

What parents can expect -

About one third of our Year 6 students get placement in specialist, academic and private school scholarships each year. Parents are encouraged to have realistic expectations of their children's success in gaining a placement. While PEAC students who score in the top bands of Yr 5 NAPLAN may have a higher chance in gaining placement, our experience shows that students who score band 6 and below across the papers may not be successful in gaining placement in the ASET/GATE.

Parents may like to also apply for specialist programs offered by some schools, such as the Music Program and Specialist Maths Program at Rossmoyne Senior High School and the HASS & Science Program at Leeming Senior High School, to name a few. Applications to these programs are separate to the ASET/GATE application and need to be made with the respective schools.

Finally, we encourage parents to understand that this one test cannot determine the success or failure of your children in their academic journey. Every year, we have non-GATE / ASET Year 12 students who have excelled in their WACE. Children develop at different rate and we are here with you to witness that success throughout their academic journey.

We can assure parents that motivated students who enrol with us will progress from where they have started and thus become confident in the topics learnt in our classes. This also serves as a good foundation for high school. This is possible because of our individualised program built on the Scaffolding of Learning Theory and the Mastery Learning Philosophy that we apply in our small class environment with expert and dedicated teachers.



References

- (1) Bloom, B. (1968). *Learningformastery. EvaluationComment*, 1(2), 1-5.
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- (3) DepartmentofEducation. Retrievedfrom <https://www.education.wa.edu.au/documents/43634956/43957651/Gifted+and+Talented+Application+Guidelines+2019+Final+v2.pdf/7b7ba27b-8be0-f4e2-3d53-c1a19b5f730c>
- (4) Silverman, L. K. (2003). *CharacteristicsofGiftednessScale: Research andreviewoftheliterature*. Westminster, CO: Gifted Development Center.
- (5) Smith, M.K. (2002). *JeromeS. Brunerandtheprocessof education, The Encyclopediaof Informal Education*. Retrievedfrom <https://infed.org/mobi/jerome-bruner-and-the-process-of-education/>



Please scan for our website :



WHAT YOU NEED TO KNOW ABOUT THE

Academic Selective Entrance Test (ASET)/ Gifted & Talented Entrance Test (GATE)



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Academic Selective Entrance Test (GATE - Gifted And Talented Entrance Test)

Here is a summary of important facts about the ASET/GATE that parents need to know. These are information summarised from respectable authorities and where possible, we acknowledge the sources in this flyer on the last page.

The ASET/GATE test is fully government funded and identifies the **top 2.5%** of students through a rigorous test held in March. The ASET/GATE test has four equally weighted components⁽²⁾ –

- Reading Comprehension (30 minutes for 35 multiple choice questions)
- Writing (25 minutes – one piece of writing)
- Quantitative Reasoning (30 minutes for 35 multiple choice questions)
- Abstract/Non-verbal Reasoning (20 minutes for 35 multiple choice questions)

The tests are highly rigorous and differ from other tests such as NAPLAN. While results from other tests may not be an indication of the success of students in the ASET/GATE tests, students who are successful in the ASET/GATE test often score in the top band of NAPLAN and are likely to have been in the Primary Extension & Challenge (PEAC) Programs for those in public schools.

Further, the tests are done under intense time pressure and many past students reported that they did not have sufficient time to complete the tests. The time given differs from school tests or the NAPLAN tests, where students get up to 40 minutes to complete their writing task, for example.

This is deliberate because the ASET/GATE test is used to identify not just academically strong but also gifted students. Gifted students have excellent and quick problem-solving abilities as well as long attention span.⁽⁴⁾ Therefore, if your child can often answer difficult questions correctly but are not quick enough, he/she may not be able to complete all the questions and thus not be successful in being offered a placement.

Minimum Total Standard Score for ASET/GATE for Yr 7 in 2017-19

The following represent the MINIMUM Total Standard Score (TSS) derived from the Academic Selective Entrance Test (ASET) which resulted in an offer of placement for entry to individual Academic Programs for Year 7⁽³⁾

| | 2017 | 2018 | 2019 |
|-----------------------|--------|--------|--------|
| Duncraig SHS | 216.98 | 222.30 | 229.47 |
| Fremantle College | n/a | 210.00 | 210.00 |
| Governor Stirling SHS | 210.00 | 210.00 | 210.00 |
| Kelmscott SHS | 210.43 | 210.00 | 210.43 |
| Melville SHS | 213.64 | 217.73 | 218.25 |
| Perth Modern School | 233.86 | 237.00 | 237.78 |
| Shenton College | 226.66 | 229.28 | 230.42 |
| Willetton SHS | 226.15 | 228.28 | 229.27 |
| ONLINE | 210.00 | 210.00 | 210.00 |

The following minimum TSS was required to qualify for a Languages Program interview. These applicants' TSS were combined with the interview score to rank the applicant for placement.

| | 2019 |
|------------------|--------|
| Mount Lawley SHS | 210.00 |
| Rossmoyne SHS | 220.00 |



Our Approach

We take a systematic approach in teaching our students. In particular, we apply the Scaffolding of Learning Theory⁽⁵⁾ by Jerome Bruner⁽⁶⁾ and the Mastery Learning philosophy⁽⁷⁾ advocated by Benjamin Bloom⁽¹⁾; this means that we help the child to focus on acquiring a particular skill that is required at one time. In short, children learn best when they are taught to focus on one new skill each time. The Mastery Learning philosophy asserts that students must achieve a level of mastery in prerequisite knowledge before moving them to learn harder concepts. If a student does not achieve mastery in one skill, we will give them additional support in learning and reviewing the information before moving on.



This is why we do not just dish out endless full-length test papers for students to do under time constraints as the majority of students would find the questions too hard and any explanation futile as they are not up to the level yet. Advanced students are placed in an Accelerated Program that is also individualised to their level and competence.

Our individualised program applies both the Scaffolding of Learning Theory and the Mastery Learning Philosophy for each student at the primary level. Every new student has to sit for a diagnostic test and an individualised program will be drawn up for the child. We monitor the progress of each child every week and adjust the program accordingly. This is possible as we limit our student numbers to 9 per class, with a teacher and an assistant. We also teach our students independent learning strategies and studying skills. In particular, we do not need parents to teach or mark their child's homework. We will mark the homework and explain mistakes to the child, after which the student must correct the mistakes on their own.

Every child also gets to sit for an end of term test based on the individual program of the child.

All Year 6 students who are enrolled in Term 1 get to sit for the ASET/GATE mock tests, before the actual tests. These are full length test papers and the results will be communicated to the parents.