

## **Gifted and Talented – Procedures at Red Hill School**

Red Hill School recognises that gifted and talented students have unique educational needs and we are committed to ensuring that the needs of gifted and talented students are catered for in order for them to reach their educational potential.

Red Hill School is an International Baccalaureate school which runs the Primary Years Programme (PYP). The inquiry based nature of the programme caters for students at all levels including the gifted. Units of Inquiry allow for extension and enrichment and encourage students to pursue areas of interest.

In line with the ACT Education and Training Directorate's (ACTETD) Gifted and Talented policy, the school has developed clear processes for the nomination, identification and support of gifted and talented students.

The school has adopted Francois Gagne's Differentiated Model of Giftedness and Talent (See Attachment 1) as presented in the ACT Directorate of Education and Training's Gifted and Talented policy. Gagne's model makes a distinction between giftedness (innate or natural ability) and talent, which means a student demonstrates superior mastery in at least one area.

For the purposes of nomination and identification at Red Hill School, the term gifted refers to students whose outstanding natural ability or aptitude in one or more domains places them within the top 1% - 2% of the population. Francois Gagne would classify these students as being moderately gifted or above (See Attachment 2).

The ACT Directorate of Education has produced a number of fact sheets about gifted education. These include:

- Gifted and Talented Overview and Frequently Asked Questions
- Giftedness and Talent
- Myths and Facts About Giftedness
- Communicating With Schools
- Dual Exceptionality
- Identification
- Programs And Provisions
- Differentiation
- Grouping
- Subject Acceleration
- Social-Emotional Needs
- Gifted Underachievers
- Early Entry To School
- Whole-Grade Acceleration

Hard copies of these are available at the school's community hub and they are also available at:

[http://www.det.act.gov.au/teaching\\_and\\_learning/curriculum\\_programs/g-and-talented-education](http://www.det.act.gov.au/teaching_and_learning/curriculum_programs/g-and-talented-education)

## **School Contact**

Gifted and Talented education at Red Hill school is coordinated by the school's Deputy Principal in charge of Student Welfare / Student Achievement and the school's Gifted and Talented Liaison Officer (GaTLO). Either of these staff members may be contacted for more information about the gifted and talented processes at Red Hill School.

Student Support Team

Principal – Louise Owens

Deputy - Student Welfare / Student Achievement - Nathan James

GaTLO – Serena Wahome

School Psychologist – Carina Li

## **Evidence**

A range of evidence will be collected and used to determine whether a student is identified as gifted or talented. This will include some of the following:

- Student work
- Classroom assessments
- Standardised assessment tasks (e.g. PAT Maths, NAPLAN, PIP)
- Anecdotal evidence
- Teacher / parent checklists
- Interviews
- Curriculum-based assessment and reporting
- Psychological assessments
- Educational history
- Medical history
- Any other relevant information

## **Universal Screening**

The school will assess all year 2 – 6 students using the **ACER General Ability Tests (AGAT)**. These are a series of tests designed to assess students' general reasoning ability. This assessment tool will assist the school to identify students who may have a strong reasoning ability but who are not yet performing well on other performance based assessment measures. This universal screening hopes to identify potential gifted students who are currently underachieving.

## **Nomination**

At Red Hill School teachers or parents may nominate a child to be identified as being gifted or needing extension in one or more areas of the curriculum.

### Teachers

To nominate a student for identification as gifted or talented teachers will initially attend a Special Needs Meetings to share evidence and other information to support the nomination. If the Special Needs team agrees that there is sufficient evidence for a formal nomination the student support team will meet to review the evidence. The student support team may seek additional information or evidence including questionnaires (e.g. teacher questionnaire from GERRIC - Gifted Education Research, Resource and Information Centre), interviews with parents or other additional assessments.

### Parents/Carers

Parents/carers are encouraged to communicate with the school about the needs of their child. This is regardless of whether parents wish to formally nominate their child to be considered as gifted or talented.

To formally nominate a child, parents/carers should initially contact their child's classroom teacher. The classroom teacher will then attend a Special Needs meeting.

Parents may be asked for additional information such as completing a parent checklist from GERRIC or the results of any external testing which may have been done. A range of evidence will then be used to make a decision about whether the students will be recognised as gifted.

### **Validation**

With the evidence and recommendation of the student support team the principal will determine the status of the gifted and talented nomination.

### **Students is identified as gifted and talented**

If a child is identified as gifted or talented the principal will consult with parents, psychologist, teachers and other professionals as necessary to determine the one or more provisions from below that will best suit the needs of the child:

- Developmentally appropriate modifications to the students learning program
- Partnerships with external agencies or educational institutions (E.g. G.A.T.E.W.A.Y.S , Brainwaves, C.I.T)
- Whole grade acceleration

### **Individually Learning Plans (ILP):**

Any student who has been nominated and identified as gifted or talented will have an ILP developed in consultation with parents.

### **Students who are not identified as gifted and talented**

For students who are not identified as gifted and talented the school will explore appropriate educational opportunities. This will help ensure students are challenged and that their educational needs are being met. For many students a Targeted Intervention Plan (TIP) will also be developed in consultation with parents. Students may be nominated for consideration as gifted or talented at a later date based on new evidence.

### **CONTEXT**

Red Hill School recognises that gifted and talented students have unique educational needs and we are committed to ensuring that the needs of gifted and talented students are catered for in order for them to reach their educational potential.



**Nomination**

Parents – Notify the classroom teacher. The teacher brings the nomination to a Special Needs Meeting.  
 Teachers – With the approval of parents a teacher brings the nomination to a Special Needs Meeting.



**Assessment for Identification**

Evidence is collected to accurately identify the gifts and talents of students using measures that may include:

- Student Work
- Classroom Assessments
- Anecdotal evidence
- Teacher or parent/carer checklists
- Psychological assessments
- Interviews
- Curriculum-based assessment & reporting
- Educational history
- Medical history other relevant information
- Any other relevant information



**Validation**

In consultation with the student support team the school principal determines the status of a student based on the evidence provided.



Not identified as Gifted and Talented.

Identified as Gifted and Talented.



Appropriate educational opportunities are explored for the student. Where appropriate a Targeted Intervention Plan (TIP) will be developed. Students may be nominated for consideration as gifted and talented at a later date, based on new evidence.

**Placement and/or Modification Recommendation**

An Individualised Learning Plan (ILP) is developed

The principal consults with parents/carers, psychologist, teachers and other professionals as necessary to determine the **one or more provisions** that will best meet the needs of the student.



**Provisions**

- Developmentally appropriate modifications are made to the student's program and/or environment
- Early Entry
- School partnership with external agencies
- Whole-grade Acceleration  
*(When this results in a transition from primary to secondary or secondary to senior secondary school, consultation includes the relevant School Network Leader)*



**Evaluation**

There will be regular and ongoing evidence-based review of student progress, strategies and provisions.

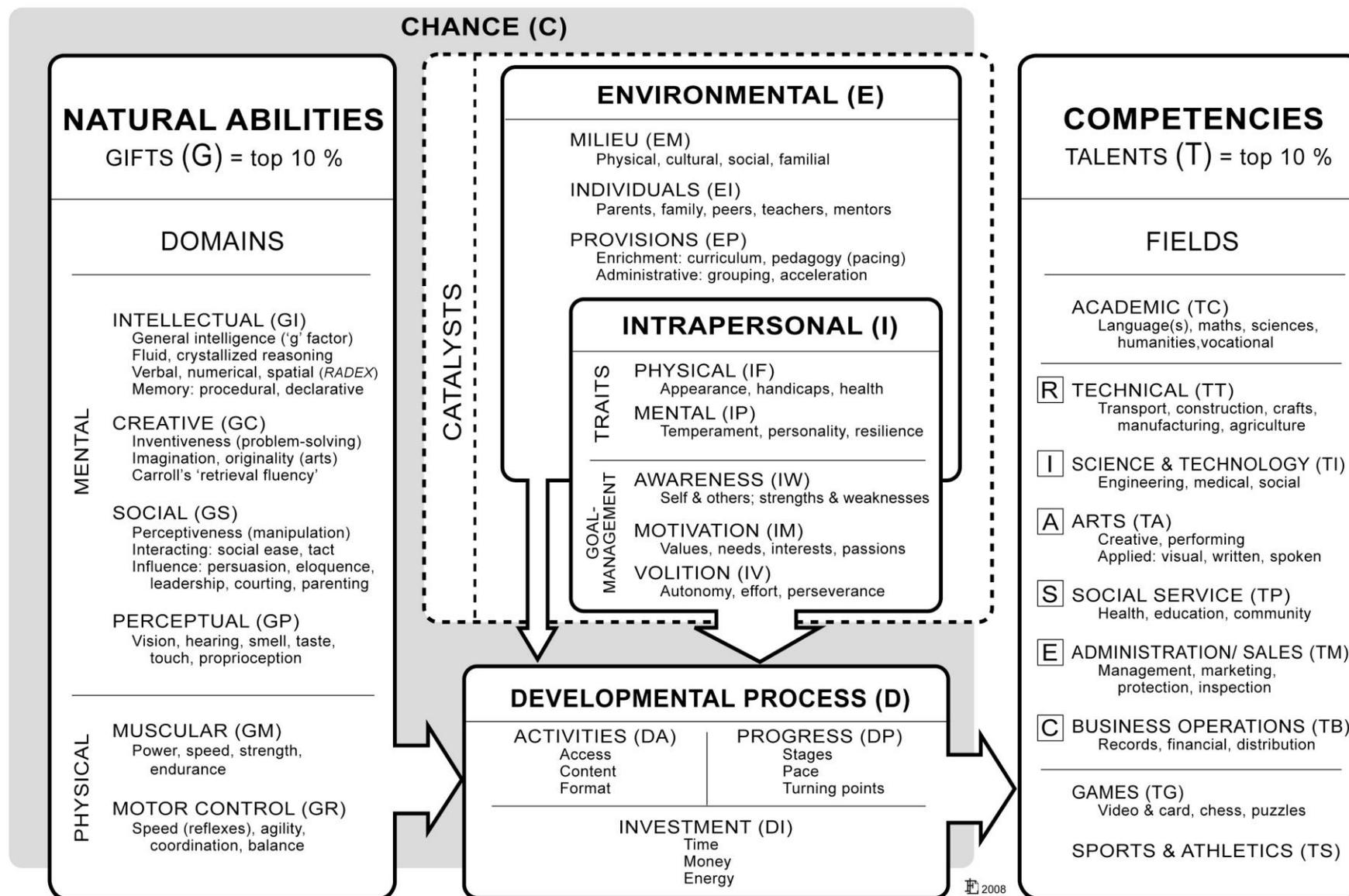


### **Transition**

Within School - Transition packs are collated for all students to ensure important and relevant documentation about student educational needs are passed on to receiving teachers. These include ILPS, TIPS, Assessment items, work samples and any other relevant information.

### **Staff Professional Learning**

The school will continue to support the professional development of all teachers to increase their skills and knowledge to cater for students with gifts and talents.



Attachment 2 – Levels of Giftedness – Francois Gagne

The DMGT's Metric-Based System of Levels Within the Gifted/Talented Population

Level	Label	Ratio in General Population	IQ Equivalents	<i>SD</i>
5	Extremely	1:100,000	165	+ 4.3
4	Exceptionally	1:10,000	155	+ 3.7
3	Highly	1:1,000	145	+ 3.0
2	Moderately	1:100	135	+ 2.3
1	Mildly	1:10	120	+ 1.3