

2018 Arrowsmith Program Testimonials

The following testimonials reflect the experiences of parents and teachers of Arrowsmith students at TIGS.

Overcoming Cognitive Challenges

Que came to TIGS from Tasmania to join the Arrowsmith Program. When Que came to the Arrowsmith Program he could not look any teachers in the eye and rarely spoke. He had problems with Literacy and Numeracy and had in class support and tutoring throughout his Primary schooling. He spent two years in the full-time Arrowsmith Program at TIGS and returned to Tasmania for his High Schooling years.

Que is doing amazingly well. He is passing all his subjects, working really hard, playing on the school Football team, excelling at his Mountain Bike competitions, has a big bunch of friends, talks to adults, never complains about going to school, is regarded as one of the best behaved and diligent students by his teachers, and is an all-round happy kid.

We still credit all that to Arrowsmith! Without a doubt, his successes have come from not just the cognitive training he had but also the discipline, achievements, and the continual work to improve himself. We often say that if he hadn't gone to TIGS and completed Arrowsmith, we would have a very unhappy teenager on our hands right now. So again, thank you thank you!!!

Alicia and Howard Hansen from Tasmania

Success in the Face of Hardship

Sam had an extended amount of time in hospital and at home recovering after a brain infection in Year 4. His learning difficulties required regular learning support. His parents enrolled him in the full-time Arrowsmith Program at TIGS for Year 5 and Year 6.

It is fair to say that his time at TIGS has not always been easy. He has recovered from a significant illness, felt overwhelmed with the challenges of everyday schooling, and struggled through Arrowsmith. Despite these challenges, he has managed to succeed. He leaves with newfound confidence and much excitement about his forthcoming high school experience in a mainstream classroom. This is a fantastic outcome and is a credit to his own hard work and his constant support from wonderful educators and staff.

Sam is in a mainstream class achieving very well academically without needing support. He is active in his local surf club and a happy, well-adjusted young man.

Rachel Elkins, TIGS parent

Reading, Spelling and Writing Improvement

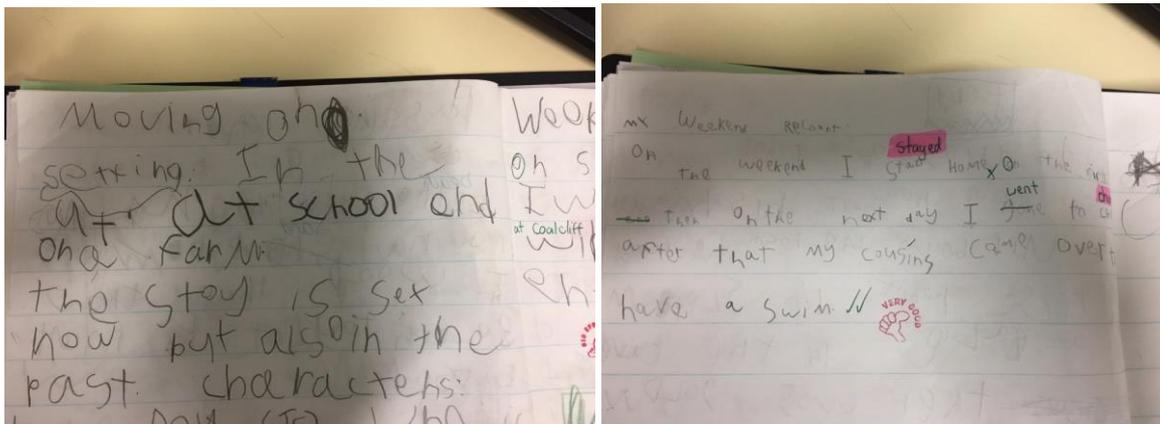
Rankin goes to a school 40 minutes away from TIGS and comes to the part-time Arrowsmith class. He has had some learning difficulties with reading, spelling and writing. I've seen such a difference in Rankin's school work since he had started.

Miss Nikolich, Wilton Public School

From a Reluctant Reader to an Avid Reader

We moved our daughter from a local Primary School to TIGS to be able to access the full-time Arrowsmith Program. She had experienced learning difficulties affecting her reading and mathematics that created anxiety from time to time.

She was in the full-time Arrowsmith Class for three years. After her first year in the Arrowsmith Program our daughter went from being a reluctant reader to an avid reader. She devours books and her writing has improved greatly. She had experienced severe anxiety in test situations such as NAPLAN or class exams but no longer experiences this anymore. She has grown in confidence and is navigating the demands of High School very well.



Mike and Caroline, TIGS parent

Achieving His Potential

Spiros comes from a family where all the children are high potential learners. His IQ indicated he is in the superior range but like most Arrowsmith students there were areas in his cognitive profile holding him back from being able to show his potential. He was barely able to focus enough and remain engaged on learning tasks to keep up with the average in his class.

He is completing his third year in the program. I am now able to have Spiros extend his learning as he can focus, plan and maintain engagement in his learning. He recently received a Distinction in the ACER Mathematics competition.

Mr Peter Agnew, TIGS Teacher

A Greater Comprehension of Literacy

Jeremy has had some learning difficulties affecting his reading. He has great potential as a learner but his literacy is holding him back.

Jeremy goes to a local Primary School and comes to the part-time class on Tuesday and Thursday afternoons. Since he has been doing Arrowsmith cognitive exercises his teacher has noticed a difference in his learning.

The support teacher is amazed that Jeremy is reading with much-improved comprehension and his writing is more detailed.

Deborah Hobbs, Assistant Principal, Austinmer Public School

See The Difference

Jake is in Year 2 and has ADHD. He goes to a Primary School half an hour away from TIGS and does the home-based Arrowsmith Program called "Motor Symbol Sequencing".

This improved the motor planning involved in writing, reading and spelling.

His teacher actually sent through 'before' and 'after' photos of his handwriting because it has improved so much over only a couple of months of doing the Motor Symbol Sequencing exercise.

Lauren Martin from Helensburgh