

# GIFTED AND TALENTED (GAT) EDUCATION FLOWCHART

**CONTEXT** Guided by the Department of Education's individual school documentation outlines the specific processes for identification and provision of developmentally appropriate educational provisions and strategies for all gifted and talented students. School documentation also provides the name and contact details of the designated school contact for parents for all enquiries regarding gifted and talented education.

**NOMINATION** Teacher, parent/carer or student notifies the Principal of a potentially gifted and talented student as outlined in the school documentation for all gifted and talented students.

## ASSESSMENT FOR IDENTIFICATION

Evidence is collected to accurately identify the gifts and talents of students using measures that may include:

- > Teacher or parent/carer checklists Psychological assessments Self-identification
- > Interviews
- > Auditions for CAPA Scholarships Challenging competition results
- > Anecdotal evidence
- > Student work
- > Curriculum & standardised-based assessment & reporting
- > Off-level testing & other relevant information
- > Educational & Medical history

**VALIDATION** Principal determines gifted and talented status of student, based on the evidence provided.

**Not identified as Gifted and Talented.**

School explores appropriate educational opportunities for the student. Student may be nominated for consideration as gifted and talented at a later date, based on new evidence.

**Identified as Gifted and Talented.**

## PLACEMENT AND/OR MODIFICATION RECOMMENDATION

Principal consults with parents/carers, psychologist, teachers and other professionals as necessary to determine the one or more provisions that will best meet the needs of the student.

## INDIVIDUAL LEARNING PLANS (ILP) ARE MANDATORY WHEN:

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

## PROVISIONS

- > Developmentally appropriate modifications are made to the students' programs and/or environment for example Scholarship students exposure to Senior learning environment.
- > Opportunities for Cross Curricular project based learning
- > Whole-grade or Subject Acceleration
- > Participation in External Competitions for example Tournament of the Minds
- > Opportunities for leadership roles within the School
- > School partnership with external agencies

**EVALUATION** Regular and ongoing evidence-based review of student progress, strategies and provisions.

**TRANSITION** The school implements a transition process that acknowledges and supports the gifted and talented student as the student progresses through their schooling. The process of transition out of the GAT class must include:

- > Opportunities for Cross Curricular project based learning

- > a collaborative review by teachers, Year Advisors and Executive of student progress, Learning behaviours and Wellbeing
- > review of multiple types of data including NAPLAN, GAT and MYAT results
- > Parent Interview