



RAINBOW STREET PUBLIC SCHOOL

90 RAINBOW STREET
RANDWICK NSW 2031

PH: 9398 1986 FAX: 9399 8287

EMAIL: rainbowst-p.school@det.nsw.edu.au

WEBSITE: www.rainbowst-p.schools.nsw.edu.au

Excellence In Education In A Caring Environment Since 1923

GIFTED AND TALENTED POLICY

Rationale and Aims

All government schools have a responsibility to educate all students to their potential. The NSW public school system is committed to high quality educational outcomes for all gifted and talented students.

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. It is imperative that school communities develop effective, equitable and defensible identification programs that avoid cultural bias and provide developmentally appropriate programs for gifted and talented students.

(DET Policy and implementation strategies for the education of gifted and talented students, 2004)

Roles and Responsibilities

Principal

- The principal is responsible for implementing the gifted and talented education policy.

Assistant Principals

- The Assistant Principal is responsible for ensuring that classroom teachers are adequately and appropriately differentiating teaching and learning programs to cater for gifted and talented students; and
- The Assistant Principal is responsible for ensuring that classroom programs reflect the individualisation of teaching and learning activities and that appropriate adjustments are noted throughout.

Gifted and Talented Team in collaboration with Learning and Support Team

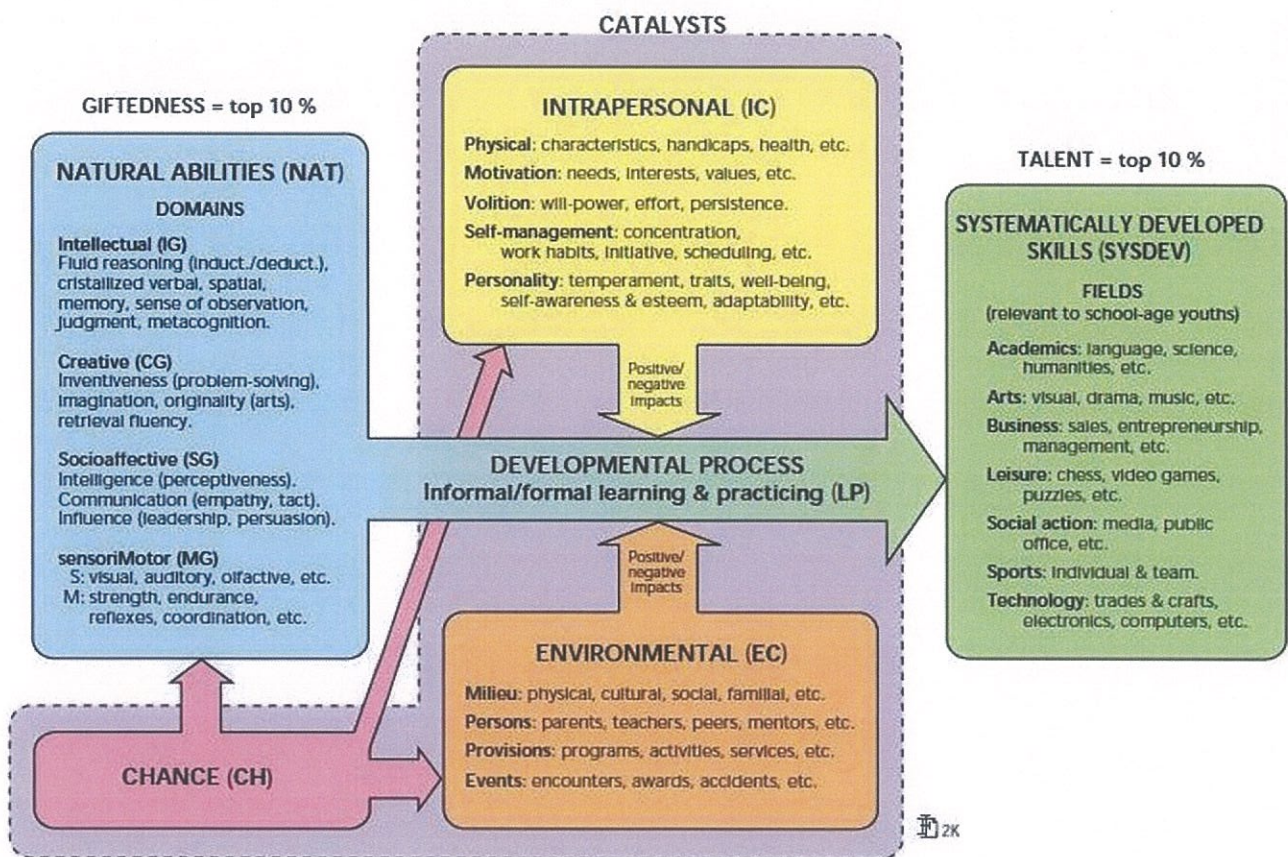
- The Gifted and Talented team, in collaboration with the Learning and Support Team has a responsibility to support teachers in their responsibility to individualise teaching and learning programs;
- The Gifted and Talented team, in collaboration with the Learning and Support Team has a responsibility to provide quality professional development in the area of gifted and talented.

Teachers

- Teachers, in consultation with parents/caregivers, have a responsibility to identify gifted and talented students;
- Teachers have a responsibility to implement a variety of teaching strategies to cater for gifted and talented students; and
- Teachers have a responsibility to foster positive home/school relationships that will benefit the gifted and talented student, and that keeps parents informed of the social, emotional and academic progress of gifted and talented students.

Definitions

- Gifted students* are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical.
- Talented students* are those whose skills are distinctly above average in one or more areas of human performance.



Gagne's Differentiated Model of Giftedness and Talent (DMGT.EN.2K)

Principles of Identification

Identification needs to be an ongoing, diagnostic process employing both objective and subjective measures. The goal of identification is to provide appropriate learning experiences. Identification is a shared responsibility between parents/caregivers, teachers, counsellors and other professionals. The Gagne model of giftedness must be considered when identifying students. The use of multiple criteria and valid, reliable tools will assist in identifying underachieving, learning disabled, culturally diverse and disadvantaged students. Ideally, identification will begin early and include other teachers who may be seeing the child regularly or in other contexts.

Subjective Measures:

- Structured observations
- Teacher checklists (Appendix A)
- Parent checklist (Appendix B)
- Self nomination
- Anecdotal evidence

Objective Measures:

- Psychometric (I/Q) testing
- Standardised tests
- Off-level testing

Procedures for Identification

1. Teacher identifies student/s who is displaying gifted and talented characteristics/behaviours (some behaviours may be negative).
2. Teacher completes individual student checklist (Appendix A) in consultation with **any** relevant staff (eg. librarian, EAL/D/STLA teacher).
3. Send home parent checklist (Appendix B).
4. Complete Learning and Support Team referral (include individual student checklist and parent/caregiver checklist).
5. In consultation with the LaST, organise the appropriate educational strategies and interventions for the student.
6. With support from the LaST, monitor the social, emotional and academic progress of the student on an ongoing basis.
7. Liaise with parents/caregivers as appropriate.
8. At the beginning of each year, generate a report of identified gifted and talented students, ensuring that current teachers are aware of student capabilities and needs.

Practices

Once identified, the following provisions may be recommended by the Learning and Support Team:

- placement with a cluster of gifted students in a mixed ability class (in the following year);
- subject acceleration in areas of strength, e.g. attending number groups in a higher stage;
- acceleration to a higher grade on a permanent basis (refer to Retention and Promotion Policy);
- differentiation of the grade level curriculum, i.e. different tasks for the gifted student;
- participation in a 'project' with other identified gifted students to encourage like-minded students to work collaboratively to complete a set task; and
- participation in one-off events such as 'Tournament of the Minds' and 'Young Scientist' events where appropriate.

Monitoring and Evaluating Programs

To be completed through the Learning and Support team monitoring and evaluation process.



RAINBOW STREET PUBLIC SCHOOL
GIFTED & TALENTED STUDENTS
(Nomination by teacher)

APPENDIX A

Student: _____

Class: _____

DOB: _____

Completed by: _____

- The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed.
- Indicate how much you think the child is like the item by using the scale below each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one box for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the *Unsure or don't know* box.
- Use the space below each item for examples concerning the child, add as many details as you can remember. Be as specific as possible in describing the child's interests and accomplishments.

1. Has quick, accurate recall of information.

(e.g. good short and long-term memory; quick to provide facts and details; makes connections between ideas and events)

SA	1	2	3	4	5	6	7	8	9	10	SD
Unsure or don't know											
Examples:											

2. Shows intense curiosity and deeper knowledge than other children.

(e.g. has an enthusiastic need to know, remembers things in great detail)

SA	1	2	3	4	5	6	7	8	9	10	SD
Unsure or don't know											
Examples:											

3. Is empathetic, feels more deeply than do other children that age.

(e.g. exhibits maturity usually associated with older children; shows unusual hurt or pain; is sensitive to others' feelings, reads body language; very concerned about world events and issues)

SA	1	2	3	4	5	6	7	8	9	10	SD
Unsure or don't know											
Examples:											

4. May not always display their advanced understanding in everyday situations.

(e.g. playground behaviour may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations; perfectionism leading to procrastination)

SA	1	2	3	4	5	6	7	8	9	10	SD
----	---	---	---	---	---	---	---	---	---	----	----

Unsure or don't know

Examples:

5. Uses advanced vocabulary.

(e.g. correctly uses vocabulary and phrasings adults would expect from older children; surprises adults with words or phrases they use; likes complex communication, games and conversation)

SA	1	2	3	4	5	6	7	8	9	10	SD
----	---	---	---	---	---	---	---	---	---	----	----

Unsure or don't know

Examples:

6. Reads, writes or uses numbers in advanced ways.

(e.g. reads earlier than most children, often before starting school; likes to read rapidly to get the gist of a story; uses computational skills earlier than others)

SA	1	2	3	4	5	6	7	8	9	10	SD
----	---	---	---	---	---	---	---	---	---	----	----

Unsure or don't know

Examples:

7. Advanced play interests and behaviours.

(e.g. exhibits play interests that resemble those of older children; likes to play board games designed for older children, teens or adults; more apt to be interested in complex play situations or sophisticated play activities)

SA	1	2	3	4	5	6	7	8	9	10	SD
----	---	---	---	---	---	---	---	---	---	----	----

Unsure or don't know

Examples:

8. Shows unusually intense interest and enjoyment when learning about new things.

(e.g. listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness)

SA	1	2	3	4	5	6	7	8	9	10	SD
----	---	---	---	---	---	---	---	---	---	----	----

Unsure or don't know

Examples:

9. Has an advanced sense of humour or sees incongruities as funny.

(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words; sees humour in situations, even ones against him or her, and laughs at the situation)

SA	1	2	3	4	5	6	7	8	9	10	SD
----	---	---	---	---	---	---	---	---	---	----	----

Unsure or don't know

Examples:

10. Understands things well enough to teach others.

(e.g. likes to play school with other students or toys; talks like an "expert" or likes to discuss certain topics a lot; explains ideas to adults when he or she thinks the adult does not understand)

SA	1	2	3	4	5	6	7	8	9	10	SD
----	---	---	---	---	---	---	---	---	---	----	----

Unsure or don't know

Examples:

11. Is comfortable around older children and adults.

(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; often plays with and is accepted by older children)

SA	1	2	3	4	5	6	7	8	9	10	SD
----	---	---	---	---	---	---	---	---	---	----	----

Unsure or don't know

Examples:

12. Shows leadership abilities.

(e.g. sought out by other children for play ideas; adapts his or her own words to the vocabulary of playmates; may be seen as bossy; uses verbal skills to deal with conflicts of other children)

SA	1	2	3	4	5	6	7	8	9	10	SD
----	---	---	---	---	---	---	---	---	---	----	----

Unsure or don't know

Examples:

13. Is resourceful and improvises well.

(e.g. makes ingenious or functional things from LEGO/building toys/craft items; plays with or carries on conversations with imaginary friends; applies learning from a previous situation to a new situation)

SA	1	2	3	4	5	6	7	8	9	10	SD
----	---	---	---	---	---	---	---	---	---	----	----

Unsure or don't know

Examples:

14. Shows logical and metacognitive skills in managing own learning.

(e.g. understands game rules quickly; learns from mistakes in playing games; monitors difficulty of task)

SA	1	2	3	4	5	6	7	8	9	10	SD
----	---	---	---	---	---	---	---	---	---	----	----

Unsure or don't know

Examples:

15. Uses imaginative methods to accomplish tasks.

(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

SA	1	2	3	4	5	6	7	8	9	10	SD
----	---	---	---	---	---	---	---	---	---	----	----

Unsure or don't know

Examples:



RAINBOW STREET PUBLIC SCHOOL
GIFTED & TALENTED STUDENTS
(Nomination by parent or caregiver)

APPENDIX B

Student: _____

Class: _____

Form completed by: _____
(name) (relationship to student)

Characteristics Checklist:

Indicate the characteristics which your child displays by ticking the appropriate box.

Characteristic	Most of the time	Some of the time	Rarely
Recalls facts easily			
Expresses himself/herself fluently			
Is always asking questions			
Has a sense of humour			
Finds unusual uses for things			
Tends to lead/initiate activities			
Is curious			
Has long attention span			
Is easily bored			
Is an avid reader			
Thinks logically			
Mixes with older children and adults			
Is impulsive			
Is an independent learner			
Is concerned about world issues			

Characteristics Questions:

When did your child first begin to read? Is he/she self-taught? _____

At what age did your child show an understanding of numbers, puzzles and patterns? _____

How many books and magazines would your child voluntarily read in a month? _____

Does your child have any unusual interests? If so, what are they? _____

What type of television programs does your child like to watch? _____

Does your child have an interest in music? If so, what is he/she learning and what level has been attained?

In what activities does your child participate outside school hours?

What hobbies and interests does your child have?

Would you consider that your child has a particular problem or need that may affect his or her learning?

Please add any other information you may feel relevant to your child's education.
