Preamble

The New South Wales *Policy and implementation strategies for the education of gifted and talented students* (revised 2004) indicates that it is the responsibility of school communities to identify gifted and talented students and to maximise their learning outcomes in all public schools.

All children have strengths and weaknesses. For some children those relative strengths are of such a magnitude that we refer to them as “gifts”.

The New South Wales *Policy and implementation strategies for the education of gifted and talented students* (revised 2004) is available at:

Definition

The NSW Department of Education and Communities (DEC) states:

“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 achievement distinctly beyond the average for a student’s age as a result of application to training and practice.”
Identification

In accordance with DET policy, identification is a multifaceted process which involves both subjective and objective measures of potential and achievement. Identification at HHPS may include:

- Standardised testing regularly conducted by the school including PAT-Maths, PAT-Vocabulary, SENA, TORCH Reading, NAPLAN results etc.
- Analysis of school achievements and progress (academic, social and emotional)
- Teacher nomination
- Parent nomination

The Principal in consultation with the executive, the teacher of Gifted and Talented students, classroom teachers and the Learning Support Team manage the identification process.

Gagné’s Differentiated Model of Giftedness and Talent (DMGT) is the accepted definition within NSW Public Schools.

Gagné refers to gifts as natural occurring abilities, which place children in the top 10% of their age cohort. Talents refer to the systematically developed expression of these gifts. For example, a child may be intellectually gifted and talented in mathematics. Gifts are developed into talents through a process of learning, training and practicing. A child can be gifted and not necessarily talented. Gagné states that
interpersonal catalysts and environmental factors can impact on the developmental process in both positive and negative ways. For example, lack of resources may result in a gift not developing into a talent.

Gagné acknowledges that gifts can occur in the intellectual, creative, socioaffective and psychomotor domains. This policy has been developed to specifically target students who demonstrate giftedness in the intellectual, creative and socioaffective domains. Students with psychomotor giftedness are catered for within our PDHPE programs and PSSA teams.

**Characteristics of Gifted Learners**

Distinguishing features of gifted learners become apparent from an early age. Silverman (1993) provided a useful summary of the intellectual and personality characteristics of gifted learners. Not all of these features are exclusive to gifted learners, but such students may possess them to a greater degree. Likewise, not all gifted students will exhibit all of these characteristics.

<table>
<thead>
<tr>
<th><strong>Intellectual Traits</strong></th>
<th><strong>Personality Traits</strong></th>
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<tbody>
<tr>
<td>Exceptional reasoning ability</td>
<td>Insightful</td>
</tr>
<tr>
<td>Intellectual curiosity</td>
<td>Need to understand</td>
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<tr>
<td>Rapid learning rate</td>
<td>Need for mental stimulation</td>
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<tr>
<td>Facility for abstraction</td>
<td>Perfectionism</td>
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<tr>
<td>Complex thought processes</td>
<td>Need for precision/logic</td>
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<tr>
<td>Vivid imagination</td>
<td>Excellent sense of humour</td>
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<tr>
<td>Early moral concerns</td>
<td>Sensitivity/Empathy</td>
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<tr>
<td>Passion for learning</td>
<td>Intensity</td>
</tr>
<tr>
<td>Powers of concentration</td>
<td>Perseverance</td>
</tr>
<tr>
<td>Analytical thinking</td>
<td>Acute self-awareness</td>
</tr>
<tr>
<td>Divergent thinking/creativity</td>
<td>Nonconformity</td>
</tr>
<tr>
<td>Keen sense of justice</td>
<td>Questioning rules/authority</td>
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<tr>
<td>Capacity for reflection</td>
<td>Tendency to introversion (among the highly gifted)</td>
</tr>
</tbody>
</table>

(Based on Silverman (1993))

**Levels of Giftedness**

Just as children with intellectual disabilities have needs related to the severity of their disability, the needs of children with intellectual abilities vary according to the level of giftedness. The following table suggests appropriate programming options for children at differing levels of intellectual ability:
<table>
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<tr>
<th>Levels of giftedness</th>
<th>Prevalence</th>
<th>Programming options</th>
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</thead>
</table>
| Mildly (IQ: 115 – 129) (basically) | 1:6 to 1:40 | Enrichment in regular classroom  
Modified curriculum  
Curriculum compacting |
| Moderately (IQ: 130 – 144) | 1:40 to 1:1,000 | Advanced work  
Challenges within content  
Some form of ability grouping  
Mentorships  
Single subject acceleration  
Single grade skip or early entrance to school |
| Highly (IQ: 145 – 159) | 1:1,000 to 1:10,000 | Fast-paced content work in talent area  
Ability grouping at least in talent area  
Acceleration options  
Challenging academic enrichments, e.g. Latin  
Mentorships |
| Exceptionally (IQ: 160 – 179) | 1:10,000 to 1:1 million | Highly individualised programs  
High school / university level programs  
Advanced placement  
Radical acceleration (3+ carefully spaced grade skips)  
Ability grouping in specific talent areas  
Specific counselling services |
| Profoundly (180+) | Fewer than 1:1 million | Radical acceleration  
Early admission to university  
Highly individualised programs  
Special program searches  
Special counselling services  
Ability grouping in specific talent areas |

(Source: Feldhusen, 1993)
Programs

Classroom Programs

Gifted students across the school are provided with differentiated provisions in our learning programs. Teachers are continually trained in curriculum differentiation and many have undertaken professional learning and development in Gifted and Talented Education to provide an appropriately differentiated program for each child's needs across Key Learning Areas. Students may be provided with opportunities to be grouped with likeminded peers to develop their intellectual potential and support their social and emotional development.

Classroom practices which have been shown to be effective for gifted learners include:

- Accelerating and advancing content
- Curriculum differentiation including grouping students for appropriate instruction (e.g., literacy groups, maths groups)
- Compacting of curriculum content
- In-depth study of an interest area
- Open-ended activities that promote divergent thought and production
- Negotiated contracts with an emphasis on higher order skills

Teachers implement these strategies based on the students’ strengths, interests and the subject area being taught.

Highly and exceptionally gifted students may require a Personal Learning Plan (PLP). This will be developed by a child’s class teacher in consultation with the Learning Support Team. A PLP includes information about a student’s previous achievements, current and future learning goals and areas for development.

Whole School Programs

HHPS employs a Teacher of Gifted and Talented Students on a part-time basis. This teacher is responsible for the delivery of the school’s program for gifted students. Gifted provisions are based on the current needs of the school population and may include: withdrawal classes in literacy and numeracy, specialised project work, in-class support, and resourcing of teachers.

Whole School Enrichment

All students are encouraged to take part in a range of enrichment activities which are designed to allow all students to discover areas of strength and interest.

Hunters Hill Public School Gifted & Talented Guidelines October 2016
Opportunities for students who display a particular aptitude in these areas may then be provided. For example, selection into the school debating team.

These opportunities include:

- Debating and Public Speaking
- Robotics
- Coding
- Dance groups
- Academic Competitions (e.g., ICAS, Maths Olympiad)
- Chess
- Student Leadership Programs
- Choir
- Band
- Recorder Ensemble
- French Language Program
- GATEWAYS Enrichment Workshops
- NIDA Drama workshops
- Sporting competitions

**Acceleration**

The DEC Guidelines on the Accelerated Progression of Academically Gifted Students K-6 is available at:


The Board of Studies *Guidelines for accelerated progression* (2000) provides the following Statewide indicators when considering students for accelerated progression:

...it is probable that only one in 200 (0.5%) students would be capable of acceleration in all subjects...it is probable that the most capable 5% of students could be appropriate for acceleration in one subject of special interest and expertise (p. 21).

The following flowchart indicates the process for considering accelerated progression:
**Single-subject acceleration**

Where a student exhibits exceptional ability in a particular subject or KLA, the opportunity to accelerate into a higher grade may be offered. The process for single-subject acceleration is the same as for whole grade acceleration. However, a full
psychological assessment may not be required and additional achievement level testing may take place.

Single-subject acceleration is at the discretion of the Principal.

**Early Entry to School**

Intellectually gifted children aged 4 or older (as at 31st January year of enrolment) may be considered for early entry. The DEC Policy and Guidelines on Early Entry are available at:


**Evaluation**

Programs are monitored to ensure that current programming meets the needs of the school community.

GATE Policy to be revised... (2018)

**Appendix**

HHPS Identification form

**References**

