



Purpose

This policy serves students who are gifted, their educators and parents/carers. It establishes our shared responsibility to ensure that these students are provided with opportunities to develop their abilities and meet their potential for outstanding achievement.

Defining 'gifted' and 'talented'

The following definitions reflect the distinction between potential and performance. They recognise the factors involved in developing a student's giftedness into talent.

- *Gifted students* are those whose potential is at least among the top 10% of same age peers at Albany Creek State High School in one or more of the following domains of human ability: intellectual, creative, social and physical.
- *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 and is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of same age peers at Albany Creek State High School.¹

Identification

Gifted and talented students are identified using data from a range of sources. Knowledge of the characteristics of gifted and talented students (described in Attachment 1) will assist teachers to identify and support these students with appropriate strategies.

The identification process ensures gifted and talented students are not educationally disadvantaged on the basis of racial, cultural or socio-economic background, physical or sensory disability, geographical location or gender.

Once identified, candidates will be case managed by a member of the school support team, who will liaise with parents, teachers, support staff and administration to determine and implement the level of support required by each student.

Case management will involve:

- monitoring student achievement, engagement and wellbeing
- reviewing and/or amending the level of support required
- developing staff capability around curriculum differentiation and provision

¹ Gagné, F. *Transforming gifts into talents: The DMGT as a developmental theory*. In N. Colangelo & G.A. Davis (Eds.), *Handbook of gifted education* (3rd ed., pp. 60–74). Boston: Allyn & Bacon, 2003.

Gagné, F. *Building gifts into talents: Brief overview of the DMGT2.0 paper presented at QAGTC lecture April 2008*.



Identification process

The following four-step identification process ensures data-collection processes are reliable and valid.

The information gathered from the first two steps below, is used to create a profile of the student. This profile is used to refer the student to the school support team [HOD – Junior Secondary, Year Level Deputy Principal, Deputy Principal – Curriculum, HOSES, Guidance Officers]. It informs decisions about how best to support the student’s learning.

1. Teachers use current data from school-based screening and assessment	<ul style="list-style-type: none"> Teachers collect data on all students from school-based screening and assessment. Use data from a range of sources which show the student’s current performance e.g. <ul style="list-style-type: none"> level of achievement data PAT-R and PAT-M testing NAPLAN (as an additional data source).
2. Teachers collect data using checklists for gifted and talented	<ul style="list-style-type: none"> Gather a range of evaluative judgments about the student by using checklists with parents, teachers, peers and the students themselves. [Attachment 2-3]
3. Following identification - Support team collect data using ability and academic assessments	<ul style="list-style-type: none"> Off-level testing – Support team staff: <ul style="list-style-type: none"> applies standardised tests as in school-based screening (Step 1) but at a level above the current grade of the student [Extension program or Gifted & Talented pathways considered at this juncture] identifies the extent of a student’s knowledge or skill in an area of giftedness or talent. Aptitude tests (SAGES) measure potential to perform well academically.
4. Support team collects data using cognitive assessments	<p>IQ or cognitive assessment or other assessment as deemed necessary by the Support team staff to:</p> <ul style="list-style-type: none"> provide information on student’s potential to perform well academically WISC testing establish level of giftedness and talent for appropriate provision determine suitability for accelerated or special placement.

Curriculum Provision

Gifted and talented students may have learning needs that:

- necessitate learning at a faster pace
- require more complex learning opportunities and enable the exploration of more complex problem solving
- enable the use of higher order thinking strategies
- require the engagement with students of the same or higher ability level.



For gifted and talented students, teachers deliver the curriculum at a level, pace, degree of abstraction and complexity beyond learning expectations for their same age peers.

Gifted and talented students are catered for through a differentiated curriculum and/or through extension.

Acceleration to a higher year-level curriculum

Accelerated progression to a higher year-level curriculum may be appropriate — either in local acceleration or across the student's full curriculum experience. Decisions regarding the provision of a higher year-level curriculum and achievement standard, in one or more subjects/learning areas are:

- based on quantitative and qualitative evidence that it is appropriate for the student
- made in consultation with the student and parents/carers
- reviewed at identified junctures to determine suitability of accelerated placement.

This provision is documented in an Individual Curriculum Plan.

Acceleration to Senior Secondary

For students accelerated to senior secondary for one or more subjects or for full year-level advancement, schools comply with Queensland Curriculum and Assessment Authority (QCAA) moderation and certification procedures.

The QCAA term *Variable progression rate (VPR)* includes accelerated students. All VPR students must:

- have Principal approval to engage in accelerated studies
- be part of a cohort that is subject to the QCAA processes
- complete moderation processes with the cohort with whom they study the subject

Reporting to parents

Students are assessed and reported against the achievement standard for the year-level curriculum they are taught. Students who have been accelerated receive reports on their achievement against the achievement standard for the year-level curriculum taught. The year-level curriculum will have been identified in their Individual Curriculum Plan and previously agreed by parents.

For students provided a higher year-level curriculum in one or more learning areas/subjects (but not the whole curriculum) teachers create a report using the OneSchool SER module. In the comments section of the OneSchool report template teachers indicate the particular year-level curriculum that the student has been provided, for each learning area/subject, during that reporting period. (This provision will have been previously negotiated with parents.)

Students who are fully accelerated to a higher year level are reported on as part of that year-level cohort.

Documentation

The school maintains ongoing records of all students identified as gifted and talented. Records include:

- identification process
- curriculum provision
- communication with parents and others across the years of schooling.



These records will be maintained in OneSchool.

Attachment 1:

Characteristics of gifted and talented students

Students who are gifted and talented in one or more domains are present in every school and across all groups of learners, including:

- underachievers
- students requiring learning support
- students with disability
- students from non-English speaking backgrounds
- students from culturally diverse backgrounds
- socio-economically disadvantaged students
- geographically isolated students.

It is important for all teachers, principals, guidance officers, as well as parents to be aware of the characteristics of gifted students so that these students are identified and supported with appropriate strategies.

Typical characteristics which may indicate giftedness include:

- Shows superior reasoning powers and marked ability to handle ideas; can generalise readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
- Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of man and the universe.
- Has a wide range of interests, often of an intellectual kind; develops one or more interests to considerable depth.
- Is markedly superior in quality and quantity of written and/or spoken vocabulary; is interested in the subtleties of words and their uses.
- Reads avidly and absorbs books well beyond his or her years.
- Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.
- Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
- Shows creative ability or imaginative expression in such things as music, art, dance, drama; shows sensitivity and finesse in rhythm, movement, and bodily control.
- Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work.
- Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.
- Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.
- Observes keenly and is responsive to new ideas.
- Shows social poise and an ability to communicate with adults in a mature way.
- Gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humour. ²

Note: Not all gifted students will display all of these characteristics, all of the time.

² <http://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals>



Attachment 2:

Teacher Checklist: Giftedness	
Name	
DOB	
Year	
Teacher	
Date	
Imagination and Creativity <ul style="list-style-type: none"> ○ Poses unique solutions &/or creates unusual products ○ Makes up new games and/or invents new rules for existing games ○ Adds interesting components to enhance products e.g., subtle aspects of language written/spoken words; constructions; drawings; graphs; novel effects in plays, musical performances, sports ○ Combines elements/materials in unusual ways 	Humour <ul style="list-style-type: none"> ○ Creates things that are funny e.g., cartoons, stories, puns, songs, constructions, physical movements, ... ○ Enjoys the comical, bizarre, absurd ○ Uses concepts or vocabulary from first or second language inappropriately to make people laugh ○ Shows a sense of humour that eases tension in a group or that delights or entertains, or surprises other people
Memory and Processing <ul style="list-style-type: none"> ○ Remembers & uses techniques introduced only once ○ Recalls information, discussions, incidents, stories, movies ○ Shares philosophical ideas ○ Recreates music, dances, movements ○ Imitates sports figures, political or TV personalities, dancers, actors ○ Follows complex directions easily 	Inquiry <ul style="list-style-type: none"> ○ Wants to touch, create, experiment, probe ○ Asks penetrating, searching questions ○ Desires explanations e.g., why, how come, ... ○ Observes intently ○ Uses a variety of tools to access information without prompting e.g., books, people, technology, news reports, magazines ○ Seeks or creates problems to solve
Expressiveness <ul style="list-style-type: none"> ○ Conveys meaning effectively through any means e.g., photography, graphs, structures, paintings, gestures, words, music, dance, interactions ○ Creates moods, ambiance in environment ○ Creates "products" that speak for themselves ○ Shows or performs steps used to solve a problem, may not be able to explain the steps verbally 	Sensitivity <ul style="list-style-type: none"> ○ Notices similarities and differences in the world around him/here.g., mathematical concepts or symbols, variations in colour, light or shape, variations in pitch, tone ○ Recalls verbal or non-verbal details ○ Senses discord or lack of harmony ○ Knows the "right" thing to do or say in uncomfortable situations ○ Detects movements/sounds missed by others
Problem Solving <ul style="list-style-type: none"> ○ Creates complex, intricate products e.g., stories, graphs, songs, demonstrations, presentations, dances, plays ○ Organises the group to accomplish the task ○ Proposes unique solutions to problems ranging from simple to complex ○ Invents new ways to achieve a goal and creates personal challenges ○ Seeks or creates problems to solve 	Reasoning <ul style="list-style-type: none"> ○ Gathers and organises information before embarking on a task ○ Clearly knows how to progress from point A to B in an efficient and effective manner ○ Develops plans ○ Indicates desire to attain a goal e.g., learn everything about Black Holes, draw
Learning <ul style="list-style-type: none"> ○ Grasps new concepts before others in the class ○ Creates products that are more advanced than age-mates e.g., stories, drawings, plays, discussions, movements ○ Learns to read, write, calculate with relative ease ○ Learns with ease: a second language, new musical piece or movement, social skill or math/history concept ○ Ability to handle more than one idea at a time 	Intuition <ul style="list-style-type: none"> ○ Notices connections between/among diverse ideas or objects but may not be able to explain connections ○ Readily connects abstract ideas ○ May/may not be able to explain insights immediately or in terms understandable to others ○ Interrupts others to share insights ○ Sees the 'key' problem in a fuzzy situation ○ Experiences powerful "AHA's!"
Moral and Ethical Concerns <ul style="list-style-type: none"> ○ Holds strong opinions about BIG issues e.g., fairness & justice, war and peace, global warming, world hunger ○ Seeks resolution of moral dilemmas ○ May 'get stuck' if dilemma cannot be resolved to his/her satisfaction ○ Asks DEEP questions e.g. Why are there wars? 	Interests <ul style="list-style-type: none"> ○ Demonstrates an intense interest in 'tools' or products of one or more domains /intelligences e.g. art supplies, books, musical instruments, people, sports, arts, sciences, languages, history, puzzles, games that require logical thinking ○ Collects things ○ Forms or joins groups to promote change or accomplish tasks
	Motivation <ul style="list-style-type: none"> ○ Works continuously after others have stopped e.g., draws, constructs, reads, writes, creates, listens to music ○ Desires explanations e.g., verbal & non-verbal ○ Needs & appreciated challenges ○ Demonstrates task commitment ○ Appears to put heart/soul into self-selected tasks

Based on *Brilliant Behaviours: Indicators & Descriptors of the Gifted*. Kanevsky, Maker, Nielson & Rogers. 1996. Use in conjunction with 'Guide for Selecting Learning Strategies for Bright Students'. Kanevsky. 2009.

Gifted and Talented Policy and Procedure

**ALBANY
CREEK
STATE
HIGH
SCHOOL**



Attachment 3:

Checklist for Parent/Carer

Student Name:		WAVE Class:	
Parent/Guardian Name:			

SECTION A:

Please **mark the category** you think best describes your child.

Categories: 1 – Most of the time 2 – Often 3 – Occasionally 4 – Rarely

	Characteristic	1	2	3	4
1	Has advanced vocabulary, expresses self clearly and fluently.				
2	Thinks quickly.				
3	Recalls facts easily.				
4	Wants to know how things work.				
5	Is an avid reader.				
6	Puts unrelated ideas together in new and different ways.				
7	Becomes bored easily.				
8	Asks reasons why – questions almost everything.				
9	Is mature beyond their years and likes to be with older people.				
10	Has a great deal of curiosity.				
11	Is impulsive – acts before thinking.				
12	Is adventurous.				
13	Tends to dominate others if given a chance.				
14	Is persistent; sticks to tasks.				
15	Has good physical coordination and body control.				
16	Is independent and self-sufficient.				
17	Has a good sense of humour.				
18	Uses reasoning strategies.				
19	Has a wide range of interests.				
20	Shows initiative.				
21	Seeks own answers and solutions to problems.				
22	Has a great interest in the future and/or world problems.				
23	Follows complex directions.				
24	Is prepared to take some social risks.				
25	Is a leader.				
26	Enjoys complicated games.				
27	Sets high goals for self.				
29	Invents and builds new mechanical devices.				
20	Continually questions status quo.				
30	Has a broad attention span which allows concentration on ad perseverance in problem solving and pursuit of interests.				

Gifted and Talented Policy and Procedure

**ALBANY
CREEK
STATE
HIGH
SCHOOL**



SECTION B:

	Characteristic	Yes	No
1	Did your child read before starting school?		
	If the answer is YES, was the child self-taught?		
2	Does your child play a musical instrument?		
	If so, which instrument?		
3	In what outside activities does your child participate?		
4	What are your child's special hobbies or interests?		
5	What books has your child enjoyed reading lately?		

Please make comments, where appropriate, on any of the following. Your child's:

- Unusual accomplishments – past or present
- Special talents
- Relationships with others
- Special problems and needs
- Special opportunities
- Language/cultural background
- Preferred activities when alone

SIGNATURE: _____ **DATE:** _____

Note: This checklist may require interpretation for non-English-speaking parents. Please make contact with the school if you require support.
Adapted from Department of Education Western Australia

<http://www.det.wa.edu.au/curriculum/support/giftedandtalented/detcms/navigation/category.jsp?categoryID=4580519>