

ST EUPHEMIA COLLEGE

K-12



GIFTED AND TALENTED POLICY 2014

1. Policy Statement

St Euphemia College aims to identify gifted and talented students as early as possible and to provide quality extension learning experiences for these students to achieve their potential. The learning environment will provide challenging enrichment and accelerated opportunities.

The meaning of the terms gifted and talented form the basis of this Policy statement. The School disagrees with the use of the terms to distinguish between talented and non talented students and gifted and non gifted students. The terms should be used to recognise gifts and talents in a particular endeavour and as such it should be recognized that gifts and talents have many forms.

The main focus of this Policy is on educational gifts and talents. This does not exclude other gifts and talents as it is recognized that these gifts will be identified, acknowledged, supported and highlighted in other areas of School life, eg student leadership, elections, sporting achievements, school community volunteers, peer support leaders and musicians.

2. Applicability

This policy applies to all staff, students and parents and caregivers of St Euphemia College.

3. Context/ Rationale

This Policy is designed to enable all gifted and talented students to achieve their full academic, personal and social potential. It offers guidance on the identification of gifted and talented students and the provision of appropriate curriculum and pedagogy.

Definitions:

Gifted refers to potential significant above 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.

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.

Extension involves expanding students' knowledge, understanding and skills.

4. Roles and Responsibilities

Responsibility of the Principal/Delegated Authority:

The Principal/Delegated Authority is expected to:

- ensure the implementation of the Gifted and Talented Policy
- ensure that an assessment schedule is developed to identify gifted and talented students
- monitor the standards and progress of students' performance
- ensure that procedures for placing students in specific programs are effectively operated
- decide if and when accelerated progression is appropriate to meet the educational and social needs of individual gifted and talented students
- ensure that a range of opportunities are provided for gifted and talented students
- ensure that suitable time allocation is provided for extension classes
- liaise with parents and caregivers.

Responsibility of all Teaching Staff:

All Staff Members are expected to:

- develop and administer suitable assessments to identify the gifted and talented students
- differentiate the curriculum to cater for the range of needs of the gifted and talented students
- select and implement a variety of teaching strategies and resources for inclusion in programs
- provide a range of extension and enrichment opportunities for individual needs
- provide a learning environment that incorporates stimulating, creative and challenging experiences.
- encourage high achievement, originality, problem solving and critical thinking skills
- critically reflect on and evaluate their teaching practice
- liaise with parents and caregivers
- undertake professional learning to become familiar with new strategies and resources.

Responsibility of the Students:

The Students are expected to:

- perform to the best of their ability in all learning situations
- take responsibility for continued high achievement
- self monitor and embrace challenges
- develop and maintain good work habits and attitudes.

Responsibility of the Parents and Caregivers:

The Parents and Caregivers are expected to:

- support the School's Gifted and Talented Policy
- provide useful information about the abilities of their children
- liaise with teaching staff regarding student's learning needs
- seek out of school extension activities to further enrich their child's individual needs
- support the enrichment activities organized by the School.

5. Monitoring, Evaluating and Reporting Requirements

Teachers K-12 use school based and nationwide assessment information to identify the abilities of the gifted and talented students. Teachers also consider assessment information from a variety of sources to regularly evaluate the effectiveness of teaching programs and learning.

The School regularly reports to parents and caregivers on student achievement and continued high performance of gifted students.

The following assessment tools are used to report on student achievement:

- Observation
- School based assessments
- NAPLAN
- ICAS Competitions
- Standardised Testing

6. Policy Review

This Policy is to be reviewed as required.