

School Policy:	Gifted and Talented Procedures
Development:	2017
Renewal Date:	2025
Status:	Revised and Approved (School Board, 9 August 2022)

1. Policy Statement

Fraser Primary School's Gifted and Talented Policy ensures that there is developmentally appropriate educational provisions and strategies for all gifted and talented students enrolled at Fraser Primary School in alignment with the *ACT Education and Training Directorate Gifted and Talented Student Policy 2021*. It seeks to support the intellectual, physical and emotional development of gifted and talented students and to ensure that parents/carers and teachers are engaged in the process.

2. Rationale

Fraser Primary School is committed to the provision of a broad range of differentiated educational programs supportive of all students achieving their potential. This provision is underpinned by the belief that every child brings unique strengths and aptitudes to their learning which need to be acknowledged and catered for to maximise student learning outcomes. This includes addressing the specific learning needs of gifted and talented students. Fraser Primary School recognises that students may have strengths in different domains.

Fraser Primary School recognises that gifted and talented students come from a range of backgrounds, can be twice-exceptional (e.g. possessing one or more specific learning difficulties; physical, emotional, behavioural disabilities; or other factors which may impair performance and mask high potential and or achievement) and that they can also underachieve.

3. Definitions

Giftedness designates the possession and use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers (*Gagné, 2021*).

Talent designates the outstanding mastery of systematically developed abilities, called competencies (knowledge and skills), in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers who are or have been active in that field (*Gagné, 2021*).

Talent emerges from giftedness through a complex developmental process and via a number of influences, including teaching and learning opportunities (*Gagné's Differentiated Model of Giftedness and Talent, 2021*). *Gagné's* model recognises that giftedness is a broad concept that encompasses a range of abilities; it also recognises that giftedness is only potential and that it must go through a transformative process in order to become a talent. As such, *Gagné* makes it clear that adequate school support is necessary if students are to develop their gifts or high abilities into talents or high achievements.

4. Objectives

This Gifted and Talented policy seeks to ensure:

- Fraser Primary School's beliefs about identifying and catering for gifted and talented students are clearly defined
- There are effective and equitable procedures for identifying gifted and talented students at Fraser Primary School
- There are a range of teaching strategies, enrichment opportunities and developmentally appropriate programs provided to meet the needs of all gifted and talented students
- Students are engaged in appropriately challenging learning experiences



- There is a positive and inclusive learning climate that recognises the importance of individuals developing high self-esteem and encourages all students to strive for excellence
- Teacher capacity is built to identify gifted and talented students and to implement programs that support the development of individual student strengths and abilities as well as their social-emotional development
- The involvement of Fraser Primary School students and teachers in gifted and talented networks is promoted.

5 Procedures

5.1 Identification

At Fraser Primary School nominations can be initiated by teachers, parent/carers or students through written notification to the school's Executive team. A variety of strategies and evidence is considered to ensure that gifted and talented students are identified. A combination of both subjective and objective factors are taken into consideration; some examples are listed below, in line with the *ACT Gifted and Talented Students Policy, 2021* flow chart (see Appendix 1).

Subjective (qualitative)	Objective (quantitative)
<ul style="list-style-type: none"> • Parent/Carer, Teacher or Self nominations • School Psychologist nomination • Parent/Carer, Teacher or Self checklists • Interviews • Structured Observations • Students work samples • Anecdotal evidence 	<ul style="list-style-type: none"> • Standardised achievement test data, e.g. PIPS (Performance Indicators in Primary Schools), NAPLAN (National Assessment Program Literacy and Numeracy) • AGAT (ACER General Ability Test) • Above year level testing, e.g. Progressive Achievement Tests (PAT) in Maths and Science • School assessments and reporting, e.g. reading benchmarks • Competition papers • Intelligence Quotient test results • Group Aptitude test data • Educational history

Evidence is reviewed through a validation meeting, with the Principal, School Psychologist, relevant teaching staff, parents/carers and specialists where appropriate, to determine the gifted and talented status of the student. The outcome will be determined as:

- Identified: If a student is identified as gifted and talented then the meeting will also determine the one or more provisions that will best meet the needs of the student.
- Not Identified: If a student is not identified as gifted and talented they will continue to be supported through a differentiated curriculum to develop their strengths. If needed, instructional modifications will be discussed with the teacher to further encourage and support the student with their learning.
- Inconclusive: If a validation is inconclusive more evidence can be gathered and re-evaluated.

All results of the meeting will be documented and communicated with parents/carers. The decision from the meeting will also be recorded on the student file for teachers. As we consider a range of both qualitative and quantitative data sources, there is no defined identification criteria that is suitable for all cases. Generally, the minimum benchmarks for G+T identification include the child consistently scoring in the top 10% of their age group, achieving stanines 7+ on standardised tests, and in the top two bands in NAPLAN assessments. If the evidence provided results in a not identified or inconclusive decision a review can be conducted at a later date, based on new evidence.



5.2 Teacher Nominations

Classroom teachers will consider a broad range of information, including the qualitative and quantitative measures outlined above, when assessing the need for a nomination of children in their own class. An initial review completed by the classroom teacher and in consultation with the team leader can be undertaken at any stage and will also be triggered:

- whenever a child scores in the top 10% of a standardised assessment
- after every school based professional learning session
- during a period of unexplained disengagement for an individual student

5.3 Provisions

An Individual Learning Plan (ILP) will be made for any student identified as gifted and talented when

- the case management process recommends the development of an ILP
- a student undergoes whole-grade or subject acceleration
- a student is identified as having dual exceptionalities
- a parent/carer requests an ILP for an identified student.

In all other cases, an Adjustment Matrix will be prepared by the teacher to outline the day to day adjustments the teacher makes to support the learning of the students.

A review of the ILP will be conducted twice a year with teacher reflection and a meeting which may involve the classroom teacher, GaTLO (Gifted and Talented Liaison Officer), parent/carer and school psychologist.

To cater for the needs across the full range of gifted and talented students at Fraser Primary School a number of programs and strategies are used to ensure that all students' strengths and abilities are identified and developed.

Differentiation

Differentiation provides a challenging curriculum that matches the ability of gifted students to:

- learn at faster rates
- find, solve and act on problems more readily
- manipulate abstract ideas and make connections to an advanced degree.

Fraser Primary School places students in class groups containing a mixture of student abilities. The needs of students are catered for through a differentiated curriculum. See the table below for a more detailed outline of what differentiation is and is not.



Differentiated programming is:	Differentiated programming is not:
<ul style="list-style-type: none"> • having high expectations for each student • permitting students to demonstrate mastery of material they already know and to progress at their own pace through new material • providing different avenues to acquiring content, to processing or making sense of ideas, and to developing products • providing multiple assignments within each unit, tailored for students with differing levels of achievement • allowing students to choose, with the teacher's guidance, ways to learn and how to demonstrate what they have learned • flexible: teachers move students in and out of groups, based on students' instructional needs 	<ul style="list-style-type: none"> • individualised instruction; it is not a different lesson plan for each student each day • assigning more work at the same level to high-achieving students • all the time; often it is important for students to work as a whole class • using only the differences in student responses to the same class assignment to provide differentiation • giving a normal assignment to most students and a different one to advanced learners • limited to subject acceleration; teachers are encouraged to use a variety of strategies

Table from Tomlinson, C.A. & Allan, S.D. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: ASCD

Differentiation involves a variety of strategies:

- **Flexible grouping** of students according to their abilities frequently during literacy and numeracy learning. These groups are determined by a variety of methods including pre and post testing and diagnostic assessments. Within these groups, students often work in smaller groups for specific learning tasks. In these groups students are able to work with students of a similar ability, engage in learning at an appropriate level and be challenged appropriately. These groups are closely monitored and changed in response to students' needs.
- A **differentiated curriculum** that offers a variety of entry points for students who differ in abilities, knowledge and skills. Teachers offer different approaches to what students learn (content), how students learn (process) and how students demonstrate what they have learned (product). Differentiation ranges from slight to major modifications of the curriculum through adjustments to content, processes and skills.
- **Personalised learning** ensures that students are collaborators with the teachers on their learning. Learning goals are explicitly set with the teacher to connect to students' interests and needs. Students receive instruction and feedback on how to progress and reflect on their learning goals.
- **Enrichment and extension** activities are used to broaden the curriculum to develop knowledge, application, thinking skills and attitudes, to a degree of complexity appropriate to the students' developmental level. This is done through open-ended tasks involving higher order thinking and rich tasks that involve authentic application of the skills students have learnt.

Cluster Grouping

The gifted and talented identification of students will be taken into account in classroom placements with the aim of forming clusters of around 3-5 gifted and talented students in otherwise mixed ability classes and providing optimum matches with individual teacher's strengths and special interests. Flexible groupings are used within the mixed-ability classes and having the gifted and talented students placed in clusters will allow them to undertake advanced work with peers on a regular basis in specific subject areas.



Enrichment and Leadership Opportunities

Fraser Primary School provides a range of enrichment opportunities for students to develop a vast repertoire of skills. These opportunities include:

- Rostrum Public Speaking Competition
- PSSA (Primary Schools Sport Association) and SSA (School Sport Australia)
- Sporting teams (e.g. regional, state)
- Fraser Musical (biannually)
- Music programs (e.g. band, recorder, ukulele)
- Competitions (opt in)
- Lunchtime clubs (chess, coding etc)
- Active Travel Leaders
- Student Representative Council
- Kindergarten Buddy Program
- Assembly Hosts
- House Captains and Vice Captains

The requirements to be involved in these opportunities may vary with some requiring specific entrance criteria, while others are through selection or entry on a voluntary basis

Melba-Copland Secondary School Primary Magellan Program

Fraser Primary School along with four other primary schools participates in the Magellan program. The Magellan program is run by Melba-Copland Secondary School and is a gifted and talented program designed to engage and extend targeted students from partner primary schools. Experts from the ANU and CSIRO, along with high school and college teachers, engage students in a challenging and enjoyable inquiry-based learning journey with a focus on Science and Mathematics. This program has been extremely successful in engaging and motivating gifted students. Places at Magellan are limited and include a semester fee. Students are selected for the Magellan program based on standardised test scores, school assessments and teacher recommendations. Students acceptance relies on parent's/carer's consent.

Subject or Grade Acceleration

Acceleration is a placement process that is considered on a case-by-case basis in which a student is placed with an age cohort beyond their chronological age or school year in one subject, several subjects or across a whole learning year.

The Executive team at Fraser Primary School is responsible for deciding when any form of accelerated progression is appropriate to meet the needs of individual gifted and talented students in consultation with the child, parent/carer, and school psychologist. This is considered as an option only when flexible grouping within the current learning environment is unable to cater for the student's needs. In the vast majority of cases, differentiated learning with a cluster of like-minded children of the same chronological age is the environment where gifted and talented students are most likely to thrive.

Professional Learning

Professional learning (PL) opportunities ensure that teachers are kept current with research and best practice locally, nationally and internationally for the development of gifted and talented students. Teachers are actively encouraged and supported to attend professional learning opportunities to support gifted and talented students and whole staff learning is provided regularly in the PL calendar, and included as a focus during out PLCs

Multi-grade classes

Multi-grade classes allow for the placement of gifted and talented students into classes as a form of acceleration with them as the younger and more able students. Multi-grade classes also allow a larger range of options for learning partners when deciding student placement to ensure they are with students who are of a similar or higher



ability or to ensure they are supported socially and emotionally. Fraser Primary School always provides the opportunity for parents/carers to consult the school about the student's placement.

Inquiry Learning

Fraser Primary School uses an integrated inquiry approach. HASS (Humanities and Social Sciences) curriculum achievement standards and descriptors, in particular, are used to develop key questions and concepts to be investigated. Inquiry learning is intellectually challenging. Students work with open-ended questions, issues or problems and are expected to participate not just in what they have learned but in the design of the learning experience itself (Murdoch, K., 2015, p.35). Students work both individually, in small groups, and as a class to develop problem-solving and higher order thinking skills as part of the inquiry process.

The Mindmap (see Appendix 2) outlines the provisions and structures that Fraser Primary School uses to cater for gifted and talented students in a visual display.

5.4 Communication with Parents/Carers

Communication with parents/carers around our Gifted and Talented Policy will occur through the:

- School Website
- Gifted and Talented Liaison Officer
- Individual Learning Plans
- Teacher and Parent/Carer Meetings

5.5 Transitions

Fraser Primary School supports gifted and talented students as they progress throughout their schooling. Within Fraser Primary School there is a moving-up day at the end of each year in which students move to the environment they will be in the following year with as much authenticity as possible. Students are informed of their classes and teachers before the Christmas break. Extra support, resources and visits are provided as necessary to ensure students and families feel confident in the transition process. Teachers are given time to meet and share information about students' needs with time specifically dedicated to children with G+T status. 'Getting to Know You' interviews at the beginning of the year allow teachers and parents/carers to communicate about the needs of their child.

Transitions between settings for gifted and talented students are also supported through transition visits and the sharing of knowledge between teachers from both settings. Cluster transition documents (e.g. ILPs) allow specific assessment data to be passed to high schools and face-to-face meetings with transition coordinators and primary teaching staff ensures relevant information is shared between settings.

5.6 Early entry to preschool

Children identified as Gifted and/or Talented may be eligible for Early Entry to Fraser Primary preschool or kindergarten and commence formal education earlier than their age cohort.

To be eligible for consideration under this procedure the child:

- must be three years of age by 30 April to commence preschool. Children younger than this are not eligible for consideration under the Early Entry for Gifted and Talented Children procedure
- must be four years of age by 30 April to commence kindergarten
- must have an interpretable Full-Scale Intelligence Quotient (FSIQ) of 130 and above, as shown by a cognitive assessment undertaken by a Psychologist registered in Australia.



6. Review, monitor and update

- Our policy is regularly monitored and reviewed every three years and revised when required.

7. Related Policies/Documents

- [Gifted and Talented Students Policy 2021](#)
- Policy and implementation strategies for the education of Revised 2004:
<https://newcastleearlycareerteachers.files.wordpress.com/2014/06/polsuppcd.pdf>
- Murdoch, Kath (2015) *The Power of Inquiry* Northcote, Vic: Seastar Education
- Further information on Gagné's Model of Giftedness and Talent can be found at
<http://gagnefrancoys.wix.com/dmgt-mddt>.



Appendix 1 – Implementation Documents

Link: [Gifted and Talented Students Policy 2021](#)

Appendix A1 Identification provisions procedures flowchart

Appendix A2 Acceleration procedures flowchart

Appendix A3 Early Entry procedures

Appendix B Identification Instruments

Appendix 2 - Mindmap

