



Mango Hill State School

Gifted & Talented Policy

PURPOSE:

Mango Hill State School implements quality teaching and learning programs with a focus on providing enriched learning opportunities for all students to **reach their potential**. With a high number of excelling students, Mango Hill State School provides extended learning opportunities through Enrichment Programs, REACH classrooms, along with Gifted and Talented adjustments to the curriculum.

POLICY:

Gifted and Talented students at Mango Hill State School are provided with a differentiated learning journey aligned to the Australian Curriculum. Through data analysis, Individualised Curriculum Plans are implemented to challenge, extend and enrich the learning journey of identified Gifted and Talented students. Aligning Education Queensland's commitment to all students succeeding, Mango Hill State School works in partnership with parents and the community to develop a passion for life-long learning.

Through an inclusive quality curriculum Mango Hill State School provides students with differentiated learning opportunities that are aligned to the Australian Curriculum. Gifted and Talented students are engaged in learning that extends their high level of knowledge and skills through applying critical and creative thinking to the learning.

Definitions

The following definitions reflect the distinction between potential and performance as per Education Queensland's Curriculum Provision for Gifted and Talented student. They recognise the factors involved in developing a student's giftedness into talent.

- **Gifted students** are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Giftedness designates the possession and the 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.
- **Talented students** are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field.

RIGHTS AND RESPONSIBILITIES:

Mango Hill State School will:

- Identify gifted students as early as possible (identification process see Appendix 1)
- Provide gifted students with opportunities to realise their potential through differentiation of the curriculum and acceleration where appropriate. This may include an Individualised Curriculum Plan
- Encourage positive communication between all stakeholders (parent, student, teachers, Administration, District Office, Guidance officer)
- Continue to foster effective peer group interactions for gifted students
- Provide appropriate training for staff in gifted education
- Establish an overview which embraces the four strand model (Appendix 2)

Responsibilities:

Administration:

- Ensure effective identification procedures for gifted students are embedded in the school framework
- Provide adequate and ongoing professional development in gifted education
- Promote effective partnerships between all stakeholders, including the wider community
- Ensure access to quality educational programs, including acceleration where appropriate
- Establish & promote collaborative processes in the provision for individual students
- Support the planning, implementation and evaluation of an inclusive curriculum
- Support specific strategies to meet the learning needs of gifted students through their inclusion in Mango Hill State School strategic documents - such as Annual Operation Plan

Teachers:

- Be aware of and familiar with the “Framework for Gifted Education”.
- Access the identification procedures (appendix) and become familiar with the characteristics of giftedness
- Implement effective programs that challenge students who are gifted, through a variety of strategies.
- Plan collaboratively with all stakeholders to ensure maximum potential reached by student. Review every six months.
- Continue to develop own understandings of gifted education through professional development opportunities
- Enact new understandings to provide students with challenging learning opportunities.



Appendix 1 - GIFTED EDUCATION IDENTIFICATION AND SUPPORT PROCESS

INITIAL INFORMATION GATHERING

- Teacher observation – includes work samples; anecdotal notes
- School records – report cards; school based data; reports from previous years
- Prior reports from outside agencies
- Behavioural indicators – teacher to complete checklist (covers academic, social and behavioural criteria) (Merrick 2004)
- Parental discussion

NOMINATION BY TEACHER/PARENT – Referral Form completed by class teacher

To Deputy Principal/Student Support Committee. Appoint Case Manager (usually teacher)
Letter to parent regarding nomination for extension/enrichment programs and to set date for meeting with all shareholders. Committee to determine what further information is required.

FURTHER INFORMATION GATHERING

- Standardised achievements tests – eg. Neale Analysis of Reading; NAPLAN,
- Curriculum assessments
- Saylor Gifted and Talented Checklist for Teachers
- Saylor Gifted and Talented Checklist for Parents
- Saylor Gifted and Talented Checklist for Parents (Younger Children)
- GO – IQ; Social / Emotional
- Classroom eg. Multiple Intelligences “SMARTS”

CASE MEETING

- Consider all information. Recommendation for intellectual or other testing as needed.
- Identify desired learning outcomes and strategies – refer to Four Strand Model
- Negotiate curriculum plan, timelines, monitoring and review dates
- Request for Support Form for Classroom Teachers (used to record specific details)
- Complete case management profile (class teacher, knowledgeable other and case manager)
- Determine the level of support (school level or class level)

School Support

- Develop Student Support Plan. Include appropriate Strand 3 and 4 level strategies
- Implement Student Support Plan
- Monitor Student Support Plan
- Review six monthly

Class Support

- Keep monitoring student needs to be met through:
- Extra curricular activities
- Enrichment events
- Classroom provisions eg. Curriculum differentiation, thinking skills.

Strand 1

- Maintain current educational plan
- Access activities where appropriate
- Extra curricula programs

Strand 2

- Enriched learning opportunities within the curriculum design
- Extra curricula programs
- Cluster groupings

Strand 3

- Reach Classrooms
- Curriculum Compacting

Strand 4

- Individualised Curriculum Plan
- Enrichment
- Extension
- Personal Projects
- Acceleration

MANAGEMENT PLAN

Collaborative planning between stakeholders. Plan documented and approved by Principal. Copies to parents/caregivers/stakeholders

MONITORING, REVIEW AND EVALUATION

Ongoing monitoring and comprehensive records need to be maintained. Initial review to take place after 6 weeks.
Review needs to occur after 6 months.

Appendix 2 - PROFILING

When a student has been identified the Support Teacher completes a Student Profile Form for Gifted and Talented Education in consultation with the student's parents and classroom teacher.

This may include:

- Multiple Intelligences Survey
- Checklist
- Reading Age Assessment
- IQ Assessment (WISC IV)
- Questionnaires (student, teacher, parent)
- Test Results
- NAPLAN analysis
- Work Samples

Information gathered on the Student Profile Form may be used to develop a Personalised Learning Report, Individualised Curriculum Plan and differentiated curriculum adjustments. These documents are stored in the student's OneSchool Record, School File and Guidance File. These records are available to school staff, and the information on a particular student may be shared with his or her parents.

TRACKING

Personalised Learning Reports and Individualised Curriculum Plans are reviewed six monthly (Term 2 and Term 4). The focus of the review is to establish the achievement of goals, monitor the progress of the student, and to determine the appropriateness of the current enrichment activities. Ongoing tracking will occur through regular communication between the Support Teacher – Gifted and Talented Education, Class Teacher, Parents and the Deputy Principal.

SCHOOL PROVISION

In catering for gifted students, Mango Hill State School adopts the Model for Curriculum Provision as stated by Education Queensland. Enrichment activities are provided in through four Strands as detailed below.

Strand 1 – Expanding Interests

Activities designed to broaden student interests, identify talents and incorporate the perspectives, contributions and experiences of the full range of students.

Strand 2 – Enriched Learning Opportunities

Students identify the big ideas, ask the essential questions, and develop their critical and creative thinking to inquire, innovate, reflect and analyse throughout their learning.

Strand 3 – Reach Classrooms

Through quality curriculum design and differentiated learning opportunities (Maker Model), teachers in Reach Classrooms modify the learning journey based on ongoing student data and engagement. Students are provided with extended opportunities to enrich their learning through real world application and engagement.

Strand 4 – Gifted and Talented

Gifted and Talented students are provided with a differentiated learning journey aligned to the Australian Curriculum. Through data analysis, Individualised Curriculum Plans student are provided with extended and enriched learning opportunities throughout their learning journey.



	Strand 1 Expanding Interests	Strand 2 Enriched Learning Opportunities
STRAND DESCRIPTION	Activities designed to broaden student interests, identify talents and incorporate the perspectives, contributions and experiences of the full range of students.	Students identify the big ideas, ask the essential questions, and develop their critical and creative thinking to inquire, innovate, reflect and analyse throughout their learning.
PURPOSE	To provide a range of opportunities for students with a high level of interest, talent and motivation to participate in similar activities at a higher level.	To provide all students with enriched learning opportunities through unit design and extra-curricular activities.
PROGRAMS PROVIDING IDENTIFICATION OPPORTUNITIES	<p>Examples:</p> <ul style="list-style-type: none"> • Debating Club • Chess Club • Concerts • Competitions • Sports days • Choir • Instrumental Performances • Art/Drama Festivals • Science Days • Days of Excellence • Leadership courses • STEM Competitions • University partnerships <p>Participants: Any students</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Critical and Creative Thinking <ul style="list-style-type: none"> • Inquire • Innovate • Analyse • Reflect • Real World Application • Showcase • IMPACT • STEM • Community experts • Personal Projects <p>Participants: Any students</p>
SELECTION CRITERIA FOR ENTRY INTO EXTENSION/ENRICHMENT PROGRAM	<p>Students will demonstrate interest, knowledge and skill by;</p> <ul style="list-style-type: none"> • Display advanced interest • Be an enthusiastic learner • Display motivation and talent • Student initiative • Show potential 	<p>Learning experiences are designed with a level of complexity that promotes students to;</p> <ul style="list-style-type: none"> • Think beyond what they already know through inquiry • Innovate by generating ideas, possibilities and putting them into action • Reflect on their thinking as they apply their learning into different contexts • Analyse and evaluate their learning journey
TEACHER ACTION	<ol style="list-style-type: none"> 1. Teacher observes and notes students who meet criteria for advanced studies. 2. Teacher discusses extension/enrichment possibilities (also with parents when applicable). 3. Students who meet criteria participate in higher level activities. 	<ol style="list-style-type: none"> 1. Teachers collaboratively design units of work that engage students to be critical and creative thinkers 2. Unit design aligned to the Big Ideas, Essential Questions and Critical and Creative Thinking General Capabilities 3. Teachers design an inclusive curriculum utilising the Maker Model 4. Teachers listen to student voice in the design of the learning
EXTENSION/ENRICHMENT PROGRAM	<p>Extra-Curricular Activities such as:</p> <ul style="list-style-type: none"> • mini courses, eg cricket • drama and dance classes • music lessons • sports teams • Writers' Club <p><i>Some students may proceed to Strand 4 at this or any successive stage.</i></p>	<p>Extra-Curricular Activities such as:</p> <ul style="list-style-type: none"> • Maths Challenge Program • University Partnerships/ High School Partnerships • STEM • Coding • Performing Arts • IMPACT

	Strand 3 Reach Classrooms	Strand 4 Educating the Gifted
STRAND DESCRIPTION	Though quality curriculum design and differentiated learning opportunities (Maker Model), teachers in Reach Classrooms modify the learning journey based on ongoing student data and engagement.	Gifted and Talented students are provided with a differentiated learning journey aligned to the Australian Curriculum. Through data analysis, Individualised Curriculum Plans student are provided with extended and enriched learning opportunities throughout their learning journey.
PURPOSE	To provide students demonstrating a very high level of achievement with enriched and challenging learning opportunities.	To identify students who require an Individualised Curriculum Plan based on the data collected identifying the students as Gifted and Talented.
PROGRAMS PROVIDING IDENTIFICATION OPPORTUNITIES	Maker Model	
	<p>Examples:</p> <p>Modification of:</p> <ul style="list-style-type: none"> Content Abstract concepts Depth, complexity, variety study of methods of enquiry <p>Product</p> <ul style="list-style-type: none"> real problems real audiences real deadlines transformations evaluation 	<p>Process</p> <ul style="list-style-type: none"> Critical and creative thinking Variable pacing Problem finding and solving <p>Environment</p> <ul style="list-style-type: none"> student-centred encourage independence open and accepting complex, with variety
	<p>Further talents may be observed through:</p> <ul style="list-style-type: none"> Independent Studies Advanced Thinking skills Programs Real Life Investigations Centres for excellence <p>Negotiation results in Individualised Curriculum Plans which employs strategies such as :</p> <ul style="list-style-type: none"> Enrichment Extension Curriculum Compacting Personal Projects 	
SELECTION CRITERIA FOR ENTRY INTO EXTENSION/ENRICHMENT PROGRAM	<p>Participants: Refer to Reach Screener</p> <p>Reach classroom identification process; Data is to identify individual students who may require curriculum modifications and inclusion in the Reach Program. A combination of both subjective and objective measures are utilised in the identification of students. These may include:</p> <ul style="list-style-type: none"> Saylor Checklists/ Individualised Curriculum Plans (Gifted and Talented) Academic Results (Reporting Data) PAT - M; PAT - R; NAPLAN Year 3 and 5 results Internal Monitoring Data that reflects the Mango Hill Assessment and Reporting Framework to identify the top 10% of cohort Classroom anecdotal observations 	<p>Participants: Identified Gifted and Talented</p> <p>The student is expected to demonstrate;</p> <ul style="list-style-type: none"> Above average ability Task commitment Creativity <p>(Renzulli, J. (1977). The Enrichment triad Model. USA: Creative Learning Press, Inc.)</p> <p>The student will have an area or areas of advanced interest and passionate attachment.</p> <p>The student has demonstrated a high Level of talent as well as independent learning skills.</p>
TEACHER ACTION	<ol style="list-style-type: none"> Data analysis Student data monitoring Reach teachers engage in collaborative planning Reach teachers engage in regular professional learning and sharing in support of extending, enriching and deepening the learning opportunities for students 	<ol style="list-style-type: none"> Teacher, parents, or experts assess student products and performances. Teacher uses checklist, intelligence test, achievement test, aptitude test, test of creative abilities, anecdotal records, grades. Student, teacher, parents or experts develop Individual student Profile. Gifted students access negotiated curriculum.
EXTENSION/ENRICHMENT PROGRAM	<p>Differentiated Curriculum – requires teachers to:</p> <ul style="list-style-type: none"> Have a deep understanding of the Australian Curriculum Pre-test students for prior mastery Design units of work that deepen the knowledge and skills of content taught Provide learning opportunities connected to the real world Opportunities to apply new learning in multiple contexts 	<p>Negotiated Curriculum – curriculum which reflects the needs and abilities of the student. Emphasis placed on negotiation and independent learning using:</p> <ul style="list-style-type: none"> Acceleration Mentor Programs Contracts, ie. 'bought time' Dual enrolments Extension programs <p>eg, Centres for excellence (gymnastics, golf, the arts), Personalised Knowledge Pursuit.</p>