Alstonville High School
Gifted and Talented Policy

Each student has the right to realise his or her potential (DET)
Education is concerned with the development of potential of each student (DET)
Gifted and Talented students are those students who have the potential to perform; or are performing; well above that of their age peers.

**Aim**
To provide a Learning Environment that;
- Identifies student’s gifts and talents
- Effectively translates student’s gifts to talents
- Enhances student’s gifts and extends their talents.

**Definitions**
- **Gift;** Natural Ability, could be- Intellectual, Creative, Social or Sensorimotor
- **Gifted;** Students with the capacity to perform well above the level expected of their age peers
- **Talent;** Developed Skills, could be- Academic, Artistic, Business, Leisure, Community, Sports or Technology
- **Talented;** When the potential giftedness is translated into performance
- **Learning Environment;** Physical, Personal, Events or Provisions

The school learning environment impacts on the ability to facilitate the translation of a student’s potential into a talent(s)
(Adapted from, Gagne’s Differential Model of Giftedness and Talent)

**Identifying Gifted Students**
We will identify gifted and talented students by;
- Parent Identification
- Primary School Information
- Stage four data
- Teachers Professional Judgement
- Surveys and Questionnaires
- Learning Support Team Meetings
- School Counsellor; Educational Psychologist Assessments and Evaluation

Note: Identification needs to also include a base line of individual student’s potential. Non-performance in school based testing does not necessarily preclude a student being gifted. This is especially important in identifying students from disadvantaged groups. There are other measures such as within the Characteristics or psychological testing that may help identify gifted students.

Students may be underachieving at school for a variety of reasons.

**Information can be statistical or anecdotal. A combination will create some surety**

**Levels of Ability**
The higher the level of giftedness the greater impact and changes needed within a learning environment.

**Catalysts**
Catalysts are those things that impact either positively or negatively on the developmental process of translating gifts into talents. They include: Personality/Temperament, Level of Motivation, Parental Support, Mentors and Learning Environments.
**Appropriate Learning Environments**
In development appropriate programming it is important to establish a student’s individual potential and current working level. These may not be in line with each other. In order to learn, achieve and develop self-esteem students must be presented with work at a level just beyond where they are at but within their ability.

**We will facilitate the learning needs of gifted and talented students by;**
- Providing appropriate extension activities
- Accelerated Progression
- Grouping Practices
- Individualised Projects
- Curriculum Differentiation
- Mentors
- Gifted and Talented Camps
- Referral to our Learning Centre

We involve parents through the identification process and in facilitating programs through the Learning Centre and in faculties.

We monitor and evaluate our Gifted and Talented policy and procedure through regular policy reviews and through the operation of the Gifted and Talented coordinating committee. *Examples of how faculties identify and extend gifted and talented students are attached.*

**Special Considerations**
There are three special cases in relation to developing and appropriate learning environment for gifted and talented students

**Gifted Underachievers**
If a student is unable or unwilling to translate their giftedness into talents then they can be called underachieving.
Underachieving can result in a number of negative impacts for both the student and staff, these include: Behavioural (disruption, rudeness etc.), dropping of marks, patterns of dumbing down, lack of skill building in developing strong work ethics and study skills.

**Gifted Learning Disabled**
These students may exhibit high potential or ability in some areas of study/school based activities but struggle with others.

**Students from Disadvantaged Groups**
Students who don’t for social reasons fit the “classic mould” of gifted students may be subject t social prejudice.

**Resources**
- Department of Education Gifted and Talented Co-ordinators/Consultants
- GERRIC
- NSW Gifted and Talented Association
- Summerland Gifted and Talented Association (Booklist for Local Public Library)

**We support our policy by having;**
- A Coordinator
- A Committee
- Regular Professional Learning Activities
ALSTONVILLE HIGH SCHOOL
GIFTED AND TALENTED PROVISIONS

KLA - SCIENCE

We identify gifted and talented students by:
- Excellent assignment/project/research work
- Academic excellence

We cater for gifted and talented students by:
- Science Competition  Year 7-12
- National Chemistry Quiz  Year 11-12
- Science Summer School (various universities)
- Extension work in class
- Completing options offered by the 7-10 syllabus

KLA - HOME ECONOMICS

We identify gifted and talented students by:
- Talent and creative skills
- Observing progress in class
- Showing initiative
- Leadership in catering skills or big event days

We cater for gifted and talented students by:
- For Textiles → enter in Wool Awards
- World skills – Hospitality – competitions
- Students doing demonstrations
- Fashion Expo (Bi-annually) (Year 10)
- CAPA Night

KLA - MUSIC

We identify gifted and talented students by:
- Commitment to study of music
- Performance achievements
- High quality and self motivation of tasks
- Creativity and personal input into performances

We cater for gifted and talented students by:
- Providing extra-curricular activities such as band, choir, small ensembles
- Opportunity to perform at different functions and venues
- Extending Composition work to reach full potential
- Audio engineering work in recording

KLA - SOCIAL SCIENCE

We identify gifted and talented students by:
- Results in yearly exams
- Results in major assessment tasks
- Results in external competitions

We cater for gifted and talented students by:
- Opportunities to be involved in external competitions
- ABW foundation business school in Sydney
KLA - PD/H/PE

We identify gifted and talented students by:
- Results from Athletics, Swimming, Cross Country Carnivals

We cater for gifted and talented students by:
- Representation to Zone, Region, State Carnivals
- Enter State Knockout Competitions
- Sending high performance students to Zone Selection Trials for all the sports
- Participating in Year 7 and 8 Sports Days
- Giving out awards at Annual Sports Assemblies
- Recognition at fortnightly Assemblies
- Publication in Newsletters

KLA - MATHEMATICS

We identify gifted and talented students by:
- Primary school recommendations
- Year 7 entry exam
- SNAP tests
- Mathematics Competition performances
- Classroom performance/anecdotes
- Teacher identification
- Parent/student nomination
- Counsellor advice

We cater for gifted and talented students by:
- Grading classes
- Directing to external competitions
- Designed for Mathematically G&T students
- Classroom strategies e.g. problem of the day, challenging/extension content, open ended questioning/tasks that allow G&T students to “show their wares”

KLA - ENGLISH

We identify gifted and talented students by:
- Being experienced and vigilant teachers of English
- Running “across-the-form” assessment tasks in various strands of English – notably Writing/Speaking
- Offering a variety of optional extension activities (e.g: Writing Competitions/Youth Leadership courses) which allow for/encourage self-identification or parental identification

We cater for gifted and talented students by:

ORALLY
- Having a whole school oral assessment task in Semester 2 each year where “the best” from each class compete in a Speak-Off for prizes donated by the local Rotary Club. Providing other audiences – e.g. Rotary; QUOTA; Speech Night for experts
- Entering Debating Competitions

WRITING
- Advertising and encouraging entry into various annual, state-wide or national competitions (eg: Dorothea Mackellar; SMH Writing Competition etc.; Tournament of the Minds)
GENERAL
- Encouraging large numbers of candidates to attempt Extension English in Year 11 and Extension II in Year 12 (in a range of media, including FILM)
- Offering Elective Drama (Years 9/10 and Years 11/12)
- Offering accelerated progression (Year 10’s doing Preliminary Advance/Extension
- Show-casing work of G&T students to inspire others
- Guest speaker, excursions to performances
- Ray’s approach involves whole-class “encouragement”!

KLA - HISTORY

We identify gifted and talented students by:
- class tests/across form tasks
- verbal responses and comprehension
- ELLA results/English class placement

We cater for gifted and talented students by
- Enrichment activities
- Extension activities
- Grouping practices e.g. individualised projects
- Curriculum differentiation

KLA - L.O.T.E.

We identify gifted and talented students by:
- Class placement
- Texts/exams
- Participation in oral work

We cater for gifted and talented students by:
- Group/pair work often organised according to ability
- Open ended letters/oral tasks
- Encourage extension work with penfriends etc.

KLA – Industrial Arts/ Computing

All programmes include extension work and alternative projects
- Students complete design work at all stages and levels
- Students evaluate own learning
- Individuals set goals
- Negotiated learning outcomes
- Mentors