

Gifted & Talented Policy



Overview

Flemington Primary School provide a program that assist all students to reach their full potential. The school accepts and encourages individual differences and recognises that each student is unique and should be valued. The school believes that particular attention must also be paid to gifted and talented students. Gifted and talented students can be characterised by their advanced capacities to understand meaning, to reason, to make connections and to deal with abstractions.

Aims

- To identify gifted and talented students using a wide range of procedures
- To provide gifted and talented students with a range of challenging and rewarding educational experiences within the classroom and the broader community and to meet their specific needs **within available resources**.
- To continually monitor, record and evaluate student progress.
- To be responsive to parental, staff and student input, progress reviews and the incorporation of new ideas.
- To be responsive within the range of normal practice and available resources to the emotional and behavioural needs which may not necessarily develop parallel to academic development.
- To provide a range of extra curricular activities which provide additional engagement, stimulation and challenge to students identified through the Gifted & Talented program.

Principles

- Essentially, there are two main broad approaches to education provision for gifted and talented students – acceleration and enrichment / extension. Acceleration referring to an individual student covering core content of a school program more rapidly than age peers. Enrichment /extension fosters broader learning beyond the core school program at a level appropriate to the developmental needs of the particular student.
- The academic progress of gifted and talented students should not be over emphasised at the expense of the social and emotional needs of the child. The child will achieve to a higher level if they are valued, accepted and rewarded.

- Students with special talents have the same need for a differentiated program as those students with learning disabilities.
- Gifted students often have a wide range of interests but are rarely gifted in everything.
- Work that is too easy or boring often frustrates the gifted student just as work that is too difficult frustrates the average learner.

Guidelines

- A co-ordinator shall be appointed to oversee collection of data, social welfare, student monitoring, resourcing and budget control.
- Gifted children will be identified through a range of assessments:
 - CSF level of achievement
 - Raven's Matrices Testing
 - Neale Reading Analysis
 - AIM Test results
 - Gifted Student Recognition Checklist
 - Guidance Officer Reports
 - Parent and teacher nomination
- An Individual Learning Program appropriate to an individual child will be developed by the Gifted Education co-ordinator, in consultation with parents and the teacher. The program will include a regular review through a Student Support Group meeting.
- The school will provide opportunities for acceleration, curriculum differentiation, compacting, extension programs and enrichment programs **within available resources**.
- Staff will have an awareness of and a commitment to the identification of students with talents in different areas as defined by Gardner's Multiple Intelligences, Costa's Habits of Mind and other processes..

Evaluation

The co-ordinator will be responsible for ensuring the assessment of all programs on a yearly basis. Staff, students and members of the wider school community can be included in the evaluation process.

It is recommended that the policy be reviewed at the end of 2009.