Catering for the Needs of Gifted and Talented Students From Preschool to Year 10

Our commitment is to meet the needs of gifted and talented students so as to maximise their potential and achievement. This involves identifying and fostering their innate abilities (gifts) and creating the conditions for talent (achievement) to thrive.
PARENT APPLICATION FORM GIFTED AND TALENTED STUDENTS

Student’s Name: ____________________________________________________________
Birth date: ______ / ______ / _____________ MALE or FEMALE: ________________
Address: __________________________________________________________________________________________________________________________
Home Phone: ______________________
Home email: ________________________
Parent/Carer contact No 1: (name/ph no) __________________________________________
Parent/Carer contact no 2: (name/ph no) __________________________________________
CURRENT SCHOOL: ___________________________________ YEAR LEVEL ____________
CURRENT TEACHER NAME_____________________________________________________

1. Is your child currently involved in an extension, enrichment or G&T Program at Gold Creek or their current school? NO / YES (please provide details) ____________________________________________________________

2. Required documents – please complete and return the following documents:

   a) Nomination forms – please submit one of the following
   Parent nomination letter describing areas of giftedness and talent (1page)
   Teacher nomination letter describing areas of giftedness and talent (1page)
   Student self nomination in writing
   Peer nomination in writing

   b) Evidence – please submit either one IQ test or three pieces of evidence from the list below. Please list the pieces of evidence you are attaching.

   • Cognitive: IQ test e.g. WPPSI III, WISC IV, Stanford Binet 5,
   • Academic: Achievement in top 5% to 10% of state-wide and national competitions e.g. UNSW, AMC
   • Academic: NAPLAN in the top 5% band of students across Australia for the year level.
   • Academic: Achievement in the top 5% of students in school wide ACER testing.
   • Sport: AIS entry, ACT representative level or above
   • Music: Performance in AMEB exams in top 5% to 10% at advanced for age levels, membership of audition only bands and ensembles e.g. Canberra Youth Music
   • Dance: Performance in exams and competitions e.g. top 5% in advanced for age levels
   • Leadership: Demonstrated high levels of initiative, confidence, ability to motivate and influence others, e.g. debating ACT Rostrum finalist, conference organiser, school captain etc.
   • Other: Demonstrated performance and ability in other academic or creative fields in the top 5% to 10% in advanced for age levels.

   Directions: Please rate each of the five behaviours using the rubric:
   4 – Consistently demonstrates this behaviour
   3 – Demonstrates this behaviour most of the time
   2 – Seldom demonstrates this behaviour
   1 – Rarely, if ever, demonstrates this behaviour

   1 HIGH ACHIEVEMENT: Students who consistently produce ideas and/or products of excellence.
   • Performs at a high academic level.
   • Is enthusiastic about school.
   • Is easily motivated.
   • Is interested in many things.
   • Is productive.
   • Has the desire and ability to follow through on assigned tasks.
   • Has high standards of performance.
   • Has a great capacity for work.
   Total Rubric Score ( )

   2 LEADERSHIP: Students who influence others, either positively or negatively.
   • Takes a leadership role in school and/or other group activities.
   • Enjoys people
   • Reminds group of goals.
   • Is confident of abilities and position in group.
   • Is an effective problem solver.
   • Communicates effectively with adults.
   • Has a keen insight into others’ behaviours.
   • Is enthusiastic and energetic.
   Total Rubric Score ( )

   3 SPECIFIC ACADEMIC APTITUDE: Students who consistently function at an advanced academic level in particular subject areas.
   • Succeeds with little effort in a specific subject area.
   • Scores high in specific areas of achievement tests.
   • Demonstrates significant knowledge in a specific academic area.
   • Asks in-depth questions regarding specific subject areas studied.
   • Enjoys academically challenging activities in specific subject areas.
   • Is totally dedicated, involved.
   • Is impatient with those less intensely interested in his/her area of pursuit.
   • Pursues academic interest in great depth.
   Total Rubric Score ( )

   4 VISUAL AND PERFORMING ARTS: Students who evidence exceptional abilities to produce or perform in one or more areas of the fine arts. (Please rate this category as best you can.)
   • Demonstrates high level thinking in conceptualizing, planning, producing and judging works.
   • Has capacity to spend hours on a specific task, such as composing, drawing, practicing.
   • Appreciates the work of others.
   • Is aware of and excited about own talents.
   • Demonstrates original talent in arts, music, writing, or other areas of the arts.
   • Interested in composing, creating and/or performing.
   • Dedicated to improvement.
   • Accepts feedback.
   Total Rubric Score ( )

   5 GIFTED UNDER ACHIEVER: Students who mask their abilities for a range of reasons.
   • Asks inappropriate questions
   • Lacks motivations
   • Is easily distracted
   • Uses humour inappropriately
   • Over reacts to others
   • Is reluctant to take risks
   • Is a perfectionist
   • Is disorganised
   • Is confrontational with authority
   Total Rubric Score ( )

Form A G&T Application letter

Adapted from California Department of Education

Please share any further documentation or personal insight supporting your belief that this student needs an individualised program, as an attachment to this form.