

Aspire Program High Achievers Application Form - Year 7 2021

SECTION A Parent Information and Checklist

To be completed by the parent/carer of the applicant and returned to the Primary Principal by:

FRIDAY, 13th MARCH 2020

Late applications will be accepted at the Principal's discretion only and may require additional information.

Student Family Name: _____

Student Given Name: _____

Date of Birth: / / Female / Male/ Non-Binary/ Prefer not to disclose (*please circle*)

Parent / Carer's Family Name and First Name (*please print*)

Ms / Mrs / Mr / Dr / Miss: _____

Address: _____

Suburb: _____ Postcode: _____

Contact Details

Phone Home: _____ Mobile: _____

Work: _____ Email: _____

Current Primary School: _____

Extra curricular activities of student: _____

I understand my child will need to attend an interview presentation showcasing a piece of their work in order to complete this application.

Parent / Carer's Signature: _____ Date: _____

Parent Assessment

Carefully read each of the following descriptions. 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 one circle for each item. If you are unclear or haven't noticed how your child compares to an item, tick the **Unsure or don't know** circle. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child.

My child:

1. **Has quick recall of information.** (eg immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)

SA	<u>10</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	SD	- o Unsure or don't know
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A personal example:

2. **Knows a lot more about some topics than do other children that age.** (eg recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art, etc; finds out a lot about a particular subject on his or her own)

SA	<u>10</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	SD	- o Unsure or don't know
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A personal example:

3. **Uses advanced vocabulary.** (eg surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)

SA	<u>10</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	SD	- o Unsure or don't know
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A personal example:

4. **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	<u>10</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	SD	- o Unsure or don't know
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A personal example:

5. **Shows unusually intense interest and enjoyment when learning about new things.** (eg 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 nonfiction books)

SA	<u>10</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	SD	- o Unsure or don't know
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A personal example:

6. Understands things well enough to teach others. (eg teaches other children how to do things; explains

things so that others can understand; explains areas of interest to adults

SA	<u>10</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	SD	-
													o Unsure or don't know

A personal example:

7. Is comfortable around adults. (eg spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humour and creates funny sayings or jokes adults can appreciate)

SA	<u>10</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	SD	-
													o Unsure or don't know

A personal example:

8. Shows leadership abilities (eg other children ask my child for help; organises games and activities for self or others; makes up the rules and directs group activities; may be bossy)

SA	<u>10</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	SD	-
													o Unsure or don't know

A personal example:

9. Is resourceful and improvises well. (eg puts together various household objects to make inventions or solve a problem; uses unusual objects for projects; uses objects in unusual ways; makes 'something out of nothing')

SA	<u>10</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	SD	-
													o Unsure or don't know

A personal example:

10. Uses imaginative methods to accomplish tasks. (eg makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)

SA	<u>10</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	SD	-
													o Unsure or don't know

A personal example:

Student Assessment

To be completed by the applying student – in the space provided:

- i Explain why you wish to attend the Waratah Technology Campus Year 7 High Achievers Class.
- i What would you like to do, what skills do you bring and what would you like to achieve?

A personal example:

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