PURPOSE
The Gifted and Talented Students Program is designed to enable all gifted and talented learners to achieve their full academic, personal and social potential.

DEFINITIONS
This policy adopts definitions of giftedness and talent based on Gagne’s Differentiated Model of Giftedness and Talent (DMGT), 2004:

*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 of human performance.

AIM
To identify gifted and talented students and maximise their learning outcomes through the provision of a differentiated and extension curriculum.

GUIDELINES
- The identification of gifted and talented students should occur as early as possible.
- The identification process needs to be reliable and defensible, and must be congruent with current research and DEECD policies.
- Students performing at one or more VELS levels above their peers will be considered for inclusion in the gifted and talented program.
- To safeguard inclusive screening the identification process will ensure a balance between objective and subjective assessments. Screening strategies could include:
  - observation of students’ performance, developmental history and interests
  - standardised achievement tests
  - restricted tests of cognitive/intellectual ability
  - parent and/or professional nomination
  - checklists of traits and characteristics
  - cumulative school history and anecdotal evidence
  - interest surveys
  - tests designed for higher levels of education.
- A differentiated curriculum is necessary to cater for a wide range of learning styles, readiness and abilities within a mainstream class.
- Curriculum provisions need to include opportunities for enrichment, extension and acceleration within and beyond the classroom.

IMPLEMENTATION
- A variety of identification tools will be utilised to identify gifted and talented students. The process must:
  - be school-wide
  - use multiple criteria
  - be inclusive
  - be dynamic and continuous
  - be culturally fair
  - ensure that all domains of giftedness and field of talent are identified
  - recognise degrees of giftedness and talent
  - be organised and linked to differentiation
- allow for early identification and identification at all stages
- enable input from the full range of stakeholders.

- A range of opportunities will be provided for enrichment and extension including clubs such as chess and debating; participation in competitions such as the University of NSW – Maths, English, Science and Computing Competitions; Future Problem Solving; Tournament of Minds, etc.
- Programs provided will reflect strategies outlined in DEECD’s *Gifted Education* 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, individual learning plans, Education Support Group (ESG) meetings, mentoring, classroom enrichment and extension.
- Identified gifted and talented students will participate in extension and enrichment programs in multi-age groupings on a term/semester basis.
- The gifted and talented programs will endeavour to develop critical, creative and futuristic thinking skills and challenge students to apply their imagination and higher order questioning/thinking to comprehend and solve problems in a variety of ways.
- Teachers’ professional learning will be ascertained annually to ensure individual differences in students are identified and fully catered for.

**EVALUATION**
This policy will be reviewed after one year of implementation and then as part of the school’s three-year review cycle.