Concord High School HPGE application 2024

This is a preview of the questions in the online application form. All HPGE applications must be submitted via the online form. This document is to provide a preview of the questions in the online form should parents/carers and students want to prepare their responses before uploading them onto the online form.

The FIRST part of this form is to be completed by the PARENT/CARER.   
  
The SECOND part of this form is to be completed by the STUDENT.

The THIRD part of this form is to be completed by the PARENT/CARER.

Only students who live in our school's local intake area can apply. To check if you live in our local intake area, please go to [School Finder](https://schoolfinder.education.nsw.gov.au/).

Part 1 - Parent/Carer Information

This section is to be completed by the parent/carer. Please fill our your personal details for communication purposes.

* Title (Mr, Mrs, Ms, Dr, etc.)
* What is your FIRST name?
* What is your LAST name?
* Preferred contact number:
* Parent/carer address:
* Has your child applied to a selective school? (Yes/No)

Selective School List

Select the following schools for which you have applied for your child. *You will be provided with a list of selective schools to select.*

Part 2 - Student Questionnaire

* What is your FIRST name?
* What is your LAST name?
* What is the name of your current school?
* What are you most looking forward to about coming to Concord High School?
* What skills will you bring to the HPGE program?
* You have been placed in a group work task with 4 other students and 2 of the students have not brought the correct equipment to complete the task. What do you do?
* Please provide a summary of your school based and community achievements.
* What do you enjoy most about your learning?
* Is there any other information you wish the HPGE program panel to consider?
* Students will be asked to upload their “What Matters To You” response.

Part 3 - Parent Questionnaire

This section is to be completed by the parent/carer.

The following is a checklist of characteristics for high potential and gifted young children. The examples provided are to assist your understanding of the question. A child may not show all of the examples provided and they may exhibit the item/characteristics in ways not listed. Indicate how much you think this child is like the item using the scale below each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or have not noticed how this child compares to an item, fill the unsure or don’t know circle. Be specific as possible in your examples. *You will be asked to provide examples for your response to each statement.*

* Has quick accurate recall of information. (e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurate words to songs, poems, stories, or conversations; points out connections between ideas and events)
* Shows intense curiosity and deeper knowledge than other children. (e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)
* Is empathetic, feels more deeply than other children at their age. (e.g. exhibits maturity usually associated with older children, shows unusual hurt or pain when they displease someone, displays pride in advanced accomplishments; is sensitive to others’ feelings and shows distress at other children’s distress or adult’s distress; will subjugate their needs of others; reads body language)
* May not always display their advanced thinking in everyday situations. (E.g. becomes non-compliant when fatigued/stressed; may become frustrated with their ability to meet their own high expectations).
* Uses advanced vocabulary. (e.g. correctly uses vocabulary and phrasing adults would expect from other children; surprises adults and children with their sophisticated word/phrase choice; likes complex communication and conversations)
* Shows unusually intense interest and enjoyment about learning new concepts/things. (e.g. spends long periods of time exploring interesting new things; listens for long periods of time to stories/conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness)
* Has an advanced sense of humour or sees incongruities as funny. (e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words, see humour in situations – even ones against them and laughs at the situation).
* Understands things well enough to teach others. (e.g. explains ideas to adult or peers when they do not think the adult or peer understands very well; talks like an ‘expert’; likes to discuss certain topics at length)
* Shows leadership abilities. (e.g. has a verbal understanding of social situations; sought out by other children for ideas; adapts their own words and expectations to needs or skill level of others; uses verbal skills to deal with conflicts or influence other students)
* Is resourceful and improvises well. (e.g. easily makes connections between concepts/ideas, uses objects in unique and interesting ways)
* Shows logical and metacognitive skills in managing own learning. (e.g. understands rules quickly; learns from mistakes; sees error or losses as learning experiences rather than failures; monitors difficulty of task to push self to more challenging levels)
* Uses imaginative methods to accomplish tasks. (E.g. presents unique arguments in order to convince others to allow them to do or get things; finds imaginative ways to get out of tasks they don’t want to do; curious with high energy level that is goal directed).
* Anything else that you think is important about this child that we have not asked:.