



**Strathmore**  
PRIMARY SCHOOL No.4612

*Strive to Achieve*

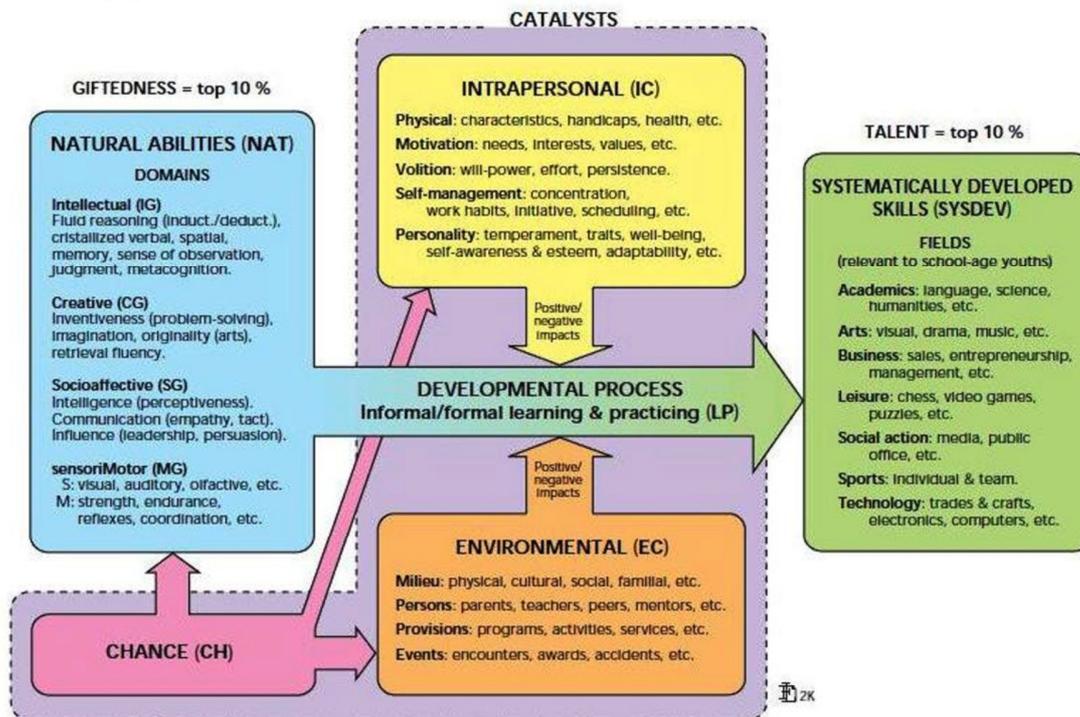
## GIFTED AND TALENTED STUDENTS POLICY

### RATIONALE

Strathmore Primary School believes that children have the right to an educational environment with opportunities that optimise their learning. The school acknowledges that learning opportunities and environments should be sufficiently differentiated in order to meet the needs of a diverse range of learners, assisting them to:

- Develop their strengths and demonstrate growth in their learning
- Self-direct their learning and become highly engaged
- Explore areas of interest in their learning
- Develop productive personal learning habits and interpersonal skills

The school recognises its responsibility to provide a challenging and engaging curriculum for all students, including those who are identified as gifted and talented. The school adopts Gagne's Differentiated Model of Giftedness and Talent as an underpinning theoretical basis for understanding gifted and talent learners.



Gagne's Differentiated Model of Giftedness and Talent (DMGT.EN.2K)

In Gagne's model, giftedness refers to natural abilities whilst talent refers to exceptional performance within a particular field. These definitions reflect the distinction between ability and performance by acknowledging the importance of natural ability whilst also recognising the influence of the environment and other factors on the development of ability into talent. In Gagne's model, the relationship between giftedness and talent is described as a developmental process that encompasses both formal and informal learning with environmental and intrapersonal aspects impacting upon the process. The definition recognises that gifted students:

- Have abilities that are both innate and developed and relate to both potential and actual performance.
- May demonstrate superior competence and performance in one or more domains relative to students of the same age, culture or circumstances.
- May require differentiation in learning and support in the learning environment to meet their particular social, emotional and learning needs to turn their giftedness into talent.

## AIM

Strathmore Primary School holds the following aims for gifted and talented students:

- Identify students who are gifted and talented.
- Provide differentiated learning opportunities and support in order to meet the particular social, emotional and learning needs of students identified as gifted and talented.
- Optimise the learning experience and growth of gifted and talented students in their areas of strength to assist them in turning their giftedness into talent(s).

## IMPLEMENTATION

Strathmore Primary School will implement the following processes in order to address the learning needs of gifted and talented students:

- Provide student access to opportunities such as Tournament of Minds, ICAS/UNSW.
- Provide scholarly information and encourage professional learning opportunities for teaching staff with regards to gifted and talented students.
- Implement classroom-based strategies to provide differentiated learning opportunities and support in order to meet the particular social, emotional and learning needs of students identified as gifted and talented.
- Use recent and prior records of results of formal, standardised assessments, such as PAT Maths, PAT-R Comprehension and On-Demand Tests for Reading and Number to identify exceptional performance in these areas of the curriculum.
- Keep records and assessments of participation and progress of students participating in programs for gifted and talented students.
- Where possible, provide flexible extension and enrichment programs for gifted and talented students, which may include aspects such as accelerated learning, special ability and multiage groupings, rich tasks and inquiry-based learning.

- Allocate sufficient funds in the school budget to resource school-initiated learning programs targeted for gifted and talented students.
- Allocate a role of “Gifted and Talented Student” co-ordination to a teaching staff member (or members) each year.
- Classroom teachers will communicate with relevant parents, through channels such as parent/teacher conferences and meetings for individual plans (where necessary) regarding strategies to be implemented to support the learning, social and emotional needs of students who are identified as gifted and talented.

## **EVALUATION**

This policy will be reviewed as part of the school's on-going review cycle. It is anticipated that the policy will be reviewed after four years of implementation, however, changes as deemed necessary by the school's leadership and/or changes in Departmental terminology may necessitate that the policy is reviewed at an earlier time.

**THIS POLICY WAS LAST RATIFIED BY SCHOOL COUNCIL ON ..... 21<sup>ST</sup> AUGUST, 2017**