

High Potential Learners Program



ST MARY'S Catholic College

HIGH POTENTIAL LEARNERS PROGRAM

APPLICATION FORM

The purpose of this application form is to gather information that will contribute to an academic profile of your child. This profile will allow us to ensure appropriate learning experiences are provided throughout their educational journey at St Mary's. Please take some time to consider each question and your responses as we value your observations and experiences of your child's learning abilities. Submit completed form to the College office or via email to our Leader of Pedagogy – Janelle Santolin (jsantolin@cns.catholic.edu.au) by **Wednesday 31st March, 2021.**

Testing will occur at St Mary's on Thursday 29th April, 2021 at 2:15pm – 3:15pm.

NAME OF STUDENT: _____ D.O.B: _____

CURRENT SCHOOL: _____

NAME OF PARENT/GUARDIAN: _____

SECTION ONE: CURRENT ACADEMIC RESULTS

Please highlight your child's results for the following:

2020, Semester 2

English: A B C D E

Maths: A B C D E

Science: A B C D E

HASS: A B C D E

2020, Semester 1

English: A B C D E

Maths: A B C D E

Science: A B C D E

HASS: A B C D E



SECTION TWO: PARENT JUDGEMENT

The following is a checklist of characteristics of gifted children. The examples after each item help you to better describe each characteristic. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think your child is like the item by using the scale below each item. On the scale *Strongly Agree* (SA) is represented by the higher numbers while *Strongly Disagree* (SD) is represented by the lower numbers. Fill in one circle for each item. If you are unclear or haven't noticed how your child compares to an item, mark the *Unsure or Don't Know* box. Space below each item is available should you wish to provide any examples to support your judgment. If space is limited, please feel free to add extra details on the final page.

Your child:

1. Has quick accurate recall of information.

(e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories or conversations; points out connections between ideas and events)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:

2. Shows intense curiosity and deeper knowledge than other children.

(e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:



3. Is empathetic, feels more deeply than do other children that age.

(e.g. exhibits maturity usually associated with older children; shows unusual hurt or pain when he or she displeases someone; displays pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:

4. May not always display their advanced understanding in everyday situations.

(e.g. becomes cranky or non-compliant when fatigued or stressed; social behaviour may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:

5. Uses advanced vocabulary.

(e.g. correctly uses vocabulary and phrasings expected from older children or adults; surprises adults and children with advanced words or phrases they use; likes complex communication and conversations)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:



6. Reads, writes, or uses numbers in advanced ways.

(e.g. reads earlier than most children or if learns to read at the same time as most children, does so very quickly; likes to read rapidly to get the gist of a story even though some words are skipped or mispronounced; uses computational skills earlier than others.

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:

7. Advanced interests and behaviours.

(e.g. exhibits interests that resemble those of older children/adults; likes to play games designed for older children, teens or adults; more apt to be interested in cooperative play, complex play situations or sophisticated play activities)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:

8. Shows unusually intense interest and enjoyment when learning about new things.

(e.g. spends long periods of time exploring interesting new things; listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:



9. Has an advanced sense of humour or sees incongruities as funny.

(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words; sees humour in situations, even ones against him or her, and laughs at the situation)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:

10. Understands things well enough to teach others.

(e.g. likes to roleplay as the teacher; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:

11. Is comfortable around older children and adults.

(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; often plays with and is accepted by older children)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:



12. Shows leadership abilities.

(e.g. has a verbal understanding of social situations; sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or influence other children)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:

13. Is resourceful and improvises well.

(e.g. makes ingenious or functional things from LEGO or other building toys; uses toys/items in unique or non-traditional ways; reimagines or creates believable endings to stories)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:

14. Shows logical and metacognitive skills in managing own learning.

(e.g. understands game rules quickly; learns from mistakes in playing games; sees errors or losses as learning experiences rather than failures; monitors difficulty of task to push self to more challenging levels)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:



15. Uses imaginative methods to accomplish tasks.

(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to complete tasks or to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or Don't Know

An example:

Please feel free to add any further information you think might be useful in giving us a clear picture of your child's learning abilities. Be as specific as possible in describing your child's interests and accomplishments.