

Interview Guide

As I mentioned on the phone the other day, the purpose of the interview is to develop descriptions of very clever Aboriginal children to inform teachers' observations and understandings of these children in the classroom. As they become better able to recognise potentially outstanding ability in Aboriginal children, they will also be better able to provide challenging and motivating educational programs to develop the students' potential.

The name of the child described is not important. A fictitious name will be used in all printed material. As I mentioned on the phone, rather than ask specific questions, I will ask you to describe things that your child has done or does now that indicate to you that s/he is really clever or has outstanding ability. I would like to emphasise that the descriptions should not be restricted to just academic/school ability. I will only ask questions if I need clarification or elaboration on something you have said. So let's begin.

Who is the child you are going to talk about today?

(Fill out demographics section.)

Child demographics:

Name: _____

Age: _____

Place in family: _____

Years lived in urban setting: _____

Parent demographics:

Name: _____

Occupation: _____

Years lived in urban setting: _____

Other relevant details: _____

CONDUCT of INTERVIEW

What are things that child's name does that indicate to you that s/he is really clever or has outstanding ability?

Probe questions (Use only when necessary.)

Motivations and Interests

What or who turns _____ on? Who encourages them?
What are they interested in?

Communication

How does _____ like to express him/herself?

Humour

What are some examples of the way _____ expresses humour?
Can you describe a time when _____ picked up on the humour of a situation?

Memory

Have you ever been amazed at what _____ knows about a particular subject or topic? Give examples.

Problem Solving

When faced with a problem how does _____ go about solving it?

Inquiry

How does _____ find out and learn about new things?

Insight

Does _____ seem to understand a things before you explain them? Examples?

Reasoning

Is _____ able to figure out things quickly and/or in an organised manner? How?

Imagination

Does _____ day dream? Ask for examples.
Does _____ like to fantasise and imagine (secret friends, different worlds)?

Leadership

Does _____ have a mind of her/his own? Ask for examples.
Does _____ seem to have ideas that other children/ peers follow? Examples?

Sensitivity

Does _____ seem to "know" other people's feelings and emotions? Examples?

Thank you for your time. I will be getting back to you with the transcribed interview in a few weeks. You will receive along with the transcription, the interview tape, a list of the categories and their definitions which I used to sort and classify your descriptions, a letter of instructions and a return envelope for your reply. You are free to make additions, deletions and corrections to the transcript. Also check the classification I have given to each one of your descriptions to verify agreement; or

note your disagreement and suggest an alternative category. Remember that neither your name nor your child's name will be used at any time in connection with the transcript ensuring the confidentiality of the information you have shared with me today. Thank you for participating in the interview and contributing your time to the research project.

Appendix B

Outline of points for initial telephone contact with interviewees

1. Identify self
 2. Explain how interviewee's name was obtained
 3. Briefly describe research
 4. Explain final use of research
 - a. make teachers more aware of outstanding ability of some Aboriginal students
 - b. encourage more appropriate curriculum - both content and level.
 5. Son or daughter who is very clever/ has some outstanding ability/ies.
 6. Request a time when parent (and child if desired) can meet for interview.
(Interview duration 1-1 1/2 hours)
 7. Request permission to tape interview to ensure accuracy and relieve interviewer of taking copious notes.
 8. Ask interviewee to be thinking about what their son or daughter does that makes them believe s/he is very clever or has outstanding ability. Think back to when they were younger as well as things they do now. Things they do at home, playing with friends, visiting relatives, etc. as well as at school.
 9. Repeat details of interview date: _____ place: _____ time: _____
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Appendix C
Interviewee follow up letter

Date

Name
Street
Town, Postcode

Dear _____,

Thank you for taking the time to meet with me several weeks ago for the interview concerning _____. For me the interview was most enjoyable and has provided valuable information for my research. I believe the results of these interviews will help to inform Australian primary school teachers about Aboriginal children with high ability or the potential for high ability.

Please find enclosed a copy of the interview transcript which I told you I would send. I have also included a list of Mary Frasier's 10 categories which she believes may often be indicators of exceptional ability or giftedness. On the transcript I have categorised your statements about _____ according to Mary's 10 categories and three other categories, which I have named Social maturity or awareness, Leadership and Sensitivity, to describe some of your statements which didn't seem to fit into any of Mary's categories.

I realise this is a very hectic time of the year with the finishing of school and the approaching of the holidays. However, I would be most appreciative if you would read through the transcript in the next few days to see if there are any corrections, additions or deletions you would like to make. Also consider the categories I have tentatively assigned to your statements. If you disagree with the way I have classified them, I am happy to change them to whatever category you believe is more appropriate.

You may keep the copy of the transcript. To inform me of your thoughts concerning the accuracy of the transcript and the categories, would you please ring me on 31 2330 or 31 2319 between 9am and 3pm. If it is difficult to contact me by phone, please send a written response to me in the enclosed Freepost envelope.

Thank you again for your participation in the interview. I appreciate that your time is valuable and that there is a certain amount of inconvenience involved in setting aside part of the day to come to the interview.

If you can suggest another Aboriginal parent who has a very bright preschool, primary or high school child, perhaps you could ask them if they might be

Appendix C
Interviewee follow up letter

interested in participating in an interview. If so, please let me know their name and a contact number so that I might arrange to meet with them.

I look forward to speaking with you in the near future.

Yours faithfully,

Questionnaire Pilot Test: Respondent's Feedback Form

PLEASE COMPLETE THIS FORM AFTER YOU HAVE FILLED IN THE QUESTIONNAIRE. THANK YOU.

As a participant in the pilot test of the questionnaire about high ability Aboriginal children, you are asked to consider and respond to the following questions which have to do with the clarity and format of the questionnaire you have just completed. You are free to look back over the questionnaire as you answer the feedback form questions. From your comments and suggestions, we hope to improve the mailed, self administered questionnaire to make it as readable and clear as possible.

Questionnaire Overview & Demographics (page 1)

1. Is the purpose of the questionnaire clearly stated?
Yes ___ No ___ Partially ___

Please explain how greater clarity might be added to the statement of purpose.

2. Is the demographics section set out so that it is easy to complete?
Yes ___ No ___ Partially ___

What suggestions do you have for improving this section?

Part A (pages 2 & 3)

3. Are the instructions for Part A clear and understandable?
Yes ___ No ___ Partially ___

Comments / Suggestions

4. Is the format visually easy to understand?

Yes ___ No ___ Partially ___

Comments / Suggestions

5. Does the response key with four choices allow you to adequately rate the successfulness of each of the descriptors?

Yes ___ No ___ Partially ___

Comments / Suggestions

Part B (page 4)

6. Are the instructions for Part B clear and understandable?

Yes ___ No ___ Partially ___

Comments / Suggestions

Part C (page 4)

7. Are the instructions for Part C clear and understandable?

Yes ___ No ___ Partially ___

Comments / Suggestions

Part D (page 5 of the questionnaire)

8. Are the instructions for Part D clear and understandable?

Yes ___ No ___ Partially ___

Comments / Suggestions

9. How long did it take for you to complete the questionnaire? _____

10. Are there questions which you believe should be added to the questionnaire which would provide a more complete answer to the question "What traits, aptitudes and behaviours successfully identify Aboriginal primary school children with exceptional ability?" If so please state them below.

11. Which sections of the questionnaire do you believe are unnecessary and should be removed from the questionnaire?

**What traits, aptitudes and behaviours
successfully identify Aboriginal
primary school children
with exceptional ability?**

SURVEY OVERVIEW

This survey is one of several ways being utilised to gain culture specific information about Aboriginal children with high ability or high potential ability. As a teacher and a member of an Aboriginal culture, it is believed that you have a unique perspective from which to observe Aboriginal children and reflect on their behaviours.

You are asked to share your observations and understanding of how Aboriginal children may demonstrate exceptional ability in a classroom or a school by answering this questionnaire. In particular, we are interested in obtaining descriptions of behaviours / actions indicating exceptional ability which might be unique to the Aboriginal culture.

Please take a few minutes right now to complete the questionnaire and then post it in the enclosed stamped envelope.

Demographic Information

Current Grade(s) Taught _____

Years of Teaching Experience:

1-5 years ___ 6-10 years ___ 11-15 years ___ 16+ years ___

A. • Previous research has indicated that certain traits, aptitudes and behaviours have been useful in identifying children with exceptional abilities. Ten of these are listed below. Please indicate your perceptions about how successful each of these descriptors would be in locating Aboriginal children with exceptional abilities by placing a tick in the box next to your answer.

• Following the list of examples under each of the descriptors, please provide additional examples of behaviours that you feel would describe the way Aboriginal children might display the descriptor.

RESPONSE KEY

Rarely = Rarely Successful

Frequently = Frequently Successful

Occasionally = Occasionally Successful

Extremely = Extremely Successful

<p>1. Communication E.g.</p> <ul style="list-style-type: none"> - unusual ability to communicate (verbally, non-verbally, physically, artistically, symbolically) - uses particularly apt examples, illustrations, or elaborations - Other Behaviours? _____ 	<p>Rarely <input type="checkbox"/></p> <p>Occasionally <input type="checkbox"/></p> <p>Frequently <input type="checkbox"/></p> <p>Extremely <input type="checkbox"/></p>
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<p>2. Motivation E.g.</p> <ul style="list-style-type: none"> - persistent in pursuing/completing self-selected tasks in school or non-school activities. - enthusiastic learner - has aspirations to be somebody, to achieve - Other Behaviours? _____ 	<p>Rarely <input type="checkbox"/></p> <p>Occasionally <input type="checkbox"/></p> <p>Frequently <input type="checkbox"/></p> <p>Extremely <input type="checkbox"/></p>
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<p>3. Interests E.g.</p> <ul style="list-style-type: none"> - unusual or advanced interests in a topic or activity - self-starter - pursues an activity unceasingly - Other Behaviours? _____ 	<p>Rarely <input type="checkbox"/></p> <p>Occasionally <input type="checkbox"/></p> <p>Frequently <input type="checkbox"/></p> <p>Extremely <input type="checkbox"/></p>
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<p>4. Problem solving ability E.g.</p> <ul style="list-style-type: none"> - unusual ability to devise/adapt a systematic strategy for solving problems - changes strategy if not working - creates new designs - inventor/innovator - Other Behaviours? _____ 	<p>Rarely <input type="checkbox"/></p> <p>Occasionally <input type="checkbox"/></p> <p>Frequently <input type="checkbox"/></p> <p>Extremely <input type="checkbox"/></p>
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<p>5. Memory E.g.</p> <ul style="list-style-type: none"> - already knows - manipulates information - pays attention to details - 1-2 repetitions for mastery - has a wealth of information about school or non-school topics - Other Behaviours? _____ 	<p>Rarely <input type="checkbox"/></p> <p>Occasionally <input type="checkbox"/></p> <p>Frequently <input type="checkbox"/></p> <p>Extremely <input type="checkbox"/></p>
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<p>6. Humour E.g. - keen sense of humour, may be gentle/hostile - heightened capacity for seeing unusual relationships - large accumulation of knowledge about emotions - unusual emotional depth - openness to experiences - heightened sensory awareness - Other Behaviours? _____ _____</p>	<p>Rarely</p> <p>Occasionally</p> <p>Frequently</p> <p>Extremely</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
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<p>7. Inquiry E.g. - asks unusual questions for age - plays with ideas - extensive exploratory behaviours directed toward eliciting information about materials, devices, situations - Other Behaviours? _____ _____</p>	<p>Rarely</p> <p>Occasionally</p> <p>Frequently</p> <p>Extremely</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
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<p>8. Insight E.g. - is keenly observant - appears to be a good guesser - has exceptional ability to draw inferences - integrates ideas and disciplines - Other Behaviours? _____ _____</p>	<p>Rarely</p> <p>Occasionally</p> <p>Frequently</p> <p>Extremely</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
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<p>9. Reasoning E.g. - ability to think things through in a logical manner and come up with a plausible answer - ability to make generalisations - ability to use metaphors and analogies - critical thinker - Other Behaviours? _____ _____</p>	<p>Rarely</p> <p>Occasionally</p> <p>Frequently</p> <p>Extremely</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
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<p>10. Imagination E.g. - shows exceptional ingenuity in using everyday materials - is keenly observant - has wild, seemingly silly ideas - is highly curious - fluent and flexible producer of ideas - Other Behaviours? _____ _____</p>	<p>Rarely</p> <p>Occasionally</p> <p>Frequently</p> <p>Extremely</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
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B. The ten descriptors you considered in Part A are only some of the traits, aptitudes and behaviours used to describe children with exceptional ability or potentially exceptional ability.

Please list below any other descriptors such as communication, motivation, interests etc, which you feel are particularly relevant and should be considered in identifying Aboriginal children of exceptional ability.

C. After considering the definitions of the traits, aptitudes and behaviours in Part A, please rank order those descriptors listed below from the most successful descriptor to the least successful descriptor of Aboriginal children with exceptional ability. The extra spaces are for those traits, aptitudes and behaviours you feel should be added to the list.

The trait, aptitude or behaviour which you feel would be most successful will have a (1) recorded next to it, the second most successful will have a (2) recorded next to it and so on.

____ Communication	____ Humour
____ Motivation	____ Inquiry
____ Interests	____ Insight
____ Problem solving ability	____ Reasoning
____ Memory	____ Imagination / Creativity
____	____
____	____
____	____

D. Think of Aboriginal children who you consider to be of exceptional ability or capable of exceptional ability. On the lines below, describe the ways in which these children act that lead you to believe they have exceptional ability.

Thank you for your participation in this project. Your involvement is greatly appreciated.

Kay Gibson
Kay Gibson, Project Leader



Department
of Education

Education House
30 Mary Street, Brisbane
Queensland, Australia

Appendix F

Refer to: Penny Tripcony:hf
Telephone: (07) 237 0785

TO: Aboriginal teachers

Dear Colleagues

The enclosed questionnaire has been prepared by Ms Kay Gibson of the University of Southern Queensland, Toowoomba.

After consulting with the Aboriginal and Torres Strait Islander Unit, Kay has received the approval of the Director-General of Education, Professor Roger Scott, to undertake a study of Aboriginal children in Queensland schools who demonstrate exceptional ability. Findings from any research undertaken with the Director-General's approval must be made available to the Department of Education

Aboriginal teachers are being approached to complete the questionnaires so that an appropriate cultural perspective of children with ability can be gained.

This particular study relates to Aboriginal students only. In recognition of the separateness and distinctiveness of Torres Strait Islander cultures, children from Torres Strait Islander backgrounds have not been included. Rather, they may be the subjects of a future survey.

It would be appreciated if you could complete questionnaires as appropriate and return them to Kay Gibson.

Yours sincerely

for

Penny Tripcony (previously Bamblett)
Principal Policy Officer
Aboriginal and Torres Strait Islander Education

28 June 1993

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Enc

Appendix G
Second mailing reminder letter

TO: Aboriginal teachers

Dear Colleague,

Last month, you would have received a questionnaire concerning Aboriginal children with exceptional ability.

If you have not had an opportunity to complete the questionnaire would you please do so now and mail it in the enclosed stamped envelope. For your convenience a copy of the questionnaire is also enclosed.

The results of this questionnaire will provide significant information to all teachers throughout the state about high ability Aboriginal students and their educational needs. Your input is appreciated

Thank you for your time and valuable ideas.

Yours sincerely,

Kay Gibson
Research Project Officer

Interview Descriptions of Core Attribute, Additional and Miscellaneous Categories:

Communication - Highly expressive and effective use of words, numbers, symbols.

Subcategories

Have an unusual ability to communicate (verbally, non-verbally, physically, artistically, symbolically). **Coded as:** Artistic, Dramatic, Musical, Nonverbal, Physical (dance), Second Lang., Verbal, Written

Use particularly apt examples. **Coded as:** Apt examples

Interview 1

(pause) but he could pick up a guitar (pause) he couldn't read music (pause) but listen to a song and play it and maybe miss one beat in the song. I thought that was really outstanding. (p. 1) Musical

He was an artist. He could pick up a pencil and a piece of paper (pause) and draw anything in front of him. This is how he'd spend his days. Come in and sit in my office and just draw a picture. Drew a picture of the office and drew pictures of anything (pause) someone walking past the doorway. You know it was really neat the way this young fellow could pick up on things. When he was drawing pictures of the office and things everything would be shaded in with shadows and everything. He wouldn't miss any little detail at all. (p. 1) Artistic

He did mention one day that painting, drawing was the way he expressed himself. He wasn't much of a talker. And even playing his music (pause) He could make up his own music even though he didn't read music. He was terrific. He really was. And that's how he expressed himself (pause) his feelings about anything and everything. (p. 1) Artistic, Musical

A child that can sit up at the table and have a conversation. He does. He has this every night. He must have a conversation every night at the dinner table. If he can't think of anything that's happened through the day, he'll make up a story. And it's usually about crocodiles or sharks. But he'll tell you a whole story about a crocodile or a shark and it's made up. (p. 3) Verbal

Some of his sayings He's been talking in sentences since he was about (pause) sixteen months old (pause) (p. 3) Verbal

We went in to have breakfast at a coffee shop and he wouldn't sit still. The owner came over and said I've got a chair for you and put him in this high chair. And he thought that was great because he's never ever sat in a high chair. He was always too big to sit in a high chair but because this fellow gave him this chair he thought it was great. And he said, "Gee he's a bright little fellow." And we said, "Yeah he is. He's spent quite a bit of time with adults. There's not too many children around." And he said, "Ah, then he's probably spoilt. And before the fellow got it out Daniel looked around and said, "(pause) and nice." So he wasn't going to be naughty spoilt. And for a child to pick up something like that. (p. 3) Verbal

He loves using that [Aboriginal] language. In fact he talks a lot of it at home. (p. 6) Second Lang.

Interview 2

He's just started up German and he's the top of the whole Grade 11s. (p. 3) Second Lang.

Interview 3

Intelligent. Can converse with anybody. Lots of people have said to me. "What a beautiful daughter you have. She's a lovely girl. Lovely to speak to. So bright and intelligent. (p. 3) Verbal

Cheryl has a beautiful singing voice. Speaks with perfect diction. Loves speech and drama. She has that taught privately by a tutor. And she passes exams for this. (p. 3) Musical, Dramatic, Verbal

And they have to read out (pause) it's really like the stuff she does is quite heavy. Like the poetry. it's real in depth and you really have to understand it. And she writes some beautiful poetry. (p. 3) Written

Her piano style (pause) her piano teacher said was really (pause) was an individual style and was a lovely style. She's got a beautiful touch. (p. 4) Musical

Cheryl topped her class in German. (p. 4) Second Lang.

That's what her German tutor said to me. She said she has a flair for the language. (p. 5) Second Lang.

Interview 4

She'll get up at Karaoke and sing. She likes singing and she likes playing the keyboard. (p. 2) Musical

Interview 5

They have the ability to express things in the way of sign language. You know they don't speak things. In the way of eye contact (pause) (pause) they'll be talking to someone and they signal and you will see that. (p. 8) Nonverbal

Interview 7

The teacher had marked off all these different poems and things that the class had written and she marked the different ones that she thought were really good and a fair few of them were Jodi's. And the teacher told me that Jodi was very good at writing you know like poems or stories. Really good at writing stories. (p. 1)

She'd put a tick by which ones that she thought were really good. And when I went through them a lot of them were Jodi's. And I was amazed. I hadn't realised that Jodi could write like that. And I spoke to Mrs. Moore about it and she was just telling me about how she found that Jodi could really express herself well in stories and poems and different things like that. (p. 4) Written

The Support Centre in Toowoomba (pause) they're going to put out a booklet to do with posters that the children here at this school have done on famous Aboriginals (pause) I know what they're going to get Jodi to do with the booklet (pause) borders (pause) something to do with the diagrams that she had done on hers (pause) cause Jodi did her poster in a booklet form. (p. 2) Artistic

And Jodi's got a little thing or two that she's won. Trophies (pause) this is to do with the country music festivals that they have. She won last year (pause) took out the juvenile trophy. And this year she did get third with her little friend. (p. 2) Musical

And my husband asked her would she get up on stage with him and Jodi said yes and I said oh no. But Jodi went ahead and got up with Dad and for a couple of years the only time she'd sing was if Dad was there with her. And then she got to the stage where she'd sing by herself up on stage and play the guitar herself up on stage. (pause) she was nine when she first did it? (p. 6) Musical

The teacher that's teaching Jodi now and another teacher (pause) heard about Jodi winning the trophy, they didn't know that Jodi sang (pause) because she hadn't told anyone. So then at the fete they had Jodi singing (pause). a part on her own (pause). She went really well on the day. (p. 10) Musical

Interview 8

What Beth did was well see her sister's three years older than her but Beth seemed to have caught up to Miriam's age in her abilities to do things and in her ability to speak and everything. (p. 4) Verbal

She always talked older than her age. (p. 5) Verbal

[Beth speaking] Well the school that I'm going to now and that. It took me a while for the teachers to understand you know that I wasn't there just to muck around. And now that they realise that I really want to do something, well like they sit back like for half an hour, you know, just wanting to talk to me about different things. (p. 8) Verbal

Beth [went] up to Cairns and [came] second in a public speaking thing up there for AITAP for all over Queensland. (p. 8) Verbal

[Beth speaking] I gave my speech there [at an early childhood educators retreat] and I had them all in tears. (p. 8) Verbal

Public speaking on reconciliation. Beth's real aim is to try to get proper reconciliation (pause) You should have brought your speech along. There's a possibility that her speech might get published too. (p. 12) Verbal

She likes talking to older people. (pause) She'll talk to anyone who's younger but she still has trouble with teenagers. Because teenagers are still in that really airy-fairy sort of area. (p. 13) Verbal

[Beth speaking] Well at the moment, I was looking at going down to Griffith. It's learning the Aboriginal traditions, their beliefs, and also the art. You learn how to do the art and everything. It's a three year course and then after that. Well even while I'm doing it, I'm thinking about doing a public speaking course to be able to put what I've learned into action. Like to be able to bring it out in the open. (p. 15) Verbal

[Beth speaking] You know like my English teacher like before she just was treating me like a kid. And then I just said I needed help in English. You know I just had to keep telling her I need help. And then she said ah, well then I'll stay behind with you and I'll give you a bit of extra help. So we did that. And like she'd sit back for about an hour and a half and she'd do a bit of English with me but then she'd like just tell me all of her personal details. (p. 17) Verbal

If something happens through the day, she'll come home, spread out her art thing on the floor, lie on the floor with her paints and just paint something or draw something. And then you go out and you can just about read a story into what she's painted. Like something that might have happened. (p. 19) Artistic

She loves anything to do with art - dancing, sport, painting, what else? Speaking. Anything where she can express herself. (p. 20) Artistic, Physical

[Beth speaking] I just stood up to the kids at school once and said that I was Aboriginal and that I was proud. And now they all come up to me and they ask me, oh, like is this right? Like in history you know the kids'll be told different things about Aboriginal people and then they'll immediately come up to me and ask me if it's true. (p. 20) Verbal

She went down to Movie World just recently with us, with the class, with her theatre class. (pause) There were about six of her friends. They did a video of them singing a Cindi Lauper song. And for some reason, Beth just stands (pause) out. And she seems to be the one who's trying to get the other girls (pause) you can see it in (pause) even the man who was filming it, you could see him pulling her out. Like as you're watching it, you can see that he focused on her too even though he mightn't have meant to. All through the film, Beth's there trying to get the other girls going and everything. (p. 20) Dramatic

[Beth speaking] They all kept on coming up to me after I finished the speech. They all came up to me (pause) gave me a big hug and kiss. They all (pause) tears were flowing you know falling out of their eyes and it made me real emotional too. (p. 21)

The lady said (pause) she said Beth's (pause) she was just hitting the nail on the head all the time. She had 'em all, well not all of them, she had 'em crying and that, listening to her speech. (p. 21) Apt examples, Verbal
They reckon that she really puts all her heart and everything into speaking and everything and really gets all the message across that she's trying to convey. She's written a couple of speeches. (p. 21) Verbal

Interview 9

And even though he had us around and I thought that he would be embarrassed, he certainly didn't show any signs of it. I mean he got up and performed without any worries (pause) (p. 2) Dramatic

Yeah, yeah he loves writing. Very good imagination with his writing. (p. 3) Written

He thinks nothing of standing out in front of us and doing a you know a song and dance for you. (p. 5) Musical, Physical

Sees himself as a bit of a disk jockey. He's certainly got the gift of the gab for it. (p. 8) Verbal

He's a real actor. He's a real performer. He will walk in and either speak in a tone of voice that's meant to sort of crack everybody up or tell (pause) you a lie. Sort of say something to you. And when you react to it, then he's sort of got you sort of thing. (p. 13) Dramatic

Interview 10

And he got a trophy for theatre sports. (p. 2) Dramatic

I like talking with Kurt because you can really talk to him about a range of things. (p. 3) Verbal

He can draw. I didn't know myself that he could draw until he was doing some things for art and he (pause) Actually the first time I noticed was in grade seven that he did a (pause) They were doing something on Ethiopia and he drew a man that was actually starving and sitting underneath the shade of a tree and with skeletons and stuff around him. And I thought that was really (pause) well because the feeling came through with that bit of art work. (p. 6) Artistic

If somebody has a sarcastic answer and it's not really blatant he'll pick it up before anybody else will. He can answer somebody in a sarcastic way that's not blatant. But it makes my ears prick and I think he's just insulted somebody without that person knowing, if you know what I mean (pause) and only from years of knowing Kurt would I know (pause) what he's done. (p. 11) Verbal

Interview 11

She's very bright. You can tell by the way she speaks and presents herself. (p. 1) Verbal

Carmen (pause) can write terrific stories or do good artwork or whatever. (p. 3) Artistic, Written

[Interviewer: But she has this exceptional humour?] Interviewee: If she was given a situation like (pause) she's just so quick (pause) so creative. Somebody could say something and she'll just come off the top of her head (pause) she's incredible. (p. 6) Verbal

Humour - Conveys and picks up on humour.

Subcategories

- Have keen sense of humour. **Coded as:** Keen sense
- Have a capacity for seeing unusual relationships. **Coded as:** See unusual relationships
- Show an unusual emotional depth. **Coded as:** Emotional depth
- Unusually quick use of humour in response to a situation or person. **Coded as:** Quick wit

Interview 5

Well I think seeing different sides to a situation is (pause) you know like see the same event from a different angle. (p. 7) See unusual relationships

(pause) These little fellows were rushing around talking in their tongue and arguing with the girls (pause) and of course must have said this real nasty word that really (pause) and of course away the kids went on their bikes. When we talked to the little boy later and he told us what he said. It wasn't bad language or anything like that, it was just his quick wit with what he had said to her and she misinterpreted it. (p. 7) Quick wit

And one of them said hey you fellows swim funny down here 'cause they were doing the free style. He said, "Why?" He said, "Oh, you don't make splashes up there, you'll get hit. He said, "What do you mean?" He said, "'Cause you make all that noise the crocodiles will get you. So he's thinking about what if they swam like that in the creek up there (pause) you know. So I tell you really they've got an extremely (pause) a very good creative mind. (p. 8) See unusual relationships

Interview 6

She's got a sense of humour. Yeah. She gets up sometimes when the ads come on the TV. The house will be so silent (pause) (sings a few notes) (pause) she'll be wiggling around. (p. 5) Keen sense

Interview 9

He still laughs to this day about the (pause) some Grade 7 kids yelled out to him, "Hey nigger pull your socks up. Why don't you nigger pull your socks up?" he said. And he bent down and pulled his socks up. (p. 7) Keen sense

He's a real actor. He's a real performer. He will walk in and either speak in a tone of voice that's meant to sort of crack everybody up or tell (pause) you a lie. And when you react to it, then he sort of got you sort of thing. (p. 13) Keen sense

Interview 10

Kurt's sense of humour is sometimes very dry. And he finds some things funny that I wouldn't and sometimes it's a cynical type humour (pause) a black type humour I suppose you'd say. Not so (pause) not hurtful or anything. (p. 11) Emotional depth

While he finds some of the shows on TV funny that everyone finds funny, he relates better to Seinfeld which I think is an adult comedy. (p. 11)
Emotional depth

Interview 11

Carmen is really incredible. Like I'll be having a really horrible day and she'll come along and she'll just come out with something really witty. And you just have to stop and laugh. And with the humour. Carmen just comes up with these really weird things and gets us all going. (p. 5)
Quick wit, Keen sense

[Interviewer: But she has this exceptional humour?] Interviewee: If she was given a situation like (pause) she's just so quick (pause) so creative. Somebody could say something and she'll just come off the top of her head (pause) she's incredible. (p. 6) Quick wit, Keen sense

Imagination/ Creativity - Produces many ideas: highly original.

Subcategories

- Be keenly observant. **Coded as:** Keenly observant
- Have wild, unusual, sometimes silly ideas. **Coded as:** Wild ideas
- Be highly curious. **Coded as:** Highly curious
- Produce many different ideas. **Coded as:** Different ideas
- Be exceptionally ingenious in using everyday materials. **Coded as:** Ingenious using everyday materials

Interview 1

A child that can sit up at the table and have a conversation. He does. He has this every night. He must have a conversation every night at the dinner table. If he can't think of anything that's happened through the day, he'll make up a story. And it's usually about crocodiles or sharks. But he'll tell you a whole story about a crocodile or a shark and it's made up. (p. 3) Wild ideas

When he's playing on his own, he has a mate there. (pause) an imaginary friend. And he'll talk and he'll answer but he'll change the tone of his voice for his mate to answer. He does it all the time (pause) loves to do it in the bath. (pause) I've often stopped to listen to see if there was someone with him. (pause) He can make his voice really squeaky and (pause) He must have different imaginary friends because they're not always the same voice. He's three (pause) (p. 6) Wild ideas

Interview 3

And she writes some beautiful poetry. (p. 3) Different ideas

Interview 4

She imagines a lot of things. She's got her dolls (pause) She gets really involved. She can go off and play by herself and talk to her dolls. (p. 3) Not classified in subcategory

Mainly with her designs. She's got these pattern things at home and she doesn't look. She makes up her own. She did a pattern of all different shapes. And she came and showed me. (pause) she had to make it out of these plastic tube things. It's a handicraft sort of thing. (p. 3) Different ideas, Ingenious using everyday materials

Interview 5

The art might be another thing to have teachers look for. Here again we're looking at an area where it does fit in very well with Aboriginal imaginations and creativities. You look at art (pause) paintings and stuff that they can just produce by, well just by chalk and fingers and things like that. (p. 8) Ingenious using everyday materials

And one of them said hey you fellows swim funny down here 'cause they were doing the free style. He said, "Why?" He said, "Oh, you don't make splashes up there, you'll get hit. He said, "What do you mean?" He said,

"Cause you make all that noise the crocodiles will get you. So he's thinking about what if they swam like that in the creek up there(pause) you know. So I tell you really they've got an extremely (pause) a very good creative mind. (p. 8) Wild ideas

Interview 8

She's creative and her imagination(pause) she's really all into theatre and art and when she was younger she always used to like mucking around with things. You know, using her imagination a lot. And now as she's got older, well she's just recently done this really imaginative art thing at school. (pause) And her imagination is really wild. (p. 18) Wild ideas

[Beth speaking] So the teacher said you could use any material you wanted to so I said oh I'll use clay then. And I just made all these real big pots and that. And she just goes, "That's your first time you've ever used clay?" and I said yeah. She goes, "That is really good" cause she reckoned, you know, they looked like the rebirth of just nature 'cause I've got the pots and it looked like a big flower and I've got all Aboriginal art you know like 3-D, 3-dimensional. (p. 19)

Her imagination keeps going and going and going until she eventually comes up with this thing that she's got. And the name that she called it (pause) Alteralteringa. It's an Aboriginal word, (pause) where the old people live. (pause) Dreamland, it's called. (p. 19) Different ideas

Her imagination is just really vivid. It's almost like she can see where she's (pause) it's like she's been there before or done it or something. (p. 19) Keenly observant

Interview 9

Yeah, yeah he loves writing. Very good imagination with his writing. (p. 3) Different ideas

Just another thing he does do in his spare time is sit and design sports clothes continuously. I mean I've got pages and pages of jerseys for the Australian football team and cricket clothes for the Australian cricket team. And then he writes up his team list beside it which always includes himself of course. (p. 3) Different ideas

Interview 10

He was forever building cubby houses and I don't mean just a couple tin sheets up against the fence or sheets inside pinned to things. He built the craziest cubby houses. There was one that he actually had dug a hole over in the corner of the yard and laid some old carpet. And around that he built a frame and then used a mixture of the grass that we had after we'd mowed the lawn and mud and other stuff that he'd found and made like a brick. And he used those to cover the top of the cubby house. So it was like something you'd see from Africa or somewhere like that. It was a (pause) and it stood through all sorts of weather and it didn't allow the rain in so that they could actually get into this cubby house. You didn't realise how big it was until you got inside it (pause) it was open, dry inside. (p. 7) Ingenious use of everyday materials

The carving was something that he does (pause) it's [a table] about that wide and it's just carved with flowers and swirls and. And then there's sayings, like 'Never judge a book by its cover.', carved into the thing and all these different sayings with swirls and carves and it looks really nice. (p. 7) Ingenious use of everyday materials, Different ideas

Interview 11

Carmen (pause) can write terrific stories or do good artwork or whatever. (p. 3) Different ideas

She's very imaginative. You know she can put pen to paper with no trouble. (pause) It's just that she can do these sorts of things and come up with it. (p. 4) Different ideas

Inquiry - Questions, experiments, explores.

Subcategories

- Ask unusual questions for his/ her age. **Coded as:** Unusual questions
- Play or experiment with ideas. **Coded as:** Experiment
- Extensively explore materials, devices, situations to gain information.
Coded as: Explore
- Always asking questions, wanting to know about a wide variety of topics. **Coded as:** Always questioning

Interview 1

And when he was born they handed him to me because his mother was sick and he didn't sit up but he held his head up and looked all around the room. He was really alert and thought I'm hungry so he put his thumb in his mouth and started sucking it of course. And when we were leaving the hospital he checked out everything that he passed and the nurse said to me (pause) she said this guy's been here before. (p. 3) Explore

Interview 3

The teacher would say to me Cheryl is inclined to sometimes yell out. Not so much to get attention but to ask a question. (p. 2) Explore, Always questioning

Interview 6

Since she was small (pause) ever since she was small, she always wanted to read a book. And she's been doing it today too. (p. 1) Explore, Always questioning

I knew she was going to be okay at school. She was always inquisitive. Always wanted to know something. (p. 2) Always questioning

Interview 7

I know Jodi seems to keep up on the news a fair bit. Like sometimes she'll talk to me about something that she's heard on the news. (p. 6) Explore

Interview 8

[Beth speaking] Everything always interests me. (p. 12) Explore

Interview 10

Recently a friend of ours has joined the IVF program and he wanted to know more about IVF, and the problems that she was having because she couldn't conceive. And it wasn't just sticky-beaking. It was he really wanted to know. He was really interested in what was wrong (pause) (p. 3) Explore

He's just one of those kids that (pause) well I used to let him fiddle with a lot of stuff when he was little and he (pause) things that didn't work any more like old radios and that. (p. 8) Explore

Interview 11

Both the girls were inquisitive like that. But it could get annoying because they would just be constantly asking like why does this happen. And I thought it was just natural. And because they were both pretty much close together, they've sort of more or less done the same things. Carmen we call her (pause) she's a real Dory Evans. She always wants to know everything. (pause) Carmen, it may not interest her in the least but she just wants to know. (p. 5) Explore, Always questioning

Insight - Quickly grasps new concepts and makes connections; senses deeper meanings

Subcategories

- Be keenly observant. **Coded as:** Observant
- Appear to be a good guesser. **Coded as:** Good guesser
- Have exceptional ability to draw conclusions. **Coded as:** Draw conclusions
- Intuitiveness. **Coded as:** Intuitiveness

Interview 1

We went in to have breakfast at a coffee shop and he wouldn't sit still. The owner came over and said I've got a chair for you and put him in this high chair. And he thought that was great because he's never ever sat in a high chair. He was always too big to sit in a high chair but because this fellow gave him this chair he thought it was great. And he said, "Gee he's a bright little fellow." And we said, "Yeah he is. He's spent quite a bit of time with adults. There's not too many children around." And he said, "Ah, then he's probably spoilt. And before the fellow got it out Daniel looked around and said, "(pause) and nice." So he wasn't going to be naughty spoilt. And for a child to pick up something like that. (p. 3) Draw conclusions

He's very quick witted. (p. 5) Intuitiveness

She wanted to take him Sea World and it was (pause) he's three of course (pause) and it's eighteen dollars for three year olds and she told him that he was two. And then she took him to the movies one night (pause) a drive in and the fellow said how old's your little boy. And she said two. And he said no 'm not Mum I'm three. I'm only two when I go to Sea World. (p. 6) Draw conclusions

Interview 2

He can just pick up everything straight away. He's just got that natural sort of talent that he can just pick up things very quickly. He seems to know (pause) (p. 2) Intuitiveness

He always played with his two older brothers. (pause) He could do everything. When they were in school (pause) he could do what they were doing. (pause) When they were counting he was counting. When they were doing their alphabet, he was doing it as well. (p. 4-5) Observant

Interview 4

Mainly because she can just pick up a book and read it straight out. (p. 1) Intuitiveness

... it was in a book, English. It was work that she never done before. And she said, "Oh Mum I got it all right" and she was very proud that she got it all right. (p. 3) Intuitiveness

Interview 5

Well I think seeing different sides to a situation is (pause) you know like see the same event from a different angle. (p. 7) Observant

Interview 7

She always has seemed to learn quickly. She's never really had to struggle to learn something. I can't say that she's really really (pause) you know but I mean she's never had to battle to understand work or anything. (p. 3) Intuitiveness

With the singing she seems to know what notes to hit. And also with the guitar she picked up how to play the guitar pretty quickly and the notes and how you play and things like that. (p. 6) Intuitiveness

Interview 8

[Beth speaking] I had to prove myself so much when I went to school to prove to the teachers that I wanted to do something. And like first of all they didn't believe you. They just thought you were there just to muck around. (p. 2) Draw conclusions

And also she had this uncanny (pause) she used to always know if someone was having a go at her or something like that, even when she was real young. (p. 4) Intuitiveness

[Beth speaking] But I use that [her sensitivity] for my advantage though, I reckon. (p. 14) Draw conclusions

She'll push the point until the teacher realises that she's there. I think at the school that she's at now she's lucky because all the teachers know her. [Beth speaking] Yeah, you have to walk around with a big smile on your face all the time. (p. 17) Draw conclusions

The lady said (pause) she said Beth's (pause) she was just hitting the nail on the head all the time. She had 'em all, well not all of them, she had 'em crying and that, listening to her speech. (p. 21) Draw conclusions

Interview 9

Even as a kid watching football on TV that was sort of one area where it did surprise me how he could follow the game as far as rules and moves in play went as probably a ten years old. And he could follow a football game to the same standard as what I would imagine you know a male adult would sit and sort of be able to do that. (p. 4-5) Observant

He seems to be able (pause) have (pause) you know like an insight into situations sometimes. (p. 8) Intuitiveness

Interview 10

A friend of mine who's been teaching him the guitar, he's been amazed by the speed with which Kurt can play back anything he shows him. (p. 2) Observant

He can draw. I didn't know myself that he could draw until he was doing some things for art and he (pause) Actually the first time I noticed was in

grade seven that he did a (pause) They were doing something on Ethiopia and he drew a man that was actually starving and sitting underneath the shade of a tree and with skeletons and stuff around him. And I thought that was really well because the feeling came through with that bit of art work. (p. 6) Observant

We had a lot of stuff like that, that we used to pull to pieces that he started mucking around with things and showing the kids how if you put a battery to this sort of thing, you could make the little light bulbs light up and stuff like that. Just little things that he'd show the other little kids and volcano, how to build a volcano and using soda and vinegar and stuff like that for their projects (pause) (p. 8) Intuitiveness

If somebody has a sarcastic answer and it's not really blatant he'll pick it up before anybody else will. (p. 11) Observant

Interview 11

I mean with some of the extension work she really works at it. Whereas most of the other stuff you know she just breezes through (pause) well I'm not saying she breezes through it. She does put her mind to it, like with the extension work where it does need that bit of extra attention, she does give it. (p. 4) Intuitiveness

Interests - Intense (sometimes unusual) interests.

Subcategories

- Have unusual or advanced interest in a topic or activity. **Coded as:** Unusual or advanced interest
- Be a self-starter. **Coded as:** Self-starter
- Pursue an activity unceasingly. **Coded as:** Pursue unceasingly

Area of interest noted in brackets after subcategory code.

Interview 1

(pause) But he could pick up a guitar (pause) he couldn't read music (pause) listen to a song and play it and maybe miss one beat in the song. I thought that was really outstanding. (p. 1)

And he ended up forming a band. And he continued with his painting and drawings and they were sold through the Aboriginal and Torres Strait Islander Housing Coop in Cunnamulla. He's still playing in this band today out there. He gets quite a bit of work. He has been a productive person. (p. 2) Self-starter [Music]

He was an artist. He could pick up a pencil and a piece of paper (pause) and draw anything in front of him. This is how he'd spend his days. Come in and sit in my office and just draw a picture. Drew a picture of the office and drew pictures of anything (pause) someone walking past the doorway. You know it was really neat the way this young fellow could pick up on things. When he was drawing pictures of the office and things everything would be shaded in with shadows and everything. He wouldn't miss any little detail at all. (p. 1) Self-starter [Art]

He's really interested in crocodiles and sharks. Don't ask me why. He's never seen one. But for a child that age it's strange. (p. 3) Pursue unceasingly [Crocodiles, sharks]

They try everything out. And of course he just got a new puppy and of course he loves a new puppy. But he loves getting on his motorbike. (pause) He likes doing that and he's crazy on helicopters and motorbikes. (p. 5) Pursue unceasingly [Helicopters, motorbikes]

He's not playing sport (pause) He's not playing any contact sport when he grows up. He's told us this (pause) no football, no soccer. He's playing golf or playing darts. (p. 6) Unusual or advanced interest [Darts, golf]

Interview 2

He's really talented at sport. (p. 2)

But he's also a person who plays a lot of sports who is out the front playing cricket or football. So he likes both. So he's always doing one or the other. He's always reading the paper. That's what he does - comes home watches TV, does his homework, reads the paper, plays a bit of sport (pause) (p. 5) Pursue unceasingly [Sports]

Interview 3

Cheryl has a beautiful singing voice. Speaks with perfect diction. Loves speech and drama. She has that taught privately by a tutor. And she passes exams for this. (p. 3) Pursue unceasingly [Singing]

Reads non stop (pause) all her time at home is spent reading. (p. 3) Pursue unceasingly [Reading]

She's learned piano for four years. Has a piano teacher and music teacher at school. The music teacher has told me she is gifted in that area or has the ability but doesn't really excel at it. (p. 3) Pursue unceasingly [Piano]

Sporting-wise, she's quite good at sports. (p. 4) Pursue unceasingly [Sports]

Interview 4

She was playing tee ball. But she wanted to do net ball this year. And she's very good with gymnastics. (p. 1) Pursue unceasingly [Sports]

Well she likes music. She'll get up at Karaoke and sing. She likes singing and she likes playing the keyboard. We have a little one at home and I showed her how to do it. She picked it up pretty well. (p. 2) Pursue unceasingly [Music]

Interview 6

She's not really a sports person. She tries out for the teams and then she gets the shock when she's in the team. But she's not really a sports person. She'd rather sit home and do a bit of sketching and reading. (p. 2) Pursue unceasingly [Sports, drawing, reading]

When I come to school to work, I'll be looking for her to give her, her lunch and I'll find her up in the computer room. Better go and have your dinner. She says oh yeah, I'll be just there in a minute. I'll just finish this up. Never comes. (p. 3) Pursue unceasingly [Computer]

Interview 7

And Jodi's got a little thing or two that she's won. Trophies (pause) this is to do with the country music festivals that they have. She won last year (pause) took out the juvenile trophy. And this year she did get third with her little friend. (p. 2) Self-starter, Pursue unceasingly [Singing]

Jodi enjoys doing that, going down there [to the radio station] but she hasn't spoke on the radic herself. (p. 5) Self-starter [Radio broadcasting]

Yeah she did take lessons for guitar last year but this year she took singing lessons 'cause we couldn't really afford to do the two. Her dad taught her as much as he could on the guitar. Then she had guitar lessons towards the end of the year and singing lessons all this year. So next year I was thinking about maybe getting her back to the guitar again cause she goes well. (p. 5) Self-starter, Pursue unceasingly [Guitar]

I usually get them [magazines] pretty regular. And Jodi nicks off with them. [To Jodi] And you love doing crosswords too don't you (pause)? (p. 6) Pursue unceasingly [Crossword puzzle]

[Jodi speaking] I like sports (pause) going to squash tennis, netball (pause) I like to play basketball. (p. 10) Pursue unceasingly [Sports]

Interview 8

Beth [went] up to Cairns and [came] second in a public speaking thing up there for AITAP for all over Queensland. (p. 8) Pursue unceasingly [Public speaking]

Like when we were out in Mowra she ended up in the state titles for softball. (p. 11) Pursue unceasingly [Softball]

Public speaking on reconciliation. Beth's real aim is to try to get proper reconciliation (pause) You should have brought your speech along. There's a possibility that her speech might get published too. (p. 12) Unusual or advanced interest [Reconciliation]

She had heaps of interests. (p. 12) Self-starter

[Beth speaking] Everything always interests me. (p. 12) Self-starter

She loves anything to do with art - dancing, sport, painting, what else? Speaking. Anything where she can express herself. (p. 20) Pursue unceasingly [Art expressive and visual, sport]

Interview 9

When he was younger (pause) he loved to read. He was always reading, and even read the newspaper at a very early age. (p. 1) Unusual or advanced interest [Reading - newspaper]

He's got a lot of outside school activities. He's sportsmad; very sports conscious (pause) mainly football in the winter, cricket and his latest passion is basketball. (p. 1) Pursue unceasingly [Sports]

Very into (pause) he likes. (pause) he's doing speech and drama at high school this year. And I think he's got a special aptitude for that. (pause) (p. 2) Self-starter [Speech and drama]

Really interested in computers, loves computers. (p. 2) Pursue unceasingly [Computers]

Yeah, yeah he loves writing. Very good imagination with his writing. (p. 3) Pursue unceasingly [Writing]

He then sat for that [a referees exam] when he was thirteen. And he had to wait six months to receive his registration card because they can't have that until they are fourteen (p. 4) Self-starter, Unusual or advanced interest [Rugby referee]

Loves music (pause) Not music as such as in he's not musically inclined I don't think towards playing an instrument but just music in general anything from Rock and Roll to the country (pause) (p. 5) Unusual or advanced interest [Music]

So he's fairly I don't know civic minded or what (pause) community minded. I think he likes to be involved in what's going on around him. (p. 8) Unusual or advanced interest [Community affairs]

Interview 10

He loves sport. He's a very active type person. He's played a full range of sports in his fifteen years. He's always played rugby league right up until in the last two years when he's switched to AFL because he felt, he's gone as far as he wanted to in league and AFL was something different and he was learning new skills that way. And he loves to do those sorts of things. (p. 1)

His sporting abilities just amazed me. He was actually asked this year to play reserve grade where he was a fourteen year old playing against men (p. 5) Pursue unceasingly [Rugby]

He's taken up the guitar as something just to muck around with and he's already excelled with the guitar. He can play back any song he hears on the first try. (pause) A friend of mine who's been teaching him the guitar, he's been amazed by the speed with which Kurt can play back anything he shows him. (p. 2) Self-starter [Guitar]

I've always encouraged my kids to read, my house has got books laying everywhere. I've got books, novels, magazines, all sorts of story books. And even though I encourage all the kids to read, Kurt seems to be the only one that will finish a book from cover to cover. (p. 5) Pursue unceasingly [Reading]

He's built me an aviary, a bird aviary. We have an old table like this (indicated table where we were sitting) that he's carved patterns into for me. Spirals just patterns. So he does (pause) he likes that. (p. 5) Self-starter [Woodwork]

He can draw. I didn't know myself that he could draw until he was doing some things for art and he (pause) Actually the first time I noticed was in grade seven that he did a (pause) They were doing something on Ethiopia and he drew a man that was actually starving and sitting underneath the shade of a tree and with skeletons and stuff around him. And I thought that was really well because the feeling came through with that bit of art work. (p. 5) Self-starter [Drawing]

He enjoys looking at art. He's got into Aboriginal art now. Actually he has a quite a collection of some ochre stones (pause) And he's showed his younger brothers and sisters how to blow the ochre for the hand prints and he's explained a bit about that (pause) (p. 5) Unusual or advanced interest [Art history and appreciation]

He was forever building cubby houses and I don't mean just a couple tin sheets up against the fence or sheets inside pinned to things. He built the

craziest cubby houses. There was one that he actually had dug a hole over in the corner of the yard and laid some old carpet. And around that he built a frame and then used a mixture of the grass that we had after we'd mowed the lawn and mud and other stuff that he'd found and made like a brick. And he used those to cover the top of the cubby house. So it was like something you'd see from Africa or somewhere like that. It was a (pause) and it stood through all sorts of weather and it didn't allow the rain in so that they could actually get into this cubby house. You didn't realise how big it was until you got inside it. (pause) It was open, dry inside. (p. 7) Pursue unceasingly [Build cubby houses]

He's you know always (pause) he keeps (pause) he knows what's happening overseas and stuff like that through the news. (p. 12) Unusual or advanced interest [International current events]

Interview 11

They liked reading. I thought maybe (pause) because I love reading myself. I've always enjoyed books and I'd buy them books. And they were very interested. They'd sit down and go through their books and everything like this. (p. 2) Pursue unceasingly [Reading]

The girls they just stopped playing tennis. Since they were about 11 they've played in tournaments out west. And they both represented at the South western State Tennis Trials so that they sort of achieved there. I mean they didn't come up the top but I mean they got in the trials. (p. 3) Pursue unceasingly [Tennis]

Liz likes cooking because she's done home economics (pause) (p. 4) Pursue unceasingly [Cooking]

Liz's always said she wouldn't mind either modeling or designing clothes. (p. 4) Self-starter [Clothing industry]

Both the girls are mad on football. (p. 5) Pursue unceasingly [Rugby]

Memory - Large storehouse of information on school or non-school topics.

Subcategories

- Remember information easily. **Coded as:** Remember easily
- Pay attention to details. **Coded as:** Details
- Already know many things. **Coded as:** Already know
- Have a wealth of knowledge about a topic(s). **Coded as:** Wealth of knowledge

Interview 1

Any ad that comes on TV he knows the words and sings it through. (p. 5)
Remember easily

He loves using that [Aboriginal] language. In fact he talks a lot of it at home. (p. 6) Already know, Wealth of knowledge

Interview 2

He can just pick up everything straight away. He's just got that natural sort of talent that he can just pick up things very quickly. He seems to know (pause) (p. 2) Remember easily

He's just started up German and he's the top of the whole Grade 11s. (p. 3) Remember easily, Wealth of knowledge

He always played with his two older brothers. (pause) He could do everything. When they were in school, (pause) he could do what they were doing. (pause) When they were counting he was counting. When they were doing their alphabet, he was doing it as well. (p. 4-5) Already know

Interview 3

She could always (pause) you know she's very bright (pause) could always teach her anything. Triangles, squares, could count up to a hundred and could do that quite well really for one so young. (p. 1) Remember easily

At school she could get 100% on papers. No problems at all in primary. (p. 1) Details, Remember easily

And the teacher would often say to me there are some days Cheryl would come into the class and no matter what I do I cannot get her to concentrate on the board. (pause) So I spoke to Cheryl about this (pause) and she said, "It's boring. They tell you the same thing over and over and over and over again 'til you get it." So you know I think eventually she switched off. (p. 2) Remember easily

Never failed an exam but never really put in a lot of effort. (p. 2) Remember easily

Cheryl topped her class in German. (p. 4) Wealth of knowledge

Interview 4

She's in Grade 3 and she brought her homework home the other day and it was all correct. She's a very good reader. (p. 1)

... it was in a book, English. It was work that she never done before. And she said, "Oh Mum I got it all right" and she was very proud that she got it all right. (p. 3) Detail, Remember easily

Mainly because she can just pick up a book and read it straight out. (p. 1) Remember easily

She likes playing the keyboard. We have a little one at home and I showed her how to do it. She picked it up pretty well. (p. 2) Remember easily, Already know

Interview 6

But she is good at her school work. I reckon she'll go along way, if she keeps it up. (p. 1) Remember easily

I was with her most of the time and taught her how to read the books. The teachers in Grade 1 back where we come from they were very surprised with Mary themselves. So from that day on I knew that Mary would do well with the grades that she goes up to. And she hasn't fell back on anything yet. (p. 4) Already know

I mean Mary's got a great memory. (p. 5) Remember easily

Interview 7

She always has seemed to learn quickly. She's never really had to struggle to learn something. I can't say that she's really really (pause) you know but I mean she's never had to battle to understand work or anything. (p. 3) Remember easily

With the singing she seems to know what notes to hit. And also with the guitar she picked up how to play the guitar pretty quickly and the notes and how you play and things like that. (p. 6)

And then she had to quickly learn the song too on top of it. And so she did that really in about four days, five days. Had to learn how to play it on the guitar too and learn how to sing it. (p. 12) Remember easily, Already know

Interview 8

What Beth did was well see her sister's three years older than her but Beth seemed to have caught up to Miriam's age in her abilities to do things and in her ability to speak and everything. (p. 4) Already know

Interview 9

He learns things easily and probably always has. (p. 1) Remember easily

He then sat for that [a referees exam] when he was thirteen. And he had to wait six months to receive his registration card because they can't have that until they are fourteen. (p. 4) Detail, Wealth of knowledge

Interview 10

One of the things that I can remember about Kurt is that he could name some of the animals around the yard at a very young age. That's a bird he'd say. He would of been not quite one. He knew birds and lizards and he knew them by their names. (p. 1) Remember easily, Already know

He's taken up the guitar as something just to muck around with and he's already excelled with the guitar. He can play back any song he hears on the first try(pause) A friend of mine who's been teaching him the guitar, he's been amazed by the speed with which Kurt can play back anything he shows him. (p. 2) Remember easily

He got a distinction in maths and he got a distinction in science (pause) (p. 4) Detail, Remember easily

Interview 11

I mean with some of the extension work she really works at it. Whereas most of the other stuff you know she just breezes through (pause) well I'm not saying she breezes through it. She does put her mind to it, like with the extension work where it does need that bit of extra attention, she does give it. (p. 4) Remember easily

Motivation - Evidence of desire to learn.

Subcategories

- Be persistent in pursuing/ finishing self-chosen activities. **Coded as:** Persistent
- Be an enthusiastic learner. **Coded as:** Enthusiastic learner
- Have aspirations to be somebody, to achieve. **Coded as:** Aspirations

Interview 1

And he ended up forming a band. And he continued with his painting and drawings and they were sold through the Aboriginal and Torres Strait Islander Housing Coop in Cunnamulla. He's still playing in this band today out there. He gets quite a bit of work. He has been a productive person. (p. 2) Aspirations

And there was another fellow in the same class as him. He was an Aboriginal person too and they competed all through school with their art. And apparently Larry would top him every time. And some of his work was entered into the show and always won first prize. (p. 2) Aspirations

He's always telling us he's a big boy now and he doesn't need to be looked after. He can put his own shoes and socks on and he can do this and do that. Get his own glass out of the freezer and his own water and all this type thing. He likes to do it. In fact he gets very cross if you do it for him. (p. 5) Persistent

He's not playing sport (pause) He's not playing any contact sport when he grows up. He's told us this (pause) no football, no soccer. He's playing golf or playing darts. (p. 6) Aspirations

Interview 2

When he gets home, he does his homework straight away. (p. 2) Enthusiastic learner

The only thing I knew is when he went away for the top 5% of all Aboriginal students in high school and came fifth or sixth out of the whole of Australia down in Adelaide. (p. 2) Enthusiastic learner

He's just started up German and he's the top of the whole Grade 11s. (p. 3) Enthusiastic learner, Aspirations

He got a B in one of them. In the higher maths cause he was doing two maths at the same time. He dropped one of them because he got a B in it. He didn't think he was doing well enough in it so he dropped it. So he's probably got his own really high expectations even though he doesn't seem to try. (p. 5) Aspirations

Interview 3

She could always (pause) you know she's very bright (pause) could always teach her anything. Triangles, squares, could count up to a hundred and could do that quite well really for one so young. (p. 1) Enthusiastic learner

At school she could get 100% on papers. No problems at all in primary. (p. 1) Enthusiastic learner

Teachers were only allowed to give out three and there was only three As. So she said I'm gonna mark Cheryl down. Teachers had a big influence over marking papers, but Cheryl had been great. She knew well I'll get a 100%. I can't do any better than that, so who cares. (p. 1) Enthusiastic learner

Cheryl has a beautiful singing voice. Speaks with perfect diction. Loves speech and drama. She has that taught privately by a tutor. And she passes exams for this. (p. 3) Aspirations

And she asked me to buy her the music. And she has taught herself how to play parts in that. I mean you're talking really hard stuff. (p. 3) Persistent

Sometimes she'll make a mistake and then she'll just practice. Maybe if I hear her a fortnight later she's got it down pat and learned a lot more of it. (p. 4) Persistent

Cheryl topped her class in German. (p. 4) Enthusiastic learner, Aspirations

Interview 4

She's in Grade 3 and she brought her homework home the other day and it was all correct. She's a very good reader. (p. 1) (pause) ... it was in a book, English. It was work that she never done before. And she said, "Oh Mum I got it all right" and she was very proud that she got it all right. (p. 3) Enthusiastic learner

And she's very good with gymnastics. Instead of just giving up on the first go, she'll spend hours at it until she gets it perfect. (p. 1) Persistent

They talk about what they're going to do when they grow up. She wants to be a policewoman. (p. 2) Aspirations

Well she used to pick up books a lot from an early age. She used to try reading them to me. She used to pick out words that she could understand. (p. 2) Persistent, Enthusiastic learner

Interview 6

But she's got her mind on what she wants to be so (pause) umm, a bank teller. (p. 1) Aspirations

Yeah, she's very good at maths. She does exams. They have this thing in class - the Maths Olympiad. She's pretty good at it. You're about the second in the class, aren't you? (p. 1) Enthusiastic learner

She's going to go for the Girls Grammar Scholarship next year. She's going to see how she goes with that. So I said well if you think you can do it, well you know whatever, do your best and see how you go (pause) I

mean if she thinks she can do it, well I'm gonna let her sit for it. (p. 1) Enthusiastic learner

When I come to school to work, I'll be looking for her to give her, her lunch and I'll find her up in the computer room. Better go and have your dinner. She says oh yeah, I'll be just there in a minute. I'll just finish this up. Never comes. (p. 3) Persistent

I was with her most of the time and taught her how to read the books. The teachers in Grade 1 back where we come from they were very surprised with Mary themselves. So from that day on I knew that Mary would do well with the grades that she goes up to. And she hasn't fell back on anything yet. (p. 4) Enthusiastic learner

Interview 7

'Cause all of Jodi's report cards have said how she's a quiet achiever and she goes really well at school. She just gets on with her work, the teacher doesn't really have to talk to her about it. (p. 1) Persistent, Enthusiastic learner

And Jodi's work is always very neat. When she does her homework, it's never scribbly (pause) also seems to go into a lot of detail. She doesn't just go in her room and rush through her homework. It's always set out nice (pause) She seems to go to a lot of effort to make sure it looks good. (p. 1) Persistent, Enthusiastic learner

And then she had to quickly learn the song too on top of it. And so she did that really in about four days, five days. Had to learn how to play it on the guitar too and learn how to sing it. (p. 12) Aspirations

Interview 8

[Beth speaking] I had to prove myself so much when I went to school to prove to the teachers that I wanted to do something. And like first of all they didn't believe you. They just thought you were there just to muck around. (p. 2) Aspirations

Well she said no one's gonna just keep me packing shelves for the rest of my life. And she knew she had the ability (pause) (p. 2) Aspirations

So she went back to school and she started off at the beginning of this year with Cs and now she's up to HAs and VHAs. So that's just with sheer determination. (p. 3) Aspirations, Persistent

And she wanted to ride it to school when she started Grade 1, but I said no. So I ended up walking her to school for the first six months and then she goes oh come on Mum I'm good enough. I can ride. So she takes off riding to school in Grade 1. You know I thought it was exceptional the way she used to do that. Just ride off to school on this big bike and she'd know exactly where to come home. (p. 4) Persistent

She [Beth's sister] didn't have this drive, this power the thing that Beth's got. Where Beth is really determined that no one is going to (pause) stop her from achieving. (p. 4) Aspirations

Like when we were out in Mowra she ended up in the state titles for softball. (p. 11) Persistent, Aspirations

She always wanted to be recognised. You know, not by doing anything naughty but she wanted to push herself, push herself beyond. (p. 12) Aspirations

Beth's real aim is to try to get proper reconciliation (pause) (p. 12) Persistent

[Beth speaking] Well at the moment, I was looking at going down to Griffith. It's learning the Aboriginal traditions, their beliefs, and also the art. You learn how to do the art and everything. It's a three year course and then after that. Well even while I'm doing it, I'm thinking about doing a public speaking course to be able to put what I've learned into action. Like to be able to bring it out in the open. (p. 15) Persistent, Aspirations

[Beth speaking] I remember when I was younger they always used to have plays at school and I always use to want to be like one of the main characters and like I never ever got picked. And it used to really eat at me and I used say well next time, you know, I'll get it. And I never did and so like now I just really want to do it. (p. 17) Persistent, Aspirations

She's not satisfied with a C or a B. She wants to have an A. Even an A- she's happy with. But at the moment she seems to be pushing herself. Like she is determined (pause) a C is not good enough for Beth now. It's got to be Bs or As really. If she doesn't get an A well she's not happy with her work. But then she'll sit down and study for 4 hours to try and get her work up (p. 18) Persistent, Aspirations

(pause) She'll do them [school assignments] over and over and she'll get me to sit and read it, she'll read it to me and then she'll get me to see if there are any spelling mistakes or any other mistakes. And then she'll do it with the teacher until she gets it right. (p. 18) Persistent

She's very determined, determined and sensitive. That's the only way I can describe her. (p. 20) Persistent, Aspirations

Interview 9

That's sort of something the teachers have always commented on is that he was always eager to learn and participated willingly. (p. 1) Enthusiastic learner

He's got a lot of trophies at home. Mainly for things like the best trainer, which means he was always first to training and always last to leave and never missed a day sort of thing. He's got a couple of club man and junior club man of the year over at the Dalby leagues club. (p. 1) Persistent

He's got big ambitions where sport is concerned but I (pause) he's a small kid so I don't see him going as far as a player. I think he will be able to contribute in some way though whether it be in his choice of careers or you know a sports psychologist or trainer or whatever. I think he ultimately

hopes to contribute to sport in some way in his career or even just as a side thing as he's older. He can always be involved in sport. (p. 3) Aspirations

He then [a referees exam] sat for that when he was thirteen. And he had to wait six months to receive his registration card because they can't have that until they are fourteen. (p. 4) Persistent

He at least is looking towards a future. (p. 10) Aspirations

Having always lived on fairly scarce finances and being told we couldn't afford this or that, or settling for the cheapest version - he is determined to have the best when he's got money of his own. (p. 15, from interviewee transcript response letter) Aspirations

Interview 10

And he likes school. The more he likes (pause) the more you challenge Kurt with something the better he'll do. And if something's too easy then he's not interested and he doesn't do it very well at all. One of the things is he's just gone leaps and bounds ahead with science and maths and has fallen right on his bum with English simply because there is no challenge there. (p. 1) Er enthusiastic learner

He's already laid down his plans for the future up to the part where he knows how many children he wants to have. I've said, his partner might have other ideas. He wants two children and he wants, he wants to do University and he's said that he either wants to be a scientific engineer or a mathematician. So he (pause) he's fairly well got his life mapped out and he's been on target now since he's gone into high school. (p. 2) Aspirations

He's got his (pause) goals. Yes he's been achieving his goals now for quite a while. (p. 2) Aspirations

He doesn't mind putting in the effort and that's what I always find pride in the fact that he doesn't mind getting in there and getting his hands dirty and working towards something. He doesn't sit back and expect anything to fall in his lap. He realises at a young age that if anything's worth having it's worth working towards. So that's one of the things that I think helps Kurt keep achieving what he wants to do with his life. And I think it'll probably stand him in good stead into the future. (p. 3) Persistent

(pause) He plays hard. He goes in and he works full on until the end of the game. Until the bell goes he plays. And same with when he played Rugby League. He was highly respected as a tackler in rugby league simply because he wasn't frightened of the hard work. He'd tackle someone and get up and run on for the next tackle. He wouldn't lie there for a spell. (p. 5) Persistent

Interview 11

It's just like with Liz she really achieves so well all the way through school. Carmen did too. Especially in primary school she achieved so well. Because like she got the dux at the school she was at which was really good. (p. 1) Persistent

Liz in Year 8 she just sits down. She'd come home off the bus. Get home at 4 and she'd sit there doing homework. And she'd drive us around the bend because she'd do her homework. And then we have tea at 6 so we'd say come on Liz and she'd come in and have tea then have to wash up and wipe up. She'd go back again and it was that way. (p. 1) Persistent

But they were always keen with school. (pause) They wanted to go when they were at preschool. They wanted to go everyday. (p. 2) Enthusiastic learner

But Liz she always wanted to be I think top of her class. And when we moved out west, because we've only been up here for three and a half years, she was always getting top in her class. And when we moved up to [where we live now] when she was half way through Year 6. And she just found that the work was so hard but she just kept going and going until she got up to the top. Liz will persist in trying to get there. (pause) (p. 2) Persistent, Aspirations

Liz does extension science and extension maths. I was really pleased with that because usually it's only a boys' area. But that's what Liz does. (pause) (p. 3) Persistent, Enthusiastic learner

The girls, they just stopped playing tennis. Since they were about 11 they've played in tournaments out west. And they both represented at the South western State Tennis Trials so that they sort of achieved there. I mean they didn't come up the top but I mean they got in the trials. (p. 3) Aspirations

She does put her mind to it, like with the extension work where it does need that bit of extra attention, she does give it. (p. 4) Persistent

Problem Solving Ability - Effective, often inventive, strategies for recognising and solving problems.

Subcategories

- Have exceptional ability in devising a systematic strategy for solving problems. **Coded as:** Systematic strategy
- Change strategy if it is not working. **Coded as:** Change strategy
- Create new designs. **Coded as:** New designs
- Be an inventor/ and innovator. **Coded as:** Inventor/ innovator

Interview 2

When he picks up a football he really thinks about it. You can see. You can tell he's not just going to run with it or do something. You can see he's just standing back thinking what he's going to do next. (p. 1) Systematic strategy

Interview 3

Never failed an exam but never really put in a lot of effort. (p. 2) Change strategy

Interview 4

Mainly with her designs. She's got these pattern things at home and she doesn't look. She makes up her own. She did a pattern of all different shapes. And she came and showed me. (pause) She had to make it out of these plastic tube things. It's a handicraft sort of thing. (p. 3) New designs

Interview 6

Yeah, she's very good at maths. She does exams. They have this thing in class - the Maths Olympiad. She's pretty good at it. [To Mary] You're about the second in the class, aren't you? (p. 1) Systematic strategy

They sort of help each other with their homework and she mainly helps her big sister when her sister doesn't know much. (p. 3) Systematic strategy

A letter came home and just said that she got picked to go into this maths centre to do problem solving. So I was quite happy that she got picked to go in. (p. 5) Systematic strategy

Interview 7

I usually get them [magazines] pretty regular. And Jodi nicks off with them. [To Jodi] And you love doing crosswords too don't you? (p. 6) Systematic strategy

Some children that were chosen from grade 7 went to the high school for a mathematics thing that was through (pause) was it Westpac? Yeah Jodi went really well in that. (p. 13) Systematic strategy

Interview 8

Because she was offered a job and she thought well I'll get out of the school system because all that was doing Beth thought was just pulling her down, the way she was at school. (p. 2) Change strategy

Beth's real aim is to try to get proper reconciliation (pause) (p. 12) Systematic strategy

She's still a lot more mature for her age because she thinks (pause) she's thinking all the time, she's a constant thinker. And Beth's always trying to work out how to solve the problems of the world. Well of Australia not of the world. (p. 12) Systematic strategy

Interview 9

He's recently been gone up into maths extension. (p. 5) Systematic strategy

I said you just tell me and I'll come up [to school] and do something about it [kids teasing at school]. He said no you'll only make it worse. Just leave it. Anyway I just sort of kept asking him regularly how he was going (pause) if it was okay. And it sort of came home to me then the next year how successful he had been. He was voted in as class captain and student councillor by the very same kids (pause). He sort of turned them around in his own quiet way. (pause) And obviously gained their respect in him, never had any problems afterwards so that's something that sticks in my mind as to how he's able to turn the other cheek and solve his own problems. (p. 7) Systematic strategy

And I said to him, "Well okay then you know you can get the bus but I want you to pick a job that you'll do every day that (pause) you know to earn your dollar to take to the bus." And I said I'll leave the job up to you. You let me know what you decide. So I thought he would wait for weeks and weeks and weeks to come up with something. But he didn't. He came home that afternoon and said that he'd take on making the other (pause) the kids lunches (pause) the three lunches for the day. (p. 9) Systematic strategy

Interview 10

He got a distinction in maths and he got a distinction in science (pause) (p. 4) Systematic strategy

He's built me an aviary, a bird aviary. (p. 5) Inventor/ innovator

We have an old table like this (indicated table where we were sitting) that he's carved patterns into for me. Spirals just patterns. So he does (pause) he likes that. (p. 5)

The carving was something that he does (pause). It's [a table] about that wide and it's just carved with flowers and swirls and. And then there's sayings, like 'Never judge a book by its cover.', carved into the thing and all these different sayings; with swirls and carvings and it looks really nice. (p. 7) New designs

He was forever building cubby houses and I don't mean just a couple tin sheets up against the fence or sheets inside pinned to things. He built the craziest cubby houses. There was one the he actually had dug a hole over in the corner of the yard and laid some old carpet. And around that he built a frame and then used a mixture of the grass that we had after we'd mowed the lawn and mud and other stuff that he'd found and made like a brick. And he used those to cover the top of the cubby house. So it was like something you'd see from Africa or somewhere like that. It was a (pause) and it stood through all sorts of weather and it didn't allow the rain in so that they could actually get into this cubby house. You didn't realise how big it was until you got inside it (pause) it was open, dry inside. (p. 7) New designs, Inventor/ innovator

We bought a TV for fifteen dollars at a garage sale. And I was going to put it in. And he took the back off and just adjusted the colour and that was all that was wrong with it. And I mean he's just handy. (p. 8) Change strategy

We had a lot of stuff like that, that we used to pull to pieces that he started mucking around with things and showing the kids how if you put a battery to this sort of thing, you could make the little light bulbs light up and stuff like that. Just little things that he'd show the other little kids and volcano, how to build a volcano and using soda and vinegar and stuff like that for their projects (pause) (p. 3) Systematic strategy

But he said there was one instance where he went to a party and one of the girls got a bit under the weather and actually grabbed the boys. I said oh you know if you are all so embarrassed what are you going to do about it? And he said well our group of friends have got together and we all talked about her behaviour and how best we could help her. What they did, they all picked an incident that she'd done that night and they all went one at a time. There was four of them I think and just gently told her what she had done and how embarrassing it was not just for her to do that but it embarrassed them too. Because she was their friend and they didn't like her to be doing those things. (p. 11) Systematic strategy

Interview 11

Liz does extension science and extension maths. I was really pleased with that because usually it's only a boys' area. But that's what Liz does (pause) (p. 3)

I mean with some of the extension work she really works at it. Whereas most of the other stuff you know she just breezes through (pause) well I'm not saying she breezes through it. She does put her mind to it, like with the extension work where it does need that bit of extra attention, she does give it. (p. 4) Systematic strategy

Reasoning - Logical approaches to figuring out solutions

Subcategories

- Demonstrate exceptional critical thinking skills. **Coded as:** Critical thinking
- Have an unusual ability to make generalisations. **Coded as:** Make generalisations
- Think things through in a logical manner and come up with a likely answer. **Coded as:** Logical manner
- Have an exceptional ability to use metaphors and analogies. **Coded as:** Metaphors and analogies

Interview 1

She wanted to take him to Sea World and it was (pause) he's three of course (pause) and it's eighteen dollars for three year olds and she told him that he was two. And then she took him to the movies one night (pause) a drive in and the fellow said how old's your little boy. And she said two. And he said no 'm not Mum. I'm three. I'm only two when I go to Sea World. (p. 6) Make generalisations

Interview 2

When he picks up a football he really thinks about it. You can see. You can tell he's not just going to run with it or do something. You can see he's just standing back thinking what he's going to do next. (p. 1) Logical manner

They were trying to see who was intelligent and how and things like that. They had big quizzes and they saw sights and everything like that. Just really seeing who, you know, how they showed their intelligence (pause) who was really intelligent: and he came fifth or sixth there. (p. 2) Critical thinker

Interview 3

At school she could get 100% on papers. No problems at all in primary. (p. 1) Critical thinker

Never failed an exam but never really put in a lot of effort. (p. 2) Critical thinker

Interview 4

Mainly because she can just pick up a book and read it straight out. (p. 1) Make generalisations

Interview 5

And I think to show you're a critical thinker could be something teachers might look for. They probably do that anyway because like in maths, social studies and things (pause) kids are using critical thinking skills. (p. 9) Critical thinker

Interview 6

But she is good at her school work. I reckon she'll go along way, if she keeps it up. (p. 1) Logical manner

Yeah, she's very good at maths. She does exams. They have this thing in class - the Maths Olympiad. She's pretty good at it. [To Mary] You're about the second in the class, aren't you? (p. 1) Logical manner

They sort of help each other with their homework and she mainly helps her big sister when her sister doesn't know much. (p. 3) Critical thinker, Logical manner

A letter came home and just said that she got picked to go into this maths centre to do problem solving. So I was quite happy that she got picked to go in. (p. 5) Logical manner

Interview 7

She always has seemed to learn quickly. She's never really had to struggle to learn something. I can't say that she's really really (pause) you know but I mean she's never had to battle to understand work or anything. (p. 3) Critical thinker

I usually get them [magazines] pretty regular. And Jodi nicks off with them. [To Jodi] And you love doing crosswords too don't you (pause)? (p. 6) Logical manner

Some children that were chosen from grade 7 went to the high school for a mathematics thing that was through (pause) was it Westpac? Yeah Jodi went really well in that. (p. 13) Logical manner

Interview 8

[Beth speaking] I had to prove myself so much when I went to school to prove to the teachers that I wanted to do something. And like first of all they didn't believe you. They just thought you were there just to muck around. (p. 2) Make generalisations

Because she was offered a job and she thought well I'll get out of the school system because all that was doing Beth thought was just pulling her down, the way she was at school. (p. 2) Logical manner

She's still a lot more mature for her age because she thinks (pause) she's thinking all the time, she's a constant thinker. And Beth's always trying to work out how to solve the problems of the world. Well of Australia not of the world. (p. 12) Critical thinker

[Beth speaking] But I use that [her sensitivity] for my advantage though, I reckon. (p. 14) Critical thinker

She always seemed to be older. Older in her mind and always a thinker. (p. 16) Logical manner

[Beth speaking] If I've got someone there who will support me, I'm all right. You know I just need somebody out there to talk to about it. I'm just

that type of person where I need somebody else to communicate my ideas [to] and then I'm all right to be able to put it on paper. (p. 18) Critical thinker

Interview 9

Even as a kid watching football on TV that was sort of one area where it did surprise me how he could follow the game as far as rules and moves in play went as probably a ten years old. And he could follow a football game to the same standard as what I would imagine you know a male adult would sit and sort of be able to do that. (p. 4-5) Make generalisations

He's recently been gone up into maths extension. (p. 5) Logical manner

I said you just tell me and I'll come up [to school] and do something about it [kids teasing at school]. He said no you'll only make it worse. Just leave it. Anyway I just sort of kept asking him regularly how he was going (pause) if it was okay. And it sort of came home to me then the next year how successful he had been. He was voted in as class captain and student councillor by the very same kids (pause). He sort of turned them around in his own quiet way. (pause) And obviously gained their respect in him, never had any problems afterwards so that's something that sticks in my mind as to how he's able to turn the other cheek and solve his own problems. (p. 7) Critical thinker

Interview 10

He got a distinction in maths and he got a distinction in science (pause) (p. 4) Critical thinker

He's built me an aviary, a bird aviary. (p. 5) Logical manner

We have an old table like this (indicated table where we were sitting) that he's carved patterns into for me. Spirals just patterns. (p. 5) Logical manner

He was forever building cubby houses and I don't mean just a couple tin sheets up against the fence or sheets inside pinned to things. He built the craziest cubby houses. There was one that he actually had dug a hole over in the corner of the yard and laid some old carpet. And around that he built a frame and then used a mixture of the grass that we had after we'd mowed the lawn and mud and other stuff that he'd found and made like a brick. And he used those to cover the top of the cubby house. So it was like something you'd see from Africa or somewhere like that. It was a (pause) and it stood through all sorts of weather and it didn't allow the rain in so that they could actually get into this cubby house. You didn't realise how big it was until you got inside it (pause) it was open, dry inside. (p. 7) Critical thinker, Logical manner

We bought a TV for fifteen dollars at a garage sale. And I was going to put it in. And he took the back off and just adjusted the colour and that was all that was wrong with it. And I mean he's just handy. (p. 8) Logical manner

We had a lot of stuff like that, that we used to pull to pieces that he started mucking around with things and showing the kids how if you put a battery to this sort of thing, you could make the little light bulbs light up and stuff like that. Just little things that he'd show the other little kids and volcano, how to build a volcano and using soda and vinegar and stuff like that for their projects. (p. 8) Make generalisations

I think that he has that ability to be able to mentally go through step by step what he'll need to do to finish up with a certain thing. (pause) He would of had to do that too and not just visualise the cubby house. But to think well here are all the scrap things that are just laying around the yard anyway. (p. 9) Critical thinker, Logical manner

But he said there was one instance where he went to a party and one of the girls got a bit under the weather and actually grabbed the boys. I said oh you know if you're all so embarrassed what are you going to do about it? And he said well our group of friends have got together and we all talked about her behaviour and how best we could help her. What they did, they all picked an incident that she'd done that night and they all went one at a time. There was four of them I think and just gently told her what she had done and how embarrassing it was not just for her to do that but it embarrassed them too. Because she was their friend and they didn't like her to be doing those things. (p. 11) Logical manner

And I said gee we're poor. And he said no mum we're not poor. He said we've got a roof over our heads and we've got food in our fridge. He said we're not poor. Think of those poor little people overseas he said that's when you're poor. So it really went straight to my, you know, oh that hurt, you know. I've been told straight out by a child that, you know, stop your whingeing you know. You really have no problems. (p. 12) Make generalisations

Interview 11

(pause) Liz does extension science and extension maths. (p. 3)

And I mean with some of the extension work she really works at it. Whereas most of the other stuff you know she just breezes through (pause) (p. 4) Logical manner

Leadership

Subcategories

- Persuade and influence people's behaviour. **Coded as:** Persuade, Influence
- Effectively organise people and events. **Coded as:** Organise
- Independent thinker. **Coded as:** Independent thinker
- Be a leader in achievement. **Coded as:** Achievement

Interview 1

And there was another fellow in the same class as him. He was an Aboriginal person too and they competed all through school with their art. And apparently Larry would top him every time. And some of his work was entered into the show and always won first prize. (p. 2) Achievement

He was also probably gifted in the area where he could get anybody to do things for him. I don't know what you call them but I call them con men. (p. 2) Persuade

And he ended up forming a band. And he continued with his painting and drawings (pause) He's still playing in this band today out there. He gets quite a bit of work. He has been a productive person. (p. 2) Organise

Interview 2

The only thing I knew is when he went away for the top 5% of all Aboriginal students in high school and came fifth or sixth out of the whole of Australia down in Adelaide. (p. 2) Achievement

He's just started up German and he's the top of the whole Grade 11s. (p. 3) Achievement

Adam is now Vice-Captain at H. High School. (p. 6) Persuade, Organise

Interview 3

Cheryl topped her class in German. (p. 4) Achievement

Interview 4

She's got her own mind. She likes to be the leader. If they don't take any notice, she'll sort of stamp on top of them. (p. 2) Persuade, independent thinker

Interview 5

I think the child that is warm, puts his hand up and shows a demonstrated leadership area without being too boisterous or anything like that, is the one that sort of fits into the high ability. (p. 9) Persuade

Well I think the leadership or whatever (pause) role-model or whatever. But I think (pause) It's amazing how that sort of fits in with the primary schools (pause) (p. 9) Persuade

Interview 6

Yeah, she's very good at maths. She does exams. They have this thing in class - the Maths Olympiad. She's pretty good at it. You're about the second in the class, aren't you? (p. 1) Achievement

Well they have their ups and downs. Little sister's bossy I think. (p. 2) Organise

A letter came home and just said that she got picked to go into this maths centre to do problem solving. So I was quite happy that she got picked to go in. (p. 5) Achievement

Interview 7

The Support Centre in Toowoomba (pause) they're going to put out a booklet to do with posters that the children here at this school have done on famous Aboriginals (pause) I know they're going to get Jodi to do with the booklet (pause) borders (pause) something to do with the diagrams that she had done on her's (pause) cause Jodi did her poster in a booklet form. (p. 2) Achievement

And Jodi's got a little thing or two that she's won. Trophies (pause) this is to do with the country music festivals that they have. She won last year (pause) took out the juvenile trophy. And this year she did get third with her little friend. (p. 2) Achievement

And my husband asked her would she get up on stage with him and Jodi said yes and I said oh no. But Jodi went ahead and got up with Dad and for a couple of years the only time she'd sing was if Dad was there with her. And then she got to the stage where she'd sing by singing (pause) a part on her own (pause) She went really well on the day. (p. 10) Achievement

The teacher that's teaching Jodi now and another teacher (pause) heard about Jodi winning the trophy, they didn't know that Jodi sang (pause) because she hadn't told anyone. So then at the fete they had Jodi singing (pause) a part on her own (pause) She went really well on the day. (p. 10) Achievement

Interview 8

Beth (pause) [went] up to Cairns and [came] second in a public speaking thing up there for AITAP or all over Queensland. (p. 8)

Well Beth came second in the public speaking. (p. 21) Achievement

Like when we were out in Mowra, she ended up in the state titles for softball. (pause) you know they were picked to represent Central Queensland in the state titles for softball at Hervey Bay. And that was in all the papers and everything too. (p. 11) Achievement

[Beth speaking] And I might be going to Canada next year. I've been asked to go over there and represent the Australian Aboriginals for this United Nations conference. And I've got to go over there and give speeches and that. (p. 11) Achievement

[Beth speaking] I don't care what everyone says. I just go and do what I want to do. (p. 14) Independent thinker

[Beth speaking] I just stood up to the kids at school once and said that I was Aboriginal and that I was proud. And now they all come up to me and they ask me, oh, like is this right? Like in history you know the kids'll be told different things about Aboriginal people and then they'll immediately come up to me and ask me if it's true. (p. 20) Independent thinker, Persuade

I think of Beth as being a leader too and where she stands out for some reason. She went down to Movie World just recently with us, with the class, with her theatre class. And if only you could see the videos. There were about six of her friends. They did a video of them singing a Cindi Lauper song. And for some reason, Beth just stands (pause) not because of anything (pause) she just stands out. And she seems to be the one who's trying to get the other girls (pause) you can see it in (pause) even the man who was filming it, you could see him pulling her out. Like as you're watching it, you can see that he focused on her too even though he mightn't have meant to. All through the film, Beth's there trying to get the other girls going and everything. (p. 20) Persuade

Interview 9

And then they went on to get second in the state in Cairns in their section. (p. 2) Achievement

He was voted in as class captain and student councillor by the very same kids who had you know (pause) since we came here in about June, July, May, June, July. It was winter and in that time, he sort of turned them around in his own quiet way. (pause) And obviously gained their respect in him, never had any problems afterwards so that's something that sticks in my mind as to how he's able to turn the other cheek and solve his own problems. (p. 7) Persuade

Yeah, so he's often been voted in as class captain or student councillor. That began sort of in Mackay where the teacher chose him as class captain, and explained to me that it was because, even though there were more popular kids and all this sort of thing, Thomas was the one who was able to influence the others' behaviour by his own behaviour. (p. 8) Persuade

Thomas's always been a very strong willed kid. He's not easily led. (p. 12) Independent thinker

Interview 10

And he got a trophy for theatre sports. (p. 2) Achievement

I've known his friends to ring up and ask him questions cause he stood on the phone and I could hear him talking and explaining about things and that. (p. 4) Persuade

He got a distinction in maths and he got a distinction in science. (p. 4) Achievement

Yeah, a group of them, think they were all given (pause) They were given a group. He wanted the poem and he wanted to, whether the group agreed on it that one of them read. He ended up reading the poem while the rest of them acted out the poem (pause) (p. 5) Persuade

His sporting abilities just amazed me. He was actually asked this year to play reserve grade where he was fourteen year old playing against men (pause) And the coach came and told him later that at that stage he was leading twenty points as best and fairest player for the reserve grade. (p. 5) Achievement

We had a lot of stuff like that, that we used to pull to pieces that he started mucking around with things and showing the kids how if you put a battery to this sort of thing, you could make the little light bulbs light up and stuff like that. Just little things that he'd show the other little kids and volcano, how to build a volcano and using soda and vinegar and stuff like that for their projects (pause) (p. 3) Persuade

Interview 11

They really go out to the front and do (pause) Yeah both the girls are like that you know, they can take charge and get things done but Liz is domineering. She is really bossy. Now she will say look you do this and this and you go and do this. Whereas Carmen is more of a leader but she's not bossy. She'll sort of say now look how 'bout we do this. She'll do it in a much nicer way where Liz's always been domineering. (p. 7) Organise

Sensitivity - awareness of others' emotions and needs

Subcategories

- Able to sense others' emotions. **Coded as:** Sense emotions
- Sensitive to others' needs. **Coded as:** Sense needs

Interview 1

I just happened to raise my voice at him one day and this is going back a couple of years now too. No wouldn't be (pause) about eighteen months I suppose. He was annoying me. Of course he usually does that. I said, "Why don't you just shut up and get out of the room and leave me alone. He said, "Why don't you shut up and just relax." I mean what could you do. I suppose I shouldn't have raised my voice in the first place but he's not used to that type of treatment. (p. 4) Sense emotions

He [the interviewee's grandson] was about nine months old and I lost my only son. (pause) But every time I felt down and depressed that child never left me. He'd come and stand beside me and just put his hand on my leg or arm and say, "You okay Nan?" I mean for someone to pick (pause) I know they are alert (pause) I suppose very sensitive (pause) and they know (pause) well they can read moods and things but at that age (pause) (p. 4) Sense emotions

And it was like Daniel knew Doug was coming home this night. He never got into town before one o'clock at night or early morning. And this child would be awake waiting for him. He knew. (p. 4) Sense emotions

Interview 8

Beth's a very sensitive person. (p. 2) Not coded as a subcategory

And also she had this uncanny (pause) she used to always know if someone was having a go at her or something like that, even when she was real young. (p. 4) Sense emotions

She's very sensitive especially when she talks about anything related to her Aboriginality because she wants so hard to make it all right. (p. 12) Sense needs

That's the main thing that I can picture about Beth is that she's always been concerned, highly sensitive, she's a people person. (p. 16) Sense emotions, Sense needs

She's a very intuitive (pause) and as she was growing up she was always like that. She always seemed to be older. Older in her mind and always a thinker. And very sensitive to anything to do (pause) mainly only things to do with Aboriginal things. Very sensitive to that (pause) (p. 16) Sense emotions

She's very determined, determined and sensitive that's the only way I can describe her. (p. 20) Not coded as a subcategory

Interview 9

There are times (pause) there have been times in our lives when sort of things haven't been going so well. Thomas (pause) there was one instance not so long back twelve months or so ago and I was having a particularly bad time. It was a bad (pause) I had a bad day. The kids came home and I suppose to them it was obvious that I'd been upset but I mean to me I thought I had it under control and everything was fine. Thomas took the kids off in up to the bedroom to play and it wasn't long before they came out and presented me with a little hand made card telling me that (pause) I think, Diane had drawn the heart and James had drawn some flowers and all that. Thomas had written on the inside To Mum I hope things go well from now on. You deserve it. You're an extra special mum or something like that you know. And just little things like that he's done over the years. There's been quite a few times when Thomas can sort of sense that (pause) you know probably that you could use a little pick me up I guess. (p. 8) Sense needs

And my dad passed away a couple of years ago and he was the grandson who sort of took it upon himself to go and stay with mum after dad (pause) you know had gone. Because he knew Nan would be lonely. You know even though he was at high school and there was probably other things that he may have liked to have been doing. He would (pause) you know (pause) night after night he'd go and stay with Nan and that has sort of only tapered off till now he probably only goes (pause) might only go once every month or so now. But over the two years he sort of kept that up. And ever still we'll often just say (pause) go down and see Nan for a while she might be lonely (pause) that sort of thing. He's a pretty (pause) yeah pretty sensitive sort of caring kid that way. (p. 8) Sense needs

Interview 10

But he's gone around and helped around the yard and any other little things he could do for them knowing that they're going through a stressful time of their first time going to Brisbane with the IVF program and stuff. So he's gone around and generally tried to do any little thing. So he's sensitive in that way too. (p. 3) Sense needs

And he says, 'oh sometimes they can't pay mum cause they're saving their bit of money to go out. And they can't of pay me so they said they'd give it to me in a couple of weeks.' And he never chases them up for the money or anything like that. It's just one of those things. (p. 4) Sense needs

He's as I said he's sensitive. I can remember when he was in grade five and he came home from school and burst into tears because the little girl that he had a crush on was leaving. Her family was leaving town. I knew straight as soon as he walked through the door I could see his really hang-dog look and what's the matter and he just burst into tears and he said Angela's leaving town. (p. 6) Not coded as a subcategory

But he said there was one instance where he went to a party and one of the girls got a bit under the weather and actually grabbed the boys. I said oh you know if yous are all so embarrassed what are yous going to do

about it? And he said well our group of friends have got together and we all talked about her behaviour and how best we could help her. What they did, they all picked an incident that she'd done that night and they all went one at a time. There was four of them I think and just gently told her what she had done and how embarrassing it was not just for her to do that but it embarrassed them too. Because she was their friend and they didn't like her to be doing those things (pause) So that was really sensitive I thought of them. (p. 11) Sense emotions, sense needs

And I said gee we're poor. And he said no mum we're not poor. He said we've got a roof over our heads and we've got food in our fridge. He said we're not poor. Think of those poor little people overseas he said that's when you're poor. So it really went straight to my, you know, oh that hurt, you know. I've been told straight out by a child that, you know, stop your whingeing you know. You really have no problems. (p. 12) Sense needs

I can remember one time trying to watch a movie with Kurt. And he actually asked me to turn it off because it was too sad. He had tears in his eyes and it was about a (pause) Who Will Love My Children I think it was called or something about a mother dying actually working out who was going to foster her children before she died or something. But he didn't want to watch that. It was too sad. (p. 12) Sense emotions, sense needs

Miscellaneous

Subcategories

- Mature behaviour and thought. **Coded as:** Maturity
- Demonstrate a high degree of social responsibility, conscious moral behaviour. **Coded as:** Responsible
- Be unusually confident in one's own abilities and ideas. **Coded as:** Confident
- Unusually heightened understanding of self. **Coded as:** Self-awareness

Interview 1

I'm doing psychology and I read some of the books you know. And I think (pause) I think when I read it that none of this applies to my grandchild. You know at this age they're doing that in the book but he's well beyond it (pause) Like I said he's happy playing with kids about five or six and that's the way it's been for the last two or three years. (p. 7) Maturity

Interview 2

He's just (pause) he's friends with everyone. He's just got everything. You know if you ever wanted your son to be like someone, it would be him. He's just well-mannered. He's quiet when you want him to be. (p. 2) Responsible [good kid]

Interview 3

And you know Cheryl even in her classes now is very good. People like her. She's a good kid (pause) would never be in trouble, never be in detention or get a red mark. (p. 2) Responsible [good kid]

Cheryl's a beautiful looking girl too. Intelligent can converse with anybody. Lots of people have said to me. "What a beautiful daughter you have. She's a lovely girl. Lovely to speak to. So bright and intelligent. Always had good reports when she's been in public or stayed overnight at people's places. (p. 3) Responsible [good kid], Confident [in social situation]

She reads Stephen King which I'm not really impressed with. But I said to her, "Doesn't that scare you?" She said, "No, it's not like that." (pause) She has that type of maturity, that she can cope with that. (p. 5) Maturity

Interview 6

But she's a really good kid. She normally sits and listens and does her work. She hardly gets into trouble. Doesn't talk much. (p. 2) Responsible [good kid]

Interview 7

And she listens well that's another thing. Very well-behaved. Never really a problem with her behaviour at all. And a pleasure to teach. That's what's nearly on all her report cards. So that's how it's been really with Jodi through her school life. I've always got good reports about her. (p. 1) Responsible [good kid]

She likes being around friends though. Having her friends around. She always has enjoyed playing with friends. (p. 5) Confident [in social situation]

All I know is that I've just had no worries with how she went with school. And when she went into Kindy. Well Jodi was the type of child that because she was so quiet I thought that she'd be the child that cried, you know when you dropped her off. But she never. [Interviewer: So she's quiet but confident.] Yeah, that's what I'd call her, because she never cried when I left her at Kindy and when it was preschool time too it was the same. School too, there were no problems. (p. 7) Confident [in social situation]

Interview 8

All those misconceptions have to be overcome. (pause) She decided no one's going to put me down, make me feel inferior. (p. 1) Self-awareness

Well she said no one's gonna just keep me packing shelves for the rest of my life. And she knew she had the ability. (p. 2) Confident [in one's own abilities]

And she wanted to ride it to school when she started Grade 1, but I said no. So I ended up walking her to school for the first six months and then she goes "Oh come on Mum I'm good enough. I can ride." So she takes off riding to school in Grade 1. You know I thought it was exceptional the way she used to do that. Just ride off to school on this big bike and she'd know exactly where to come home. (p. 4) Confident [in one's own abilities], Responsible

The older daughter even though she was brainy at school, she hasn't got that same self-confidence in herself as what Beth's got with her Aboriginality. (p. 4) Confident [in one's own abilities]

She [Beth's sister] didn't have this drive, this power the thing that Beth's got. Where Beth is really determined that no one is going to (pause) stop her from achieving. And that seems to have been the way she was (pause) she always seemed older than her age. (p. 4) Maturity

The girls started being smart just being a little bit niggly to me at morning tea time. And Beth her normal self wanting to defend all the time her family she comes and stood in front of me. (p. 6) Confident [in social situation]

[Beth speaking] If I'm really interested in something I just find any way possible. I just go and find it out myself. I mean like I really like talking to older people and I just listen (pause) listen all the time. (p. 13) Confident [in social situation], Self-awareness, Maturity

She's always been real family oriented (pause) always wanting everything right for her family and (pause) she'd do anything to try to make everything right. (p. 14) Responsible [right from wrong; fair and just]

She always seemed to be older. Older in her mind and always a thinker. (p. 16) Maturity

Well since Beth's got older and started to focus. Well her focus is on trying to right what's wrong in Australia as far as the indigenous people. (p. 18) Maturity, Responsible [right from wrong; fair and just]

[Beth speaking] If I've got someone there who will support me, I'm all right. You know I just need somebody out there to talk to about it. I'm just that type of person where I need somebody else to communicate my ideas and then I'm all right to be able to put it on paper. (p. 18) Self-awareness

[Beth speaking] I just stood up to the kids at school once and said that I was Aboriginal and that I was proud. And now they all come up to me and they ask me, oh, like is this right? Like in history you know the kids'll be told different things about Aboriginal people and then they'll immediately come up to me and ask me if it's true. (p. 20)

Interview 9

He's the sort of kid I've never had any trouble with, with school. (p. 1) Responsible [good kid]

He's a pretty responsible kid. I don't have to worry much. Like he'll often come up to the school to play basketball after hours. And even though I still warn him before he leaves, I don't really worry that he's the sort of kid that would sort of start snooping around classrooms. (p. 2) Responsible [good kid]

There aren't too many aspects of his schooling that has given him any problems that I can remember. (p. 3) Maturity, Responsible

That never ceases to amaze me where he gets his confidence from. (p. 5) Confident

Thomas said to me himself he couldn't believe how these kids were back chatting their parents and getting away with it. (pause) He said I couldn't believe it (pause) It's sort of heartening to think that he was as astounded by it as I was. Just that's one thing that say that he doesn't do. I mean as tempting as it must be as an antisocial little teenager to backchat and to rebel a bit. (p. 11) Maturity, Responsible [acceptable social behaviour]

He's always been able to distance himself from anyone that he thought (pause) you know was up to no good or just generally (pause) just didn't like the look of them. And he's not (pause) he's just is not frightened to say oh no I don't feel like it. You go. I'll stay home. (p. 12) Maturity, Responsible [acceptable social behaviour], Confident [in social situation]

You know he's able to see what (pause) through fairly clear eyes I think what the kids had what's right and what's wrong. (p. 12) Responsible [right from wrong; fair and just]

Interview 10

Kurt always seemed to be a bit more mature than other kids his age for some reason or other and it's really showed through in the last couple of years. In his social life he tends to sometimes look down on other kids that drink or smoke and things like that. He thinks that they're being a bit stupid and that and they don't need to do those sorts of things. (p. 1) Maturity, Responsible, Self-awareness

So he's always impressed me with his calmness around other people, that he's always been able to make friends very easy. Doesn't matter where we've travelled to he's always been the first to bring home a friend. (p. 1) Confident [in social situation], Self-awareness

Kurt's social life (pause) I can remember when I was fifteen boys certainly didn't take you out to tea but if he has a date it goes out to the Manor of one of our local motels where they have ten dollar all you can eat nights. And he's taken a lady (pause) one of his lady friends to the Chinese restaurant and I think that's amazing for a fifteen year old. (p. 2) Maturity

Kurt's just one of those all round kids. (p. 3)

I hate thinking that I'm skiting but he just seems to be a really nice person. (p. 3)

He's just an all round nice person. I've no doubt that (pause) (p. 4) Not coded in a subcategory

His report cards and that have always been good. He's always, usually through primary school was fairly well behaved. (p. 3) Responsible [good kid]

I've had a lot of my friends comment on about how much of a gentleman he is. (p. 3) Maturity

He was actually asked this year to play reserve grade where he was fourteen year old playing against men (pause) (p. 5) Maturity, Responsible [acceptable social behaviour]

The coach came and told him later that at that stage he was leading twenty points as best and fairest player for the reserve grade. (p. 5) Maturity, Responsible [acceptable social behaviour], [right from wrong; fair and just]

He has carried with him the good Aboriginal traditions, the gentleness and things like that. (p. 6) Responsible [acceptable social behaviour]

He's had to carry more of a responsibility around the house and helping around the yard and helping with the family and those sorts of things. And he's done it really well without turning spiteful or angry. He's just been only too happy to shoulder his share of the load. Whether that's helped make him into the person that he is I don't know. I know that some people would tend to rebel against some of the things that he's done and from the responsibilities that he's had but he's never been like that. (p. 10) Maturity, Responsible [acceptable social behaviour]

I've only ever got compliments about Kurt whether it's through his sports, through his school or through his social life. (p. 10) Maturity, Responsible [good kid]

I was talking to a friend of mine recently who said that he's got all the time in the world for Kurt because he's just a nice kid that he's just not like having a kid around. He's helped this bloke. He's a panel beater and he actually does things by contract. And he was running behind on one contract and he was in the shed by himself and he asked if Kurt could come over and keep him company. And Kurt actually stayed up and helped him work and came home about six o'clock the next morning. And he said he couldn't sort of stop Kurt. He was saying I'll make coffee or something. But Kurt would be there sanding down and you know what can I do to help, what can I do to help? And not once did he whinge about getting tired or anything. (p. 10) Maturity, Responsible [acceptable social behaviour]

That maturity really shows through especially when you put him with kids his own age. (p. 10) Maturity

There's one that he went to and one couple of the girls that had invited a couple older boys along. And they brought alcohol and that and he didn't like that at all he said. (p. 10-11) Responsible [acceptable social behaviour]

Interview 11

Sometimes Liz comes home and she reminds me so much of (pause). you know how they reckon that Hitler he was borderline being so (pause) a genius and being so mad. Well Liz seems to have that trait sometimes. Because she can be really bright and the next minute she might just sort of go off and (pause) I think mainly because she's really a bright child that she does this. Because she can be so temperamental. She can just go off at a drop of the hat. Whereas Carmen, she's completely different. She's just so laid back. It takes her awhile. But Liz she can just be doing something and go off. It's really hard to describe. And Liz (pause) I wonder is she just that bright or is she borderline or you know. (p. 1) Not coded in a subcategory