

# *Kingswood High School*

## **Gifted and Talented Students Policy 2005**

*Refer to;  
NSW Department and Training Policy  
(Revised 2004.) and guidelines for the  
use of strategies to support gifted and  
talented students.(Revised 2004).*

### **1. Context**

Kingswood High School aims to identify gifted and talented students and to maximise their learning outcomes. Giftedness refers to potential distinctly beyond the average for the student's age and encompasses a broad range of abilities in the intellectual, creative, socio-emotional and physical domains. Talent denotes achievements distinctly beyond the average for a student's age as a result of application to training and practice.

Gifted and talented students are found in all communities regardless of their ethnic, cultural or socio-economic backgrounds. The gifted population includes students who are underachieving and who have disabilities.

If students are not working to potential in school they are underachieving. Some students may deliberately underachieve for peer acceptance.

### **2. Policy Statement**

- School communities have a responsibility to identify their gifted and talented students.
- School communities have a responsibility to foster collaborative home-school partnerships to support gifted and talented students.
- School communities have a responsibility to provide a range of opportunities and to monitor and evaluate programs for gifted and talented students.
- Teachers have a responsibility to select and implement a variety of teaching strategies for inclusion in programs for the range of gifted and talented students in their classes.
- The Principal will form a gifted and talented committee and should identify a person or persons to co-ordinate gifted educational provisions. The role of this person or persons will be determined by the school principal in consultation with the school community. This committee may include parents/ caregivers, cultural group and student representatives. The role of the gifted and talented co-ordinators may include:
  - developing school policy
  - serving as chairperson of the school's gifted and talented committee
  - organising identification programs
  - contributing to the professional learning of teachers
  - training staff in cultural education

- serving on the Professional Learning Team
- serving on the Learning Support Team
- monitoring and tracking gifted students
- liaising with parents/caregivers
- attending conferences
- disseminating information
- mentoring
- counselling.

### 3. Strategies.

#### I. Individual

Different of modifications of the curriculum to cater for differences between gifted students and age peers. Gifted students need differentiation because they:

- learn at faster rates
- find, solve and act on problems more readily
- manipulate abstract ideas and make connections to an advanced degree.

To encourage high achievement, originality, problem solving, higher-order thinking skills and creativity, teachers may use a variety of teaching and learning strategies. Programs can be implemented that incorporate:

- various grouping strategies
- accelerated activities within and across classes
- enrichment
- contract work, with students negotiating the components of the contract
- open-ended questions, activities and assignments
- online learning
- hypothesis testing and problem solving
- individual research and investigation, working in the Independent Learning Centre (ILC)
- opportunities for peer tutoring and assessment
- mentors with specific expertise.

#### II.

Accelerated progression is a set of administrative strategies that can be implemented. School principals have the final responsibility for deciding when the form of accelerated progression is appropriate for individual gifted and talented students in Years K-12 to meet each student's educational social and emotional needs.

The *Guidelines for accelerated progression* (revised 2000) can be found on the Board of Studies web site <http://www.boardofstudies.nsw.edu.au/manuals/index.html>

#### III. Grouping Strategies.

Grouping by ability or achievement is a form of structural management that can be used in conjunction with accelerated progression, differentiation of the curriculum and counselling interventions to improve the learning outcomes for gifted and talented students. Learning gains are more likely to be maximised when gifted and talented students spend the majority of their learning time in the academic core areas with others of similar abilities.

<b>Grouping by abilities or achievement</b> (Students of high ability or high achievement are put into a separate group for differentiating their instruction. Can be full- or part-time, permanent or flexible sorting)	
Full-time ability grouping	Students are placed in extension classes
Multi-age classroom	Students are grouped by their achievement level in a subject rather than by grade or age.
Regrouping by achievement for subject instruction	Students are sorted according to their subject ability or achievement into different classes: flexible sorting of students within the school matches curriculum with student level
A cluster-grouped class	The top 5 – 8 high ability students are placed in the same class, where they can access a differentiated curriculum
Within – class performance grouping	Sorting of students by topic or subject provides differentiated learning for each group
Co-operative grouping with like-ability learners	Groups of learners are organised in three- to four- member teams and the group task is adjusted accordingly
A pull-out (withdrawal) program for children gifted in a specific subject area	Students are regularly withdrawn from class

#### IV.

Recognition and reporting of educational outcomes achieved by gifted and talented students.