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Harrison School Gifted and Talented Education Policy

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Vision and Purpose:

Harrison School is committed to recognising and supporting the unique abilities and potential of gifted and talented (G&T) students. Our G&T policy addresses the educational needs of high-potential learners and outlines requirements for educational adjustments and access to talent development programs.

Harrison School employs the following definitions from the Education Directorate Policy – Gifted and Talented Students.

GIFTEDNESS designates the possession and use of outstanding natural ability in at least one domain (intellectual, creative, socio affective, sensorimotor), to a degree that places an individual in the top 10% of age peers.

TALENT designates the outstanding performance or competency in at least one field of human activity (academics, arts, business, leisure, social action, sport, technology) to a degree that places an individual in the top 10% of age peers in that field (Gagné, 2009).

Harrison School commits to serving students with gifts and talents as a whole-school responsibility, in collaboration with the community, via:

- Identification processes for learners with gifts and talents
- Tailored and consistent educational programs to meet the academic, social, and emotional needs of each learner, promoting continuous and appropriate growth according to their abilities.
- The support of a Gifted and Talented Liaison Officer (GaTLO), with a time allowance, to lead and manage students and programs and liaise with parents and the wider community.

Responsibilities

Gifted and Talented committee:

The Gifted and Talented committee are responsible for ensuring that the school adequately and appropriately provides for gifted and talented students by supporting students' identification, communication to families and program implementation.

- Policy/program development, implementation and review.
- Establish criteria and procedures for identifying gifted and talented students.
- Review assessment methods and tools used for identification.
- Plan and provide training and resources to help educators effectively meet the needs of gifted students.
- Foster collaboration and communication between schools, parents, and the community to support gifted students.
- Organise informational sessions and workshops for parents of gifted students.
- Data collection and analysis.

- Facilitate articulation of G&T services across all year levels.

Gifted and Talented Liaison Officer:

GaTLO is responsible for:

- Leading the Gifted and Talented committee.
- Leading the identification, planning and support of gifted and talented students.

Parents and caregivers:

Parents and Caregivers are encouraged to:

- Collaborate with teachers, and school decision-makers to identify their child's giftedness to secure ongoing educational opportunities.
- Support their child in pursuing excellence and independence in learning.
- Create a supportive home learning environment.

Teachers:

Teachers are responsible for:

- Nominating students for possible identification as gifted.
- Providing an appropriately differentiated curriculum featuring opportunities for higher-order thinking, challenging tasks and open-ended opportunities.

Principals:

Principals are responsible for:

- The accountability, transparency, implementation and monitoring of this policy.
- Budget and resource allocation.

Identification and Nomination:

The identification of Gifted and Talented students at Harrison School is a shared responsibility between all stakeholders i.e. teachers, parents/carers and trained professionals.

To identify Gifted and Talented Students, the school uses multiple criteria which are inclusive and equitable.

Subjective Measures:

Subjective measures allow teachers and parents to use checklists and other descriptors, which help them make evaluative judgements about a student's ability.

Teacher nomination:

The teacher collects data and evidence (e.g. work samples, anecdotal notes, observations, test results) and completes the nomination checklist.

Parent nominations:

Parents/carers will be requested to complete the '[GERRIC Gifted and Talented Checklist for Parents](#)'.

Objective Measures: Achievement testing and ability testing

- Cognitive testing which assesses students' verbal, quantitative, and non-verbal abilities
- NAPLAN tests
- Progressive Attainment Tests
 - PAT Maths Matrices
 - PAT Reading Comprehension
 - PAT Spelling
- Diagnostic Spelling Assessment
- Academic reports
- Off level Testing

Procedure:

1. All prospective Year 7 students to complete an aptitude test and literacy and numeracy-based talent testing in the year prior to commencement.
 2. All new students to the high school to complete an aptitude test prior to commencement/class placement.
 3. All high school students with a stanine meeting the school criteria will complete further testing which may include; a second aptitude test; Off-level (testing at a higher year/age level) subject specific testing.
 4. High school students who are recommended by teachers, school counsellor and/or parents are to complete
 5. GaTLO administered aptitude testing
 6. off-level testing for talent development due to maturity and/or learning programs
7. Students may pursue any externally provided Psychologist administered aptitude testing.

Implementation Documents as guided by the Education Directorate:

[Identification and procedures flow chart](#)

[Acceleration procedures flowchart](#)

Educational Program and Delivery:

Harrison School provides a variety of school-wide services that address the unique needs of learners with gifts and talents.

- Provide appropriate ability grouping opportunities that align with a differentiated Australian Curriculum age-appropriate curriculum
- Provide enrichment (broadening) opportunities that allow class or individual inquiry that goes beyond what is expected of the age cohort in terms of level and degree of abstraction but is related to the content area.
- Provide extension (deepening) opportunities that allow individual projects or research questions in a student's area of interest and/or passion to be explored so that their knowledge and understanding is extended and deepened.
- A wide variety of enrichment opportunities exist within the school. Students with gifts and talents are strongly encouraged and supported to engage with these opportunities. Opportunities may include: Academic competitions (ICAS, TOM's, DaVinci etc.), subject excursions and camps, external programs such as Science Mentors, CREST projects, work experience, visiting expert lectures/workshops e.g. author, scientist etc.

Community:

- Regular newsletters, websites and social media and events.
- Engage with community organisations to enrich the curriculum within the classroom.

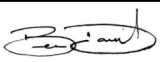
Evaluation:

- Utilise yearly internal student and teacher surveys to collect long- and short-term data on students motivation, socialisation and self-efficacy
- Analyse NAPLAN data with specific emphasis placed on growth and rate of growth by comparison to mainstream students
- Analyse repeat Talent Test (PAT R, PAT M, ICAS competition papers etc.) data with specific reference to rate of growth.
- Make data informed improvements and changes as needed on a yearly basis.
- Engage inSchool Improvement Processes and External Validation Process for long term (4-5 year) external evaluation.

Note:

1. *This policy should be viewed in conjunction with the Harrison School 2023-2024 implementation plan for the 'Gifted and Talented Education Policy'.*

2. *This policy sits under and is guided by the Education directorate policy– Gifted and Talented Students.*

Approved by	Date	Next Review Date
Principal 	12/2/2024	

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