Reach: Enriching opportunities for gifted and talented students

Mango Hill State School provides an outstanding curriculum program, valuing excellence, teamwork, innovation, respect and commitment. The school program is designed to be engaging and challenging for all students, supporting them to reach their full potential.

In every year level, there are students who require modifications to the curriculum program to ensure the provision of appropriate challenge for their learning. These modifications enrich the curriculum and provide additional learning opportunities, in particular for those students who may be gifted, talented or who may show special academic talents. Our Gifted and Talented Coordinator works with consultants and teachers to ensure best practice for students with plans for individual and group needs.

At Mango Hill State School, a range of modifications are made to the content, process, product and/or learning environment to compliment the regular school and classroom programs and include:

- **Clustering**: assigning groups of students to the same classroom (or neighbouring classrooms) with teachers who are suitably trained and skilled in delivering programs for gifted and talented students. This modification provides opportunities for the teachers to address the unique academic needs of groups of students.

- **Ability grouping**: creating small flexible groups of students within whole class groups so that teachers can focus their instruction and resources, creating a customized curriculum for each group of students. For example, a small group of students may be provided with additional maths activities to extend their understandings or provided with opportunities to read books at a higher level than other students within the class.

- **Vertical timetabling**: ensuring school and class timetables provide opportunities for students to access particular learning areas in the year ahead of their current year level, accelerating the learning for individual students in their area of interest. For example, a student in Year 4 could access the Year 5 maths curriculum if students in Year 4 and 5 complete their maths learning at the same time.

- **Excellence programs**: providing an opportunity for selected students to participate in specifically-designed workshops and activities to extend and enrich their understandings and skills in specific learning areas e.g. English Excellence for Years 1 to 7; Maths Excellence for Prep to Year 7; Sci-Connect for Years 5 and 6; UniFY- Years 5-7

- **Electives**: providing opportunities for all students in Years 4 to 7 to pursue an area of interest in more depth e.g. dance, visual arts, robotics, sport, writing, movie making. This may involve working with an expert and provides students with opportunities to develop skills over a significant period of time.

- **Personal projects**: allowing selected students to explore an area of interest in detail, working with a mentor to plan, research, implement and present learnings related to a particular project.

- **Curriculum compacting**: reducing the repetition for groups of students by pre-testing and determining what will be learned next. This provides an opportunity for the teacher to replace the existing curriculum with more appropriate knowledge and skills when the students have already demonstrated mastery- U2B Mathematics Project in Years 4 and 5.

- **Personal goals**: setting individual learning goals for all students based on their current strengths and areas of need, providing opportunities for all students to reach the next milestone in their learning journey.
Initiatives for 2014

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Student identification criteria

Students currently enrolled at MHSS

Data collected by class teachers, support personnel and parents is used 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:

- Subjective measures with judgements based on observation and student work samples
- Objective measures – measurable scores from standardised tests that indicate potential or performance relative to a large population of other students

1. Academic Results
2. PAT - M; PAT- R; PAT Science,
3. Internal Monitoring Data that reflects the Mango Hill Assessment and Reporting Framework to identify the top 10% of cohort
   - PM Level or Accelerated Reader Level
   - MHSS Number Checklist
4. Classroom anecdotal records
5. Differentiation Placemats
6. NAPLAN Year 3 and 5 results
7. Pre-Testing Data
8. Parent information and Sayler Checklists

Modifications are developed in negotiation with the Mango Hill SS Support Committee, class teachers, support personnel, parents and students.

Prep students living in catchment

All Prep students will participate in the ‘Prep Screen’ prior to their entry to determine needs and be considered for inclusion in the Prep Reach program. This screening takes approximately 30 minutes and involves the child working individually with a trained staff member completing a range of tasks. Parents may also be asked to complete the Sayler Gifted and Talented Checklist for Parents.

Out of catchment applications

Parents living out of catchment who want their child to be enrolled at Mango Hill State School in the Reach Program must apply through the Out of Catchment Expression of Interest. For students already at school, the most recent report card is required to identify strengths. Other forms of assessment may be requested including the Sayler Gifted and Talented Checklist for Parents and Teachers.

Students out of catchment applying to enter the Prep Reach Program will need to participate in an individual Prep Screen and complete the Sayler Gifted and Talented Checklist for Parents. These screens are conducted from August-November in the year proceeding school. In 2014 this process costs $40.