



ROCKHAMPTON GIRLS GRAMMAR SCHOOL

Gifted & Talented Policy

PURPOSE OF THE POLICY

The Rockhampton Girls Grammar School (RGGGS)

- values the diversity of all students including those with special educational needs,
- recognises the right of all students to equitable access to the curriculum, and
- offers education programs appropriate to the educational needs of gifted and/or talented students.

Gifted and talented students are found in all communities regardless of their ethnic, cultural or socio-economic backgrounds. The gifted population includes students who are underachieving and who have disabilities. It is imperative that our school community develops effective, equitable and defensible identification programs that avoid cultural bias and provide developmentally appropriate programs for gifted and talented students.

This policy applies in assessing

- the application for enrolment of gifted and/or talented children;
- identifying gifted and/or talented children; and
- developing educational programs for gifted and/or talented children.

POLICY

Abstract and Definitions

Australia is a nation rich in cultural diversity. Different abilities and achievements are valued by different cultures. Some cultures value creative gifts, or aptitude for social relationships, more than academic gifts. Other cultures value academic ability very highly. Rockhampton Girls Grammar School is a small boarding and day school for students from Prep – Year 12. Our mission statement identifies us as catering to the diversity of our clientele including those with learning needs. Identification of the gifted and talented students within our community and providing a challenging curriculum for these students is part of our charter and value system. The Rockhampton Girls Grammar School strives to identify gifted and talented students and to maximise their learning outcomes.

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.

The essence of giftedness is advanced development. Students who are gifted have the potential to perform at levels **significantly beyond what we might expect for their age**. A student can be intellectually or creatively gifted. She might be physically gifted or gifted in some area of her social-emotional development. But **giftedness in any area means ability well beyond the average**. RGGGS subscribes to the Gagne Differentiated Model of Giftedness and Talent.

Identification

Students selected to enter this program can be determined by evidence including (taken from the AGTP seminar in June 2006):

- i. IQ tests
- ii. Check-lists
- iii. Verbal/spatial based tests
- iv. WISK test (if greater than 6 years)
- v. WPPSI (if less than 6 years old)



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N.B. All these things form part of a package – none of the above is a stand-alone indicator.

Teachers can become aware of gifts and talents in learners as a result of:

- How routine class work is approached and how students undertake activities outside the classroom;
- Observing students systematically in a range of learning contexts, to identify those who demonstrate social of leadership skills, an aptitude for problem solving or acute listening skills;
- Student responses to their work and discussion about what they like and dislike, and what enables them to learn best;
- Inviting students to reflect on and talk about their strengths, aspirations and interests;
- Demonstrated initiative by students in tackling tasks or adapting conditions to suit circumstances;
- The progress students make and whether they achieve beyond the level of attainment expected for their age;
- Their performance in national curriculum or academic tests.

(Adapted from the Qualifications and Curriculum Authority, United Kingdom:
http://www.nc.uk.net/gt/general/02_wholeschool.htm)

Policy Statement

This policy statement recognises that decision-making in relation to programs and provisions for students who are gifted and talented is a process that is complex and interactive. The School principal, in consultation with parents/care-givers, teachers, school counselors and other appropriate personnel, has the prime responsibility for decisions in relation to the education of gifted and talented students.

Therefore the RGGGS school community has a responsibility to:

- identify students who are gifted and talented
- foster collaborative home–school partnerships to support these students
- provide a range of opportunities and to monitor and evaluate programs for these students.

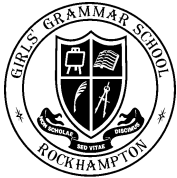
Teachers, with support, have a responsibility to:

- identify the gifted and talented students in their classes; and
- select and implement a variety of teaching strategies for inclusion in programs including:
 - compacting the curriculum
 - acceleration in a subject;
 - parallel extension courses;
 - ability groups within the class differentiated by task, by the processes required, or by the expected outcomes;
 - year advancement;
 - using support staff to explore a extension topics;
 - arranging activities beyond RGGGS.
- RGGGS has a responsibility to provide opportunities for staff development in the education of gifted and talented students for the principal, teachers and other appropriate personnel.

Provision

The RGGGS principal will form the Gifted & Talented Committee and will identify a staff-teacher to co-ordinate gifted educational provision. The role of this teacher will be determined by the school principal in consultation with the school community. The committee may include parents/caregivers, representatives of a cultural group and the students. The role of the Gifted & Talented Co-ordinator may include:

- developing school policy
- serving as chairperson of the school's Gifted & Talented Committee
- organising programs of identification
- developing and evaluating programs
- contributing to the professional learning of teachers
- monitoring and tracking gifted students
- liaising with parents/caregivers
- attending conferences



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- disseminating information
- mentoring and counselling.

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RGGS is welcoming - our policy is that we strive to address the needs of those with gifts and talents. We are very explicit about variables impacting on the organization of strategies:

- the staff available and their experience;
- how many periods a week staff are available;
- what the time-table allows,
- what the degree of the student's ability to work independently (in the case of a student in the upper levels) allows, (for working in one class if an advanced subject-class is not timetabled in parallel).

For each new year, (or at the end of the previous year after the time-table for the new year is created), we tell the students or parents what we can do in negotiation of an Personal Learning Program for each student in the program.

Professional Development

Staff (especially those in the primary school) teaching such students must have one session of Professional Development annually on the topic (for example, initially the modules off the DEST web-site).

Organisational Issues

The Committee's determination at the conclusion of 2005 determined that:

1. RGGS would have a pragmatic policy based upon what worked in practice during 2005 as we tried to work with the students we had and their interests; and
2. the committee agreed that they would adopt what the staff felt comfortable working through during 2006; and
3. where possible, but especially in the primary school, the sessions for literacy and for mathematics should be time-tabled for each year-level concurrently so that ability-groups can be formed.
4. **a teacher should not be compelled to do it**, unless another, specialist teacher has some time available to create the extra material (or in that specialist-teacher's file-of-work from an upper-level class there is a project or piece of work ready that could be copied and used, even if modified - and that obtaining such work must not be an extra job for the class-teacher, but the job of the co-ordinator to TRY to ensure that that match is made).
5. Teacher release for the G&T facilitator will be granted to ensure the implementation of a differentiated (in terms of learning-experiences and teaching-methods) curriculum prepared by the Gifted and Talented Co-ordinator, to support the class-room teachers.
6. Where the provision for a gifted and talented student is specialised, it is imperative that the breadth of the required curriculum be observed. The programs should extend students in their achievements, not replace any one important area of the curriculum with additional studies in another.
http://www.dest.gov.au/NR/ronlyres/A5A13E0D-1C8C-4799-B4A2-7051B5229DDE/5457/Module1_ECwebversion1.pdf
7. A room will be designated "The Learning Centre" within which the program will be centred, permitting students to attend to undertake specific activities and to update progress. (This room has been delineated within the upgraded library submission to BGA March 2008). On-line services and other activities can be utilised from "The Learning Centre" also. Other activities might include:
 - a program of activities for the independent/accelerated students as a group (but not compulsory – an individual may choose to join one of the other offerings in an alternate program for the general school).
 - Distance Education subjects, TAFE modules, modules of the Virtual School for the Gifted; matters of interest such as first aide, level 1 coaching, alternative assignments, extension assignments etc.
 - Meetings with specialists/mentors from outside the school



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Learning experiences and teaching methods should:

- be flexible to match students' knowledge, abilities, needs and phases of learning;
- include a range of group and individual activities to accommodate different abilities, skills and learning rates;
- enable the development of generic skills and higher order thinking skills and strategies;
- permit negotiation of self-selected topics for learning within established curriculum parameters;
- be open-ended, encouraging questioning and tasks which allow students to construct knowledge;
- demonstrate logical, critical, creative, lateral and parallel forms of thinking;
- pay attention to product and the demonstration of achievement in students' learning;
- encourage students to help other students with their learning; and
- explore the possibilities of online web-based learning.

(Adapted from The Education of Gifted and Talented Students in Western Australia:
<http://www.det.wa.edu.au/Gifttal/provision/provexpe.htm>)

Evaluation and Monitoring

Students within the program will have a Personal Learning Program after liaison with the co-ordinator, student and family. This PLP will be evaluated semi-annually (beginning of April and end of October) and updated accordingly. The PLP should:

- not be too formal (that is, not to be set in concrete) as a student's progress not predictable as students age
- be an outline – of agreed goal(s) and skills to be reached
- be flexible and changed each review-date
- help with continuity as teachers change
- help to round out, and to monitor a child's overall progress
- have special goals only in the area of advancement

The overall-aim is to be to do the best we can as parents and teachers, and to keep a child happy and going forward.

POLICY RELEASE DETAILS

Date of Policy	September 2011
Reviewed by	RGGS Executive
Review Date	Biennially
Access	Public Availability – RGGS Website

RELATED POLICIES AND DOCUMENTS

RGGS Student/Parent and Staff Handbooks
RGGS Values Statement
RGGS Flexible Arrangements Policy
RGGS Elite Performance Policy