



## PURPOSE

The Gifted and Talented Students Program, *Bright Futures*, 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 DET policies.
- Students performing one year ahead in both English and Mathematics Victorian Curriculum levels may 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.
- To participate in the Music focussed *Bright Futures* program, students will be required to:
  - demonstrate excellent ability in reading and playing music, or
  - demonstrate a keen interest in singing at an advanced level, or
  - express a keen interest in learning to play a musical instrument, e.g. piano, and who would not otherwise have the opportunity to do so externally.

## 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
  - 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 (ICAS) Testing in the areas of Maths, English, Science and Computing Competitions; Future Problem Solving, etc.
- Programs provided will reflect strategies outlined in DET *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.
- The Music focussed *Bright Futures* program will be implemented with selected students on a weekly basis consisting of:
  - intensive 50 minute small group session for piano, or
  - 25 minute 1:1 sessions for piano
  - 50 minute sessions for singing and instrumental instruction.

## EVALUATION

This policy will be reviewed as part of the school's three-year review cycle.