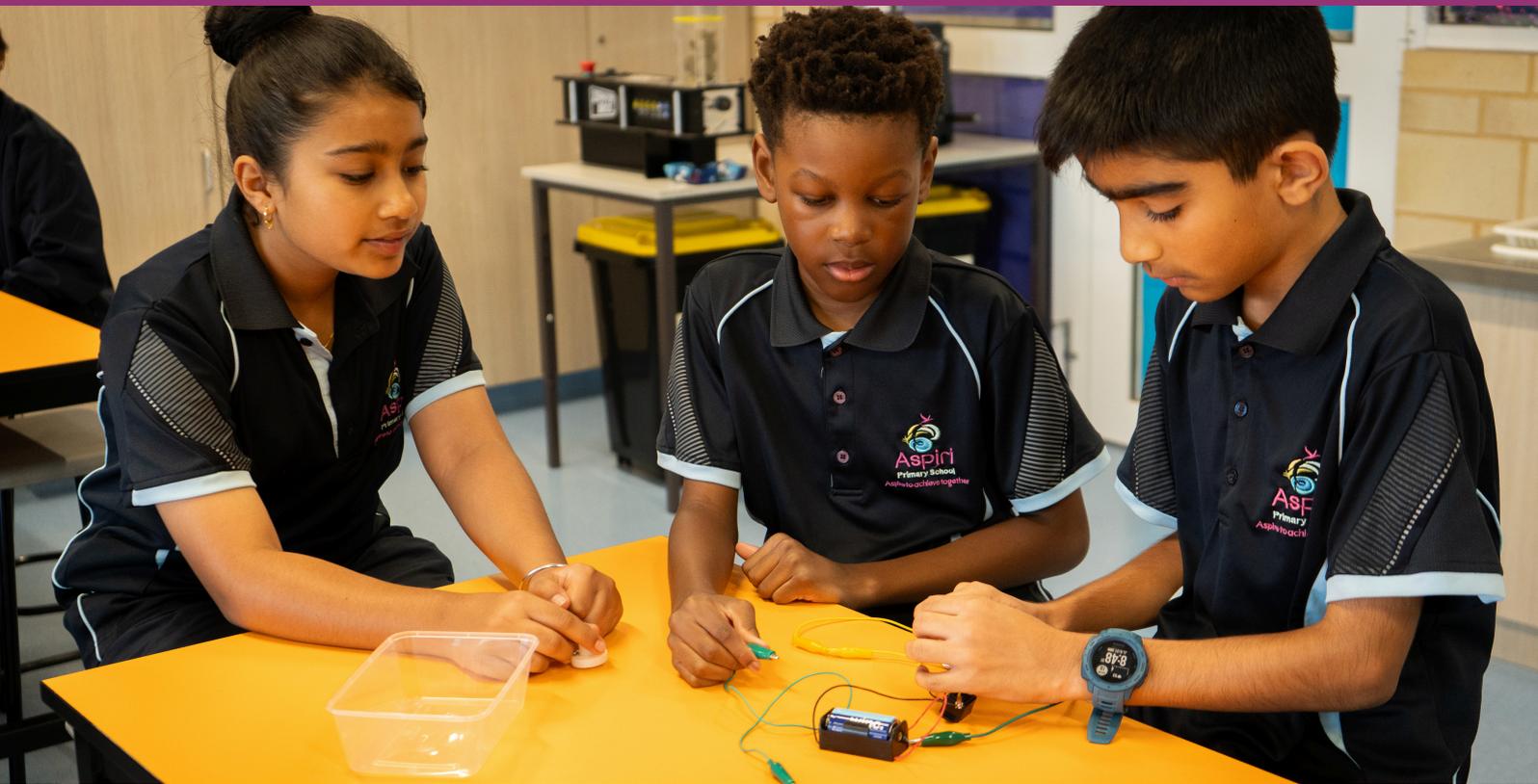




# GIFTED AND TALENTED STUDENT POLICY



Aspiri to achieve



Effective Date:	Last Update:	Policy Version no.	Working Party Members
1/01/2025	19/11/2024	V1	<ul style="list-style-type: none"><li>• Christine Brady</li><li>• Jo Veder</li><li>• Steve Hamilton</li><li>• Stuart Jordan</li></ul>
2/02/2026	3/02/2026	V2	<ul style="list-style-type: none"><li>• Christine Woodward</li><li>• Steve Hamilton</li><li>• Stuart Jordan</li><li>• Jessica Winter</li></ul>

# Defining Terms

## **Types of Learners:**

**Gifted and Talented (G & T):** An individual who demonstrates a high level of aptitude or competence compared to their peers. These students exhibit exceptional abilities intellectually and/ or creativity.

**High Achieving:** An individual who consistently performs well, often above average, in a particular area. This performance is typically the result of hard work, dedication, and perseverance.

**Twice Exceptional (2e):** An individual who has both an exceptional ability and a disability. e.g. a student with remarkable musical talent who also has an Autism Spectrum Disorder (ASD) diagnosis.

## **Approaches:**

**Acceleration:** involves moving students through the curriculum at a faster pace than their age-mates.

**Extension:** involves providing additional learning opportunities within the existing curriculum.

**Enrichment:** involves providing learner opportunities that go beyond the existing curriculum. This has the largest effect size on students and can be delivered in many forms.

# The Research

- 10% of students can be classified as being 'Gifted and Talented'.
- 15% fit into the 'High Achieving' classification.
- ¼ of the students in a typical classroom need enrichment materials.
- Advanced learners require:
  - An accelerated curriculum
  - Creative experiences
  - Materials that inspire 'Lines of Inquiry'
  - Sensitive Handling (there is a possibility to feel isolated from others)
- Overexcitabilities are common for gifted students (an exceptional sensitivity to stimuli around them).
- Extra-curricular activities and programs teaching 'educational resilience' are suggested to prevent underachievement.

# Best Practice in EVERY Classroom

- Enrichment activities are provided for students. These may include:
  - Open-ended, 'Real World' problems
  - Project-Based Learning
  - Materials that inspire 'Lines of Inquiry'
  - Mentorship of peers
  - Excursion and incursions
  - Clubs and competitions
- All teachers support the development of 'educational resilience', encouraging a growth mindset when encountering challenges.
- Whole class lessons are pitched at a high level of thinking.
- Social skills are explicitly taught, especially for 2e and G & T students.
- All students in Years 3-6 are part of a 'Bring your Own Device' program (B.Y.O.D). Learners are exposed to the following:
  - Critical thinking with independent research
  - Adaptive learning through online platforms
  - Adaptive testing via NAPLAN and PAT

## Withdrawal Program

- Select students from **Years 5 and 6** engage in Project-Based, enrichment learning or accelerated studies.
- Classes are run for 1 hour time slots per week by 'Specialists' in the subject.
- We facilitate classes in the following disciplines:
  - English
  - Mathematics
  - Physical Education
  - Lego League
- To be eligible for the program, 'High Achievers' are identified from multiple data sets. The whole school assessments include:
  - PAT achievement bands
  - Reporting grades
  - NAPLAN achievement bands
  - Interschool placings
- The student intake changes yearly, based off current performance levels and student requirements.
- Students in the program may attend incursions and excursions that link directly to their selected field.

# School-Run Initiatives

## Extra Curricular Clubs/ Whole School Initiatives:

Program	Year Level/s	Skills Enriched
Lego League	Year 3-6	Problem solving, coding and engineering skills
Art Club	Years 4-6	Creative Arts
Dance	Years 1-6	Performing Arts
Choir	Years 1-6	Performing Arts
Running Club	PP- Year 6	Athletic development
Real Schools	K-Year 6	Well-being and sensitive handling

## Competitions:

Program	Year Level/s	Skills Enriched
The Prime Ministers Spelling Bee	Years 3-6	Spelling and vocabulary
Interschool Numero Competition	Years 5-6	Mental computations and working mathematically capabilities
Interschool Athletics, Cross Country and Sports	Years 3-6	Athletic development

# Department Policies

## Department Code of Conduct:

### 'Our Values'

- Integrity- We act in the best interest of students and the community at all times.
- Equity- We believe in more than one path to success and our purpose is to help every child find theirs.
- Learning- We advance student learning based on our belief that all students have the capacity to learn.
- Voice- We empower the voice of children and young people to be partners in their education.

### 'Our Standards'

- Create cultural safety- We create and sustain culturally safe and responsive work and learning environments.
- Embrace equity, diversity and inclusion- We celebrate and embrace people from all backgrounds and value every person as an individual.

## Gifted and Talented in Public Schools Policy:

Gifted and talented students are represented in all socio-economic and cultural groups and are part of the population of almost all schools. For varied reasons many of these students are at risk of not achieving to their full potential.

# Support Links

- [Gifted and Talented Selective Entrance](#)
- [Coordinating PEAC](#)
- [PEAC Information for families](#)
- [ACARA](#)
- [SCASA](#)
- [The Gifted and Talented Children's Association of WA](#)
- [Australian Association for the Education of the Gifted and Talented](#)

# References

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