



## PEAC SCHOOL NOMINATION FORM 2018

(For students currently in Year 4 ONLY)

Each year a limited number of places become available in the PEAC Program due to students moving out of the North Metropolitan Education Region. This provides an opportunity for schools to nominate highly able students who may benefit from participation in the program, particularly those who lack opportunities to work and interact with like-minded peers during their regular school experience.

Schools wishing to nominate more than 5 students are encouraged to consider alternative methods of provision for these students within the home school.

**STUDENT NAME:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_

What are the reasons for nominating this student?

**(Must be completed)**

Possible reasons for a nomination might include:

*This student was expected to be identified by the PEAC test*

*The student is working at the same level as other students identified for PEAC*

*A high achieving student who missed the testing*

*Highly able student who participated in the Early Years Extension Program*

*The student has/had siblings in the PEAC or GAT Program*

*Significant awards and achievements at a Distinction/High Distinction Level*

*Psychometric testing – full scale IQ*

*Strong recommendation from person, other than teacher*

*Other*

**Complete all fields of requested information or provide explanation if unable to do so.**

### SCHOOL NOMINATION FORMS DUE MONDAY 5th NOVEMBER 2018

***Late nominations will not be considered***

Email [admin@northmetropeac.wa.edu.au](mailto:admin@northmetropeac.wa.edu.au)

Post/Hand delivered North Metro PEAC  
C/- Yuluma Primary School  
21 Ambrose St  
Innaloo WA 6018  
8:15am – 3:45pm

Letters of Notification will be emailed to schools Wednesday 21st November 2018.  
Successful students will be invited to attend the PEAC Induction Program in early December.

**PEAC SCHOOL NOMINATION 2018**

Name of student	
School	
Gender	
Date of birth	
Current school level	
EALD/Indigenous	
Year 4 PEAC Test Verbal Reasoning Percentile	
Year 4 PEAC Test Mathematical Reasoning Percentile	
Year 4 PEAC Test Total Percentile	
Name of nominating teacher	
Total number of Year Four students in the school cohort	
Total number of identified PEAC students in the Year 4 cohort	
Number of students scoring in top 10 <sup>th</sup> percentile of the 2018 PEAC test in any of MR,VR or TP (scoring in 90 <sup>th</sup> %ile or above)	
<b>Most recent school report Learning Area Achievement English</b>	A-E Level <i>(attach most recent school report)</i>
Reading and Viewing	
Speaking and Listening	
<b>Most recent school report Learning Area Achievement Mathematics</b>	A-E Level
Number and Algebra	
Measurement and Geometry	
Statistics and Probability	
<b>NAPLAN</b>	Band 1-6 or above <i>(attach individual student report)</i>
NAPLAN Band Level Reading	
NAPLAN Band Level Numeracy	
<b>OTHER</b>	Additional evidence
For example; <ul style="list-style-type: none"> <li>• Psychometric testing ( attach summary)</li> <li>• PAT Stanines - Reading comprehension, Maths, Science</li> <li>• Significant Academic Awards and Certificates – UNSW, ICAS, AMC</li> </ul>	

*I confirm that the information above is true and correct.*

**Name and role** \_\_\_\_\_

	CHARACTERISTIC	BEHAVIOUR
<b>Mark a maximum of FIVE characteristics and highlight corresponding behaviours that are applicable</b>		
	<b>1. HIGHLY CURIOUS</b>	<ul style="list-style-type: none"> <li>• Asks lots of questions</li> <li>• Inquisitive</li> <li>• Remembers details</li> <li>• Asks inappropriate questions</li> <li>• Easily diverted from task</li> </ul>
	<b>2. ABSTRACT THINKER</b>	<ul style="list-style-type: none"> <li>• Has alternative ideas</li> <li>• Questions others</li> <li>• Questions authority</li> </ul>
	<b>3. FLEXIBLE THINKER</b>	<ul style="list-style-type: none"> <li>• Employs a variety of strategies to work something out</li> <li>• Manipulates people and situations by using a variety of strategies</li> </ul>
	<b>4. CLEVER USE OF HUMOUR</b>	<ul style="list-style-type: none"> <li>• Enjoys 'adult' humour</li> <li>• Gets teacher's jokes</li> <li>• Uses humour at the expense of others</li> </ul>
	<b>5. SUPERIOR VOCABULARY</b>	<ul style="list-style-type: none"> <li>• Heightened involvement in discussions</li> <li>• Enjoys adult-like discussions</li> <li>• May be bossy or overbearing when working with others</li> </ul>
	<b>6. ADVANCED READING</b>	<ul style="list-style-type: none"> <li>• Reads widely</li> <li>• Advanced vocabulary and comprehension</li> <li>• Reads constantly</li> </ul>
	<b>7. RETENTION OF KNOWLEDGE, FAST LEARNER</b>	<ul style="list-style-type: none"> <li>• Moves beyond core content and skills quickly</li> <li>• Detailed recall of facts</li> <li>• Rushes work then disrupts others</li> <li>• Monopolises class discussions</li> </ul>
	<b>8. LONG ATTENTION SPAN</b>	<ul style="list-style-type: none"> <li>• Concentrates and focuses on an area of interest for a period of time</li> <li>• Easily distracted unless the task is an area of passion or interest</li> </ul>
	<b>9. INDEPENDENT</b>	<ul style="list-style-type: none"> <li>• Self-directed</li> <li>• Focused on task in research or study</li> <li>• Reduced involvement or uncooperative in group work</li> </ul>
	<b>10. HIGH LEVEL OF RESPONSIBILITY AND COMMITMENT</b>	<ul style="list-style-type: none"> <li>• Sets attainable goals</li> <li>• Learns to accept own limitations</li> <li>• Tolerant of peers in a group</li> <li>• Self-critical</li> <li>• Perfectionist when completing tasks</li> <li>• Sets unrealistic expectations for other group members</li> </ul>
	<b>11. STRONG FEELINGS AND OPINIONS</b>	<ul style="list-style-type: none"> <li>• Listens to others</li> <li>• Shows concern and interest</li> <li>• Considers others' points of view</li> <li>• Aware of others' feelings</li> <li>• Speaks out and lacks tact</li> <li>• Over reacts to others' comments and reactions</li> <li>• Confrontational</li> </ul>
	<b>12. STRONG SENSE OF JUSTICE</b>	<ul style="list-style-type: none"> <li>• Empathises with those less fortunate</li> <li>• Wants to 'save the world'</li> <li>• Stands up for other children whom they think have been poorly treated</li> <li>• Argues the rules in games</li> <li>• Frustration when others don't play by rules</li> <li>• Asks older children or adults to solve issues seen as 'unfair'</li> </ul>
	<b>13. ORIGINAL AND CREATIVE</b>	<ul style="list-style-type: none"> <li>• Comes up with ideas 'out of the box'</li> <li>• Connects thoughts and feelings</li> <li>• Unaccepting of status quo</li> <li>• Absent minded or daydreamer</li> <li>• Asks unrelated questions</li> <li>• Disorganised</li> </ul>
	<b>14. HIGH ENERGY LEVEL</b>	<ul style="list-style-type: none"> <li>• Wide variety of interests</li> <li>• May appear hyperactive</li> <li>• Easily bored – seeks out new things</li> </ul>
	<b>15. IMMERSION LEARNER</b>	<ul style="list-style-type: none"> <li>• Wants to know everything about a topic</li> <li>• Becomes an expert by reading widely or talking to people</li> <li>• Shows off knowledge to prove others wrong</li> </ul>