

## WALKERVILLE PRIMARY SCHOOL

### GIFTED EDUCATION POLICY

#### CONTEXT

At Walkerville Primary School "Excellence in Learning" is supported through strategies to ensure all students reach their potential through the Gifted Education Policy. This policy is a subset of the DECD policy guidelines 'Gifted Children and Students'.

#### IDENTIFICATION

Students are assessed by a registered psychologist or guidance officer. Parents normally initiate this. However, a teacher may advise that preliminary screening tests indicate that a student may be in the gifted range of abilities.

A register of contacts for psychologists is available from the principal and does not infer preference regarding practitioners.

Students in other year levels, including entry to reception, can be identified through assessment by a registered psychologist or guidance officer.

#### TESTING PROTOCOL

Teacher administered tests (Raven's) are given to all students in Year 3 to provide screening information as part of the teacher's usual testing regime. Teacher administered testing of other students, including those newly enrolled, will be performed with prior parent consent. Testing that is administered by outside professionals will require parent consent.

#### INDIVIDUAL EDUCATION PLAN

Students from Years 1-7 with a verified assessment indicating that they are performing in the very superior range are eligible for an Individual Education Plan (IEP).

This will developed in collaboration with parents, class teacher and senior staff during regular Term 3 Parent/Teacher Interviews (which should be offered as 30 minute interviews rather than 15 minutes). The plan will therefore cover Terms 3 and 4 of the current school year and Terms 1 and 2 of the next school year. The Individual Education Plans will be reviewed annually or as a need is identified.

#### SUPPORTING IDENTIFIED STUDENTS

The support of identified students will be a collaborative program that includes:

##### Classroom learning program

The needs of most identified students will be catered for within the context of the classroom learning program. Identified students will engage in learning activities within the class and alongside their peers.

Strategies include:

- use of a theoretical model that promotes and incorporates higher order thinking skills.
- catering for different learning style
- accessing specific resources that support classroom programmes.

##### Whole School Program

Identified students will have the opportunity to access a range of extra curricula activities that may include drama, music, visual arts and science. This may also include the attendance at excursions and performances.

##### Acceleration

DECS policy provides for year level and subject acceleration **in exceptional circumstances**. Students who are identified as highly gifted (97<sup>th</sup> percentile or greater) **may** be considered for year level acceleration or subject level acceleration. Parents and class teachers will provide evidence of academic achievement and emotional and social development to Senior Staff to support such a request. The principal will take the decision after considering available advice. Under normal circumstances, year level and subject acceleration will be timed for the commencement of a new school year.

#### RESOURCING

The budget allocation provided to the program that may be used for:

- professional development activities
- teacher collaborative release
- purchasing resources for students

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