



KINCUMBER HIGH SCHOOL GIFTED AND TALENTED POLICY

(Reviewed April, 2011)

Rationale and Purpose

This policy aims to identify gifted and talented students and to maximise their learning outcomes at Kincumber High School. According to NSW Department of Education and Training 'Gifted and Talented' Policy (Updated 2004) 'gifted' students are those with the potential to exhibit superior performance across a range of areas of endeavour and 'talented' students are those with the potential to exhibit superior performance in one area of endeavour.

Identification

This policy recognizes that gifted and talented students may be found in all communities regardless of their socio-cultural or socio-economic backgrounds. Factors such as motivation, self esteem, gender, peer pressure, socio-economic, socio-cultural, and linguistic and disability may prevent or delay identification of gifted and talented students.

Some talents may not become obvious until a student has reached a particular level of maturity or been exposed to particular areas of endeavour.

Giftedness and talent may occur in many different areas including the creative and performing arts, academic subjects, social and leadership skills, technical and computing skills as well as sporting interests.

It is necessary to expose all students to as wide a variety of activities as possible in order to identify talent. Opportunities for all students to achieve their full potential should be provided as a matter of daily routine in every class.

Identification Methods Used:

- Basic Skills tests (Years 3 & 5), ELLA and numeracy tests (Years 7 & 8)
- Gapadol reading tests administered to all incoming Year 7 students
- Teacher nomination
- Parent nomination
- Self nomination
- Primary school advice
- Behavioural checklists
- Products and performance based on class work
- IQ testing can be used but only as confirmation of identification procedures as process is time consuming and only identifies potential, not achievement.

Strategies For Improving Outcomes Of Gifted and Talented (GATs) Students:

All teachers are expected to encourage high achievement, originality, problem-solving, higher order thinking skills and creativity in their classrooms.

In differentiating teaching programs, teachers need to consider a variety of teaching/learning strategies such as:

- giving opportunities for students to initiate discussion and to think creatively
- guiding students through a range of problem-solving processes
- explicit teaching of thinking skills and decision making skills
- posing open-ended and higher order questions, activities and assignments, based on Bloom's Taxonomy. (To see an overview of 'Bloom's Taxonomy' [\[click here\]](#) courtesy of R.Overbough & L.Schultz. (2006) retrieved April 2011)
- recognising the variations in learning styles of each individual
- providing opportunity for a range of presentation methods for final product
- using group work, allowing scope for leadership, co-operative decision making and student-initiated perspectives
- making use of contract work to promote student direction, with students negotiating the contract components
- encouraging and scaffolding individual research
- providing opportunities for peer tutoring
- providing access to facilities and mentoring for experimentation and risk taking

In addition, teachers need to recognise that being gifted and talented does not necessarily equate with social maturity, good behaviour or emotional stability. Like all adolescents, gifted and talented students will exhibit the full range of behavioural problems and these can be exacerbated by a concern that their talents set them apart from the norm. Indeed, some gifted and talented students will play down their talents and under-achieve so that they can fit in with peers. Others will misbehave because of boredom while some will refuse to conform to school expectations because it is sometimes their only outlet for rebellion.

Class Structure

Students in Year 7 are graded into 2 streams as identified by the Transition Team in conjunction with the feeder primary schools. The top 2 classes (7K and 7I) include the academically more capable for whom more challenging work and extension opportunities exist. The remainder is in mixed ability classes (7N to 7M) which provide the opportunity for socialisation and adjustment to the demands of the secondary school. In mixed ability classes teachers provide a range of educational experiences which ensure that all students meet basic skill levels.

In Year 8 students are graded independently in the core subjects with English aligning with History and Geography while Mathematics and Science grade separately.

In Years 9 and 10 core subjects are organised as for Year 8. Elective subjects are not streamed.

Extra-Curricular Activities

Traditional classes and extension classes do not necessarily provide for all students who are talented. For such students it is outside the classroom that many talents are revealed and should be developed. They may be exhibited in the following areas and fostered by the means indicated:

Area of Talent	Means of Development
Leadership	Student Representative Council, Peer Support, Peer Tutor, Assembly Chair, Sports Captains
Music	Performances, Competitions, Bands, Choir
Public Speaking	Debating, Public speaking, Assemblies, Youth of Year competition
Writing	Contributions to Newsletter and outside competitions
Acting	Drama performances at Performance Night and assemblies, talent quests, camps
Charity Work	Organising, Publicity and Fundraising, Volunteers project
Artistic	Exhibitions, Competitions, workshops
Sport	Individual and team games and competitions, school and local coaching, CHS sport

Acceleration

In order to meet the needs of some gifted and talented students it may be necessary to consider acceleration of students. Acceleration/extension within the grade may be achieved within the normal classroom through contract work or more demanding content. This is the responsibility of individual teachers and their Head Teacher. It is also possible that some students will meet the outcomes of courses earlier than their age cohort and so may need to be accelerated, either in one subject or across all subjects. They may begin secondary school earlier than their age peers, may follow a compacted curriculum, may 'skip a grade' or use the HSC Pathways provisions to tailor their learning. The Principal is responsible for all decisions relating to acceleration of students and decisions to accelerate are made in conjunction with parents, year advisors, head teachers and classroom teachers.

Staff

It is necessary to raise the awareness of staff about the needs of gifted and talented students. Staff should be made aware of factors specific to Kincumber High School. These factors will influence the identification of gifted and talented students and the strategies used to help them maximise their educational outcomes. Factors include: socio-economic situation; range of parental expectations; boys and their perceptions of education. Staff professional development resources should be used to help teachers meet the needs of gifted and talented students in the school. Staff are to be encouraged to investigate new methods for improving identification and opportunities for students who are talented in specific areas which are currently not fostered strongly, for example, leadership and public speaking.

Parent And Community Involvement

Parents should be involved in the process of identification and should be kept informed about any special programs designed for their children. It is hoped that parents and members of the extended school community will assist in the provision of contacts who might be available to act as mentors or guides for students when necessary.

Evaluation

At any stage of the planning, development and implementation of a policy for gifted and talented students there should be evaluation of:

- the policy
- school management plans
- faculty plans
- teacher programs and strategies
- student experiences and outcomes.

For a copy of the Department of Education and Training Gifted and Talented Policy
<https://www.det.nsw.edu.au/policies/curriculum/schools/gats/PD20040051.shtml>