



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. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school (Gange, 2003, 2008).

A gifted underachiever is a student who may have well above average ability but who has not yet been able to translate into above average performances.



# RESPONSIBILITIES

## Parents and Caregivers

Parents and Caregivers are encouraged to:

- Support their child as they pursue excellence, develop mastery and become an independent learner.
- Provide a supportive learning environment at home that complements the school curriculum.
- Liaise with teachers, Principal and other members of the school's decision making team to identify the student's giftedness and to ensure that the student has appropriate and ongoing educational opportunities.

## Teachers

Teachers are responsible for:

- Nominating students for identification as gifted.
- Matching the program to meet the needs of the students.
- Providing an appropriately differentiated curriculum featuring opportunities for higher-order thinking, challenging tasks and open-ended opportunities for thinking.

## Guidance Officer

Guidance Officer is responsible for assisting the school Principal, as part of a team, with the identification, planning and support of gifted and talented students.

## Principals

Principals, with the support of their school staff, are responsible for encouraging gifted students to pursue excellence, become independent learners and develop talent in their areas of giftedness. Principals are responsible 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.

## Gifted and Talented Committee

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

The Gifted and Talented Committee comprises of:

- Principal & Deputy Principals – Marius Marx and Paul Finger
- Guidance Officer – Ameer Smithurst
- Head of Special Education Services – Linda Harm
- Enrichment Coordinator (RAP, G.A.T.E, UniFY) – Amy Rosser

# IDENTIFICATION & REFERRAL PROCESS

The identification of Gifted and Talented students at Pimpama State School is a shared responsibility between all stakeholders i.e. teachers, parents and trained professionals. To identify Gifted and Talented Students, the school will use multiple measures comprising of a combination of objective and subjective measures. Pimpama State Schools Gifted and Talented Identification and Referral Process has been divided into key steps that are to be followed throughout the identification and referral process:

- Step 1 – Nomination
- Step 2 - Intervention
- Step 3 – Referral to SSS
- Step 4 – Regional Moderation - Paperwork, Portfolios and Moderation
- Step 5 – Cognitive Testing and Evaluation
- Step 6 – Action

## Nomination

The classroom teacher and/or the differentiation mentor may refer students for the Gifted and Talented program. The nominated student would need to meet the advanced academic criteria for our program, as well as display different characteristics of giftedness, such as: having an excellent memory, learning rapidly or grasping new concepts quickly, creativity, imagination, independence and excellent critical thinking skills.

## Intervention

### Subjective measures

Giftedness has many dimensions and so should the identification process. Subjective measures allow teachers and parents to use checklists and other descriptors, which help them make evaluative judgements about a student's ability.

#### 1. Teacher Nomination

The classroom teacher and/or the differentiation mentor may refer students for the Gifted and Talented program. The teacher collects data and evidence (e.g. work samples, anecdotal notes, observations, test results) and completes the '**Sayler Checklist for Teachers**'. The Differentiation Mentor, specialist teachers and other support teachers may also be asked to complete observations of the students.

## 2. Parent Nomination

Parents are a valuable source of information. Parents have information on both the positive and negative characteristics of their children; they know their children's areas of interest and passion and how they interact and function in the home environment and in social contexts outside school. Parents will be requested to complete the '**GERRIC Gifted and Talented Checklist for Parents**'.

### Objective Identification Measures

The following objective measures will be used at Pimpama State School to test levels of potential or performance of a student and can be used to compare that student with others from their age group or cohort.

#### Standardised achievement tests

Standardised Achievement Tests are used at Pimpama State School to measure a student's current level of achievement as well as being a tool used to identify talented students' achievement in specific learning areas.

- NAPLAN tests
- Progressive Attainment Matrices (PAT) Maths
- PAT Reading Comprehension
- PAT Spelling
- PM Benchmark/ Probe Reading
- Words Their Way – Diagnostic Spelling Assessment
- MTS Online Written and Mental Computations
- Number Facts Age Assessment
- Report Card results
- Early Start Testing

## Referral to SSS

Nominated student is then referred to the S.S.S committee where student's gifted characteristics are discussed and documented evidence is presented. A signed SSS form must be obtained from the student's parent otherwise the child's referral cannot proceed.

## Regional Moderation - Paperwork, Portfolios and Moderation

Gifted and Talented Committee members attend a cluster verification meeting to validate the referral. As a cluster, student work and achievement scores are moderated and the group decide whether the referral should proceed or whether the student should continue to be monitored.

# Cognitive Testing and Evaluation

The **WPPSI-III** and or **WISC-IV**, which are independent psychometric assessments commonly known as an IQ test, will be used to assess a student's level of giftedness. This test gives information about a student's ability to reason, compared with their age peers. These tests will only be administered by the guidance officer. Parents have the option of seeking an external agency to administer an IQ test to their child. If the student receives a full scale score of 120 or above, they are identified as a Gifted and Talented student at Pimpama State School.

## Action – Provisions, Monitoring and Tracking

Once verified, the student will be immediately included in Tier Two and Tier Three programs as well as other being catered for in other class and whole-school provisions. The student may be considered for an ICP (parental approval required). Classroom teacher is to provide differentiated curriculum and instruction to respond to the particular learning needs of the student.

### Tier Two Programs

- **UNIFY:** 'Unify' is an online extension program offered by The Impact Centre in Brisbane. Each term, 15 students will be selected to participate in a weekly 60 minute web conference that affords extension opportunities in literacy, numeracy, critical thinking and design units of work. The program encourages students to utilize higher order thinking skills, by asking questions and appraising solutions to extend their learning, whilst collaborating with the online teacher and web conference supervisor. Identified G & T students in grades four and five are allocated automatic entry. Remaining placements are then devised utilizing the RAP student selection criteria.
- **RAP:** R.A.P stands for "Raising Academic Performance" which forms part of our academic excellence program and facilitates a platform whereby high achieving students undertake and examine an extension of challenging curriculum, theories and concepts that are delivered at a much faster classroom pace. Identified G & T students are allocated automatic entry

### Tier Three Programs

- **G.A.T.E** - GATE is a student directed inquiry based program that is specifically designed to cater for the interests and needs of identified Gifted and Talented students. Students are required to undertake a 'Passion Project' each term that investigates and explores a topic of interest to them. These are then presented at the end of each term to their fellow GATE classmates. Passion Projects are to be completed independently at school or at home.

### In-class provisions

- Curriculum differentiation - promote differentiation of content, process, product and learning environment

- Acceleration
- Extension work
- Individual Curriculum Plans (ICP)
- Cluster groups - opportunity to work with others of like ability  
e.g. reading / maths groups
- Independent study
- Differentiated homework

## Other whole school provisions

- Cluster groups e.g. I4I, reading groups, maths rotations
- Enrichment days/competitions within and outside of the school (e.g.) annual Quiz Bowl, S.T.E.A.M Pentathlon and Year 6 Writers Camp, Days of Excellence, Brainways, ACE project
- School clubs e.g. Chess club
- Acceleration by year or individual subject/s

## PROCESS OF MONITORING AND TRACKING

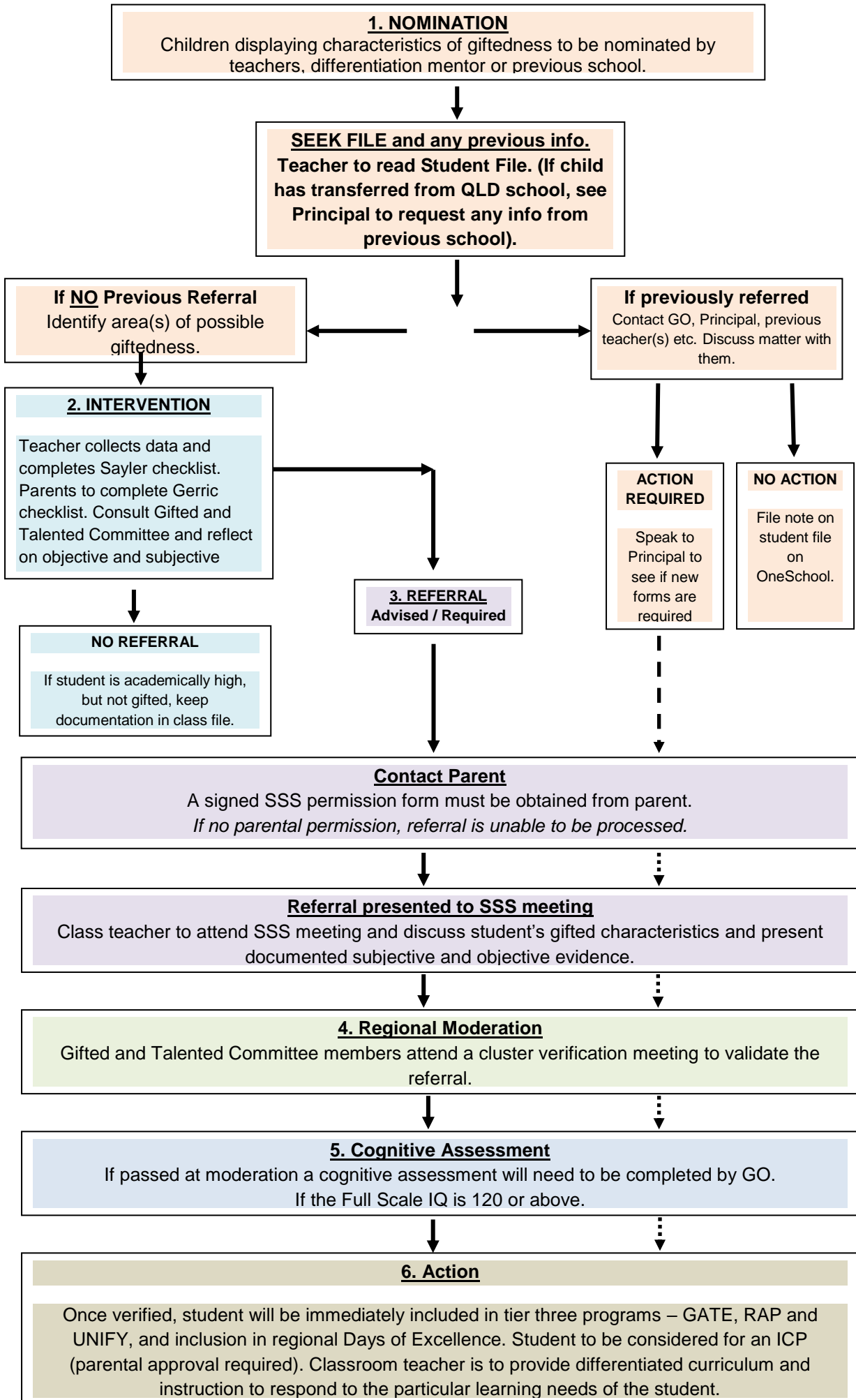
Once a student has been identified, the key tracking tools used by the school to ensure this student is appropriately catered for will be:

- Pimpama State School Student Data Profile
- OneSchool database
- Individual Child Portfolio
- Curriculum Plan (ICP)

## REVIEW PROCESS

If a student is underachieving then measures are taken by the Classroom Teacher in consultation with the Gifted and Talented Committee to undertake a re-evaluation process.

**PIMPAMA STATE SCHOOL  
GIFTED EDUCATION REFERRAL PROCESS**



# CHECKLISTS

## SAYLER CHECKLIST FOR TEACHERS

Adapted by Learning and Development Centre (Gifted and Talented), Modified from template supplied by Ormeau SS



The following is a checklist of characteristics of gifted young children. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale to the right of each item. A more detailed explanation of each point is offered over the page.

STUDENT:

CHARACTERISTIC	TICK APPROPRIATE LEVEL									
	1	2	3	4	5	6	7	8	9	10
1. Has quick accurate recall of information.										
2. Shows intense curiosity and deeper knowledge than other children.										
3. Is empathetic, feels more deeply than do other children that age.										
4. May not always display their advanced understanding in everyday situations.										
5. Uses advanced vocabulary.										
6. Reads, writes, or uses numbers in advanced ways.										
7. Advanced play interests and behaviours.										
8. Shows unusually intense interest and enjoyment when learning about new things.										
9. Has an advanced sense of humour or sees incongruities as funny.										
10. Understands things well enough to teach others.										
11. Is comfortable around older children and adults.										
12. Shows leadership abilities.										
13. Is resourceful and improvises well.										
14. Shows logical and metacognitive skills in managing own learning.										
15. Uses imaginative methods to accomplish tasks.										
16. Use this section to tell us anything you think is important about this child.										

## GERRIC RESOURCES GIFTED AND TALENTED CHECKLIST FOR PARENTS

(For consideration of acceleration within the compulsory years of schooling)

### THINGS MY CHILD HAS DONE

Carefully read each of the following descriptions. Each item is followed by a series of examples; use the examples to help understand the description in the item. Decide how much you agree that your child is like the description. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how your child compares to an item, fill in the **Unsure** or **don't know** circle. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.

Child's name: \_\_\_\_\_ Child's birthday: \_\_\_\_\_

Your name: \_\_\_\_\_ School name: \_\_\_\_\_

Date: \_\_\_\_\_

#### My child:

##### 1. Has quick recall of information.

(e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)

SA 10 9 8 7 6 5 4 3 2 1 0 SD      o Unsure or don't know

A personal example:

##### 2. Knows a lot more about some topics than do other children that age.

(e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art, etc; finds out a lot about a particular subject on his or her own)

SA 10 9 8 7 6 5 4 3 2 1 0 SD      o Unsure or don't know

A personal example:

##### 3. Uses advanced vocabulary.

(e.g. surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD      o Unsure or don't know

A personal example: