King Street Public School
Gifted and Talented Students Policy
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King Street Public School Gifted & Talented Policy

King Street Public School aims to identify gifted and talented students and to maximise their learning outcomes by providing effective and equitable identification procedures and developmentally appropriate programs.

1. Definition of Gifted and Talented Students

Gifted students are those whose potential is distinctly above average in one or more of the following domains: intellectual, creative, social and physical.

Talented students are those whose skills are distinctly above average in one or more areas of human performance.

Gifted and talented students have cognitive and emotional abilities that allow them to learn much more quickly than their age peers.

2. Objectives – Policy Statement

2.1 To identify gifted and talented students in the school setting.
2.2 To foster collaborative home-school partnerships to support gifted and talented students.
2.3 To provide a range of opportunities and to monitor and evaluate programs for gifted and talented students.
2.4 To support teachers in identifying gifted and talented students within their classrooms.
2.5 To select and implement a variety of teaching strategies for inclusion in programs for the range of gifted and talented students in individual classes.
2.6 To provide opportunities for staff development in the area of gifted and talented students.

3. Audience and applicability

3.1 This policy applies to all King Street Public School teaching and support staff. It also applies to students who attend King Street Public School, parents and carers.

4. Context

4.1 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.
4.2 Giftedness refers to potential distinctly beyond the average for the student’s age and encompasses a broad range of abilities in the intellectual, creative, socio-emotional and physical domains. Talent denotes achievement distinctly beyond
the average for a student’s age as a result of application to training and practice.

4.3 Educational practices promoted in the field of gifted and talented education draw on information about:
- the nature, identification and development of giftedness and talents in the school population
- the implementation of effective curriculum and instruction for gifted and talented students

5. Responsibilities and delegations

5.1 The Principal is responsible for implementing the gifted and talented education policy

5.2 The KSPS GATS Co-ordinator is responsible for:
- overseeing gifted and talented programs within the school
- guiding teachers to available resources
- organising inter-school / regional activities such as the GATS Camp
- communicate policy to all staff upon acceptance of policy and support documents by KSPS LST
- preparation of draft policy and support document

5.3 King Street Public School staff
- accept the policy and support document in its final and complete form
- carry out the duties expected of staff as per policy and support documents.

6. Identification of gifted and talented students

The issue of identification is complex because allowance must be made for all types of students i.e. gifted, gifted learning disabled (GLD), underachievers, students from culturally diverse backgrounds and students of low socio-economic status.

Five key principles are:
- Defensibility: procedures should be devised to identify students in all domains of giftedness and fields of talent.
- Advocacy: teachers should use assessments to promote students’ interests and should not expect students to perform equally well in all measures.
- Equity: there should be equitable measures for identifying groups who may be disadvantaged by the mainstream identification procedures.
- Comprehensiveness: there should be the appropriate use of multiple sources of data.
- Pragmatism: identification needs to be consistent with the level of resources available.

6.1 No single method of identification is appropriate for all types of gifted students. A wide net should be cast by the use of multiple criteria and as much information should be gathered as resources will allow. This will identify a wide range of students.
6.2 Identification methods need to be selected on the basis of age or stage and the domain of the ability to be assessed. These include:

- evaluation of student responses to a range of classroom activities
- nomination by parent/caregiver, peer, self and teacher
- assessment of responses to challenging competitions
- off-level testing
- standardised tests of creative ability
- IQ tests and other culturally appropriate measures of ability
- observation and anecdotal evidence
- behavioural checklists
- interviews
- academic grades

The identification process must be school wide, with a mix of subjective and objective strategies. Multiple criteria must be used while avoiding the expectation that all students will perform equally well in all areas.

6.3 Gifted and talented Kindergarten students may not be immediately identified by the Best Start Assessment, however the Gifted and Talented Kindergarten Project has been developed to meet the learning needs of young gifted and talented students. More information can be found at:


7. Acceleration

Acceleration is any administrative strategy that allows students to progress through the curriculum at a faster pace. The following types of acceleration may provide for the educational needs of gifted and talented students.

7.1 **Subject acceleration** – this type of acceleration permits each student to progress in a subject or content area at the rate that best suits the student’s ability and current level of performance.

- Curriculum compacting, where the curriculum is streamlined to delete previously learned material. This requires assessment or pre-testing of students to assess their achievement of outcomes.
- Individualised work through the use of contracts or modules, independent research or online learning.
- Flexible grouping options, so that students can proceed through the curriculum at their own pace. This requires that students of similar ability or performance are grouped for some or all of the time.
- Subject acceleration, where students access a subject designed for older students.

7.2 **Year or Stage acceleration**

- Early entry: some young children who are intellectually gifted may be enrolled in Kindergarten early. Similarly, some children may obtain early entry to secondary school.
• Year advancement: some students who are well advanced may be accelerated to a higher year or Stage of learning. This can occur with individuals or with a cohort of students. See the Board of Studies publication *Guidelines for accelerated progression* for criteria, rules and procedures for this type of acceleration. This document can be accessed at: [http://www.boardofstudies.nsw.edu.au/manuals/index.html](http://www.boardofstudies.nsw.edu.au/manuals/index.html)

8. Educational programming: Strategies to support gifted and talented students

8.1 At KSPS, the staff need to provide developmentally appropriate programs for gifted and talented students incorporating a combination of grouping strategies, enrichment, counselling interventions and acceleration.

8.2 **Differentiation is essential as studies have shown that the key ingredient in the success of any gifted program is the provision of developmentally appropriate opportunities by differentiating the curriculum.** Differentiation ranges from slight to major modifications of the curriculum through adjustments to content, processes and skills. It provides a planned, documented and challenging curriculum that matches the ability of gifted students to:
   - learn at faster rates
   - find, solve and act on problems more readily
   - manipulate abstract ideas and make connections to an advanced degree

8.3 Differentiation should include **enrichment** and **extension** activities. **Enrichment** refers to the broadening of the curriculum to develop knowledge, application, thinking skills and attitudes to a degree of complexity appropriate to the students’ developmental level. **Enrichment** activities are often found in extra-curricular provisions and need to be written into programs to ensure all students have access. **Extension** activities involve the deepening of students’ knowledge, understanding and skills

8.4 Assessment and reporting need to reflect the differentiated curricula.

8.5 Staff members meet regularly to reflect on and evaluate programs and procedures for gifted and talented students.

8.6 Where additional support is required, please refer to the KSPS Learning Support Team for the assistance of targeted students.

Appendices

A. Gifted and Talented Students – A Quality Teaching Perspective
B. Checklists – also see samples of checklists on:
C. Observational guide
D. My GATS plan proforma
E. Links to Best Start / GATS
F. Grouping strategies