

Bribie Island State School



Gifted and Talented and Enrichment Policy and Procedures 2015

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Rationale

Vision: An ENRICHED education for ALL

Optimising every student's opportunity to achieve his or her potential lies at the heart of Education Queensland's commitment to all students. Bribie Island State School provides *An Enriched Education for ALL students*. We advocate for inclusivity for our students by acknowledging and catering to differences in learning styles, backgrounds, needs and motivation. We treat students accordingly by modifying tasks, content and method of instruction to ensure all students can access the curriculum in a way that is meaningful for them.

Description of G & T and Enrichment Opportunities

DETE guidelines provide the following definitions which reflect the distinction between potential and performance:

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. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school.

Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field. (Curriculum provision for Gifted and Talented Students – DETE).

Enrichment opportunities seek to support the delivery of a diverse, explicit and differentiated curriculum for all students. A well-balanced approach to learning is ensured by considering individual learning styles and strengths through Howard Gardner's Multiple Intelligences Model. At Bribie Island State School, an enriched education for all promotes inclusivity and the belief that all children have strengths regardless of where they sit economically or socially. The Multiple Intelligences Model guides us to further understand what enrichment opportunities mean for all children.

Purpose and Objectives

Purpose

This Policy supports all Bribie Island State School students. Under the umbrella of enrichment, students who are gifted are supported, as are their educators and parents/carers. It establishes our shared responsibility to ensure that these students are provided with opportunities to develop their abilities and to meet their potential for outstanding achievement.

Embedding the objectives of this Policy into our planning assists Bribie Island State School to fulfil the goals of *P – 12 assessment and reporting framework: curriculum provision to students with diverse learning need* by:

- enabling all young people to achieve success at school
- providing specific assistance and targeted programs to students who are gifted
- being flexible to accommodate the individual learning needs of all students

Objectives

Our commitment to enrichment programs and the education of students who are gifted can be demonstrated by:

- greater awareness of the prevalence and specific needs of students who are gifted
- identification of all students who are gifted regardless of their ethnicity, location, (dis)ability, gender or economic status
- meeting the specific needs of students who are gifted and achieving improved learning outcomes
- co-operation and collaboration among teachers, parents/carers, students, education administrators and the community to ensure students who are gifted have opportunities to develop their abilities.

Context

Bribie Island State School is a prep to year 6 campus and feeder school for Bribie State High School. Six hundred and sixty students are in attendance with a 9.4% indigenous enrolment. Our ICSEA (Indicator of Cultural Social Economic Advantage) rating is 936 which is significantly below the national benchmark. Thirty-six percent of our students are from a single parent family. Thirty-four percent of our students are from families who are unemployed. The implications of the socio-economic status for Bribie Island State School and student demographics are extensive. To ensure inclusivity for *all* students, we have adopted as an overarching framework Howard Gardner's theory of Multiple Intelligences (Gardner, 1993). The premise behind this is to ensure engagement of all students by creating and enhancing opportunities for students to learn. Whilst acknowledging the need to cater for students who are identified as *gifted* Bribie Island State School has seen a shift toward recognising more than purely demonstrable intellectual performance.

With a full curriculum in place, there is acknowledgement that students need to be provided with engaging and relevant opportunities which are suited to their learning styles.

Key Strategies and Processes

Flowchart for supporting Gifted and Talented Students

PHASE ONE – INFORMATION GATHERING

- Teacher discusses child at PLC meeting. PLC suggest ideas which may assist teacher.
- **Class teacher will gather appropriate supporting documentation:**
 - ✓ One School data
 - ✓ standardised/diagnostic testing processes (e.g. Saylor checklist, PAT tests, etc.)
 - ✓ other relevant student work samples
 - ✓ observational data of student within their classroom environment
 - ✓ past academic reports.
 - ✓ evidence of **differentiated** teaching
- Parent is contacted by class teacher and this contact is recorded on Student Referral form
- Gathered information to be recorded on a 'Referral for Student Support' form and all relevant documentation forwarded to the Deputy Principal
- Once Deputy Principal has received the SSS referral form, teacher is given the go ahead to book SSS meeting on One Portal



PHASE TWO – COLLABORATION Discussion with Student Support Services

Class teacher and SSST will develop an action plan by:

- collating student background information
- analysing data gathered by class teacher
- identifying **differentiated and focused teaching** requirements
- establishing actions to be taken by all relevant stakeholders including SSS members, class teacher, Guidance Officer, SLP, STLaN, Specialist teachers, other on-site staff, parents/carers, student, AVTs and external agencies.
- Parent may be asked to complete parent permission for GO assessment/SLP
- Parent will be asked to sign plan where appropriate (e.g. DIP, ISP or other Support Provision)



PHASE THREE – REPORTS AND RECOMMENDATIONS Completion of Action Plan tasks

All relevant stakeholders complete tasks identified in Action Plan.

- Class teacher/Specialist teacher test/checklist/observational data for analysis
- Guidance Officer reports /SLP reports and recommendations shared with group
- Where appropriate - Parent/Carer input (e.g. Parent Saylor checklist, behaviour checklist)
Student input (e.g. 'Judging Myself')
- AVT/External agency reports and recommendations
- identifying **intensive teaching** requirements
- compilation of student portfolio including ICP checklist if required.
- During this phase the class teacher and SSST will begin to develop a relevant Plan/s.
- All provisions and contacts to be recorded on One School
- Review date is set



PHASE FOUR – ASSESSMENT and REVIEW

An SSS meeting with relevant stakeholders invited to assess and review all:

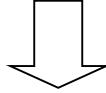
- Parent/Carer/Student information
 - Teacher/Specialist data analysis Guidance Officer/AVT/External agency reports and recommendations
 - ICP consideration completed if relevant (refer ICP procedures 4.10 to 4.16)
 - Include a six week trial for Gifted and Talented students on an ICP.
- This meeting will provide opportunity for all relevant stakeholders to make further recommendations to inform a timely review and adjustment of student's support plan.

Flowchart for implementation of Enrichment Days

PHASE ONE – INFORMATION GATHERING AND PROGRAM DESCRIPTION

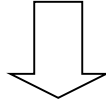
- Class teacher will administer Multiple Intelligence surveys to all students in his/her class. Once information is collated, send surveys to Enrichment Team leader.
- Classroom teacher to identify students top three strengths
- Teachers and Specialists to decide upon program they will deliver for Enrichment Day. Place name and brief activity description into MI grid on G drive/Core Data/Common/Enrichment & G&T
- Using top three strengths as the precursor, place students into enrichment rolls equitably.
- Complete Enrichment Proforma and save onto G drive.

Notation: Parent nomination occurs if there is a clash of activity choice.



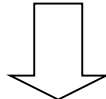
PHASE TWO – IMPLEMENTATION

- Send enrichment notes home, communicating chosen activity to parents prior to upcoming Enrichment Day
- Teachers to create learning goals (ASoT) for the program.
- Teachers to identify differentiation requirements
- Teachers to consider data collection strategies
- Consider multi-age groupings when planning activities.



PHASE THREE – FEEDBACK AND REFLECTION

- Teacher/Specialist teacher to administer student feedback surveys. Send to the Enrichment Team Leader.
- Celebrate achievements/learning with class teacher.
- Enrichment Team leader to provide class teachers with parent surveys.
- Teacher/Specialist to complete reflection phase of planning proforma



PHASE FOUR – ASSESSMENT and REVIEW









Enrichment Team will meet to assess and review:

- Parent/student survey results
- Success of the Enrichment Day
- Guidance Officer/AVT/External agency reports and recommendations

This meeting will provide the opportunity for all relevant stakeholders to make further recommendations to inform future enrichment days.

Enrichment Days Multiple Intelligences Grid

Bribie Island State School – Enrichment Days - Multiple Intelligence Enrichment Grid

	VERBAL/ LINGUISTIC	LOGICAL/ MATHEMATICAL	VISUAL/SPATIAL	BODY/ KINAESTHETIC	MUSICAL	INTERPERSONAL	INTRAPERSONAL	NATURAL
	WORD SMART	LOGICAL & MATHS SMART	SPACE AND VISION SMART	BODY SMART	MUSIC SMART	PEOPLE SMART	SELF SMART	NATURE SMART
								
Years 1 – 3								
GROUP 1								
GROUP 2								
Years 4 – 6								
GROUP 1								
GROUP 2								

Roles and Responsibilities

Parent/Carer

The role of the parent/carers in G&T Education is to:

- provide school personnel with relevant background data and information
- be aware of and involved in support programs including development and review of Individual Support Plan (ISP) or an Individual Curriculum Plan (ICP)
- liaise with case manager to ensure information remains relevant
- promote a strong home-school link by ensuring good communication between home and school

Class Teacher

The role of the teacher, as case manager, is to:

- become familiar with the characteristics of giftedness
- apply appropriate methods of identification including data collection
- liaise with parents/carers
- co-develop, implement, monitor and review student ISP or ICP
- differentiate curriculum in regards to learning experiences, teaching practices and teacher expectation to ensure content, learning processes and learning tasks are reflective of the differing knowledge, skills, interests and learning styles of all students

- provide intellectually challenging activities to promote deep thinking and understanding, creativity, critical thinking and a high level skill development
- reflect on effectiveness of programs and practices
- undertake appropriate professional learning to enhance knowledge and skills.

Specialist Support

The role of the Student Support Services Team (SSST) and other relevant specialist stakeholders is to, where appropriate, assist class teachers to develop and effectively implement differentiated education programs for students.

Major responsibilities of SSST are to:

- co-ordinate the process of identification and referral of students
- provide, collate and analyse diagnostic and/or standardised assessment where appropriate
- collaborate with teachers in assessing classroom environment, teaching strategies and educational resources/materials
- work with administration and other specialists to co-ordinate services
- collaboratively plan ISP or ICP
- manage the acquisition and use of assessment and teaching resources
- provide support and advice to teachers and parents as necessary
- support whole of school professional development aimed to develop a shared understanding of giftedness as well as promote effective teaching practices.

Guidance Officer

The role of the Guidance Officer (GO) is to provide a comprehensive guidance program that responds to the needs of the school.

This involves:

- administration of psycho-educational assessments as identified in the action plan
- recommend appropriate placements for students with giftedness
- liaise with teachers, parents/carers, administration and other agencies to gather and transmit information as appropriate

Principal/Deputy Principal

The role of the Principal/Deputy Principal is to facilitate the process of inclusive schooling within a supportive school environment.

Major responsibilities in regards to G&T Education are:

- provide leadership through SSST in the identification of and provision for gifted students
- provide final approval for the identification of gifted students based on recommendations from the SST

Enrichment Team

The role of the Enrichment Team is:

- to ensure a whole school approach is implemented for Enrichment Days

- to provide students with equitable access to enrichment programs
- to provide appropriate resourcing and staffing for enrichment programs
- to liaise with administration to promote and market enrichment days and specialist enrichment programs

Relevant Resources

- Education Queensland: Gifted and Talented Students
<https://oneportal.deta.qld.gov.au/EducationDelivery/Stateschooling/Pages/Giftedandtalentedstudents.aspx>
- The Learning Place - Gifted and Talented
www.learningplace.com.au/en/g&t
- The Queensland Association for Gifted and Talented Children Inc. (QAGTC)
www.qagtc.org.au/
- Betts and Neihart – Profiles of the Gifted and Talented -
http://www.davidsongifted.org/db/Articles_id_10114.aspx
- Robert Gagne
Instructional Learning theory - <http://www.instructionaldesign.org/theories/conditions-learning.html>
Differentiated model of Giftedness -
<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/images/dmgtcolor.PDF>

Other useful websites:

BRAINways.com.au - Provides gifted education programs for schools

www.bookedout.com.au - For booking mentors and professionals – eg. Brian Doyle, Steven Bradbury

www.coolmath.com - free maths activities

<http://people.aapt.net.au/~darrenkennedy/index.html> - Back to Front Maths

www.emiq.com.au - Maths Investigations

<http://www.gifteddevelopment.com> - Gifted Development Centre USA

<http://www.hoagiesgifted.org/> Contains links to gifted education resources worldwide, organised into content areas

<http://www.nagc.org/> National Association for Gifted Children

<http://epgy.stanford.edu/epgy/> Offers multimedia computer-based distance-learning courses.

<http://www.nfgcc.org> National Foundation for Gifted and Creative Children

<http://www.piecesoflearning.com> Nancy Johnson Pieces of Learning – specialising in differentiated learning

<http://nationdeceived.org/> (Nation Deceived) Acceleration is the single best strategy for gifted children

<http://www.mathyear2.blogspot.com/> Maths on-line teaching resources

<http://www.exemplars.com/> Maths assessment tools for children with rubrics

<http://mathletics.com.au> Interactive maths

<http://www.sciencenewsforkids.org/> Excellent science website

<http://www.teachersdomain.org/> For teachers – all subject areas

<http://www.musicfun.biz> Great music teaching resources

<https://www.learningplace.com.au/deliver/content.asp?pid=38762> – Thinking Digitally – creating with ICTs

www.freerice.com Students can answer high level questions and problems, each answer helping to contribute to sending rice to poor countries