



ACT
Government

Education

GIFTED AND TALENTED NAMADGI SCHOOL



© Australian Capital Territory 2020. This work is licensed under a [Creative Commons Attribution 4.0 licence](#) and subject to the terms of the license including crediting the Australian Capital Territory Government as author and indicating if changes were made.



Gifted & Talented – Namadgi School

Policy Identifier: [added by Governance, Policy and Procedures] Published: June 2020 Policy is current until: June 2023

1. What is this policy about?

- 1.1. This policy reflects the ACT Education Directorates *Gifted and Talented Students Policy 2014* and the continued interest in pursuing the very best provisions to ensure the very best for our gifted and talented students.

2. Policy Statement

- 2.1. School Principals or their delegate are responsible for ensuring that there are established, effective and equitable processes and measures in place for the identification of Gifted and Talented students. Specialised approaches may need to be considered in the identification process where students may be potentially disadvantaged due to individual or various circumstances.
- 2.2. School Principals or their delegate are responsible for ensuring that there is the provision of developmentally appropriate educational provisions and strategies for all gifted and talented students enrolled at the school. This may include a partnership with external agencies
- 2.3. School Principals through School Board meetings, are responsible for developing and communicating the processes to parents, teachers, students, community members and relevant professionals for identifying and meeting the needs of all gifted and talented students in the school and ensure that the information is available upon request and on the school website.
- 2.4. School Principals are required to nominate a first point of contact for all enquiries from parents, students and the wider community about the school's approach to, and advice on, meeting the needs of gifted and talented students. This may be either the Gifted and Talented Liaison Officer, another designated school staff member or the school Principal
- 2.5. School Principals are required to nominate a Gifted and Talented Liaison Officer (GaTLO). The GaTLO may or may not be the nominated first point of contact for enquiries.
- 2.6. Schools will use a case management approach in supporting the intellectual, physical and emotional development of gifted and talented students and ensure the following stakeholders are engaged in the process where appropriate:
 - Parents/carers
 - Teachers

- Students
- Psychologist
- Other professionals associated with student learning or development as necessary

2.7. An Individual Learning Plan (ILP) will be provided when:

- the case management process recommends the development of an ILP
- a student undergoes subject or whole-grade acceleration
- a student is identified as having dual exceptionalities
- a parent or carer requests an ILP for the student.

3. Who does this policy apply to?

3.1. This policy applies to all Namadgi School staff and students.

4. Context

4.1. The ACT Education and Training Directorate recognises gifted and talented students as having unique educational needs. The ACT Education and Training Directorate is committed to ensuring that the needs of gifted and talented students are catered for in all ACT government schools in order for them to reach their educational potential.

4.2. This policy outlines the roles and responsibilities of school Principals and staff in implementing identification procedures and appropriate educational provisions and strategies to meet the needs of all gifted and talented students. The Policy recognises the diverse abilities, and broad range, of gifted and talented students in ACT schools.

4.3. Gagné's Differentiated Model of Giftedness and Talent informs the key educational approaches and definitions contained in this Policy

5. Responsibilities

5.1. **Principal:** The principal will be responsible for implementation but there may be other people (e.g. teachers, executive) who have direct responsibilities.

5.2. **Policy Owner:** Namadgi School is responsible for this policy.

6. Monitoring and review

6.1. The Policy Owner monitors the policy. This includes an annual scan of operation and review. A full review of the policy will be conducted within a three-year period.

6.2. Namadgi School will review this policy in **March 2023**

7. Contact

7.1. For support contact Namadgi School on 02 6142 0900 or email info@namadgi.act.edu.au

8. Complaints

- 8.1. Any concerns about the application of this policy or the policy itself, should be raised with:
- the school principal in the first instance;
 - the Family, Students Complaints and Feedback team on (02) 6205 5429.
 - online at https://www.accesscanberra.act.gov.au/app/forms/etd_liaison_feedback ;
 - See also the Complaints Policy on the Directorate's website:
<https://www.education.act.gov.auReferences>

9. Definitions

- 9.1 Acceleration is a developmentally appropriate placement process to advance students' academic enrolment ahead of their chronological peers in one or more subjects or by one or more whole learning years.
- 9.2 Case Management is a coordinated and collaborative approach to the identification and development of appropriate strategies and provisions for gifted and talented students.
- 9.3 Curriculum is the documented program of study implemented by ACT schools.
- 9.4 Curriculum differentiation is adjustment to curriculum in content, process, product and/or learning environment to meet the needs of a student, or students.
- 9.5 Developmentally appropriate programs refer to provisions and strategies that cater for the intellectual, physical and emotional needs of gifted and talented students. Provisions and strategies may include but are not limited to one or more of the following: differentiated curriculum that supports enriched learning; counselling; acceleration options; environmental adjustments; partnerships with external agencies, and grouping
- 9.6 Gifted and Talented Liaison Officers (GATLO) are a Principal designated officer who provides a point for contact between the school and the Directorate regarding the school's approach to, and advice on, meeting the needs of gifted and talented students.
- 9.7 Identification refers to the measures used to:
- locate the student's domain(s) of giftedness (intellectual, creative, social, perceptual, physical [muscular or motor control])
 - describe the student's fields of talent (academic, realistic, investigative, artistic, social, enterprising, conventional, games, sports).
- 9.8 Individual Learning Plan (ILP) identifies the student's individual needs, pathway, goals and priorities for learning. An ILP is designed by teachers in collaboration with parents/carers, relevant professionals and the student, to inform the planning, delivery and evaluation of the student's personalised learning program. ILPs are regularly monitored and evaluated.
- 9.9 School Network Leaders are responsible for leading, managing and supporting a network of ACT government schools, for school improvement programs and initiatives.

10. Legislation

10.1 The ACT Education Act 2004 requires all stakeholders involved in the education of children in the ACT, including administrators, to apply the principle that every child has a right to receive a high-quality education. School education, together with home education, should aim to develop every child's potential and maximise educational achievements

11 Implementation Documents

- Discrimination Act 1991
- Disability Discrimination Act 1992
- Gifted and Talented Students Policy
- Human Rights Act 2004

12 Related Policies and Information

- Education Participation (Enrolment and Attendance
- Students with a Disability: meeting their Educational Needs

DRAFT