

GIFTED AND TALENTED POLICY

PURPOSE:

Our school aims to provide a challenging and comprehensive curriculum for all students, including those that are identified as gifted and talented.

GOALS:

- To identify students who are talented or gifted and to ensure that the school responds to, and provides for their individual needs.

GUIDELINES:

- A variety of identification tools will be utilised to identify students of above average ability, which may include input from teachers, parents, peers, students and professional consultants.
- A program support group involving the Gifted and Talented Students, parents and staff will collaboratively determine appropriate programs and strategies for individual students and monitor the student's progress toward predetermined goals. The programs provided will reflect current Department Of Education and Training DET strategies.
- The school, where possible, will provide flexible extension and enrichment programs for gifted and talented students including acceleration (subject, curriculum, content, or year level) special ability groupings, out of hours programs, individual learning contracts, mentoring, classroom enrichment and extension, and the provision of varied teaching strategies (de Bono, Bloom's Taxonomy, Gardner's Multiple Intelligences etc).
- Gifted students programs and activities outside the classroom will also be provided to enhance and extend the educational program of individual student.
- Staff professional development needs will be ascertained annually to ensure individual differences in our students are identified and best catered for.

IMPLEMENTATION:

IDENTIFICATION PROCESS ONE:

Following school based assessment tasks:

1. Teacher completes teacher identification checklist
2. Student completes self assessment
3. If relevant, class completes peer nomination
4. Parents are given a checklist to complete
5. Teacher discusses results with Gifted Education school contact
6. Teacher then follows process for student referral if identifications deem that this is appropriate

IDENTIFICATION PROCESS TWO:

Following a parent/teacher conversation:

1. Teacher gives parent the parent nomination form to complete
2. Teacher completes teacher identification checklist
3. Teacher discusses results with Gifted Education contact
4. Teacher then follows process for student referral if identifications deem that this appropriate.

IMPLEMENTATION:

Using the guidelines and recommendation on the Department and Education Training website. The following basic strategies will be utilised to ensure diversity of program planning:

1. Classroom Extension/Enrichment
2. Withdrawal Programs within school
3. Enrichment/Extension programs out of School Hours
4. Flexible Grouping
5. Acceleration

Teachers will receive ongoing professional development for strategies that cater for the individual needs of students.

Parents will be encouraged to become involved within the Gifted Education program through the development and extension of the Gifted Children Parents Network and associated activities.

EVALUATION:

- This policy to be reviewed as part of the school's two year review cycle, individually, in teams and with the community in 2017 or more often if necessary due to changes in regulations or circumstances