

Is he/she self taught? _____

How many books, magazines etc. would your child read voluntarily in one month? _____

At what age did your child show an interest in numbers, puzzles and patterns? _____

What type of television shows does your child like to watch? _____

In what activities does your child participate outside school? _____

Does your child have an interest in music and/or learn an instrument? _____

What are your child's special interests and hobbies? _____

NOMINATION AND CHECKLIST FOR IDENTIFYING GIFTED & TALENTED STUDENTS

Form 2A

TEACHER

Record the name of your student. Use a HIGHLIGHTER to show each behaviour that is exceptional compared to other students as you have observed in the classroom or playground.

Name of Student _____ Age _____

Teacher _____ Grade _____ Date _____

CHARACTERISTIC	POSITIVE BEHAVIOURS	NEGATIVE BEHAVIOURS
Highly curious	<ul style="list-style-type: none"> • Ask lots of questions • Inquisitive • Remembers details 	<ul style="list-style-type: none"> • Ask inappropriate questions • Poor group participation • Easily diverted from the task
Abstract thinker	<ul style="list-style-type: none"> • Makes generalisations • Tests out ideas 	<ul style="list-style-type: none"> • Questions others • Questions authority
Flexible thinker	<ul style="list-style-type: none"> • Employs variety of strategies to work something out 	<ul style="list-style-type: none"> • Manipulates people and situations by using a variety of strategies
Clever use of humour	<ul style="list-style-type: none"> • Enjoys adult humour • Gets teachers' jokes 	<ul style="list-style-type: none"> • Intentionally uses humour at the expense of others
Superior vocabulary	<ul style="list-style-type: none"> • Heightened involvement in discussions • Enjoys adult like discussions 	<ul style="list-style-type: none"> • May be bossy or overbearing when working with others
Advanced reading	<ul style="list-style-type: none"> • Reads widely • Advanced vocabulary and comprehension • Reads constantly 	<ul style="list-style-type: none"> • Neglects peer interaction and work—prefers to read
Retention of knowledge; Fast learner	<ul style="list-style-type: none"> • Moves beyond core content and skills quickly • Details recall of facts 	<ul style="list-style-type: none"> • Rushes work and then disrupts others • Monopolises class discussions
Long attention span	<ul style="list-style-type: none"> • Concentrates and focuses on an area of interest for a long period of time 	<ul style="list-style-type: none"> • Easily distracted unless a task is in an area of passion or interest
Independent	<ul style="list-style-type: none"> • Self-directed • Focused on task in research or study 	<ul style="list-style-type: none"> • Reduced involvement in discussion or group work • Uncooperative in a group
High level of responsibility And commitment	<ul style="list-style-type: none"> • Sets attainable goals • Learns to accept own limitations • Tolerant of peers in a group 	<ul style="list-style-type: none"> • Self critical • Perfectionist when completing tasks • Sets unrealistic expectations for other group members

CHARACTERISTIC	POSITIVE BEHAVIOURS	NEGATIVE BEHAVIOURS
Strong feelings and opinions	<ul style="list-style-type: none"> • Listens to others • Shows concern and interest • Considers others' point of view • Aware of others' feelings 	<ul style="list-style-type: none"> • Speaks out and lacks tact • Over-reacts to others' comments and reactions • Confrontational
Strong sense of justice	<ul style="list-style-type: none"> • Empathises with those less fortunate • Wants to 'save the world' • Stands up for other children thought to have been poorly treated 	<ul style="list-style-type: none"> • Argues the rules in games, e.g. handball • Frustration when others don't play exactly by the rules • Asks older children or adults to solve issues seen as unfair
Original and creative	<ul style="list-style-type: none"> • Comes up with ideas 'out of the box' • Sees problems as a whole • Connects thoughts and feelings 	<ul style="list-style-type: none"> • Unaccepting of status quo • Absent-minded or daydreamer • Asks unrelated questions • Disorganised
High level of energy	<ul style="list-style-type: none"> • Wide variety of interests • Organises time well • High level of individualised learning 	<ul style="list-style-type: none"> • Often difficult to live with • May appear hyperactive • Easily bored so seeks out new things to explore
Immersion learner	<ul style="list-style-type: none"> • Wants to know everything about a topic • Becomes an expert by reading widely or talking to people 	<ul style="list-style-type: none"> • Focuses on topics of interest to them, at the expense of classwork • Shows off knowledge to prove others wrong

Adapted from merrick (2004) from Gross, McLeod, Drummond & Merrick (2001, Clark (1983) & Basks (1989)

SUMMARY

How many positive behaviours are being displayed? _____

How many negative behaviours are being displayed? _____

Have you highlighted behaviours in more than 5 boxes? YES NO

TEACHER RECOMMENDATIONS:

ACTION TAKEN:

K	
Y1	Y2
Y3	Y4
Y5	Y6



INFORMATION FOR PARENTS/CAREGIVERS

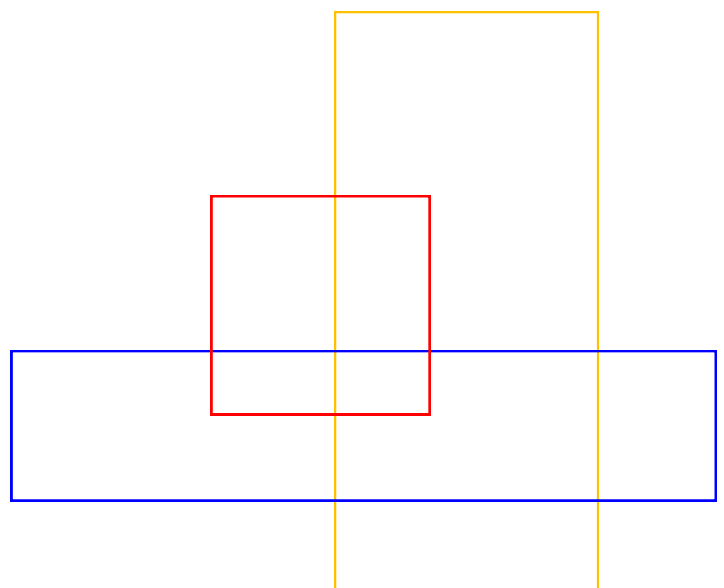
The *policy and implementation strategies for the education of gifted and talented students* (revised 2004) states that:

School Principals have the final responsibility for deciding when any form of accelerated progress is appropriate for gifted and talented students in Years K-12 to meet each student’s educational, social and emotional needs (p.10).

The *policy and implementation strategies for the education of gifted and talented students: Support package: Acceleration* (2004) recommends to school Principals specific criteria to guide student placement for accelerated progression of students K-12. These include:

1. When a student is being considered for accelerated progression, a trained psychologist should perform a comprehensive, culturally sensitive, psychological evaluation of the student’s intellectual functioning, academic skill levels and social-emotional adjustment.
2. The student should demonstrate skill levels above the average for the class of intended entry.
3. Judgements about the student’s emotional maturity should also include input from the student’s parents/ caregivers and the school counsellor/psychologist. Gifted students are sometimes rejected by their classmates and within their own culture. It is important that teachers do not confuse the absence of close peer relationships with social immaturity. Principals should be aware that social or emotional difficulties may have been caused by inappropriately low grade placement. In such cases the problem may be alleviated by accelerated progression. Failure to advance a highly gifted student may result in poor study habits, apathy, lack of motivation, and poor adjustment.
4. Ideally, year or stage advancement should occur at natural entry points, such as the beginning of the school year. However, mid-year placement may sometimes be desirable where the student’s prior teacher and receiving teacher may more easily confer about how best to help the student to make a smooth transition.

(Feldhusen et al., 1986)



PARENTS/CAREGIVERS NOMINATION FORM

To be completed by parents/caregivers when seeking accelerated progression for an intellectually gifted child. Academically, the child should demonstrate levels of skill which are well above average of the class she/he wishes to enter.

Child's Name: _____

Date of Birth: _____

Age at 31st January 200 ____ years ____ months

Address: _____

Postcode: _____

Telephone: (home) _____ (work) _____

Present class: _____

Has your child been assessed by a school counsellor, guidance officer, community health centre or private psychologist? Yes No

If Yes, where? _____

Do we have your permission for our school counsellor to discuss this assessment with them or seek a report?

Yes No

Do we have your permission for our school counsellor to undertake any assessments necessary?

Yes No

* Please attach samples of work, reports, awards and parent/caregivers checklist.

Signature: _____ Date: _____

PARENTS/CAREGIVERS CHECKLIST

Child's Name: _____

Date of Birth: _____ Sex: _____

Instructions: In relation to the typical student in your neighbourhood, please circle a number for each item which best describes your child.

	Has this to a high degree	Has this more than the typical child	Compares with the typical child	Has this less than the typical child	Lacks this trait
1. Has a large advanced vocabulary; expresses himself/herself well	5	4	3	2	1
2. Has the ability to discuss complex ideas and concepts	5	4	3	2	1
3. Recalls facts easily	5	4	3	2	1
4. Wants to know how things work and becomes absorbed in exploring and questioning	5	4	3	2	1
5. Enjoys reading	5	4	3	2	1
6. Is creative and imaginative	5	4	3	2	1
7. Puts unrelated ideas together in new and different ways	5	4	3	2	1
8. Applies learning and knowledge from one situation to another	5	4	3	2	1
9. Relates well to older students/adults and enjoys learning from them	5	4	3	2	1
10. Has a great deal of curiosity	5	4	3	2	1
11. Tends to be a perfectionist	5	4	3	2	1
12. Has a good sense of humour	5	4	3	2	1
13. Has wide interests, often art, music and drama	5	4	3	2	1
14. Tends to lead others if given the chance	5	4	3	2	1
15. Shows persistence and determination to complete tasks to own satisfaction	5	4	3	2	1
16. Is willing to take risks and try new things	5	4	3	2	1
17. Is independent and self-sufficient	5	4	3	2	1
18. Enjoys complicated games	5	4	3	2	1
19. Has an interest and concern about world problems	5	4	3	2	1
20. Is able to use two or more languages	5	4	3	2	1

Signature: _____ Date: _____

(Adapted from Board of Studies NSW, 2000)



PARENTS/CAREGIVERS NOMINATION FORM

To be completed by parents/caregivers when seeking accelerated progression for an intellectually gifted child. Academically, the child should demonstrate levels of skill which are well above average of the class she/he wishes to enter.

Child's Name: _____

Date of Birth: _____

Age at 31st January 200 ____ years ____ months

Address: _____

Postcode: _____

Telephone: (home) _____ (work) _____

Present class: _____

The Board of Studies *Guidelines for accelerated progression* (2000) provides the following Statewide indicators when considering students accelerated progression:

...it is probable that only one in 200 (0.5%) students would be capable of acceleration in all subjects...it is probable that the most capable 5% of students could be appropriate for acceleration in one subject of special interest and expertise (p. 21).

1. Has this student demonstrated a comprehensive achievement well in advance of the enrolment cohort when performance is assessed against the outcomes for the current curriculum stage?
YES NO
2. Please give details of the level of achievement of the outcomes for the next curriculum stage that the student has already demonstrated.

Signature: _____ Date: _____



PARENT/CAREGIVER APPLICATION FORM

This form has 4 pages and is to be completed by the parents/caregivers seeking consideration for early enrolment for an intellectually gifted child.

PART 1: GENERAL INFORMATION

School _____

Child's family name _____

Child's given name _____

Date of birth _____ Country of birth _____

Age as at the 31st January 200__ is ____ years ____ months

Parent's/caregiver's name _____

Relationship to child _____

Address _____

Telephone (home) _____ (work) _____

Names, ages and schools attended by brothers and sisters

Language(s) spoken at home _____

Signature _____ Date _____

Send this form with Parts 1, 2, 3 and 4 completed to:

Peakhurst Public School
Bonds Rd
Peakhurst 2210

OFFICE USE ONLY

Accepted as Early Entry: YES NO Date: _____

Parent/Caregivers informed: _____

Review Date: _____

Principal: _____ Signature: _____



PARENT/CAREGIVER APPLICATION FORM

PART 2: BACKGROUND INFORMATION

- 1. Has your child ever participated in any preschool, nursery or day-care programs?
YES/NO
If yes: Centre & contact number _____

Contact person _____
Date enrolled _____

- 2. Has your child ever received special preschool services? YES NO
If yes, where and what type? _____

- 3. Is your child currently receiving special preschool services? YES NO
If yes, where and what type? _____

- 4. Is there a current application for Kindergarten enrolment at any other Government school?
YES/NO
If yes, where? _____

- 5. Has your child ever been assessed by a school counsellor or private psychologist? YES NO
If yes, by whom and on what date? _____

- 6. Is your child receiving any special support services? YES NO
If yes, check each service needed and state where the type of service is provided.
Speech/language therapy _____
Physical therapy _____
Psychological therapy (Emotional/behaviour disorder) _____
Occupational therapy _____
Vision _____
Hearing _____
Other health needs: e.g. asthma, epilepsy _____

Any medication required? _____



PARENT/CAREGIVER APPLICATION FORM

PART 3: PARENT/CAREGIVER RECOMMENDATION

1. Why do you think your child should be considered for Early Entry to school?

2. List any special interests, talents and skills that your child has.

3. What special lessons, training or learning opportunities has your child had outside school?

4. Describe any events in your child's life which you think support your request for this special placement.

5. Describe your child's reading abilities to name or sound letters, recognise words, or by outlining books that are currently being read etc.

6. Please give any additional information which you think supports your request for this special placement.

PARENTS/CAREGIVERS APPLICATION FORM

PART 4: PARENT/CAREGIVER CHECKLIST

Instructions: In relationship to the typical child in your neighbourhood please circle a number for each item which best describes your child, using the following key.

	Has this to a high degree	Has this more than the typical child	Compares with the typical child	Has this less than the typical child	Lacks this trait
1. Has a large advanced vocabulary; expresses himself/herself well	5	4	3	2	1
2. Thinks quickly	5	4	3	2	1
3. Recalls facts easily	5	4	3	2	1
4. Wants to know how things work	5	4	3	2	1
5. Is reading (before starting kindergarten)	5	4	3	2	1
6. Becomes bored easily	5	4	3	2	1
7. Puts unrelated ideas together in a new and different way	5	4	3	2	1
8. Asks reasons why—questions almost everything	5	4	3	2	1
9. Likes adult things and to be with older people	5	4	3	2	1
10. Has a great deal of curiosity	5	4	3	2	1
11. Is adventurous	5	4	3	2	1
12. Has a good sense of humour	5	4	3	2	1
13. Is impulsive, acts before he/she thinks	5	4	3	2	1
14. Tends to lead others if given the chance	5	4	3	2	1
15. Is persistent, sticks to a tasks	5	4	3	2	1
16. Has good physical coordination and body control	5	4	3	2	1
17. Is independent and self-sufficient	5	4	3	2	1
18. Adapts readily to new situations	5	4	3	2	1
19. Is able to do things for himself/herself (toileting, hygiene)	5	4	3	2	1
20. Has a long attention span	5	4	3	2	1

PARENTS/CAREGIVERS APPLICATION FORM

PART 5: PRESCHOOL RECOMMENDATION

Instructions: In relationship to the typical child in your neighbourhood please circle a number for each item which best describes your child, using the following key.

This form has 2 pages and is to be completed by the preschool/day-care teacher of the child seeking consideration for Early Entry. It should be included with the parent/caregiver application and sent to the school.

Child's family name _____

Child's given name _____

Date of birth _____

Preschool teacher/day-care supervisor _____

Name of preschool/Day-care centre _____

Telephone _____

CHECKLIST:

place a tick in the appropriate column if the item corresponds to your observations of the child's behaviour.

SOCIAL - EMOTIONAL DEVELOPMENT	YES	NO
1. Tells full name and address on request		
2. Is responsible for own belongings		
3. Is disruptive in class		
4. Shows an enquiring mind		
5. Is accepted by other children		
6. Reasonably patient in waiting her/his turn		
7. Able to toilet herself/himself independently		
8. Has good balance and coordination for age		
9. Is easily distracted from task		
10. Separates easily from parents		
11. Shares belongings with others		
12. Shows concern for the distress of others		
13. Gets upset easily		
14. Accepts changes in activity or routine		

PARENTS/CAREGIVERS APPLICATION FORM

EDUCATIONAL DEVELOPMENT	YES	NO
1. Rote counts to ten		
2. Follows more than one instruction at a time		
3. Recalls facts easily		
4. Can work by herself/himself		
5. Thinks quickly		
6. Can occupy herself/himself constructively after finishing a task		
7. Has advanced vocabulary for age		
8. Expresses herself/himself adequately in English		
9. Is able to name relevant objects in classroom		
10. Has clear speech		
11. Speaks in complete sentences		
12. Participates in classroom discussions		
13. Can relate something she/he has seen or experienced		
14. Likes to listen to stories and answers simple questions about story content		

GENERAL COMMENT about the student’s ability and interests in relation to her or his age peers.

ADDITIONAL COMMENTS:

- Level of pre-reading/reading skills

- Imaginative, artistic and/or creative abilities

- Other

Signature _____ Date _____



PEAKHURST PUBLIC SCHOOL

Bonds Road, Peakhurst NSW 2210
Phone: 9153 9157 Fax: 9584 2068