Supporting the Well-being of G&T Students: A Practical Example From a Brisbane School.

About us

GRACE LUTHERAN COLLEGE
EST. 1978

- A coeducational, Christian high school (7-12) on Brisbane's northside.
- We provide an Academic Enrichment Program for identified G&T students. (171 students)
- We provide a suite of Ignite Excellence Programs within given fields, for talented students. E.g. Ignite Excellence: Science, Mathematics, English, Music, Dance, Sport, Foreign Languages. (350+ students)
- Dedicated staffing: Academic Enrichment Coordinator, Academic Enrichment Case Managers, & Ignite Excellence Teachers.

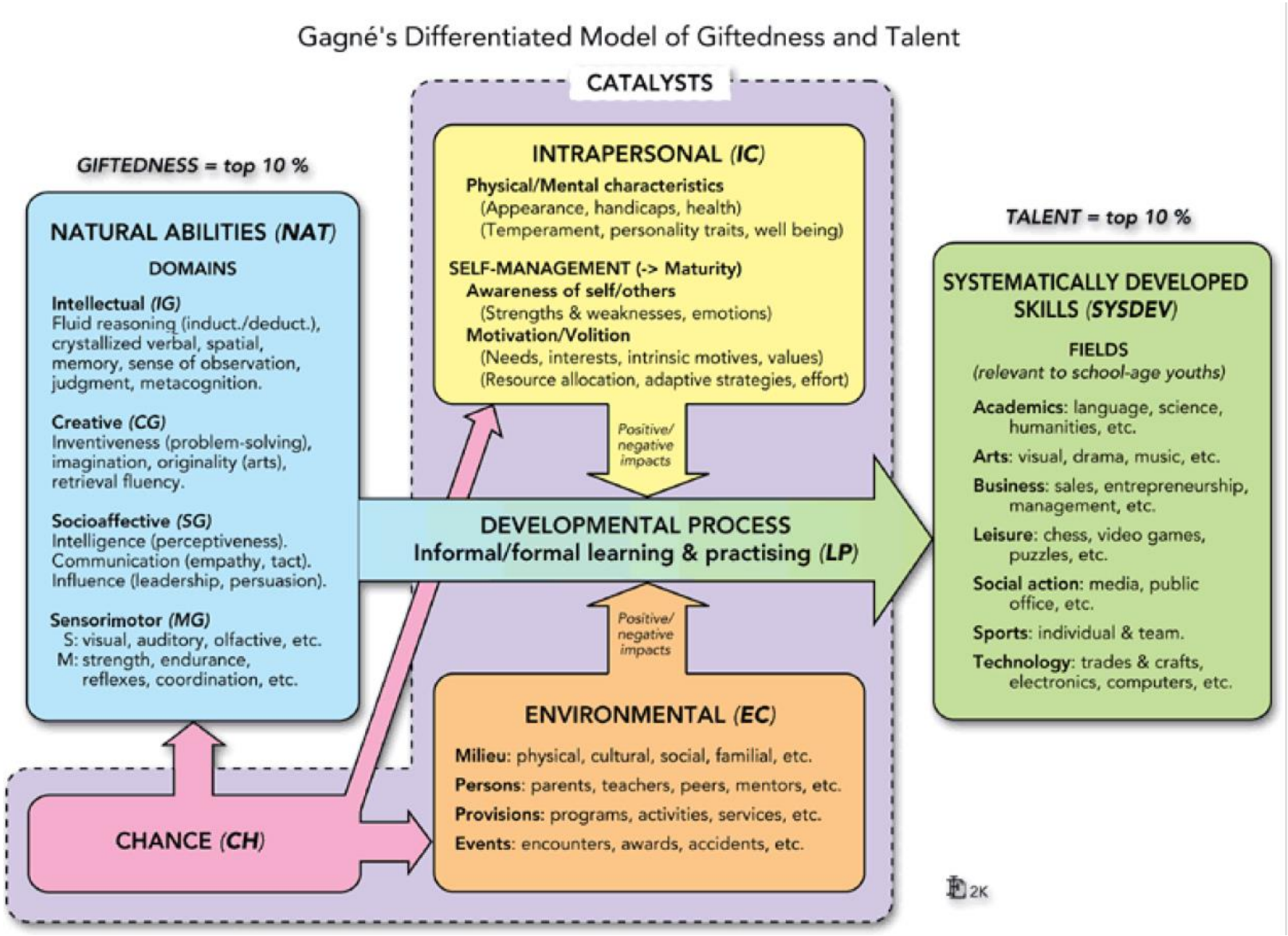
This session is not about theory.

It is about resources and practice.

Francoy Gagne's DMGT Model

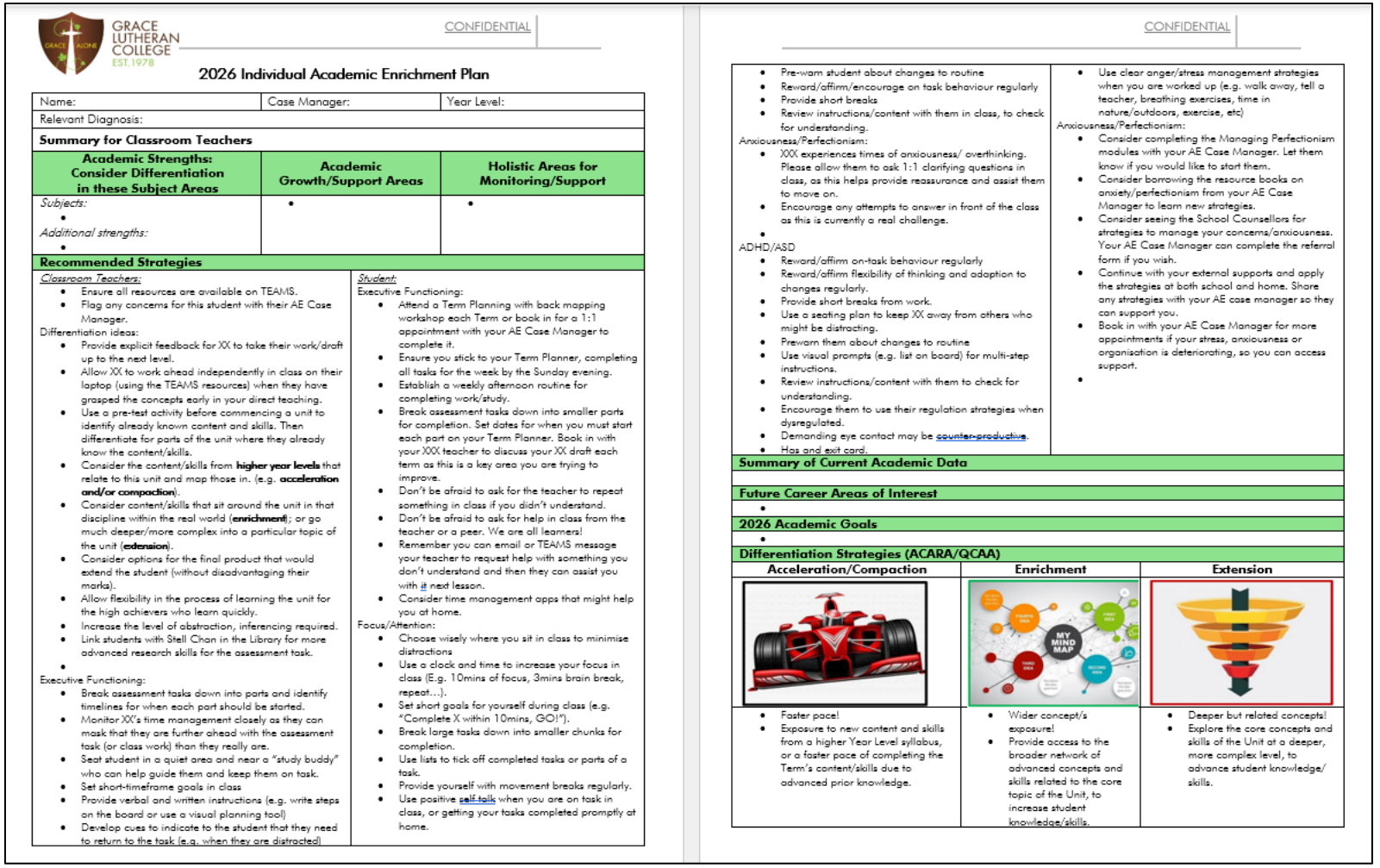
All of our work is founded upon the principles of this model – including our support for wellbeing.

We use the model with <u>every</u> AE parent and student.



Source: https://giftedstudentliteracy.weebly.com/gagnes-differentiated-model-of-giftedness-and-talent.html

Academic Enrichment Plans



GRACE LUTHERAN COLLEGE EST.1978

CONFIDENTIAL

2026 Individual Academic Enrichment Plan

Name:	Case Manager:	Year Level:
Relevant Diagnosis:		

Summary for Classroom Teachers

Academic Strengths: Consider Differentiation in these Subject Areas	Academic Growth/Support Areas	Holistic Areas for Monitoring/Support
Subjects: • *Additional strengths:* •	•	•

Recommended Strategies

Classroom Teachers:
- Ensure all resources are available on TEAMS.
- Flag any concerns for this student with their AE Case Manager.

Differentiation ideas:
- Provide explicit feedback for XX to take their work/draft up to the next level.
- Allow XX to work ahead independently in class on their laptop (using the TEAMS resources) when they have grasped the concepts early in your direct teaching.
- Use a pre-test activity before commencing a unit to identify already known content and skills. Then differentiate for parts of the unit where they already know the content/skills.
- Consider the content/skills from **higher year levels** that relate to this unit and map those in. (e.g. **acceleration and/or compaction**).
- Consider content/skills that sit around the unit in that discipline within the real world (**enrichment**); or go much deeper/more complex into a particular topic of the unit (**extension**).
- Consider options for the final product that would extend the student (without disadvantaging their marks).
- Allow flexibility in the process of learning the unit for the high achievers who learn quickly.
- Increase the level of abstraction, inferencing required.
- Link students with Stell Chan in the Library for more advanced research skills for the assessment task.

Executive Functioning:
- Break assessment tasks down into parts and identify timelines for when each part should be started.
- Monitor XX's time management closely as they can mask that they are further ahead with the assessment task (or class work) than they really are.
- Seat student in a quiet area and near a "study buddy" who can help guide them and keep them on task.
- Set short-timeframe goals in class
- Provide verbal and written instructions (e.g. write steps on the board or use a visual planning tool)
- Develop cues to indicate to the student that they need to return to the task (e.g. when they are distracted)

Student:

Executive Functioning:
- Attend a Term Planning with back mapping workshop each Term or book in for a 1:1 appointment with your AE Case Manager to complete it.
- Ensure you stick to your Term Planner, completing all tasks for the week by the Sunday evening.
- Establish a weekly afternoon routine for completing work/study.
- Break assessment tasks down into smaller parts for completion. Set dates for when you must start each part on your Term Planner. Book in with your XXX teacher to discuss your XX draft each term as this is a key area you are trying to improve.
- Don't be afraid to ask for the teacher to repeat something in class if you didn't understand.
- Don't be afraid to ask for help in class from the teacher or a peer. We are all learners!
- Remember you can email or TEAMS message your teacher to request help with something you don't understand and then they can assist you with it next lesson.
- Consider time management apps that might help you at home.

Focus/Attention:
- Choose wisely where you sit in class to minimise distractions
- Use a clock and time to increase your focus in class (E.g. 10mins of focus, 3mins brain break, repeat…).
- Set short goals for yourself during class (e.g. "Complete X within 10mins, GO!").
- Break large tasks down into smaller chunks for completion.
- Use lists to tick off completed tasks or parts of a task.
- Provide yourself with movement breaks regularly.
- Use positive self-talk when you are on task in class, or getting your tasks completed promptly at home.

CONFIDENTIAL

- Pre-warn student about changes to routine
- Reward/affirm/encourage on task behaviour regularly
- Provide short breaks
- Review instructions/content with them in class, to check for understanding.

Anxiousness/Perfectionism:
- XXX experiences times of anxiousness/ overthinking. Please allow them to ask 1:1 clarifying questions in class, as this helps provide reassurance and assist them to move on.
- Encourage any attempts to answer in front of the class as this is currently a real challenge.

ADHD/ASD
- Reward/affirm on-task behaviour regularly
- Reward/affirm flexibility of thinking and adaption to changes regularly.
- Provide short breaks from work.
- Use a seating plan to keep XX away from others who might be distracting.
- Prewarn them about changes to routine
- Use visual prompts (e.g. list on board) for multi-step instructions.
- Review instructions/content with them to check for understanding.
- Encourage them to use their regulation strategies when dysregulated.
- Demanding eye contact may be counter-productive.
- Has and exit card.
- Use clear anger/stress management strategies when you are worked up (e.g. walk away, tell a teacher, breathing exercises, time in nature/outdoors, exercise, etc)

Anxiousness/Perfectionism:
- Consider completing the Managing Perfectionism modules with your AE Case Manager. Let them know if you would like to start them.
- Consider borrowing the resource books on anxiety/perfectionism from your AE Case Manager to learn new strategies.
- Consider seeing the School Counsellors for strategies to manage your concerns/anxiousness. Your AE Case Manager can complete the referral form if you wish.
- Continue with your external supports and apply the strategies at both school and home. Share any strategies with your AE case manager so they can support you.
- Book in with your AE Case Manager for more appointments if your stress, anxiousness or organisation is deteriorating, so you can access support.
-

Summary of Current Academic Data

Future Career Areas of Interest
-

2026 Academic Goals
-

Differentiation Strategies (ACARA/QCAA)

Acceleration/Compaction	Enrichment	Extension
• Faster pace! • Exposure to new content and skills from a higher Year Level syllabus, or a faster pace of completing the Term's content/skills due to advanced prior knowledge.	• Wider concept/s exposure! • Provide access to the broader network of advanced concepts and skills related to the core topic of the Unit, to increase student knowledge/skills.	• Deeper but related concepts! • Explore the core concepts and skills of the Unit at a deeper, more complex level, to advance student knowledge/ skills.

- An **Academic Enrichment Plan** is written for each identified student, each year.
- The Plan identifies their strengths and growth areas in a holistic manner.
- **Wellbeing factors** are a key discussion in the formation of the plan
- Parent and student present (or online input from parent if they cannot attend)

“Wellbeing”

- A very **holistic** approach.
- A critical part of our support.

E.g. For some G&T students, the last thing they ACTUALLYneed is more curriculum differentiation or extension/enrichment. What they actually need is holistic support for wellbeing, social/emotional, and executive functioning factors.

Our Wellbeing Factors Checklist

- **Physical wellbeing** – energy, eyes, hearing, heavy periods, eating disorders, self-harm, colour blind.
- **Mental wellbeing** – anxious, low mood, perfectionism, highs and lows, rumination, procrastination.
- **Organisational wellbeing** – procrastination, executive functioning.
- **Cultural Wellbeing –** impacts of culture or change of country.
- **Social Wellbeing** – friendships, social skills, connecting outside of school.
- **Twice exceptionality** – ADHD, ASD, OCD, anxiety, depression, psychosis, speech or language disorders, etc.

Source: https://nhws.us/2020/01/15/why-wellness-matters/

The Process

- The holistic needs are mapped into the student's **Acadmic Enrichment Plan**.
- Plan goes to all stakeholders.
- AE staff then support the student in their holistic growth areas across the year - **via individual appointments (or small group workshops).**
- AE staff communicate with the student's class **teachers and parent/s** to advise of strategies introduced -> continuity across contexts.
- Formative monitoring and review across the year.
- Formal review annually (new plan for new academic year).

How we support particular areas of wellbeing …

- Perfectionism
- Anxiousness/Anxiety
- Executive Functioning
- Rigidity of Thinking, Disappointment & Failure
- Stress
- Twice Exceptionality
- Anger
- Depression
- Self Harm and Suicidal Ideation

Perfectionism

Sample resource: **Perfectionism in Perspective** by Centre for Clinical Interventions.

- Our “Managing Perfectionism” Modules
- We use a reduced version of the modules.
- 4 x 30mins sessions across 8 weeks (fortnightly)
- 1:1 or small group
- Psychoeducation on what is perfectionism, the paradox of perfectionism, a model of perfectionism and how it is perpetuated, perfectionistic thinking and behaviours, behavioural experiments, identifying biased information processing, self-criticism, identifying unhelpful thinking habits, etc.

Anxiety Support

- **Our work does not replace professional counselling or regular therapy with a psychologist or psychiatrist.**
- **“Anxiety Support” (not therapy or counselling). My staff are not trained counsellors.**
- **We use counselling micro-skills to gain important information on the challenges students are facing. (Staff trained).**
- **Principles from basic CBT & narrative principles.**
- **Karen Young’s 3 Tier House Model.**
- **Psychoeducation around anxiety and the nervous system. *Amygdala Hijacks!***
- **Apply support strategies from their counsellor or psychologist.**
- **We can refer students to School Counsellor or to external professionals.**

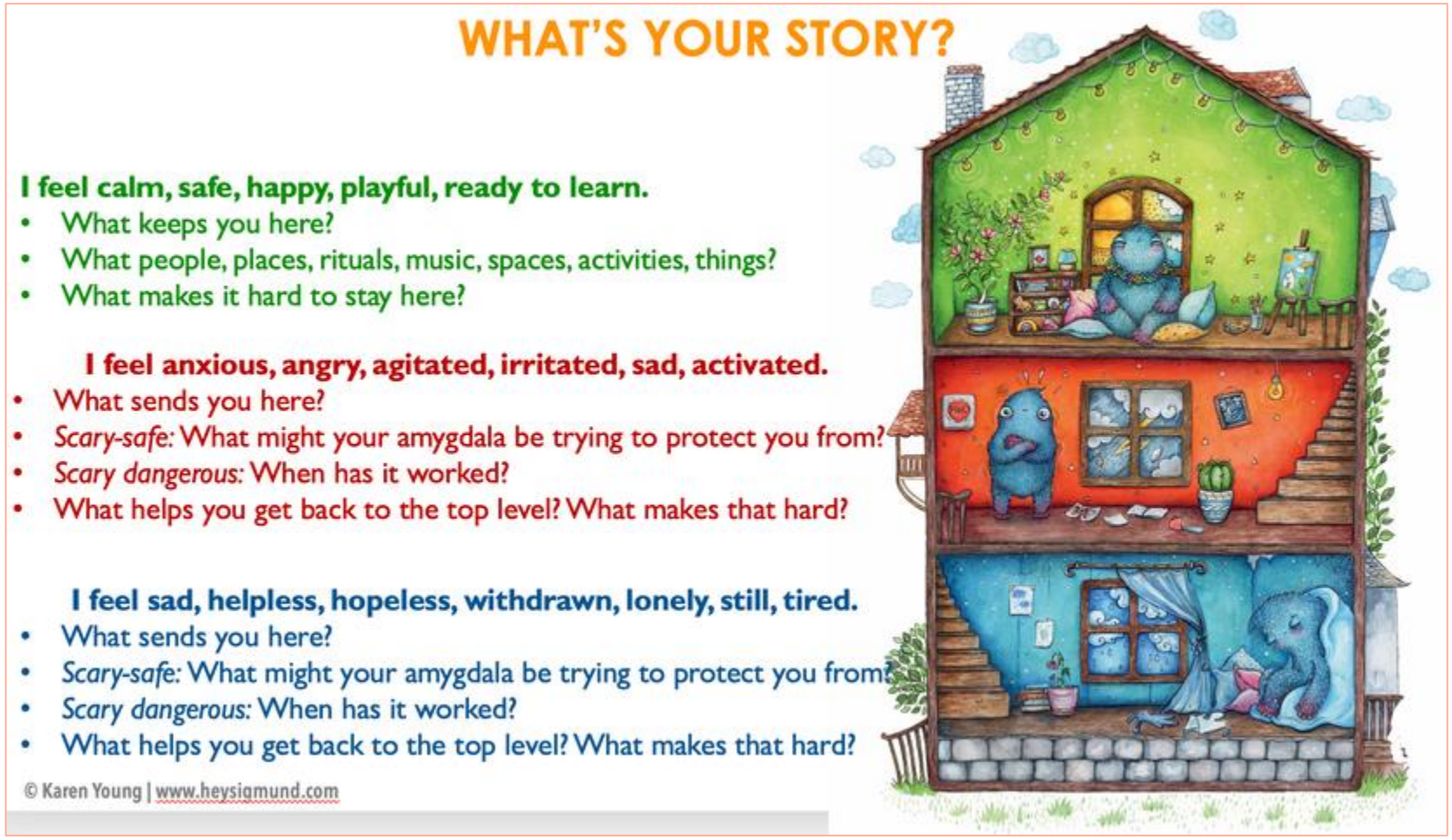
Your Amygdala and It's Power!

He scans your environment 24/7 categorising everything as…

But the amygdala can't tell the difference between **REAL** and **PERCEIVED** danger. He responds the same!

SAFE!
BEWARE?
DANGER!!

Anxiety Resources – Karen Young's 3 Level House Model

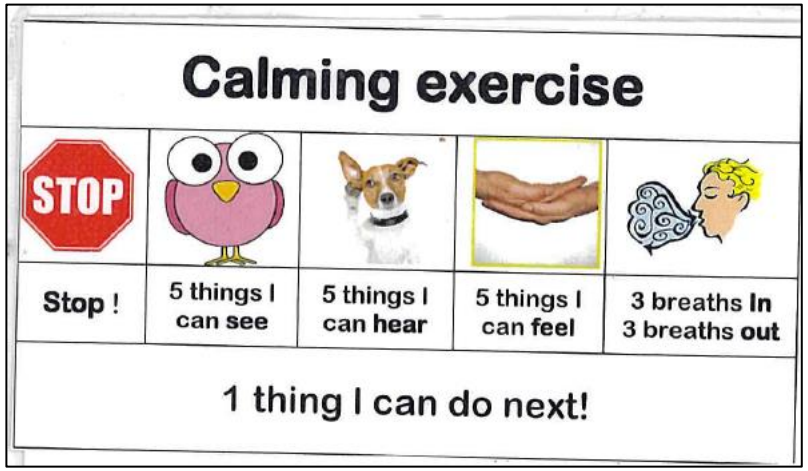


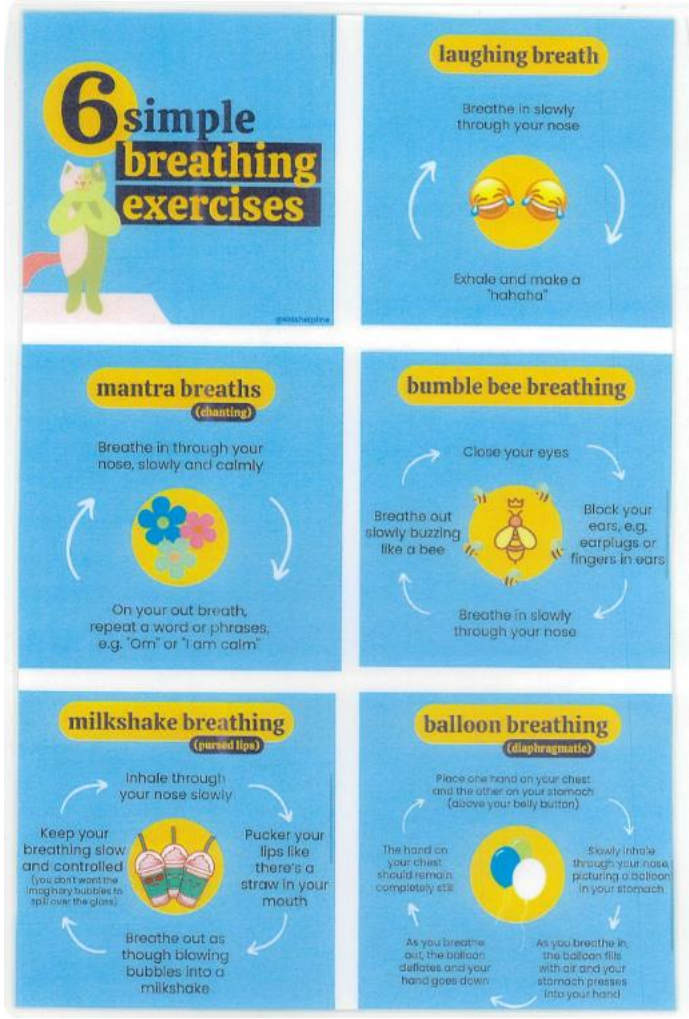
Sample resource:

- Karen Young (Psychologist)
- Hey Sigmund website – info and resources.
- 3 level house model of nervous system regulation
- *Source:* *https://heysigmund.com/*
- PD opportunities
- Posters, books, stuffed toy.

Term 2 Block Exams
YEAR 12- Rothwell
TERM 2 PLANNER 2026
WHAT'S YOUR STORY?

Anxiety Resources – Breathing and Calming Strategies

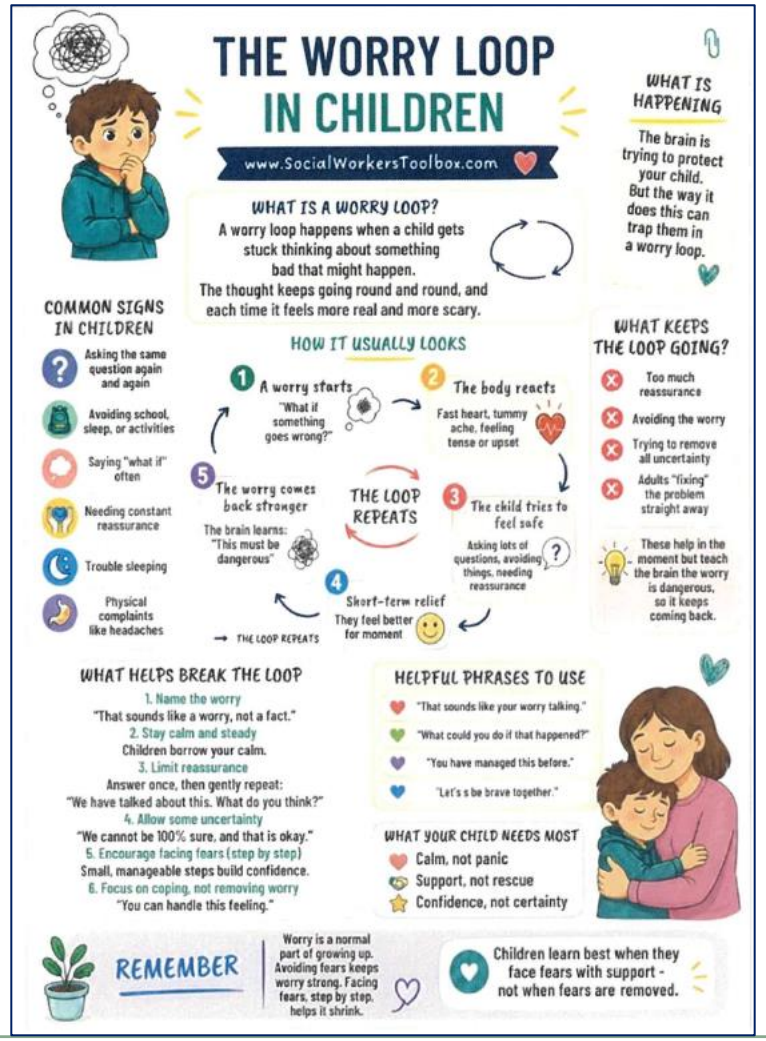




Sample resources:

- Breathing strategies – Box, Dragon, Belly.
- Calming – 5 Things Strategy

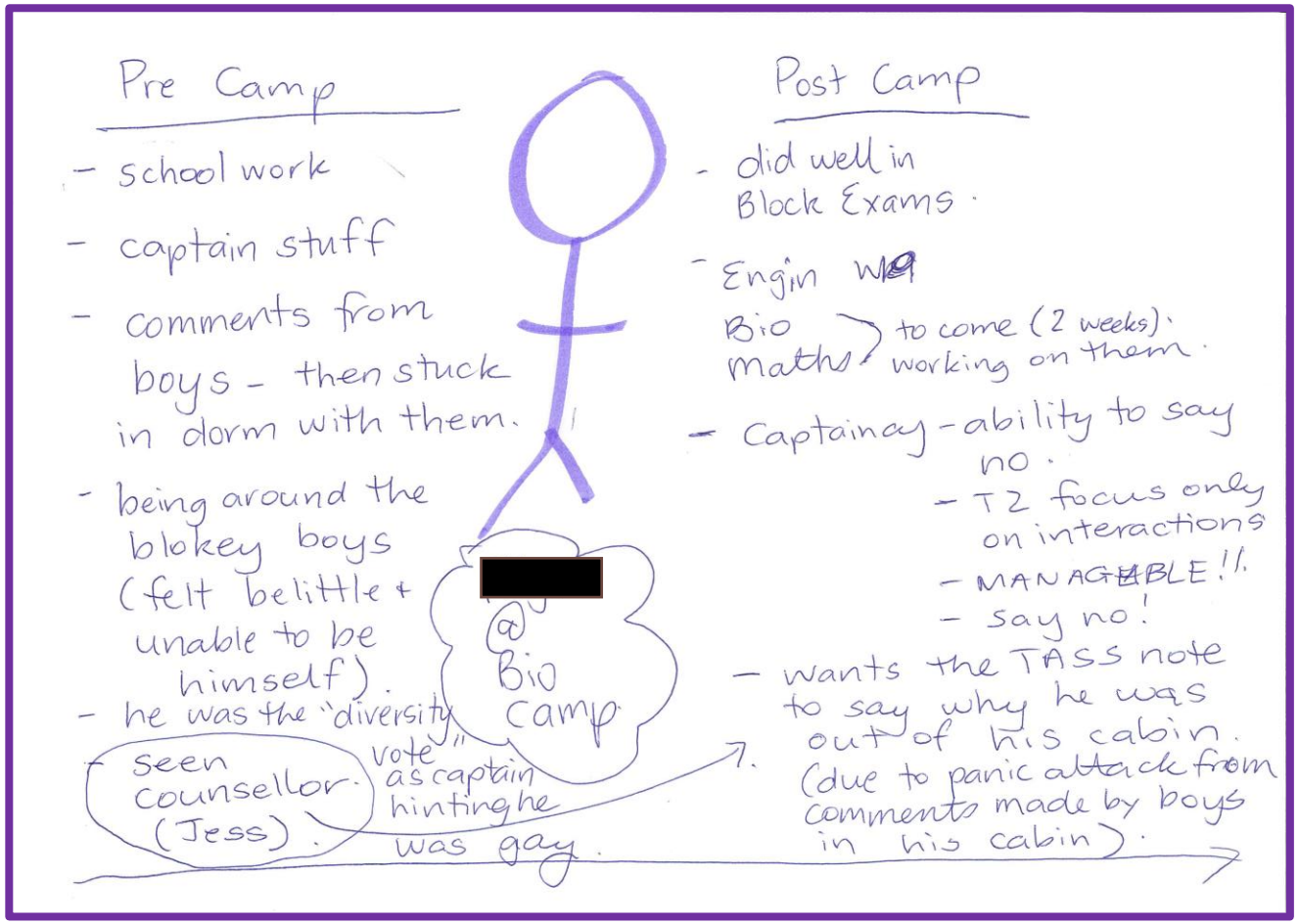
Anxiety Resources – Worry Loops, Regulation



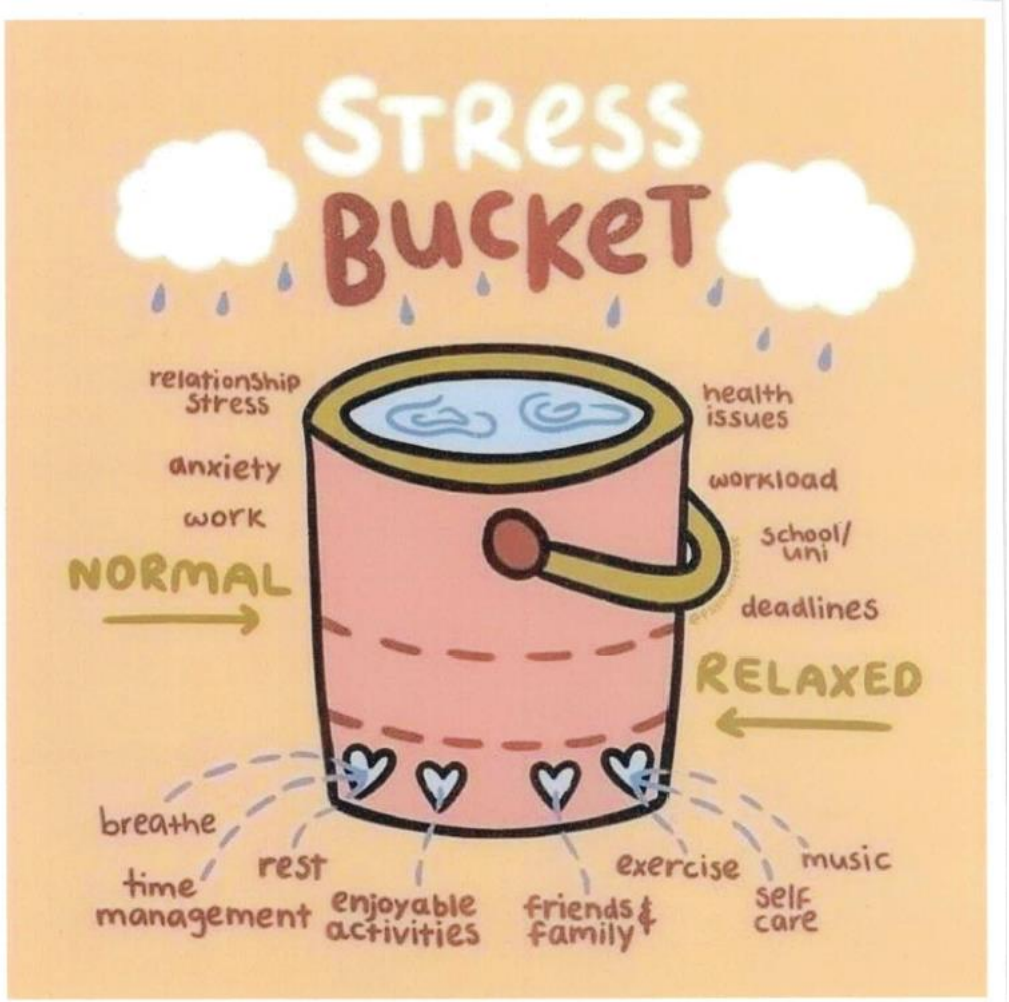
Sample resources:

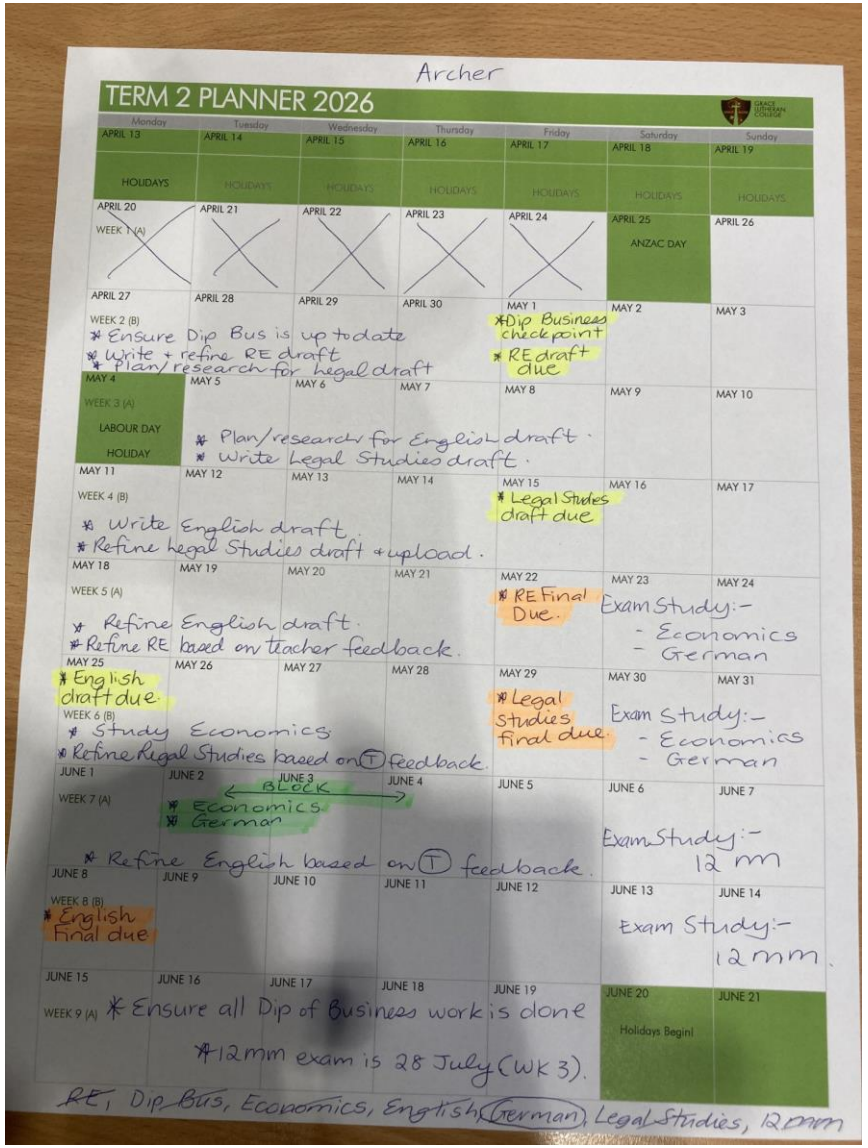
- Infographics!
- Basic CBT ideas
- Psychoeducation
- WE DO NOT REPLACE PROFESSIONAL COUNSELLING OR REGULAR THERAPY WITH PSYCHOLOGISTS/ PSYCHIATRISTS.
- Train staff

Anxiety Resources – Narrative Strategies



Stress Management





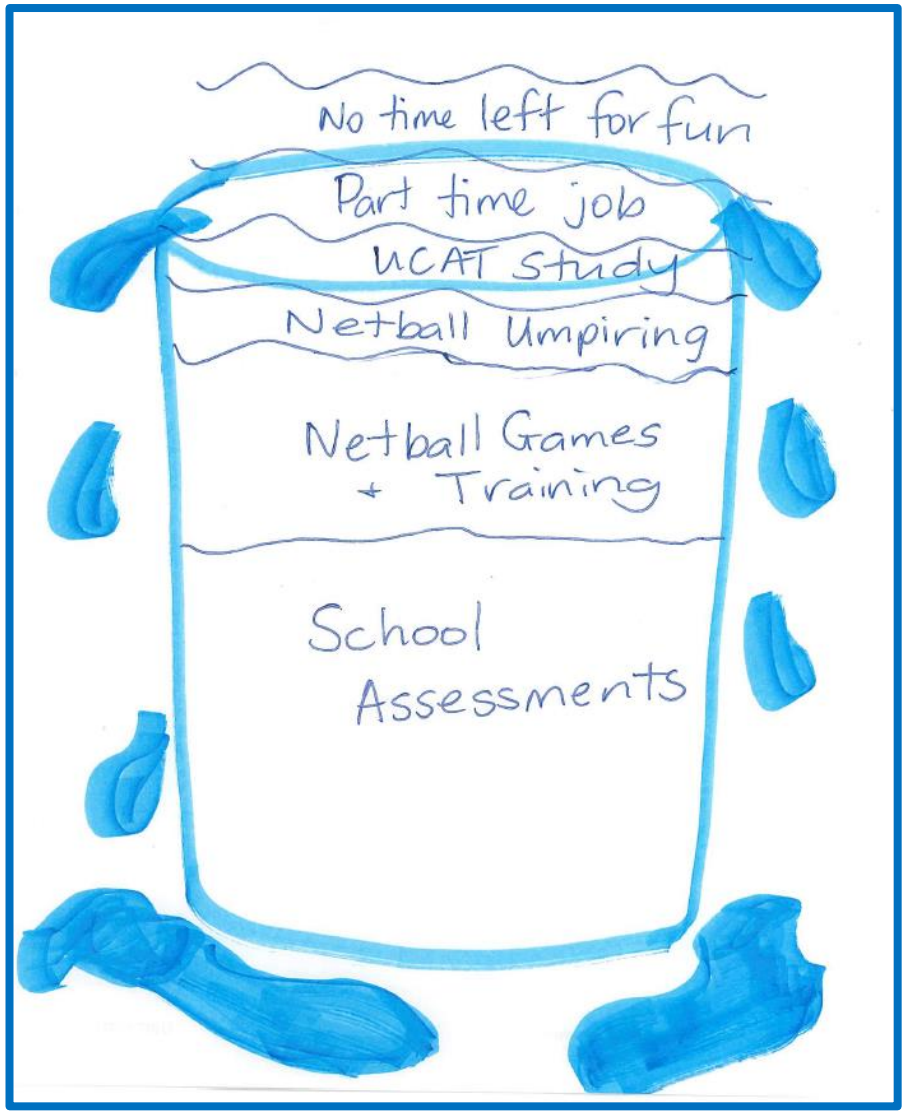
Sample resources:

Infographics

Term Planners

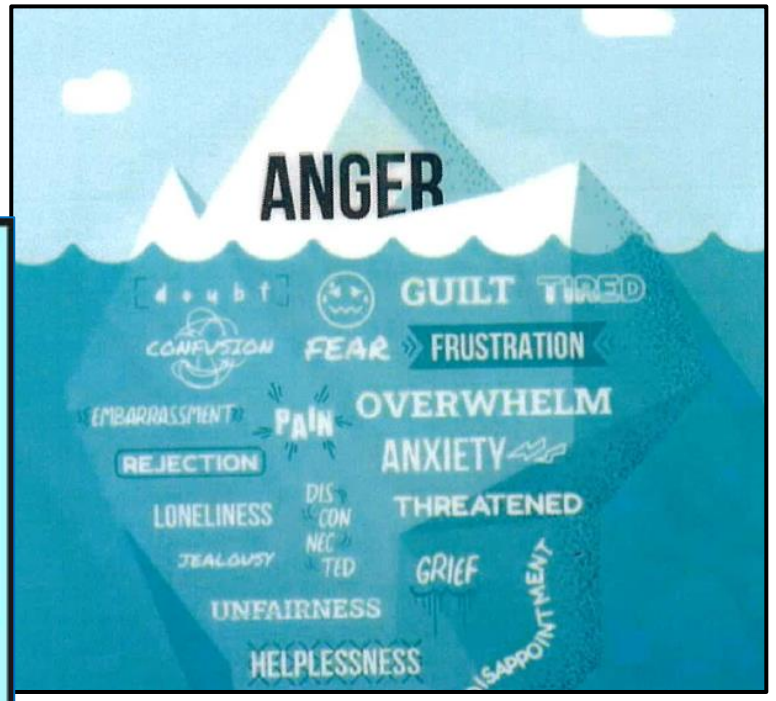
Someone to talk/cry to!

Stress Management



Anger Iceberg

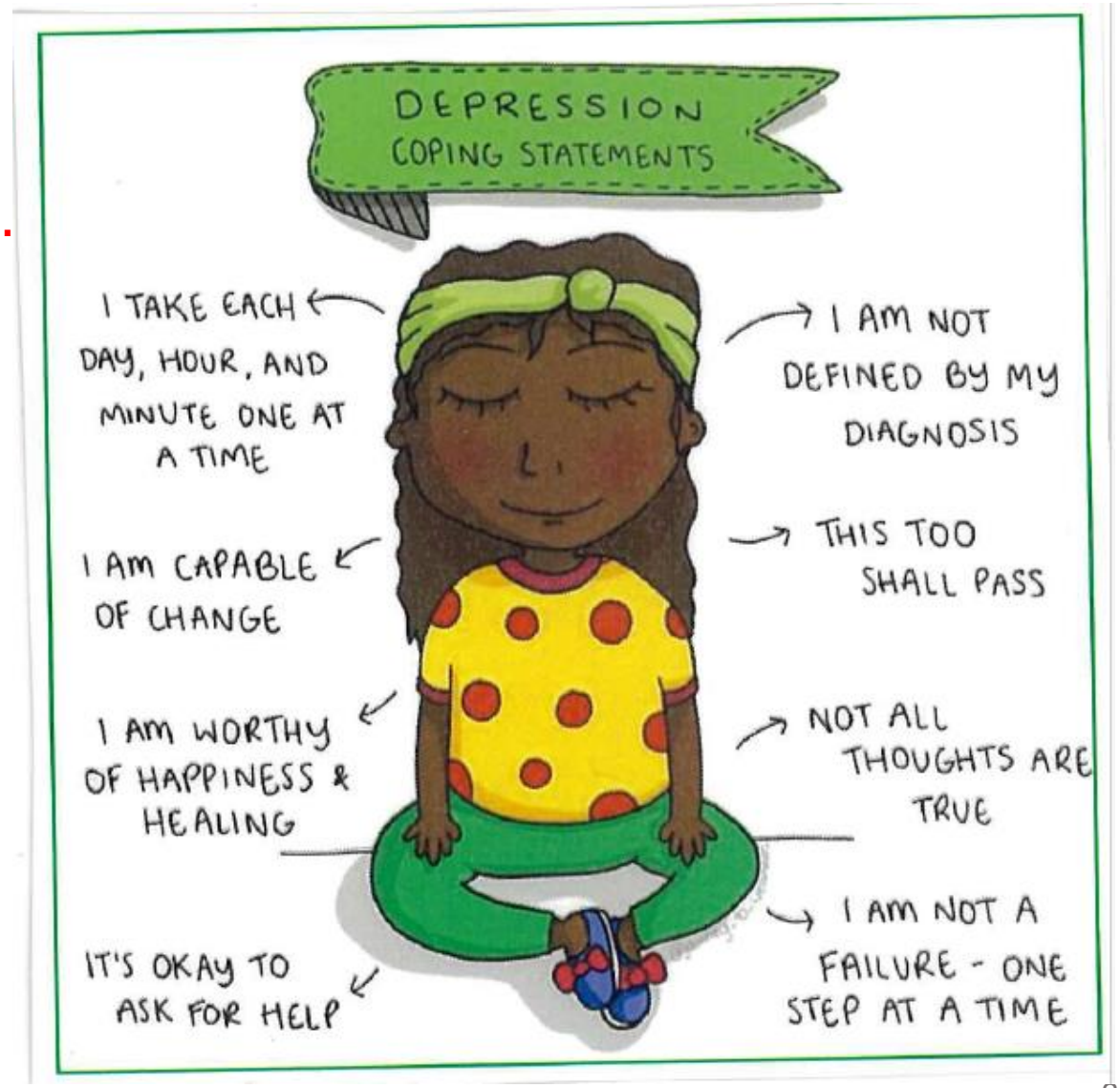
- Infographic
- Unpack the lead up, moment of anger, and what happened next with them.
- *What sat underneath the anger?*
- Unpack the unmet need/s.



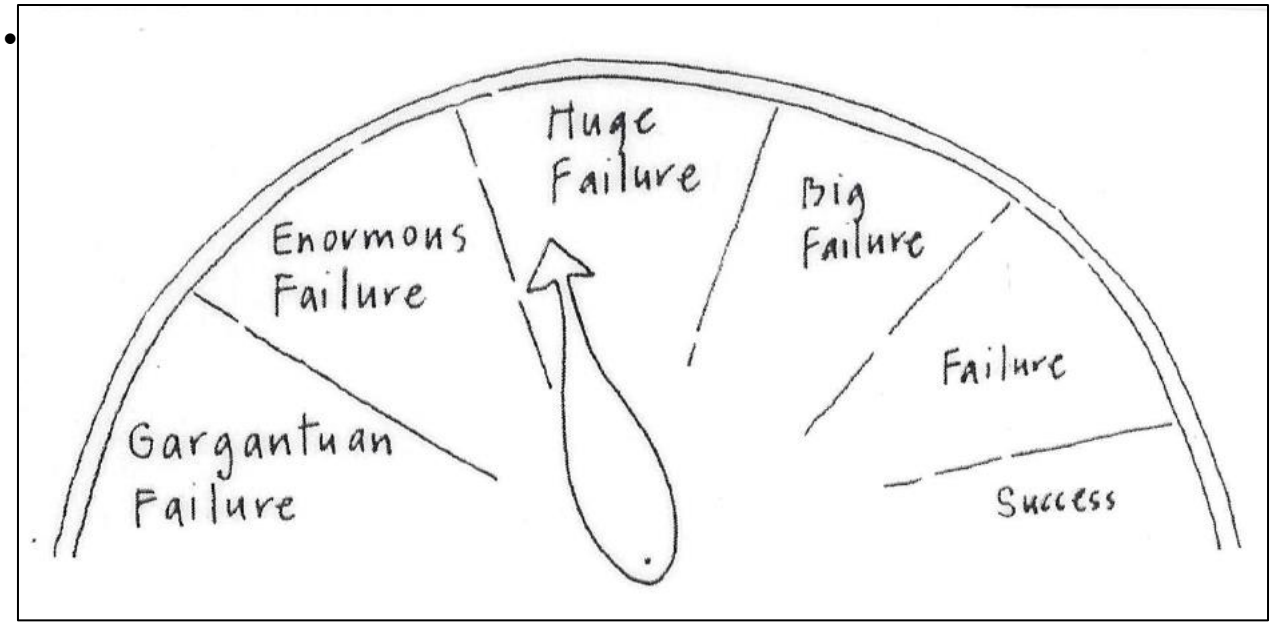
GRACE LUTHERAN COLLEGE
EST. 1978

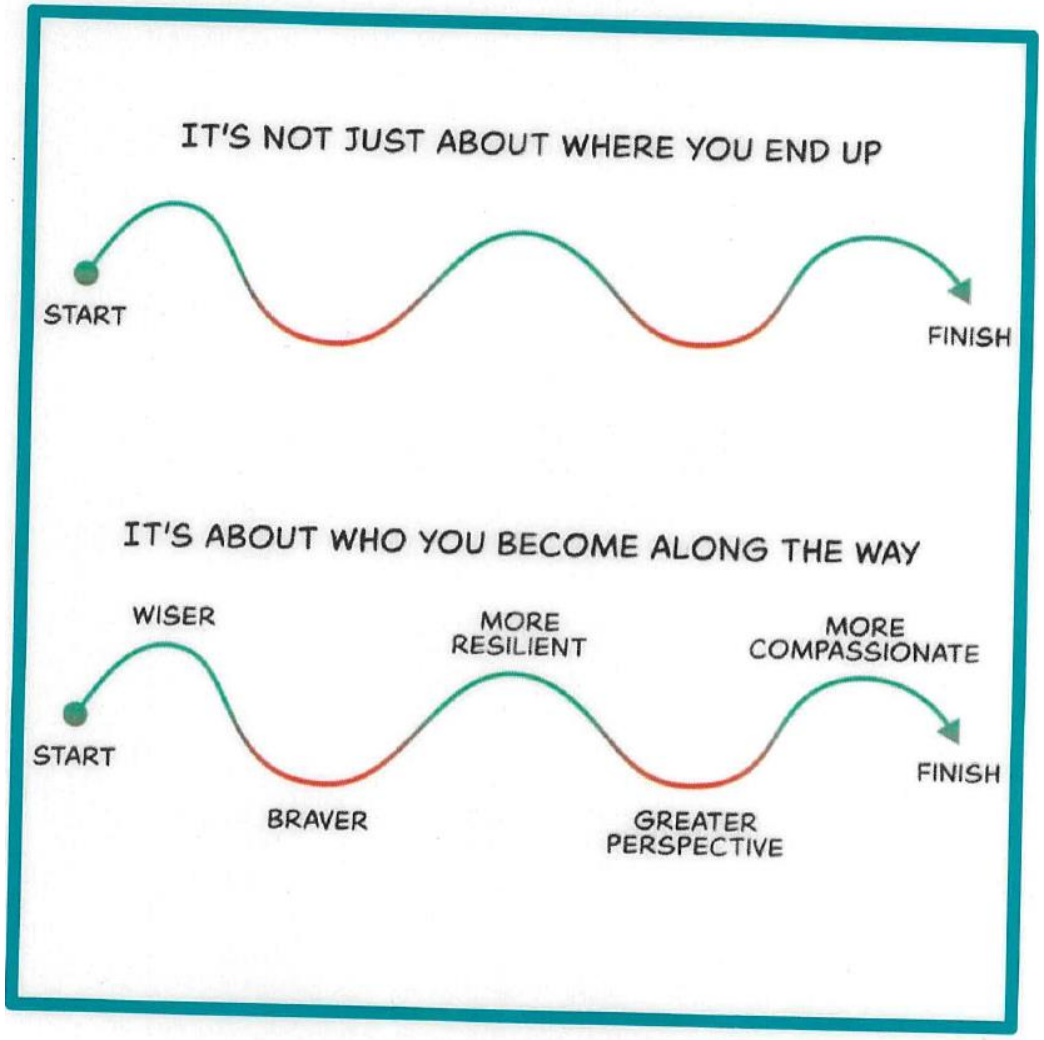
Depression Support

- **Professional help is essential. External referral.**
- **Support the strategies of the professional.**
- **Normalise medication and talking about it.**
- **Become the safe space to talk at school.**
- ***Compassion and Empathy***
- ***No judgement***
- Infographics



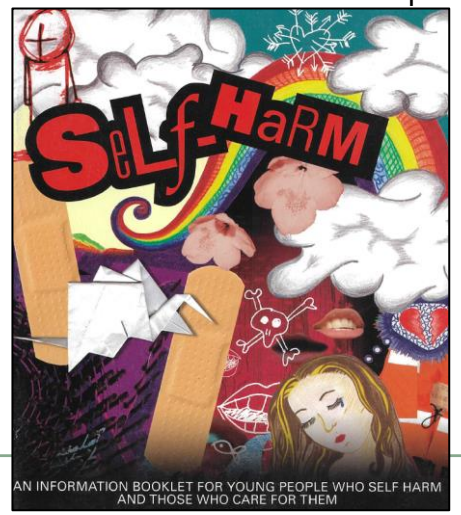
Rigidity of Thinking, Disappointment, Mistakes, and Failure

- **Become the safe space to talk at school.**
- ***Compassion and Empathy – allow them space/time for disappointment/sadness. Normalize mistakes.***
- ***Discuss how they might move on in time.***
- 



Self Harm and Suicidal Ideation

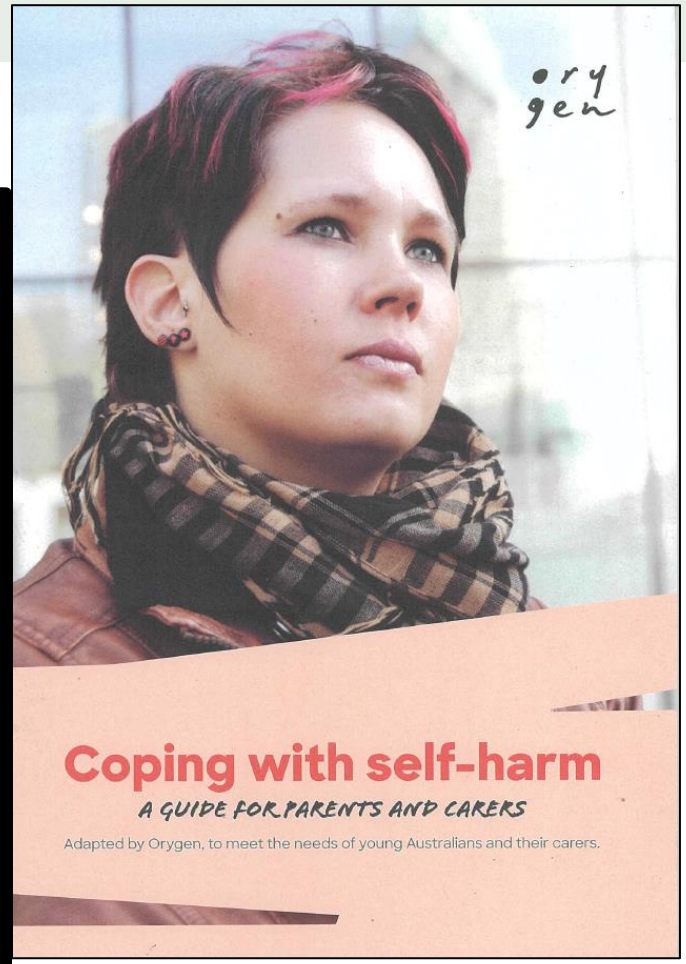
- Follow school policies to the letter. External referral.
- ***Report to College leadership immediately.***
- How to access support when not at school.
- Safety Planning. Wellbeing checks – ongoing.
- Support resources for parents and students.
- Advise teachers to monitor and report concerns.



Emergency Contact Details

If you are worried about your child's safety call: 000.

Other contacts:
Your GP (doctor)
Redcliffe Hospital: **3883 7777**
QLD Mental Health Line: **1300 64 22 55 (24 hours)**
Queensland Health 13 HEALTH (13 43 25 84)
Child and Youth Mental Health (CYMHS) – Redcliffe and Caboolture: 5316 3100
Kids Helpline 1800 55 1800 or online counselling available at www.kidshelpline.com.au
Parentline (for parents and carers) 1300 30 1300
Lifeline 13 11 14
Suicide Call Back Service 1300 659 467
Beyond Blue 1300 22 46 36
MensLine Australia 1300 78 99 78
1800 Respect 1800 737 732
13 YARN - 13 92 76 (for Aboriginal and Torres Strait Islander people)



Executive Functioning Support

- Peg Dawson's work – "11 Executive Functioning Skills"
- Source: https://www.smartbutscatteredkids.com/
- Dawson's (2018) Questionnaires – student and parent - to identify which EF skills are strengths and which are growth areas.
- Strategies for each skill.
- Online self assessment tool for students (ESQ-R).

Executive Functioning Skills

They are a greater predictor of future academic success than IQ and/or experience.

Which EFS Will You Work On In 2026?

Foundational Skills	Advanced Skills
1. Response Inhibition	1. Planning/Prioritising
2. Working Memory	2. Organisation
3. Emotional Control	3. Time Management
4. Flexibility	4. Goal-Directed Persistence
5. Sustained Attention	5. Metacognition
6. Task Initiation	

Executive Functioning Support

TERM PLANNING WITH

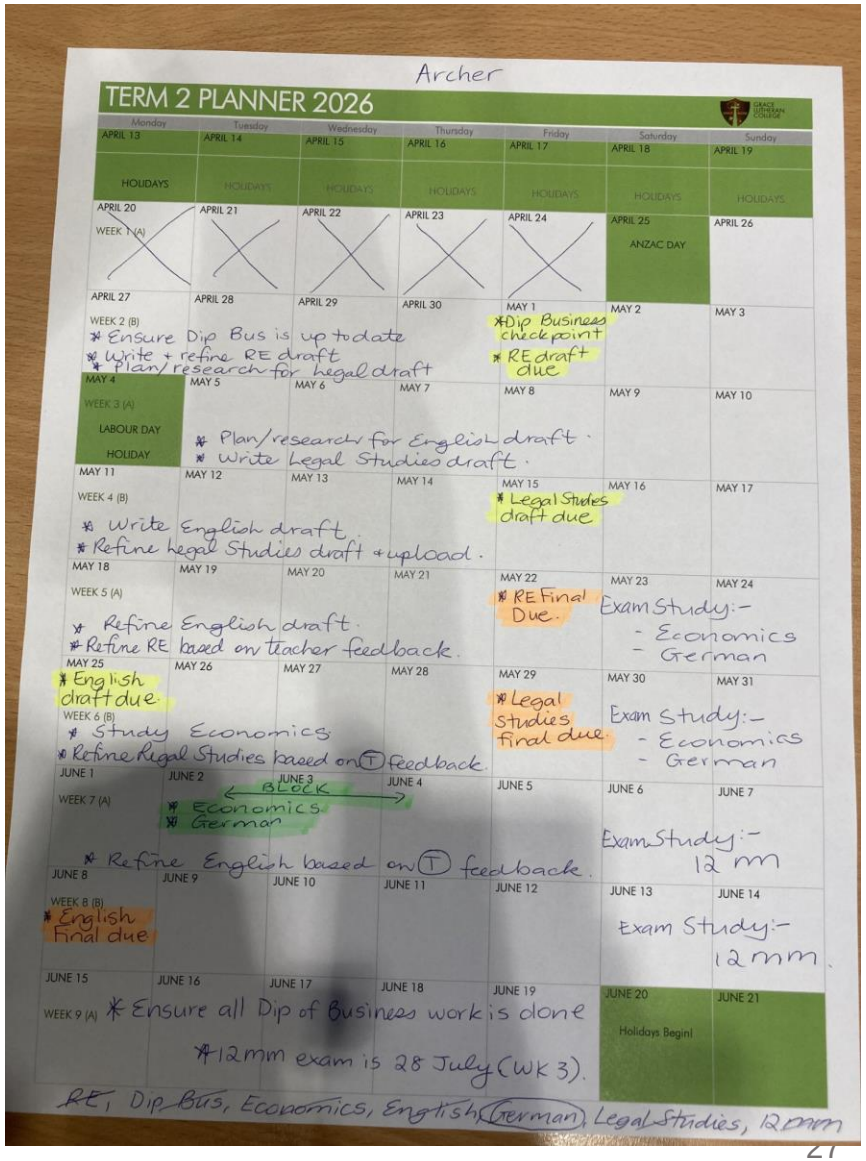
BACK MAPPING

1. Plan/research for X draft
2. Write X draft
3. Refine X draft

DRAFT DUE DATE

4. Refine X draft based on teacher feedback

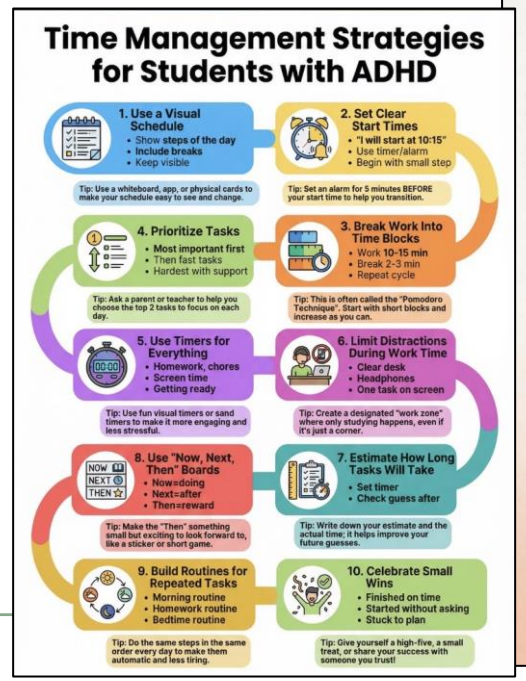
FINAL DUE DATE

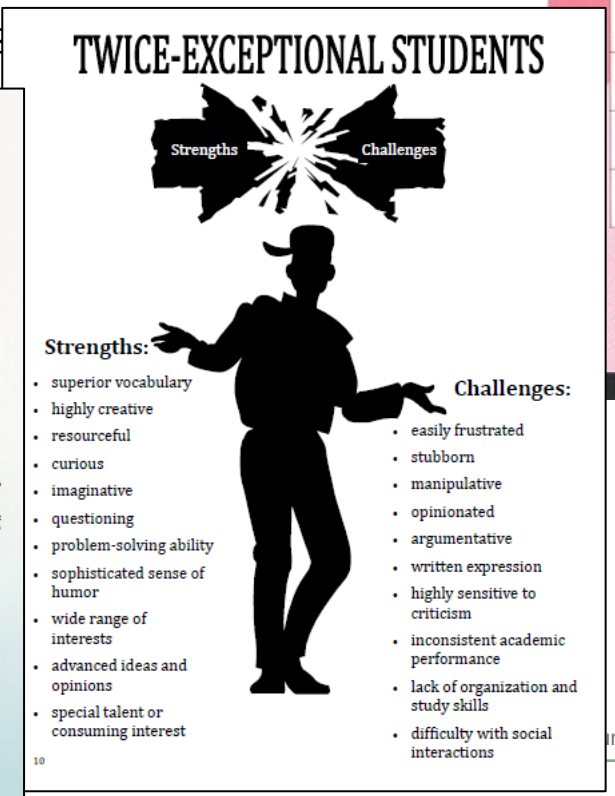


Twice Exceptionality Support

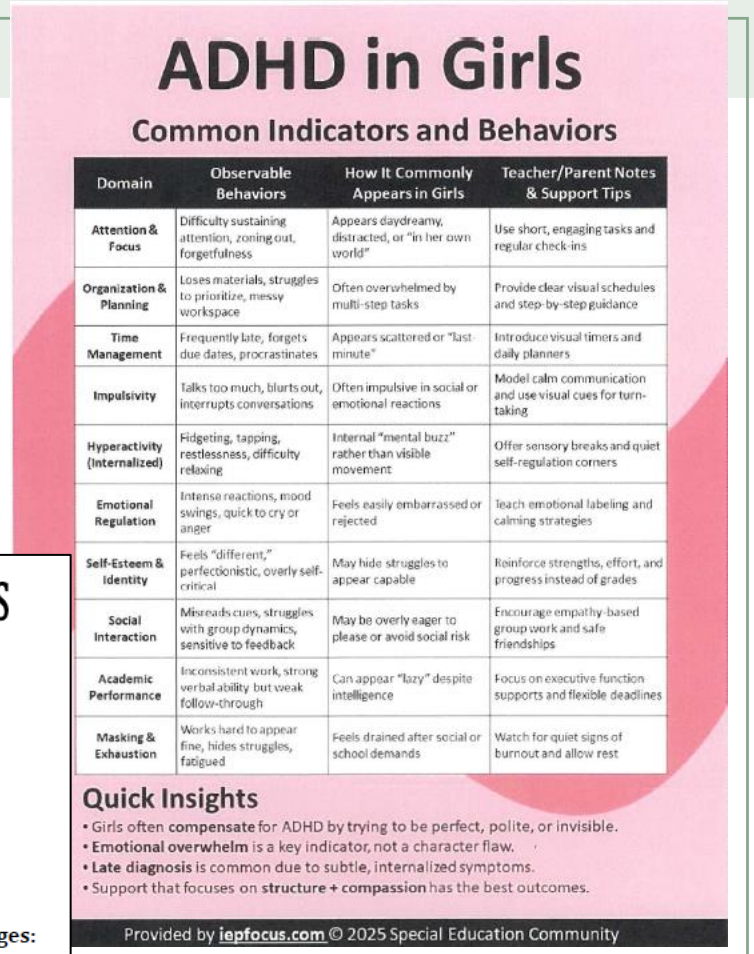
- Late diagnosis is common in high achievers due to skills at masking and lack of academic failure in primary and early high school.

- We work in partnership with our Diverse Learning Dept for 2e students. They look after AARAs, NCCD, etc. and we look after more of the 1:1 support/intervention for wellbeing and academics





Source: Colorado Dept of Education

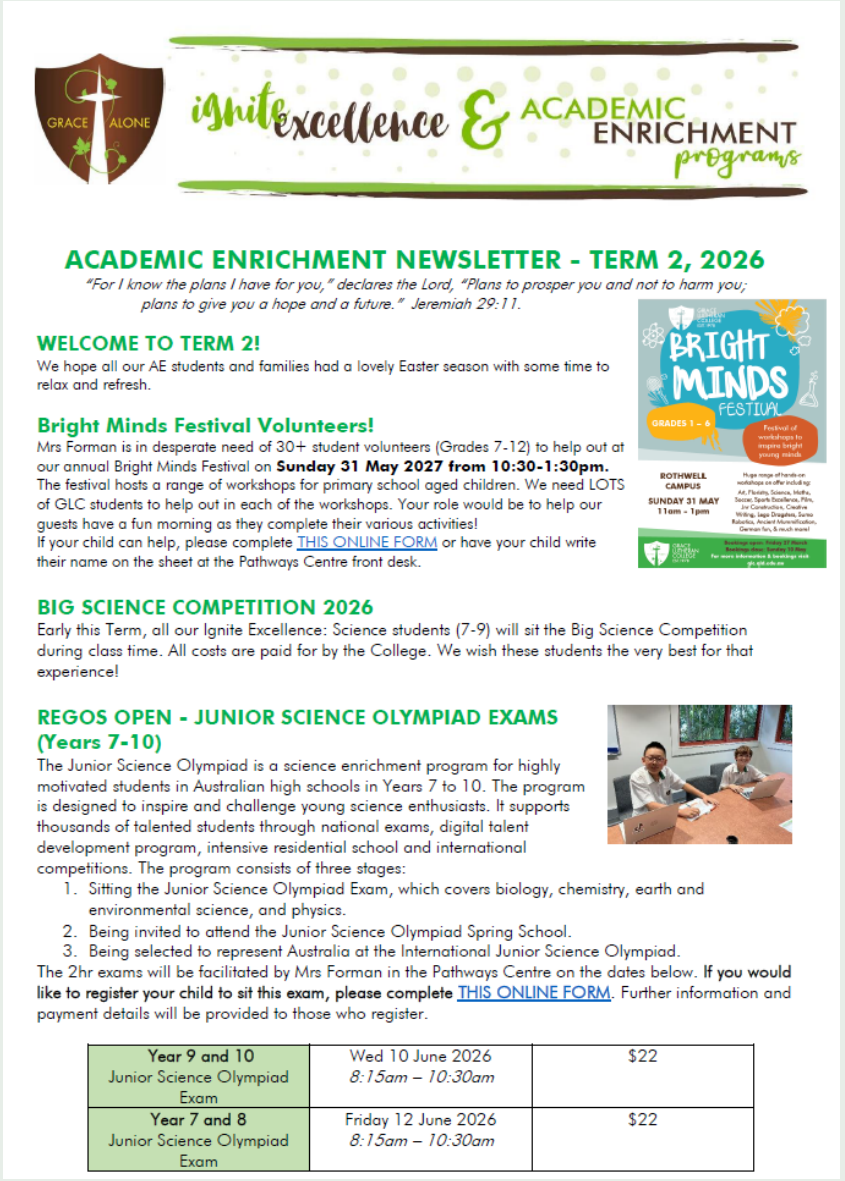


Source: IEPfocus.com

Print, Laminate, Go!

The Family-School Partnership is Critical

- Partnership meetings with the family, student, and Academic Enrichment staff, when a child joins the program.
- Input from parents to annual Academic Enrichment plan.
- Student voice into all AE Plans (annually) and to their review (semesterised).
- Email – open lines of communication (both ways).
- TEAMS – quick way for student to communicate with AE Case Manager .
- **Academic Enrichment Newsletter** each Term - Provides tips and coaching to parents on wellbeing matters for their child that they can apply at home. Increases transfer and uptake of skills.



GRACE ALONE

ignite excellence & ACADEMIC ENRICHMENT programs

ACADEMIC ENRICHMENT NEWSLETTER - TERM 2, 2026

"For I know the plans I have for you," declares the Lord, "Plans to prosper you and not to harm you; plans to give you a hope and a future." Jeremiah 29:11.

WELCOME TO TERM 2!

We hope all our AE students and families had a lovely Easter season with some time to relax and refresh.

Bright Minds Festival Volunteers!

Mrs Forman is in desperate need of 30+ student volunteers (Grades 7-12) to help out at our annual Bright Minds Festival on **Sunday 31 May 2027 from 10:30-1:30pm.** The festival hosts a range of workshops for primary school aged children. We need LOTS of GLC students to help out in each of the workshops. Your role would be to help our guests have a fun morning as they complete their various activities!
If your child can help, please complete THIS ONLINE FORM or have your child write their name on the sheet at the Pathways Centre front desk.

BRIGHT MINDS FESTIVAL
GRADES 1 – 6
ROTHWELL CAMPUS
SUNDAY 31 MAY
11am - 1pm

BIG SCIENCE COMPETITION 2026

Early this Term, all our Ignite Excellence: Science students (7-9) will sit the Big Science Competition during class time. All costs are paid for by the College. We wish these students the very best for that experience!

REGOS OPEN - JUNIOR SCIENCE OLYMPIAD EXAMS (Years 7-10)

The Junior Science Olympiad is a science enrichment program for highly motivated students in Australian high schools in Years 7 to 10. The program is designed to inspire and challenge young science enthusiasts. It supports thousands of talented students through national exams, digital talent development program, intensive residential school and international competitions. The program consists of three stages:

1. Sitting the Junior Science Olympiad Exam, which covers biology, chemistry, earth and environmental science, and physics.
2. Being invited to attend the Junior Science Olympiad Spring School.
3. Being selected to represent Australia at the International Junior Science Olympiad.

The 2hr exams will be facilitated by Mrs Forman in the Pathways Centre on the dates below. **If you would like to register your child to sit this exam, please complete** THIS ONLINE FORM. Further information and payment details will be provided to those who register.

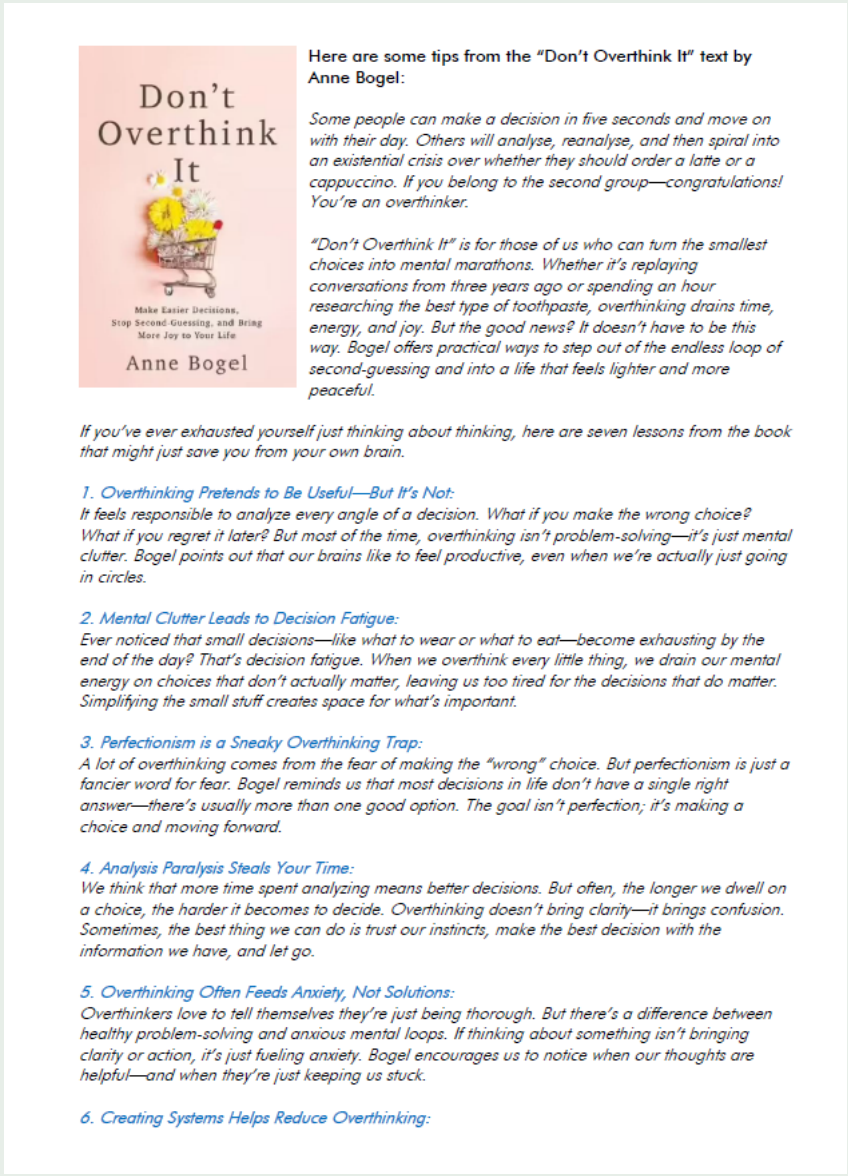
Year 9 and 10 Junior Science Olympiad Exam	Wed 10 June 2026 *8:15am – 10:30am*	$22
Year 7 and 8 Junior Science Olympiad Exam	Friday 12 June 2026 *8:15am – 10:30am*	$22

Books to Borrow

- The Gift of Imperfection – Brene Brown
- Don’t Overthink It – Anne Bogel
- Burnout – A Guide to Identifying Burnout and Pathways to Recovery
- Don’t Believe Everything You Think – Joseph Nguyen
- The ACT Workbook on Perfectionism – Jennifer Kemp
- 7 Highly Effective Habits of Teens – Sean Covey
- What to do When Good Enough is Not Good Enough – Thomas Greenspon
- Grit – Angela Duckworth
- Smart But Scattered – by Peg Dawson, Richard Guare, Colin Guare (Books and workbook for teens).

Articles to read…

- Emailed/printed for students and parents when needed.
- Lots of articles ready - on various topics including:
  - *Twice exceptionality*
  - *Overthinking*
  - *Supporting Anxious Young People*
  - *ASD + Anxiety*
  - *ASD + Aggression*
  - *Amygdala Hijacks*
  - *High Functioning ADHD – Girls, Boys.*
  - *Duckworth's Grit*
  - *22 Supports for Executive Functioning*
  - *School Refusal*
  - *Underachievement*



Here are some tips from the "Don't Overthink It" text by Anne Bogel:

Some people can make a decision in five seconds and move on with their day. Others will analyse, reanalyse, and then spiral into an existential crisis over whether they should order a latte or a cappuccino. If you belong to the second group—congratulations! You're an overthinker.

"Don't Overthink It" is for those of us who can turn the smallest choices into mental marathons. Whether it's replaying conversations from three years ago or spending an hour researching the best type of toothpaste, overthinking drains time, energy, and joy. But the good news? It doesn't have to be this way. Bogel offers practical ways to step out of the endless loop of second-guessing and into a life that feels lighter and more peaceful.

If you've ever exhausted yourself just thinking about thinking, here are seven lessons from the book that might just save you from your own brain.

1. Overthinking Pretends to Be Useful—But It's Not:
It feels responsible to analyze every angle of a decision. What if you make the wrong choice? What if you regret it later? But most of the time, overthinking isn't problem-solving—it's just mental clutter. Bogel points out that our brains like to feel productive, even when we're actually just going in circles.

2. Mental Clutter Leads to Decision Fatigue:
Ever noticed that small decisions—like what to wear or what to eat—become exhausting by the end of the day? That's decision fatigue. When we overthink every little thing, we drain our mental energy on choices that don't actually matter, leaving us too tired for the decisions that do matter. Simplifying the small stuff creates space for what's important.

3. Perfectionism is a Sneaky Overthinking Trap:
A lot of overthinking comes from the fear of making the "wrong" choice. But perfectionism is just a fancier word for fear. Bogel reminds us that most decisions in life don't have a single right answer—there's usually more than one good option. The goal isn't perfection; it's making a choice and moving forward.

4. Analysis Paralysis Steals Your Time:
We think that more time spent analyzing means better decisions. But often, the longer we dwell on a choice, the harder it becomes to decide. Overthinking doesn't bring clarity—it brings confusion. Sometimes, the best thing we can do is trust our instincts, make the best decision with the information we have, and let go.

5. Overthinking Often Feeds Anxiety, Not Solutions:
Overthinkers love to tell themselves they're just being thorough. But there's a difference between healthy problem-solving and anxious mental loops. If thinking about something isn't bringing clarity or action, it's just fueling anxiety. Bogel encourages us to notice when our thoughts are helpful—and when they're just keeping us stuck.

6. Creating Systems Helps Reduce Overthinking:

How is this staffed?

- **Academic Enrichment Case Managers – 0.1FTE**
- Case manage one Year Level each (7-10).
- Allocation: 7 periods a fortnight.
    - 1 x Student of Concern meeting.
    - 1 x Admin period.
    - 5 x AE student appointments.

- **Academic Enrichment Coordinator – 0.7FTE**
- Oversees Academic Enrichment Program, Ignite Excellence Programs, Identification processes, and AE staff.
- Case Managers all Year 11 & 12 AE students.
- Careers Counsellor for all AE students (7-12)

GRACE LUTHERAN COLLEGE
EST. 1978

Question Time?

GRACE LUTHERAN COLLEGE
EST. 1978

Leigh-ann_Forman@glc.qld.edu.au