



GIFTED & TALENTED POLICY

Rationale

All students are entitled to an education that is engaging, challenging and encourages them to work towards and reach their full potential. These valuable aspects are seen to be a high priority at Glen Huntly Primary School where a culture is created and nurtured which strives to, encourages and develops academic excellence in all students. The school recognises that all gifted and talented students need a rich learning environment that fosters wellbeing and learning outcomes consistent with their abilities. The learning environment needs to provide educational pathways and appropriately challenging enrichment, extension and acceleration experiences.

In every class there are students who will require the curriculum to be modified to ensure the provision of appropriate challenges for their learning and allows them to realise and attain the next possible stages of their learning journey. Gifted and talented students will have this potential throughout their lives.

Glen Huntly Primary School aims to identify gifted and talented students and will provide these students with opportunities to achieve their potential and engage in learning activities beyond year level expectations. These opportunities will be provided in the school as part of the everyday learning programs. Glen Huntly Primary School views as its responsibility to develop effective and equitable identification procedures and developmentally effective and differentiated programs, that comfortably challenge, scaffold and advance students in their possible academic, cognitive, intellectual, creative, socio-emotional, artistic and physical progress.

The acknowledgement and promotion of such approaches also creates and nurtures an inspiring environment and encourages the pursuit of excellence and high standards in our learning environments.

The school will offer, where appropriate, participation in external extension programs such as those offered by the Department of Education, our Tutor Learning Program and other agencies, which inspire and cater for these developments.

Glen Huntly Primary School will

- Implement equitable and objective procedures to identify Gifted and Talented students
- Provide learning activities to meet the needs of Gifted and Talented students
- Implement differentiated and personalised learning programs that cater for the individual learning needs of gifted and talented students

- Ensure that all gifted and talented students are extended and supported to demonstrate continuous improvement in their learning, particularly in English and Mathematics and in Specialist areas of the curriculum

Terminology

Gifted and talented students are found in all communities regardless of their ethnic, cultural or socio-economic characteristics. The gifted population can include students who are underachieving and/or who have disabilities.

Gifted students are defined as having potential distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Gagné's model (refer below to Appendixes and Resources and General references) recognises that giftedness is a broad concept that encompasses a range of abilities. It also recognises that giftedness is only potential and that it must go through a transformative process in order to become a talent.

Talented students are defined as having skills and achievements distinctly above average for their age in one or more areas of human performance, as a result of application of training and practice. Talent emerges from giftedness through a complex developmental process and via a number of influences, including the teaching and learning opportunities.

Giftedness refers to potential distinctly beyond the average for the student's age and encompasses a broad range of abilities in the intellectual, creative, socio-emotional, artistic and physical domains. Talent denotes achievement distinctly beyond the average for a student's age as a result of application to training and practice.

Learning Characteristics of Gifted and Talented Learners:

Learning processes:

These students usually learn quickly and readily and see connections between existing and new ideas faster than their peers.

They:

- make decisions quickly and link ideas in complex, lateral, unexpected ways
- keep track of several ideas at once, give unexpected responses to questions
- think in larger increments, skip steps in their thinking
- require fewer repetitions of and less exposure to an idea in order to learn it
- use imagination, fantasy and humour at a high level
- have a well-developed memory, particularly for areas of interest
- may have difficulty learning in particular areas, such as rote learning, spelling, handwriting, rote recall of arithmetic information
- may show carelessness in handwriting and similar routine tasks
- ignore details in some areas
- may become bored and frustrated if the learning pace is too slow
- may have difficulty putting into words how they thought or solved problems, because
 - (1) they are thinking faster than they can vocalise or
 - (2) they don't believe they need to communicate to others how they think.

Identification:

Giftedness is not always visible and easy to identify. Identification of gifted and talented students should occur as early as possible, so that gifted students are not at risk of underachieving academically and/or disguising their true abilities for peer acceptance.

In order to identify a student as gifted or talented, the following steps may be taken:

- Parent may notify teacher if they feel their child is gifted or talented
- Teacher may notify parent if they feel the student is gifted or talented
- Steps will be taken to identify whether or not the student is gifted or talented. Initial steps can include observation of the student's behaviour, play interests and a history of their early development
- A variety of identification tools will be used to identify gifted and talented students. Please refer to General references below.

Implementation

The following activities are examples of the types of experiences that are currently or could be provided by Glen Huntly Primary School to meet the needs of Gifted and Talented students.

1.

MATHEMATICS

- Maths Olympiad Competition – Years 3 – 6 and other possible external Mathematics based programs
- It is required that identified, differentiated, frequent and sequenced learning activities beyond students' year level expectations, are delivered within the regular classroom environment and which have been pre-planned by the teachers involved. Information regarding these strategically planned and targeted learning and the resulting student assessment levels, will be an important aspect of yearly teacher hand-over procedures and information.
- Our Tutor Learning Program providing small group and personally tailored learning
- One-on-one and small group learning programs within the classroom with, like-minded peers
- Use of problem-solving activities, problem-based learning, along with open-ended tasks, that will encourage the learner to explore the extent of all learning possibilities
- Ensure all aspects of Mathematics as outlined in the Victorian Curriculum, are thoroughly covered and investigated, both broadly and deeply
- Digital Learning programs such as On Demand testing, Nelson Mathematics, Essential Assessment, interactive whiteboard and digital learning activities, various digitally based mathematics programs:
 - <http://www.studyladder.com.au/>
 - <http://www.topmarks.co.uk/>
 - <http://www.mathplayground.com/games.html>
 - <http://www.enchantedlearning.com/Home.html>
- Hands-on activities utilising mathematical equipment, such as 3D shape construction; construction mathematics; patterns; creative and artistic Mathematics, STEM programs
- Participation in the ICAS Mathematics Exam program
- Numeracy week activities and other special Mathematical learning activities throughout the year
- One to one extension to point of Need (supported by Maths Online)
- VHAP (Victorian High Ability Program) Masterclasses
- Mathematics Games
- Ongoing monitoring and development of professional learning for teachers in High Ability Teaching
- Individual Education Plans for students exceeding year level expectations

ENGLISH

- Persuasive Writing & Debating, opportunities to speak at assemblies etc.

- Exposure to a wide and diverse range reading and writing genres commensurate with interests and abilities
- Our Tutor Learning Program providing small group and personally tailored learning
- One-on one and small group learning programs within the classroom with, like-minded peers
- Digital programs:
 - <http://www.studyladder.com.au/>
 - <http://www.topmarks.co.uk/>
 - <http://www.bbc.co.uk/skillswise/english>
 - <http://teacher.scholastic.com/tools/spelling.htm>
 - <https://library.gleneira.vic.gov.au/whats-on/my-brother-jack-awards>
- Digital learning based testing & evaluation of Reading Skills to determine required and differentiated Literature programs
- Participation in the ICAS Exam program for English and Writing
- Utilising strong links between Reading and Writing programs
- Participation in Literature competitions. eg: Glen Eira Literacy Competition and other external outlets for student writing
- Literacy Week activities and special Literacy events throughout the year

INQUIRY LEARNING

- Individual inquiry-based research projects
- Extensive use of internet, digital learning research reference programs
- Teaching of Thinking Skills and high order thinking skills eg: Mind Mapping, De Bono's Thinking Hats, Multiple Intelligences, Bloom's and Gardner Taxonomy, Consequence Wheels, Concept Maps, Graphic Organisers, Higher Order Thinking skills, Socratic Seminars, Habits of Mind, PMI and KWHL tables, Rubrics, BAR analysis, SWOT analysis, Flow Charts, Data charts; Engage, Explore, Explain, Elaborate, and Evaluate approaches
- Passion (high interest) projects
- Use of the *Amplify* Student Voice approach and program
<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx> and [Student voice practice guide \(Amplify\)](#)
- Incursions and Excursions along with opportunities to participate in higher level sport and competitions
- STEM and STEAM project and problem-based learning
- Utilising linking and connecting multi-disciplinary studies
- Involvement in programs such as Tournament of the Minds: <https://tom.edu.au/>
- Construction activities and Design and Technologies programs
- Higher Level involvement in Specialist Learning Area programs
- Extensive use of a Constructivist Learning approach, where students construct their knowledge and skills themselves, learn how to learn and develop their skills to effectively sift and sort through reference information, rather than passively receiving all or most of this from and via a teacher
- Dedicated Science Classes (STEM)
- Extra-Curriculum Programs – Chess, Coding, Band music program, Clubs, Student Council
- Individual Goal Setting
- GATEWAYS (Gifted and Talented Education program)
- Tournament of Minds
- participation in the [Victorian Challenge and Enrichment Series](#)

General School Actions taken to cater for Gifted and Talented students:

- Differentiating the curriculum
- *Content modification* of what students learn
- Process modification of *how* students learn
- Modifying the products of what students learn to show what they have learnt
- Ensuring that Learning environments are flexible, open, independent, non-judgemental; that encourage complex and abstract thought processes, higher order thinking, creative or critical thinking, problem solving, group interaction, open-ended learning tasks, and a constructivist approach where students learn how to learn
- Grouping and mentoring, with consideration to like-minded peers
- Enrichment programs

The Teachers can support gifted and talented students by:

- Undertaking professional learning to enhance gifted education teaching practice
- Becoming familiar with the multifaceted concepts and characteristics of gifted and talented students and appropriate methods of identification and specialist support
- Providing differentiated curriculum and challenging extra-curricular activities
- Liaising and communicating with parents/caregivers
- Liaising with and utilising support from Psychologists Educational Services
- Reporting of outcomes for gifted and talented learners through assessment and reporting processes

The Leadership PLC Team can support gifted and talented students and programs by:

- Supporting staff to undertake appropriate professional learning in gifted education
- Liaising with and providing parents/caregivers with information about specialist schools, clubs, associations and competitions
- Ensuring effective identification, monitoring and support
- Developing collaboration within and beyond the school to increase access to programs, expertise and resources
- Ensuring data collection and reporting in site learning plans and annual reports

Evaluation

The Gifted and Talented programs and activities will be offered across the school. It is therefore important that each year level of the school:

- Monitors the delivery and effectiveness of the program and activities based on the current needs and numbers of gifted and talented students
- Evaluates and monitors the implementation of their relevant aspects program at weekly PLC meetings, to ascertain the effectiveness of programs, establishing whether the school and their level is catering for the current needs of gifted and talented students and then formulates necessary adjustments and changes to the programs
- Implement necessary gifted and talented components in their *weekly* unit and level planning and in information communicated to parents and students, via Individual Education Plans, which are to be formulated each term

Appendix and Resources:

The Department of Education provides the following valuable links and resources in relation to gifted, talented and high ability students:

General references:

[Selecting tasks for high-ability students](#)

[Student Excellence Program](#)

[The high-ability student](#)

[Teachers of high-ability students](#)

[Engaging high-ability students](#)

[Supporting high-ability Indigenous students](#)

[Learning needs of high-ability students](#)

[High-ability student profiles](#)

professional learning workshops using the [High-ability toolkit](#)

seminars for parents of high-ability children available through the [Victorian Association for Gifted and Talented Children](#)

opportunities at the [Centre for Higher Education Studies](#)

Point of need and socio-emotional needs:

[Planning lessons at the point of need for high-ability students](#)

[Supporting the social-emotional needs of high-ability students](#)

[Assess the attitudes, motivations and dispositions of your students](#)

[Teachers talking about high-ability students](#)

English:

[Helping students to become independent learners in literacy](#)

[Note 12: amplify literacy learning with student voice](#)

Mathematics:

[Helping students to become independent learners in numeracy](#)

Other references:

Gagne's Differentiated Model of Giftedness and Talent:

<https://giftedstudentliteracy.weebly.com/gagnes-differentiated-model-of-giftedness-and-talent.html>

Learning Enhancement and Enrichment at GHPS

Further considerations about giftedness:

It is important to realise that 'giftedness' is a construct and is not directly measurable. What this means is that the instruments used to assess giftedness and to identify gifted persons attempt to measure the behaviours and characteristics which we associate with the construct.

Different communities may view giftedness differently, reflecting their cultural values. While characteristics of giftedness may be consistent across cultures the way these characteristics are manifested and valued may vary significantly.

Glen Huntly Primary School has endeavoured to present a commonly-accepted position of what it is to be a gifted student in Victorian schools.

REVIEW:

This policy was ratified by School Council in July 2023 and will be reviewed again in July 2026 or earlier if required.