



## **Kingsgrove Public School Gifted and Talented Policy 2018**

### **Policy rationale and aims**

All government schools have a responsibility to educate all students to their potential. Kingsgrove Public School is committed to ensuring that gifted and talented students are identified, supported and suitably challenged. Through a range of activities including enrichment and extension, we will ensure the diversity within these students is recognised and catered for.

### **Definition of Gifted and Talented**

Gifted and talented students are found in all communities, regardless of their ethnic, cultural or socio-economic characteristics. The gifted population includes students who are underachieving and who have disabilities.

*Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical to a degree that places an individual at least among the top 10% of age peers.*

*Talented students are those whose skills are distinctly above average in one or more areas of human performance to a degree that places an individual at least among the top 10% of age peers who are or have been active in that field or fields.<sup>1</sup>*

(Adapted from Gagné, 2003)

### **Principles and procedures for identification**

Kingsgrove Public School will use multiple criteria to identify gifted students to ensure so that students with a variety of gifts and talents are catered for. Multiple criteria is defined as “the process of obtaining comprehensive information about a student’s abilities by gathering and interpreting results from: standardized measures of aptitude, achievement, and creativity; observations by teachers, parents, the students and others (for example, community members who are familiar with the students); and standardized evaluations of student products and performances.” (Frasier, 2007)

Identification of gifted and talented students may draw on any of the following sources:

- Standardised assessments, such as IQ testing and non-verbal ability assessments (administered by a psychologist and/or school counsellor)
- NAPLAN results
- Class assessments, grade-assessments and semester reports
- Teacher nominations using behavioural and anecdotal evidence from observations over time
- Performance-based assessments or creative portfolios of work

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<sup>1</sup> Policy and implementation strategies for the education of gifted and talented students, Revised 20004, NSW Department of Education and Training.

- Interviews with students, student surveys and questionnaires
- Consideration of evidence of external achievement
- Advice from specialist teachers who assist in this process e.g. administering tests in native languages
- Consideration of any disabilities, liaison with the Learning and Support Team and Learning and Support Teacher.

### **Provisions - Enrichment and Extension Opportunities**

Extension refers to the deepening of students' knowledge, understanding and skills, consistent with the elements of good practice in the NSW Department of Education's Quality Teaching model, providing opportunities at a greater level of challenge to the student. Enrichment refers to the broadening of the curriculum to develop knowledge, application, thinking skills and attitudes to a degree of complexity appropriate to the student's developmental level; sometimes only found in extra-curricular programs – need to ensure all students have access; at the same level as the essential curriculum content.

At Kingsgrove PS a range of enrichment and extension is provided through multiple extra-curricular activities which may change from year to year and in different grades for Kindergarten to Year 6: Choir, Dance, Band, public speaking, debating, PSSA interschool sport, gardening/environmental groups, iPad photography/moviemaking, 3D printing, computer coding and robotics.

### **Implementation, Roles and Responsibilities:**

#### **Principal will:**

- in consultation with staff and community, develop and monitor a whole school Gifted and Talented policy
- provide professional learning on the learning needs of gifted and talented students, for example differentiation strategies and examples of best practice.

#### **Executive staff will:**

- support their Stage teachers in best practice for gifted and talented students, including knowledge of students with Advanced Learning Plans (ALPs)

#### **Gifted and Talented coordinator will:**

- oversee the purchasing of any resources needed for gifted and talented students and programs
- provide regular professional learning for all staff on gifted and talented teaching strategies
- support and ensure the development of individualised learning plans for gifted and talented students
- ensure the ongoing monitoring of implementation of the Gifted and Talented policy
- provide information on access to external agencies supporting gifted and talented enrichment opportunities, for example, after school/holiday programs, sporting groups, art and drama associations. These can include: Mindquest, Little Learning Labs (University of Wollongong), GERRIC (UNSW).
- establish and develop a positive relationship with Kingsgrove High School staff to provide enrichment and extension opportunities for gifted and talented students.

#### **Teachers will:**

- contribute to school-wide identification of gifted and talented students from a variety of sources
- provide challenging provisions for students within the learning environment. These may include explicit teaching of higher-order thinking skills, Bloom's Taxonomy (synthesis and evaluation focus), open-ended tasks, inquiry-based learning and critical and creative thinking opportunities.

- participate in regular professional learning to ensure best teaching practices, aligned with the Australian Professional Standards for Teachers. This will also include regular collegial sharing during stage meetings and collaborative planning including a gifted and talented focus for all units of work.
- strive to ensure that they do not overlook the underachieving, exceptionally gifted or students with disabilities or learning difficulties (twice-exceptional) students
- actively foster relationships with regards to gifted EAL/D and Indigenous students, ensuring communication is culturally appropriate and conducted in a sensitive manner.

**Students will:**

- be included in the process of being identified as gifted and talented and contribute to their learning goals.
- be accountable for their commitment to their learning goals and self-regulation, ensuring they can work to their potential.

**Parents/ Caregivers will:**

- support their child and communicate regularly with the school to share important information about their child.

**Enrichment classes**

The school may decide as a further strategy, to provide an enrichment class targeted at students requiring academic challenge and extension. If so the target stage for the enrichment class would be Stage 3, with possible inclusion of Year 4 students if there are available vacancies. This will be determined by a Gifted and Talented committee consisting of the Principal, School Counsellor (as required), Gifted and Talented coordinator and a staff representative. A parent/community representative would be included on the committee except for student selection processes. The process for selection of students for this class is outlined below. The enrichment class will interact with mainstream classes and students will have opportunities to engage with all students at Kingsgrove Public School. This will include flexible groupings where students from mainstream and enrichment classes may move between classes for specific targeted activities.

**Student selection process:**

- Principal advertises enrichment class applications within local and wider community
- Principal or delegate provides information on application criteria and process to school community and others as requested
- Gifted and Talented committee review all applications and selects students for the enrichment class
- A minimum of 20% of places in the Enrichment class will be available to students already enrolled at Kingsgrove PS
- Expressions of Interest (EOIs) for the enrichment class teacher
- Enrichment class teacher in consultation with Principal organizes orientation and transition program for applicants and families
- Enrichment class teacher develops program and resources for the class.

**Student selection Criteria:**

Selection criteria will be based on evidence of academic achievement and determined by the Gifted and Talented selection committee. Selection criteria will be provided with application procedures information. Criteria will be based on the following assessments:

- Results of the University of NSW General Achievement Test (GAT) covering Maths, Reading, Writing and Language for middle years students, to be completed at Kingsgrove PS on a date specified by the school and costs covered by parents of student applicants
- Reference to copies of the student's latest NAPLAN results and school semester report
- Student interview for students likely to be offered a placement in the class and not already enrolled at Kingsgrove PS

The committee's decisions on selection of students offered placement in the Enrichment class are final and all applicants must accept this condition if applying.

#### **Enrichment class teacher selection:**

The teacher for the enrichment class will be selected through an EOI process as determined by the Principal.

#### **Roles and Responsibilities:**

##### **Principal will:**

- establish a Gifted and Talented committee to select student applicants for enrichment class
- coordinate the EOI process for the selection of the enrichment class teacher

##### **Enrichment class teacher will:**

- network with other schools who have established a gifted and talented program and/or classes
- gain information from class teachers of nominated students to ensure an effective transition
- ensure a program of academic rigour and challenge is developed to cater for the range of students
- Ensure student individualised learning plans are developed as required
- Provide advice on advanced learning plans to staff.

##### **Parents/ Caregivers will:**

- Agree to respect the Gifted and Talented committee decisions in the selection of students for the enrichment class.
- Direct any issues regarding student selection to the principal.

#### **Monitoring, evaluation and review**

This policy will be reviewed and evaluated annually by the Gifted and Talented committee. Parent and Community input for changes to this policy will be taken into consideration during these reviews.

The provision of an enrichment class will be reviewed annually with the Gifted and Talented committee with the final decision the responsibility of the Principal.

#### **References:**

- NSW Department of Education (2004). *Gifted and Talented Policy*. Retrieved from: <https://education.nsw.gov.au/policy-library/policies/gifted-and-talented-policy?refid=2857766>
- Frasier, M. M. (2007) Multiple criteria: The mandate and the challenge, *Roeper Review*, 20:2, A4-A6.
- DET Policy, (2004). *Policy and implementation strategies for the education of gifted and talented students*. Retrieved from <https://education.nsw.gov.au/policy-library/associated-documents/polimp.pdf>