“One can never consent to creep when one finds the impulse to soar”.
- Helen Keller.

The beginning of wisdom is the most sincere desire for instruction”
Wisdom of Solomon Ch 6: 17
VISION
St Joseph’s School Payneham strives to be a learning community where faith, learning and community underpin the perspectives and programs. It promotes and celebrates excellence in education and works for improvements for today and the future.
A spirit of reconciliation is encouraged through our experience of faith, growth and unity.
We endeavour to prepare children for a life that is lived in justice, dignity and mutual respect.

RATIONALE
The Policy for the Education of Gifted and Talented Students is framed within the Vision Statement for South Australian Catholic Schools. This policy recognizes that the community of St Joseph’s Payneham aims to develop the whole person, encourages the pursuit of excellence and celebrates the human and divine gifts of each student. (Adapted from South Australian Commission for Catholic Schools Vision Statement 1991).

We at St Joseph’s Payneham have a pastoral responsibility to cater for gifted and talented students. We will therefore ensure that gifted students are identified and given the appropriate specific educational access necessary to help them achieve their potential.

AIM
God’s love for each individual is reflected in a variety of gifts and talents. Our school community needs to nurture and share the gifts and talents present among all its members if it is to be faithful to the mission of building the Reign of God. This presents a challenge to the educational community to provide optimum opportunities for all students to reach their full potential.

POLICY GUIDELINES
As a guide for this policy, Gagne's (1985) definition of giftedness and talent is used:
“… research defines giftedness as the potential to perform at a level considerably superior to one’s age peers in one or more domains of ability. Talent, by contrast, is defined as significantly superior achievement or performance in one or more fields of human performance.”

An underachieving child of high potential can thus be acknowledged as a gifted student whose abilities have not yet developed as talents. The translation of giftedness into talent can be either facilitated or impeded by a cluster of variables including the student’s motivation and self-esteem, socio-economic and cultural factors, and the school’s capacity to identify and foster gifts. (Gagne, 1985)

A gifted student is one, who will possess, to an outstanding degree, ability or potential in one or more of the following areas:
• Spirituality
• general intelligence
• potential for high ability in a specific academic field
• visual and/or performing arts
• psychomotor ability
• leadership
• creative thinking
• interpersonal and/or intrapersonal skills

Traits Common To Gifted Children.

Some of the positive traits often exhibited by gifted children include:

• Learns basic skills easily and with fewer repetitions.
• Uses vocabulary advanced for age.
• Learns to read before school age.
• Memorises and remembers facts easily and quickly.
• Has an unusual imagination and a keen sense of humour.
• Seeks out a challenge, is able to persevere in solving problems.
• Has a longer attention span.
• Explores wide ranging and special interests, often in great depth.
• Displays great intellectual curiosity.
• Likes to create, invent and investigate.
• Finds pleasure in intellectual activities.

Gifted and talented children can exhibit other traits. Other traits attributed include:

• Is a ‘perfectionist’.
• Gets bored easily, resist drill, disturbs others, daydreams.
• Impolitely corrects, or lacks respect for adult arguments.
• Has few friends, impatient with others.
• Dislikes group work; may monopolise discussions.
• Sense of humour may be used inappropriately.
• Can be reluctant to do written work.
• Appears inattentive, and then copes easily.
• Often seen as a show off or out of step.

Gifted & Talented Program.

St Joseph’s Payneham makes every effort to establish learning spaces dedicated to the different learning styles of all children. Gifted students are catered for in mainstream classrooms and withdrawal programs. While maintaining our provision for talented students in the normal classroom, our new program is planned to group together some high ability students based on Francois Gagne’s model of Giftedness.

In pursuing excellence and equity in the education of gifted and talented students,

St Joseph’s Payneham will:

• provide a supportive social, emotional, pastoral and educational environment
• work in partnership with parents for the education of students
• ensure early recognition and provision for the development of giftedness
• extend and challenge gifted and talented students at levels appropriate to their exceptional ability
• provide the opportunity to advance through school stages at a rate suited to individual ability, personal maturity, and learning outcomes
• provide training and professional development opportunities for teachers and other appropriate personnel
• work with the wider community
• provide ongoing support for staff, parents and students
• provide the opportunity for contact with similarly gifted or talented peers, within school and the wider community
• allocate resources for the provision of appropriate programs.

Entry Requirements:
All students at St Joseph’s School are tested for suitability for our programs. Other children are considered for the program after an initial nomination by a teacher within the previous year. The students are assessed to determine the nature of their Giftedness and their suitability for accelerated learning. Also taken into account are the results of standardised ability tests and competition results.

Philosophy for Gifted Education
Gifted students require a differentiated education because of their unique potential and needs. They require educational experiences in higher level thought processes: analysis, evaluation and synthesis.

The delivery model for the program is the Francois Gagne's model of Giftedness. This model provides an opportunity for gifted students to develop thinking, affective skills, communication, research, and independent inquiry skills in all areas of the curriculum. The curriculum focuses on interdisciplinary enrichment activities. Please see the accompanying Resource Booklet.
PRINCIPLES
The following principles underpin the education for gifted and talented at St Joseph’s Payneham School.

- Catholic tradition and values recognise and uphold the right of the student to perform to maximum potential.
- All students have the right to achieve optimum educational outcomes.
- Students have a right to access challenging educational experiences, appropriate to their individual needs.
- Parents/caregivers are the first educators of their children and are partners in the educational process.
- Early identification of students’ exceptional potential is essential.
- Potential can be masked by other special needs and factors including motivational and behavioural issues, disability, poverty, isolation, gender, a language background other than English and Aboriginality.
- Learning is enhanced by structures and teaching strategies, which are explicit, appropriate, flexible and creative.
- Students’ exceptional potential applies to all areas of learning and human endeavour and is not limited to specific curriculum areas.
- The development of gifts and talents empowers students to challenge and transform the wider world.

Grouping Gifted Children
While a number of talented students are still being well catered for in mainstream classrooms and are engaged in a number of enrichment opportunities across the school, other children learn in our fully contained classes where they are in continuous contact with peers of similar high ability and interests with a support teacher who has had experience in teaching students. Ability grouping of these students provides them with the opportunity to experience a wider curriculum at a greater depth.

Nominate a Child
Giftedness becomes evident at an early age. Soon after birth and beyond you might have noticed that your child was noticeably alert and that stages of development were reached long before other children of similar age. The gifted will have a wide vocabulary and be able to concentrate for long periods of time. If you have observed cognitive and affective characteristics in your child such as the above, you should nominate your child for consideration in the G&T program.

Process
If you feel that your child has special needs in this area, you should be aware that the school provides a checklist of indicators to help you to determine whether your child should be nominated. This can be obtained from our office. To your Nomination Form and checklist, you might like to attach supporting evidence of outstanding ability.
Procedures for identification should be multifaceted, involving parents/caregivers, students, teachers, and other professionals. The identification procedure must:

- be school-wide
- use multiple criteria
- be inclusive
- be dynamic and continuous
- be culturally fair
- ensure that all domains of giftedness and fields of talent are identified
- recognise degrees of giftedness and talent
- be organised and linked to differentiation
- allow for early identification and identification at all stages
- enable input from everyone involved.

Social and Emotional Issues:
Gifted children often show greater perceptiveness and sensitivity to the needs of others and the environment. As they grow older they are not afraid to grapple with wider global issues along with solving challenging questions. St Joseph’s School is committed to providing all students with the opportunity to do their best and to maximise educational opportunities.

We recognise that gifted children need a stimulating curriculum. Without it, they can lose interest in school. A curriculum for gifted children requires them to stretch their minds. Our programs across the whole school provide enriched learning experiences and extension opportunities which include the following:

**English**
Public Speaking /Spelling competitions Enrichment author groups/ICAS English and Writing competitions/Debating

**Mathematics**
Enrichment workshops/Ability-based maths groups Maths Olympiad/ Australian Mathematics Trust Competition/ICAS Maths competition

**Science & Technology**

**Creative Arts**
Band program / Dance program/ Choir / Visual Art competitions/Artist in Residence

**Sport/PE**
POLICY OUTCOMES
At St Joseph’s Payneham, we endeavour to achieve the policy outcomes by incorporating open ended tasks and enrichment activities in the general curriculum. We also provide opportunities for students to take part in such activities as academic competitions and electives.

To assist us in identifying gifted and talented students we will use a range of criteria which include:

- Documentation provided by parents
- Checklist of traits and characteristics
- Teacher observation
- Parent/caregiver observation
- Peer observation
- Interviews
- Standardized achievement tests
- Self nomination

Set out below are some of the opportunities we provide as part of our gifted and talented programme:

- Thinking Skills Programme such as:
  - CoRT Thinking (Edward de Bono)
  - Six Thinking Hats (Edward de Bono)
- Questioning and Thinking Guides such as:
  - Bloom’s Taxonomy (Benjamin Bloom)
  - Better Questions, Better Thinking (John Langrehr)
  - Thinker's Keys (Tony Ryan)
- Oliphant Science Awards
- Mathematics Challenge

POLICY GUIDELINES
This policy is written in keeping with St Joseph’s Payneham’s Learning and Teaching Policy. A gifted and talented curriculum approach permeates all areas of the curriculum and is in keeping with the CESA policy on Gifted Education and the SACSA Framework’s Essential Learnings.
RESOURCES: PDF copies available on s\staff\curriculum\G&T\G&T resources

1. EDUCATION OF GIFTED STUDENTS RESOURCE BOOK
2. G & T Checklist for Parents
3. Gagne 8 page Building Gifts into Talents
4. Gifted Students Policy DECS
5. CESA Policy on Gifted + Talented 2006
6. Raising your GT Child: Joys and Challenges
7. You Know your child is Gifted when

APPENDICES

APPENDIX 1: PROFORMA FOR IDENTIFYING G & T STUDENTS
APPENDIX 2: SAMPLE COVER LETTER TO SUPPORT STUDENT APPLICATION TO G & T ASSOCIATION
APPENDIX 3: TERM 2 LETTER TO GO HOME TO INFORM PARENTS OF THE TYPE OF DIFFERENTIATED CURRICULUM
APPENDIX 4: TERM 1 NEWLETTER ARTICLE ABOUT G & T PROGRAM

CREATED MAY 2014
Ingrid Douventzidis, Dora Cauoto, Marie Polvere

REVIEW in 2016
<table>
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<tr>
<th>NAME OF STUDENT</th>
<th>EXTENSION KLA (eg. Maths, Art, Dance, English, Technology, ICT)</th>
<th>Description: Areas of Giftedness</th>
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April 2012

Dear Committee,

RE: ...........

........... has been at St. Joseph’s Payneham since ............ and during this time has shown herself to have exceptional reading, maths and literacy skills. Attached are ...........’s Reception Report and Psychological Assessment which show that she is capable of working above her chronological age.

The family and the school has collaborated in providing a differentiated curriculum and we agree that the benefits of the G& T Association and particularly joining the Saturday Club would be a terrific pathway for ........... at this stage especially since there are some social considerations to take into account.

Information about ........... included with this letter:

DOB: ........

Age at Testing : ............
Samples: Writing, Maths, drawing
Checklists: Parents, Teacher
Westwood Spelling Age: ........
Burt Word Recognition Test: ............ yrs

Please consider ........... as a possible member of the G& T Association and contact both the school and family for further possibilities. Contact details on the membership form.
Thank you for supporting children with exceptional abilities.

Yours sincerely

G&T Coordinator.
APPENDIX 3: TERM 2 LETTER TO GO HOME TO INFORM PARENTS OF THE TYPE OF DIFFERENTIATED CURRICULUM

June 2013

Dear

In many circumstances, students will be working at a different rate and level in some learning areas to their peers. All students have areas of strength and areas for improvement. Students learn in many different ways and we want to ensure we are meeting their needs to experience success in learning.

In some situations, there are particular needs that can benefit from further help through our Learning Support/Enrichment Team. This assistance may be in the form of working with the teacher to develop strategies in the classroom or modification to tasks or curriculum. It may be in the form of small group assistance in class or student withdrawal for targeted intensive support for a short length of time.

Teachers endeavour to meet the range of needs in the classroom through a variety of strategies and methodologies. The individual learning needs of the student will determine the type of support required. The support is carried out through the communication with class teachers, Learning Support Team, students and parents. Collaboration between the class teachers and the Learning Support Team is essential. The differentiated aspects of the curriculum will be reviewed regularly in order that the learning outcomes are monitored and evaluated.

Layla has been identified and will be receiving support this term in the following way:

- Individual support for
- In class support for
- Extension for
- Adaptations made to the curriculum
- Individualized learning program
- Reading/comprehension group
- Writing group
- Phonics/spelling
- Maths group
- LAP

If you require any further clarification or specific information regarding the Learning Intervention Program, please contact the class teacher or the Learning Support Team.

Regards

Class Teacher (s) Gifted & Talented Learning Support

Manuela Ciniglia Marie Polvere
APPENDIX 4: TERM 1 NEWSLETTER ARTICLE ABOUT G & T PROGRAM

2013 L.E.A.P. = LEARNING EXTENSION & ACCELERATION PROGRAM

In catering for our gifted and talented students, we understand that that some students are capable of processing information at a greater rate than others within the same year equivalent. As a result we would like to develop the LEAP Program in 2013 to further coordinate the various ways that we facilitate a greater range of learning experiences. Manuela Ciniglia will coordinate the LEAP program in 2013.

This program will encompass already existing programs such as Maths Olympiad, Music, Dance, Sporting and Visual Arts opportunities. The program will address the learning needs of high potential students who are capable of learning at a significantly faster pace and in greater depth than their peers.

Continuation in the LEAP program will be conditional upon students maintaining the interest, motivation, high academic performance and exemplary behaviour which will allow them to participate in a greater range of learning opportunities. This program is underpinned by the values in the Keys to Success: Confidence, Perseverance, Getting along, Organisation and Resilience. L.E.A.P. includes:

**Visual Arts**
- Cartoon Creation (Term 2 with Blair Price)
- Canvas Artwork (Manuela Ciniglia)
- Local & national art competitions

**Extension English (Marie Polvere)**
- Poetry competitions
- Essay & Writing competitions including ICAS

**Performance Arts**
- Individual instrumental lessons: Voice (Julia Johnston) Piano (Adrian Hookway & Thomas Giam)
  - Guitar (Denny Vuong)
  - Violin (Roger Stammers)
- Instrumental Performances (Dr Mark Smith)
- School Performances with Choir (Assemblies/Community Events)
- Catholic Schools Music Festival (Marcella St Claire)

**Maths Acceleration (Manuela Ciniglia)**
- Maths Olympiad (Yr 4 - 7 problem solving)
- ICAS Maths Competitions
- Year level Maths Extension

**Science & Technology**
- ICAS Science competition
- Robotics (Bee-bots for Rec –Yr3) (Robotics for Yr 4-Yr 7)

**Chess on Thursdays**

(Chess games through Junior and Senior lunchtimes)