At Bunbury Cathedral Grammar School, our well resourced and strategically structured Challenge and Extension Programme takes an individualised approach to talent development.

A Whole School Philosophy

Our approach to talent development encompasses a set of enrichment and extension opportunities formulated into a comprehensive programme which reflects current best practice in the education of gifted learners. Its strength lies in its capacity to individualise and tailor learning opportunities to the interests and developmental needs of students as they progress through the School.

Features of our specialised and well-resourced Challenge and Extension Programme include:

- A K-12 approach focusing on the developmental needs of gifted students at different phases of education
- A robust and comprehensive identification procedure with the capacity for continual refinement, we monitor and track individual progress
- Classroom based extension to provide curriculum challenge
- Involvement in nationally and internationally recognised competitions and programmes to extend learning
- Enriched curriculum opportunities to promote independent learning and develop interests and passions, including co-curricula activities and clubs
- Ability grouping to allow students of like-minds to work together in a rigorous academic programme
- Personalised pacing of learning so that individuals may access higher level curriculum content.

Our Purpose

The purpose of the Challenge and Extension Programme is to enable gifted students to develop their talents and abilities to their fullest potential. Our approach to talent development consists of a set of enrichment and extension opportunities formulated into a comprehensive programme which reflects current best practice in the education of gifted learners.
Challenge & Extension

Is your child creative?
Our well resourced and successful Music department offers individual tuition in 20 instruments and involvement in 14 ensembles and bands, including Intermediate and Senior Concert Band, Community Choir, Big Band, Girls Vocal Ensemble and Steel Pan Band. Those skilled in the dramatic arts take part in productions, both formal and impromptu! Our Art show is an highly successful annual event displaying work of the highest quality! Our Design and Technology curriculum allows students to express themselves in the mediums of wood, metals and textiles, and includes specialised learning spaces for graphics design, photography and home economics.

A well developed intellect?
BCGS provides intellectually stimulating programmes taught by dedicated, enthusiastic and highly trained teachers! Access to high level content is made available through extension within the regular curriculum and through involvement in academically demanding competitions in core learning areas. Selected students may be placed on an accelerated path in response to individual educational need.

Social needs?
An interest in human connectiveness, social equality, altruism and idealism are well described characteristics of the gifted. We provide all students with service opportunities within the School in leadership roles, in the wider community through the Duke of Edinburgh Award scheme and further afield through international service projects. As a Round Square School we access a network of similar schools across the world allowing our students to attend student exchanges and conferences. Round Square is a global association of schools which share a commitment, beyond academic merit, to personal growth, and responsibility through service, challenge, adventure and international understanding which ultimately seeks to empower students to become leaders and the guardians of tomorrow’s world.

Identification
Our identification procedure is informed by up to date research and practice in Gifted Education. We utilise information from a range of sources and, most especially, the best predictors of talent in the secondary phase, academic records and performance in internal and external assessments and competitions. Our robust and flexible system allows us to identify students with ability in core learning areas, as well as those who would benefit from specific programmes available at the School. Importantly, it also allows us to monitor and track the progress of gifted students.
Good News

Taking advantage of the myriad of opportunities available to them, in 2012 the students Bunbury Cathedral Grammar School enjoyed great success.

The School’s team in the Western Australian Junior Olympiads team consisting of Connor Burrows, Sam Riley, Jacqui Byrne and Joshua Hislop achieved the highest country school score and team member Connor Burrows won the award for the highest individual country student score.

Year 7 students Amber Anderson and Jessica Pether attended a special ceremony at Government House where they received medals from the University of New South Wales’ International Competition and Assessments for Schools for English and Science respectively.

The Dux of the graduating Class of 2012, Jordi Lockhart, achieved an outstanding ATAR of 99.9 and was also the only regional student awarded a prestigious General Exhibition by the Western Australian School Curriculum and Standards Authority. Jordi was also the recipient of the highly regarded University of Western Australia’s Fogarty Foundation Regional Scholarship which is a full scholarship for his undergraduate degree and honours studies.

The School also had amazing results in the performing arts at the Bunbury Eisteddfod, with students being awarded 111 first places from 365 entries and Year 12 student Sarah Peisley being awarded South West Music Guild Artist with the most mucial ability and potential.

Having access to such a diverse range of programmes and activities, and accessing a dedicated staff team working on identification and support, our students flourish and work persistently towards achieving their potential.

My Story...

Amber, Year 7

I started at Bunbury Cathedral Grammar at the beginning of 2012 in Year 7. Straight away, I was fortunate to become involved in some of the many extension activities on offer, preventing me from becoming bored during class, as I often experienced at my previous school.

Elements of the extension program in which I was involved happened within the usual classroom environment. I had assignments that focused on the same learning area and topic as my peers, but stretched me in asking me deeper questions to research. The expectation and marking key was also at a higher level, pushing me to strive to achieve my best. Some extension took place in a separate class where I was taught by a specialised extension teacher, so if I had any questions I could get individual assistance.

An example of extension was when we were given a SOSE topic to debate that linked in with the topic that the class was studying, enabling us to work on the debate at the same time the rest of the students were learning about their area of the topic. This meant we didn’t have to worry about extra homework: we did the same amount, but at a more challenging level.

I was also encouraged to take part in national assessments, like the Rio Tinto Big Science Competition, and a series of ICAS assessments. I was fortunate to gain the highest mark in Australia for ICAS Writing, earning a medal of which I am very proud.

The Challenge and Extension Programme has allowed me not only to learn in a challenging environment that suits my level of ability, but also to enjoy school!
A Parent’s Perspective

Liam joined the School in Year 1 and his advanced reading ability was immediately recognised by his teachers. From the very beginning Liam was provided books to read in line with his level. I was impressed by the amount of focus on identifying every student’s individual ability. This continued throughout Year 2.

In Year 3 we received Liam’s NAPLAN results and were quite surprised by his abilities. I sought the advice of the Primary School teachers to see if there was anything we, as parents, should be doing to ensure Liam remained engaged and challenged at school. I asked if acceleration was something we should consider. From there, we were delighted to discover that the School could test and counsel Liam within School to assess whether or not acceleration was the right option for him. It was decided that Liam would be accelerated from Year 3 to Year 5. We are delighted with this result.

Liam has had the opportunity to become involved with a variety of extension classes and activities. He is also a keen musician and he enjoys the School’s extensive programme of musical activities and lessons.

Our Primary Focus

We believe in fostering children’s specific talents and gifts by providing individualised opportunities for learning. Our Primary School offers a wide variety of extension opportunities for gifted students. Starting in the classroom, our teachers are skilled in designing targeted learning programmes which aim to develop the unique capabilities of each child. Teachers work in consultation with the Primary Challenge and Extension Co-ordinator to develop rigorous educational programmes, which may include ability groupings, extension lessons in given subject areas and modified class programmes.

The Primary Challenge and Extension Co-ordinator runs weekly Challenge and Extension lessons during class time. Small groups of students are selected, based on achievement and potential, to take part in differentiated instruction in the learning areas of English, Mathematics, Science and Inquiry. These lessons provide the students with the opportunity to explore content and concepts beyond their grade level, and to discuss their ideas and thoughts with like-minded peers.

Students also have the opportunity to participate in a number of Challenge clubs throughout the year including Lego-robotics, Art Club and Chess Club. In addition to these clubs, students can participate in the many competitions on offer. Science iQ, Have Sum Fun Maths and Da Vinci Decathlon are just a few examples of the myriad of opportunities available to your child at BCGS.

Enrichment

Constantly on the lookout for exciting and enriching challenges for our most able students, we involve students in: the Da Vinci Decathlon; Future Problem Solving; Tournament of Minds; Hale Philosothon; Evatt Trophy; West Australian Junior Olympiads; Mock Trials; Have Sum Fun Maths; Australian Problem Solving Maths Olympiads; Chess Club and Interschool Debating!
Our Secondary Focus

Students’ particular aptitudes and interests and their opportunities to learn content in greater depth come together in the secondary phase of schooling. Our students relish developing their individual talent areas through a challenging and broad curriculum based on the Australian Curriculum, a diverse co-curricular programme and local and national competitions. Informed by current research and practice into the characteristics and needs of secondary-aged gifted learners, BCGS offers programmes to cater for multiple areas of giftedness and talent. Our strength lies in enabling students to tailor their involvement in a range of quality programming as they progress through the School.

Like-minded groupings?

One of the most effective means for meeting the educational needs of gifted students is high ability grouping. At BCGS we group students for instruction on the basis of competence in core learning areas full-time from Year 10 and from Year 7 in Mathematics.

And what about the person?

A unique feature of our planning for gifted secondary students is the inclusion of individualised support and counselling. Our pastoral care system plays a vital role in nurturing students and allowing each one to be known as an individual. This is enhanced by the support of our Challenge and Extension Co-ordinator and School Counsellor. Students receive guidance in academic planning to facilitate their involvement in a range of courses and programmes within their individual ability and interest areas. Accelerative options are made available to students on the basis of detailed assessments and consultation. The Challenge and Extension Co-ordinator both advises teachers on the educational needs of gifted and talented students and works alongside teachers within classrooms.

My Story...

Bunbury Cathedral Grammar School has provided a number of opportunities for me to supplement my academic pursuits with challenging activities that have enhanced my studies and given me a well-rounded education.

The school carefully nurtured my public speaking and investigative skills by encouraging me to take part in events such as the State Hale Philothon, which promotes the investigation of ethical and philosophical questions through ‘communities of inquiry’. I was able to achieve great success in the Philothon, being named the 2011 winner.

I was also encouraged to take my academic interests beyond the classroom and augment curriculum requirements with external development. Through the School’s association with UN Youth Australia, I was able to further my interest in International Politics by competing in the Evatt Trophy Competition. I twice represented Western Australia at the national final of the Competition, and found that it dramatically improved my debating and negotiating skills, knowledge of foreign affairs, and complemented my studies of Politics and Law.
**Challenge & Extension**

**Classroom Differentiation**
- Challenge & Extension Plans for English, Maths, Science and SOSE
- Curriculum compacting
- Higher order thinking and questioning
- Tiered activities
- Independent projects and studies
- Clustering of students in classes
- Ability grouping within and across classes
- Part-time Extension classes in English and SOSE in Year 7
- Team teaching with C&E support in Year 8 classes
- Full-time Extension classes in Maths from Year 8
- Full-time Extension classes in English, SOSE, Science in Year 10

**Special Programmes and Competitions**
- Da Vinci Decathlon
- Tournament of Minds
- Future Problem Solving Programme
- Hale Philosothon
- Philosophy Classes
- Australian Problem Solving Mathematical Olympiads
- Have Sum Fun Maths
- Mock Trials
- Evatt Trophy
- Rio Tinto Big Science Competition
- Youth Literature Days
- Debating
- Western Australian Junior Olympiads
- National Youth Science Forum
- International Competitions and Assessments for Schools (ICAS)
- Australian Mathematics Competition
- Short Story Competitions
- Australian Geography Competition
- Creativity in Science and Technology (CREST) Awards
- Australian Informatics Competition
- Writer’s Club
- National History Challenge
- Engineering Challenge Day
- Lego-robotics
- Tim Winton Writers Award
- Shaun Tan Award for Young Artists
- Dorothea Mackellar Poetry Competition
- Muir Factor Reading Competition
- Word Mania, World Spelling Day
- Science IQ Challenge, Academic All-stars Day
- Chess Club

**Individualised Pathways**
- Individual tracking of achievement
- C&E Profiles
- Psychological assessment
- Individual and group Counselling
- Early entry to Secondary
- Subject acceleration
- Year level acceleration
- Curriculum compacting
- Negotiated, self-paced investigations
- Mentoring

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**My Story...**

Jamie, Year 6

I have been at BCGS for two and a half years, and in that time I have participated in many extension activities. I have written stories, travelled to maths and literacy competitions, joined many online competitions, read great books and made a movie. My favourite things in extension would have to be writing a story for the Tim Winton competition and coming second twice in the Have Sum Fun maths competition, but I am also having lots of fun making an animation. Extension is awesome.