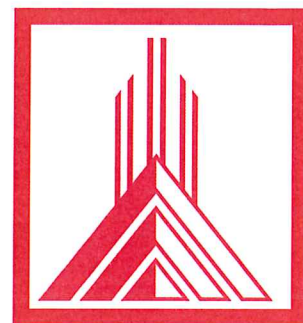


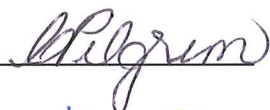


ACT
Government
Education and Training



Gifted and Talented Procedures for Forrest Primary School

Reviewed September 2015

Principal's Name and Signature: Christine Pilgrim 

Board Chair's Name and Signature: Sally Tray 

Forrest Primary School uses the Education and Training Directorate's [Gifted and Talented Policy](#) (GTS201402). Following the guidelines within that policy the procedures outlined below have been devised.

1. Rationale

- a. Forrest Primary School recognises gifted and talented students as having unique educational needs. Forrest Primary School is committed to ensuring that the needs of gifted and talented students are catered for in all year levels in order for them to reach their educational potential.
- b. This policy outlines the roles and responsibilities of school Principal and staff in implementing identification procedures and appropriate educational provisions and strategies to meet the needs of all gifted and talented students. The Policy recognises the diverse abilities, and broad range, of gifted and talented students in ACT schools.
- c. Gagné's Differentiated Model of Giftedness and Talent informs the key educational approaches and definitions contained in this Policy.

Context

Forrest Primary is an International Baccalaureate (IB) candidated school, delivering the Primary Years Programme (PYP) throughout P-6. This programme is based on integrated inquiry and delivers the Australian Curriculum content and achievement standards, while balancing the short term and long term knowledge needs of each child. This programme assists children to make considered choices and take positive actions that make the world a better place. The inquiry nature of the PYP means that gifted students have the opportunity to further develop and extend their knowledge through Units of Inquiry as well as pursue areas of interest.

The ACT Education and Training Directorate's Gifted and Talented Students Policy is based on the Francois Gagné Differentiated Model of Giftedness and Talent (Gifted and Talented Students Policy 2015). Forrest Primary has used this document and model to develop processes to identify gifted and talented students within our school community.

Procedures Forrest Primary School will follow:

Nomination and Identification

For the purposes of nomination and identification at Forrest Primary School, the term gifted refers to students whose outstanding natural ability or aptitude in one or more domains places them within the top 10% of the population. Francois Gagné (Gifted and Talented Students Policy 2015) would classify these students as being moderately gifted or above.

Parent nomination

Parents are a valuable source of information as they are aware of the strengths and areas for development their children possess; they know their children's areas of interest and passion and how they interact and function in the home environment and in social contexts

outside school. Parents will be requested to complete the 'Gifted and Talented Checklist for Parents' (see Appendix A) to assist in identification.

Teacher Nomination

Teachers will complete an initial behavioural checklist, observing both positive and negative behaviours in students over a period of time, during which different experiences are offered and specific behaviour can be observed. Specialist teachers and other support teachers may also be asked to complete observations of the students.

Evidence/ Assessment

Evidence is an important aspect of the identification process of gifted and talented students. It provides information and insight into both a students' schooling as well as personal development throughout their lives so far. The information collected from a variety of subjective and objective sources will go towards determining whether a student is gifted or talented.

Subjective measures

Giftedness has many dimensions and so should the identification process. Subjective measures allow teachers and parents to use checklists and other descriptors which help them make evaluative judgements about a student's ability.

Objective Identification Measures

The following objective measures will be used at Forrest Primary School to test levels of potential or performance within a student and can be used to compare a student with others from their age group or cohort.

This will include some of the following:

- Standardised achievement tests e.g., NAPLAN tests , Progressive Attainment Matrices (PAT) Maths and English
- ACER General Ability Tests (AGAT)
- Psychometric assessment - IQ testing

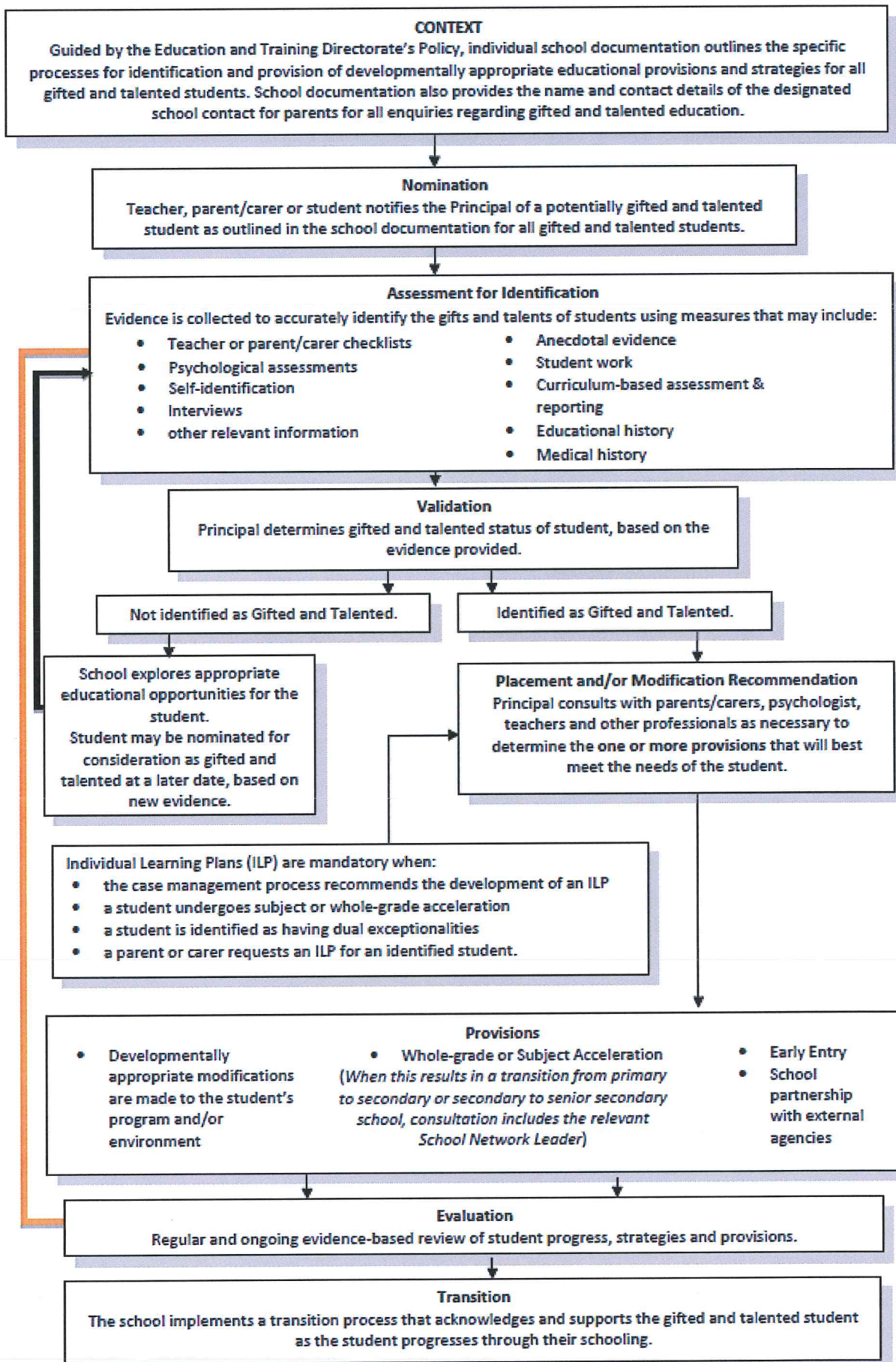
ACER General Ability Tests (AGAT)

The school will assess all year 2 – 6 students using the ACER General Ability Tests (AGAT). This is a series of tests designed to assist teachers in their assessment of students' general reasoning ability. This assessment tool will form part of the identification process to assist the school in identifying students who may have a strong reasoning ability but who are not yet performing well on other assessment measures. This universal screening hopes to identify potential gifted students who are currently under performing.

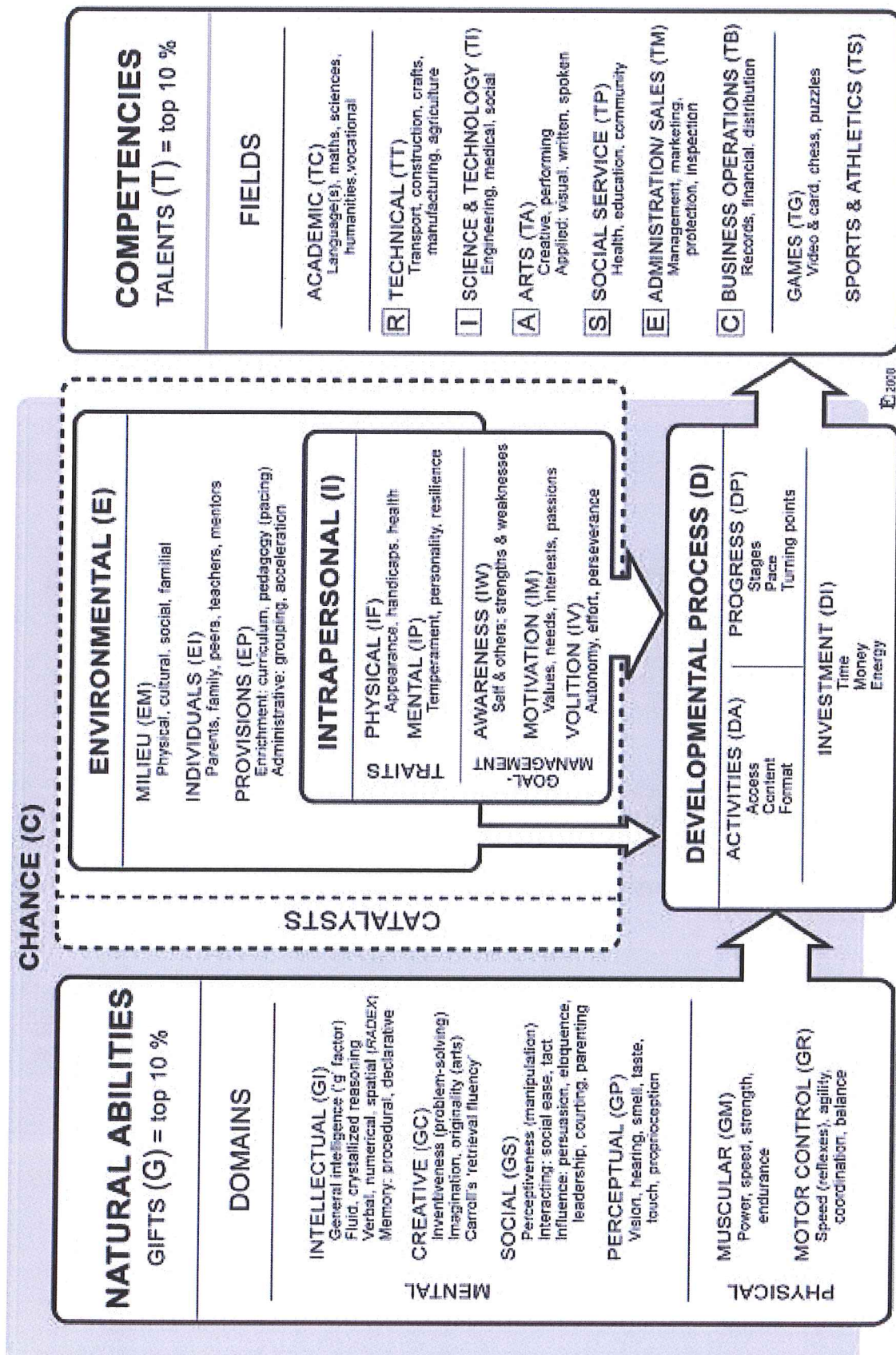
Provisions for Identified Gifted and Talented Students

Once a child has been identified as gifted or talented, an Individualised Learning Plan (ILP) will be developed in consultation with parents and teachers. This ILP will detail changes to the teaching programme, such as differentiation and any provisions needed to best develop the students' identified needs. Monitoring and tracking will continue throughout the school year.

Gifted and Talented (GAT) Education Flowchart



Gagné's Model of Giftedness and Talent (DMGT) (2008)



There are nine talent fields. Six of them are sourced from John Holland's work-related classification of personality types: R = Realistic; I = Investigative; A = Artistic; S = Social; E = Enterprising; C = Conventional. The other three complement the World-of-Work system: Academic (K-12) subjects; Games; Sports & Athletics (Gagné 2008).

Appendix A



GERRIC RESOURCES GIFTED AND TALENTED CHECKLIST FOR PARENTS *THINGS MY CHILD HAS DONE*

Carefully read each of the following descriptions. Each item is followed by a series of examples; use the examples to help understand the description in the item. Decide how much you agree that your child is like the description. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how your child compares to an item, fill in the Unsure or don't know circle. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.

Child's name: _____

Child's birthday: _____ / _____

Your name: _____

School name: _____

Date: _____

My child:

1. Has quick recall of information.

(e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)

SA ⑩⑨⑧⑦⑥⑤④③②①① SD

☐ Unsure or don't know

A personal example:

2. Knows a lot more about some topics than do other children that age.

(e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art, etc; finds out a lot about a particular subject on his or her own)

SA ⑩⑨⑧⑦⑥⑤④③②①① SD

☐ Unsure or don't know

A personal example:

3. Uses advanced vocabulary.

(e.g. surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)

SA ⑩⑨⑧⑦⑥⑤④③②①① SD

☐ Unsure or don't know

A personal example:

4. Began to read or write early.

(e.g. said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example and age of child at the time:

5. Shows unusually intense interest and enjoyment when learning about new things.

(e.g. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves how-to-do-it and nonfiction books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example:

6. Understands things well enough to teach others.

(e.g. teaches other children how to do things; explains things so that others can understand; explains areas of interest to adults)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example:

7. Is comfortable around adults.

(e.g. spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humour and creates funny sayings or jokes adults can appreciate)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example:

8. Shows leadership abilities

(e.g. other children ask my child for help; organises games and activities for self or others; makes up the rules and directs group activities; may be bossy)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example:

9. Is resourceful and improvises well.

(e.g. puts together various household objects to make inventions or solve a problem; uses unusual objects for projects; uses objects in unusual ways; makes 'something out of nothing')

SA ⑩⑨⑧⑦⑥⑤④③②①① SD

☐ Unsure or don't know

A personal example:

10. Uses imaginative methods to accomplish tasks.

(e.g. makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)

SA ⑩⑨⑧⑦⑥⑤④③②①① SD

☐ Unsure or don't know

A personal example:

11. Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about. Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.