



SMITH'S HILL HIGH SCHOOL

PROMOTING EXCELLENCE IN A SPIRIT OF TRUST AND COOPERATION

High Potential and Gifted Education Acceleration nomination form

Parent

Student name:		Subject:
Current Grade:		
Name of nominating teacher		
Domain/s of potential for which acceleration is being sought	<ul style="list-style-type: none">● Intellectual● Physical● Creative● Social-Emotional	
What existing talent opportunities are in place for this student?		
Provide reasons for accelerating this student? <i>(How are their learning needs currently being met?)</i>		
What learning needs or support does the student require to succeed? <i>(Disability provisions, learning support etc)</i>		

Signed	Date
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Received by	Date received
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Please submit this form to the HT T&L
Anna Bullock - Acceleration coordinator
anna.bullock1@det.nsw.edu.au

Considerations checklist for Acceleration

The following characteristics can be seen in high potential and gifted children. Indicate how much each statement describes your child. Mark on the scale if you strongly agree (SA) through to strongly disagrees (SD) with the description. The examples provided are underneath are to provide you with some guidance

My child:

	SA	SD	U
a) 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; immediately remembers facts and parts of conversations heard earlier)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) shows intense curiosity and deeper knowledge than other children their age. (e.g. insatiable need to know and explore; collects things and then learns all they can about them, recounts facts about interests in detail)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) is empathetic, feels more deeply than so other children their age. (e.g. feels unusually hurt when they displease someone; show pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children or adults distress; reads body language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) has advanced reading, writing, vocabulary or numeracy skills for their age. (e.g. learned to read or count early without formal instruction; correctly uses vocabulary adults would expect from older children; reads texts beyond age level, uses simpler words when talking to peers or younger children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) excellent comprehension skills (e.g. listens intently; understands and acts upon instructions more complex than usual for their age, frequently and persistently asks how and why questions; is not satisfied with simple answers.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) shows strong motor skills development (e.g. walked early, fed self sooner than other children; demonstrates greater physical coordination during sports or games; uses fingers with dexterity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) shows leadership abilities (e.g. sought out by other children for play ideas; adapts their own words and expectations to meet the needs or skill level of playmates, may be seen as bossy, uses verbal skills to deal with conflicts or to influence other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) is resourceful and improvises well (e.g. finds unique or non-traditional ways to work or play; plays for long periods of time with imaginary friends; can make up believable endings to stories; uses various household objects to make inventions or solve problems)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) uses imaginative methods to accomplish tasks e.g. presents unique methods to accomplish tasks; presents unique arguments in order to convince others to allow them to do or get things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>