

Gifted Students Policy and Procedures

Purpose and Objectives

This Policy and Procedures outline how the School meets its students diversity in learning requirements.

Scope

This Policy and its Procedures apply to all staff, volunteers and contractors at the school.

Responsibilities

Principal's Responsibilities

The Principal is responsible for:

- supporting staff to undertake appropriate professional learning in gifted education
- liaising with and providing information to parents/guardians about specialist schools, clubs, associations and competitions
- ensuring effective identification, monitoring and support
- developing collaboration within and beyond the School/prior-to-school settings to increase access to programs, expertise and resources
- ensuring data collection and reporting in learning plans and annual reports

Teacher's Responsibilities

Teachers are responsible for:

- undertaking professional learning to enhance gifted-education teaching practice
- becoming familiar with the multifaced concepts and characteristics of gifted and talented learners and appropriate methods of identification and specialist support
- critically reflecting on their teaching practice
- providing differentiated curriculum and challenging extra-curricular activities
- liaising and communicating with parents/guardians and external services
- reporting the outcomes of gifted and talented learners through assessment and reporting processes

Policy

Gifted Students

It is Georges River Grammar's policy to ensure that the School provides developmentally appropriate educational provisions and strategies for the identification and education of all gifted and talented students enrolled at the School to enable them to reach their learning potential.

The School will communicate with:

- parent/guardians
- teachers
- students
- community members
- relevant professionals,

to identify and meet the needs of all gifted and talented students at the School.

Identifying Gifted Students

The Principal will nominate a first point of contact for all parents/guardians, students and the wider community for queries about the School's approach to, and for advice on, the needs of gifted students.

Identification of gifted and talented students is an ongoing process which is used to provide appropriate and personalised learning programs for students. Identification can occur in a range of ways, including through:

- observation of a student's behaviour, play interests and early development
- parent/guardian interviews
- completion of Gifted and Talented Checklists by parents/guardians and teachers
- student interest surveys, self-reports and interviews
- standardised attainment tests and off-level testing administered by teachers
- standardised achievement tests and assessments of cognitive development administered by psychologists

Case Management Approach

The School uses a case management approach to support the intellectual, physical and emotional development of gifted students and ensures that the following stakeholders are engaged in the process where appropriate:

- parents/guardians

- teachers
- students
- psychologists
- other professionals associated with student learning or development, as necessary.

Examples of developmentally appropriate educational provisions and strategies include:

- differentiated curriculums and assessments to support enriched learning
- counselling
- acceleration options and educational pathways
- environmental adjustments
- grouping
- learning plans.

Individual Plans

An Individual Plan which identifies a student's individual needs. Pathway, goals and priorities for learning may be provided when:

- the case management process recommends the development of an Individual Plan
- a student undergoes a subject or whole-grade acceleration
- a student cannot be catered for within the regular classroom curriculum
- a parent/guardian requests an Individual Plan for the student.

Individual Plans are designed by teachers in collaboration with parents/guardians, relevant professionals and the student, to inform the planning, delivery and evaluation of the student's personalised learning program. Individual Plans are regularly monitored and evaluated.

Implementation

The Principal and appointed delegates are responsible for the effective implementation of this Policy.

Definitions

Term	Definition
Giftedness Talent	Giftedness refers to a student having outstanding natural abilities or aptitudes, located in one or more of the following domains: intellectual, creative, social, perceptual and physical. This term recognises the diverse abilities of students.
Talent	Talent refers to a student having outstanding performance in one or more fields of human activity: academic, technical, science and technology, arts, social service, administration or sales, business operations, games or sports and athletics.

Source of Obligation

The NSW Registration Manual (3.3.4) requires the School to have teaching strategies and programs designed and implemented to meet the learning needs of students across a variety of student backgrounds and learning profiles.

This policy is also relevant to compliance with the equivalent requirements of:

- Curriculum (3.3.1)
- Student Welfare (Attendance) (3.6.2)
- Curriculum for the Record of School Achievement (5.1)
- Curriculum for the Higher School Certificate (5.2)
- Quality of the Educational Program (5.3)

Policy History and/or Schedule

Reviewed by Deputy Principal on March 14 2023.