

GIFTED & TALENTED STUDENTS

POLICY

Rationale:

Alphington Primary School aims to provide a rich and challenging curriculum for all students, including those identified as gifted and talented.

Definition:

In Victoria, the widely accepted definition of giftedness and talented is adopted from François Gagné's model (2004), where 'giftedness' is understood as outstanding potential and 'talent' as outstanding performance.

(<http://www.education.vic.gov.au/school/parents/secondary/Pages/gifted.aspx>)

Aims:

- To identify students who are gifted or talented and to ensure that the school responds to, and provides for their individual needs.
- To encourage the achievement of personal excellence in all students.

Implementation:

1. Staff and parents identify and respond to students with gifts and talents.
2. A variety of identification tools are utilised to identify gifted and talented students which may include input from teachers, parents, peers, students and professional consultants.
3. Staff professional development needs are audited annually to ensure gifted and talented students are engaged and challenged.
4. The school provides a personalised, differentiated curriculum, to respond to the needs of individual students including those identified as gifted and talented.
5. The school provides flexible extension and enrichment programs for gifted and talented students including acceleration, (subject, curriculum content, or year level) ability groupings, out of hours programs, differentiated homework, and the provision of varied teaching strategies (de Bono, Bloom's Taxonomy, Gardner's Multiple Intelligences etc). **Appendix i**
6. Individual Learning Plans are developed for students identified as achieving 18 months or beyond the expected level of learning.
7. Parents and staff collaboratively determine appropriate programs and strategies to cater for individual students and monitor their progress toward predetermined goals.
8. The school utilises external agencies for students identified as gifted or talented e.g. GATEWAYS and university partnerships.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

October 2014

Appendix i

Accelerating Students

Acceleration is a process in which a student is placed with an age cohort ahead of his or her school year in one or several subjects. Through acceleration, students can socialise and learn with peers of like-minds.

When determining whether a student is to be accelerated, the student's intellectual, social and emotional needs are taken into consideration.

The following process is undertaken when considering whether a student is to be accelerated ahead of their year group:

1. Analysis of assessment data indicates that the child is achieving at a minimum of 18 months beyond the expected level of learning.
2. The class teacher consults with the Principal (or Principal team) to discuss the intellectual, emotional and social needs of the student.
3. If the Principal determines that a subject/s or year level acceleration is in the student's best interest the Principal and/or teacher consult with the parents to discuss the acceleration recommendation.
4. A meeting between the Principal and class teacher is then held to finalise the acceleration arrangements including the time fraction and the class.
5. The student's original class teacher meets with the class teacher of the accelerated student to discuss their individual learning needs and any timetable implications.
6. Ongoing monitoring and assessment of the accelerated student is communicated to the original class teacher when it is a subject/s acceleration.
7. The acceleration is to be reviewed on a needs basis.