



Queen of Apostles School

## GIFTED AND TALENTED POLICY

### RATIONALE

At Queen of Apostles School we acknowledge the diverse learning needs of students and are committed to providing challenging and engaging learning experiences to enable them to reach their potential and delight in each other's success.

This includes establishing a learning environment that enables spiritual, emotional, physical, intellectual, social gifts and talents to be revealed and nurtured. We do this in partnership with parents, caregivers and families.

The Catholic Education Commission of WA Handbook for Catholic Schools (1996), calls schools to have a responsibility to educate all students to their full potential. The Bishops' Mandate Letter 2001 – 2007 states 'Catholic schools approach the handing on of knowledge in a spirit of service, concerned always to offer students an education of the highest standard. This should be offered to all students whatever their intellectual ability. Students with special intellectual needs should be given all the support and encouragement that resources allow.' (Mandate Letter, 51) The Queen of Apostles Gifted and Talented Program was developed to better address the needs of the students who demonstrate high levels of ability, high levels of task commitment and/or creativity and to ensure their potential is fully developed.

Gifted and Talented students need time to work with like minds, however, the provision of a challenging and extended curriculum for gifted students is the responsibility of all teachers.

### DEFINITION

For the purpose of this policy and subsequent practices, Gifted and Talented shall be based on Gagne's (2002) definition. It differentiates between natural abilities (gifts or aptitudes) and systematically developed skills (talents).

**'Giftedness'** can be defined as *'the potential to perform at a level significantly beyond what may be expected from one's age peers in any area of human ability. It is important to note that a student may be gifted in any one of the cognitive, creative, socio-affective or sensory-motor domains, or several, or in all, or in an area not categorised by domains.'* (Gagne, 2002)

**'Talent'**, then, is *'an achievement beyond what might be expected from age peers in fields such as arts, technology, sports and social action. Therefore, a student can be gifted without being talented.'* (Gagne, 2002)

The key to this definition is that it distinguishes between outstanding potential (giftedness) and outstanding performance (talent). In differentiating between potential and performance, this view of giftedness acknowledges the occurrence of students who may be gifted underachievers. These students may possess outstanding potential, but this potential may not be translated into outstanding performance.

## PRINCIPLES

These students have abilities, talents and potential for accomplishment that are so exceptional or developmentally advanced that they require special provisions to meet their educational needs.

Students' exceptional potential applies to all areas of learning and human endeavor and is not limited to specific curriculum areas.

Gifted students may display some, but not necessarily all, of these traits;

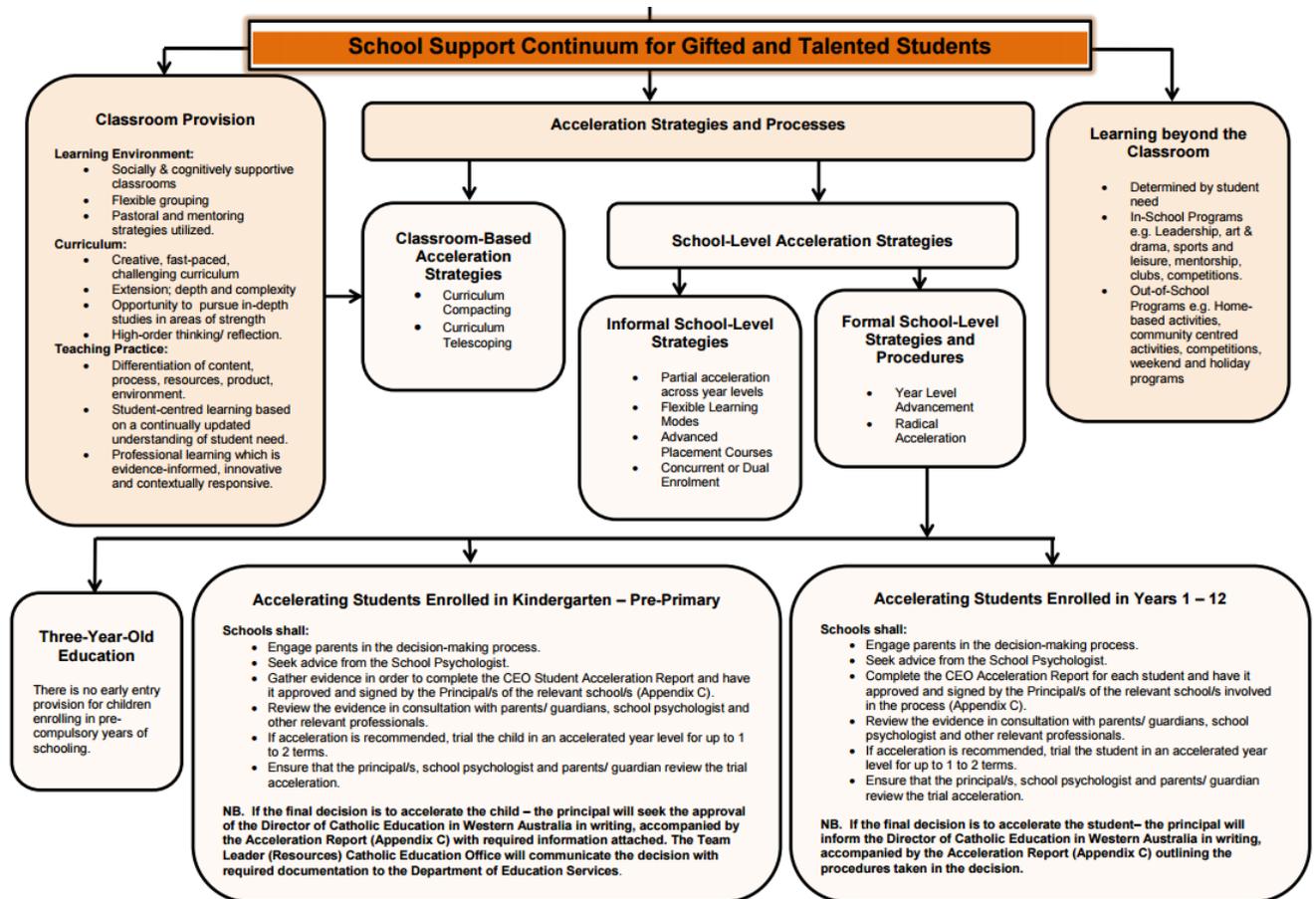
- Learns very quickly and understands advanced topics easily
- Superior language skills and extensive vocabulary
- Excellent memory/attention to detail
- Extensive general knowledge
- Intellectual curiosity, good problem solving and abstract reasoning
- Produces original and creative work, has great imagination
- A sophisticated sense of humour
- Asks provocative, searching questions
- Heightened sensitivities, sense of fairness, empathy and moral judgement
- Perfectionism/fear of failure

## PROCEDURES

1. All Year Three students take part in formalized testing at the end of Term 3 or beginning of Term 4 using the Tola and SPM tests administered, scored and analyzed by an external agency. Students identified with stanines above 8 in both standardized tests will be considered to be selected to become part of the Gifted and Talented program in Year Four. The class teacher will be consulted before offers are made to students.
2. New students to the school in Years Four, Five and Six will undergo the testing with the Year Three students to see if they qualify for the Gifted and Talented program. Qualifying students enter the program at the commencement of the following academic year.
3. Students who are new to Queen of Apostles after the testing has taken place and wish to take part in the Gifted and Talented program, must supply a written report from a Psychologist stating they meet the criteria to be included. This is to be obtained by the parents at their own expense.
4. Queen of Apostles Gifted and Talented program is run by a specialist teacher who works with identified students on a weekly basis for one hour.
5. As this is an extra curricula program, there may be extra work associated that would need to be completed in the student's own time.
6. Teachers need to remain cognisant that work that was missed in class time when students are withdrawn for extension is not sent home as extra homework to be completed during the student's breaks.
7. Students are invited to participate in the Gifted and Talented program and must meet certain expectations in order to continue to participate. Continual inappropriate or

disruptive behaviour, a negative impact upon normal school work or a noticeable decline in academic standards may result in the student being withdrawn from the program.

- See below diagram for the identification and support of Gifted and Talented Students in Catholic Schools.



**Three-Year-Old Education**

There is no early entry provision for children enrolling in pre-compulsory years of schooling.

**Accelerating Students Enrolled in Kindergarten – Pre-Primary**

**Schools shall:**

- Engage parents in the decision-making process.
- Seek advice from the School Psychologist.
- Gather evidence in order to complete the CEO Student Acceleration Report and have it approved and signed by the Principal/s of the relevant school/s (Appendix C).
- Review the evidence in consultation with parents/ guardians, school psychologist and other relevant professionals.
- If acceleration is recommended, trial the child in an accelerated year level for up to 1 to 2 terms.
- Ensure that the principal/s, school psychologist and parents/ guardian review the trial acceleration.

**NB.** If the final decision is to accelerate the child – the principal will seek the approval of the Director of Catholic Education in Western Australia in writing, accompanied by the Acceleration Report (Appendix C) with required information attached. The Team Leader (Resources) Catholic Education Office will communicate the decision with required documentation to the Department of Education Services.

**Accelerating Students Enrolled in Years 1 – 12**

**Schools shall:**

- Engage parents in the decision-making process.
- Seek advice from the School Psychologist.
- Complete the CEO Acceleration Report for each student and have it approved and signed by the Principal/s of the relevant school/s involved in the process (Appendix C).
- Review the evidence in consultation with parents/ guardians, school psychologist and other relevant professionals.
- If acceleration is recommended, trial the student in an accelerated year level for up to 1 to 2 terms.
- Ensure that the principal/s, school psychologist and parents/ guardian review the trial acceleration.

**NB.** If the final decision is to accelerate the student– the principal will inform the Director of Catholic Education in Western Australia in writing, accompanied by the Acceleration Report (Appendix C) outlining the procedures taken in the decision.