Definition
Students with exceptional abilities are likely to be present in all educational settings. They require challenges which match their abilities.

A. Gifted students are those with the potential to exhibit superior performance across a range of areas of endeavour.

B. Talented students are those with the potential to exhibit superior performance in one area of endeavour.

1. Rationale
There are varying degrees of giftedness, not only in the traditional academic sense but also in the areas such as The Arts, Music, Leadership and Sport. Gifted students have particular learning requirements which need to be nurtured to ensure their potential is fully developed.

2. Aims
2.1 To identify students as early as possible.
2.2 To provide identified students with opportunities to realise their potential.
2.3 To provide identified students with educational opportunities appropriate to their ability.
2.4 To provide identified students with a differentiated educational curriculum.
2.5 To ensure staff have access to professional learning in the area of gifted education.
2.6 To ensure that parents and guardians have opportunities to be involved in the education of their child/ren.

3. Implementation
3.1 A Gifted and Talented Coordinator to be appointed, trained in identifying and responding to students of high potential where appropriate.

3.2 Where parents/guardians or outside agencies regard a student to be ‘gifted’ they will first consult with the classroom teacher. Where the classroom teacher believes a child to be ‘gifted’, they will first consult with the Assistant Principal. A variety of identification methods will be utilised to determine students of high potential. A range of criteria and a balance of objective and subjective assessment procedures will be used. These may include:
- teacher observation and assessment of performance
- teacher devised tests
- parent observation
- checklists of traits and characteristics
- cumulative school history
- anecdotal evidence
- standardised achievement tests
- tests of cognitive/intellectual ability
- external testing

3.3 A range of classroom enrichment and extension activities will be implemented to meet the diverse needs of gifted and talented students. These may include but are not limited to:
- De Bono’s Thinking Tools (specific activities designed to encourage students to approach problems in a variety of ways).
- Bloom’s Taxonomy and Gardiner’s Multiple Intelligences (planning tools to assist teachers to plan activities based on student preferred learning styles).
- Flexible classroom groupings

3.4 Individual Learning Plans (ILP)
Learning activities identified in the Students ILP will encourage the development of:
3.4.1 abstract and higher order thinking skills
3.4.2 independent thinking and open inquiry
3.4.3 problem solving skills
3.4.4 research skills
3.4.5 self understanding
- Presenting ideas and products that challenge existing ideas
- Focusing on open-ended tasks
- Encouraging resource based learning
- Providing appropriate enrichment and extension activities.

3.5 A range of enrichment programs outside of the classroom environment will be offered. These may include, but are not limited to:
- Tournament of Minds (TOM)
- Choir, Band or Instrumental Music
- Sporting activities
- GATEWAYS Program

3.6 Staff to be provided with professional learning to develop their skills in identifying and providing appropriate educational programs. Staff will also be provided with a range of resources for classroom enrichment and extension activities, identification checklists, articles, information, web sites and references.

3.7 Parents/Guardians are encouraged to participate in catering for the needs of their gifted and talented child/ren. Programs and activities that may be accessed outside the school setting will be brought to the attention of parents/guardians via the school Newsletter.

3.8 Where external programs and activities are deemed suitable for specific children, their parents/guardians will be advised accordingly.
Acceleration of Students

Gifted and talented students may have learning needs requiring a faster pace of study. The level of giftedness provides a guide to the degree of acceleration necessary. Accelerative measures may include:

- subject acceleration
- year level acceleration

Guidelines for acceleration will be documented in the Appendix 1, “Protocol for Full Grade Acceleration”.

3.10 Where necessary, gifted and talented students will be provided with access to Student Support Services to aid their social and emotional well-being.

3.11 Funding of some components of this program may be provided through the Student Engagement KRG.

3.12 Information regarding Gifted and Talented students will be communicated to the classroom teacher via the students’ individual file.

4. Evaluation and Review

4.1 This policy will be reviewed as part of the school’s review cycle.

Acknowledgements:

‘Gifted Children and Students Policy Statement’: Department for Education and Children’s Services N.S.W.

‘The Education of Gifted Students in Queensland Schools’: Education Queensland


Appendix 1 Protocol for Full Grade Acceleration.

This Policy has been ratified by School Council in 28th October 2008
Appendix

Protocol for Full-Year Level Acceleration of Students

Preface:
Before a student is considered for full-Year Level acceleration, the following criteria must be met:

- The student must want to be participant to the acceleration recommendation,
- The student must be achieving academically in the top 5% (95th percentile) of their age group, and
- The student's cognitive ability must be assessed as two or more standard deviations above the mean.

1. Parent/s discuss with the class teacher.
2. Class teacher to discuss with appropriate staff, which may include the team leader, the student's past teachers, etc.
3. Academic skill levels determined through testing, collection of student's work and teacher observation.
4. Discussion with the Principal and Assistant Principal.
5. Meeting between parent/s, class teacher and relevant parties to take place. If no previous educational and cognitive testing has taken place, this would be highly recommended at this stage.
6. Further meeting of WNPS relevant parties to take place to discuss recommendation.
7. Recommendation is made to Principal.
8. Principal to consider recommendation and inform parents.

The opportunity for discussion with parents will be available throughout the process. Written information including research reports on acceleration will be made available to parents.

Guidelines to determining gifted students' suitability for acceleration progression include:

- The student should be eager to move ahead and not be unduly pressured by parents.
- A comprehensive psychological evaluation of the student's intellectual functioning, academic skill level and social-emotional adjustment by a trained psychologist.
- Academically the student should demonstrate skill level above the average of the class she/he desires to enter.
- Socially and emotionally the student should be free of any serious adjustment problems. In this regard it is recognised that some gifted students' social and emotional difficulties may have been caused by inappropriately low grade placement. Judgements about the student's social and emotional security should include input from the student's parent/s and psychologist.
- Careful consideration should be given to the grade placement of the accelerated student.
- Where possible, advancement should only occur at natural transition points such as the beginning of a new school year.
- Decisions regarding accelerated progression should be based on research, e.g. The Iowa Acceleration Scale.