



Policy Area: Gifted Education

Adoption Date: April 2012

Review Date: April 2013

STATEMENT OF PURPOSE:

At Worongary State School "we are a community working together to be the best that we can be".

We aim to instil a desire to achieve academically, foster life skills and social awareness, promote problem solving and creativity, and develop self-esteem and an acceptance of others.

We strive to create a culture, which promotes sound values, supports the individual, embraces change, encourages positive relationships, and develops responsible environmental practices.

ASSOCIATED MATERIAL:

- *Education (General Provisions) Act 1989*
- Framework for Gifted Education, DETA 2004
- 2010 QSE

STATEMENT OF POLICY:

Optimising every student's opportunity to achieve their full potential lies at the heart of Education Queensland's commitment to all students. Worongary State School aims to support and challenge gifted students in the pursuit of excellence and to develop a passion for life long learning.

Our program of intervention and extension allows students to advance their skills, knowledge and processes to meet their potential for success and improved development.

By using the principles of effective learning and teaching and an inclusive approach to the provision of quality curriculum programs, including differentiation and flexible options, Worongary State School aims to improve learning outcomes for all students.

Definition of giftedness, as stated in Education Queensland Framework:

"Students who are gifted excel, or are capable of excelling, in one or more areas such as general intelligence, specific academic studies, visual and performing arts, physical ability, creative thinking, interpersonal and intrapersonal skills."

RIGHTS AND RESPONSIBILITIES:

Worongary State School will:

- Identify gifted students as early as possible (identification process see Appendix 1)
- Provide gifted students with opportunities to realise their potential through differentiation of the curriculum and acceleration where appropriate. This may include an individual education plan
- Encourage positive communication between all stakeholders (parent, student, teachers, Administration, District Office, Guidance officer)
- Continue to foster effective peer group interactions for gifted students
- Provide appropriate training for staff in gifted education
- Establish an overview which embraces the four strand model (Appendix 2)

Responsibilities:

Administration:

- Ensure effective identification procedures for gifted students are embedded in the school framework
- Provide adequate and ongoing professional development in gifted education
- Promote effective partnerships between all stakeholders, including the wider community
- Ensure access to quality educational programs, including acceleration where appropriate
- Establish & promote collaborative processes in the provision for individual students
- Support the planning, implementation and evaluation of an inclusive curriculum
- Support specific strategies to meet the learning needs of gifted students through their inclusion in Worongary State School strategic documents - such as Annual Operation Plan

Teachers:

- Be aware of and familiar with the "Framework for Gifted Education".
- Access the identification procedures (appendix) and become familiar with the characteristics of giftedness
- Implement effective programs that challenge students who are gifted, through a variety of strategies.
- Plan collaboratively with all stakeholders to ensure maximum potential reached by student. Review every six months.
- Continue to develop own understandings of gifted education through professional development opportunities
- Enact new understandings to provide students with challenging learning opportunities.

GIFTED EDUCATION IDENTIFICATION AND SUPPORT PROCESS

INITIAL INFORMATION GATHERING

- Teacher observation – includes work samples; anecdotal notes
- School records – report cards; school based data; reports from previous years
- Prior reports from outside agencies
- Behavioural indicators – teacher to complete checklist (covers academic, social and behavioural criteria) (Merrick 2004)
- Parental discussion

NOMINATION BY TEACHER/PARENT – Referral Form completed by class teacher

To Principal/Special Needs Committee. Appoint Case Manager (usually teacher)
Letter to parent regarding nomination for extension/enrichment programs and to set date for meeting with all shareholders. Committee to determine what further information is required.

FURTHER INFORMATION GATHERING

- Standardised achievements tests – eg. Neale Analysis of Reading; NAPLAN,
- Curriculum assessments
- Sages Test
- GO – IQ; Social / Emotional
- Classroom eg. Thinkers Keys “SMARTS”

CASE MEETING

- Consider all information. Recommendation for intellectual or other testing as needed.
- Identify desired learning outcomes and strategies – refer to Four Strand Model
- Negotiate curriculum plan, timelines, monitoring and review dates
- *Request for Support Form* for Classroom Teachers (used to record specific details)
- Complete *Identification Matrix / Profile* (case manager)
- Determine the level of support (school level or class level)

School Support

- Develop *Student Support Plan*. Include appropriate Strand 3 and 4 level strategies
- Implement *Student Support Plan*
- Monitor *Student Support Plan*
- Review six monthly

Class Support

Keep monitoring student needs to be met through:

- Extra curricular activities
- Enrichment events
- Classroom provisions eg. curriculum differentiation, thinking skills.

Strand 1

- Maintain current educational plan
- Access activities where appropriate

Strand 2

- Negotiated / self paced instruction
- Extra curricula programs
- Mentoring
- Cluster groupings

Strand 3

- Curriculum compacting
- Subject acceleration

Strand 4

Acceleration through:

- Early entry to primary or secondary
- Year level acceleration
- Dual enrolment

MANAGEMENT PLAN

Collaborative planning between stakeholders. Plan documented and approved by Principal. Copies to parents/caregivers/stakeholders

MONITORING, REVIEW AND EVALUATION

Ongoing monitoring and comprehensive records need to be maintained. Initial review to take place after 6 weeks.
Review needs to occur after 6 months.

WORONGARY STATE SCHOOL MANAGEMENT PLAN – GIFTED EDUCATION

PROFILING

When a student has been identified the Support Teacher completes a *Student Profile Form* for Gifted and Talented Education in consultation with the student's parents and classroom teacher. Data from that may be collected in for the profile can include:

- Sages Test
- Checklist
- Reading Age Assessment (Probe)
- Spelling Age
- IQ Assessment (WISC III)
- Questionnaires (student, teacher, parent)
- Test Results
- NAPLAN analysis
- Diagnostic Net Results
- Work Samples

Information gathered on the *Student Profile Form* may be used to develop a ***Student Enrichment Plan***. These documents are stored in the student's Gifted and Talented Education File, Classroom Teacher's File, School File and Guidance File. These records are available to school staff, and the information on a particular student may be shared with his or her parents.

TRACKING

The ***Student Enrichment Plans*** are reviewed six monthly (Term 2 and Term 4). The focus of the review is to establish the achievement of goals, monitor the progress of the student, and to determine the appropriateness of the current enrichment activities. Ongoing tracking will occur through regular communication between the Support Teacher – Gifted and Talented Education, class teacher, parents and the Principal.

SCHOOL PROVISION

In catering for gifted students, Worongary State School adopts the Model for Curriculum Provision as stated by Education Queensland. Enrichment activities are provided in through four Strands as detailed below.

Strand 1 – Expanding Interests:

Activities designed to broaden student interests, identify talents and incorporate the perspectives, contributions and experiences of the full range of students.

Strand 2 – Enhancing Education

Activities that introduce students to higher level thinking activities to extend students opportunities to participate in school and regional events or competitions.

Strand 3 – Implementing Gifted Education

Challenges that involve inclusive learning/teaching and feeling focused on teaching all students to use advanced skills and processes, which match students' learning needs and learning styles.

Strand 4 – Education the Gifted

Individual or small group activities where students are challenged at high levels to further develop their talents to their full potential.

| | Strand 1 Expanding Interests | Strand 2 Enhancing Education |
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| STRAND DESCRIPTION | Activities designed to broaden student interests, identify talents and incorporate the perspectives, contributions and experiences of the full range of students. | Activities that introduce students ' to higher level thinking activities to extend students opportunities to participate in school and regional events or competitions. |
| PURPOSE | To identify students with a high level of interest, talent and motivation 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 withdrawal programs. |
| PROGRAMS PROVIDING IDENTIFICATION OPPORTUNITIES | <p>Examples:</p> <ul style="list-style-type: none"> • TOMs • Chess Club • Concerts • Competitions • Sports days • Camps • Choir • Instrumental Performances • Musicals • Art/Drama Festivals <p>(Often these are extra-curricular activities)</p> <p>Participants: any students</p> | <p>Examples:</p> <ul style="list-style-type: none"> • Maths Challenge Days • Science Days • Enrichment Sessions • Art Festivals • Days of Excellence • Leadership courses <p>(Community involvement to teach application)</p> <p>Participants: any students</p> |
| SELECTION CRITERIA FOR ENTRY INTO EXTENSION/ENRICHMENT PROGRAM | <p>The student will:</p> <ul style="list-style-type: none"> • Display advanced interest • Be an enthusiastic learner • Display motivation and talent • Show potential to participate in a field of study at a higher level | Selection criteria are consolidated by Sages Test |
| | | <table border="0"> <tr> <td> <ul style="list-style-type: none"> • Tournament of Minds • Creativity, Leadership • Problem-solving ability • Communication • Interpersonal Skills • Creativity, Curiosity • Problem-Solving ability • Ability to work in groups </td> <td> Enrichment Session <ul style="list-style-type: none"> • Analysis • Synthesis • Evaluation • Maths Challenge • Problem solving • Motivation • Analysis </td> </tr> </table> |
| <ul style="list-style-type: none"> • Tournament of Minds • Creativity, Leadership • Problem-solving ability • Communication • Interpersonal Skills • Creativity, Curiosity • Problem-Solving ability • Ability to work in groups | Enrichment Session <ul style="list-style-type: none"> • Analysis • Synthesis • Evaluation • Maths Challenge • Problem solving • Motivation • Analysis | |
| TEACHER ACTION | <ol style="list-style-type: none"> 1. Teacher observes and notes students who meet criteria for advanced studies. 2. Teacher discusses extension/enrichment possibilities (also with parents). 3. Students who meet criteria participate in higher level activities. | <ol style="list-style-type: none"> 1. Teacher observes specific children during sessions. 2. Teacher rates students according to selection criteria. 3. Teacher makes selection based on ratings. 4. Selected students participate in withdrawal program. |
| EXTENSION/ENRICHMENT PROGRAM | <p>Extra Curricular Activities such as:</p> <ul style="list-style-type: none"> • drama and dance classes • music lessons • swimming coaching • sports teams • Aboriginal dance troupe • art classes • Writers' Circle <p><i>Some students may proceed to Strand 4 at this or any successive stage.</i></p> | <p>Withdrawal Programs - to replace regular curriculum.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Tournament of Minds • Maths Challenge Program • Leadership Courses • Camps, eg writers', the arts • Day/Week of Excellence • Excellence Expos |

Model of Curriculum Provision for Gifted Education and Talent Identification

| | Strand 3 Implementing Gifted Education | | Strand 4 Educating the Gifted |
|---|---|--|---|
| STRAND DESCRIPTION | Challenges that involve inclusive learning/teaching and feeling focused on teaching all students to use advanced skills and processes which match students' learning needs and learning styles. | | Individual or small group activities where students are challenged at high levels to further develop their talents to their full potential. |
| PURPOSE | To identify students who need differentiation by implementing gifted education curriculum in all classrooms. | | To identify students who need negotiated, differentiated curriculum (an individualised work program). |
| PROGRAMS PROVIDING IDENTIFICATION OPPORTUNITIES | <p>Examples:</p> <ul style="list-style-type: none"> • Modification of: <ul style="list-style-type: none"> • Content • Abstract concepts • Depth, complexity, variety • study of methods of enquiry <ul style="list-style-type: none"> • Product • real problems • real audiences • real deadlines • transformations • evaluation | <ol style="list-style-type: none"> 2. Process <ul style="list-style-type: none"> • High level thinking(Bloom) • Critical and creative thinking • Variable pacing • Problem finding and solving 3. Environment <ul style="list-style-type: none"> • student-centred • encourage independence • open and accepting • complex, with variety (after Maker, C.J., 1982) | <p>Further talents may be observed through:</p> <ul style="list-style-type: none"> • Independent Studies • Advanced Thinking skills Programs • Real Life Investigations • Centres for excellence <p>Negotiation results in individualised curriculum which employs strategies such as :</p> <ul style="list-style-type: none"> • Acceleration, including Compaction • Monitoring • Contracts • Extension • Dual enrolments <p>Participants: any students</p> |
| SELECTION CRITERIA FOR ENTRY INTO EXTENSION/ENRICHMENT PROGRAM | <p>To participate in a differentiated curriculum, the student will show, for example:</p> <ul style="list-style-type: none"> • Independent learning ability • Task commitment • Research and reporting skills • Problem finding and solving ability • High level critical and creative thinking skills, eg analysis, synthesis and evaluation <p>Communication skills</p> <p>Participants: any students</p> | | <p>The student is expected to demonstrate:</p> <ul style="list-style-type: none"> • Above average ability • Task commitment • Creativity <p>(Renzulli, J. (1977). The Enrichment triad Model. USA: Creative Learning Press, Inc.)</p> <p>The student will have an area or areas of advanced interest and passionate attachment.</p> <p>The student has demonstrated a high Level of talent as well as independent learning skills.</p> |
| TEACHER ACTION | <ol style="list-style-type: none"> 1. 2. Teacher observes specific students during class sessions. 3. Teacher rates students according to selection criteria for an individualised program. 4. Teacher notes parent, peer, self nominations. 5. Teacher collates information and notifies students and parents of proposed program. 6. Selected students access differentiated curriculum. | | <ol style="list-style-type: none"> 1. Teacher, parents, or experts assess student products and performances. 2. Teacher uses checklist, intelligence test, achievement test, aptitude test, test of creative abilities, anecdotal records, grades. 3. Student, teacher, parents or experts develop Individual student Profile. 4. Gifted students access negotiated curriculum. |
| EXTENSION/ENRICHMENT PROGRAM | <p>Differentiated Curriculum – requires teachers to:</p> <ul style="list-style-type: none"> • identify learning objectives • pretest students for prior mastery • eliminate unnecessary teaching <p>Students may then participate in, for example:</p> <ul style="list-style-type: none"> • Independent study • Advanced Thinking skills Program, eg Future Problem solving • Advanced Maths Investigations • Extension Programs <ol style="list-style-type: none"> 4. Specific Courses, eg Computer programming <p>Buying time program</p> | | <p>Negotiated Curriculum – curriculum which reflects the needs and abilities of the student.</p> <p>Emphasis placed on negotiation and independent learning using:</p> <ul style="list-style-type: none"> • Acceleration • Mentor Programs • Contracts, ie. 'bought time' • Dual enrolments • Extension programs <p>eg, Centres for excellence (gymnastics, golf, the arts), Personalised Knowledge Pursuit.</p> |