Please circle:

ALL GROUPS SAMFORD STATE SCHOOL

SURVEY QUESTIONS

*What do we do well for our clever kids at Samford State School? (list up to 5) STRENGTHS

Planned differentiation, problem solving activities, extension (hero readers), identification (screening documentation), extension, engage higher order thinking, recognition, PAT, Awards, Leadership, extension, differentiation, C2C English caters for Advanced Learners, identification, identification, SITE, guidance officer, guidance officer, differentiate, supportive and challenging learning goals, levelled activities, extension work, challenging activities, supportive environments, students empowered to achieve goals, ability grouping, moments to extend and shine, challenging curriculum, GEM program, differentiation, GEM program, differentiation, GEM, differentiation, grouping within year levels, meetings to discuss where to next, differentiation, professional development, extension work, WISC assessments, liaise with parents to engage in outside interests, supportive environments, provide a GEM, parent information evenings, professional developments, extension activities, teacher-aide time, ability grouping (reading, writing, spelling in most classes), Readers Cup, Maths extension classes, Instrumental music, SEEP, GEM, music opportunities, senior choir, advanced music camp, U2B, groups, music, U2B, Seep, participation in UNSW tests, SEEP, U2B, instrumental music, maths extension, Mathletics differentiation, using student goals, STEM Science, Readers Cup, University challenges, extension groups, U2B, music, sport, extension maths, district maths, STEM Science, Readers Cup, District maths, maths extension, Readers Cup, STEM Science, identifying Advanced Learners, Music, sport, SEEP, extension, maths extension, GEM, Opportunities for extra-curricular activities, Ability groups, Numeracy, Literacy, identification, mentor teachers, write specific adjustments, engage, enrich, extend, extra-curricular activities, programs, projects, opportunities to participate, unsw opportunities, science projects, Instrumental, extension programs, sporting opportunities, academic competitions, SEEP, offering opportunities, nurturing talent, identifying potential, support, foster extension, provide great opportunities, recognition of the need for special attention RE: gifted kids, appointment of a GEM, placing focus on developing school capability, provide enrichment and extension activities, GEM resource, normalise classroom achievement for all (eg PAT afternoon teas; class awards), individual support, diverse material, creative approach, provide a range of activities to stimulate and support different gifts and abilities, have an advocate working for advanced learners to provide resources and support for staff/parents/community, committed and positive attitude regarding identification of advanced learners, adaptability of learning methods to meet advanced learners’ full potential, opportunity for extension classes, sporting representation,
The purpose of supporting our Advanced Learners is to encourage and maintain love of learning, stop boredom, support higher order thinking, develop laterally, and support them aiming high, reach their potential, chance to achieve to full potential, responsibility to adjust for all, to help them achieve potential, feel positive about learning, extend and take a risk with learning, so they reach their full potential, saves time – planning!, greater success for all, keeps them interested in learning, let them peer tutor to interest them in sharing their ideas, opportunity to shine, achieve potential, Right, fair, important, equitable, harness potential, enhance potential, promote pride in achievements, develop critical thinking, expand views, develop potential, build confidence, provide opportunities, celebrate success, enhance abilities, keep interested and inquisitive, develop future cream-of-the-crop, create lifelong learners, love of learning, reach potential, promote choice, build confidence, extend further, develop abilities beyond what they already have, better skills, improve skills, to achieve their potential, purpose in learning, aren’t bored, learning is new, learning is enjoyable, reach full potential, future academic leaders, reach learning potential, respond to specific needs, adjust in response to specific needs, address disadvantages, Develop new interests, challenge, extend, discover other strengths, deserve it, deserve challenges and enrichment, to broaden horizons, provide opportunities, compliment learning styles, prevent disengagement, inspire, reach potential, help each student reach learning potential and greatness, challenge themselves, extend their knowledge, meet needs, Identify, nurture and encourage potential, our advanced learners are our innovators, thinkers and leaders of the future, recognise and support strengths and interests, extend children to create confident learners, to motivate and guide children to achieve their potential, inspire children to learn and apply their knowledge, so they continue their enthusiasm for learning, keep them engaged, help children reach their full potential and understand themselves, support parents of children with special needs, every child has the right to be supported at their level, every child is different and SSS supports this, happy learners, allow students to realise and achieve their full potential, enable students to become independent learners who are self-accepting and confident in their abilities and talents, to keep the children engaged and challenged.

*Why support our Advanced Learners?*

To encourage love of learning, keep love of learning, stop boredom, support higher order thinking, develop laterally, stop boredom, reduce disengagement, they are future creators, maintain enthusiasm, develop enthusiasm for learning, adequate challenges, they are important, we differentiate, all learners should be supported, everyone deserves to be challenged, be the best they can be, creative thinking is vital in today’s world, to cater for their learning needs, to recognise their success, more interest in learning, expanding their horizons, thinking out of the box, reduce boredom, keep them aiming high, reach their potential, chance to achieve to full potential, responsibility to adjust for all, to help them achieve potential, feel positive about learning, extend and take a risk with learning, so they reach their full potential, saves time – planning!, greater success for all, keeps them interested in learning, let them peer tutor to interest them in sharing their ideas, opportunity to shine, achieve potential, Right, fair, important, equitable, harness potential, enhance potential, promote pride in achievements, develop critical thinking, expand views, develop potential, build confidence, provide opportunities, celebrate success, enhance abilities, keep interested and inquisitive, develop future cream-of-the-crop, create lifelong learners, love of learning, reach potential, promote choice, build confidence, extend further, develop abilities beyond what they already have, better skills, improve skills, to achieve their potential, purpose in learning, aren’t bored, learning is new, learning is enjoyable, reach full potential, future academic leaders, reach learning potential, respond to specific needs, adjust in response to specific needs, address disadvantages, Develop new interests, challenge, extend, discover other strengths, deserve it, deserve challenges and enrichment, to broaden horizons, provide opportunities, compliment learning styles, prevent disengagement, inspire, reach potential, help each student reach learning potential and greatness, challenge themselves, extend their knowledge, meet needs, Identify, nurture and encourage potential, our advanced learners are our innovators, thinkers and leaders of the future, recognise and support strengths and interests, extend children to create confident learners, to motivate and guide children to achieve their potential, inspire children to learn and apply their knowledge, so they continue their enthusiasm for learning, keep them engaged, help children reach their full potential and understand themselves, support parents of children with special needs, every child has the right to be supported at their level, every child is different and SSS supports this, happy learners, allow students to realise and achieve their full potential, enable students to become independent learners who are self-accepting and confident in their abilities and talents, to keep the children engaged and challenged.

*Using one or two words only, what should we value most for our Advanced Learners?*

Opportunities, culture, creativity, full potential, engagement, positive outcomes, challenging, full potential, achieving success, challenges, opportunities, expanding horizons, individuals, their ideas, learning, progress, personal development, extension, let them soar, Provision, challenge, potential through challenge, achievement, success, opportunity, challenge, self-motivation, intrinsic interest, pursuit of excellence, opportunities, support, class contribution, equity, challenging environment, potential to grow, extending limits, challenging potential, opportunity to learn at their level, opportunities, challenge, Opportunity, growth, perceptiveness, diverse thinking, creativity, motivation, engagement, extended, enriched, personal growth,
confidence, Opportunity, encouragement, full potential, enriched environments, individuality, potential, challenges, enthusiasm, challenge, nurture, developing potential, happy learner, investment (time/money/psychological energy) - quantifies intensity of talent development through program of activities within learning environment, progress - toward peak performance through motivation and goal management, opportunity

*Regarding Advanced Learners, what do we want to be remembered for? LEGACY

That we did something, we cared (to bother), creating well-balanced students, working to potential, developing well-rounded children across all areas, establishing positive relationships, recognising advanced learners, successful students, enthusiastic students, self-motivated students, their needs were met, opportunities to work at their potential, supporting and extending, acknowledging them, best education we can, providing opportunities, helping them be the best they can be, helping them realise and achieve their full potential, permission to learn more, Results, programs, opportunities, caring, supporting and growing talent in a safe environment, raising the bar, success, thinking outside the box, giving children the opportunity to reach their potential, valuing learning, providing opportunities to pursue and achieve potential, provision opportunities, develop potential, motivation, giftedness recognised and valued, guiding them, keeping them interested and engaged, developed thinking, developed functioning, high self-efficacy, increased capability, giving the opportunity to reach their potential, an outstanding and memorable advanced learner program, support from an active parent group, Opening new doors, extension and enrichment, developing inquiring minds, broadening horizons, inspirational teachers with a keen intellect who are well-read and specialists in areas of learning, de-mystifying the challenge of differentiation, identified students, enriching learning experiences in their field, enjoyed being advanced and appreciated opportunities, providing opportunities, encouragement, guidance, Producing confident, engaged students who have fulfilled their potential, a school who recognises individuals and plans accordingly, for inspiring and guiding young people to become successful members of the community, inspiring our children, providing challenges to match abilities, bridging the gap between how sporting and academic achievement is perceived, every child is worth the individual support, effort made to develop potential, providing inspiration to help advanced learners realise and achieve their full potential, motivate students to become independent learners who are self-accepting and confident in their abilities and talents, encouraging our children to be challenged and to learn outside of the square,
*What success measures should we look for? (list up to 5)*

EVIDENCE

Academic results, happy kids, engaged kids, happy parents, school recommended by parents, engaged, happy, striving to learn more, achieving success, critical thinkers, critical thinkers, inquiry approach, successful, engaged, academic results, NAPLAN, students keen for extra challenges (UNSW tests), thinking above the norm, creating above the norm, thinking outside the box, happy learners, high achievers, well-being, success, data, happiness and enjoyment, love of school, student data showing improvement, achieving goals, happy learning, moving forward, engaged, abstract thinking,, Happiness (student surveys), improved academic results, differentiation in classrooms, increased enrolment, ability grouping across year levels, progress, leadership, how challenged they were, outside their comfort zone, academic, critical thinking, growth in confidence, learning is valued, self-motivated, extending potential, working to potential, subject mastery, thirst for learning, uptake of opportunities, engagement, personal success, well-being, enjoyment of school and learning, deeper thinking, showing initiative, self-challenging, involved, enjoyment of learning, outstanding effort, above and beyond set criteria, high achievement in complex tasks, confidence in self, passionate learners, value for Advanced Learners, community, motivational levels, academic performance, citizenship, data, qualitative feedback from staff, qualitative feedback from parents, qualitative feedback from students, range of programs, range of mentoring offered, Confidence, engagement, growth, well-adjusted students, academic prowess, inspired but humble children, non-elite, did we identify?, did we de-mystify?, did we make an effort to respond?, personal growth, engagement, responsibility, social aspect, Academic success, confidence, joy, enthusiasm, open/lateral thinkers, creativity, leaders, innovative thinkers, children and teachers who are willing to take risks in the pursuit of new challenges, engaged children, desire to learn outside of class, client satisfaction – happy, confident, engaged advanced learners who are proud of their abilities and achievements, individual development from baseline data, children with the tools to make the best out of their lives, develop happy children that enjoy learning, increased interest/zest for learning and achievement, sense of joy, fulfilment and satisfaction with learning experience, increased self-esteem and confidence, children who are challenged and looking for opportunities, success in areas not always covered by the school report card – sporting achievements, competition results, success in extension activities,