



TINTERN  GRAMMAR

THE HORIZON PROGRAM

Catering for the academic needs of gifted and talented students.





ABOUT THE TINTERN GRAMMAR HORIZON PROGRAM

Tintern Grammar is proudly an open entry school which caters to the needs of all students. In particular, Tintern is able to support academic needs of gifted and talented students through its unique Horizon Program.

What is Giftedness?

People vary greatly in their opinions of what is known as intelligence, or 'giftedness' and 'talent'. Differences between people are apparent in school from Early Learning Centre to Year 12 and also in the most ordinary circumstances: in the words people use, in their ability to read maps, or their capacities for remembering.

Everyone has personal strengths and weaknesses. Within the education system, a *strength* is the *ability* to perform a task. To be *gifted* in an area would be to perform this task at levels beyond age-peers.

Determining whether a student is 'gifted' in some way does not imply they are of more value than other students. It simply means a gifted student's behaviour differs from that of their age peers.

Gagne's widely accepted *Differentiated Model of Giftedness and Talent* (DMGT) defines the two concepts:

- **Giftedness: the possession and use of untrained, spontaneously expressed natural abilities in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers.**
- **Talent: the superior mastery of systematically developed abilities and knowledge in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers who are or have been active in that field.**

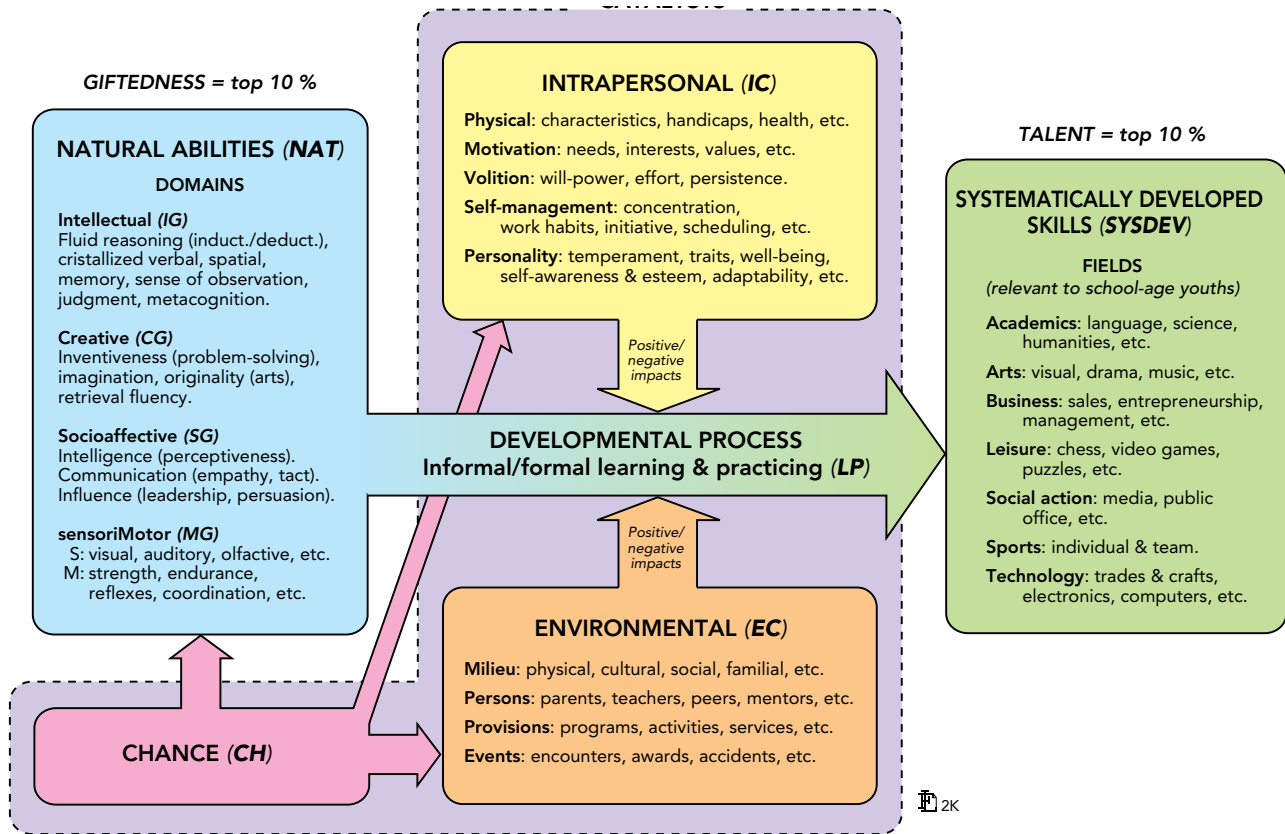
What is Horizon?

Horizon is Tintern Grammar's Gifted and Talented Program. It aims to enrich, extend and enhance the learning of highly able students who possess special talents and interests in a particular area of the curriculum.

The Horizon program aims to identify highly able students through a range of criteria and encourage highly able students to pursue their passions and interests.

Significantly, the Horizon Program facilitates the implementation of extension programs within a differentiated classroom. Also, highly able students are offered a range of highly challenging enhancement and extension activities beyond the classroom as seen on the following pages.

DIFFERENTIATED MODEL OF GIFTEDNESS AND TALENT



Gagné's Differentiated Model of Giftedness and Talent (DMGT.EN.2K)





CHARACTERISTICS OF GIFTED STUDENTS

The behaviour of gifted students differs from that of their age peers. Research has shown that in general terms, we can say with considerable accuracy that people with exceptional ability in any field will tend to show some or all of the following characteristics:

- Learn to read early, widely and with enthusiasm, especially in a field of interest.
- Reads a great deal independently, preferring books/magazines written for older students.
- Has a broad general knowledge.
- Works independently at an earlier age.
- Has a large vocabulary and uses it appropriately.
- Learns quickly and easily with the ability to recall information readily (excellent memory).
- Develops a deep interest in a particular topic over an extended period of time and with a long attention span.
- Outstanding reasoning ability.
- Widely informed about many topics.
- Persistent in following through a task to satisfaction despite obstacles.
- Shows curiosity, imagination and originality in thinking.
- Has a keen or unusual sense of humour.
- Creative, imaginative, enjoys complicated games or puzzles.
- Has a questioning attitude and asks tough questions.
- Likes to collect things.
- Prefers companionship of older students.



ACADEMIC NEEDS OF GIFTED STUDENTS

Gifted and talented students are capable of high performance. They require educational programs and services beyond those typically provided in the school program in order to avoid under-achieving. At Tintern Grammar, we recognise that these students require the following to realise their potential. Specifically:

- Gifted students require a faster pace of learning
- Gifted students need like-minded peers
- Gifted students need to feel secure enough to take intellectual risks. They need to feel free to express, not conceal, their abilities, feelings and interests
- Gifted students need engaging work which provides intellectual challenge and stimulation

Underachievement

For many reasons, gifted students underachieve. Knowing who the gifted students are and ensuring their academic needs are met can significantly reduce underachievement.

HOW DOES TINTERN GRAMMAR MEET THE NEEDS OF GIFTED AND TALENTED STUDENTS?

Tintern Grammar has an excellent academic history. This extends from dedicated staff who themselves are highly trained. In addition, we are committed to meeting the needs of all students. At Tintern each teacher is an integral part of Horizon, working with learners to ensure each boy and girl reaches their maximum potential. Enrichment and enhancement activities are organised by the Horizon Co-ordinator.

At Tintern the following provisions are made specifically in relation to our bright students:

1. Professional development for staff in the area of giftedness is available and encouraged both on-campus and off-site.
2. Gifted students are identified early, using a variety and balance of both **subjective** and **objective** measures. Using *multiple criteria*, which is reviewed regularly, ensures as many gifted students as possible may be identified.
3. Curriculum differentiation is used widely. Higher-order thinking tasks are provided routinely during classes for bright students.
4. A range of provisions in maths (acceleration, enrichment provision) are offered. This includes problem solving days, competition at Olympiads and open-ended projects.
5. Involvement in state or nation-wide competitions and festivals (Maths/Science/English/History competitions, CSIRO Crest Projects, Tournament of Minds, Asia Wise) are offered and encouraged. Participation in external competitions is highly recommended for gifted students.
6. Provide a rich array of team and house competitions (sport, music, chess, debating, drama).
7. Pursuit of extended/enriched projects in the library, STEAM research centre or independent learning centre.
8. Guest Speakers, experts, excursions specific to gifted students and directly linked to the curriculum are offered regularly.



CROSS-CURRICULAR OPPORTUNITIES



Da Vinci Decathlon

The Da Vinci Decathlon is an academic interschool gala day run in the spirit of an Olympic Decathlon, with events of an academic nature and is offered in Years 7, 8 and 9. A team of eight students participate in activities in the following disciplines: Mathematics, English, Science, Code Breaking, Engineering Challenge, Philosophy, Creative Producers, Art and Poetry, Games of Strategy and General Knowledge. The tasks are exciting and challenging with a particular emphasis placed on higher order thinking skills.

Write a Book In A Day



Write A Book In A Day is a fun, creative, collaborative competition combining writing, illustration, and fundraising.

Students work in teams of up to ten students, and all funds raised go to The Kids Cancer Project. Students are sent specific parameters which the story needs to adhere to. Completed stories are distributed to kids with cancer.

Ethics Olympiad



The Ethics Olympiad helps students develop communication, collaboration and critical thinking. Unlike a debate, students take their own considered position in relation to an ethical question. The Ethics Olympiad covers several domains including Social Science, Philosophy, Religious Education and Gifted Education.

Year 7 Philosophy Workshop



The Philosophy Workshop provides students with an overview of some of the key areas of philosophical thought, including theory of knowledge, metaphysics, ethics, morality and logic. Students engage with the fundamental

questions of existence, and work together to construct frameworks upon which individual and societal understanding and morality can be based. They work in teams to solve hypothetical problems and logical conundrums, gaining a deeper knowledge of the world of philosophy and thinking skills they can transfer into many areas of their academic studies.

Year 8 and Year 9 Academic Challenge Days

The Academic Challenge Day is an invaluable way for students to be challenged and extended amongst their peers. Students must be able to work as a team and to think for themselves in this competitive interschool program. The activities the teams participate in are rigorous and academic in nature covering a variety of disciplines including Public Speaking, Engineering Challenge, Science, English and Mathematics.

Tintern Grammar Enrichment Program

This program is offered to those students who would benefit from additional intellectual, creative or artistic enrichment. Students may select one Unit in Term 2 and one Unit in Term 3 to complete. Units on offer are rigorous and academically challenging, and run during class time. This Program will be offered to identified students from Years 5 to 8.

Three enrichment/extension Units will be offered in both Term 2 and Term 3. Each unit will run for 4-5 lessons over the term, at a time nominated by the teacher.

The Units are broad and rich in content. Information covered will be intellectually suitable for our brightest students who will benefit from this additional, rigorous material.

Units offered previously include:

- Philosophy: Designing The Perfect Society
- Turning An Idea Into Reality
- Idea Generator
- Create A Pod
- An Introduction to AUSLAN
- Are They Related?

SUBJECT SPECIFIC OPPORTUNITIES

ENGLISH

Writers in Residence

Award winning writers are routinely invited to speak to Year levels at Tintern Grammar. Students in an entire year level are addressed by the writer who typically shares how they began their literary journey, what they wish they knew when they were a student and what inspires them. Students are given ideas on how and what to write and the opportunity to ask questions. Selected students participate in a workshop following the address. The writer sets a specific writing challenge for the participants to complete.

Year 8 Creative Writing Workshop

Small numbers of students are invited to attend workshops with acclaimed writers. Writers share ideas about how to write and overcome writer's block. Students are set particular writing tasks which are shared with the group when completed. Both the students and the writer give constructive feedback. Students participating in this workshop have their creative story published in a volume of work titled Tintern Stories.

Poetry and Story competitions

Entering poems and stories into statewide and national competitions is encouraged. Students can choose from the many competitions on offer. Common competitions include SLAM Poetry, Elizabeth Jolley Short Story Competition, Dorothea Mackellar Poetry Competition, Whitlam Institute writing competition and others.

MATHEMATICS

Melbourne University Mathematics Competition

This competition is designed so mathematical insight and ingenuity are needed for success rather than efficiency in tackling routine examples. Mathematical knowledge required is within the present syllabi. Participation is likely to be rewarding to those students who have a real love for, and ability in, mathematics.

Maths Games Day

Tintern students participate in the statewide Mathematics games days which are held annually. Teams of Year 7 and 8 students travel to a central location to compete against other Victorian students.

Maths Talent Quest

Maths Talent Quest is an open-ended mathematical project, requiring individual students (or groups) to select their own mathematical topic to investigate, then plan and complete their project. This is an opportunity for students to demonstrate creativity, application, independence and perseverance. Students will be required to complete their project in their own time, as no class time is allocated.

SCIENCE

CSIRO CREST project



CREST (CREativity in Science and Technology) is an awards program offered by CSIRO which encourages secondary school students to choose, organise and undertake their own practical science or technology project. CREST helps students develop scientific and technological skills and processes. The awards are nationally recognized and each student who completes a CREST project receives an attractive certificate and a medallion. Students from Years 5 – 9 are offered this opportunity.

Have Sum Fun Online



HSFOL is an on-line maths quiz testing student's skills and understandings in most areas of mathematics. The competition consists of three rounds of questions, with teams of four students having one hour to complete the round. Completion time is important: the shorter the time, the greater the chance of winning. The competition is for Years 5–8 during each term.

TINTERN GRAMMAR JUNIOR SCHOOL

Both Junior Schools offer extension work to gifted students. Individual excellence and achievement is monitored and given recognition. Tintern has a solid commitment towards the identification and subsequent academic programming for students who are deemed to be highly able. Programs accommodate specific curricular provisions as well as co-curricular offerings. At all times, motivation to encourage the pursuit of excellence and fulfilment of potential is a high priority for able students. Students in the highly able category undertake various competitions throughout the year and participation and success are always applauded.

G.A.T.E.WAYS

Tintern Grammar Junior School is involved in the G.A.T.E.WAYS program, which offers individual day programs that are topic based and, in the last term, involves a team challenge competing against other schools.

G.A.T.E.WAYS (Gifted and Talented Education, Extension and Enrichment) was established in 1994 by Will and Jill Lawrence, who both had backgrounds in teaching and parenting gifted children. It is their aim to provide opportunities for 'like-minds' to participate in programs which will challenge them intellectually and help develop their individual talents.

The organisers stress the importance of selecting children who have characteristics such as possessing superior powers of reasoning, of dealing with abstract concepts, of generalising from specific facts, of understanding meanings and of seeing relationships; learning easily and readily; having a well-developed vocabulary; having a long attention span, allowing them to concentrate on and persevere with solving problems and pursuing interests that are not necessarily school-related, and completing work quickly.

Our aim is to share the selection as much as possible; though not to the point of excluding some students who have outstanding skills and are worthy of being offered a place more than once.





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tintern.vic.edu.au

Horizon Co-ordinator: Anthea Watkins (03) 9845 7839
90 Alexandra Road Ringwood East VIC 3135 Australia | PO Box 26 Ringwood East VIC 3135 Australia
Office Hours: 8.00am – 4.00pm

ACN 004 293 994 | ABN 24 693 089 021 | CRICOS 00348E