SPECIAL NEEDS POLICY

To be revised: 2014
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1. Rationale

St John's Grammar School has a long established and valued tradition of providing a caring, supportive and challenging environment for all students from ELC through to Year 12. In keeping with its Christian ethos and current educational research, St John's provides for the inclusion of students with disabilities, learning difficulties and those with higher abilities in the regular environment of the classroom. The opportunity to experience and learn in the classroom environment enhances the student's social, emotional, spiritual and intellectual development as well as a sense of personal responsibility. Through positive interactions with his/her peers and the environment, the student experiences increased self-esteem, a process vital to positive human development. The School community reflects the wide variation in talents and abilities in our society and promotes the opportunity to respect each other and develop acceptance of individual differences.

All students are provided with opportunities to achieve their potential. Children with special needs are encouraged and supported through negotiated curriculum, withdrawal for small group or individual tuition and/or extension.

Following the Response to Intervention Framework for instruction, the School uses the three tiered delivery system:

Tier 1: All students receive comprehensive core instruction in the classroom. Regular progress monitoring and assessment identifies students working below level and eligible for Tier 2 intervention
Tier 2: Students receive additional periods of targeted, specific skills instruction in addition to core instruction. Student progress is monitored with increased frequency.
Tier 3: Students receive intensive instructional support over time targeting specific skills.

We seek to teach in a dynamic manner, continually reflecting, reviewing existing curricula and provide an enriched educational focus to develop: numeracy; literacy; creative, critical and higher order thinking; problem solving; questioning; inquiry, research and organisational skills and habits of mind thinking dispositions.

These programs are continuously reviewed and updated to reflect current evidence based research.
2. Aims and Objectives

- Assist and encourage each student to develop physically, mentally, socially, emotionally and spiritually.
- Prepare each student for participation in and service to his/her local community.
- Assist parents, through open communication, to encourage the growth and development of their child and to support parental participation in school activities.
- Help identify those factors which may assist the student's ability to learn and develop his/her full potential.
- Participate in setting age and/or developmentally appropriate goals for each student.
- Facilitate students' self-evaluation and goal setting.

Programs that support the above aims will be provided through the St John's Grammar Junior School Special Learning Needs Program, incorporating: Learning Support, Literacy Support, Numeracy Support, The Tutorial Centre, Learning Teams and the Extended Curriculum Programs.

Learning Support Program – Tier 3
This centre supports students (Reception – Year 6) who have been formally assessed as being developmentally delayed, having an intellectual disability or impaired in a way that impedes access to the school curriculum. Negotiated learning outcomes are documented in an individualised Learning Support Plan each semester.

Literacy Support Program – Tier 2
The Literacy Support Program provides support for students (Reception -Year 3) who are experiencing difficulties in literacy. Students are offered small group sessions twice a week with the Literacy Support Teacher. The sessions offer these students opportunities to develop: phonological awareness skills; auditory processing and visual perception skills; the alphabetic code (sounds and names); sight word training; memory strategies; phonics; spelling and dictation; writing – genre and grammar features; handwriting; reading strategies and comprehension skills. Close communication is maintained between classroom teachers and the Literacy Support teacher to ensure a cohesive and relevant program is developed for each student.
(See Appendix 3 for Literacy Support Curriculum)

Numeracy Support Program – Tier 2
The Numeracy Support Program provides small group support for students (Reception to Year 6) who are experiencing difficulties in areas of numeracy. Students are offered a small group session once a week with the Numeracy Support Teacher for students in Years 3 - 6. One in class session per week is provided to students in Years Reception to Year 2 with a School Support Officer. Close communication is maintained between classroom teachers and the Numeracy Support Teacher / School Support Officer to ensure that a cohesive and relevant program is developed for students and the curriculum is modified where required.
Tutorial Centre Program – Tier 3
This centre caters for the needs of students with a Specific Learning Disability eg: Dyslexia and Dysgraphia. Students are offered small group sessions through a structured, multi-sensory literacy program to develop skills in: sound and syllable awareness; auditory analysis; the alphabetic code; phonics; handwriting; auditory and visual perception; memory strategies; reading accuracy and comprehension; spelling; written language; dictation and reasoning/problem solving. Students may also be offered small group sessions to develop their visualising and verbalising skills to support: reading comprehension; language comprehension; language expression and written expression. Individual sessions with students and parents are provided on an ‘as needs’ basis to develop student skills. Close communication is maintained between classroom teachers and the Tutorial Centre teacher to ensure that a cohesive and relevant Tutorial program is developed for each student. The Tutorial Centre teacher also liaises with the classroom teacher to ensure the classroom is manageable for students and assists in the modification of the curriculum where required.

See Appendix 2 for Literacy Support Curriculum

Learning Teams – Tier 2
The Learning Teams Program provides support and extension for students (Year 1 – Year 6). Students are offered small group sessions once a week with a combination of the following teachers, the Learning Support teacher /Literacy Support teacher, Tutorial Centre teacher, Class teacher and the Extension Teacher. These sessions offer students opportunities to further develop critical thinking, creative thinking, higher order thinking, autonomy and independence, caring thinking, acceptance of others, task commitment, motivation, group skills, awareness of the world around them through linking learning to the classroom curriculum. Close communication between the Learning Support teacher /Literacy Support teacher, Tutorial Centre teacher, Class teacher and the Extension Teacher is maintained to ensure a cohesive and relevant program is developed for students.

The Extension Curriculum Program – Tier 2
The Extended Curriculum Program provides support for students who have been identified as requiring an extension program. Students are offered individual, small group or class group work with the Extension teachers. This will incorporate a balance of Enrichment (going wider/broader in studies), Extension (going deeper - extending a specific skill further) and Acceleration (going faster) activities or through a differentiated educational program.

Students from Years 3 – 6 are offered one lesson per week in Extension Maths and/or Learning Teams.

See Appendix 7 for Early Entry Guidelines, Acceleration Options and Acceleration Guidelines
3. Enrolment of Students with Special Needs

At St John's Grammar School, we acknowledge that we have a responsibility to provide all our students with a high quality education which fosters a love of learning, encourages spiritual, emotional, physical and academic growth and development of the individual to his/her potential. The school respects the fact that parents have expert knowledge of their children and therefore encourages their participation in the enrolment process.

The enrolment procedure followed is that process as recommended by AISS. (See Appendix 1).

This includes application for Early Entry to the ELC and/or school.

See Appendix 7 for Early Entry to ELC and School Guidelines.

Parents are required to provide information including: reports and assessments; special requirements (e.g. health and personal care), agency support (past and present). The process of identifying needs and seeking resources can be lengthy, therefore parents are encouraged to make an early application for enrolment.

The school reserves the right to assess the child's current level of functioning.

If St John's Grammar School is able to adequately support the student's needs, the enrolment process will be confirmed and a Learning Support Plan, where required, will be completed. This plan, for Learning Support Centre students, records and monitors the student's ongoing needs and provides documentation of goals. Regular review meetings involving parents and other support personnel are held as appropriate. (Refer Appendix 2)

If the outcome is that the school is unable to adequately meet the needs of the student, other options will be suggested to the parents.
4. Eligibility for Specialised Support Services

Criteria for inclusion in programs offered by the Specialised Support Services:
1. The student requires additional support to access the curriculum
2. The student requires additional support for extension, enrichment or acceleration

The decision for support is to be made by the Special Education Coordinator, Tutorial Centre teacher or Extension teachers in consultation with the Head of Junior School, parents and classroom teacher/s.

The following procedures are to be followed by classroom teachers of students whose classroom achievement is at risk of not meeting their potential for learning.

- Concern raised by teacher, parent regarding student's learning
- Communication between Teachers, Specialised Support Teacher/s and Parents take place.
- Parents authorise school to proceed
- Record details in Referral Register by Tutorial Program teacher
- Inform Head of Junior School
- Needs assessed by appropriate Specialised Support Teacher/s
- Inform parents and teaching staff of assessment results and recommendations
- Discussion with all appropriate staff involved regarding the planning of the student's educational program
- Action – Implementation of the student’s educational program
The Early Learning Centre Student

The Early Learning Centre has an inclusive program which supports a wide range of special needs. Students with diagnosed disabilities are supported by an individual educational program negotiated with parents and developed in consultation with specialist interdisciplinary teams. Students not previously diagnosed may be assessed by Centre staff and other support personnel so appropriate specialist services may be accessed. These include students with specific learning disabilities who have not yet encountered academic difficulties in school. However, they can be identified as high-risk students in the ELC through behaviour and developmental delays in:

- motor skills
- planning skills
- language development
- attention seeking behaviour
- phonological awareness
- short term memory skills

'Developmental Delay' is often a preferred term with ELC students as it is a non-categorical term. However, the ELC student with a problem in one or more of the above areas may have a specific learning disability (SLD) that is identified in their school years.

Children with a Diagnosed Disability (R - 6)

Students with a diagnosed disability are ideally identified prior to school entry and the appropriate funding, Learning Support Plan (including regular goals and objectives) and support lessons are discussed and agreed upon by the Head of Junior School, parents and Special Learning Needs Coordinator.

Literacy Support - Reception - Year 2

The progress of students who are considered 'at risk' is to be monitored from the Early Learning Centre through the Junior Primary years by their class teachers and may involve the offer of Literacy Support. Requests for Literacy Support are made by the class teacher to the Literacy Support teacher. An offer for assessment and participation in the Literacy Support Program will be made to parents of students who have been identified and parental consent is obtained for the assessment on the student enrolment form. To be eligible for the Literacy Support Program the student will exhibit difficulties in more than one of the following areas:

- phonological awareness
- reading
- spelling
Numeracy Support (Years 3 -6)

Students included in Maths Support are working in the bottom 30% of their year level (as determined by end of year testing). Students formally diagnosed with Dyscalculia may also receive weekly support in this group.

Students with dyscalculia are..

“referred to as ‘number blindness’” “people with dyscalculia don’t see the concepts – they learn by rote to do certain things but it appears not to transfer, or generalise to similar problems or tasks”

Professor Bob Reeve,
Developmental Psychologist,
University of Melbourne

The Tutorial Centre Years 3 – 6

At the end of Year 2, students who have participated in the Literacy Support Program and have a diagnosed or suspected Specific Learning Disability may be referred to the Tutorial Centre for ongoing support or assessment. Students who have not previously received Literacy Support or who are new to the school may be referred for assessment by the Tutorial Centre teacher. This referral may be from either teachers or parents.

A request for assessment form (Appendix 3) should be completed and submitted to the Tutorial Centre teacher who will register it and inform the Head of Junior School of the request. The Tutorial Centre Program is designed to meet the needs of the students who can be identified by the criteria in the following definition:

"Specific Learning Disability or Dyslexia is an organising difficulty which impairs short term memory, perception and hand skills, so causing interference in the ordered development of literacy skills." Dr Harry Chasty, Dyslexia Institute, UK

Students with S.L.D may have an imperfect ability to listen, think, speak, read, write, spell, sequence, organise or do mathematical calculations despite having average to above average intelligence and intact hearing, vision and emotional status.

The student will exhibit a significant discrepancy between achievement and intellectual ability in one or more of the following areas:

- Oral Expression
- Listening Comprehension
- Written Expression
- Reading Skills
- Reading Comprehension
- Spelling
- Mathematical Calculations
Upon completion of every assessment, the Tutorial Centre teacher will report to the Head of Junior School, the classroom teacher and the parents. The parents will be invited to discuss the results.

**Extended Curriculum Programs**

Students may be referred for assessment by the Extended Curriculum teacher by parents or teachers. A Teacher Identification Checklist (see Appendix 4) is required to be completed and submitted to the Extended Curriculum teacher who will register it and inform the Head of Junior School of the request.

The Extended Curriculum Program is differentiated to meet the needs of the students who can be identified by the criteria below.

**Characteristics**

The student will exhibit an outstanding ability or potential for achievement in one or more of the following areas:
- General Intelligence
- Specific academic areas
- Visual and performing arts
- Psychomotor ability
- Leadership
- Creative Thinking
- Interpersonal skills
- Creativity
- High Order Thinking

Characteristics that may be demonstrated include:
- Learning at a faster rate
- Thinking abstractly about content that is challenging
- Thinking productively, critically, creatively and analytically
- Constantly increasing and rapidly storing their knowledge of both facts and processes

Upon completion of every assessment, the Extended Curriculum teacher will report to the Head of Junior School, the Special Learning Needs Coordinator, the classroom teacher and the parents. Parents will be asked to complete a Parent Identification Checklist (see Appendix 4) to gain a wholistic picture of the child. The parents will be invited to discuss the results.
**Extension Maths**

Year 3 students enter the program on recommendation of their Year 2 teacher.

Teachers select students that:

- Show a high degree of understanding and achievement in their classroom work.
- Complete their work quickly and with minimal support from the class teacher.
- Have high level of accuracy in Numeracy.
- Are good problem solving ability, logical thinkers.

The class teacher recommends students who are possible candidates for inclusion in the program. Students sit series of screening test to confirm their mathematical abilities. At the end of each school year, all students in the program sit tests to assess their level of understanding and anticipated ability to complete the work of increased difficulty in the following year.

Years 3, 4 and 5 need to gain 60% or higher in the three assessments.

Most students will continue in the program from year to year. If student achievement plateaus or declines, students may exit the program at the end of a Semester. Parents are informed of this happening via phone interview.
5. Role Descriptions

The Role of the Classroom Teacher
The class teacher who has the student for most lessons is responsible for guiding and supporting him/her and to ensure that the student feels he/she belongs to the home class. This may best be achieved through collaborative effort with a specialist teacher.

To this end, the class teacher will:

- Adapt their educational program to meet specific needs of the students.
- Include students with special needs in as many regular classroom activities as possible.
- Liaise with specialist teachers to monitor the success of educational programs and to maintain a consistent approach.
- Encourage other students to model appropriate behaviour and be sensitive to the needs of students with special needs.

The Role of the ELC Teacher

- To identify specific social, emotional, physical and academic needs of the child.
- To devise, implement and evaluate individual programs to meet those needs.
- To model appropriate and positive language for the student.
- To encourage other children to model appropriate language and behaviour.
- To consult with parents about each student's progress and program.
- To support parents and facilitate access to services outside the school.
- To liaise with other professionals and school staff.
- To participate in evaluation for suitable future placement as necessary.

The Role of the Special Education Teacher - Junior School

- To support staff in developing individual or adapted programs in the following areas: academic skills, social/emotional development, living skills as necessary.
- To liaise with staff and parents re: each student's goals and objectives for support sessions.
- To use criteria-based assessments, including teacher designed instruments.
- To recognise the need for a flexible program based on the changing needs of the student.
- To organise contact time with each student in a variety of ways. These may include: one to one withdrawal, small group withdrawal, small group in a classroom, team teaching.
- To regularly assess the student’s progress in order to establish suitability of placement.
- To evaluate each student’s progress using observations, ongoing records and standardised tests.
- To act as a resource for both classroom teachers and parents and to provide additional materials as appropriate.
- To report to parents on students’ progress either informally or through review meetings.
- To assist parents in finding alternative placement if necessary.
- To advise parents on options for secondary schooling.
- To support and counsel parents so they may better understand the nature of their child’s disability.
- To liaise with other professionals involved in the child's welfare as required and to organise planning and review meetings.
- To attend professional development as offered by AISSA or other support agencies for children with disabilities.
- To program for the school assistant who supports students in the Centre.
- To review and select appropriate resources to enhance the students' educational programs.
The Role of the Literacy Support Teacher – Junior School
- To identify and assess students with early literacy difficulties including phonological awareness, reading, spelling and auditory difficulties.
- To implement a program of remediation for each student aimed at developing skills in early literacy while at the same time developing each student’s self-esteem.
- To evaluate each student’s progress biannually and establish whether or not they require further support.
- To give written and verbal reports in line with the school’s current reporting policy.
- To communicate with parents and teachers so that they may better understand the nature of the student’s strengths and weaknesses.
- To program for the school assistant who supports students in the Learning Support Centre.
- To review and select appropriate resources to enhance students’ educational programs.

The Role of the Tutorial Centre Teacher - Junior School
- To identify and assess students with Specific Learning Disabilities.
- To implement a program of remediation for each child aimed at developing skills in literacy while at the same time developing his/her self esteem by teaching memory skills, organisation, sequencing and problem solving strategies.
- To evaluate each student’s progress using observations, ongoing records and standardised tests.
- To review each student’s progress biannually and establish whether or not they will continue in the program.
- To give written and verbal reports in line with the school's current evaluation policy.
- To communicate with parents and classroom teachers and act as a resource.
- To support and counsel parents and teachers so that they may better understand the nature of the student’s strengths and weaknesses.
- To review and select appropriate resources to enhance the Tutorial Centre program.

The Role of the Extended Curriculum Teacher - Junior School
- To support staff in developing individual or adapted programs in the following areas: academic skills, social/emotional development, creativity, creative thinking, critical thinking, interpersonal and intrapersonal skills.
- To implement a range of individual, group and class lesson plans and support class teachers to provide a balanced program of enrichment, extension and/or acceleration whilst recognising the need for a flexible program based on the changing needs of the students.
- To evaluate student progress using observations, ongoing records and standardised tests.
- To review each student's progress annually.
- To give written and verbal reports in line with the school's current reporting policy.
- To communicate with parents and classroom teachers and act as a resource.
- To support and counsel parents and teachers so that they may better understand the nature of the student's Gifts and Talents.
- To review and select appropriate resources to enhance the Extended Curriculum program.
The Role of the Special Learning Needs Coordinator
The Special Learning Needs Co-ordinator is responsible to the Head of Junior School and ensures that the learning of and support for students in the school is optimal. The prime function is to lead, facilitate and co-ordinate the specific programs within the Junior School and Early Learning Centre that offer additional support to targeted students with special learning needs. This includes Special Education, Literacy Support, Tutorial Centre, Numeracy Support Program and Extension Programs and Learning Teams Programs.

The Special Learning Needs Co-ordinator will:

- Exercise a key role in the decision making process regarding special learning and teaching needs, in consultation with the Junior School Management Team.
- Chair team meetings of Special Learning Needs Staff.
- Initiate regular communication to Head of Junior School on appropriate matters (including minutes of team meetings, recommendations etc).
- Support the Head of Junior School in interviewing prospective Junior School students.
- Give specific advice in the process of enrolment of students with special learning needs.
- Provide oversight of Special Learning Needs Reporting: supporting development of the processes and checking proformas as they are developed.
- Liaise with Early Learning Centre, Primary and Middle sections of the school and facilitate transition of students with special learning needs between campuses.
- Provide oversight of Special Learning Needs programming, offering encouragement and direction as required.
- Assist in general policy writing, responding to educational developments in the broader educational community.
- Ensure the Special Learning Needs Policy document is current and regular reviews are made.
- Prepare Special Learning Needs brochures (in consultation with appropriate staff) as required and facilitate Special Learning Needs information sessions for parents with the support of the appropriate staff.
- Provide oversight and leadership, in liaison with other leaders in school functions including Sports Day, Grandparents Days, and Open Day as appropriate.
- Make recommendations, facilitate ordering and management of resources for Special Learning Needs areas.
- Prepare the Special Learning Needs Aide timetable each term.
- Other duties as required by the Principal and Head of Junior School.

The Role of the Parent

- Parents are encouraged to approach the school with any concerns or feedback regarding their child/children.
- Parents are encouraged to contribute through their active participation in the student's individual program and also provide access to information on reports and arrange assessments if required.
APPENDIX 1

Permission Form for Assessment and Participation in Literacy Support

I/We_________________________________________________

(Parents name/s)

give permission for my child _____________________________________

(Student’s name)

to be assessed by the Literacy Support teacher to determine his/her

eligibility for the Literacy Support Program

I/we also give permission for ________________________ to participate in the Literacy Support

Program and take part in regular educational assessments.

Signed:___________________________________________________

Parent’s signature

Date _____________________________________________________
APPENDIX 2
Literacy Support Curriculum

The Literacy Support Program will focus primarily on explicit teaching of phonological awareness skills and early literacy concepts. The goal is for the student to receive support while still experiencing quality instruction in the classroom. The Literacy Support Program will link in with the phonemic program being offered in the mainstream classroom.

Students from Reception, Year One and Year Two, will be referred to the Literacy Support Teacher for assessment to ascertain eligibility for the program. Students will be offered small group sessions on a twice weekly basis by the Literacy Support Teacher/Special Education Teacher.

**Goals and Objectives**
- to help each student achieve his/her potential
- to provide multi-sensory learning
- to provide explicit teaching and high quality instruction
- to practise skills using a variety of materials and learning tasks
- to provide repetition and reinforcement of concepts and opportunities for frequent revision (over learning)
- to ensure students achieve a high rate of success in tasks
- to provide a supportive learning environment
- to liaise with teachers and parents
- to encourage students to develop positive work and study habits: perseverance, organisational skills, knowledge of how to practise and remember, independence, editing skills and self-evaluation skills.

**Skills to be taught**
- write lower and upper case letters correctly
- say the sound (and eventually the name) for the letters of the alphabet when shown the written form of the letter
- hear rhyming words by recognising and producing them
- hear and identify the number of syllables in words
- manipulate (delete or substitute) syllables in words
- recognise and manipulate compound words
- hear initial, final and medial sounds in words
- segment words into individual sounds in both regular and irregular words
- blend a sequence of sounds to form a word
- manipulate (delete or substitute) sounds in words
- segment multisyllabic words into sounds
- practise phonemic recoding: able to say letter clusters and groups of letter clusters
- decode nonsense words
- identify consonant digraphs: sh, ch, wh, th, qu as single phonemes
- identify 2 letter initial consonants in words and generate words beginning with the blend
- identify 2 letter final consonants in words and generate words ending with the blend
recognise vowel digraphs and generate words containing the digraph eg: ar, er, or, oo, ay, oi, ai, aw, oy etc
recognise long and short vowels when ‘magic e’ is used at the ends of words
recognise three letter initial blends and generate words beginning with the blend
read short texts independently and write short answers to comprehension questions
recognise sight words from the Holdaway Sight Word Lists
Spell words from the Salisbury High Frequency Word List
develop auditory memory by being able to remember a series of instructions, discriminate
words which are the same or different, recall and add to a series of words in a category
write short sentences which have been dictated using high frequency words
sequence a series of pictures and write matching sentences using correct punctuation
participate in games which require cooperative social skills

Assessments
Student achievement data will be collected using a variety of tools and include both formal
and informal assessments
  - Formal reporting will be sent to the parents in June and December of each year
  - Parent interviews will be held annually or more often if required
Assessments may include:
  - Waddington Reading Tests
  - Probe Reading Test
  - Neale Reading Tests
  - Westwood Spelling Test
  - Analysis of the Language of Learning (Phonological Awareness)
  - SJGS Phonological Assessment
  - Rapid Word Naming Test
  - Aston Visual and Auditory Memory Tests
  - Rosner Test of Auditory Analysis
  - Informal checklists prepared by the Literacy Support teacher

Criteria for entry into the program
  - identified and nominated by class teacher
  - assessed as experiencing significant difficulties with early literacy concepts
  - in some cases a psychological assessment that suggests a student is at risk in literacy development.
APPENDIX 3
Request for Assessment for Specific Learning Disabilities

Student’s Name:_________________________________________
Date of Birth:___________________________________________
Parent name/s:__________________________________________
Parent contact number/s:_________________________________
Class Teacher:__________________________________________
Class:_________________________________________________
Parent’s signature: ______________________________________
Date:__________________________________________________

Reason for Assessment

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: Date:

Head of Junior School: Date:
APPENDIX 4
Teacher Identification Checklist – JP
**Young Gifted Children**

**Teacher Nomination Form**

Record the name of your student. Use a highlighter to show each behaviour you observe in the classroom or playground.

**Name of Student:** ______________________  **Age:** ______________________

**Teacher:** ______________________  **Date:** ______________________

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unusual alertness</td>
<td>• intense concentration and interest in interactions and objects</td>
</tr>
<tr>
<td></td>
<td>• long attention span</td>
</tr>
<tr>
<td>Advanced play behaviour</td>
<td>• interest in games with rules developed at an earlier age than usual</td>
</tr>
<tr>
<td></td>
<td>• able to play games which require strategy earlier than age-peers</td>
</tr>
<tr>
<td>Exceptional memory</td>
<td>• ability to recall information in great detail. Often tells stories to the teacher with a immense amount of detail.</td>
</tr>
<tr>
<td>Early reading</td>
<td>• ability to read on entry to school</td>
</tr>
<tr>
<td>Rapid pace of learning</td>
<td>• appears to acquire knowledge effortlessly</td>
</tr>
<tr>
<td></td>
<td>• ability to generalise the knowledge to new situations in unexpected ways</td>
</tr>
<tr>
<td>Asks lots of questions</td>
<td>• asks probing and reflective questions</td>
</tr>
<tr>
<td>Early development of classifying and investigating skills</td>
<td>• organises things by classifying into groups</td>
</tr>
<tr>
<td></td>
<td>• investigates how things work and wonders 'what will happen if...'</td>
</tr>
<tr>
<td>Exceptional mathematical ability</td>
<td>capacity to grasp abstract mathematical concepts at unusually early age</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Imagination</td>
<td>has an imaginary friend or animal</td>
</tr>
<tr>
<td></td>
<td>creative and inventive storyteller</td>
</tr>
<tr>
<td>Early speech</td>
<td>love of rich vocabulary; larger than expected vocabulary compared with age peers</td>
</tr>
<tr>
<td></td>
<td>capacity to create complex sentences</td>
</tr>
<tr>
<td>Early social interactions</td>
<td>early awareness of the individuality of others</td>
</tr>
<tr>
<td></td>
<td>intense concern for other children who are hurt</td>
</tr>
<tr>
<td>Feelings of frustration</td>
<td>frustrated if motor coordination lags behind intellectual development, such as pencil grip</td>
</tr>
<tr>
<td></td>
<td>may be resistant to writing or drawing</td>
</tr>
<tr>
<td>Heightened sensitivity</td>
<td>early capacity to empathise with feelings of others</td>
</tr>
<tr>
<td>Social and emotional maturity</td>
<td>emotionally more like older children and may seek them out as friends</td>
</tr>
<tr>
<td></td>
<td>may be isolated from same-age peers because of his or her more mature interests and perceptions</td>
</tr>
<tr>
<td>Early awareness of difference from others</td>
<td>norm-references to other children from an early age</td>
</tr>
<tr>
<td></td>
<td>may deliberately begin making mistakes to be like other children</td>
</tr>
</tbody>
</table>

Caroline Merrick, 2001

**Scoring the Checklist**

Have you highlighted more than 5 different behaviour boxes?  **YES / NO**

How many characteristics (in the first column) are being displayed?  

Conclusions:
Teacher Identification Checklist – Primary

Young Gifted Children
Teacher Nomination Form

Record the name of your student. Use a highlighter to show each behaviour you observe in the classroom or playground.

Name of Student: ___________________ Age: ___________

Teacher: ___________________________ Date: ___________

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<tr>
<td></td>
<td>• ability to generalise the knowledge to new situations in unexpected ways</td>
</tr>
<tr>
<td>Asks lots of questions</td>
<td>• ask probing and reflective questions</td>
</tr>
<tr>
<td>Early development of classifying and investigating skills</td>
<td>• organises things by classifying into groups</td>
</tr>
<tr>
<td></td>
<td>• investigates how things work and wonders 'what will happen if ...'</td>
</tr>
</tbody>
</table>
| Strong feelings and opinions | * listens to others shows concern and interest  
* considers others’ point of view  
* aware of others’ feelings  | * speaks out and lacks tact  
* over-reacts to others’ comments and reactions  
* confrontational  |
| Strong sense of justice | * empathises with those less fortunate  
* wants to ‘save the world’  
* stands up for other children whom they think have been poorly treated  | * argues the rules in games eg handball  
* frustration when others don’t play exactly by rules  
* asks older children or adults to solve issues seen as ‘unfair’  |
| Original and creative | * comes up with ideas ‘out of the box’  
* sees problems as a whole  
* connects thoughts and feelings  | * unaccepting of status quo  
* absent-minded or daydreamer  
* asks unrelated questions  
* disorganised  |
| High energy level | * wide variety of interests  
* organises time well  
* high level of individualised learning  | * often difficult to live with  
* may appear hyperactive  
* easily bored so seeks out new things to explore  |
| Immersion learner | * wants to know everything about a topic  
* becomes an expert on a topic by reading widely or talking to people  | * focuses on topics of interest to them, at the expense of classroom work  
* shows off knowledge to prove others wrong  |

Caroline Merrick, 2004  
Adapted from Gross, MacLeod, Drummond & Merrick (2001); Clark (1983) and Baska (1989)

Scoring the Checklist

How many positive behaviours are being displayed?
How many negative behaviours are being displayed?
Have you highlighted behaviours in more than 10 different behaviour boxes?
Of which behaviours are you observing more?

Conclusions:
Parent Identification Checklist and Consent Form
GERRIC RESOURCES
GIFTED AND TALENTED CHECKLIST FOR PARENTS
THINGS MY YOUNG CHILD HAS DONE

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that item. 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 to the right of each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unsure or haven't noticed how your child compares to an item, fill in the Unsure or don't know circle. Use the space below the item for examples concerning your child, add as many details as you can remember. Be as specific as possible in describing your child's interests and accomplishments. The space is small, so please feel free to add extra pages of notes or examples to tell us more. If you can share some copies of your child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's name: ____________________ Child's birthday: ____________

Your name: ____________________ School name: __________________

Date: __________________

My child:

1. Has quick accurate recall of information.
   (e.g. remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places)
   SA 9 8 7 6 5 4 3 2 1 SD
   ○ Unsure or don't know
   A personal example: ____________________________

2. Shows intense curiosity and deeper knowledge than other children.
   (e.g. inanimate need to know and explore; later on he or she collects things and then learns all he or she can about them; remembers things in great detail)
   SA 9 8 7 6 5 4 3 2 1 SD
   ○ Unsure or don't know
   A personal example: ____________________________

3. Is empathetic, feels more deeply than do other children that age.
   (e.g. feels unusual hurt or pain when he or she displeases someone; shows 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 9 8 7 6 5 4 3 2 1 SD
   ○ Unsure or don't know
   A personal example: ____________________________

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5. Uses advanced vocabulary.
   (e.g. correctly uses vocabulary adults would expect from older children; surprises adults and children
   with big words they use; knows more words than other children; stops to ask about new words then
   remembers them and uses them correctly later)

   SA ②③④⑤⑥⑦⑧⑨⑩①②③④⑤⑥⑦⑧⑨⑩ SD 〇 Unsure or don't know
   A personal example:

5. Began to read, write or use numbers early.
   (e.g. early interest in the alphabet and/or numbers; liked to imitate writing as a toddler; copied
   letters, words or numbers; learned to read or count early without formal instruction; developed
   computational skills earlier than others)

   SA ②③④⑤⑥⑦⑧⑨⑩ SD 〇 Unsure or don't know
   A personal example and approximate age of your child at the time:

6. Understood phrases or brief sentences as an infant.
   (e.g. listened intently; understood and acted on short sentences such as 'Give mum a hug' or
   'Bring me the book I will read to you')

   SA ②③④⑤⑥⑦⑧⑨⑩①②③④⑤⑥⑦⑧⑨⑩ SD 〇 Unsure or don't know
   A personal example and approximate age of your child at the time:

7. Began speaking first in words and sentences earlier than other children.
   (e.g. spoke first words before age one; went from saying individual words to speaking in sentences
   quickly or, spoke first words later than age one and quickly moved to speaking in complete
   sentences; carried on conversations with adults as if they were peers)

   SA ②③④⑤⑥⑦⑧⑨⑩①②③④⑤⑥⑦⑧⑨⑩ SD 〇 Unsure or don't know
   A personal example and approximate age of your child at the time:

8. Early motor development.
   (e.g. very visually attentive during the first six months, watched people carefully; followed
   movement intently; walked early; fed himself or herself sooner than other children; active use of
   toys and puzzles)

   SA ②③④⑤⑥⑦⑧⑨⑩①②③④⑤⑥⑦⑧⑨⑩ SD 〇 Unsure or don't know
   A personal example and approximate age of your child at the time:

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9. Shows unusually intense interest and enjoyment when learning new things.
(e.g., 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 6 6 6 6 6 6 6 6 6 6 SD  O Unsure or don't know
A personal example:

10. 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)

SA 6 6 6 6 6 6 6 6 6 6 SD  O Unsure or don't know
A personal example:

11. Understands things well enough to teach others.
(e.g., likes to play school with other children, dolls or stuffed animals; 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 6 6 6 6 6 6 6 6 6 6 SD  O Unsure or don't know
A personal example:

12. Is comfortable around older children and adults.
(e.g., craves attention from adults; likes to be with older children and adults; listens to or joins
in adult conversations; likes to play board games designed for older children; teens or adults; often
plays with and is accepted by older children)

SA 6 6 6 6 6 6 6 6 6 6 SD  O Unsure or don't know
A personal example:

13. Shows leadership abilities.
(e.g., 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 to influence other children)

SA 6 6 6 6 6 6 6 6 6 6 SD  O Unsure or don't know
A personal example:

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Extended Curriculum
At St John’s we value each student’s level of ability and encourage all individuals to reach their full potential.

Learning Teams
Rec, Yr 1, Yr 2
These lessons include a combination Language and Math extension.

Year 3 – 6.
Deeper extension and knowledge of literacy based programs such writing genres, debating and editing skills.

Thinking Skills
All classes have two terms of Thinking Skills during the year. During these lessons students develop an understanding of brain structure, brain care, learning styles and learning strategies. Students then have the opportunity to put their new learning into practice through higher order thinking programs such as De Bono’s Six Hats, Thinkers Keys, Bloom’s Taxonomy or Gardner’s Multiple Intelligences which are linked into their classroom topic.

Extension Programs
Small groups of identified students are withdrawn from class once/week to develop and extend their Research, Literacy and/or Numeracy skills.
Through all these programs (which are linked to classroom topics) - students learn either independently or within small groups. Thinking skills such as using rubrics, metacognition and developing success criteria are explicitly taught to help students to self assess.

Extension Maths
Year 3 – 6
Problem Solving, Logic games, Number puzzles.
Use of an extension Maths workbook called Enrichematics.

Year 5/ 6 Extra Curricular Extension Program
1. Tournament of Minds: Creative Problem Solving Competition
2. Junior Orator: Public Speaking Competition
APPENDIX 6
Special Education Learning Support Plan

Student’s Name:________________________________________________

Date of Birth:____________________________

Gender: Male/Female (circle one)

Language Spoken at Home:_______________________ ESL

Year Level:________________________

Parent Information

Mother/Legal Guardian:___________________________________________

Home Address: _________________________________________________

Telephone: Home________________________ Work_________________

Mobile_________________________

Father/Legal Guardian:___________________________________________

Home Address:_________________________________________________

Telephone: Home________________________ Work_________________

Mobile_________________________
Special Learning Needs Details

Diagnosis details: __________________________________________________

Severity level: Mild Moderate Severe (circle one)

Category: Physical Emotional Intellectual (circle one)

Medical Information

Details of medical condition: ________________________________________

Name of Medical Specialist: _________________________________________

Telephone: _____________________________

Medication details ________________________________________________

Taken at school: yes/ no

Emergency plan: yes /no

All emergency contact details are held by the SJGS Office staff

Personal Care Needs

Describe the nature of assistance required by the student:

Mealtime management:

Toiletting:

Mobility:

Lifting:

Posturing:

What provisions are required from the school? (eg: change space, waste disposal unit)

Is an Access Assistant required? Yes No
Are special provisions required for the student:

In the yard yes/ no

On excursions yes /no

On camps yes /no

Is special equipment or building modifications required? Yes/ No

In the event of an emergency, are evacuation procedures required for this student? Yes/ No

Information regarding previous schooling, reports and recent assessments are documented on the SJGS blue Student Record Forms and are located in the front office.

**Family Information**

This section is to be completed by the family at the point of enrolment and at other significant points in the student’s schooling.

1. What has been your child’s previous educational experience?

2. What are your expectations of this school at this stage of your child’s development?

3. What involvement has your child had with other agencies or professionals (Women’s and Children’s Hospital, Occupational Therapists, Speech Pathologists etc) ?

4. What issues or concerns do you have at this stage regarding your child’s education?

5. How do you see the future for your child at this stage? What schooling options do you envisage for your child’s future?

6. What are your child’s strengths?

7. What challenges do you feel your child faces?

8. Any additional information you would like to share?
Special Learning Needs Permission for the Release of Information

I/We __________________________________________________________
give permission for information, reports and records relating to
______________________________________ (student’s name) to be released to St John’s
Grammar School staff and any other professionals who may need access to information for the
benefit of the student.
I/we also give permission for the Special Learning Needs teachers to observe, work with and
assess my/our child and include their name on the yearly funding submission if appropriate.

Signed: _______________________________________________________
( parent/legal guardian) 

________________________________________________________
( parent/legal guardian) 

Date: ________________________________

Student’s Needs in the Educational Setting

Key Curriculum Areas

This section highlights goals and strategies specific to this student in each of the key curriculum areas (eg: modifications to programs, assessments, issues such as personal safety etc). It may not be necessary to address all areas.

Curriculum Area

Priorities

English/Literacy

Mathematics

Studies of Society and Environment

Science

Computing

Religious and Values Education

PE

Library

Music

Art/Technology

The Special Learning Needs teacher is responsible for developing individualised programs for students with special learning needs. Overviews of semester (or term) goals and objectives are written for each student and copies are given to the relevant teaching staff and parents upon request. These documents are held as part of the Special Learning Needs teacher’s program and also describe the type and frequency of support offered.
Weekly programs are based upon these goals and objectives and are held within the student’s folder in the Special Learning Needs Centre.

A copy of the Learning Support Plan has been distributed to the parents/guardians of this student.

Signed: _________________________________________

(Special Learning Needs Coordinator)
Date: ___________________________________________
APPENDIX 7

Early Entry Guidelines for ELC
Early Entry Guidelines for Junior School
Acceleration - Options
Acceleration – Guidelines for Grade Skipping

Early Entry Guidelines for The ELC

Guidelines for Early Entry or Acceleration into Monti Program.
1. Student must be three or turning three within current term.
2. Student must be:
   - Toilet trained
   - Able to articulate needs
   - Have a level of concentration which enables him/her to cope with circle time.
   - Able to manage physical environment
   - Have good language comprehension and expression
3. ADST may be administered.
4. Student may visit and join in with existing session to ascertain readiness.
5. As a result of above, the student is slotted into appropriate program.

Guidelines for Early Entry into Preschool Program
1. A comprehensive evaluation of the student’s abilities, school readiness skills and socio-emotional maturity is required and is to be assessed by an appropriate professional.
2. The student must be socially and emotionally free of any serious adjustment problems.
3. The student should be in good health.
4. The student should not feel pressured to start school early.
NB: All cases of early admission into either the ELC Monti program or the ELC Preschool Program are on a trial basis with full and open discussions between the student’s parents/guardians and the school.

Early Entry Guidelines for Junior School
Early Entry can only be offered with the following provisos:
1. The further the student’s age is from the approved entry age the higher IQ required.
2. A comprehensive evaluation of the student’s IQ, school readiness and socio-emotional maturity is required.
3. The student must be socially and emotionally free of any serious adjustment problems.
4. The student should be in good health.
5. The student should not feel pressured to start school early.
6. All cases of early admission are on a trial basis with full and open discussions between the student’s parents/guardians and the school.
**Acceleration - Options**
There are various forms of acceleration which may be considered by St John's Grammar to meet the needs of the gifted and talented student.
1. Acceleration by subject only – the student remains in their own classroom.
2. Acceleration by subject only - the student moves to another class to work with a group of students at their level.
3. Acceleration through grade skipping - the student moves to class with children in that particular grade.
4. Acceleration through early entry to school.
5. Combination of grade skipping and acceleration by subject. Eg. may be in Year 4 doing Year 5 level work with a chronological age of a Year 3.

**Acceleration Guidelines for Grade Skipping**
1. There should be a comprehensive evaluation of the student.
2. Intellectual IQ should be 130 or higher.
3. Academically the student should display skills at least a year above the level to which they will be accelerated.
4. The student should be socially and emotionally free of any serious adjustment problems.
5. The student should be in good health.
6. The student should not feel pressured to advance.
7. The receiving teacher should have a positive attitude towards acceleration and be willing to help the student adjust.
8. Midyear and end-year accelerations are preferred.
9. Acceleration is always preceded by a 6 week trial with all parties accepting that the program may not work and the option remains for things to return as before.
10. We acknowledge that failure to accelerate a gifted student may result in poor study habits, apathy and lack of motivation.