



Brabham  
PRIMARY SCHOOL

# Gifted & Talented Policy

For Parents



## GIFTED & TALENTED LEARNERS

Brabham Primary School is committed to identifying students at risk and addressing the needs of students as early as possible to ensure that every student achieves their full potential.

### **Gifted and Talented Students:**

- *Have individual learning needs, strengths, interests and abilities.*
- *Vary in their level of giftedness across and within learning areas.*
- *Vary in abilities and aptitudes demonstrated in a single area or across a variety of areas.*
- *Vary in level of achievement.*
- *Exhibit different learning behaviours.*

Giftedness can be viewed in multiple ways and children may be gifted in one or several ability domains. A student's giftedness is not always apparent in regular curriculum areas and not always demonstrated in appropriate ways. While gifted students exhibit some common traits, no two gifted students possess the same characteristics. It is also important that the abilities of gifted and talented students be accepted, valued and fostered by teachers, parents, peers and the community.

Bright Child	Gifted Learners
Knows the answers Is receptive to new ideas Is interested in learning Copies accurately Is attentive in class Enjoys school Loves the teacher Absorbs information Has good ideas Is a technician of ideas Answers the questions Loves to memorise Completes assignments Enjoys a straightforward, sequential presentation Works hard Is alert A top group student Is pleased with his/her own learning Listens with interest Likes an authority to be in charge Loves rules Learns with ease Six to eight repetitions for mastery Wants the "rules" of the assignment spelled out Asks, "What do I do to get an A?" Understands ideas Enjoys peers Grasps the meaning Is focused on the end product	Asks the questions Is intense about ideas Is highly curious Creates a new design or way of doing it Is mentally and physically involved Enjoys learning Loves ideas Manipulates information Has wild, silly ideas Is an inventor of ideas Discusses in detail, elaborates Loves to think and ponder Initiates projects Thrives on complexity and loves ambiguity Plays around, yet tests well Is keenly observant Is beyond the group Is highly self-critical Shows strong feelings and opinions Has own idea for how it should be done Wants only basic guidelines Already knows One to two repetitions for mastery Has a better way to do it Asks, "What is the purpose of this assignment?" Constructs abstractions Prefers older students or adults Draws inferences Is focused on the "journey"

(La Porte Independent School District – Provisions Book 2016)

## IDENTIFICATION

If you believe your child is potentially Gifted or Talented, you can arrange a meeting with your child's teacher to discuss this.

The process with identification is as follows:

- Arrange meeting with the class teacher
  - Meet to discuss classwork and observations to see if they are suitable for assessment
- Teacher & Parent to complete identification survey
- Surveys to be submitted to the Learning Support Team (Gifted & Talented Teacher) for evaluation
- Analysis of results sent back to teacher
- Recommendation forwarded back to parents
  - If the student is identified as suitable, they will be included and catered for
  - If the student is not identified as suitable, the parent will be informed of this

<b>Characteristics of Intellectually Gifted Students</b>	
<b>Intellectual</b>	<b>Creative</b>
<ul style="list-style-type: none"> <li>• Advanced language</li> <li>• Power of abstraction</li> <li>• Logical thinking</li> <li>• Well-developed memory</li> <li>• Rapid learning</li> <li>• Curiosity</li> <li>• Self-confidence &amp; independence</li> <li>• Mature sense of humour</li> <li>• High moral reasoning &amp; empathy</li> <li>• Sensitivity</li> <li>• Perfectionism</li> <li>• Idealism / sense of justice</li> </ul>	<ul style="list-style-type: none"> <li>• High energy</li> <li>• Highly motivated</li> <li>• Original / divergent</li> <li>• Intuitive</li> <li>• Open-minded</li> <li>• Attracted to complexity</li> <li>• Risk-taking</li> <li>• Sees patterns</li> <li>• Emotionally intense</li> <li>• Fluency of ideas</li> </ul>
<b>Physical</b>	<b>Social</b>
<ul style="list-style-type: none"> <li>• Rapid learning of physical skills &amp; knowledge</li> <li>• Manage emotions</li> <li>• Focused and persistent</li> <li>• Self-aware (impact of physical maturation)</li> </ul>	<ul style="list-style-type: none"> <li>• Visionary</li> <li>• Persuasive</li> <li>• Confident</li> <li>• Cooperative</li> <li>• Interpersonal skills</li> <li>• Empathetic</li> <li>• Responsible</li> <li>• Interested in ethics</li> <li>• High expectations</li> <li>• Perfectionists</li> </ul>

(Davis, Rimm & Siegle, 2017; Johnsen, 2018; Portenger, 2018; NAGC.2010)

## BRABHAM PRIMARY SCHOOL MODEL

The model below outlines the available strategies provided by Brabham Primary School, either as a whole school program, phases of learning groups, class programs or individual support.



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## Quality Differentiation

### **\*\*Included in all levels\*\***

Includes whole school evidenced based strategies that target all students in the school building student capacity. The students at this level, will be identified through classroom activities and assessment. Quality differentiation takes place in the classroom and support for these students can be met from consultation with colleagues or the learning support team.

- For the students in this strategy, they will have their assessments analysed and data informed for future planning by teachers.
- Students may show an aptitude for certain learning areas and acceptable adjustments can be made for them.
- For most students, they will not need more than this level of adjustment.

## Acceleration Model

Students selected for the 'Acceleration Model' will be included based on data and ability analysis. Families will be informed by the school for inclusion in this strategy.

- Students to be on a 'Group Education Plan' (GEP) which will be shared with parents/ caregivers.
- For the students in this strategy, assessments and data are used to inform planning and possible inclusion in the extension program for student withdrawal.
- Selected classes and year groups will have this available based on needs.

## Individual Support – In Class

Inclusion in this strategy, it is based on the individual student and their needs.

- Some students present an aptitude for multiple subject areas which can present beyond a group plan.

Supports in place for these students include:

- Quality differentiation of whole class programs – extension within the year level (beyond the expected ability).
  - Separate projects/ planning may take place for these students.
- Students accessing this strategy are to be placed on an IEP when deemed appropriately.

## Small Group Withdrawal

- Student is involved in small group intervention. This enables them to be withdrawn for specialty lessons to focus on their area of strength.
- Students will be involved in the program for the allotted time per week, where they will be required to catch up on any missed work in class as deemed by the classroom teacher.
- These students may be involved in the above strategies prior to being involved in withdrawal classes.
- Students to be on a 'Group Education Plan' (GEP) which will be shared with parents/ caregivers.
- Interschool competitions and events are required in this stage and will be communicated in advance.
  - Please note that it is a commitment to attend the events your child is placed in.

## Year Level Advancement

Students involved in this strategy have been through extensive assessments and consultations with the school and psychology services. The students are thoroughly screened prior to gaining access to this strategy.

- Students who access this stage have a formal diagnosis from a psychologist with data to support the need for advancement.
- Students who are regarded as 'Twice Exceptional' due to formal IQ assessment will be provided with the necessary support and adjustments to meet their academic and social emotional needs.

### **\*\*Year Level Advancement\*\***

For students accessing this strategy, it is noted that only less than 10% of the population are eligible. To access this strategy, the student in question must have outside formalised assessments from a psychologist and rigorous data collected to be eligible.

- Students falling into this strategy would be identified as '**Twice Exceptional**'.

**For further information, please see attached Appendix 1**

## \*APPENDIX 1\*

### How do I know if Year Level Advancement is a good choice for my child?

- For Year Level Advancement, ideally you will need to have your child assessed by an educational psychologist who is skilled in working with gifted children.
- That person will administer an IQ test for your child and provide you with a report. The report may include recommendations for a subject acceleration or Year Level Advancement.
- In general, Year Level Advancement will require a full-scale IQ of 130 or more, with the student demonstrating advanced ability across all areas.
- Everyone involved - you, the school and your child should all be in favour of acceleration or Year Level Advancement.
  - In particular, the receiving teacher/s should be supportive and prepared to help the student settle into the new classroom and bridge any knowledge gaps they may have.
- Your child should be free of any major social and emotional problems and should be motivated and persistent in their approach to learning.
  - Note that sometimes the school may perceive behaviour issues or failure to engage 'normally' with same age classmates as socially and emotionally immature and resist the idea of acceleration or advancement. The behaviour and ability to form relationships may well improve if the child is appropriately placed in a higher grade.
- The child should be in good health. A child's physical size doesn't matter unless the child wishes to engage in competitive sport.
- A trial period in the proposed receiving year level is highly recommended to ensure the accelerated grade level is the correct placement.

(Australian Association for the Education of the Gifted and Talented, 2022)