

ACT Council of P&C Associations Inc

c/- Majura Primary School, Knox Street, WATSON 2602

Phone: (02) 6241 5759 Fax: (02) 6241 8839

parents@canberra.net.au

www.schoolparents.canberra.net.au

ABN: 53 870 517 949

Ms Giselle Nathan
Project Officer
GAT Policy and Conference
ACT Department of Education and Training
GPO Box 158
CANBERRA ACT 2601

Dear Ms Nathan

Thank you for the opportunity to comment on the Department's draft policy on Gifted and Talented Students.

Council circulated the draft policy to all P&Cs for consideration. The comments in this letter reflect:

- input received from P&C associations, including those from schools with specific programs for gifted and talented students;
- input from parents with gifted and talented students and experience with different policies and programs for gifted and talented students;
- Council's policy on Children with Special Talents (copy at Attachment A).

Council would like to make the following general comments on the draft policy:

- the need for fuller definitions of giftedness and talent, based on generally accepted definitions, rather than those based around the "top 10 percent of their peers". For some domains, a top 10% definition would not easily apply, for example, art and the performing arts. We suggest an expanded version of the definition set out in Council's policy at Attachment A;
- it would be useful for the Department to develop a separate policy on Individual Learning Plans, that would then be reflected in a range of policies (gifted and talented, special needs, Indigenous students etc). There are a number of processes and issues surrounding ILPs that need to be fully set out in the one document, for example, in relation to development, monitoring, review, trialing of strategies, parental involvement, minimization of teacher workload, resourcing. A stand-alone policy on ILPs would allow a consistent process for all students. It would also provide a process for all teachers to adopt if they felt that any of their students would benefit by the development of an ILP whether they fell into a particular target group or not (in an ideal world, all students would have an ILP);
- the policy needs to include timeframes in relation to the decision-making. This is particularly relevant to early entry at the preschool and kindergarten levels. A related question is where an early entrant would sit in terms of priority enrolment, for example, would a student seeking early entry to preschool receive a place only

after all age eligible students are offered a place? (Does the policy have implications for priority enrolment procedures in primary schools, high schools and colleges?)

- within the policy, there needs to be more emphasis on the approach of grouping gifted and talented students;
- there should be an overall emphasis in the policy on best practice, on maximising the achievements and opportunities of gifted and talented (GAT) students and on encouraging the development of a pool of teachers with skills in GAT identification and teaching.

Council would like there to be an analysis of the on-the-ground resource implications of this policy, for two reasons. Firstly, while recognising that an ILP for every GAT student represents the ideal, some P&Cs have also expressed concerns about the resource implications of this, particularly the workload it would create for teachers (see suggested wording at 1.2) without improved student outcomes.

Secondly, there is a need for additional resources to ensure that this policy (as with other policies) can be properly implemented within schools. Currently, there is no additional funding for GAT students or programs. For the policy to be effective, each school should have additional funding for a GAT co-ordinator. The funding for the GAT co-ordinator should involve a base level and then additional funding linked to the number of GAT students per school (given that the workload of the position would be very dependent on student numbers).

If there are to be no additional resources to assist in the implementation of GAT policy then the Department will need to ensure that the final policy is one that is achievable within current resources and structures.

The success of the policy will also depend on adequate resources being provided within the Department to research and disseminate current developments and best practice in GAT policy, and to provide support for teachers, schools and parents. Council believes that, across a range of areas, policy implementation is suffering due to the diminution of this research and support role within as a consequence of the Department's reorganisation and loss of staff in the 2006-07 Budget.

P&C Council's comments on specific sections of the draft GAT policy are set out in Attachment B, and are highlighted in green.

Once again, thank you for the opportunity to comment on this policy.

Yours sincerely



Jo Dixon
President
15 August 2008

P&C COUNCIL POLICY ON CHILDREN WITH SPECIAL TALENTS

C2. CHILDREN WITH SPECIAL TALENTS

Definitions:

Children with Special Talents are now commonly referred to as gifted children. Gifted children are those who possess an untrained and spontaneously expressed natural ability in at least one ability domain significantly beyond that typically seen in children of the same age. Giftedness comes in many forms and levels. It is found in students of all socio-economic groups, and of diverse personalities and backgrounds. It can be combined with other exceptionalities/special needs such as learning disabilities, socio-economic disadvantage, or having English as a second language.

Premise

Council's philosophy is that government school education encourages and supports all students to reach their potential. Students with exceptional abilities in one or more areas present particular challenges in government school education. To support these students to reach their potential Council recognizes that the government school education system needs to support these students with appropriate differentiated learning curriculum and opportunities.

Policy

Parents of gifted students often recognise their students need educational plans and options to meet the different and diverse range of needs of these students. In the absence of adequate provision of a differentiated curriculum these students may not reach their potential.

Council supports the use of a wide range of school options for gifted students. These include, but are not limited to: gifted athletic programs; gifted programs for students in the performing arts (e.g. music, dance); gifted programs for arts (e.g. photography, painting); and gifted programs for academic subjects (e.g. English, History, and Mathematics).

Council supports the use of teaching strategies proven in research to support the needs of gifted students. These include but are not limited to: the establishment of selection criteria for individual or multiple class programs; the provision for students to move through the curriculum for all or any subject at a more rapid rate than the average age-related student; flexible grouping strategies both within and across schools; open-ended extension activities; and the ability for a student to be enrolled at two or more schools (e.g. Yr 8 Maths at High School and Yr 6 at Primary school for the remainder of the subjects).

Council notes that the ability of DET and schools to meet the needs of gifted students is constrained by the availability of appropriately skilled teachers and support staff. DET has an important role to manage its workforce to meet the needs of those students identified as gifted, through adequate staff training and support.

(Adopted May 2008)

**P&C COUNCIL'S SPECIFIC COMMENTS ON DRAFT POLICY ON
GIFTED AND TALENTED STUDENTS**

Policy Title: Gifted and Talented Students
Published: 2008
Identifier:
Legislation Education Act (2004)

1. POLICY STATEMENT

Comment: Include a statement along the following lines: "As stated in Section 18 of the *Education Act 2004*, the government school system is committed to "maximising student educational achievements and opportunities" Section 18(d)(ii)."

1.1 All ACT public schools **must** have in place explicit documentation and clear, transparent processes for meeting the needs of gifted and talented students. **The documentation should make clear who is accountable for each element of these processes.**

1.2 All students identified as gifted and talented should have an Individual Learning Plan (ILP) to assist in monitoring, planning and reviewing their progress **and/or be part of an appropriate and recognised GAT program.**

Comment: It is ideal, but may not be possible, to have in place an ILP for all gifted and talented students, because this would involve a substantial workload, particularly where a school has a significant number of GAT students. It may be more realistic to state that where students are not already being catered for by a program designed for GAT students, then an ILP must be developed.

1.3 **All ACT public schools**, in consultation with their school **communities**, **must** ensure that effective and equitable procedures concerning early entry, identification, acceleration, **grouping opportunities**, and developmentally appropriate learning opportunities are provided for all gifted and talented students.

1.4 **All ACT public schools**, in consultation with their communities, **must have in place processes to identify** gifted and talented students and **to foster** collaborative home-school partnerships to support gifted and talented students.

Comment: This could be read to imply that school communities as a whole have a responsibility to identify gifted and talented students, so we have suggested a change to the wording here.

1.5 Teachers, with appropriate support, are responsible for selecting and implementing appropriate teaching strategies to meet the educational needs and interests of gifted and talented students in their classes **consistent with ILPs where they are in place.**

- 1.6 Schools and school districts have a responsibility to coordinate the program for gifted and talented students when it is feasible and more effective to share programs/activities across schools, and to explore opportunities for whole-ACT approaches or inter-district co-operation.
- 1.7 Central office and schools have a joint responsibility to provide opportunities for professional development for teaching staff in the education of gifted and talented students.

2. RATIONALE

- 2.1 Students in ACT public schools who are gifted and/or talented must be recognised and catered for in order for their learning outcomes to be optimised. This policy sets out responsibilities and procedures for the provision of gifted and talented education in respect of:
- early entry
 - identification
 - differentiation of the curriculum
 - acceleration
 - grouping
 - other educational strategies and programs.

Comment: This list should include grouping as a separate listing (with corresponding paragraphs on grouping in Section 4).

See Section 4.5 – there needs to be greater elaboration on the range of possible educational strategies and programs and what they entail.

There also needs to be some statement that the programs/strategies that may be suitable for a child who is academically gifted are likely to differ from those for a child who is gifted in another domain e.g. sport or art.

3. DEFINITIONS

3.1 Acceleration

Acceleration is a placement process where either in one subject area, several subject areas or across a whole learning year, a student is assessed as being more appropriately located in an age cohort ahead of their similar-age peers. Such progression has to be professionally assessed, supported and regularly monitored, as the student's intellectual, social and emotional adjustments also need careful and ongoing evaluation, both separately and together, so that a study-life balance is maintained.

3.2 Curriculum

Curriculum is all learning planned, guided and implemented by the school.

3.3 Curriculum differentiation

Curriculum differentiation provides a planned and documented curriculum that is adapted to take into account the needs and abilities of groups of students with particular educational needs. Curriculum differentiation results in slight to major modifications of the curriculum, at the school or classroom level, through adjustments to content,

processes or skills. Curriculum differentiation for gifted and talented students will include **enrichment** and **extension** activities (see definitions below).

3.4 Curriculum telescoping

Curriculum telescoping happens when a student or group of students is allowed to complete several years of the school's curriculum in less time. For example, Years 7, 8, 9 and 10 are completed in a total of three, rather than four years. In a 'telescoped' curriculum, material is not necessarily 'skipped', but students move more speedily through all material. In this way the needs of one or a number of gifted and high potential students can be met by increasing the pace of instruction.

3.5 Early entry

Early entry refers to eligibility for early enrolment to preschool or kindergarten for gifted and talented students.

3.6 Enrichment

Enrichment (broadening) occurs where the student is ahead of their cohort's learning pace and the individual's learning is broadened by additional individual inquiry that goes beyond what is expected of the class, but is related to the content area.

3.7 Extension

Extension (deepening) activities are additional tasks such as portfolios, projects or research questions that are given to students gifted in an area so that their knowledge and understanding is extended or deepened. **These tasks should be additional gifted learning tasks instead of "more of the same" (additional repetition).**

3.8 Giftedness

Giftedness refers to a student whose potential is uniquely superior in one or more domains of human ability (intellectual, creative, social or physical), which places them at the minimum in the top 10 percent of their peers (François Gagné, 2003). A student may display particular abilities at any stage or point in their schooling. Such aptitude may show in any one or combination of domains of giftedness or fields of talent.

Comment: There is a need to revise this definition (see covering letter).

3.9 Individual Learning Plan (ILP)

An individual learning plan is a document that lists the agreed personalised learning goals and strategies that will be put in place to provide a quality educational program for a student. It is a strategy for tailoring a program or curriculum for a gifted and talented student.

Comment: There needs to be a stand-alone Departmental policy on ILPs, and within this policy, a separate section on ILPs – the process for development, the involvement of parents, what it should cover, the arrangements for review etc, consistent with the processes that are already in place for developing ILPs for other groups of students. A flow chart could be useful.

An ILP should cover educational (both for fundamentals and extension) and social needs.

Parental involvement in the development of the ILP is very important, including the decision about whether, when and/or what type of GAT program or strategy is to be pursued (see comments on 4.2.2).

The policy should establish that an ILP is to be reviewed on a regular basis, involving the teacher(s), student and parents.

The ILP would need to be reviewed more regularly than once a year as stated in Attachment 1 (second last box). At the least, it should be reviewed after each formal student report and parent teacher interview.

3.10 Talent

Talent refers to a student whose skills are uniquely superior in one or more areas of human performance (writing, mathematics, science, technology, athletics, languages) which places them at the minimum in the top 10 percent of their peers who have been active in that field or fields. Talent emerges from giftedness as a consequence of the student's learning experiences (François Gagné, 2003).

Comment: There is a need to revise this definition (see covering letter).

4. PROCEDURES

Comment: There needs to be a clear distinction between the process for identifying and approving students for early entry to preschool and kindergarten and the process for identifying and approving students already at school, for example, the flow chart at Attachment 1 needs to state that it relates to identifying students already at school. A separate flow chart for early entry may be useful, as well as one for students accelerating across sectors.

There needs to be an opening statement in this section that acknowledges that the strategies/programs to be pursued will depend on the nature of the giftedness or talent and the degree of giftedness. For example, there would be a different approach to a child with academic giftedness compared with sporting or artistic giftedness, and a different approach to a student with giftedness in one versus several domains. The section on early entry does acknowledge that this strategy is available for young children who are intellectually gifted (rather than gifted in other domains).

4.1 Early entry

4.1.1 **Young** children who are intellectually gifted may be enrolled in preschool or kindergarten early.

4.1.2 The Director for Indigenous Education and Early Learning considers and approves applications when determining eligibility for early entry to preschool or kindergarten for any student who may be gifted. To obtain approval for early entry the student must have received a formal full-scale psychological assessment, conducted by a registered psychologist, and been identified as being in the *Superior Range* scale.

Comment: When is the formal full-scale psychological assessment to be conducted – is it done by the parents prior to the application being lodged or is it a process that occurs after the application is lodged and as part of the approval process?

If it occurs after the application is lodged and is managed by the Department, there needs to be some guidelines around the process for example:

- who is responsible for the cost of the assessment – the Department or parents?
- the assessment arrangements (for example, what are the criteria for qualifying for an assessment – e.g. the report of a paediatrician should guarantee an assessment);
- the suitability of the psychologist and the testing undertaken (for example, the psychologist should have a special interest/capability in testing gifted students, does the psychologist test more than just IQ, full scale score or gifted score?)

4.1.3 All applications must be made to the Director in writing (with supporting documentation) by a parent via the school principal.

Comment: The Department needs to advertise this process to the community through the media, at a time that fits with preschool and kindergarten enrolment processes. Information should also be provided on the Department's website, including any forms and requirements.

It is not clear what the principal's role is in this process. Without a clear role, the applications should go directly to the Director.

4.1.4 Decisions about whether to grant early entry to preschool or kindergarten will be made by the Director for Indigenous Education and Early Learning after consideration of the child's intellectual capacity, academic readiness and social-emotional maturity, and after consultation with the principal, parents/caregivers and school counsellor.

Comment: Are there, or will there be, any further guidelines for the Director on making these decisions, for example, further describing the criteria of intellectual capacity, academic readiness and social-emotional maturity.

4.1.5 Early entry is a placement process, not an educational program. Schools should ensure that, where gifted students are granted early entry to preschool or kindergarten, they have a developmentally appropriate curriculum.

Comment: We are not sure of the meaning or implications of the first sentence in 4.1.5. Does a placement program mean there is no curriculum differentiation? How does this fit with the second sentence which requires the preschool or kindergarten to have a developmentally appropriate curriculum?

4.2 Identification

Comment: The procedures for identification require greater elaboration. It should also include details on a method of appeal if parents are unhappy with a decision made by the principal. Also, parents need to have a strong role in the identification process – this role needs to be set out in the policy.

4.2.1 Schools will use a variety of strategies and consider a range of evidence to ensure all gifted and talented students are identified. The flow chart in Attachment 1 outlines the key steps and strategies in the ongoing process of identifying and monitoring of gifted and talented students. Identifying gifted and talented students should be an inclusive, equitable and culturally fair process.

4.2.2 Gifted and talented students **may not be easily** identifiable. Schools need to recognise that many factors may inhibit the expression of giftedness or talent, and that gifted and talented students are found in all communities regardless of their socio-economic, cultural or ethnic background. Gifted and talented students can also include students who are underachieving, those with disabilities and those with specific learning difficulties.

Comment: The identification of gifted and talented students should include an identification of both the area and degree of giftedness. This will allow parents to make a judgment about whether they want to pursue certain types of gifted and talented programs (where they are available). For example, where a program involves a separate GAT class, parents may decide not to pursue this option for a variety of reasons including stability, friendships, teacher and impacts on self esteem. They may wish to pursue other strategies, and these should be discussed and set out in the ILP.

- 4.2.3 Gifted and talented programs, whether for groups or individuals, need to be developed and considered in the context of the school's teaching capacity and available resources, the student's self-identification and parental recommendations.

Comment: This section could be read to imply that the development of GAT programs is discretionary depending on the school's teaching capacity and the available resources, when sections 1.1 and 1.3 require schools to have processes in place to meet the needs of GAT students. It could be restated along the following lines: "The nature of the GAT programs/strategies to be pursued by the school, should be considered in the context of . . . (etc). Programs/strategies should be developed with the aim of maximising student educational achievements and opportunities."

4.3 Curriculum Differentiation

- 4.3.1 The key success factor in catering for the needs of gifted and talented students is the provision of developmentally appropriate learning opportunities through differentiating the curriculum. Teachers should select and implement appropriate teaching strategies for the range of gifted and talented students in their classes through curriculum differentiation.
- 4.3.2 Teachers should allow for groups and individuals to work flexibly and to high expectations in ways that allow for different levels of achievement. They should also create opportunities where students demonstrate mastery and progress at their own pace by exercising choice about what, when and how they learn.
- 4.3.3 **As part of curriculum differentiation**, schools and teachers **will** provide appropriate **enrichment** and **extension** activities to take account of the needs and abilities of gifted and talented students. The concepts are consistent with the elements of good pedagogy as described in the ACT's *Quality Teaching Model*.

4.4 Acceleration

- 4.4.1 For some gifted and talented students, acceleration is an administrative strategy that will allow them to progress in one or several subject areas, or across a whole learning year, at a faster pace than their age peers.
- 4.4.2 There are two broad categories of acceleration - beyond age cohort acceleration and curriculum acceleration.
- (i) Acceleration beyond age cohort is based on developmental readiness and superior achievement and occurs through early school entry or by a whole year level advancement
 - (ii) Curriculum acceleration can occur in one or more subject areas and may or may not also involve grade skipping and **curriculum telescoping**.

Comment: Performance should not be a qualification for acceleration. There needs to be some guidelines for accelerating an underachieving gifted student, for whom

acceleration might be a successful strategy (one approach might be to trial the acceleration). Where relevant, these issues need to be discussed as part of the ILP process.

- 4.4.3 For students already at preschool or school, principals are responsible for deciding when any form of accelerated progression is appropriate to meet the needs of individual gifted and talented students in their care. Decisions about whether to accelerate a gifted and talented student for an entire year or grade (except for students moving between sectors) will only be made by the principal in consultation with the school director, and after consideration of the child's educational, social and emotional needs, as well as consultation with the student, the students' parents/caregivers, teachers and the school counsellor. For students moving between sectors, 5.4 applies.

Comment: For early entry to preschool or kindergarten, the Director for Indigenous Education and Early Learning will make the decision rather than the principal, so we have included a starting phrase "For students already at preschool or school . . ."

Currently, there appears to be a conflict between 4.4.3 and 5.4 where these students are involved - 5.4 states that School Directors have final responsibility for the acceleration of GAT students between sectors.

Are there, or will there be, any further guidelines for the principal on making these decisions, for example, further describing the criteria of intellectual capacity, academic readiness and social-emotional maturity.

This process needs to include a right of appeal. Research indicates that teachers accurately identify only 40% of their gifted students where parents accurately identify 70-80%.

- 4.4.4 Before any accelerative practice is recommended, school decision-making teams must use a variety of strategies and consider a range of evidence. The flow chart in Attachment 1 outlines these key steps and strategies. Where a form of acceleration is recommended by the school decision-making team, any acceleration should be targeted acceleration, that is, it must have a clear attainable objective in mind.

Comment: There is a need to define what is meant by "school decision-making teams".

- 4.4.5 Accelerated progression is a placement process, not an educational program. Schools should ensure that, whether gifted and talented students are accelerated, or left with age peers, they have a developmentally appropriate curriculum.

Comment: We are not sure of the meaning or implications of the first sentence in 4.1.5.

- 4.4.6 Accelerative practices do not immediately require the placement of a student ahead of their age cohort for all of their learning, that is, ahead of an entire year or grade. Indeed, it is more common to find that giftedness relates to one or some areas of cognitive development, relatively rarely across an entire spectrum or age cohort of learning. Accelerative practices through individualised programs can offer enrichment options, while out of school opportunities also provide additional alternatives for the education of a specifically gifted student.

Comment: remove this paragraph as it is opposite to the definition.

4.5 Grouping

4.5.1 In conjunction with curriculum differentiation and accelerated progression, schools may also consider grouping by ability or achievement as a way of providing for gifted and talented students. Grouping models catering for the needs of gifted and talented students include one or a combination of the following:

- class performance grouping where students are grouped by topic or subject
- regrouping by achievement for subject instruction,
- withdrawal programs for students gifted and talented in a specific area
- ability grouping or separate streaming of students
- regular supplementary workshops, classes or sessions independent of the school timetable, including advanced learning avenues.

Comment: Another paragraph should be included that states that gifted and talented students should be placed with teachers who are best placed and/or trained to meet their needs (whether the school decides to use grouping models or not).

4.6 Other programs and strategies for gifted and talented students

This new section should be included, with text along the following lines:

4.6.1 "Schools may also pursue a range of other strategies to meet the needs of gifted and talented students. This could include, for example:

- enrolment at two different schools for different subjects (to allow access to GAT programs or teachers);
- placement with teachers trained in GAT programs and strategies;
- extension homework;
- (others).

If extension homework is to be introduced this needs to be preceded by a discussion with the parents about how and when the homework will be starting, what is expected of the child and maybe some coping strategies for children and parents.

4.6.2 Schools and school clusters should also consider strategies for meeting the needs of gifted and talented students outside the school. These strategies include programs where students engage in extra-curricular and supplementary learning activities such as: working with a mentor; working with a visual or performance artist to encourage performing or artistic giftedness; seminars, excursions, camps and programs at tertiary institutions.

Comment: These need to take place within school hours, because these are alternative education strategies, representing an appropriate catering for giftedness within school hours.

It would be useful to state who is responsible for the cost of these extra-curricular activities. Are schools or parents or both expected to assume these costs? Does there need to be reference to the Department's Statement on Requesting Financial Contributions from Parents?

5 POLICY RESPONSIBILITIES

Comment: Reorganise this section to list responsibilities in the following order: the Department, School Directors, Principals, school decision-making team, school counsellors, (GAT co-ordinators), teachers, and parents/caregivers. It should include all

groups with the role in GAT education. It should distinguish between responsibilities and "encouragements".

5.1 Parents/caregivers are encouraged to:

- discuss their child's abilities with their teacher if they believe they may be gifted;
- foster a partnership with the school to support their child (as the child gets older they should also be involved in this partnership);
- liaise with teachers, principals and other members of the school's decision-making team to identify the student's giftedness and ensure that the student has appropriate and ongoing educational opportunities;
- be involved in the development and regular review of their child's Individual Learning Plan and/or the review of progress within a program designed for GAT students;
- support their child to pursue excellence, develop mastery and become an independent learner;
- provide a supportive learning environment at home that complements the school curriculum.

Comment: Include additional sections as follows:

5.X The school decision-making team is responsible for:

5.X School counsellors are responsible for:

5.X Teachers are responsible for [for example, as included in section 1.5) . . . and are encouraged to:

5.2 Principals have a responsibility to maximise the student outcomes of all students.

Principals have responsibility through their school boards to their school communities for the accountability, transparency and implementation of this policy. This includes implementing and monitoring the policy, providing a supportive learning environment, fostering collaborative home-school partnerships and evaluating programs employed within the school.

5.3 The Department, together with principals, is responsible for collecting ongoing data to monitor the progress and effectiveness of the programs provided to all students, including gifted and talented students, to assist them to achieve their potential.

5.4 School Directors have responsibility for ensuring that schools adequately and appropriately provide for gifted and talented students. In consultation with school principals, school directors have final responsibility for the acceleration of gifted and talented students between sectors (i.e. preschool to primary school, primary to high, or high to colleges). In consultation with school principals, the Director for Indigenous Education and Early Learning considers applications for early entry to preschool or kindergarten for gifted students.

5.4 The Department provides advice, support and professional learning opportunities for teachers, principals and parents to support schools to implement this policy. The Department also ensures currency of the policy within the context of national and international practices for gifted and talented education.

Comment: "Ensuring currency" will require explicit resourcing and processes within the Department. It would be useful to nominate the specific area of the Department that would be responsible for this role. To ensure currency, the policy should be reviewed annually.

Other important roles for the Department that should be included:

- facilitate networks across schools and teachers in the ACT;
- facilitating and supporting cross school, region and sector GAT programs;
- provide information and support to teachers on the implementation of appropriate teaching strategies;
- develop a pool of GAT teachers within the ACT system - the implications for teacher mobility and recruitment also need to be explored;
- keeping an up-to-date list and description of all GAT programs available in government schools in the ACT, and posting this on the Department's website;
- identifying gaps in the provision of GAT programs (e.g. the lack of full-time GAT programs at the college level would be an existing gap).

6 POLICY OWNER

Director, Curriculum Support and Professional Learning

7 RELATED POLICIES

Enrolment in Government Primary and High Schools

Attachment 1: Gifted and Talented Education Identification Flowchart

Comment: This Attachment needs to state that it relates to identifying students already at school.

There is a need to clarify the recommendation points versus the decision points in the flow chart, as well as who makes these recommendations and decisions. For example, the second box refers to a decision-making team, but this step relates to GAT identification, and the making of a recommendation rather than a decision. Also, ideally, whoever makes the decisions should not be involved in making the recommendation – so at the step set out in the second box should not involve the principal.

The Box and fifth line which states "Acceleration into a different school sector with support from School Director" needs to make clear that it is actually the Director who makes the final decision in these cases (as per section 5.4 of the policy) on the recommendation from the Principal.

The second last box refers to the development of an ILP. The ILP would need to be reviewed more regularly than once a year (at the least, it should be reviewed after each formal student report and parent teacher interview).

A separate flow chart for Early Entry to preschool or Kindergarten would be useful, for example:

- Psychological assessment (arranged by parent or Department?);
- Parent makes application to the Principal with supporting documentation, including psychological assessment. (With recommendation from the Principal?);
- Application forwarded to the Director for Indigenous Education and Early Learning for consideration and approval;
- Director considers and approves applications.