INDEPENDENT CO-EDUCATION PREP TO YEAR 12

A.B. PATERSON COLLEGE

EXCELLENCE CARE COMMITMENT

Beyond Extension: A targeted, child-centred model for twice exceptional learners

Dr Anne Wood

Developing young men and women of character – leaders now and for the future.

Where we started:

- Gifted and Talented students under the umbrella of Learning Support
- The only pathway into program, parents provided Wiscs and advocated for their students
- Some teacher referrals
- Outsourced data analysis to a psychologist
- Resulted in small number of gifted students, treated as twice-exceptional and typically supported in classrooms for their Learning Support needs only.
- Honours Program Prep to Year 11

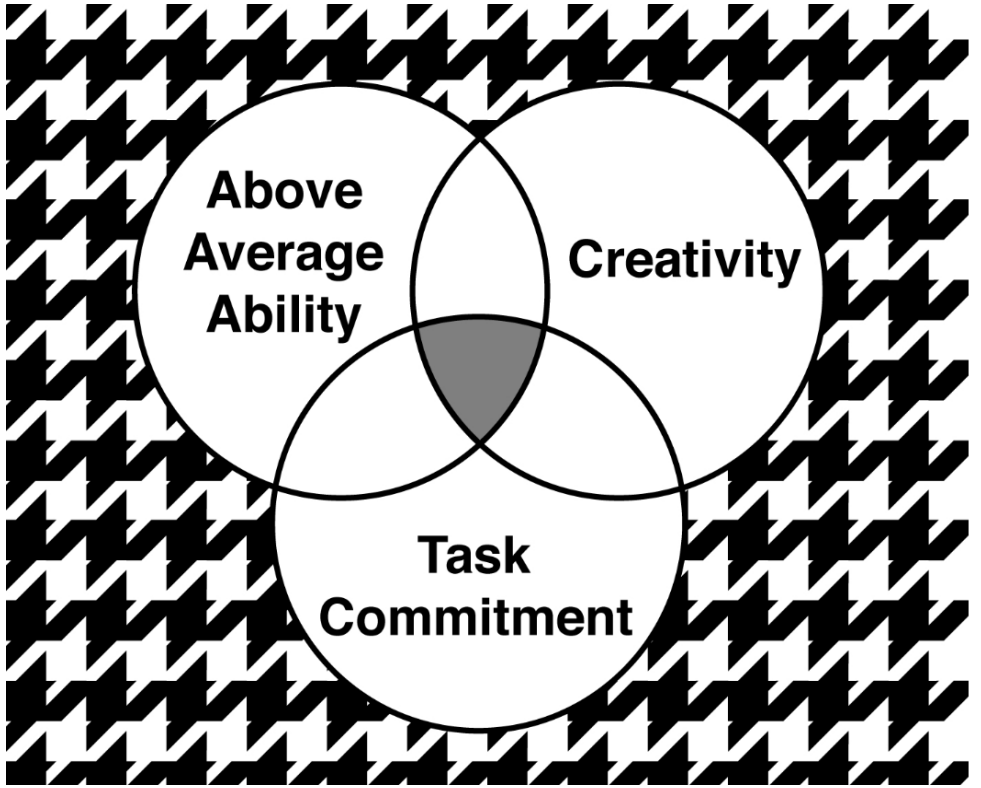
Philosophy of Gifted program – ACARA

A.B Paterson draws upon ACARA General Capabilities and a range of models when planning the gifted and talented curriculum, including:

- Gagné's Differentiated Model of Giftedness and Talent
- Renzulli's Three-Ring Conception of Giftedness
- Tannenbaum's "Sea Star" model of identification of potentially gifted students.

Philosophy underpinned by Three-Ring Conception of Giftedness

- Creative and productive people often share three key interconnected traits.
- These traits are above-average ability, task commitment, and creativity.
- Giftedness is not based on just one trait or ability alone.
- Creative achievement occurs through the interaction of all three traits working together (Renzulli, 1978).



Prep to 2 – Talent Development Program

Visited Hunstville Schools District visit, Alabama, USA

- Gifted and Talented Education (GATE) program.
- 27,000 students
- 27 schools
- All students undertake GATE development program K – 2
- All students tested in Year 2.

The Academic Academy Years 3 to 11

- **Invitation-only Honours Program:** Designed to support the specific learning needs of gifted and academically high-performing students.
- **Strategic focus on excellence:** The program provides targeted challenge and extension beyond the core classroom experience.
- **Coordinated by the Academic Academy:** Students access a wide range of enriching opportunities, from staged acceleration to participation in national and international competitions

Identification & selection criteria Year 3 to Year 11

- Students are identified and selected by the following data:
- Selection is based primarily on objective data; with subjective input from teachers, students and parents also considered.
- This evidence-based, standardised identification and selection process aims to be as objective, fair and unbiased as possible.
- Data is reviewed every year in November and students are invited for the following year

Objective data includes:

1.Internally administered standardised, ability and achievement tests testing e.g.,

- **AGAT** (ACER General Ability Test),
- **AGAT Verbal Reasoning test scores** (so as to identify strengths within cognitive, higher order thinking and verbal reasoning skills).
- Achievement and ability standardised testing e.g., **PAT** (Progressive Achievement Tests in Reading, Numeracy and Science),

2. **NAPLAN** results and NAPLAN bands in Reading, Writing and Numeracy.
3. Academic achievement as documented in School Reports

Subjective data may include:

1. Teacher observations, report comments & input. (This process includes input from both primary and secondary school teachers).

2. Parent input.

3. Student input.

4. Prior participation in Extension programs. E.g. Honours Programs, Acceleration etc.

Gifted and Talented Framework built on 4 pillars

Built on the ACARA General Capabilities
Our curriculum intentionally integrates:
•Critical & Creative Thinking
•Ethical Understanding

⍰ Critical Minds
Students analyse, evaluate, question and think deeply about ideas and issues.

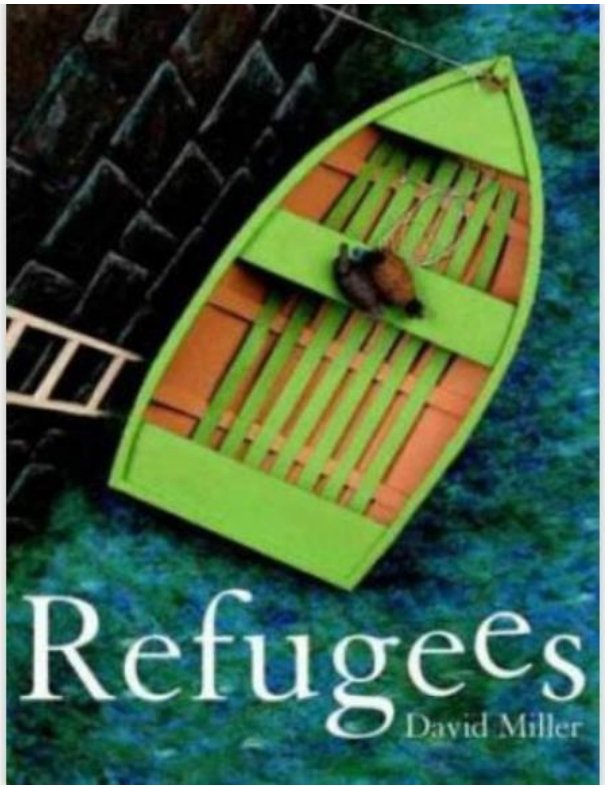
🎨 Creative Minds
Students explore imagination, originality and diverse ways of expressing understanding.

🔍 Inquiring Minds
Students investigate authentic questions through research, curiosity and exploration. **Project Based Learning (PBL):** All Honours students complete an inquiry project, which is showcased to the community at a Term 3 or Term 4 evening presentation.

🚀 Innovative Minds
Students design, problem-solve and create solutions for real-world challenges.

Critical Minds strand – Year 1/2 Ethics

- Here are three simple ethical questions suitable for a Grade 2 class.
- **How should we treat people who are new to our country or school?**
  Why is it important to make others feel welcome?
- **Is it fair that some families have to leave their homes because of war or danger?**
  What do you think children would need if this happened to them?
- **What can people do to help refugees feel safe and happy?**
  Can small acts of kindness make a big difference?



Year(s)	Continuum Level	Focus / Student behaviours
Prep (F)	Level 1	Students begin to identify and recognise simple ethical concepts (e.g., right/wrong; fairness), share values, explore what behaviour looks like, and begin to identify how feelings relate to actions. e.g., “I know it’s fair to share”; “That was not honest”. Based on “Level 1 (typically by end of Foundation Year)”.
Years 1-2	Level 2	Students describe ethical concepts (honesty, fairness, tolerance), start to understand values, rights and responsibilities in familiar contexts, recognise influences such as emotions on behaviour, and begin to identify simple ethical dilemmas (stories, class situations). e.g., “Why did that happen?”, “What would be fair here?”
Years 3-4	Level 3	Students identify and describe ethical concepts such as equality, respect and connectedness; describe how values, rights and responsibilities influence responses; explain how emotions and behaviours affect decisions; discuss different points of view in ethical issues. e.g., “In this situation, some people might think differently because…”. “What responsibility do I have here?”

Critical minds Problem solving- Year 1/2

Study and Outline / Underline	How many eggs should I buy if everyone in the class wants to decorate 3 eggs each?
Let's choose the best strategy Solve using the right operation or strategy	
Verify Check using a different strategy to check your answer.	
Explain your statement or answer.	

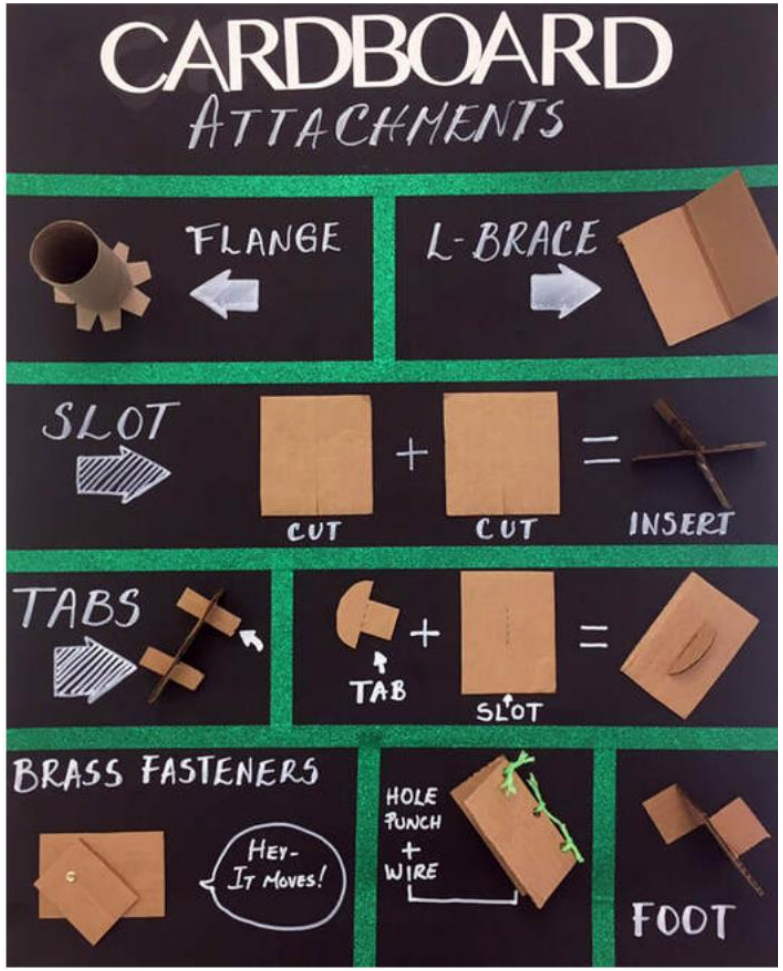
Challenge: If eggs are sold by the dozen, how many dozen would I need to buy?

Study and Outline / Underline	Who has more legs – 4 dogs or 8 people?
Let's choose the best strategy Solve using the right operation or strategy	
Verify Check using a different strategy to check your answer.	
Explain your statement or answer.	

Study and Outline / Underline	Arin saw 6 zebras, 3 tigers and 4 elephants at the zoo. How many legs did he see?
Let's choose the best strategy Solve using the right operation or strategy	
Verify Check using a different strategy to check your answer.	
Explain your statement or answer.	

Creative Minds – Year 5 to 8

Students are given materials and minimal instructions to create a rocket



Critical and Creative thinking continuum

Table 1: Critical and Creative Thinking learning continuum version 9.0

INQUIRING						
Sub-element	**Level 1 (Foundation)**	**Level 2 (Years 1–2)**	**Level 3 (Years 3–4)**	**Level 4 (Years 5–6)**	**Level 5 (Years 7–8)**	**Level 6 (Years 9–10)**
Put ideas into action	put ideas into action through trial-and-error experiences	put ideas into action by experimenting with options and predicting possible results	put ideas into action by predicting an outcome, trialling options and assessing their effectiveness	put ideas into action by predicting potential or future outcomes and systematically testing a range of options	put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations	put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

Inquiring Years 1–2 Griffith University Science Competition
Communicating Science: Animals Around Our School
Minds

- 🐝 🌿 🦋
- **Our Science Focus**
- Students investigate and communicate information about the animals that live around our school environment.
- **Communication Choices**
- Students may present their learning through:
- 🎯 Poster
- **Competition Skills**
- Students will learn to:
- Research scientific information
- Communicate clearly to an audience
- Create an original presentation
- Explain scientific ideas in creative ways
- 🌟 *Encouraging curiosity, creativity, and scientific thinking in our youngest learners!*

Inquiring Minds Years 3 to 6 Griffith University Science Competition *Environmental Action Project Division*

🌍🌱🔬🧪💧🌿

Our Science Focus

Students will investigate a real environmental issue and design a project that creates positive change in our school or community.

Presentation Options

Students may present their project through:

- 🎨 Poster or Display
- 💻 PowerPoint Presentation
- 🎥 Multimedia Presentation
- 🔬 Model or Prototype
- 🎮 Educational Game or Interactive Display

🔬 *Empowering students to become informed, innovative, and environmentally responsible future leaders.*

Inquiring Minds Year 7 and Year 8 Scientific Investigations Division

The Challenge

Design and conduct your own scientific investigation to answer a question about a topic that interests you.

Investigation Requirements

✔ Scientific Notebook with day-by-day observations
✔ Background research and references
✔ Experiments and data collection
✔ Graphs, tables and scientific representations
✔ Final report communicating findings clearly

 Encouraging curiosity, innovation, and real-world scientific inquiry.

Inquiring Minds - The Paterson Pitch (Years 9 to 11)

- Inspired by the internationally recognised **Three Minute Thesis (3MT)** competition developed at the University of Queensland.
- Students present a topic of passion or research interest in just **three minutes using one slide**, developing clarity, confidence, and communication skills.
- Finalists from **Years 9–11** were selected through a rigorous process including written thesis submissions and recorded presentations.
- Winners receive a **Bond University Learn for Credit voucher**, recognising excellence in research, innovation, and public speaking.

Innovative Minds through enrichment activities

- da Vinci Decathalon
- Ethics Olympiad
- UQ Philosothon
- World Scholar's Cup
- Gold Coast Junior Council
- ICAS Assessments (Digital Technologies, Writing, English, Science, Mathematics)
- Australian Problem Solving Mathematical Olympiad (Year 1 to 9)
- International enrichment activities – Space Camp, International university visits

A.B Honours club: a collaborative & safe thinking space

- **A.B. Honours Club:** Held every Friday afternoon from **3.30–4.30 pm**, bringing together students from different year levels.
- **Cross-disciplinary mentoring:** Students network with peers and are supported by specialist teachers.
- **A place of belonging:** Like all children, exceptionally able students need acceptance and assurance; the Academic Academy provides a safe, supportive community.
- **Learning together and leading others:** Students collaborate, learn from one another, and have opportunities to act as mentors.

Academic Extension across the Curriculum

Whole-college approach : Every classroom prioritises differentiation and extension so each student is appropriately challenged and supported, not just those in specialist programs.

Underpinned by Harvard Teaching for Understanding: All teaching is guided by a shared pedagogical framework that focuses on deep understanding, not surface learning.

Subject-based Acceleration Programs: English and Maths

- Subject-based acceleration: Offered in the Secondary School in English and Mathematics for eligible high-ability students.
- One-year advanced study: Students work one year ahead of their age cohort, engaging with more challenging curriculum content.
- Staged entry points: Mathematics acceleration begins in Year 8, and English acceleration begins in Year 9.
- Invitation-only pathway: Entry is by invitation, based on demonstrated academic readiness and achievement.

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EXCELLENCE CARE COMMITMENT

Any questions?

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Thank you.