
GIFTED AND TALENTED POLICY

Definitions

“Giftedness” refers to potential distinctly beyond the average for the student’s age and encompasses a broad range of abilities in the intellectual, creative, socio-emotional and physical domains. Talent denotes achievement distinctly beyond the average for a student’s age in a specific area, often as a result of application to training and practice.

At The Jannali High School we believe that every student has an individual strength or talent in an area in which their abilities are higher than other areas. However a gifted student has the potential to perform at an outstanding level when compared with their age peers and are usually already performing at that outstanding level.

Policy Statement

- 1 Schools communities have a responsibility to identify their gifted and talented students.
- 2 School communities have a responsibility to provide a range of opportunities and to monitor and evaluate programs for their gifted and talented students.
- 3 Teachers have a responsibility to select and implement a variety of teaching strategies for inclusion in programs for the range of gifted and talented students in their classes.

Identification of Gifted students

At TJHS students are identified for the Year 7 selective class by a placement test designed and marked by the University of NSW. The date of the test session is advertised to partner primary schools and in the local paper. The test is conducted in early March. The test covers literacy, writing and numeracy.

This class continues in Year 8 as a full time ability grouping of students. Students must continue to earn their places in the selective class on the basis of their assessment and examination results. New enrolments are considered for placement in the selective class on the basis of their most recent school reports. If possible, new students will also sit the latest University of NSW test.

In Years 9 and 10 individual faculties grade students based on their previous results.

Grouping Strategies

TJHS groups its most able students into separate classes for the purpose of differentiating their instruction. Learning gains are more readily maximized when gifted and talented students spend the majority of their time in the academic core areas with others of similar abilities.



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Year 7 students of high ability are placed in a full-time ability grouping (selective class). The students in this class are in the same or similar class for all their subjects.

Years 9 and 10 students of high ability are graded according to their subject achievement into different extension classes. This process takes place for English, Mathematics, Science, Geography and History.

In Years 11 and 12 students studying English and Mathematics are grouped according to their achievement, with higher ability students placed in the more demanding courses for English and Mathematics: that is, advanced and extension courses. Students with high ability in other areas of the curriculum where extension courses are offered or specific expertise is desirable, are encouraged to study the appropriate course and level.

Curriculum Differentiation

Curriculum differentiation is the modification of the curriculum through adjustments to content, processes, skills and products. It provides a planned, documented and challenging curriculum that reflects the ability of gifted and talented students to learn at faster rates, find and solve problems more readily, and manipulate abstract ideas and make connections to an advanced degree.

Differentiation includes enrichment and extension activities. Enrichment refers to the broadening of the curriculum, whereas extension refers to the deepening of knowledge, understanding and skills.

A wide range of provision is currently being offered to optimise learning experiences for gifted and talented students. In the classroom, these include: curriculum compacting; curriculum enrichment; a wide range of elective choices and a range of teaching and learning strategies, including contract work and problem solving activities.

All faculty programs are required to include gifted and talented provisions.

It is expected that students in the extension classes will be provided with differentiated programming. Such programming includes:

- high expectations for each student;
- encouraging students to progress at their own pace;
- providing different avenues for acquiring content, processing information or developing products;
- providing multiple assignments within each unit;
- allowing students to choose ways of learning and methods of demonstrating their learning;
- flexible groupings within the class based on the student's needs.



Extra-curricular programs

Extra-curricular programs provide further opportunities for enrichment and extension. TJHS offers a wide range of extra-curricular programs including: school performance ensembles; drama productions; writing competitions; inter-school debating and public speaking; competitions in Mathematics, Science, English, HSIE; inter-school sporting competitions; inter-school art based projects; Model United Nations (MUNA); Interact; leadership programs; additional mathematics tutoring.

Acceleration

Arrangements can be made for students who demonstrate an exceptional ability in one or more subjects to be accelerated.