

Ryde Public School

Gifted and Talented Policy (developed December 2015)

The NSW Government aims to identify gifted and talented students and to maximise their learning outcomes in all public schools. School communities have a responsibility to develop effective and equitable identification procedures and developmentally appropriate programs.

Context

Identification processes for gifted and talented students at Ryde Public School takes into account the diverse demographic of students from a range of ethnic, cultural and socioeconomic backgrounds.

Giftedness refers to the potential distinctly above average for the students' age and encompasses a broad range of abilities in the intellectual, creative, socio-emotional and physical domains. The gifted population includes students who are underachieving, have learning difficulties, have disabilities and those from minority backgrounds.

Talent denotes achievement distinctly beyond the average for a student's age as a result of application to training and practice.

Policy statement

- Ryde Public School has a responsibility to identify their gifted and talented students, foster collaborative home-school partnerships, provide a range of opportunities to monitor and evaluate programs
- Teachers at Ryde Public School have an accountability to select and implement a variety of teaching strategies for inclusion in programs and enrichment opportunities for the range of gifted and talented students
- Ryde Public School teachers (with support) have a responsibility to identify the gifted and talented students in their classes and empower teachers to feel comfortable and confident discussing with parents
- As a school, we have a responsibility to provide opportunities for staff development in the education of gifted and talented students for principals, teachers and other appropriate personnel

Monitoring and evaluation

The gifted and talented committee is responsible for monitoring, evaluating and reflecting on the implementation of this policy.

This will be carried out through:

- ongoing committee meetings (twice a term) and communication with staff
- regular discussions in stage meetings
- completing teacher & parent checklists - *T:\Teacher\Gifted and Talented\Checklists and Questionnaires*
- referrals to the LST (committee representative)
- targeted student access and tracking of enrichment activities, opportunities and workshops – *enrichment classes, specialised excursions, outside providers*
- access to professional development – *whole staff and individuals*