GIFTED EDUCATION POLICY

REVISED AND RATIFIED BY SCHOOL COUNCIL DECEMBER 2007,
UPDATED 2012

Cammeray Public School
Overview
The Gifted and Talented (GAT) program assists students in regular classes who have been identified as gifted using the *Gagne Model of Giftedness and Talent.*
https://detwww.det.nsw.edu.au/detresources/Gagne%27s_Model_of_Differentiation_HcUUuJHmVi.pdf

Vision
As a school community, in line with the Department of Education and Communities, Cammeray Public School is committed to providing;

- Effective and equitable identification procedures
- Appropriate differentiated programs to maximise student learning outcomes
- Consistent monitoring and evaluation of programs throughout the school life of the students.

The Cammeray Public School community recognises that:

- Supporting the educational journey of any child is a partnership between the school and parents
- GAT students should be offered differentiated work that provides advanced, conceptual opportunities and stimulates higher order thinking skills.
Referral, Identification and Tracking Flow Chart

**Parent Referral/Identification**
Teachers distribute Student Information Sheet (SIS) to all parents, during Term 1 containing open-ended questions about student learning, including questions related to GATS and/or parents provide evidence of GATS identification through outside agency. Teacher reads, copies and passes relevant Outside Agency Reports (OAR) to Supervisor.

**Teacher Referral/Identification**
e.g. Best Start assessment
Teacher identifies that student requires differentiation at a very high level. Teacher consults with Supervisor about appropriate planning for student learning.

**Ongoing Teacher Tracking**
GATS identified students are tracked using SENTRAL and Learning Support Tracking Forms (LSTF). This information is passed on to the new teacher at the start of the school year. Teachers copy any reports from outside agencies to their respective supervisors.

**Referral made to Learning Support Team**
Relevant information is recorded on SENTRAL by Deputy Principal and a copy filed in Red Folder.

**Supervisor consults Deputy Principal who will provide checklists to be given to parents who have identified their children as potential GAT students.**

**Student may attend intra or inter school enrichment programs targeting needs of cohort Parent informed of progress via written school report**

**Personalised Learning Plan (PLP) is devised for student. Parent consulted as part of PLP team. Transition meetings held twice a year.**

**Learning Support Team advise teacher and/or parent that student’s needs can best be met in differentiated classroom.**

**Either**

**LST executive and classroom teacher meet to discuss planning/strategies to maximise student’s learning and progress.**

**Students may be referred to:**
- school counsellor for cognitive assessment (referral forms to be completed by parents)
- outside agencies

**Partial or full acceleration may be recommended by Principal**

**Supervisors meet regularly with grade team to monitor identified students for further discussion and planning – analysis of data ongoing using Sentral including NAPLAN results, ICAS results, diagnostic grade tests, measured against base line bench marks. Parents are informed of student’s progress through written school reports and parent interviews.**
Cammeray Public School Strategies for Gifted and Talented students

At Cammeray Public School, a variety of strategies based on the Quality Teaching model will be used in all classrooms. In addition, we will seek to use one or more of the following strategies to provide for those students who have been identified as gifted:

- Vertical structuring for literacy and numeracy where appropriate (where grade, stage and school groups are used for maths or literacy)
- Clustering (where groups of students of similar ability levels are clustered within classrooms to ensure they have peers of similar ability to work with)
- Differentiation within the classroom where appropriate.
- Enrichment workshops and participation in regional enrichment programs where appropriate
- Implementing additional program endorsed and funded by P & C to provide specialist programs. If a child participates in this program a letter of introduction will be given to parents and outline of course, its projected outcomes and written feedback will be given to the child’s teacher.
- Embedding of ICT in classroom and enrichment groups to provide enrichment and extension
- Opportunities for after school language lessons, Chess Club, Web Design classes, Debating, Maths Olympiads, Band, Dance, Choir, Science Club, Craft Club, Tennis Club, Drama, Leadership and any other extra curricular activities that are planned by the school or region.

Student monitoring/record keeping

Data from standardised tests, ICAS results, SMART data and other ongoing assessments is regularly updated on SENTRAL by classroom teachers and monitored by supervisors and the Deputy Principal. In collaboration, the class teacher, school counsellor, LST, Principal and executives have the responsibility to plan, monitor, evaluate and keep records. The Principal or Chair of the Learning Support Team has the responsibility to ensure that once a child is identified for a Personalised Learning Plan that the programs planned are put into
place, parents are invited to a planning/transition meeting at the start of the year and a review/transition meeting at the end of the year. These meetings will involve the planning and review of PLPs and ensure communication and exchange of information at transition points.

The SENTRAL system will record:

- Handover/transition meetings minutes
- Assessments
- Planning and programs undertaken

This information will be used for ongoing assessment of the child and for handover meetings between school years or teachers.

**Reporting/Review of accelerated students**

If a student has been completely accelerated a whole grade, the semester reports will provide feedback on the achievements of the students in the accelerated grade.

Children partially accelerated will receive a written report reflecting the student’s ‘home’ cohort achievements.

LST will review students who have been accelerated on a yearly basis.