



Gifted, Talented and High Performing Student Policy

Policy Classification		
Policy Number: 12/2015	Date of Origin: Feb 27 2015	By Whom: Principal
Policy Audience: Public Domain	Review Dates: Feb 2015 March 2018 June 2019	Next Review Date: June 2022
Policy Approval: This policy was approved by the Board on June 2019.		
This policy supersedes all previous policies relating to matters contained herein.		

1.0 Rationale

- 1.1** As a Catholic School in the Lasallian tradition we are committed to empowering all learners, regardless of their ability, to serve and enrich our changing world.
- 1.2** All learners have a right to a challenging, fulfilling education, including students already operating at a high cognitive level or those who are gifted in certain fields.
- 1.3** We are committed to the academic and personal growth of each student in our care.

2.0 Guiding principles

- 2.1** This policy is intended to ensure that we can effectively identify any student in our community who exhibits high intellectual ability and/or possesses a significant gift or talent in a certain area.
- 2.2** This policy recognises gifted, talented and high achieving students
- 2.3** It is important that identification of students is achieved using multiple procedures and criteria.
- 2.4** Students identified as gifted, talented or high achieving are monitored to ensure a suitable range of opportunities is provided for them.
- 2.5** Students identified as gifted, talented or high achieving generally require a greater breadth and depth of learning activities and extended opportunities across the curriculum in order to develop their abilities.
- 2.6** A positive and inclusive school climate which supports all members of the school community is essential to ensure gifted, talented and high achieving students feel socially, emotionally, intellectually and physically safe and free from harassment, intimidation and bullying.

3.0 Policy

3.1 Identification

- 3.1.1** It is primarily the responsibility of the College to identify and continue to monitor and identify gifted, talented and high achieving students. All Year 7 students are tested before starting at the College and the data can be used to identify potential gifted and talented and high achieving students.
- 3.1.2** Identification of gifted, talented and high achieving students must be accomplished using multiple, varied sources. Such sources may include but are not limited to:
 - 3.1.2.1** Teacher nomination based on classroom observation and/or curriculum assessment outcomes
 - 3.1.2.2** Standardised testing
 - 3.1.2.3** Checklists of behaviours
 - 3.1.2.4** Self-assessment
 - 3.1.2.5** Parental recommendations
 - 3.1.2.6** Previous schooling
 - 3.1.2.7** Details of non-curricular achievements
 - 3.1.2.8** Psychological reports

3.2 Monitoring of Gifted, Talented and High Achieving students

- 3.2.1 An individual learning plan (ILP) is developed for each student identified based on the profile created through the identification process.
- 3.2.2 A mentor is allocated to monitor the ILP for each identified student to ensure the student is appropriately engaged in their education and to direct the next stage of learning for the student.
- 3.2.3 Each student is monitored from the time of their identification until the end of Year 12.

3.3 Curriculum within the Classroom

- 3.3.1 When identified students are assigned to a mainstream classroom. The teacher of the class is responsible to ensure that class work is appropriately personalised and differentiated to suit the learning needs of this student.
- 3.3.2 Classroom teachers will be made aware of the identified students within their classroom via the student management system as well as at staff meetings and through professional development.
- 3.3.3 Classroom teachers will have access to the ILP for each student and are able to work with the student and support teacher person to modify the IP where appropriate.
- 3.3.4 Assessment tasks use common grade scales within faculties to formulate the marking criteria. Students who achieve beyond their stage will be recognised at extension level.
- 3.3.5 A range of elective subjects designed for high achieving students will be made available to students in Years 9 and 10 as part of the normal additional courses offered at this level.
- 3.3.6 The process for the elective Philosophy consists of the following:
 - 3.3.6.1 A triangulation of data available
 - 3.3.6.2 Identification of possible candidates for the Philosophy elective
 - 3.3.6.3 An invitation to the candidates to apply, including a submission of work
 - 3.3.6.4 Confirmation of eligibility to enrol in the Philosophy course

3.4 Curriculum beyond the classroom

- 3.4.1 A significant number of activities are offered each year alongside the normal curriculum to allow identified students the opportunity to further enhance their learning and experience in areas of interest.
- 3.4.2 All identified students will be made aware of initiatives which may be appropriate to them by their support person.

3.5 Year Skipping and Acceleration

- 3.5.1 Skipping a year of schooling would only occur in exceptional circumstances and only be considered when a student can clearly exhibit performance at an appropriate level for the year level that he or she proposes to skip; and this performance needs to be across all curriculum areas. To be eligible for year skipping a student would need to be assessed in terms of their social and emotional readiness by an external professional qualified to make such assessments.

3.5.2 Acceleration in one or more subjects

- 3.5.2.1 There may be instances where it is deemed appropriate to accelerate a student or group of students in one or more subjects.
- 3.5.2.2 The long-term educational experiences of the student need to be considered when exploring the option of acceleration. This includes implications for Years 11 and 12 and potential early entry to University.
- 3.5.2.3 Acceleration will only be considered if a student has exceeded the learning outcomes at the current level and would be deemed to progress quickly to near the top of the higher level.
- 3.5.2.4 Acceleration in one or more subjects may be governed or restricted by the timetable structure of the College.

3.6 Staff Training

- 3.6.1 The College will support appropriate training for teachers working with identified gifted, talented or high achieving students.
- 3.6.2 It is the responsibility of staff to identify any area of training they require when completing their professional learning plans each year.

4.0 Policy review

- 4.1 This policy will be reviewed every three years or any other time when new educational research or initiatives become available that may lead to alteration of the policy.

5.0 Explanatory notes and definitions

- 5.1 Gifted students are learners who have the potential to demonstrate a level of performance in one or more academic subjects which is far superior to others in their cohort.
- 5.2 Talented students are learners who possess a high natural ability for the area but have also undergone systematic learning and practising within this area in order to exhibit superior performance.
- 5.3 High Achieving Students are learners who are exhibiting a superior level of performance in an area which is the result of a systematic education and practice regime.
- 5.4 Enrichment Cluster – An enrichment cluster engages students and educators in interest-based, student-driven, real world learning experiences involving advanced skill and content levels to create real- world solutions to present to an authentic audience. They can operate both within and outside the classroom environment.

Appendix 1 - references

Teare, B (2004). *The School Effectiveness Series: Effective Provision for able and talented children*. Moorabin: Hawker Brownlow

Thomson, M (2006). *Supporting gifted & talented students in the secondary school*. Heatherton: Hawker Brownlow