



HEDLAND SENIOR HIGH SCHOOL

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Dear Parents and Guardians,

Re: LEAP / AE 2019

Ensuring excellence in learning and teaching for all students is a priority for Hedland Senior High School. It is with this focus that the school will continue the Learning Extension Academic Program (LEAP) and Academic Extension (AE) programs in 2019. All students currently placed in the LEAP/AE programs will need to re-apply for 2019.

Whilst the LEAP/AE pathway will cover similar material to that covered in other MESH (Maths, English, Science and Humanities and Social Sciences) classes, students will have extension tasks within a differentiated curriculum and be given opportunities to demonstrate wider understanding and engagement with topics.

This pathway aims to challenge students with enriched learning opportunities through acceleration of the standard curriculum, promoting a focus on academic rigour and intellectual challenge. The program seeks to provide opportunities for critical analysis with an emphasis on higher order thought processes including, problem solving and lateral thinking. Developing student's readiness and preparedness for ATAR studies in Years 11 and 12 is a concurrent feature of the program in all academic years.

It is the school's expectation that students involved in the pathway not only strive for their best in an academic sense, but also provide leadership outside of the class room by demonstrating the values and behaviour they displayed both individually and collectively.

Students ongoing membership of a LEAP/AE class will be evaluated at the end of each semester and include criteria such as attendance, academic progress and behavioural standing. A more detailed evaluation criteria will be available when letters of offer into the program are distributed.

All students in 2018 will be given the opportunity to apply for the LEAP/AE program for 2019. The selection criteria (not in order) will include:

- Completion of a LEAP/AE application package
- Compulsory aptitude testing at Hedland SHS (**Friday 26 October 2018- details to follow**)
- Previous academic reports (including NAPLAN for Year 7 applications)
- Student attendance rate
- Teacher and parent feedback

Students who wish to apply for LEAP/AE programs in 2019 should complete the attached application package and return it to the school administration by **3 pm Friday 12 October 2018**.

Yours sincerely,

Avneil Swami
Deputy Principal

Jayne Tracey
Deputy Principal

10 September 2018

LEAP AND AE PROGRAMS STUDENT APPLICATION FORM



HEDLAND SENIOR HIGH SCHOOL

(Office use) Date received: __/__/__

For Academic Year: 7 8 9 10

For Entry Year: 2019

Child's surname	Given names
Surname of parent/guardian	Given names
Residential Address	Postcode
Postal Address (if different from residential address)	Postcode
Email address:	
Day time telephone	Mobile phone
Name of school at which the child is currently or was last enrolled	Current year level
To be considered for AE (Yr 10 applications only) in <input type="checkbox"/> English and HASS <input type="checkbox"/> Science and Maths	Necessary evidence supplied in support of application <input type="checkbox"/> Year 5 NAPLAN report (Yr 7 applications only) <input type="checkbox"/> Most recent school report

I/We are familiar with the requirements for my child to be present for the testing on **Friday 26 October 2018** in the Hedland Senior High School library. I/we are aware of the selection criteria for LEAP/AE and understand that Hedland Senior High School's decision regarding acceptance in to the program or otherwise will be final.

Parent signature: _____

Student signature _____

Date: _____

Please return applications to the Hedland Senior High School front office by **3pm Friday 12 October 2018**.

Notification of a position in the 2018 LEAP/AE program or otherwise will be made in writing no later than Friday 30 November 2018.

LEAP NOMINATION FORM FOR TEACHERS



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Hedland Senior High School's LEAP program aims to challenge students with enriched learning opportunities through acceleration of the standard curriculum, promoting a focus on academic rigour and intellectual challenge.

This form is for teachers to nominate students who they believe demonstrates qualities of a Talented and Gifted student. Use a highlighter to identify each behaviour you have observed in the nominated child.

Child's Name:

School and Year level:

Name of teacher:

Date:

Characteristics	Behaviours
Unusual alertness	<ul style="list-style-type: none"> • Intense concentration and interest in interactions and objects • Long attention span
Advanced 'play' behaviour	<ul style="list-style-type: none"> • Interest in games with rules • Able to play games which require strategy
Exceptional memory	<ul style="list-style-type: none"> • Ability to recall information in great detail. Often tells stories
Rapid pace of learning	<ul style="list-style-type: none"> • Appears to acquire knowledge effortlessly • Ability to generalize the knowledge to new situations in unexpected ways
Asks lots of questions	<ul style="list-style-type: none"> • Asks probing and reflective questions
Classifying mathematical ability	<ul style="list-style-type: none"> • Organises things by classifying into groups • Investigates how things work and wonders 'what will happen if ...'
Exceptional mathematical ability	<ul style="list-style-type: none"> • Capacity to grasp abstract mathematical concepts at unusually early age
Imagination	<ul style="list-style-type: none"> • Creative and inventive storyteller
Feelings of frustration	<ul style="list-style-type: none"> • May be resistant to writing or drawing
Heightened sensitivity	<ul style="list-style-type: none"> • Capacity to empathise with feelings of others
Social and emotional maturity	<ul style="list-style-type: none"> • Emotionally more like older peers and may seek them out as friend • May be isolated from same age peers because of his/her more mature interests and perceptions

GIFTED AND TALENTED CHECKLIST FOR PARENTS



HEDLAND SENIOR HIGH SCHOOL

Carefully read each of the following descriptions. Each item is followed by a series of examples to help understand the description in the item. Decide how much you agree that your child is like the description. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Fill in square for each item. If you are unclear or haven't noticed how your child compares to an item, fill in the Unsure or don't know square. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.

Child's Name:

Child's date of birth:

Your name:

Date:

My Child:

Has quick recall of information

(E.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversations heard earlier)

SA

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 SD Unsure or don't know

A personal example:

Knows a lot more about some topics than do other children that age

(e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art etc; finds out a lot about a particular subject on his/her own)

SA

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 SD Unsure or don't know

A personal example:

Uses advanced vocabulary

(e.g. surprises older children and adults with big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like an adult when talking to adults; uses simpler words when talking to peers or younger children)

SA

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 SD Unsure or don't know

A personal example:

Began to read or write early

(e.g. said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught)

SA

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 SD **Unsure or don't know**

A personal example:

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

(e.g. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves how-to-do-it and non-fiction books)

SA

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 SD **Unsure or don't know**

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SA

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 SD **Unsure or don't know**

A personal example:

Understands things well enough to teach others.

(e.g. teaches other children how to do things; explains things so that others can understand; explains areas of interest to adults)

SA

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 SD **Unsure or don't know**

A personal example:

Is comfortable around adults

(e.g. spend time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands humour and creates funny sayings or jokes adults can appreciate)

SA

1	2	3	4	5	6	7	8	9	10
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 SD **Unsure or don't know**

A personal example:

Shows leadership abilities

(e.g. other children ask my child for help; organises games and activities for self and others; makes up the rules and direct group activities; may be bossy)

SA

1	2	3	4	5	6	7	8	9	10
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 SD **Unsure or don't know**

A personal example:

Is resourceful and improvises well

(e.g. puts together various household objects to make inventions or solve a problem; uses unusual objects for projects; uses objects in an unusual way; make 'something' out of nothing)

SA

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 SD **Unsure or don't know**

A personal example:

Uses imaginative methods to accomplish tasks.

(e.g. makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)

SA

1	2	3	4	5	6	7	8	9	10
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 SD **Unsure or don't know**

A personal example:

Use the rest of this page to tell us anything you think is important about your child that we have not asked about. Be as specific as possible in describing your child's interest and accomplishments.

together WE ACHIEVE
PILBARA'S FIRST INDEPENDENT PUBLIC SCHOOL
THE NORTH WEST'S ONLY SPECIALIST ARTS SCHOOL

