



# DARA SCHOOL

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[daraschool.sa.edu.au](http://daraschool.sa.edu.au)

## Application to Reception Class at Dara School

**Confidential**

### Personal Details

#### Child Details

Name:		
Date of Birth:		Sex: M / F

#### Parent/Caregiver Details

Name:		
Email address:		
Phone number:		
Residential address:		
Postal address:		

## **Giftedness Questionnaire**

### **Child recalls information quickly and accurately**

(e.g. remembers complex happenings and describes them long afterwards in clear detail; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places)

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

A personal example:

### **Child shows intense curiosity and deeper knowledge than other children**

(e.g. insatiable need to know and explore; later on they collect things and then learn all they can about them; remembers things in great detail)

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

A personal example:

### **Child is empathetic, feels more deeply than do other children that age**

(e.g. feels unusual hurt or pain when they displease someone; shows 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 to the needs of others; reads body language)

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

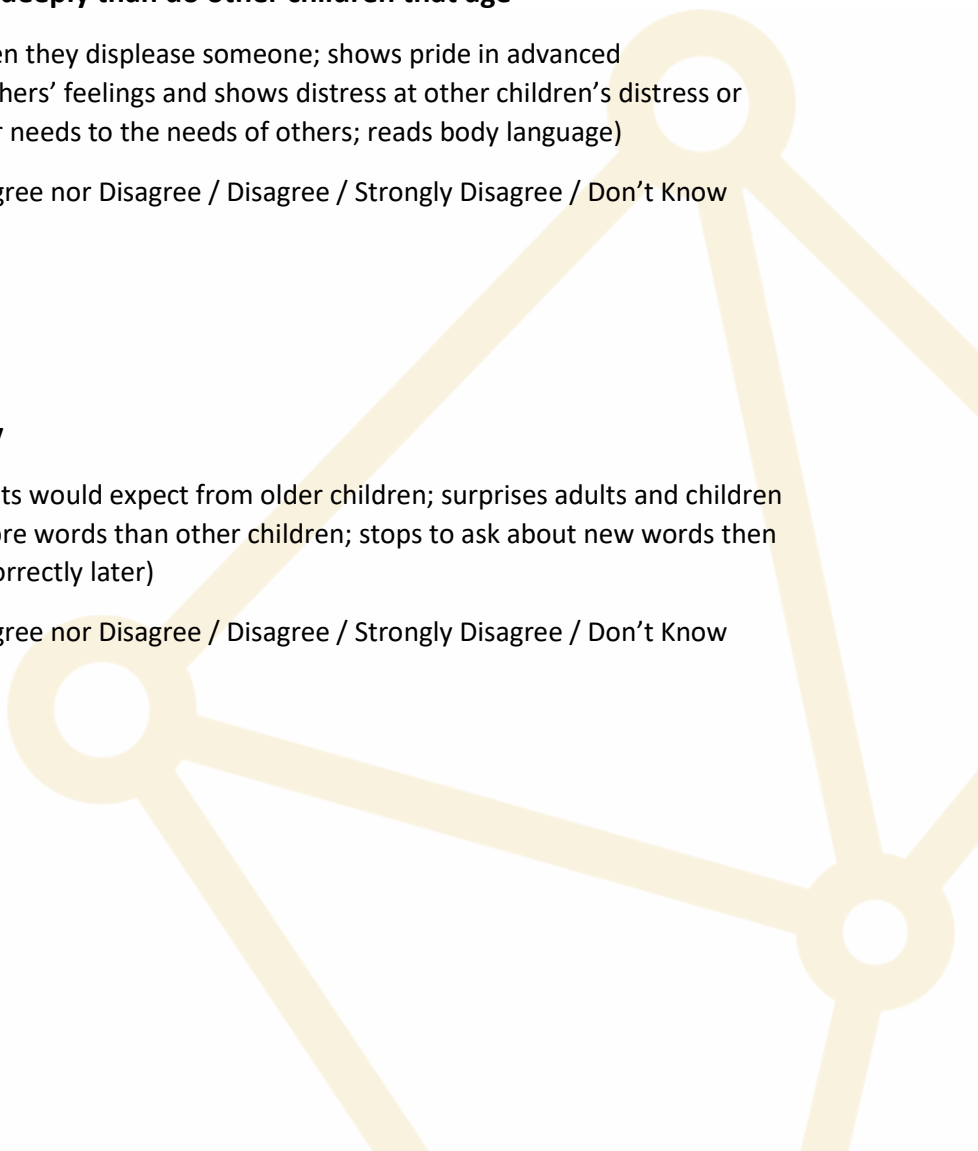
A personal example:

### **Child uses advanced vocabulary**

(e.g. correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later)

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

A personal example:



### **Child began to read, write or use numbers early**

(e.g. early interest in the alphabet and/or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others)

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

A personal example:

### **Child understood phrases or brief sentences as an infant**

(e.g. listened intently; understood and acted on short sentences such as 'give mum a hug' or 'bring me the book and I will read to you')

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

A personal example:

### **Child began speaking first words and sentences earlier than other children**

(e.g. spoke first words before age one and went from saying individual words to speaking in sentences quickly or spoke first words later than age one and quickly moved to speaking in complete sentences; carried on conversations with adults as if they were peers)

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

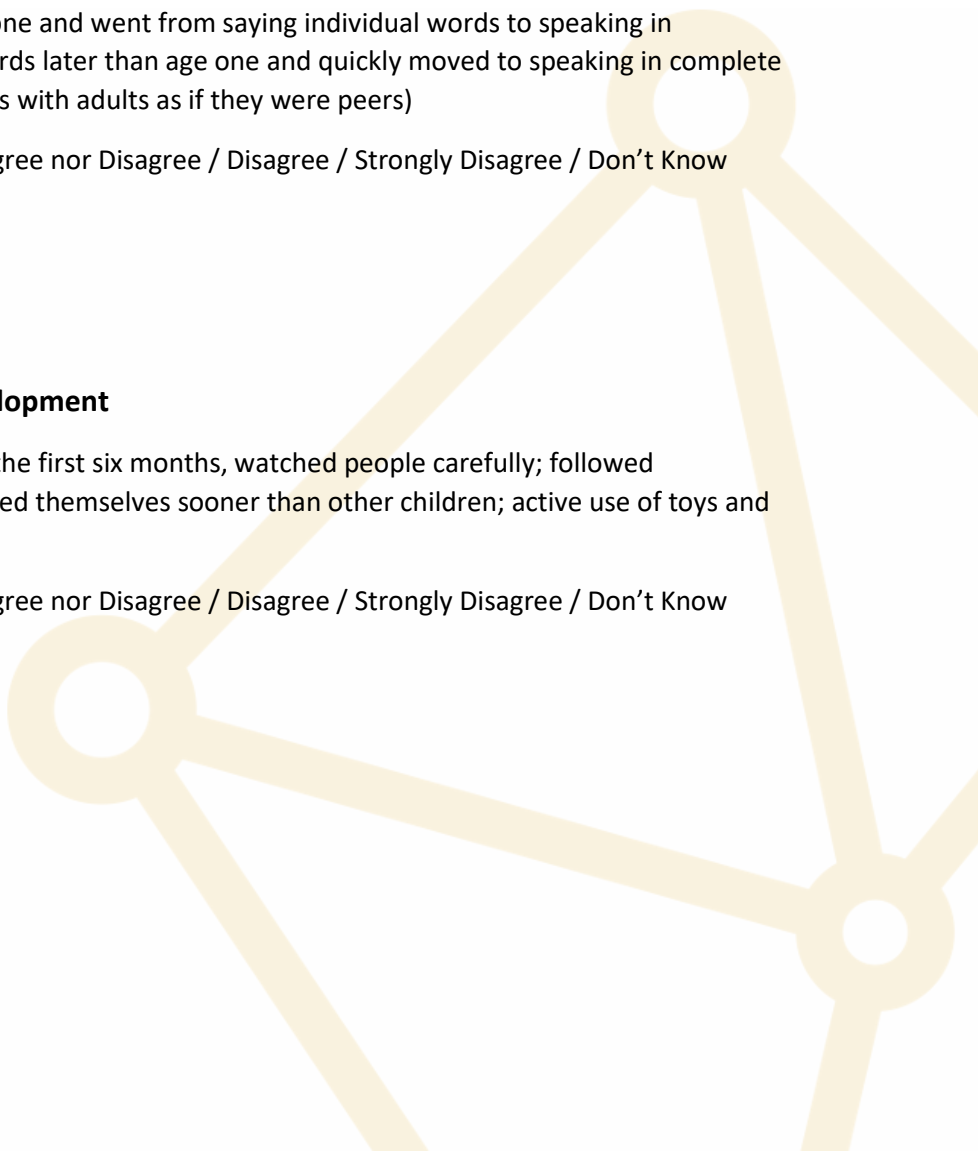
A personal example:

### **Child showed early motor development**

(e.g. very visually attentive during the first six months, watched people carefully; followed movement intently; walked early, fed themselves sooner than other children; active use of toys and puzzles)

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

A personal example:



### **Child shows unusually intense interest and enjoyment when learning new things**

(e.g. listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

A personal example:

### **Child 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)

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

A personal example:

### **Child understands things well enough to teach others**

(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when they don't think the adult understands very well)

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

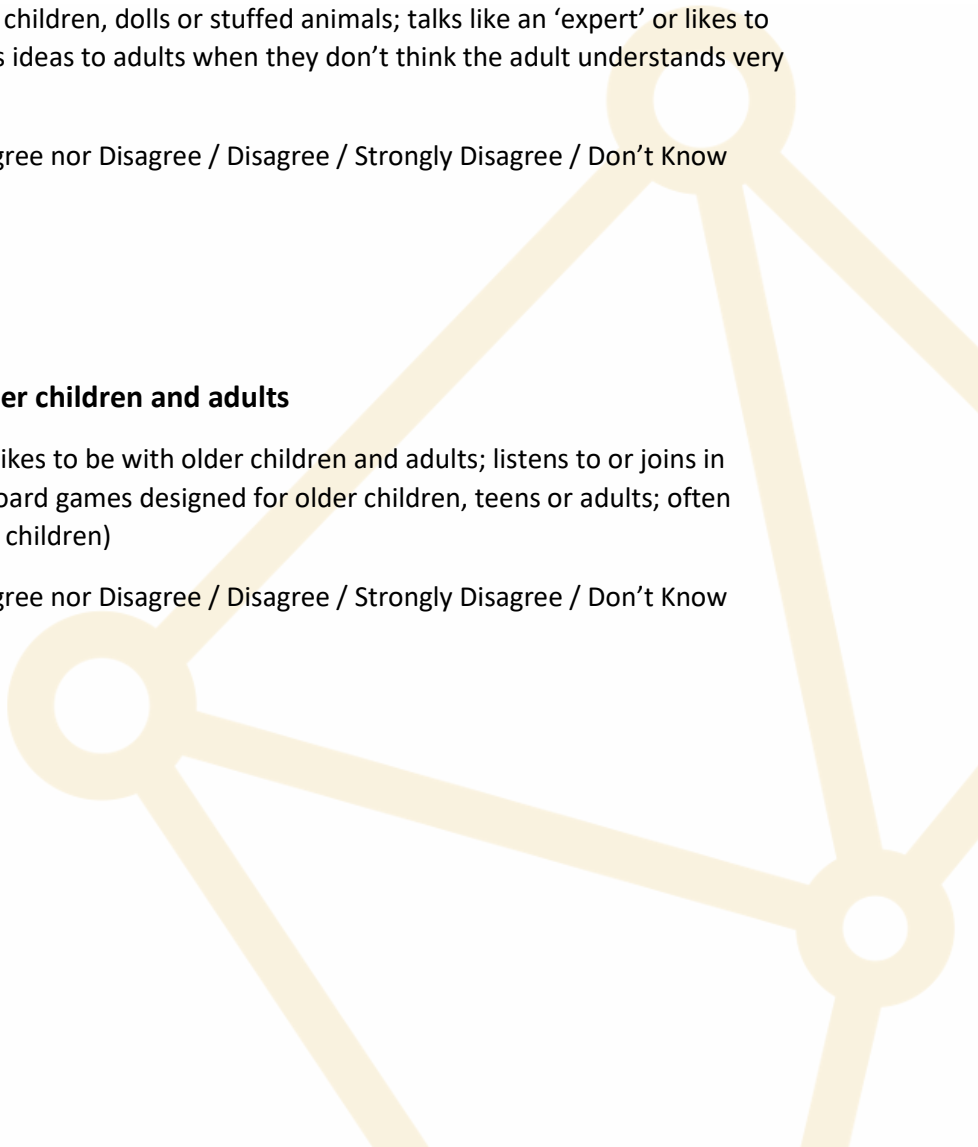
A personal example:

### **Child is comfortable around older children and adults**

(e.g. craves attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children)

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

A personal example:



### **Child shows leadership abilities**

(e.g. sought out by other children for play ideas; adapts their own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

A personal example:

### **Child is resourceful and improvises well**

(e.g. finds unique or non-traditional ways; plays for long periods of time with imaginary friends; diligent in getting things they want regardless of where you've put them; makes up believable endings to stories)

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

A personal example:

### **Child uses imaginative methods to accomplish tasks**

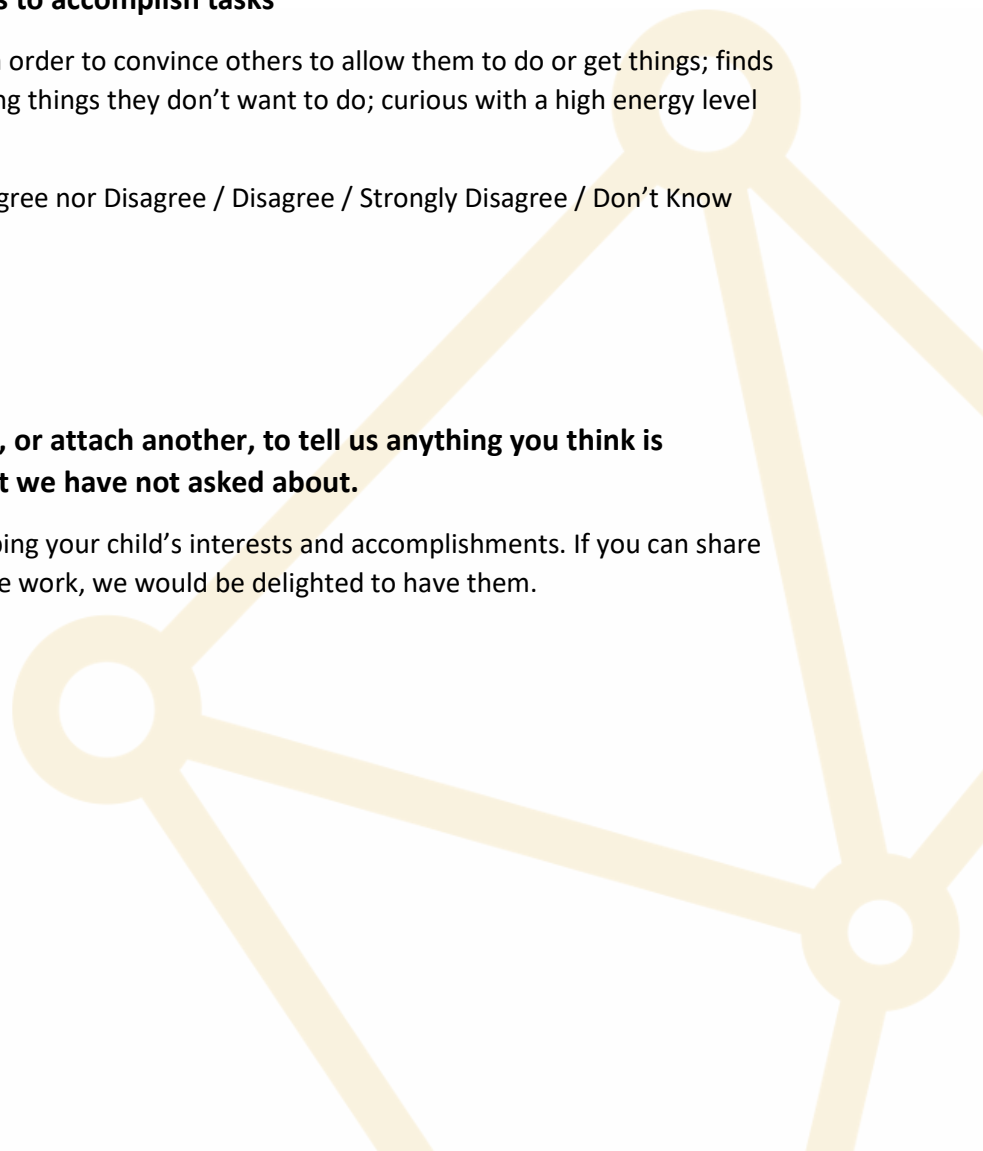
(e.g. presents unique arguments in order to convince others to allow them to do or get things; finds imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

A personal example:

**Please use the rest of this page, or attach another, to tell us anything you think is important about your child that we have not asked about.**

Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.



## Social and Emotional School Readiness Questionnaire

	Never	Rarely	Sometimes	Often	Always
<b>Interpersonal relationships in a group situation</b>					
Displays a well-developed sense of justice and fairness					
Shows intense emotional reactions					
Enjoys structured games with 'rules'					
Seeks and enjoys the company of older children					
Has play interests more like those of older children					
Initially 'hangs back' from new activities and then gradually joins in					
<b>Language and communication skills</b>					
Communicates their needs effectively					
Listens to other children and adults					
<b>Classroom learning skills</b>					
Shares an adult's attention with other children					
Remains engaged in an interesting task for around 15 minutes without adult redirection					
Works as part of a group engaged in self-initiated play (e.g. exploring water activities in the sandpit) for up to 30 minutes					
Listens to, remembers and follows 3-stage oral instructions					
Responds to a stimulus in one medium and translates it to another (e.g. making a construction in the block corner and drawing what they built, or creating a response to a story)					
<b>Motor skills</b>					
Fine motor control: gets frustrated by not having the fine motor skills to produce drawings/writing at the level they can envisage					
Gross motor skills: can kick a ball, walk up and down stairs, use play equipment, etc.					
<b>Self-care skills</b>					
Feeds and dresses themselves					
Uses the toilet independently					
<b>Coping with change</b>					
Separates from parents without undue anxiety					
Adjusts to changes in routines					
Reacts positively to the idea of going to kindergarten					