GIFTED & TALENTED POLICY

Rationale:

The education of gifted students is recognised as part of the core business of education. It should not be a fringe activity promoted by individuals and limited to one-off projects. At MacKillop Catholic College there are many ways in which gifted students can be provided for, however, in-class provision remains the main form of response to the needs of our students who are gifted.

Within the Diocese of Broken Bay the term ‘gifted’ is defined according to Francoys Gagne

- Gifted refers to the possession and use of untrained and spontaneously expressed natural abilities (called gifts or aptitudes in at least one ability domain) to a degree that places an individual at least in the top 10% of age peers.

- Talent refers to exceptional mastery of systemically developed abilities (or skills) and knowledge in at least one field of human activity to a degree that places an individual at least in the top 10% of age peers who are or have been active in that field or fields.

- The domain of Socioaffectiive (SG) may include spirituality (morals, values, existentialism).

The following principles guide our policy:

- MacKillop Catholic College will work in partnership with the parents of students who are gifted

- A climate that values all aspects of inclusiveness will be promoted at MacKillop Catholic College

- Teachers of these students will be provided with support or professional development opportunities, in order to enhance their knowledge and skill in the area of educating the gifted/talented

- Where possible, students are grouped in with like-minded peers
• A range of information will be used to identify students who are gifted and should be inclusive, so that all students, regardless of their gender, racial, cultural or socio-economic backgrounds, physical or sensory disability or geographic location are provided for.

• The curriculum should reflect the needs of students who are gifted and if necessary, specific strategies or programs should be incorporated into teaching programs. This will also be reflected in the processes used to track student achievement and report on it.

• Opportunities will exist for extension, enrichment and acceleration, or a combination of these within every classroom.

Outcomes:

• To identify students who are talented or gifted and to ensure that the school responds to, and provides for their individual needs.

• To enable Gifted & Talented students to grow and develop and enhance their potential.

Implementation:

• A staff member skilled in identifying and responding to students with special talents will be appointed to coordinate the school’s gifted and talented students program.

• The appointed staff member may choose to access accredited service providers to assist in the development of programs for gifted and talented students.

• A variety of identification tools will be utilised to identify students of above average ability, which may include input from teachers, parents, peers, students and professional consultants.

• A program support group involving the Gifted and Talented Co-ordinator, parents and staff will collaboratively determine appropriate programs and strategies for individual students and monitor the student’s progress toward predetermined goals. The programs provided will reflect strategies outlined in departmental resources.

• The school, where possible, will provide flexible extension and enrichment programs for gifted and talented students including acceleration, (subject,
curriculum content, or year level) special ability groupings, out of hours programs, individual learning contracts, mentoring, classroom enrichment and extension, and the provision of varied teaching strategies (de Bono, Bloom’s Taxonomy, Gardner’s Multiple Intelligences etc).

- Gifted students programs and activities outside the classroom will also be provided to enhance and extend the educational program of individual students.

- A Gifted and Talented Students Program budget will be developed by the program coordinator in consultation with classroom teachers and program support group members

- Staff professional development needs will be ascertained annually to ensure individual differences in our students are identified and best catered for.

**School Requirements:**

**Identification of Students who are Gifted/Talented**

The following procedures will be initially used, by the Gifted/Talented Co-ordinator, and/or Learning Support Coordinator, in consultation with the relevant KLA Coordinators, and the Curriculum Co-ordinator to identify students who are gifted at MacKillop Catholic College:

**K to Year 6**

- Basic Skills/NAPLAN
- Previous formal evaluations
- Parent nomination
- Teacher nomination and identification of capable students

**Year 7 Students**

- Basic Skills/NAPLAN
- Previous formal evaluations
- Year 6 achievement results and nomination by Year 6 teachers via the Transition Coordinator
- Parent nomination
- Teacher nomination and identification of capable students
Year 8 and Year 9

- Year 7/8 achievement in subject areas and subject rankings
- Formal evaluations (previous or as specified by Learning Support Coordinator)
- Parent nomination
- Teacher nomination and identification of capable students
- Student self nomination and peer nomination

Year 9/10 and the Senior School

- It is expected that students who are gifted, unless new to the College, will have been identified by this stage
- New students will be identified using a range of the processes listed above, dependent upon what is available.

If warranted, the following procedures will also be used for all year levels:

- Formal identification using the resources of the Diocese
- Formal identification by a qualified psychologist

Curriculum Requirements

Acceleration

- Students will be accelerated according to the guidelines of the NSW Board of Studies. These include:
  - Academic capacity and school performance
  - Early achievement of the required outcomes
  - Social and emotional readiness
  - Future patterns of study
- A student must meet all of these requirements to be eligible for acceleration. An entire class will be accelerated only if all students in that class meet these criteria.
- Recommendation for acceleration should be made to the Assistant Principal by the relevant KLA Coordinator, in consultation with the Gifted/Talented Coordinator.
- The Assistant Principal will liaise with all parties, including the student and their parents, regarding their formalised acceleration with the NSW Board of Studies.
- The accelerant’s achievement and required work commitments will be monitored jointly by the KLA Coordinator and the Gifted/Talented Co-ordinator.
• All students undertaking a course of accelerated study will have an Individual Education Program

**Individual Education Programs (IEP)**

• All students undertaking a course of formal accelerated study shall have an IEP to document the course of study provided and the reportable outcomes

• Students who are not formally accelerated, but who require significant classroom enrichment or extension at a level well above that of their peers, shall also have an IEP to document their individual course of study and the reportable outcomes

• These students shall fit one or more of the following:
  - Achieving, to an exceptional level, the set outcomes in an enrichment class that is composed of the most capable students of a year cohort
  - Achieving an exceptional level or has completed all the enrichment in the KLA program of study for that stage
  - Is not significantly challenged by the enrichment work that is contained in the KLA program of study for that stage
  - Does not meet the social/emotional requirements for formal acceleration; or he/she and their parents do not wish formal acceleration to occur
  - Staffing, resources or school structures do not allow for a student to be formally accelerated with the required support and/or guidance

**In the Classroom**

• It is the responsibility of the classroom teacher, in consultation with the KLA Co-ordinator, Gifted/Talented Co-ordinator and the Curriculum Co-ordinator, to provide gifted students in their classes with opportunities that will enhance their learning in that subject area

• Subject programs, at all Stages, should provide exemplars or opportunities for all staff to extend or enrich the students in their classes

• External programs and competitions should, where possible, be incorporated into the relevant subject area program so that gifted students have the opportunity to compete with peers in a larger forum
Opportunities for Students who are Gifted and Talented to work collectively

- Where it is possible students who are gifted should be given the opportunity to work collectively in small or larger groups
- These opportunities may include:
  - Small groupings of 5 or 6 within a ‘mainstream’ class
  - Small groupings that have been withdrawn from class for specific enrichment programs
  - Larger groupings that would form an enrichment or extension class
  - External groupings that allow students to work with gifted students from outside of the MacKillop community.

Tracking

- It is the responsibility of classroom teachers, KLA Coordinators and the Gifted/Talented Co-ordinator to follow the progress of the students who are gifted at MacKillop Catholic College
- The marks on AOL’s should indicate a substantial gap for those in the gifted class
- Parents will be contacted if there is a concern regarding the student’s achievement
- The appropriate Pastoral Coordinator should initially support the social-emotional issues and needs of the gifted student. He/she will liaise with the, KLA Coordinator and Gifted/Talented Co-ordinator as required.

Reporting

- The KLA Coordinator in consultation with the Curriculum Co-ordinator, is responsible for the reporting of student progress
- The Gifted/Talented Co-ordinator shall be responsible (in conjunction with the KLA Coordinators) for IEP outcomes to be entered in the reporting program
- Teachers, in consultation with the relevant KLA Coordinator shall be responsible for reporting on these IEP outcomes

Teacher Support and Resources

- Professional Development opportunities will exist for staff in order to enhance their knowledge and skill in the area of educating the gifted.
- ‘On-site’ support for staff, in developing programs for gifted students, exists through the KLA Coordinators, Gifted/Talent Co-ordinator.
- Additional support is available through the Catholic Schools Office
Extra Curricular Opportunities

MacKillop Catholic College offers many opportunities for students, including those who are gifted. These include access to and participation in the:

- Music Program
- Drama Program
- Debating
- Duke of Edinburgh
- Representative Sport
- Public Speaking
- Misc External competitions
- Social justice group
- St Vincent de Paul group