



# FLOREY PRIMARY SCHOOL

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Respect / Tolerance & Inclusion / Excellence  
An ACT Public School

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<b>GUIDELINES TITLE:</b>	<b>GIFTED AND TALENTED GUIDELINES</b>
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<b>RELATED DOCUMENTS</b>	<b>Gifted and Talented Students Policy 2021 available at:</b> <a href="https://www.education.act.gov.au/publications_and_policies/policies">https://www.education.act.gov.au/publications_and_policies/policies</a>

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## PURPOSE

These guidelines outline the Florey Primary School methods of identifying and working with students who are gifted and talented. The guidelines are aligned with the ACT Education Directorate's policies, and care has been taken to ensure the guidelines are not prescriptive, as students' gifts and talents are varied and require different approaches to fulfil the needs of each individual.

## 1. GUIDELINES CONTEXT

- 1.1. Florey Primary School recognises gifted and talented (G&T) students as having unique educational needs and is committed to ensuring the needs of G&T students are catered for to enable them to reach their educational potential.
- 1.2. These procedures outline the range of ways the school can respond to the individual needs of gifted and talented students and supports communication and understanding about the needs of this group of students between the home and school environments.

## 2. DEFINITIONS

Please refer to page 9 of the ACT Directorate's '*Gifted and Talented Students Procedures*' - Appendix E (attached)

### **3. PROCEDURES**

Florey Primary School recognises that it has a responsibility to undertake the following:

- 3.1 Identify a school-based Gifted and Talented Liaison Officer (GaTLO) to communicate with the Directorate, Florey Primary School staff, parents and students.
- 3.2 Identify G&T students using data from multiple sources: refer Appendix B – Identification Instruments.
- 3.3 Consider nominations of G&T students through an interview with the principal, or the principal's delegates - eg the GaTLO or the school psychologist. These nominations could be sourced from teachers, parents or other relevant professionals.
- 3.4 Establish a school-based committee to oversee the educational programs and strategies for students who are identified with an FSIQ of 130 and above; or identified as twice exceptional (see attached Appendix E for definitions).
- 3.5 Adopt a case-coordination approach, liaising with relevant stakeholders such as parents/carers, psychologists, GaTLO, principals, teachers and other professionals associated with student learning and wellbeing.
- 3.6 Develop an Individual Learning Plan for identified students - in consultation with their parents/carers - outlining specific learning, social and emotional needs, transition plans and support strategies.
- 3.7 Provide staff development opportunities in the education of gifted and talented student.

### **4. EDUCATIONAL PROGRAMS AND PROVISIONS**

Florey Primary School will determine and provide suitable, flexible educational programs and provisions to meet the diverse range of needs of G&T students. This may include one or more of the following:

- 4.1 Provision of differentiated curriculum and instruction methods within the regular classroom.
- 4.2 Grouping strategies to facilitate learning with like-ability peers.
- 4.3 A learning environment which encourages students to question, exercise independence and use their creativity.
- 4.4 Specific social-emotional support programs and counselling services.
- 4.5 Acceleration (examples include early entry, whole grade/subject/dual enrolment).
- 4.6 Other evidence-informed provisions and programs such as mentoring.

## 5. PRINCIPLES

Florey Primary believes that:

- 5.1 all students should receive learning opportunities which are targeted to their individual needs.
- 5.2 gifted and talented students have unique educational needs that should be catered for to enable learning and development.
- 5.3 parents and carers should be provided with communication that allows participation in decisions relating to their child's education.

## 6. ROLES AND RESPONSIBILITIES

For a full list of roles and responsibilities refer to page 7 of Appendix E – 'Gifted and Talented Students procedures' (attached)

## 7. GUIDELINE'S OWNER

Florey Primary School Board.

### Appendices:

[Appendix-A-1-Identification-and-Provisions-procedures-flowchart.pdf](#)

[Appendix-A-2-Acceleration-procedures-flowchart-003.pdf](#)

[Appendix-A-3-Early-Entry-procedures-flowchart.pdf](#)

**Appendix B** [https://www.education.act.gov.au/\\_data/assets/word\\_doc/0005/1745681/Appendix-B-Identification-Instruments.docx](https://www.education.act.gov.au/_data/assets/word_doc/0005/1745681/Appendix-B-Identification-Instruments.docx)

**Appendix C** - [https://www.education.act.gov.au/\\_data/assets/word\\_doc/0009/1745685/Appendix-C-Gifted-and-Talented-Early-Entry-application-form.docx](https://www.education.act.gov.au/_data/assets/word_doc/0009/1745685/Appendix-C-Gifted-and-Talented-Early-Entry-application-form.docx)

**Appendix D** - [https://www.education.act.gov.au/\\_data/assets/word\\_doc/0010/1767268/Twice-Exceptionality.doc](https://www.education.act.gov.au/_data/assets/word_doc/0010/1767268/Twice-Exceptionality.doc)

*These guidelines were developed by Florey Primary School Board through consultation with the school community in 2022. Last date reviewed: October 2022. Date next review: October 2026.*

*For a more detailed outline of policies and procedures go to <https://www.education.act.gov.au/support-for-our-students/g-and-talented-education>*



# GIFTED AND TALENTED STUDENTS PROCEDURES

These procedures must be read in conjunction with *Gifted and Talented Students Policy*.

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## 1. Overview

- 1.1. These procedures support ACT public schools to implement the *Gifted and Talented Students Policy*.
- 1.2. These procedures include the Appendices.

## 2. Rationale

- 2.1. The Education Directorate values evidence-informed, flexible pedagogy that provides a learning pathway for each student. The specific learning needs of gifted and talented students are supported by the ACT Government's Future of Education Strategy (2019) and its principles of equity, agency, access and inclusion.
- 2.2. The Australian Curriculum and Reporting Authority recognises that 'gifted and talented students are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals.'
- 2.3. These procedures support the alignment of the Australian Curriculum with the individual learning needs of gifted and talented students in ACT public schools through the establishment of appropriate environmental, intrapersonal and developmental processes.
- 2.4. François Gagné's Differentiated Model of Giftedness and Talent 2.0 (2008, 2016) informs the key educational approaches and definitions contained in these procedures by recognising "that giftedness is a broad concept that encompasses a range of abilities: it also recognises that giftedness is only potential and must go through a transformative process in order to become a talent" (ACARA, 2013).

### 3. Procedures

#### 3.1. General procedures

- 3.1.1. **Principals are required to nominate a Gifted and Talented Liaison Officer (GaTLO) as the support officer for gifted and talented education and as a first point of contact for students and parents within the school.**
- 3.1.2. Principals, GaTLOs, teachers and school psychologists should access appropriate professional learning and support to meet the academic, social and emotional needs of gifted and talented students.
- 3.1.3. Schools, along with input/information from parents, will identify gifted and talented students in their school population to provide appropriate programs to cater for their needs (*Refer to 3.2 for further detail*).
- 3.1.4. Parents/carers will be provided with information about the programs and provisions for gifted and talented students. They will be consulted on the identification outcomes and have opportunities to work collaboratively with the school on recommended adjustments to programs and provisions to meet the individual needs of their child.
- 3.1.4.1 Schools will use a case coordination approach to support gifted and talented and twice exceptional students' needs and develop Individual Learning Plans to document personalised adjustments to programs and provisions, if appropriate (*Refer to 3.3 and 3.4 for further detail*).
- 3.1.5. Schools will facilitate access to a flexible range of educational programs and provisions for gifted and talented students to ensure they are making learning gains corresponding with their abilities and potential (*Refer to 3.5 for further detail*).
- 3.1.6. Schools will provide differentiated, developmentally appropriate learning experiences for gifted and talented students.
- 3.1.7. Acceleration options, including early entry to preschool or kindergarten, learning area (subject) acceleration or year level acceleration, will be provided for eligible gifted and talented students on a case by case basis (*Refer to 3.6 and 3.7 for further detail*).
- 3.1.8. Relevant school stakeholders will develop and implement transition and pathways plans and processes to support gifted and talented students as they progress through their schooling.
- 3.1.9. Flexible learning pathways within and between schools and tertiary institutions will be identified and supported for gifted and talented students as appropriate.

### 3.2. Identification

- 3.2.1. In school identification will involve using data from multiple subjective and objective assessment measures (refer to Appendix B: Identification Instruments) of ability and achievement to identify potentially gifted and talented students. These may include, but are not limited to:
- Parent nomination checklists
  - Teacher nomination checklists
  - External psychometric testing
  - School based abilities testing
  - Standardised achievement tests
  - Parent observations
  - Teacher observations
  - School work/reports.
- 3.2.1.1. Specialised approaches may need to be considered in the identification process where students may be potentially disadvantaged due to individual or various circumstances including twice exceptional, Aboriginal and Torres Strait Islander, English as an Additional Language/Dialect (EAL/D) and underachieving students.
- 3.2.2. The responsibility for making judgements based on the data collected as part of the identification process rests with a principal-nominated team, including at least one staff member trained in evaluation of the assessment measures used. This data should inform decisions about school-based programs, provisions, strategies and adjustments to be provided.
- 3.2.3. Students who have been identified in stanine 7, 8 or 9 through group assessments will be communicated to parents/carers. Information on the programs and provisions within the regular classroom will be provided.
- 3.2.4. Students who have been identified in the top 4% stanine 9 through group assessments or as potentially twice exceptional will be communicated to parents/carers, and with their permission, be referred for a case coordination discussion for consideration of further assessment and evaluation.
- 3.2.5. Schools will communicate the results of the identification processes to parents/carers and any adjustments to student's educational programs and provisions (e.g. class changes, case coordination, significant differentiation, participation in a specific gifted and talented program).
- 3.2.6. An appeals process will be facilitated by the principal through case coordination and will involve evaluation of all evidence as part of the ongoing identification process.

### 3.3. Case coordination

- 3.3.1. A school-based committee will apply a case coordination approach for gifted and talented students who are identified with an FSIQ of 130 and above or identified as twice exceptional.
- 3.3.2. The following stakeholders will be engaged in the case coordination process as appropriate:
- parents/carers
  - student
  - teacher/s
  - school psychologist
  - GaTLO
  - Principal and/or Executive Team
  - receiving principals, GaTLOs and teachers as required for acceleration
  - other professionals associated with student learning, development and/or wellbeing as necessary (e.g. Careers Officer, Disability Educator).
- 3.3.3. The educational programs and strategies identified for a student through the case coordination approach will be documented in an Individual Learning Plan.

### 3.4. Individual Learning Plans (ILPs)

- 3.4.1. GaTLOs will oversee and coordinate the development of an Individual Learning Plan for whole grade/subject accelerated (including early entry) students, students identified as twice exceptional or as recommended through the case coordination approach, where appropriate and unless parents/carers decline.
- 3.4.2. ILPs will detail any specific learning, social and emotional needs, transition plans and supports identified through the case coordination approach.
- 3.4.3. ILPs will be designed in collaboration with parents/carers and where appropriate, students.
- 3.4.4. ILPs will be collaboratively reviewed at least annually, and upon any significant changes to the gifted and talented student's needs.



### 3.5. Educational programs and provisions

3.5.1. Schools will determine and provide suitable, flexible educational programs and provisions to meet the diverse range of needs of their gifted and talented students. This should include a combination of the following, as appropriate:

- provision of differentiated curriculum programs and differentiated instruction methods within the regular classroom/s. Examples include:
  - curriculum compacting- removal of repetition of activities for content where mastery has been demonstrated
  - extension- additional tasks such as portfolios, projects or research questions given to deepen knowledge and understanding beyond what is expected of the whole class
  - inquiry model- where students formulate their own questions about the world to investigate
  - enrichment- additional individual inquiry which goes beyond what is expected of the class in terms of the level and degree of abstraction
  - open-ended questions, activities and assignments
  - opportunities for critical and creative thinking
  - hypothesis testing and problem solving
  - online learning
  - mentors with specific expertise.
- grouping strategies to facilitate appropriate differentiation strategies and to facilitate learning with like-ability peers. Examples include:
  - multi-age classes
  - grouping by achievement for subject instruction
  - within class performance grouping
  - cooperative learning groups with like-ability peers.
- a learning environment that encourages students to question, exercise independence and use their creativity
- specific social-emotional support programs and counselling services
- early careers guidance and transitions planning, mentoring programs and partnerships with external organisations
- acceleration (examples include early entry, whole grade/subject, dual enrolment)
- other evidence-informed provisions and programs.

### 3.6. Acceleration

- 3.6.1. If the case coordination team consider acceleration as a potential benefit for a gifted and talented student, consultation and approval by parents/carers and the student is required.
- 3.6.2. For students in years K-8, the Iowa Acceleration Scale, or assessment tool approved by Senior Director Clinical Practice, will be used to assess the student's suitability for acceleration. This will require referral, assessment and recommendations by a psychologist.
- 3.6.3. For students in years 9-12, referral by a psychologist and/or GaTLO must occur in addition to the use of a range of assessment of ability achievement instruments and may include the use of Purdue Academic rating and/or Renzulli Scales (or assessment tool approved by Senior Director Clinical Practice).
- 3.6.4. Approval of recommendations for acceleration will be made by the Principal after consideration of the evidence gathered by the case coordination team.
- 3.6.5. Case coordination will consider the range of acceleration options to determine the most suitable acceleration programs, provision and placements, and develop an acceleration specific ILP with consideration to any transition requirements.
- 3.6.6. Where the acceleration would result in a transition between schools or sectors, a transition plan and ILP must be developed in consultation with the receiving school Principal, the Senior Director of Learning and Teaching Policy and Service Design, and the relevant Director of School Improvement (DSI).
- 3.6.7. If a parent/carers wishes to appeal a decision not to accelerate their child, the evidence gathered by the case coordination team, along with any new evidence supplied by the parent/carers, will be provided to the Senior Director of Clinical Practice and a previously uninvolved DSI for review.
- 3.6.8. Evaluation of the acceleration placement by the case coordination team must occur within three months of the placement commencing, with the option to continue with acceleration or return to the original school placement.
- 3.6.9. Regular transition review should continue as part of the case coordination process thereafter.

3.7. Early entry to four year old preschool or kindergarten

- 3.7.1. To apply for early entry to four year old preschool or kindergarten, a parent/guardian must complete the application form at Appendix C, which is available on the Directorate's website.
- 3.7.2. The application must include:
- a completed application form
  - proof of birth date of child (e.g. copy of child's birth certificate or passport)
  - proof of residency in the ACT (e.g. utility bill)
  - proof of parent/guardian Australian citizenship or residency (e.g. birth certificate, passport or visa)
  - report of a cognitive assessment, undertaken by a Psychologist registered in Australia, showing the child has **an interpretable Full-Scale Intelligence Quotient (FSIQ) of 130 and above.**
- 3.7.3. If a child is not assessed to have an interpretable FSIQ of 130 and above, the child will not be eligible for early entry. However, this does not preclude the child from future acceleration at a later stage in their schooling, if appropriate.
- 3.7.4. Applicants who are unable to provide a cognitive assessment report due to fiscal disadvantage may discuss their individual circumstances with the Senior Director, Learning and Teaching Policy and Service Design and will need to present a current Low Income Health Care Card issued by the Australian Government. Applicants must also provide a completed *Things My Young Child Has Done* (Sayler, 2004) parent checklist.
- 3.7.5. An Early Entry Assessment Panel will be convened to review applications for financial assistance. The Early Entry Assessment Panel will comprise:
- Senior Director, Learning and Teaching Policy and Service Design
  - Senior Psychologist
  - Principal
- 3.7.6. Applicants will be notified of the decision, and where appropriate the reason for the decision, in writing following the decision of the Early Entry Assessment Panel.
- 3.7.7. Placement offers to successful applicants ensure a place at an ACT public school, however four year old preschool placement in the Priority Enrolment Area is subject to availability. Placement offers to successful applicants for kindergarten ensure placement in the Priority Enrolment Area. If the offer is accepted parents/carers will be required to complete the school enrolment process at [https://www.education.act.gov.au/school\\_education/enrolling\\_in\\_an\\_act\\_public\\_school](https://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school).

- 3.7.8. Successful applicants who subsequently enrol their child in an ACT public school will be required to meet with the school Principal, GaTLO and/or any other personnel (case coordination committee) to discuss the need for adjustments to support the child to succeed.
- 3.7.9. An applicant may appeal a decision not to approve early entry for their child. The applicant should request a review in writing, outlining the reason/s for the request and providing any additional qualitative or quantitative evidence of the child's giftedness.
- 3.7.10. An Early Entry Appeals Panel will consider the original application and any additional evidence provided. The Appeals Panel will notify the applicant of its decision in writing.
- 3.7.11. The Early Entry Appeals Panel will comprise:
- Senior Director, Learning and Teaching Policy and Service Design
  - Senior Director, Clinical Practice
  - Directorate staff with qualifications in gifted and talented education, as required.

3.8. Assessment and reporting

- 3.8.1. Reporting for students at grade level: the reporting process is the same as for other students in their year level.
- 3.8.2. Reporting for learning area/subject acceleration: students who have been taught the curriculum for a higher year level in one or more learning areas/subjects will be exempt from assessment at their year level for those subjects. The report is to be made against Achievement Standards for the subject in the year level to which they have been accelerated.
- 3.8.3. Reporting for whole-grade acceleration: the reporting process for students that have been whole-grade accelerated is the same as per cohort to which they have been accelerated.
- 3.8.4. Students on an ILP should have goals pertaining to the ILP reported/commented on consistent with the ILP process.

### 3.9. Roles and responsibilities

3.9.1. The responsibility for promoting equitable learning and wellbeing outcomes for gifted and talented students is shared by the Education Support Office and schools.

#### 3.9.1.1 **Education Support Office**

- provide the strategic direction and framework for gifted and talented education.
- facilitate and provide professional learning opportunities and resources to support schools and the implementation of gifted and talented education programs and initiatives.
- facilitate a community of practice for principals, school psychologists, GaTLOs and classroom teachers, to strengthen educational and wellbeing outcomes for gifted and talented students.
- promote partnerships and mentoring opportunities with external institutions.
- assess applications for early entry to preschool or kindergarten.

#### 3.9.1.2 **Directors of School Improvement**

- advise and support principals on the acceleration of gifted and talented students where the acceleration would involve a transition from primary to secondary, or secondary to senior secondary school.
- review a decision not to accelerate a student, upon request by a parent/carer.

#### 3.9.1.3 **Principals, supported by School Leadership Teams**

- designate a GaTLO as a first point of contact for all enquiries about the school's approach to meeting the needs of gifted and talented students.
- regularly access current research to inform gifted education practice at their school.
- plan and embed a sustainable whole-school approach to gifted education.
- communicate, consult and collaborate with their school community to develop a shared understanding of gifted education.
- ensure there are established processes in place for the ongoing identification of gifted and talented students using multiple equitable, effective, reliable and valid measures (Refer to 3.2 for further detail).
- in consultation with the School Psychologist and/or GaTLO, oversee the choice and administration of assessment measures used for the identification of gifted and talented students.
- facilitate a case coordination approach for gifted and talented students as required (Refer to 3.3 for further detail).
- ensure the regular evaluation of developmentally appropriate curriculum, educational provisions and strategies for all gifted and talented students enrolled at the school (Refer to 3.5 for further detail).

#### **3.9.1.4 Gifted and Talented Liaison Officers (GaTLO)**

- provide advice on the school's approach to meeting the needs of gifted and talented students to all relevant stakeholders.
- engage in professional learning to develop their expertise in working with gifted and talented students, including system level networks.
- work collaboratively with parents/carers, teachers, Principal and School Leadership Teams, and school psychologists to facilitate appropriate provisions for gifted and talented students.
- oversee and coordinate the development of an ILP as part of the case coordination approach for gifted and talented students as appropriate (Refer to 3.5 for further detail).
- work with classroom teachers to support the implementation of an ILP and other programs and provisions of the gifted student.
- support the Principal, Executive Team and classroom teachers in relation to their responsibilities under these procedures.

#### **3.9.1.5 Teachers**

- familiarise themselves with the whole-school approach to gifted education.
- adjust the learning environment and curriculum (including compacting, differentiation and extension) as required to meet the needs of gifted and talented students.
- continuously assess the level of engagement in learning and the appropriateness of the curriculum.
- work with GaTLOs to support the implementation of an ILP and other programs and provisions of the gifted student.
- work collaboratively with parents/carers to make appropriate provisions and adjustments for gifted and talented students.

#### **3.9.1.6 School Psychologists**

- familiarise themselves with the whole-school approach to gifted education.
- support principals in the identification process, including the choice of administration and interpretation of assessment measures used (Refer to 3.2 for further detail).
- participate in case coordination processes, as required (Refer to 3.3 for further detail).
- provide consultation and assessments to assist future planning for students who are referred by parents and/or school staff. This should include assessment of learning and wellbeing needs.

#### 3.9.1.7 Parents/Carers

- read and make themselves aware of the school's policies and procedures for gifted and talented students.
- collaborate with their school community to support their child's needs including the development of an ILP as appropriate.
- make an application to the Education Support Office if seeking early entry into Preschool or Kindergarten for a potentially gifted and talented child, if required.

### 4. Contact

- 4.1. The Senior Director, Learning and Teaching Policy and Service Design, is responsible for these procedures.
- 4.1.1. For support or further advice on these procedures contact the Universal School Support Branch on 6205 2834.

### 5. Complaints

- 5.1. Any concerns about the application of this procedure or the procedure itself, should be raised with:
  - the school principal in the first instance
  - the Directorate's Families and Students, Complaints and Feedback Unit on (02) 6205 5429
- online at [http://www.education.act.gov.au/contact\\_us](http://www.education.act.gov.au/contact_us)
- see also the *Complaints Policy* on the Directorate's website.

## 6. References

### 6.1. Definitions

- 6.1.1. **Acceleration** is a developmentally appropriate placement process to advance students' academic enrolment ahead of their chronological peers in one or more subjects or by one or more whole learning years. Examples of acceleration options include subject-based acceleration, whole grade acceleration, dual enrolment in multiple school settings and/or early entry.
- 6.1.2. **Case coordination**, in the context of these procedures, is a coordinated and collaborative approach to the identification and development of appropriate strategies and provisions for gifted and talented students.
- 6.1.3. **Curriculum** is the documented program of study (Australian Curriculum) implemented by ACT schools.
- 6.1.4. **Curriculum differentiation** provides a planned and adapted curriculum to consider the needs and abilities of students with unique educational needs. This may include both enrichment and extension activities and curriculum compacting for gifted and talented students.
- 6.1.5. **Curriculum compacting** involves differentiation of the learning based on pre-testing to remove repetition of activities for content where mastery has been demonstrated. This practice does not necessarily result in acceleration practices however may allow time for greater extension and enrichment.
- 6.1.6. **Specific learning needs programs** refer to provisions, strategies and services that cater for the intellectual, physical and emotional needs of individual students. This may include but is not limited to one or more of the following:
- differentiated curriculum that supports extended and personalised learning
  - explicit teaching of advanced concepts, ideas and theories
  - a case coordination approach
  - environmental adjustments
  - like-ability grouping
  - counselling (social emotional and career)
  - mentoring programs and/or partnerships with external agencies
  - accessing current research to inform school practice
  - acceleration (e.g. early entry, subject or whole grade, dual enrolment).



- 6.1.7. **Early Entry** is an acceleration program option designed to meet the specific cognitive and social emotional needs of early childhood gifted learners who require a learning environment which is more challenging and complex than their same age peers. Acceleration is for students who have been formally assessed as being among the top 2-3% of their age peers.
- 6.1.8. **Enrichment** is a curriculum differentiation strategy applied where the student's learning pace is faster than that of their cohort. The learning is broadened by additional individual inquiry which goes beyond what is expected of the class in terms of the level and degree of abstraction but still related to the content area of study.
- 6.1.9. **Extension** is a curriculum differentiation strategy in which additional tasks such as portfolios, projects or research questions are given to gifted and talented students in specific areas to deepen their knowledge and understanding beyond what is expected of the whole class.
- 6.1.10. **François Gagné's Differentiated Model of Giftedness and Talent 2.0** (2008, 2016) provides research-informed definitions of giftedness and talent that have a logical connection to identification and curriculum programs. Gagné makes a distinction between natural abilities (giftedness) and the superior mastery of systematically developed abilities in at least one field of human endeavour (talents).
- 6.1.11. **Full Scale Intelligence Quotient** (FSIQ) is a term coined for an individual's complete cognitive capacity.
- 6.1.12. **Gifted and Talented Liaison Officer** (GaTLO) a principal designated officer who provides a point of contact between the school, the Directorate and parents regarding the school's approach to meeting the needs of gifted and talented students.
- 6.1.13. **Giftedness** designates the possession and use of outstanding natural abilities, called aptitudes, in at least one ability domain to a degree that places an individual among the top 10% of age peers (Gagné, 2016).
- 6.1.14. **Grouping** refers to the careful organisation of gifted students based on need, according to ability or performance, for some or all of the school day. Differences will still be evident and will require appropriate programming and differentiation.

- 6.1.15. **Identification** refers to the measures used to:
- locate the student's domain(s) and levels of giftedness (intellectual, creative, social, perceptual, physical [muscular or motor control])
  - describe the student's fields of talent (academic, technical, investigative, artistic, social, enterprising, conventional, games and sports).
- 6.1.16. **Individual Learning Plan (ILP)** identifies the student's individual needs, pathways, goals and priorities for learning. An ILP is designed by teachers in collaboration with parents/carers, relevant professionals and the student where appropriate, to inform the planning, delivery and evaluation of the student's personalised learning program.
- 6.1.17. **Iowa Acceleration Scale** is an objective tool to help schools make effective decisions regarding whole grade acceleration.
- 6.1.18. **Levels of Giftedness** refers to the levels of intellectual giftedness within the IQ range of giftedness. A child's level of giftedness will mean something different to every child, in every family, school, and life situation.
- 6.1.19. **Purdue Academic Rating Scales** are designed for teachers' assessments of students' performance in specific subject areas: Science, Social studies, English, Mathematics, and Foreign Languages.
- 6.1.20. **Renzulli Scales** is a standardised instrument for rating the behavioural characteristics of superior students.
- 6.1.21. **Talent** designates the outstanding mastery of systematically developed abilities, called competencies (knowledge and skills), in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers who are, or have been, active in that field (Gagne, 2016).
- 6.1.22. **Twice-exceptionality** refers to identified gifted students who are also diagnosed with: one or more specific learning difficulties; physical, emotional or behavioural disabilities; or other factors which may impair performance and mask high potential and or achievement.

6.2. Related Policies and Documents

- 6.2.1. Curriculum Requirements in ACT Public Schools –Preschool to Year 10 Policy
- 6.2.2. Curriculum Requirements in ACT Public Schools –Preschool to Year 10 Procedures
- 6.2.3. Students with a Disability Meeting their Educational Needs Policy
- 6.2.4. Enrolment of the Dependents of Temporary Residents Policy
- 6.2.5. Reporting on Student Achievement (Pre-School to Year 12) Policy.

6.3. References

- 6.3.1. Gagné, F. (2008, 2016). *Building gifts into talents: Brief overview of the DMGT 2.0.*

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<sup>1</sup>Gagné, F. (2008, 2016). *Building gifts into talents: Brief overview of the DMGT 2.0.*