Giftedness in a student is characterised by an advanced pace of learning, quality of thinking or capability for remarkably high standards of performance in any domain of human ability (i.e. cognitive, creative, socio-affective or sensori-motor domains) compared to students of the same age.

Talents

While giftedness equates with high ability, talents refers to high achievement or performance at a level significantly beyond what might be expected at a given age. The quality of the child’s environment (including home and school), the development of intrapersonal skills and chance are significant influences in determining whether a gifted student with high potential becomes recognised as a talented student with high performance (Gagne’s Differentiation Model below).
PHILOSOPHY OF GIFTEDNESS AT ASHGROVE STATE SCHOOL

At Ashgrove State School we believe that all students should have the opportunity to engage in learning at a level appropriate to their cognitive ability. We believe it is imperative to respond to the different learning needs of our students.

Advanced Learners have different learning needs from their age-equivalent peers and therefore need special educational planning to support them in developing their potential. We provide appropriate programmes and learning experiences for Advanced Learners both within our school and through exposure to the external expertise within the wider community.

IDENTIFICATION OF GIFTED STUDENTS

Distinguishing features of the gifted frequently become apparent from an early age. As giftedness is both developmental and diverse, not all gifted students will display all of the following characteristics.

Common cognitive (learning) indicators include:
- ability to understand and use abstract symbol systems at much younger ages than usual
- ability to ask reflective and probing questions
- being absorbed in work that they find interesting
- exceptional memory
- rapid pace of learning
- dislike of slow-paced work
- advanced reasoning ability
- complex thought processes
- vivid imagination
- passion for learning
- capacity for reflection

Common affective (social emotional) characteristics include:
- emotional intensity
- well developed sense of justice and fairness
- ability to empathise with the feelings of others
- unusually mature sense of humour
- preference for the companionship of older children
- perfectionist tendencies
- acute self awareness
IDENTIFYING GIFTED AND TALENTED STUDENTS

The identification of Gifted and Talented students at Ashgrove State School is a shared responsibility between all stakeholders i.e. teachers, parents, counsellors and trained professionals. As new contexts arise and students' gifts grow and change, periodic, ongoing assessment is therefore required.

The purpose of identification is to diagnose, not to label, a student's level of functioning and the consequent educational needs, so that these needs can then be addressed through the provision of appropriate curriculum and program options.

The range of identification measures adopted by Ashgrove State School are designed to ensure that the selection and placement of Advanced Learners in the school population are soundly based and give validity and fairness to the identification process. To identify Advanced Learners, the school will use multiple measures comprising of a combination of both subjective and objective measures.

Subjective measures

Giftedness has many dimensions and so should the identification process. Subjective measures allow teachers and parents to use checklists and other descriptors which help them make evaluative judgements about a student's ability.

1. Parent nomination
Parents are a valuable source of information. Parents have information on both the positive and negative characteristics of their children; they know their children's areas of interest and passion and how they interact and function in the home environment and in social contexts outside school. Parents who believe their child meets these indicators will be requested to complete the 'Gifted and Talented Checklist for Parents'.

2. Teacher Nomination
Teachers will complete an initial behavioural checklist, observing both positive and negative behaviours in students over a period of time, during which different experiences are offered and specific behaviour can be observed. Teachers will select from 'Gifted and talented checklist for teachers- Things this child has done'; 'Primary and Secondary Teacher Nomination Form'; 'Betts Model of Giftedness'; 'Bright Learners and Gifted Learners'; 'Identification of Giftedness' or 'Checklist of Characteristics Common to Underachieving Gifted Students'. Specialist teachers and other support teachers may also be asked to complete observations of the student.

Objective Identification Measures

The following objective measures will be used at Ashgrove State School to test levels of potential or performance within a student and can be used to compare a student with others from their age group or cohort.
1. Standardised achievement tests

Standardised Achievement Tests are used at Ashgrove State School to measure a student’s current level of achievement as well as being a tool used to identify talented students’ achievement in specific learning areas.

- NAPLAN tests
- ICAS tests
- Progressive Attainment Matrices (PAT) Maths
- PAT Reading/Torch test
- PAT Spelling
- Neale Analysis of Reading

2. Aptitude testing

**SAGES 2** is purposefully designed to screen for giftedness. It is divided into 3 sub-parts i.e. Maths/Science, Language/Humanities and Reasoning and has distinct age-level comparisons. The SAGES 2 test is administered to students in Year 1 and Year 4 throughout the year and accordingly for individuals as required.

3. Psychometric assessment - IQ testing

The **WISC-IV**, which is an Independent psychometric assessment commonly known as an IQ test, might be used to assess a student’s level of giftedness. This test gives information about a student’s ability to reason, compared with their age peers. These tests will only be administered by a registered psychologist, school counsellor or guidance officer. Parents have the option of seeking an external agency to administer an IQ test to their child.

**PROCESS OF MONITORING AND TRACKING**

Once a student has been identified, the key tracking tools used by the school to ensure the student is appropriately catered for include:

- Ashgrove State School Student Data Profile
- One School database e.g. ICAS results, GRIPPS selection, Off-campus Extension Activities
- Advanced Learners Register
SCHOOL PROVISION

In catering for Advanced Learners, Ashgrove State School adopts the Model for Curriculum Provision as stated by Education Queensland. Enrichment activities are provided through four Strands as detailed.

**Strand 1 - Expanding Interests**

These activities are designed to broaden students' interests, identify talents and incorporate the perspectives, contributions and experiences of the full range of students.

**Strand 2 - Enhancing Education**

These activities introduce students to higher-level, thinking activities to extend their opportunities to participate in school and regional events or competitions.

**Strand 3 - Implementing Gifted Education**

Challenges that involve inclusive learning / teaching and feeling focused on teaching all students to use advanced skills and processes which match their learning needs and styles.

**Strand 4 - Educating the Gifted**

Individual or small group activities where students are challenged at high levels to further develop their talents to their full potential.
# A Model of Curriculum Provision
## For Student Enrichment and Gifted Education

<table>
<thead>
<tr>
<th>Strand 1</th>
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<th>Strand 3</th>
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<td>Expanding Interests</td>
<td>Enriching Education</td>
<td>Providing Differentiated Curriculum</td>
<td>Providing Individualised Support</td>
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</table>

### Descriptor
- Activities designed to:
  - Broaden student interests
  - Identify gifts and/or talents

### Descriptor
- Activities designed to:
  - Develop student interests
  - Identify gifts and/or talents
  - Enhance thinking and learning

### Descriptor
- Individual, small group and whole class learning experiences designed to:
  - Identify gifts and/or talents
  - Expand knowledge and skills within and beyond the regular curriculum

### Descriptor
- Individual or small group learning experiences where students are challenged at high levels to further develop their gifts and talents.

### Participants
- Any students

### Participants
- Any students

### Participants
- Any students

### Participants
- Identified students

### Purpose
- To identify any student who may benefit from opportunities to participate in similar activities at a higher level?

### Purpose
- To identify students, including underachievers, for participation in school teams and/or withdrawal programmes.

### Purpose
- To identify students’ learning needs through the provision of differentiated curriculum that addresses different learning styles, rates of learning and degrees of complexity.

### Purpose
- To provide students who excel, or are capable of excelling in one or more areas, with a negotiated, accelerated progression.

### Student Indicators

#### Strand 1
- To participate in Strand 1 type activities, students may display either characteristics of, or the potential for:
  - Advanced Interest
  - Enthusiasm for learning
  - Motivation
  - A keen sense of observation
  - Creativity and originality
  - Accelerated pace of thinking
  - Quick recall
  - Sensitivity, compassion for others
  - Varying Interests
  - Physical dexterity
  - Humour
  - Persistence
  - Fluid reasoning
  - Intuitive thinking
  - Moral judgement
  - Perfectionism
  - Entrepreneurship
  - Leadership

#### Strand 2
- To participate in Strand 2 type activities, students may possess:
  - Critical and/or creative thinking ability
  - Problem solving ability
  - Philosophical thinking
  - Leadership skills
  - Communication skills
  - Interpersonal skills
  - Ability to work in groups
  - Intrapersonal skills
  - Advanced physical ability

#### Strand 3
- To participate in a differentiated curriculum, the student is expected to be developing skills which may include:
  - Independent learning ability
  - Task commitment
  - Problem solving and finding ability
  - High level critical and creative thinking skills
  - Meta-cognitive skills

#### Strand 4
- To successfully operate as an independent learner, the student is expected to:
  - Demonstrate a range of characteristics and behaviours from all strands 1-3
  - May have an area (s) of intense interest.
  - Will demonstrate a high level of talent/ability as well as independent learning skills.
<table>
<thead>
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<th>Opportunity Enrichment Activities and Withdrawal Programmes</th>
<th>Opportunity Classroom Provisions to Enable Curriculum Differentiation</th>
<th>Opportunity Individualised Pathways</th>
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<td><strong>Examples:</strong></td>
<td><strong>Examples:</strong></td>
<td><strong>Examples:</strong></td>
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<tr>
<td>Challenging tasks</td>
<td>Days of excellence eg Science Extension Days, Writers Workshops, Under 8s Day</td>
<td>Variety of learning processes- webquests, creative thinking etc</td>
<td>Curriculum compacting</td>
</tr>
<tr>
<td>Chance to make learning choices</td>
<td>Leadership courses</td>
<td>Flexible grouping with like-minded peers</td>
<td>Cross-age buddy programmes- academic focus</td>
</tr>
<tr>
<td>Computer Programmes (Reading Eggs, Mathletics)</td>
<td>Enrichment camps e.g. Gripps</td>
<td>Individual learning plans-negotiated, self-paced investigations</td>
<td>Young Scholars Programme-QLD Academies</td>
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<tr>
<td>Learning centres</td>
<td>District trials</td>
<td>Formal presentations</td>
<td>Mentor programmes</td>
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<td>Braingym</td>
<td>Debating</td>
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<td>Australian Maths Challenge</td>
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<td>Perceptual Motor Programme (Yrs 1-2)</td>
<td>Optiminds</td>
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<td>Future Problem Solving</td>
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<tr>
<td>Class meetings</td>
<td>Extension Programmes i.e. The Gap High Art, Chinese and Maths Programmes (Year 7)</td>
<td>Modification within classroom context</td>
<td>Early entry; primary/secondary</td>
</tr>
<tr>
<td>Student Council Meetings e.g. fundraising events and lunch time sporting activities</td>
<td>Incursion Extension Programmes e.g. Maths/Science Workshops (P-7)</td>
<td>CONTENT</td>
<td>Subject acceleration</td>
</tr>
<tr>
<td>Clubs (e.g. Chess, computer)</td>
<td>Bardon Young Writers (Year 7)</td>
<td>Depth, complexity and variety</td>
<td>Year level acceleration</td>
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<tr>
<td>Interschool sport</td>
<td></td>
<td>Methods of enquiry</td>
<td>Negotiated, self-paced investigations</td>
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<tr>
<td>Competitions e.g. Spelling Bee, ICAS, Ashgrove Idol and Ashgrove’s Got Talent</td>
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<td>Thinking skills</td>
<td>Extra-curricular programmes</td>
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<td>Concerts e.g. End-of-term presentations</td>
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<td>Mentoring</td>
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<td>Sports days</td>
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<td>Dual enrolments</td>
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<tr>
<td>Cross country days (Junior and Senior)</td>
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<td>Centres for excellence (e.g. sport, the arts)</td>
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<td>School camps (Years 4-7)</td>
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<td>Choir</td>
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<td>Art</td>
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<tr>
<td>Band (Junior/Senior, strings, ensemble)</td>
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<td>Excursions</td>
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<td>Guest speakers</td>
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<td>Incursion Programmes e.g. RAW Dance or RAW Art</td>
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<td>Multiple Intelligences</td>
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<td>Cooperative Learning</td>
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<td>Learning contracts</td>
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<tr>
<td>Higher order thinking and questioning- Bloom’s Taxonomy and William’s Taxonomy</td>
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<tr>
<td><strong>CONTENT</strong></td>
<td><strong>PROCESS</strong></td>
<td><strong>PRODUCT</strong></td>
<td><strong>ENVIRONMENT</strong></td>
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<tr>
<td>Abstract concepts</td>
<td>Tiered activities</td>
<td>Real problems, audiences, deadlines and evaluations</td>
<td>Student centred</td>
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<tr>
<td>Depth, complexity and variety</td>
<td>On-line programmes-Studyladder, Mathletics</td>
<td>Higher levels of thinking</td>
<td>Open and accepting</td>
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<tr>
<td>Methods of enquiry</td>
<td></td>
<td>Creative thinking</td>
<td>Encouraging</td>
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<tr>
<td>Thinking skills</td>
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<td>Open-endedness</td>
<td>Risk-taking</td>
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<tr>
<td><strong>PRODUCT</strong></td>
<td></td>
<td>Group interaction</td>
<td>Independence</td>
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<td></td>
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<td>Variable pacing</td>
<td>Complex and varied</td>
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<td>Variety of learning</td>
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<td>Debriefing</td>
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<td>Freedom of choice</td>
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CATERING FOR ADVANCED LEARNERS FUNCTIONING IN STRAND 4

Advanced Learners have the capacity to learn the core curriculum more quickly than others, so some form of acceleration or ability grouping may be used to address this need (e.g. independent learning contract).

Sport and music provide numerous examples of talented performers mixing successfully with older students, cooperatively and competitively. As students' access to opportunities is determined not by age alone but also by their sporting or musical readiness, so too, opportunities to engage in academic pursuits should not be limited by class or age.

The social benefits of grouping students with advanced abilities and interests together can have a most positive effect on their learning.

OPPORTUNITIES FOR ADVANCED LEARNERS AT ASHGROVE STATE SCHOOL

A variety of opportunities exist for Advanced Learners, depending on their areas of interest and skill. These include:

- Creative Writing Workshops
- Writing Academies
- Science Clubs and Workshops
- Maths Tournament
- iPad Workshops
- Instrumental Music Program
- Robotics
- Debating
- Optiminds
- Australian Mathematics Trust Competitions and Tests

These opportunities are constantly evolving and being expanded each year.