



Ryde East Public School

12 Twin Road, North Ryde, NSW 2113 Tel: 9878 3681 9888 5620 Fax: 9878 6029

Email: rydeeast-p.school@det.nsw.edu.au

ENRICHMENT POLICY

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Rationale:

Gifted and Talented students at Ryde East Public School have the right to an education that is tailored to their special learning needs. The Department of Education and Communities has issued a policy defining schools' responsibility to address this right.

At Ryde East Public School, gifted and talented students are identified as early as possible to enable appropriate programs to be implemented. Students will not be disadvantaged on the basis of gender, race, culture, socio-economic background or disability.

Definition:

There is a clear distinction between giftedness and talent. As defined by Gagne's Differentiated Model of Giftedness and Talent 2.0 in 2009:

“**Giftedness** designates the possession and use of untrained and spontaneously expressed natural abilities, in at least one ability domain to a degree that places the child in the top 10% of his/her peers.”

“**Talent** designates the superior mastery of systematically developed abilities and knowledge in at least one field of human activity to a degree that places the child in the top 10% of his/her peers.”

For a student at Ryde East Public School to be recognised as Gifted or Talented they must fit into one or both of these definitions.

“Gifts can be observed more easily and directly in young children because environmental influences and systematic learning have exerted their moderating influence in only a limited way”, such as an innate ability. “Talents progressively emerge from the transformation of gifts into well trained and systematically developed skills”, innate ability plus interest plus learned as a skill. (Gagne's DMGT 2009)

It is for this reason that the assessment procedures will involve a variety of assessments as explained later in this document.

Aims:

- To identify students who are talented and/or gifted.
- To ensure that the school responds to, and provides for their individual needs.
- To celebrate the achievements of talented and/or gifted students.

Identification Strategies:

Students can be identified using a variety of information from a variety of sources to gain a profile of the student. Sources of information include:

- Teacher or parent nomination;
- Analysis of school achievements and progress (academic, social and emotional) at Ryde East PS and previous schools;
- School Counsellor test results, (Individual and/or group results);
- Enrichment Class Selection Assessment results;
- Specified processes and criteria apply when Early Entry to Primary School for Gifted and Talented Students and Accelerated Progression of Academically Gifted Students K-6 (refer to DEC policies);
- Standardised testing;
- Anecdotal records;
- Parent/student interviews;
- Identification checklists;

Outcomes:

Identified students will:

- Be provided with opportunities to work towards realising their potential;
- Be provided with opportunities that develop their social and interpersonal skills;
- Have appropriate and on going educational opportunities;
- Have differentiated educational curriculum;
- Interact with appropriate peer group in mainstream classroom;
- Have available accelerative measures and flexible entry into all levels of education;
- Have learning outcomes improved when teachers and other staff have additional training;
- Benefit when parents and other appropriate community members have opportunities to be included in their education; and
- Have access to counselling and vocational services.

Implementation and support:

- Staff members are trained in identifying and responding to students with special talents.
- A variety of identification tools will be utilised to identify students of high average/superior ability, which may include input from teachers, parents, peers, students and professional consultants.
- The school, where possible, will provide flexible extension and enrichment programs for gifted and talented students including acceleration, (subject, curriculum content, or year level) special ability groupings, individual learning contracts, mentoring, classroom enrichment and extension, and the provision of varied teaching strategies (de Bono, Bloom's Taxonomy, Gardner's Multiple Intelligences etc).
- Acceleration of students will be in consultation with the parent, class teacher, principal, L&ST and the School Counsellor.
- Gifted student programs and activities outside the classroom will also be provided to enhance and extend the educational program of individual students eg. debating, chess, sporting teams, music, dance, etc.

- Students will also be given the opportunity to participate in a range of external competitions eg Murder Under the Microscope, Night of the Notables, Maths Olympiads, Australian Maths Trust, Write For Fun, Whitlam Institute Writing competition and the Dorothy Mackellar Poetry Competition.
- Staff professional development needs will be ascertained annually to ensure individual differences in our students are identified and best catered for within the program.
- The School Counsellor will be included to identify students with potential and support parents and teachers in the development of individual programs for those identified.
- The school will access district initiatives and support student attendance eg creative arts camps, Gifted and Talented workshops, vacation programs, etc.
- Extension activities and technology skills will be an integral part of the following Key Learning Areas: English, Mathematics, Science and Technology, HSIE, Creative Arts, PD/Health/PE.
- Parents will have opportunities to participate in information sessions and be notified of special events.
- Opportunity Class tests are extensively advertised each year.
- Selective High School tests are extensively advertised each year.
- Links with local high school such as Ryde Secondary College to develop identification of gifted and talented student, so as to make the transition to high school easier for the student.

Selection Policy of Enrichment Classes

Ryde East Public School has two Enrichment classes; one in Stage 2 being a 3/4 composite; the other in Stage 3 being a 5/6 composite.

The selection process of students for the Stage 2 and Stage 3 Gifted and Talented classes is based around Gagne's Differentiated Model of Giftedness and Talent 2009, as defined earlier in this document; (see **Definition**).

The students will be able to sit for selection to gain entry for the Year 3/4 class then are retested for placement in the Year 5/6 class. This document will explain the process for each entry point.

Steps for Selection

- Advertising of the Enrichment Class Testing Day in the school newsletter.
- Nomination packages given/sent to interested families.
- Nomination of students by parents/caregivers to sit the assessment. When nominating a student parents are to send the nomination form and a student portfolio. The portfolio is to consist of the last 2 current school reports, NAPLAN results (for Year 3, 4 and 5 students only) and any other documentation that the parents feel will assist their child's application. It is important that the original documents are not sent in the portfolio, only copies are required.
- The student portfolio can be brought with the child on the day of the assessments.
- Teachers may nominate children for the class, however a discussion should be held with the parent prior to the nomination.
- A nominal fee will be required by the school for all students wishing to sit the assessment.
- Parents sent information regarding assessment time and equipment required.
- Students sit for the assessment tasks on nominated assessment date, administered by the School Counsellor and the Enrichment co-ordinator.
- Assessments are marked by School Counsellor and members of the Enrichment Committee.
- Students are ranked based on their combined assessment marks.
- Decisions on any offer given are made by the Selection Panel (Enrichment Committee, School Counsellor and Principal) after taking into consideration the student's assessment marks, latest reports and portfolio information and if necessary consultation with the

student's teacher. The Selection Panel will consider not only the academic welfare of the student but also the social and emotional welfare, taking into consideration things like the student's work ethic and ability to cope with the more advanced learning style.

- Letters of Offer sent to the parents of selected students.
- Letters sent to the parents of students informing them that their child is on the waiting list.
- Letters of Acceptance sent to parents wishing to accept the offer.
- Letter for Unsuccessful Applicant sent to parents of children who do not match the selection criteria.
- Students accepting places commence at the start of the following year.
- Students may exit the two year program if they are experiencing exceptional emotional, social and/or academic difficulties.

Entry into the Enrichment Class

- Students wishing to be selected in the Stage 2 and Stage 3 level of the Enrichment program at Ryde East Public School will need to sit 3 assessments.
- One is based on general knowledge and ability. This is an assessment which measures the potential of a child. This aligns with Gagne's definition of gifts being hereditary based.
- One is based on academic performance looking at comprehension skills, complex mathematical skills. This aligns with Gagne's definition of talent as being performance based.
- One will involve a writing component to assess the student's ability to use language.
- Students are only allowed to sit for assessment every 2 years; ie a student may not sit for these tests in consecutive years.
- The student's marks for these tests however will last for two years only
- Once the assessment results are over two years old the student will be required to re sit the tests to gain selection into the Stage 3 class.
- A maximum of 15 students will be selected for each grade during any one year to form a class. Any other students over the 15 student limit wishing to gain entry to the class will be at the discretion of the principal after consultation with the class teacher, Enrichment coordinator/committee, school executive and school counsellor.

Appeals

Parents will have right of appeal for any part of the process they feel was not carried out correctly.

The Appeals process will be as follows:

- An appeal must be received in writing to the school within 7 days of the letters of offer.
- The appeal must be based on the process of the selection as set out in this document. No other appeals will be considered.
- Upon receipt of the appeal it will be discussed and reviewed at a meeting with the Principal, School Counsellor and at least one member of the Enrichment Committee. The Principal will have the ultimate decision, made after all information has been presented.
- The parent will be informed of the panel's decision by the Principal.

Exiting the Program

There are two ways to exit the Enrichment classes:

1. Students will need to sit for the 3 assessments before entering the Stage 3 class. These tests are also open to students who have not previously been in the Enrichment Program. The Stage 3 Enrichment class will be based on these assessments. It is not automatic for a student who has been in the Stage 2 Enrichment class to move to the Stage 3 class.

Students who are not successful in maintaining their position in the Enrichment class will be supported by staff. The School counsellor will be available to the student and parent if required.

2. To remain in the 2 year Enrichment program, students must maintain an acceptable standard of academic progress. This will be judged on an ongoing basis by the classroom teacher in consultation with his/her supervisor.

Before a student is removed from the Stage 2 or Stage 3 Enrichment class there needs to have been:

- On going consultation between the class teacher and student's parents regarding their academic progress and/or social or emotional welfare.
- An official review must occur. This will involve any or all of the following interested parties; Teacher, Parent, Stage Supervisor, Enrichment Co-ordinator, Learning & Support Team Co-ordinator, School Counsellor and Principal.
- During the review discussions consideration will be given to academic, social and emotional needs, including the student's self-esteem.
- If a student is removed from the program, school counselling support will be made available to the student if required.
- Placement of a student who has been removed from the Enrichment class will be done by the Principal, in consultation with any or all of the following interested parties; Teacher/s, Parents, Stage Supervisor, Enrichment co-ordinator, Learning & Support Team co-ordinator and/or School Counsellor.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

Last reviewed February 2015