Roseville Public School

GATE

Policy

2016

The Education of Gifted and Talented Students

Formulated December 2016

Philosophy

At Roseville Public School we actively search to identify each child's special qualities and talents and nurture these. Our view of giftedness is inclusive and multidimensional. We recognise the need to encourage excellence in all areas of endeavour: social and leadership ability, creative or productive thinking, general intellectual ability, specific academic aptitude, psychomotor ability, visual arts and performing arts.

Aims

At Roseville Public School we aim to :
- ensure teachers and parents are familiar with the NSW Department of Education definition of gifted and/or talented students

- ensure gifted and talented students in the school population are identified according to the characteristics outlined in the NSW Department of Education 2004 Policy for the identification of gifted and talented students

- establish processes for identifying gifted and talented students and for ongoing evaluation of the success of these identification methods

- differentiate the curriculum to meet the needs of individual gifted and talented students within mainstream classrooms

- partially or fully accelerate students when it is appropriate to do so

- consider the effects of factors such as ethnicity, bilingualism and gender on student performance

- ensure there is a culture of high achievement

- further develop staff expertise in identification, planning and programming for gifted and talented students in their class

- provide professional development for staff on the topics relevant to gifted education

- establish and maintain ongoing communication with parents, teachers and others

What is a gifted and talented student?

NSW Department of Education adaptation from F. Gagne (2003):

- **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 to a degree that places an individual in at least the top 10% of age peers.
The term **giftedness** is used to refer to natural **ability.**

- **Talented** students are those whose skills are distinctly above average in one or more of the following domains of human performance to a degree that places the individual in at least the top 10% of age peers.
The term **talent** is used to refer to superior mastery of **performance.**

Professor Miracca Gross, Director of Gifted and Talented Research, Resource and Information Centre at UNSW says about **10%** of children can be classified as gifted and talented.
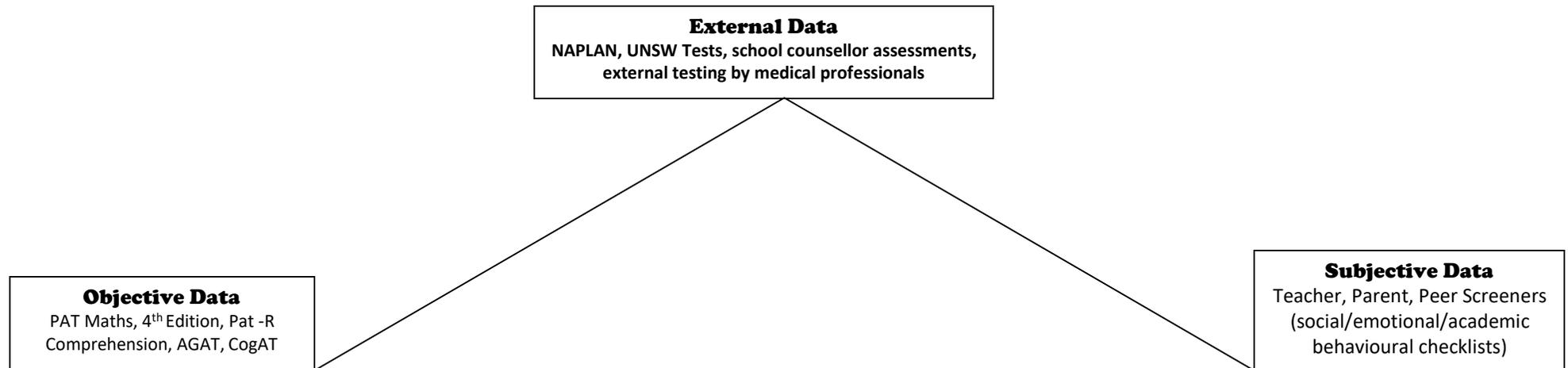
Identification Processes

The early and accurate identification of giftedness is essential to ensure the best educational outcome for gifted children. The identification of gifted and talented students at Roseville Public School comprises the **Triangulation of Data** which includes objective data, subjective data and external data.

Parents can nominate a student prior to enrolment. If the parent nomination is supported by, for example, the pre-school then the school counsellor may administer a psychometric test. If the results of this test indicate that a student is intellectually gifted then the students' social maturity would be considered before a final decision made about whether the student would be accepted for early entry to school (as per the DET's guidelines for *Acceleration*) or grade acceleration.

The identification process involves teachers carefully evaluating student performance in partnership with the parents/carers, other teachers and professionals. The student's peers could also contribute to the process. This identification process needs to consider if students are deliberately hiding their talents; lack the motivation to achieve; need intervention strategies to enable their gifts and talents to be identified; have parents who are reluctant to acknowledge, or are unaware, that their child is gifted**.**

Roseville Public School will use the following Triangulation of Data to identify gifted and talented students.

Triangulation of Data

External Data
NAPLAN, UNSW Tests, school counsellor assessments,
external testing by medical professionals

Objective Data
PAT Maths, 4th Edition, Pat -R
Comprehension, AGAT, CogAT

Subjective Data
Teacher, Parent, Peer Screeners
(social/emotional/academic
behavioural checklists)

Characteristics

The distinguishing features of the gifted become apparent from an early age. Silverman (1993) provides a useful generalisation of the intellectual and associated personality characteristics of the gifted group.

Intellectual Traits
Exceptional reasoning ability
Intellectual curiosity
Rapid learning rate
Facility for abstraction
Complex thought processes
Vivid imagination
Early moral concern
Passion for learning
Powers of concentration
Analytical thinking
Divergent thinking / creativity
Keen sense of justice Capacity
for reflection

Personality Traits
Insightful
Need to understand
Need for mental stimulation
Perfectionism
Need for precision / logic
Excellent sense of humour
Sensitivity / empathy
Intensity
Perseverance
Acute self-awareness
Nonconformity
Questioning rules / authority
Tendency to introversion
(Silverman, 1993, p. 53).

Assessment Overviews

To assist the school in identifying every student's potential and/or performance, including those with gifts and talents, Roseville Public School has developed a **K-6 Assessment Overview** for class teachers to use throughout the year. This assessment schedule includes norm referenced testing, criteria referenced testing and external assessments.

The CogAT, AGAT, Pat Maths 4th Edition and Pat-R Comprehension norm referenced tests will be administered annually during Term 4. From these results students who achieve Stanine Levels 8 or 9 will be entered on the Gifted and Talented Data Base Spreadsheet and tracked along their school years at Roseville Public School. In the following year these students will be placed in cluster groups to cater for differentiation and extension.

CogAT Form 7 Levels:

Kinder : Test 5/6
Year 1: Test 7
Year 2: Test 8
Year 3: Test 9
Year 4: Test 10
Year 5: Test 11
Year 6: Test 12

AGAT Levels:

Year 1: Test 1
Year 2: Test 2
Year 3: Test 3
Year 4: Test 4
Year 5: Test 5
Year 6: Test 6

Pat Maths 4th Edition and Pat-R Comprehension

Year 1: Test 1
Year 2: Test 2
Year 3: Test 3
Year 4: Test 4
Year 5: Test 5
Year 6: Test 6

Tracking Folders

Results from norm referenced testing and external assessments shown on the school schedule are recorded by class teachers onto the student summary sheets contained in all **Student Tracking Folders**. Class teachers also enter results of students who have achieved **Stanine 8 or 9** onto the **GATE Data Base Spreadsheet** on the school server. The Learning Support and GATE Team will track the students throughout the year.

For those students who are identified by classroom teachers and are not identified on the GATE Data Base Spreadsheet, a Learning Support form is to be completed and provided to the **Learning Support and GATE Team** for further discussion, analysis and development of an action plan.

The Learning Support and GATE Team is also responsible for transferring relevant information to the school's **GATE Data Base Spreadsheet** and **GATE Profile Folders**. This assists the school to track the development and placement of students and to ensure any possible underachievement is identified early and appropriate action planned. This team will also track the overall trends across the school.

GATE Folders

External identification tools and assessments for Gifted and Talented students will be placed in the students' own personal **GATE Profile Folder** kept in the Deputy Principal's Office.

Class teachers will use the information contained in the **Student Tracking Folders** and **GATE Data Base Spreadsheet** to inform them when making decisions regarding placement of students in various groups, such as clustering of intellectually gifted students within a mainstream class or grouping mathematically gifted students in across-grade groups. Teachers will also use this data to inform their decisions regarding program development and differentiation to support students' learning.

Implementation of the GATE Team

1. The Learning Support and GATE Team will meet weekly to discuss and assist teachers to cater for individual student needs
2. Continue identification and development for Gifted and Talented students
3. Raise staff awareness and develop staff skills through regular inservicing at staff meetings and attendance in advertised inservice courses
4. Staff members to attend Mini- COGE course at UNSW
5. Staff members to attend "Ignite the Spark" differentiation course at UNSW
6. Provide opportunities for identified students to be catered for within the classroom, school basis extension groups and external opportunities out of school
7. Attend and contribute at collegial district based GATE meetings
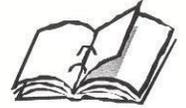
Within the classroom :

- Student centered learning environment that is independent, open and flexible, accepting and complex which include individual projects and assignments and negotiated contracts using **Bloom's Taxonomy, Williams, Maker or Gardener** program models for differentiation
- Curriculum content that is abstract, complex and allowing topic depth/breadth and variety
- Curriculum processes that allow higher levels of thinking, creative problem solving, moral reasoning, open ended questions and activities, freedom of choice, pace and variety, and cooperative, social and leadership skills
- Classroom management may include group work, cooperative learning, interest/learning centres, peer support
- Recognise the variations in learning styles for each individual
- The inclusion of 'cluster groups' of approximately 6/8 students who identify as Gifted and Talented within each grade. The number of cluster groups may vary from grade to grade.

Within and outside the school:

- Special interest groups eg: Academic Competitions, Art Club, Band, Chess, Choir, Dance group, Debating, Drama, Kidspreneur, Maths Olympiad, Peer Support, Philosophy, Public Speaking, Robotics, SEMP Club, Student Leadership, Tournament of Minds
- Recognition of attainments through School Bulletins and assemblies
- Information to parents about extra curricula activities via school newsletters
- Extra curricula activities -camps, excursions
- Testing for O.C classes and selective high schools
- Publicising camps and activities for talented students such as creative writers, music and creative arts camps
- PSSA Zone / District / State selection
- Australian Youth Choir
- Participation in district festivals and eisteddfods
- Multicultural and Roseville Public School Speaking Competitions
- Specialist teachers and out-of school-hours programs
- Cooperative planning process and whole school programs in literacy and numeracy to support the extension of gifted and talented students
- Formulate cluster groups so gifted students are able to work with like-minded intellectual peers

Roseville Public School
Yearly Assessment Overview
2016

	Early Stage	Stage 1		Stage 2		Stage 3	
	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Diagnostic/ Norm Referenced Assessment	• Plan Assessments Literacy and Numeracy • Running Records (Benchmark Kit) • Open ended Assessment Tasks across KLAs • CogAT	• Running Records (Benchmark Kit) • SENA 1 /2 (as required) • South Australian Spelling Test • Pat Maths Edition 4 • Pat Reading Comprehension • CogAT (as required)	• Running Records (Benchmark Kit) • SENA 1 /2 (as required) • South Australian Spelling Test • Pat Maths Edition 4 • Pat Reading Comprehension • AGAT • CogAT (as required)	• South Australian Spelling • Pat Maths Edition 4 • Pat Reading Comprehension • AGAT • CogAT (as required) • NAPLAN • UNSW Competitions **Optional** • C.A.R.S	• South Australian Spelling • Pat Maths Edition 4 • Pat Reading Comprehension • AGAT • CogAT (as required) • UNSW Competitions **Optional** · C.A.R.S	• South Australian Spelling • Pat Maths Edition 4 • Pat Reading Comprehension • AGAT • CogAT (as required) • NAPLAN • UNSW Competitions **Optional** · C.A.R.S	• South Australian Spelling • Pat Maths Edition 4 • Pat Reading Comprehension • AGAT • CogAT (as required) • UNSW Competitions **Optional** · C.A.R.S
Criteria Referenced Assessment	Examples: • Directionality • Sequencing • Visual Discrimination • Auditory Discrimination • Work samples • Moderated work samples • Rubcs	Examples: • Work samples • Moderated work samples • Maths work samples • Open ended Assessment Tasks across KLAs • Rubrics • Student Tracking Folder		Examples: • Work samples • Moderated work samples • Maths work samples • Open ended Assessment Tasks across KLAs • Rubrics • Student Tracking Folder		Examples: • Work samples • Moderated work samples • Maths work samples • Open ended Assessment Tasks across KLAs • Rubrics • Student Tracking Folder	
Other	• Parents' preschool Survey • Anecdotal Records • Observations • Checklists • Before & after data • Student Tracking Folder • Oral Reports • Grade based assessment tasks	• Parents' beginning of the year survey • Anecdotal Records • Observations • Checklists • Before & after data • Oral Reports • Grade based tests & assessment tasks • Student Self Assessment		• Parents' beginning of the year survey • Anecdotal Records • Observations • Checklists • Before & after data • Oral Reports • Grade based tests & assessment tasks • Student Self Assessment		• Parents' beginning of the year survey • Anecdotal Records • Observations • Checklists • Before & after data • Oral Reports • Grade based tests & assessment tasks • Student Self Assessment	

Identification

Guided by the Department of Education policy and individual school documentation outlining the specific processes for identification and provision of developmentally appropriate educational programs and strategies for all gifted and talented students. School documentation also provide the name and contact details of the designated school contacts for parents for all enquiries regarding gifted and talented education. Roseville Public School's Deputy Principal and Assistant Principal coordinating the Learning Support and GATE Team to be the contacts for parents and teachers.

Teacher Nomination
following observations, assessments and discussions

Parent Nomination

Peer Nomination

Self Nomination

Assessment for Identification

- Psychological assessments
- Self-identification
- Interviews
- Anecdotal evidence
- Curriculum based assessments and reporting

- Subjective assessments- Teacher/ parent/peer behavioural checklists
- Objective assessments- PAT Maths, Pat-R Comprehension, AGAT, CogAT
- External assessments- NAPLAN, UNSW Tests, school counsellor assessments, external testing by medical professionals

Counsellor referral for Psychometric assessment

Learning Support And GATE Team

Level of Giftedness	IQ range
Mildly	115 -129
Moderately	130 -144
Highly	145- 159
Exceptionally	160 -179
Profoundly	180+

Feldhausen, 1993, cited Gross, 2000

Total Acceleration
highly gifted to profoundly gifted + emotional maturity
(preceded by curriculum compaction)

Partial Acceleration
in specific subject area eg Mathematics
(preceded by curriculum compaction)

Classroom Differentiation
- Pace
- Learning Environment
- Content
- Process
- Product

Differentiating the Curriculum at the Classroom Level

Grade	Intellectual	Creative	Physical	Social
Kinder - Year 2	• 'Clustering' of students within mainstream class or composite class • Curriculum differentiation in reading, spelling (Stage 1), writing, mathematics • Embedding higher order thinking activities (based on Bloom's Taxonomy, Maker, Williams and Gardener models) into class programs • Use of graphic organisers as thinking and planning tools • Embedding de Bono's 6 Hat Thinking processes into classroom programs and practice • Curriculum compaction as required	• Design and make tasks • Creative opportunities rather than prescribed activities in art, dance, drama and music • Embedding creative and critical thinking processes into classroom programs and practice • Artist in Residence		• Classroom opportunities to speak to and lead groups
Years 3-6	• 'Clustering' of students within mainstream class or composite class • Embedding higher order thinking activities (based on Bloom's Taxonomy, Maker, Williams and Gardener models) into class programs and units of work • Use of graphic organisers as thinking and planning tools • Embedding 6 Hat Thinking processes and creative and critical thinking processes into classroom programs and practice • Curriculum compaction as required • Open ended research and design activities	• Design and make tasks using computer technology • Creative opportunities rather than prescribed activities in art, dance, drama and music • Embedding creative and critical thinking processes into classroom programs and practice • Design and make tasks based in creative thinking mode and using computer technology		• Classroom and stage opportunities to speak to and lead groups

Differentiating the Curriculum on a School Level

Grade	Intellectual	Creative	Physical	Social

Kinder - Year 2	• Regional Gifted and Talented Workshops
	• Participation in regional competitions
	• Across the grade ability grouping in Mathematics (Year 2)
	• Philosophy Group
	• Partial and/or total acceleration
		• Regional Gifted and Talented Workshops
		• Open-ended tasks that allow students to demonstrate their creative potential in art
		• Enrichment opportunities in dance, drama and music
		• Performance opportunities
		• Artist in class
			• Regional Gifted and Talented Workshops
			• Encourage parent community to involve students in additional external opportunities outside of school hours
				• Regional Gifted and Talented Workshops
				• Encourage participation in extra-curricular and leadership opportunities such as:
				  - SEMP Group
				  - Student led assemblies

Years 3 - 6	• District and Regional Gifted and Talented Workshops
	• Multicultural Public Speaking Competition
	• Debating
	• External Writing competitions
	• University NSW competitions
	• Across the grade ability grouping in Mathematics
	• Partial and/or total acceleration
	• Philosophy Group
	• Tournament of Minds
	• Maths Olympiad
	• *Kahootz* Tech Group
	• Joint programs with Killara HS
		• District and Regional Gifted and Talented Workshops
		• Enrichment opportunities in dance, drama and music
		• Entering art competitions
		• Participation in eisteddfods and DET performing arts festivals at the Opera House and Sydney Town Hall
		• Artist in Residence
		• Years 5 and 6 (Stage 3) End of Year Production
			• District and Regional Gifted and Talented Workshops
			• PSSA, regional and state sports events
				• District and Regional Gifted and Talented Workshops
				• leadership roles e.g.
				  - School captain and Vice Captains, House Sports captains, Band Captains
				  - Leading whole school assemblies
				• Student Representative Council (SRC)
				• SEMP Group
				• TOM Team