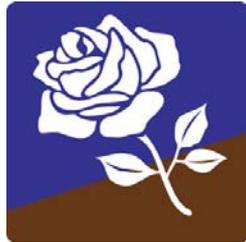


Rosalie Primary School



GIFTED AND TALENTED POLICY

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Definitions

Giftedness

Giftedness refers to a student's potential and ability in one or more domains that have been deemed by either the school teaching staff or the parents to be outstanding.

Talent

Talent refers to outstanding performance in one or more fields of activity. It is a result of the student's learning experiences.

These definitions reflect the distinction between ability and performance by acknowledging the importance of innate ability while also recognising the important influence of the environment in the development of a person's giftedness and talent.

Background

At Rosalie Primary School children arrive at school well prepared to learn, valuing education and well supported at home. Because of this there is a *higher than usual* incidence of children being classified as *Talented*

Because there are a significant number of gifted parents in the school community it seems reasonable to acknowledge the existence of a significant number of gifted children.

Due to these factors it is necessary for the school to ensure that the needs of these children, both gifted and talented, are met.

There are 3 provisions made by the school and/or the Department of Education:

1. *school-based* where programs and their management is at the school level
2. *supplementary* programs provided by the Department e.g. Primary Extension and Challenge (PEAC), Specialist Programs
3. *selective* placements after central testing processes in secondary programs

As a school we believe that students with exceptional potential are able to have their potential fostered at school. At all levels there is ongoing monitoring to ensure that new and emerging talents are discovered and fostered.

Children not reaching their full potential should be considered "At Risk" and as such are in need of a differentiated curriculum.

A student's giftedness is not always apparent in the regular curriculum areas and not always demonstrated in appropriate ways.

Children may be gifted in one or several domains.

Related Policies

Rosalie Primary School Assessment Policy

Rosalie Primary School Students at Educational Risk (SAER) Policy

Roles and Responsibilities

Teacher

The teacher:

- provides opportunities appropriate to the needs of gifted and talented students
- monitors student progress carefully to identify possible gifted and talented students
- gathers information about the students they have identified using a range of strategies
- confirms the information is correct and ensures that no student or group of students has been omitted
- ensures the information is incorporated into the school's management and central office information system
- makes provision for these students in their day-to-day teaching through a range of strategies and teaching and learning adjustments including opportunities for students to demonstrate excellence
- provides for identified students in all classes they teach

The School Principal

The Principal:

- establishes an appropriate learning environment for gifted and talented students
- monitors policy implementation and ensures that information about gifted and talented student outcomes is part of a school's management information system
- ensures students who are underachieving are catered for
- maintains longitudinal data of identified gifted and talented students

Processes

Identification

The identification of gifted and talented students occurs as early as possible. The identification processes are repeated regularly to identify those children whose abilities emerge at a later date.

The processes are reliable and defensible and are in line with current research and school policy.

Assessments address a range of talents and takes into account differing levels of emotional, social and physical development.

Gifted and talented students are not necessarily the highest achievers, the most attentive or the most co-operative. Children not reaching their full potential are considered to be at educational risk

Ways of assessing students for giftedness and talent:

- are inclusive and not discriminatory due to the student's race, socio-economic background, physicality or gender
- are flexible and continuous
- help the teacher to identify a student's strengths and provide for the student's education

They include information from a variety of sources;

- observations
- standardised tests
- restricted tests provided by the school psychologist
- advice from parents
- outside agency tests
- checklists of traits and characteristics
- school history and anecdotal evidence
- interviews
- interest surveys

Provision

It is important that the school community as a whole values and fosters giftedness and talents.

The school and its teachers provide a challenging and enriched program through a differentiated curriculum and extension opportunities.

School-based provision takes place within the individual classrooms of all teachers on an ongoing basis. Additionally, where possible, the school provides opportunities which allow the most able students to learn together through extension programs provided by those with expertise within the school and those with expertise resourced from the wider community.

Children in Years 4-7 who are identified through district testing as candidates for PEAC courses are encouraged to attend and their absences to attend the courses are accommodated.

Acceleration is the placement of gifted students in an older class to enable them to work with older children. The decision to accelerate any student is made with considerable care by the Principal in consultation with the student, teachers and the school psychologist.

Fulltime acceleration proceeds only after thorough and careful consideration of the implication for the long-term schooling experience of the student. This includes the academic, social, emotional and behavioural needs of the student. Student acceleration is at the Principal's discretion.

Monitoring

The school engages in the ongoing and systematic monitoring of the quality of policy implementation.

The monitoring of the education of gifted and talented students is an integral part of the regular development and planning processes and provision made at all levels of the school organisation.