



Doonside Public School

*Gifted
and
Talented
Policy
2016*

POLICY ON GIFTED AND TALENTED STUDENTS

ASSUMPTIONS

Doonside Public School provides academic and co-curricular programs to challenge all students to realise their full potential. Academic and co-curricular programs aim to enrich all students. However, some students will participate in extension programs and others may accelerate. Thus the gifts and talents of each student are nurtured and developed. Doonside Public School is committed to developing and resourcing programs for the gifted and talented and to providing within its structures opportunities for such programs to operate.

At Doonside Public School gifted and talented students are defined in the following way. Gifted students are those who have the potential for exceptional performance in comparison to their peers and talented students are those whose performance level is exceptional.

OBJECTIVES

- At Doonside Public School the academic curriculum is to provide for the specific intellectual needs of the gifted and talented.
- At Doonside Public School co-curricular programs are to provide for a wide range of gifts and talents, e.g. leadership, sport, music, debating.
- The academic curriculum is to provide for enrichment for all students, extension or in-depth studies where appropriate and acceleration programs where appropriate.
- Doonside Public School is committed to the human and physical resourcing of such enrichment, extension and acceleration programs.
- Doonside Public School is to review its administrative structures and to modify, where possible, such structures to accommodate such programs.
- At Doonside Public School the focus of these programs is on the individual and, as such, the welfare of the individual is paramount.

PROCEDURES

The teaching staff is responsible for:

- Providing enrichment for all students through class teaching programs.
- Incorporating into the class teaching programs, opportunities for in depth studies and/or extension studies.
- Identifying students with particular gifts and talents and informing the relevant KLA Co-ordinator.

The teaching staff is required to:

- Participate in a wide variety of co-curricular activities and Pathways thus providing for the enrichment of all students.
- The teacher of accelerant/s, chosen through nomination and negotiation with the Principal

The KLA Co-ordinator is responsible for:

- Developing enrichment and extension programs in consultation with staff.
- Ensuring the implementation of such programs, monitoring and evaluating them.
- Supporting and assisting staff in the development and teaching of the programs.
- Modifying existing programs by telescoping for the purpose of acceleration in consultation with staff.
- Providing the Learning Support Co-ordinator / Team with the names of students potentially capable of acceleration.
- Liaising with the Learning Support Co-ordinator in the implementation of extension and acceleration programs.
- Selecting the teacher to be involved with the acceleration programs in consultation with the Principal.

The Learning Support Co-ordinator is responsible for:

- Identifying gifted and talented students in liaison with the KLA Co-ordinator, classroom teachers and the Assistant Principal/ Supervisor.
- The assessment and gathering of documentation to support acceleration.
- Following the Guidelines for Accelerating Students.
- Supporting and assisting teachers and students involved in the acceleration program.
- Monitoring and evaluating the acceleration program.
- Liaising with the Deputy Principal, Assistant principal and teachers in monitoring the social and emotional wellbeing of students involved in the acceleration program.
- Liaising with accelerants and staff to determine the academic progress of such students and monitoring their social and emotional wellbeing.

- Working with the KLA Co-ordinators and staff in the development of extension programs.
- Making recommendations to the Principal as required with regard to gifted and talented students.
- Monitoring, evaluating and making recommendations to the Principal with respect to academic and co-curricular programs for the gifted and talented, e.g. Pathways.
- Keeping up to date with relevant research and government documentation and being a resource person to staff and the Principal.
- Investigating and implementing a mentor program.

The Year Co-ordinator is responsible for:

- Liaising with the Learning Support Co-ordinator in the identification of gifted and talented students and in the monitoring of their social and emotional wellbeing.

The Principal is responsible for:

- Ensuring the implementation of enrichment, extension and acceleration programs.
- Evaluating these programs in a formative and summative way and making appropriate adjustments as needed.
- Ensuring that such programs are adequately resourced both in terms of physical and human resources.
- Negotiating with the KLA Co-ordinator in the selection of the teacher for an accelerated program.
- Supporting and assisting the work of the Special Education Supervisor.
- Evaluating the recommendations of the Special Education Supervisor.

STUDENTS WITH LEARNING SUPPORT NEEDS

RATIONALE

Doonside Public School College aims to recognise and value the uniqueness of each individual. The School aims to provide quality education which caters for individual differences.

The School community embraces the challenges and benefits of an inclusive education. Within the guidelines Mission Statement and the Enrolment Policy Doonside Public School aims to recognise, respect and respond to individuals with communication, emotional, intellectual, learning, physical and sensory disabilities.

The School will take reasonable steps to ensure that the students are encouraged to develop their potential and become autonomous, lifelong learners.

OBJECTIVES

Doonside Public School will endeavour to:

- Utilise a variety of strategies to identify its students with Learning Support needs.
- Provide staff with opportunities for professional development to enable them to identify and respond to the needs of each student.
- Encourage the involvement of all stakeholders in enriching and extending the learning opportunities for students with learning support needs.
- Create structures and provide resources for the development and implementation of suitable programs which enable students with learning support needs to achieve their potential in a supportive environment.
- This Policy is implemented in the light of the provisions of the Enrolment Policy.

PROCEDURES

The Students will be involved in activities and tasks which aim to lead them to:

- Recognise their own gifts and accept their challenges
- Affirm, acknowledge and respect each others' gifts and needs.
- Develop skills which enable them to become autonomous lifelong learners.
- Seize opportunities to participate in programs which promote learning within the educational environment and transition into the world of work.
- Take responsibility for their development in partnership with parents/caregivers and teachers.

The Parents/Caregivers will be engaged in learning partnerships by:

- Encouraging, motivating and affirming their children.
- Attending relevant information sessions and seminars.
- Being informed of suitable alternative programs and options for students with learning support needs.
- Developing and maintaining a dual responsibility with Doonside P.S. in the education of their children.
- Maintaining communication with staff as to the specific needs of their children.

The Teachers will aim to take all reasonable and practical steps to:

- Participate in professional development to cater for students with learning support needs.
- Identify students with learning support needs using objective and subjective measures.
- Develop and implement programs for students with specific education needs in consultation with the Learning Support Team.
- Provide opportunities for students to develop problem-solving and independent learning skills.
- Establish flexible stimulating environment which allows for the differentiation of the curriculum.
- Develop and evaluate teaching/learning strategies based on current research.
- Accept the individual needs of students by supporting alternative programs and strategies developed through Individual Plans and collaboration with all stakeholders.
- Maintain communication with parent/caregivers.
- Liaise with Learning support Co-ordinator and other relevant Co-ordinators as appropriate.

The Counsellor will strive to:

- Liaise with parents, teachers and relevant Co-ordinators in relation to the social and emotional wellbeing of students with learning support needs so that they may confidently participate in inclusive education.

The KLA Co-ordinator will strive to:

- Liaise with the Learning Support Co-ordinator in the identification of students with learning support needs.
- Ensure that teaching/learning programs are flexible and promote independent learning skills.
- Liaise with the Learning Support Co-ordinator in the development, implementation and evaluation of all teaching/learning programs to ensure they cater for the needs of students with learning support needs.
- Develop, implement and evaluate programs and ensure there are opportunities for alternative programs according to the individual needs of students.
- Liaise with the Learning Support Co-ordinator when making recommendations concerning alternative programs of study for individual students.
- Support and assist teachers in the teaching of effective and relevant learning experiences.

The Year Co-ordinator/Director of Pastoral Care will strive to:

- Liaise with parents and teachers in relation to the social/emotional well being of students with learning support needs.
- Provide support for students with learning support needs so that they may confidently participate in inclusive education.

The Learning support Co-ordinator will strive to:

- Utilise the results of external assessments, in conjunction with parent and teacher referrals to identify students with learning support needs.
- Evaluate by means of standardised tests, the effectiveness of learning support programs.
- In liaison with KLA Co-ordinators and the LST to ensure that Doonside Public School offers programs which effectively meet the needs of students.
- Consult with teachers, Year and KLA Co-ordinators, Deputy Principal, Counsellor, regional personnel where necessary.
- Liaise with parents and provide information about current educational thinking and procedures within the school.
- Operate in partnership with parents, to address the needs of students.
- Develop, implement and evaluate the Transition Program.
- Involve parents in the Transition Program to ensure a planned approach to post-school life for students with special needs.
- Liaise with specialist itinerant teachers and other professionals who may be involved in supporting Learning support students.
- Liaise with the Principal in regard to communication with parents.

- Liaise with the Principal, LST and SAM with regard to external funding for students with Learning support needs.

The Principal will strive to:

- Ensure that this policy is implemented.
- Ensure the provision of resources which allow this policy to be implemented.
- Comply with the procedures as set out in the Enrolment Policy. Ensure that Doonside Public School policy complies with the requirements of the Disability Discrimination Act of 1992 and the revision of regulations 2005, including the Educational Standards Act.
- Ensure that a process is in place for the annual application for Government funds to support the programs for students with learning support needs and monitor accounts for the expenditure of such funds.
- Ensure that structures are in place to enable effective implementation of this policy