



One Day Program

A One Day a Week Enrichment Program for Gifted and Twice-Exceptional Children

Parent Information

OUR VISION

To build an educational community supporting gifted children holistically and enable these children to connect and form friendships with like-minded peers, develop a strong self-concept and resilience, keep their natural curiosity and love of learning alive, and help them thrive and become all that they can be.



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INTRODUCTION

Welcome to AGSC's One Day Program. This handbook aims to communicate the philosophy and policies of our program so we can work together to create a wonderful experience for your child, their classmates, our staff and volunteers as well as the other families.

Our program is a private, selective educational program for formally identified moderately to profoundly gifted children aged 7-12, with or without additional differences in need of extra educational experiences and time spent with their true peers. We welcome both students who generally attend regular school full-time as well as home-schooled/educated children.

The program is funded by Helen Dudeney and Lyndal Reid, and parent fees.

We launched our pilot program in the ACT in Term 4 2016 for students aged 7-12, and with that success, are launching in Perth in Term 1 2017.

OUR EDUCATIONAL APPROACH

Our teaching methods focus on the whole child with a sincere regard for the uniqueness of each individual learner. We take an inquiry-based approach centred on an engaging theme that allows for flexibility so that each child can pursue their areas of interest, develop their high level thinking skills, freely express their creativity and have plenty of fun in the process. This approach is designed to keep our students' natural curiosity and love of learning alive.

This approach is particularly suited to the unique needs of gifted children. Intellectual growth is a socially constructed process, and gifted students gain much from interacting with like-minded peers in a safe and accepting atmosphere in order to discuss, experiment and explore.

Gifted children also need teachers and mentors who understand how to shape classroom experiences around the uncommon and wonderful nuances of their thinking.

The interpersonal and instructional dynamics of our program accommodates both of these needs in an atmosphere that is vibrant with intellectual and creative energy and the deepest respect for the individual learner.

This approach does more than simply build academic and life skills for our students, it affirms the child as a person. The approach says, by subtle means, to the child: 'You're not alone. It's okay to be you.'

Class sizes are small, varying from 10 -15 children per class with one teacher and one support assistant in attendance each day.

What can this program offer gifted students and their families?

- The opportunity to meet weekly and work with like-minded students, providing them with the opportunity to form friendships
- A challenging program with opportunities to explore areas of interest, allowing the time to fully develop projects, and delve deeply into the area of study
- A social-emotional program that will run each week as part of the day to help develop skills in self awareness, communication, and confidence in their own abilities
- Small class sizes (maximum of 15 students per class) Child teacher ratio 1:8
- A fully-registered, experienced teacher with training in gifted education plus an experienced support assistant for each class
- A team who has had many years of experience and formal qualifications in Gifted and Special Needs Education (see our team below) preparing, and developing the program and who are available to support both students and families in all areas regarding gifted needs

For all general enquiries contact

Lyndal Reid or Helen Dudeney – programs@australiangiftedsupport.com

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QUALIFICATION CRITERIA

We approve enrolment for children who:

- score 90% or above on accepted intelligence tests as listed below;
- perform at or have the potential to perform at a high academic level;
- exhibit superior intellectual development and academic achievement or ability;
- demonstrate motivation, social and emotional maturity, and overall readiness for an accelerated educational environment.
- are either home-schooled/educated or attending regular full time schooling (please ask how this works)

Please note: We are unable to advise parents as to whether or not their child's scores will qualify them for the program outside of the context of a complete application. We reserve the right to grant or decline enrolment following a complete application process including an interview.

The following tests are accepted as part of the application process.

All applicants are required to submit a full score report from at least one of the following IQ tests (administered within the past 5 years) and to have an interview.

- Stanford-Binet V (SB-V or SB-5): Standard score of 120 or greater (90th percentile) for Full Scale or Verbal or Non-Verbal subtests..
- Wechsler Intelligence Scale for Children – IV (WISC IV): Standard score of 120 or greater (90th percentile) for Full Scale or Verbal or Perceptual Reasoning.
- Weschler Preschool and Primary Scale of Intelligence (WPPSI-III): Standard score of 120 or greater (90th percentile) for Full Scale or Verbal or Performance IQ.
- Kaufman Brief IQ Assessment 2nd Edition: Standard score of 120 or greater (90th percentile) for Full Scale or Verbal or Non-verbal IQ.

CONTACT DETAILS

Office -

Directors

Lyndal Reid: lyndal@australiangiftedsupport.com

Helen Dudeney: helen@australiangiftedsupport.com

www.australiangiftedsupport.com

Individual Program Co-ordinators

ACT – Lyndal Reid: 0408 436 182

lyndal@australiangiftedsupport.com

Perth – Marie Fernandez: 0405 310 197

marie@australiangiftedsupport.com

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LOCATION

ACT:
Kambah Arts Centre (next to the Burns Club)
Kett St
Kambah
ACT 2902

Perth:
Balga Cricket Club
Wallington Road
Balga
WA 6061

TERM DATES, DROP-OFF AND PICK-UP

TERM DATES

Week 2-9 (inclusive) during the school term.

PROGRAM HOURS

Classrooms are special spaces for students and the teacher. Please enter these spaces respectfully and arrange with your teacher, in advance, should you wish to visit the class or pick your child up early.

ACT: 9:00am – 3:00pm

Drop-off time: 9:00am (although we will be onsite from 8.30 am to set-up so you can drop your child off then for some free play time prior to the start of the class)

Pick-up time: 3pm (although we will be onsite until 3:30pm to pack-up)

Perth: 9:00am – 2.30pm

Drop-off time: 9:00am (although we will be onsite from 8.30 am to set-up so you can drop your child off then for some free play time prior to the start of the class)

Pick-up time: 2.30pm (although we will be onsite until 3:00pm to pack-up)

DROP-OFF and PICK-UP

Students are to be personally dropped off and picked up by their parent/guardian to and from the classroom.

The parent/guardian must sign their child in and out on the log sheet provided.

We will be onsite at least 30 minutes prior to the start time and 30 minutes after the end time for packing up/cleaning. As such early drop off and late pick up may be accommodated. Please contact us to discuss this further. It can be nice for the children to arrive a little early (from 8.45am) for some free play time together before the class starts at 9:00am.

When someone other than an authorised person is collecting your child/ren, written approval from the parent/guardian must be obtained first and the person's ID will be checked (e.g. drivers licence).

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ABSENCE

If your child cannot attend on any given day, please phone or SMS prior so we know not to expect them. If your child has not arrived within 15 minutes of the class start-time, we will call you and if we cannot reach you, the child's other parent/guardian or emergency contact.

ACT - Lyndal on 0408 436 182

Perth - Marie on 0405 310 197

FEES

The cost is \$150 per child per day plus a one-off resource fee of \$50 invoiced and payable prior to the start of term.

Fees are payable in advance for each term. After receiving the invitation to join the class, receipt of the Full Term's fees will secure your child's position.

Full term: $\$150 \times 8 + 50 = \1250

We accept payment by EFT transfer (bank details will be provided upon offer of place) or credit card (2.5% fee applies)

From time to time we may arrange an excursion or incursion to a site of interest/invited facilitator of interest.

This may attract an additional fee and parent consent to the excursion/incursion will be obtained beforehand.

Fees are not able to be credited in whole or part for occasional absences.

Please note: Due to the nature of the program and the social and emotional needs of the children enrolled, we do not offer trial days. An acceptance of place and attendance on the first day is a commitment for the entire term.

WHAT TO BRING

Please pack the following items into your child's back pack and label them clearly with your child's name:

- Lunch box
- Water bottle
- Hat
- Sunscreen (if you prefer special sunscreen to be applied)
- Change of clothes
- Any calming 'friends', or objects your child requires due to special needs

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DAILY ROUTINE

Program hours generally follow the school terms and are similar to school hours. Our terms will generally start in week 2 of term to allow for new information about the new term in the regular classroom at school and end one week before the regular public school term to allow children attending regular school to engage with any end of term activities and assessment that their school requires of them.

Children will have regular times for meal breaks and time to play either in the classroom or in outside areas when supervised by the Principal, Teacher Aid and any parent helpers.

Communication/Parent-Teacher meeting

Please direct any questions or concerns about your child or the program to the teacher or assistant. We are readily available before and after the class. Given our small class sizes, we plan to keep you fully informed of your child's progress throughout the term. Please also feel free to make an appointment time to speak to either staff member during the term or towards the end of the term if you wish.

ADMINISTRATION MATTERS

Proof of Immunisation

As part of your child's enrolment at our program, we would like written proof that your child is fully up to date with all vaccinations required for their age.

All General Practitioners have the ability to produce a report or letter certifying that your child is fully up to date with all of the required vaccinations for their age according to the Australian National Immunisation Program Schedule which is available at

<http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/national-immunisation-program-schedule>

We will also accept an Immunisation History statement from Medicare or an up to date 'Blue book' immunisation record.

A child without an Immunisation History Statement will not be prevented from enrolling in our program, however, children without proof of immunisation may be asked to stay at home during an outbreak of vaccine preventable disease.

LEARNING AND BEHAVIOUR SUPPORT

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Early detection of a child with a learning or behaviour challenge is imperative to easing a child's stress in the learning environment and achieving the most successful pathway forward for their personal learning journey. We have a number of checklists and assessment processes that support teachers to identify challenges early and a clear set of procedures to follow to help determine if a student requires professional assessment.

If a child is identified as having challenges a meeting with the family will be arranged. At this meeting we will seek support with moving forward with professional investigation to help gain a clearer picture and understanding of why the child is having challenges. We may help you find reputed Child Educational Psychologists and Professionals to help with this process.

We understand that this time can be very emotional for families and we will do our utmost to support everyone as we go through this journey. Our intention for seeking professional assessment is always to uncover why the child is having challenges so we can develop the best way forward to help the child progress to their fullest potential. Our most successful partnerships with families happen when professional support is seen in this light rather than seeking to find a label for the child.

Asking families to engage in this process is something we do not take lightly. It is part of our enrolment agreement that families are supportive and work willingly in partnership with the program through these processes.

Styles of support offered at AGSC One Day Program:

- Low student/teacher ratio in the classroom
- There may be a helper/volunteer working alongside them inside the standard classroom environment to help with classroom activities
- IT assistive technology applications. These can be a very successful learning tool for students with specific learning challenges. For this reason they are used as a tool across the program for LS students. eg a student who has difficulty writing due to a learning disability may use a laptop to aid writing with voice activation.
- Individual Behavioural Plan (IBP), if required, that would be developed in cooperation with the parent
- Social skills programs
- One-on-one work with teachers on targeted programs

Class Teachers are also required to provide a range of learning experiences appropriate to the needs of all students in their class and to operate their lessons with multi-level teaching strategies. Supportive strategies include:

- Co-operative group work
- Differentiation
- Grouping, e.g. whole class, small groups, pairs and individual group activities
- Individual learning programs (ILPs) which include strategies to modify tasks and resources
- Modification of printed material
- Peer tutoring
- Planning a diverse range of activities
- Using open-ended questions
- Varying mode of presentation / catering to different learning styles

If at any time you feel concerned about your child's progress, learning or behaviour please contact us immediately. We are here to help work in partnership with you to create your child's own unique pathway to learning.

Computers in Classrooms

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We recognise the importance of the development of non-technological skills before technological tools are introduced. It is desirable for children to develop good handwriting before word processing skills are taught unless the child has a disability in this area and may therefore need adjustment.

We do however find that there can be benefits in using computers in the classroom for certain projects, such as investigating a topic of interest using a search engine or developing a PowerPoint presentation to accompany a verbal presentation, especially in the second half of the term.

Personal Phones and electronic devices

We ask that all personal phones and electronic devices belonging to children are not brought to the program. These can be very distracting for the child/ren and are the cause of many an addiction often causing arguments, aggression and isolation. Should your child require the use of a mobile phone to keep in contact with you during transport to and from the program, we ask that the child hand over the phone at sign in and we will give it back at the end of the day. If you need to get in contact with them throughout the day, please call the contact person for the venue your child attends.

Bring Your Own Device (BYOD) Program

We propose a Bring Your Own Device (BYOD) Program for all students. This program refers to the supply of a laptop/notebook computer by the student. We do have access to some spare laptops so please let us know if your child does not have access to a laptop that they can bring and we will let you know if one is available.

We will give you 2 weeks notice of the date from which it will be desirable for your child to bring a laptop/notebook computer to the program but it will generally be around half way through the term.

Religion

Our program is a secular school. Our community is made up of a wide cross-section of people with diverse beliefs and lifestyles. One is not required to follow a set belief system in order to attend the program.

Homework

Given most of our students also attend a regular school and have homework commitments associated with that school, we will not set any homework for your child.



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BEHAVIOUR MANAGEMENT

There is much for children to learn about their behaviour on the path to adulthood. Children need to be given clear and fair boundaries and expectations for their behaviour. This is essential for the safety and wellbeing of themselves and others. This is also essential to enable and empower them to learn to manage their own behaviour.

We endeavour to create a safe and friendly environment for every student. We will not tolerate behaviours and beliefs which marginalise or victimise people. We have a detailed Child Protection, Behaviour Management and Anti-bullying policy in place to support our aims with this. They can be obtained from the Director.

Through our program, students have opportunities to experience a wide range of ideas and people from different walks of life. These aim to bring acceptance of all human beings regardless of their differences or diversity. All these help create a harmonious environment for everyone.

Unfortunately, sometimes incidents of bullying may still occur. If this happens, we will act quickly to bring an immediate stop to this behaviour. The families of both the victim and the bully are asked to work with the program to bring change and closure. Having a small class size allows an atmosphere of care to flourish and makes managing any incidents much easier.

At our program, we work with a three-fold system to support the development of appropriate behaviour at program. Each stage is equally important in forming a balanced approach to discipline. More details of our approach will be available in the Parent Handbook.

SUPERVISION OF CHILDREN ON THE PROGRAM SITE

- All children on the program premises outside of agreed program hours are the responsibility of the parent/guardian.
- All children must be supervised by a responsible adult at all times. The Principal/teacher will be responsible for ensuring the supervision of all children during agreed program hours.
- Parent/Guardians are responsible for the appropriate behaviour of children in their care, including the common law and statutory duty of care requirements in relation to safety.
- Parents are advised that for safety reasons, no child is allowed on the program driveways or in car parks without a responsible adult or to play in these areas.

OUR TEAM

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Helen Dudeney, MEd, Dip Couns, COGE
Director One Day Program
Principal Consultant

Helen is a private consultant who has been actively involved in working with gifted children since 1988. Helen originally trained and worked as an Accountant and in her spare time spent many years as a leader in the Scout Association. Since 1990 she has completed the Certificate of Gifted Education at University of NSW, a Master of Adult Education and Diploma of Counselling. She is also a qualified Cogmed Working Memory Training Coach. Combining her past experience and this study she has progressively undertaken a career change and is now a private educational consultant specialising in the needs of gifted children. During this time she has designed and run hundreds of programs for 3 – 16 year old children and their families and conducted seminars, workshops and in service training for parents and teachers about understanding and meeting the needs of gifted children and young people. This work has extended to all parts of New South Wales, metropolitan and regional, as well as other states of Australia. Helen is a regular presenter and attendee at State, National and International Gifted Conferences.

Due to her belief in supporting gifted children in all parts of the state she has been actively involved in supporting the establishment and on-going activities many local support groups. She has been a lecturer at Australian Catholic University – Strathfield for 4 years and Murdoch University in Perth for 7 years. In addition to her consultancy work she has been involved in the NSW Association for Gifted and Talented Children. For 17 years she was a member of the Association's Committee holding the position of President for 8 years and Treasurer for 4 years. She was also Events Co-ordinator for the Association for 12 years and responsible for many of the events that are run including the residential camps.

Lyndal Reid, Dip Couns
Director One Day Program
Educational Consultant and Program Facilitator
South East NSW and ACT

Lyndal has worked with children most of her life, starting with babysitting as a teen, then training as a Joey Scout Leader. She has gone on to work with special needs students regularly since 1994, when she took a position as a Special Education Teacher's Aide in a K-12 school. During that time, her passion for working with students with special needs developed.

Lyndal took a number of years away from working in education due to the birth of her children and worked in the family business as Accounts Manager, achieving her Certificate IV in Business during that time. In 2007, following the discovery of her own children as being Gifted, she went on to specialise in Gifted Education. This has led to her being involved in a number of Gifted and Talented committees and programs both in schools and private organisations in ACT and surrounds.

Lyndal has been with AGSC since 2010, initially running workshops at the residential camps and more recently co-coordinating the camps; facilitating social skills workshops; parent and child workshops and support groups; consultations and Developmental Assessments. She is now excited to introduce the One Day Program to families in the ACT and surrounds. Lyndal has recently introduced support groups for students in years 7-12, ensuring that this group is catered for. Lyndal facilitates the programs for children aged 4-18 years and their families in ACT and South East NSW.

Lyndal has recently completed a Diploma of Counselling to ensure she can provide the best possible care to families.

ACT TEAM:

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**Cate Whittle, BA,
Grad Dip Ed (Primary), Grad Dip Arts
ACT Principal Teacher**

Cate is a fully trained primary teacher with experience teaching across a range of schools in the ACT, both in public and private schools. Early in her career she had the opportunity to work on developing an assessment and extension program for the school in which she was working, and shortly after that co-authored a program that was adapted for use by several schools in Canberra. Cate moved on to work with a multi-age class in a specialised gifted program at Curtin Primary School for several years. Whilst there she received an award from the University of NSW and GERRIC for outstanding teaching of academically gifted students.

After taking extended leave to pursue other interests as a writer of fiction for children, and to care for her new son, Cate returned to teaching part time in 2007, and was contracted to develop a program in creative writing in 2009 before returning to full time teaching in 2010. Cate has also worked as a creative writing mentor for gifted children.

More recently, Cate has developed a particular interest in working with twice exceptional students and has completed a number of professional development modules on making provisions for these students' needs in the classroom. She is currently working as a classroom teacher with the ACT Department of Education.

Cate is also a published author and has presented workshops for adults on writing for children with the ACT Writers Centre.

Beyond that, Cate is the very proud parent of three exceptionally gifted children, and is still parenting and supervising the home based education of her 2e teenage son. She has a personal understanding of the challenges faced by gifted children in a mainstream classroom and a commitment to finding ways to extend and engage students based on their individual needs.

**Lisa Ryan BTeach (Early Childhood), BEd, Grad Cert Gifted Ed.
Early Childhood Consultant and Teacher**

Lisa has been working with children for most of her life. From helping to raise her three younger brothers, to babysitting the local children of the neighbourhood, Lisa has always believed in the potential of young children.

At the beginning of her career, Lisa started as an assistant in a vacation care facility, programming and planning activities for children from 5 to 12 years. During her time studying for her Bachelor of Teaching in Early Childhood, she worked as a swimming instructor for babies, children and adults. After many years, she branched out to teach swimming to children and adults with a variety of special needs. This sparked her interest in children with special needs and how they were catered for in the educational system.

After gaining a Bachelor of Education, Lisa spent 3 years working as a resource coordinator for family day care services, and then as a preschool teacher in a long day care centre. It was then that the opportunity arose for her to work in Japan as an English teacher. This she did for two years, thus igniting an interest for the needs of a different demographic - students whose native language was not the same as that of the educational setting they were attending. However, the journey was not over yet. Upon returning to Canberra, Lisa worked for the ACT Department of Education for 10 years as a preschool teacher. It was a chance encounter with a parent during this time, that she became aware of the complex world that is the life of a gifted child. Since then, Lisa has obtained her Graduate Certificate of Gifted Education and has been passionate about providing for the gifted early childhood student. Currently, Lisa is working as a Year 2 classroom teacher with the ACT Department of Education, always looking to find new ways to extend and enrich the gifted students in her class, to ensure they are working towards meeting their full potential.

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Marie Fernandez BA (Ed.) Graduate Cert. Gifted Education Perth Principal Teacher

Marie initially trained as a Secondary Mathematics teacher where she worked with children with learning difficulties. Since having her own five children, Marie has developed a particular interest in Montessori and child centred learning as well as mental health and stress management. She also volunteers working with children from 6-12 years in a Montessori inspired children's catechesis. Marie has also trained adults in this method both in Perth and Adelaide and is a state representative on the Australian Association's Executive.

In 2010 Marie commenced a Post Graduate Certificate in Gifted Education at Murdoch University in order to find out what was going on with her own children. She has since discovered that they are gifted visual special learners and several also have learning difficulties.

Marie also tutors many children aged 8-18 in Mathematics. These children vary in needs from anxiety to confidence to mathematics understanding.

Marie participated in the inaugural AGSC Perth Residential Camp in 2010 and has attended each year as a workshop presenter. She currently facilitates the Stepping Stones Social Skills and School Skills Workshops in Perth as well as a monthly family social night for gifted children. She also administers the Developmental Assessments for AGSC in Western Australia.

Susan Irvine BA (Ed.) Perth Assistant

Susan has a Bachelor of Arts in Early Childhood Education where she worked with Kindy and then Pre-Primary children, she has also worked doing relief in all Primary year groups over a period of 10 years before having her own four children.

Susan's own children have a range of mental health and anxiety based learning and behavioural issues that are currently still a work in progress. As a result, Susan has a strong interest in special needs learning and meeting the needs of the individual child.

In 2016 Susan, has participated in two AGSC Perth Residential Camps as the Early Childhood workshop presenter.