



TASMANIAN
CATHOLIC
education commission

Identifying Students for Sofos Guidelines

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Tasmanian Catholic education is committed to the inherent value, worth and dignity of each of God's human beings.

*I have come that you may have life and have it to the full.
(John 10:10)*

1. Rationale

Each individual school and college should have a strong emphasis on meeting the individual needs of students in a way that enhances their personal worth. The school or college should be arranged in such a way that challenges each student to realise his or her full potential.

(The Archbishop's Charter for Catholic Schools, 2008)

2. Purpose

Sofos aims to cater for gifted students, enabling them to interact with like-minded peers in a safe on-line environment. The challenging learning activities on Sofos utilise higher-order thinking skills, problem-solving and the opportunity for flexible learning.

These guidelines outline the procedural requirements of the TCEO regarding the protocols and steps a school should take to ensure high ability students are identified to participate in the Sofos online learning community.

3. Definition

For the purposes of this document the definition of gifted students refers to students who:

- have the ability to learn at a faster pace;
- find, solve and act on problems more readily;
- manipulate abstract ideas and make connections to an advanced degree.

4. Principles

The following principles inform these guidelines:

- All students have the right to learn and progress at their own pace.
- All students have the right to engage in learning experiences that enable them to reach their full potential.
- Some students require access to alternative learning programmes to meet their needs, for example the SOFOS online learning programme.

The Process for Considering Students for Sofos

Stage 1 Enrolment Application

Does the student exhibit high potential or ability in one or more areas?
Would the student enjoy interacting with like-minded peers in an online environment?

NO

Stage 2 Gather Data

YES

Gather data from a variety of sources, for example:

- *Identification Checklists
- *Teacher/Parent Questionnaires
- Work Samples
- Qualitative data, e.g. student interview
- IQ Assessment – e.g. K-Bit 2, WISC (From Ed. Psych.)
- Standardised test results – e.g. NAPLAN, PAT, ICAS

Stage 3 Determine Suitability

Summary of information by school personnel.
Consideration of student needs including the suitability of an online learning community for the student

Meeting with class teacher, gifted key teacher and Principal to discuss the provision of Sofos for the student.

SOFOS ENROLMENT **PROCEEDS**

SOFOS ENROLMENT **DOES NOT PROCEED**

Stage 4 Action Following Enrolment Decision

- Key stakeholders/parents informed
- Student enrolment in Sofos
- School identify Sofos mentor
- Timetable weekly Sofos Student sessions
- Sofos active in classroom
- Regular meetings scheduled to evaluate progress

Related Documents

The Archbishop's Charter for Catholic Schools
Mission Statement of the Catholic Church in Tasmania
TCEC Gifted Education Guiding Document
Australian Curriculum – Student Diversity
TCEC Student Equity Policy

*Checklists and questionnaires can be found at:

<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/programs/organisation/checklists.htm>

Signed by:



TCEC Chair

Date:

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Authorised by:
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Tasmanian Catholic Education Commission
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