



**CHURCHLANDS**  
SENIOR HIGH SCHOOL

# ACADEMIC EXTENSION PROGRAM (AEP)

## Parent Information Morning 2022

# INTRODUCTIONS



**Ms Karena Shearing**  
Associate Principal  
Junior Secondary



**Ms Megan Lebihan**  
Head of Year 7  
(2022)

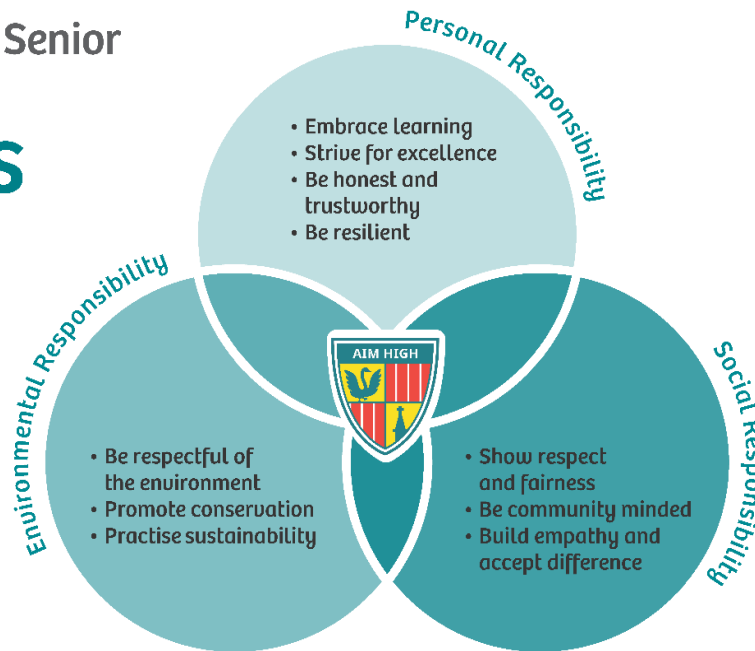


**Mr Ashley Abreu**  
AEP Teaching and  
Learning Coordinator

Churchlands SHS' Academic Extension Program (AEP) enables “**high performance and high care**” by assisting gifted and talented students to achieve their very best possible learning outcomes in a **safe, respectful and supportive culture**.

This supports our school's values.

Churchlands Senior  
High School  
**values**



Gifted and talented students are represented in all socio-economic and cultural groups and are a significant part of the population in our school.

Gagne's model suggests that the top 10% of the population are "gifted".

Each individual student's, **emotional wellbeing, sense of belonging and academic progress** is fostered by our school community.



**Giftedness** can be viewed in multiple ways and children may be gifted in one or several ability domains.

Giftedness is defined as: *“The possession and use of outstanding **natural abilities**, called aptitudes, in at least one ability domain”*





**Talent** is defined as “outstanding mastery of systematically developed abilities, called **competencies** (knowledge and skills), in at least one field of human activity”.

Talent emerges from ability as a consequence of the student’s **learning experience**.



# Characteristics of Gifted Students

## *Cognitive*

- Unusually well developed memory
- Curiosity
- Dislike slow paced instruction
- Reasons at a level higher than chronological peers
- Rapid learning
- Preference for independent work
- Have multiple interests
- Ability to generate original ideas
- "System thinkers" rather than linear thinkers
- Immersion learners

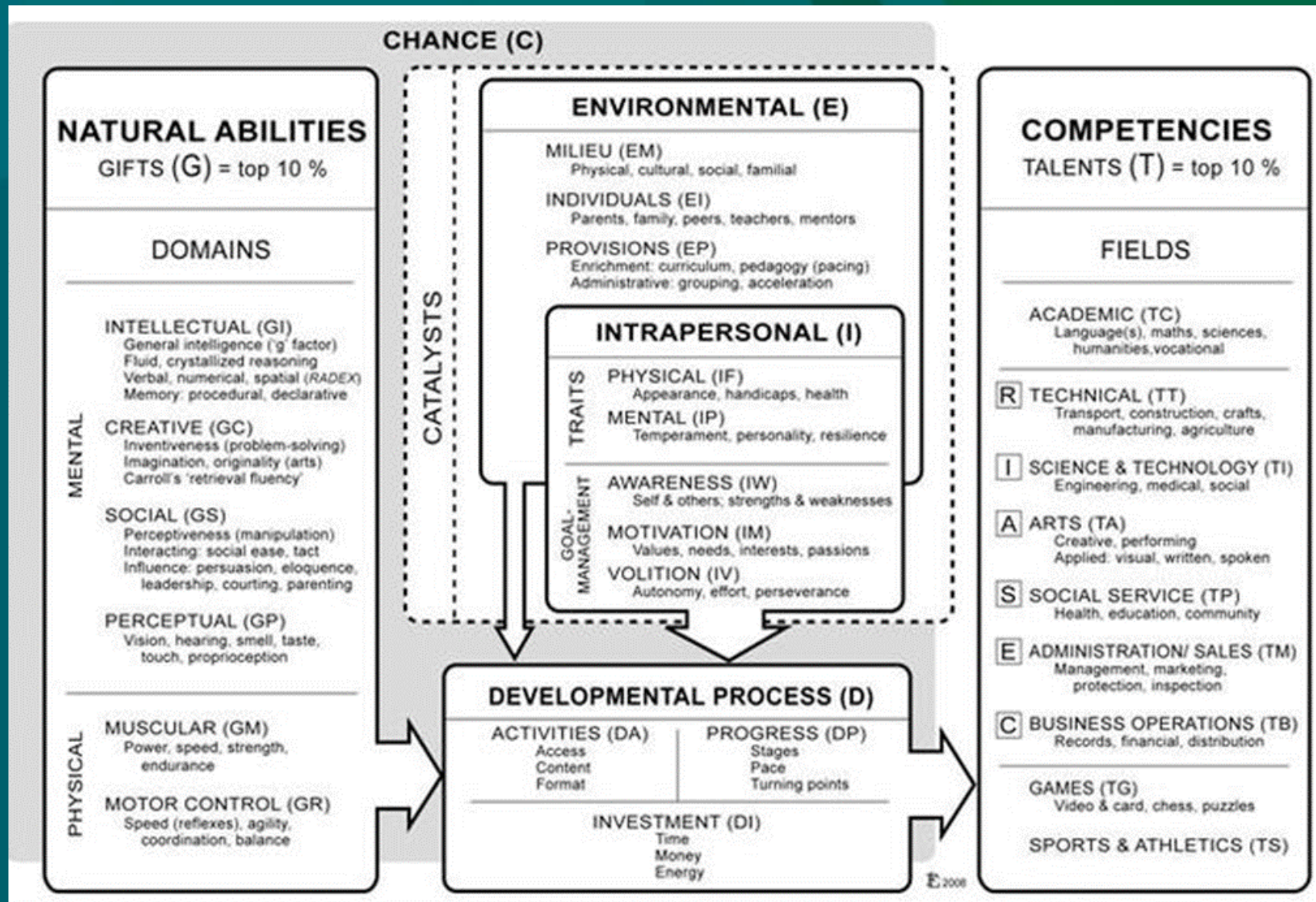
# Characteristics of Gifted Students

## *Affective*

- Well developed sense of justice
- Emotional intensity
- Preference for older friends
- Different concepts of friendship
- High levels of empathy,
- Asynchrony
- Mature sense of humour
- Can be perfectionistic
- "Over-excitabilities"



# The AE Program follows Gagne's Gifted and Talented Model:



# STRUCTURE OF THE PROGRAM

Two AE streams operate;

1. **English and HASS** (Humanities and Social Sciences).
2. **Mathematics and Science.**

Students may be in one or both streams depending on their HAST results. If they are in one stream, they will be placed in an appropriate mainstream class for the other two subjects.

Student progress and achievement will be monitored and their position in the AE program is dependant on a number of factors including achievement.

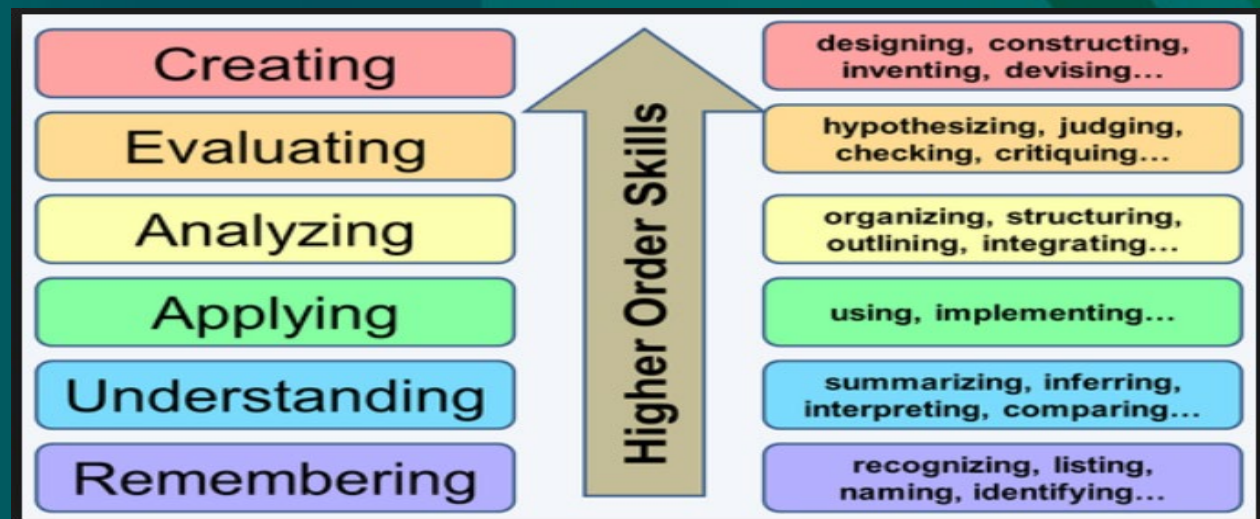
# Aims of the AE Program:

The Academic Extension Program caters for the unique needs of G&T students through a combination of the following throughout junior and middle secondary school.

- **Extracurricular** and **cross-curricular** activities.
- Utilisation of **technology** to become confident and adaptive users.
- **Compacting** of the curriculum
- **Acceleration** of the content (without additional workload for students)

# Aims of the AE Program:

- Focusing on **metacognition**, learning how to learn as opposed to just the mark / grade!
- Provision of a **differentiated curriculum** catering to individual needs:
  - **Extension and challenge**, incorporating **Bloom's higher order cognitive skills**, such as critical analysis, problem solving, and application.





# Aims of the AE Program:

Focusing on **metacognition**, learning how to learn.

- Provision of a **differentiated curriculum** catering to individual needs:
  - **Student choice**; catering for individual interests, needs and strengths
  - **Collaborative learning**, fostering team work.
  - **Student centred**, independent thinking and learning.
  - Opportunities to foster **creativity**.
  - Development and implementation of IEP's for "**twice exceptional**" students.



# Aims of the AE Program:

- **Socio – Emotional Development**
  - Sense of belonging, part of a “tribe”
  - Supportive and **accepting of difference.**
  - Provision of opportunity to **aspire to be the very best version of themselves.**
  - **Foster risk taking** as often G&T students are risk averse, they “just don’t want to get it wrong”
  - Instil an **appreciation of learning** for life.



# Entry and Exit from AEP.

- **Entry** is based on a number of indicators of a student's giftedness.
  - E.g. HAST (higher ability selection test) results, nomination by teachers using gifted checklists, and outstanding academic achievement.
- **Exit** from the AE program.
  - The program will endeavour to meet the academic and emotional needs of all G&T students.
  - Continued low achievement despite measures and assistance for improvement will result in **case management** and eventual transition to mainstream classes where the *student's needs would be better addressed*.

## Cross curricular Extension Activities

### Yr 8 Coral Bay Sustainability Camp

*"Coral Bay was amazing!!! It really opened my eyes to the problems our world is facing and what I can do to help solve them whilst still being one of the funnest experiences of my life"*



# HASS

## Learning Area Extension Activities

### Yr 10 Canberra Tour

*"At Parliament House, we learnt lots about the House of Representatives and the Senate, had tours, saw the Prime Minister and Opposition Leader at question time.*

*We even participated in a role play. It truly made us think about all the hard work and effort that our past and present politicians have put in to make our country as remarkable as it is today."*





# English Learning Area Extension Activities

## Yr 9 English

PIAF: Perth International Arts  
Festival

and the Perth Writers Festival.

TEDx talks



How to recognise and protect yourself from  
this latest evil

## **False or Misleading Advertising**

Our investigators were horrified when  
they revealed the latest scoop

Amber Howe · Zahra Ussi · Janet, my computer

# Year 9 “Truth” and Year 10 “Change” IDL (Inter Disciplinary Learning) Projects

- Students to explore the conceptual question:  
**“Does Truth Matter?”**  
**“What Change do you wish to see?”**

Groups frame their own question and then integrate the knowledge and modes of thinking of two or more MESH disciplines to answer it. Students present to parents and staff.





# Project Based Learning: Year 7 and 8 Science





## National Competitions 7- 10



AUSTRALIAN MATHEMATICS TRUST



UNSW Global  
AUSTRALIA

ICAS



HAVE SUM FUN ONLINE  
Interactive Maths Quiz for Schools



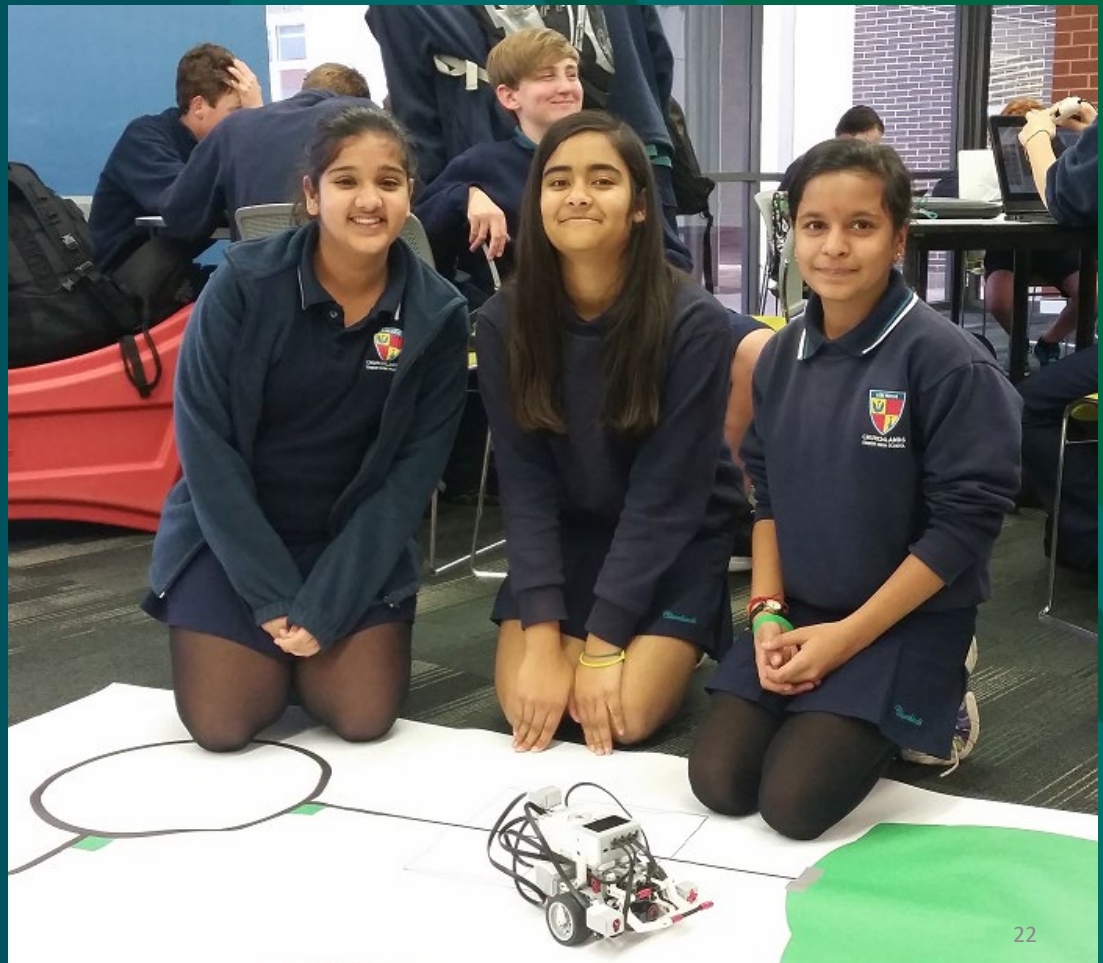
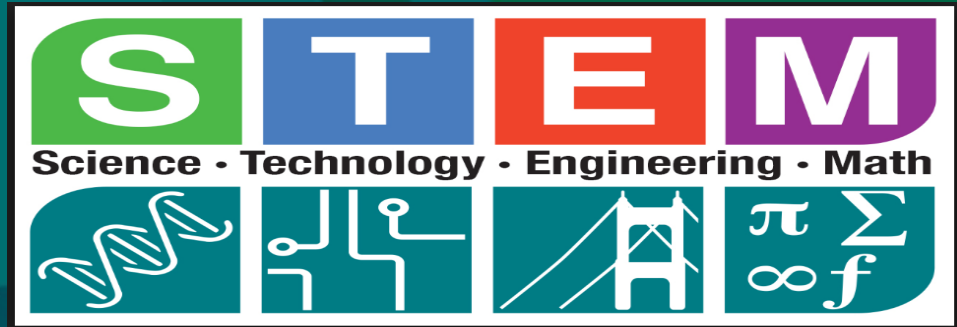
# Extra-Curricular Extension Activities

## Yr 7 – 10 STEM Club

Science, Technology, Engineering and Maths. E.g. coding, robotics & 3D design.

Caters for individual interests and projects.

Provides challenge, fosters critical thinking and creativity skills.



# Extra-Curricular Extension Activities

## Yr 10 “Perkins Profs”

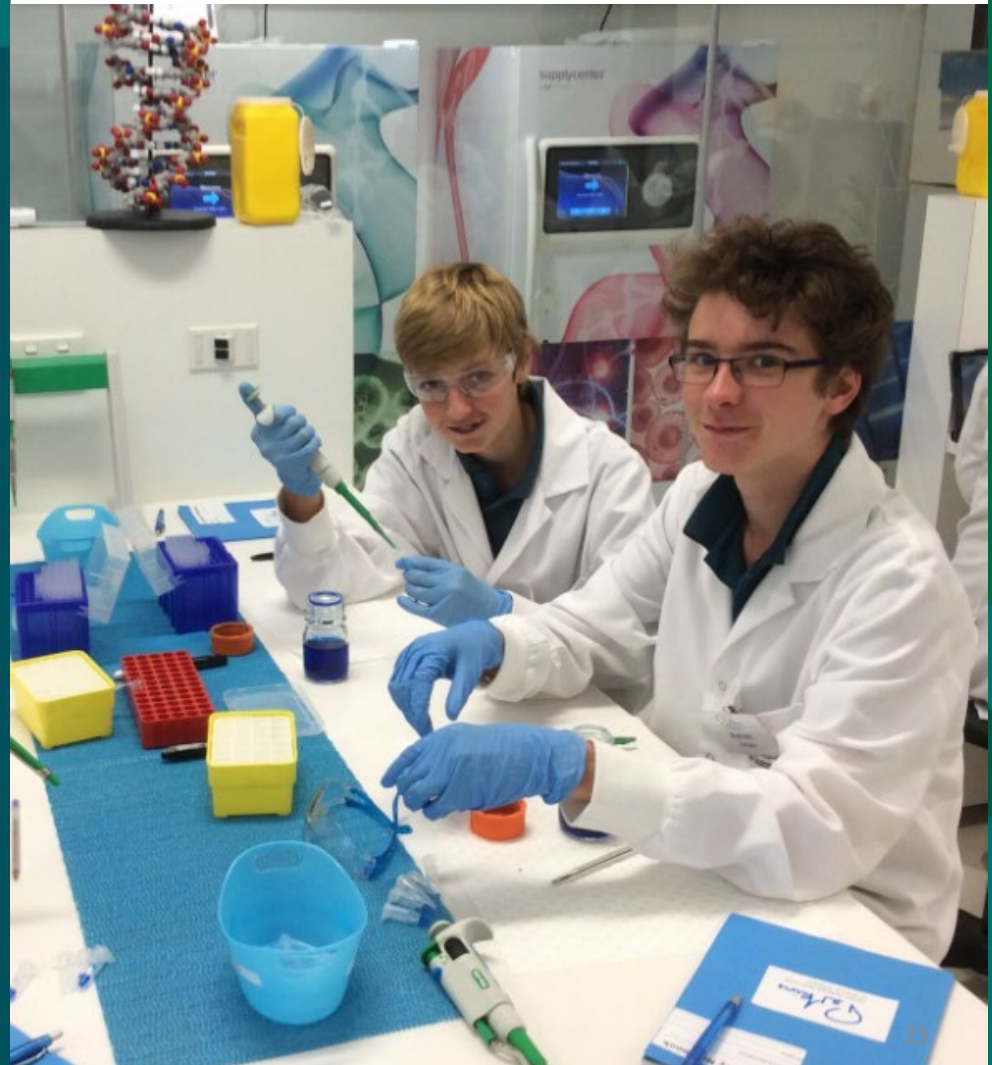
A 10 week course of  
cutting edge  
**biotechnology** at The  
Harry Perkins  
Research Institute  
QE II Medical Centre



HARRY PERKINS INSTITUTE  
OF MEDICAL RESEARCH



THE UNIVERSITY OF  
**WESTERN  
AUSTRALIA**





# Extra-Curricular Extension Activities

UN Award Winning  
“Trees for Survival”

Environmental Leaders  
program Promoting and  
leading change for a  
sustainable future.





# INTERNATIONAL TOURS

Yr 10 AEP Maths and Science Tour to the UK and Switzerland  
Natural History Museum UK  
CERN: Large Hadron Collider



## Other International Extension Activities at Churchlands

Language tours to **China, France** and **Japan**

Ancient History tour to **Greece**

Music tour to **Europe or the US**

Ski tour to **New Zealand**

**English** Channel Swim