Biddeston State School
Gifted Education Policy

Updated 2016
Biddeston State School’s Framework
Implementation Of Gifted Education

In our belief that all children are individuals with individual needs we respond specifically to cater for their differences. In doing this, we acknowledge that a percentage of children will possess an intellect that requires an approach that will cater for their ability. These children need to be provided with opportunities that will extend, challenge and stimulate them and accommodate their differences.

Defining ‘gifted’ and ‘talented’
The following definitions reflect the distinction between potential and performance. They recognise the factors involved in developing a student’s giftedness into talent.

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. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school.

Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field.

Identification
Teachers plan for the fact that students who are gifted or talented in one or more domains are present in every school. These students are identified, using data from a range of sources. The identification process ensures gifted and talented students are not educationally disadvantaged on the basis of racial, cultural or socio-economic background, physical or sensory disability, geographical location or gender. Knowledge of the characteristics of gifted and talented students (described in Attachment 1) will assist teachers to identify and support these students with appropriate strategies.

The process for identification is described in Attachment 2.

Curriculum provision
For gifted and talented students, teachers deliver the curriculum at a level, pace, degree of abstraction and complexity beyond learning expectations for their age peers. Curriculum provision for gifted and talented students addresses their specific learning needs such as:

- a faster pace
- processing more complex information and use of higher order thinking
- opportunities to engage in learning with students of the same or higher ability
- opportunities to undertake challenging work which enables them to develop strategies for persevering with difficult problems.

Many gifted and talented students can be catered for through a differentiated curriculum and through enrichment. However, for those whose needs are not being met through differentiation or extension, other options such as acceleration are considered. Further advice is provided in A whole school approach to support student learning.


Gagné, F. Building gifts into talents: Brief overview of the DMGT2.0 paper presented at QAGTC lecture
April 2008.
**Acceleration to a higher year-level curriculum**

For highly gifted students, accelerated progression to a higher year-level curriculum may be appropriate — either in one or more subjects or for the full curriculum. The process for considering acceleration is described in Attachment 3.

Decisions regarding the provision of a higher year-level curriculum and achievement standard, in one or more subjects/learning areas are:

- based on quantitative and qualitative evidence that it is appropriate for this student
- made in consultation with parents (and students where appropriate)
- reviewed following a minimum of six weeks trial of the accelerated placement (to ensure that the placement matches the needs, interests and abilities of the student).

Provision of a higher year-level curriculum may involve:

- learning area/subject acceleration
- full year-level acceleration (year advancement or ‘accelerated progression’).

This provision is documented in an Individual Curriculum Plan. The recommended process and content of this plan is provided in [A whole school approach to support student learning](#).

**Collaborative management of curriculum provision**

A collaborative team approach is used in the management of curriculum provision to gifted and talented students to provide consistent and continuous identification processes school-wide. This team oversees the support of student learning and:

- establishes identification and provision processes for gifted and talented students at the school
- monitors these processes
- negotiates and endorses a course of action for each student
- establishes a school-wide process for determining whether acceleration (year advancement) is appropriate when planning provision for a student already identified as gifted and talented and whose needs are not being met through differentiation and enrichment.
- ensures the maintenance of ongoing monitoring and comprehensive records.

As appropriate to the school context, this team provides a range of expertise that includes:

- the principal (expertise in gifted and talented education and has undergone professional development)
- the Guidance Officer
- Support Teacher (Literacy and Numeracy).

Our team may include personnel working across our cluster of schools or at regional level.

**Reporting to parents**

Students are assessed and reported against the achievement standard for the year-level curriculum they are taught. Students who have been accelerated receive reports on their achievement against the achievement standard for the year-level curriculum taught. The year-level curriculum will have been identified in their Individual Curriculum Plan and previously agreed by parents.

For students provided a higher year-level curriculum in one or more learning areas/subjects (but not the whole curriculum) teachers create a report using the OneSchool SER module. In the comments section of the OneSchool report template teachers indicate the particular year-level curriculum that the student has been
provided, for each learning area/subject, during that reporting period. (This provision will have been previously negotiated with parents.)

Students who are fully accelerated to a higher year level are reported on as part of that year-level cohort. For example, a Year 5 student who is fully accelerated to Year 6 will receive a report of their achievement against Year 6 curriculum and as part of the Year 6 cohort.

**Documentation**

The school maintains ongoing records of all students identified as gifted and talented. Records include:

- identification process
- curriculum provision
- communication with parents and others across the years of schooling.

These records are to be maintained in OneSchool.
**Attachment 1**

**Characteristics of gifted and talented students**

Students who are gifted and talented in one or more domains are present in every school and across all groups of learners, including:

- underachievers
- students requiring learning support
- students with disability
- students from non-English speaking backgrounds
- students from culturally diverse backgrounds
- socio-economically disadvantaged students
- geographically isolated students.

It is important for all teachers, principals, guidance officers, as well as parents to be aware of the characteristics of gifted students so that these students are identified and supported with appropriate strategies.

Typical characteristics which may indicate giftedness include:

- Shows superior reasoning powers and marked ability to handle ideas; can generalise readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
- Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of man and the universe.
- Has a wide range of interests, often of an intellectual kind; develops one or more interests to considerable depth.
- Is markedly superior in quality and quantity of written and/or spoken vocabulary; is interested in the subtleties of words and their uses.
- Reads avidly and absorbs books well beyond his or her years.
- Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.
- Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
- Shows creative ability or imaginative expression in such things as music, art, dance, drama; shows sensitivity and finesse in rhythm, movement, and bodily control.
- Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work.
- Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.
- Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.
- Observes keenly and is responsive to new ideas.
- Shows social poise and an ability to communicate with adults in a mature way.
- Gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humour.

Note: Not all gifted students will display all of these characteristics, all of the time.

* http://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals
### Identification process

Use a team approach to provide consistent and continuous identification processes school-wide. The following four-step identification process ensures data-collection processes are reliable and valid.

The information gathered from the first two steps, below, is used to create a profile of the student. This profile is used to refer the student to the school support team. It informs decisions about how best to support the student’s learning.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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| 1. **Teachers use current data from school-based screening and assessment** | Teachers collect data on all students from school-based screening and assessment. Use data from a range of sources which show the student’s current performance e.g.  
  - screening tests  
  - standardised tests – PM Benchmark, Probe, PatR, PatM  
  - teacher created tests  
  - NAPLAN (as an additional data source). |
| 2. **Teachers collect data using checklists for gifted and talented** | Gather a range of evaluative judgments about the student by using checklists with parents, teachers, peers and the students themselves. (eg. Michael Sayler) |
| 3. **Guidance Officer and classroom teacher collect data using ability and academic assessments** | Off-level testing – Support Teacher (Literacy and Numeracy) or classroom teacher:  
  - applies standardised tests as in school-based screening (Step 1) but at a level above the current grade of the student  
  - identifies the extent of a student’s knowledge or skill in an area of giftedness or talent.  
Aptitude tests measure a student’s potential to perform well academically. These tests assess performance in school-based tasks. Some aptitude tests can only be administered by Guidance Officers. Request advice from regional Senior Guidance Officer. |
| 4. **Guidance Officer collects data using cognitive assessments** | IQ or cognitive assessment or other assessment as deemed necessary by the school guidance officer to:  
  - provide information on a student’s potential to perform well academically  
  - establish level of giftedness and talent for appropriate provision  
  - determine suitability for accelerated or special placement. |
Acceleration

Acceleration allows gifted and talented students to progress through an educational program at a faster rate than their age peers.

Acceleration can be provided through:

- Ability groupings within the class — may work on higher year-level curriculum for some learning areas, in regular classroom setting.
- Curriculum compacting — the purpose of curriculum compacting is to reduce the amount of repetition that the student receives. Pre-assessment determines year level proficiency in a learning area and enables the teacher to provide enrichment or accelerated options.
- Telescoping the curriculum which involves reducing the time a student, or group of students, take to complete the school curriculum, for example, completes one year in a semester or three years in two.
- Subject acceleration — in one or more learning areas. This can occur within the school, across primary and secondary schools, or across a secondary school and a tertiary institution.
- Year-level skipping — placement at a higher year level for the whole curriculum.
- Radical acceleration — placement at a year level that is two or more years higher than current placement.
- Early entry to Year 1, secondary or tertiary education.

Acceleration can address particular students’ need for a faster pace of learning. However differentiation of content, process, product and learning environment is still required, to address the student’s overall learning needs. Carefully planned acceleration works for appropriately identified students, in well-prepared settings.

A recommended process for considering year level advancement

The steps outlined in the *Process for Acceleration* (see Page 9) are useful to determine whether, or not, year level advancement is appropriate for a student already identified as gifted and talented and whose needs are not being met through differentiation and enrichment.

*Guidelines for developing an Academic Acceleration Policy* is a useful resource to support the process for acceleration.

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*Colangelo et al. Guidelines for developing an Academic Acceleration Policy* 2009
### Biddeston State School Provision for Gifted Education

*(based on Unicorn and Zig-zag models)*

<table>
<thead>
<tr>
<th>Strand 1</th>
<th>Strand 2</th>
<th>Strand 3</th>
<th>Strand 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding Interests</td>
<td>Enriching Education</td>
<td>Providing Differentiated Curriculum</td>
<td>Providing Individualised Support</td>
</tr>
</tbody>
</table>

#### Descriptor
- **Activities designed to:**
  - broader student interests
  - identify gifts and/or talents

- **Activities designed to:**
  - develop student interests
  - identify gifts and/or talents
  - enhance thinking and learning

- **Individual, small group and whole class learning experiences designed to:**
  - identify gifts and/or talents
  - expand knowledge and skills within and beyond the regular curriculum

- **Individual or small group learning experiences where students are challenged at high levels to further develop their gifts and talents.**

#### Participants
- **Any students**

- **Any students**

- **Any students**

- **Identified students**

#### Purpose
- **To identify any student who may benefit from opportunities to participate in similar activities at a higher level.**

- **To identify students, including underachievers, for participation in school teams and/or withdrawal programs.**

- **To identify students’ learning needs through the provision of differentiated curriculum that addresses different learning styles, rates of learning and degrees of complexity.**

- **To provide students who excel, or are capable of excelling in one or more areas, with a negotiated, accelerated progression.**

#### Indicator
- **For participation in Strand 1 type activities students may display potential for:**
  - Advanced interest
  - Enthusiasm for learning
  - Motivation
  - A keen sense of observation
  - Creativity and originality
  - Accelerated pace of thinking
  - Quick recall
  - Sensitivity, compassion for others
  - Varying interests
  - Curiosity
  - Physical dexterity
  - Humour
  - Persistence
  - Fluid reasoning
  - Intuitive thinking
  - Moral judgment
  - Perfectionism
  - Entrepreneurship
  - Leadership

- **For participation in Strand 2 type activities students may possess:**
  - Critical and/or creative thinking ability
  - Problem solving ability
  - Philosophical thinking
  - Leadership skills
  - High level communication skills
  - Interpersonal skills
  - Ability to work in groups
  - Intrapersonal skills
  - Advanced physical ability

- **To participate in a differentiated curriculum, the student is expected to be developing skills which may include:**
  - Independent learning ability
  - Task commitment
  - Problem solving and finding ability
  - High level critical and creative thinking skills
  - Metacognitive skills

- **To successfully operate as an independent learner, the student is expected to demonstrate a range of characteristics and behaviours from all strands.**

  - The student may have an area/s of intense interest.

  - The student will demonstrate a high level of talent/ability as well as independent learning skills.

#### Opportunity
- **Curriculum and Extra Curricular Activities Examples:**
  - ICAS Competitions
  - Excursions
  - Guest speakers
  - School camps
  - Choir
  - Sports days
  - School performances, theatre visits
  - Options program

- **Enrichment Activities and Withdrawal Programs Examples:**
  - Eisteddfods
  - Leadership days
  - District athletics trials
  - Choir camp
  - Art camp
  - Writing competitions
  - Online learning – Unify, Booster

- **Classroom Provisions to Enable Curriculum Differentiation Examples:**
  - Higher order thinking and questioning
  - Curriculum compacting
  - Independent projects and studies
  - Multiple intelligences
  - Learning contracts
  - Ability grouping
  - Clustering of students in classes


- **Individualised Pathways Examples:**
  - Subject acceleration
  - Year level acceleration
  - Curriculum compacting
  - Negotiated, self-paced investigations
  - Mentoring
  - Cluster Challenge days