

# Gifted and/or Talented

## Maungaraki School Implementation Plan 2008/09

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### Rationale

At Maungaraki School we will develop the innate potential of students with special abilities, their abilities need to be recognised, valued and catered for appropriately. These students have the right to excel in areas of strength and develop their strong interests.

### Purpose(s)

At Maungaraki School, in partnership with parents/caregivers we will:

- Encourage and celebrate the achievement of personal excellence in all students.
- Encourage and assist students with special abilities to achieve their potential.

Raise students and parent awareness of opportunities and challenges available to students with special abilities.

### Our Definition

*'At Maungaraki School a gifted and/or talented student will perform at remarkably high levels of achievement in one or more area when compared with others of their own age.'*

### Identification Procedures.

Students will be identified in Literacy, Numeracy and other subject areas using results from school wide data gained from standardised testing (STAR and PAT). Dovetailing these assessments, students will also be assessed through teacher observation, parent nomination, self-nomination and other informal assessments in the following areas: thinking skills, creative skills, cultural skills, leadership skills and psychomotor skills.

The following table outlines in more depth, criteria that students will have to meet.

## Guidelines for Identifying Gifted and/or Talented Students

Literacy
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<b>Written Language</b>	<p>By the end of Year achieving at</p> <table border="0"> <thead> <tr> <th><b>Year</b></th> <th><b>Stage</b></th> </tr> </thead> <tbody> <tr> <td>1:</td> <td>2a</td> </tr> <tr> <td>2:</td> <td>3b</td> </tr> <tr> <td>3:</td> <td>3p</td> </tr> <tr> <td>4:</td> <td>3a</td> </tr> <tr> <td>5:</td> <td>4b</td> </tr> <tr> <td>6:</td> <td>4a</td> </tr> <tr> <td>7:</td> <td>5b</td> </tr> <tr> <td>8:</td> <td>5p</td> </tr> </tbody> </table> <p>Achieving <b>4 sub-levels</b> above expected level in a writing sample.</p>	<b>Year</b>	<b>Stage</b>	1:	2a	2:	3b	3:	3p	4:	3a	5:	4b	6:	4a	7:	5b	8:	5p
<b>Year</b>	<b>Stage</b>																		
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2:	3b																		
3:	3p																		
4:	3a																		
5:	4b																		
6:	4a																		
7:	5b																		
8:	5p																		
<b>Reading</b>	Mainly <b>Stanine 9</b> or highest band in 6 Year Net																		
	Achieving <b>3 years</b> above chronological age in Running Records																		
	Achieving at stanine 9 in STAR																		
	Achieving at stanine 9 in PAT Reading Comp.																		

<b>Numeracy</b>
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<b>Mathematics</b>	<p>Achieving at Gloss stage Year Stage for Gifted and/or Talented student</p> <table border="0"> <thead> <tr> <th><b>Year</b></th> <th><b>Stage</b></th> </tr> </thead> <tbody> <tr> <td>0-1:</td> <td>5</td> </tr> <tr> <td>2:</td> <td>6</td> </tr> <tr> <td>3:</td> <td>7</td> </tr> <tr> <td>4:</td> <td>7/8</td> </tr> <tr> <td>5:</td> <td>8</td> </tr> <tr> <td>6:</td> <td>8</td> </tr> <tr> <td>7:</td> <td>&gt; 8</td> </tr> <tr> <td>8:</td> <td>&gt; 8</td> </tr> </tbody> </table>	<b>Year</b>	<b>Stage</b>	0-1:	5	2:	6	3:	7	4:	7/8	5:	8	6:	8	7:	> 8	8:	> 8
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	Achieving above stanine 9 in PAT																		

## Other Areas

<b>Gifted and/or Talented</b> Science Technology Social Sciences The Arts Physical Abilities Key Competencies, thinking skills, creative skills, cultural skills, leadership skills and psychomotor skills.	1 level above expected age of National Curriculum Levels using exemplars to help determine levels Has a high level of interest, knowledge and expertise in an area of interest.  Achieving beyond credit in the Australasian competitions
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### Organisational Strategies

At Maungaraki School we will use an Enrichment programme to cater for students with special gifts and/or abilities. This programme of enrichment will be a process that extends instructions beyond the bounds of the curriculum. It often refers to the 'moving out' of a child's learning, (opposed to the moving up ie: acceleration).

This approach can be easily supported inclusively within the classroom environment and fits with Maungaraki School's teaching/learning approach of Inquiry Learning and general school philosophy and vision.

Students that have been identified through the types of assessments both formal and informal mentioned in the above criteria table, will be recognised in teachers' planning. There will be a section called '*Special Needs*' and '*Gifted and/or Talented*' and teachers will write students' names in this section and outline some examples of enrichment support that they will provide for the students. There will also be opportunities for Gifted and/or Talented students to pursue talents such as music (choir and band), sport (lunchtime activities and school sports teams), languages and art (a cluster of children recognised as having talent in art will be withdrawn for an enrichment/extension art group). IT enrichment will be offered to students through Maungaraki Eye and the many in-class IT activities and IT rich teaching approaches that students are involved in. E.g class blogs.

Teachers will organise groupings within their class on ability and cater for these differing needs by using a differentiated approach.

Where the school budget allows, a teacher will be employed in a part-time capacity to offer extension in Science and/or Literacy and/or numeracy.

Student achievement will be supported through recognition in the school newsletter, in class and during school assemblies when students can be given opportunities to 'showcase' their talents and receive certificates and show examples of excellent work.

Performance of skills and opportunities to become involved with out of school activities will be supported and encouraged.

E.g Art splash, Young leaders Day, Kids conference, Choir performances, School production, instrument tuition by private tutors (paid for by parents), Art with Jane Lloyd, band, Future Problem solving,

Each syndicate meets on a weekly basis. There is an allocated time within each meeting to discuss Special needs students at both ends of the spectrum.

All relevant information will be passed to the school SENCO so that the special needs register is maintained accurately through out the year.

There will be SENCO/Teacher referral meetings each term where Teachers can discuss special needs students and possible strategies to support these students more effectively. Also these meetings are an opportunity to discuss how school resources (SEG/TA time) for special needs students can be used fairly and equitably.

Communication between home and school will be transparent. Teachers, parents and students will be able to discuss their views on a child requiring enrichment or their child's progress and learning goals in forums such as, 3 way conferences and in more informal settings on a 'as needs arise' basis throughout the year.

### **Assessment**

Gifted and/or Talented students' progress will be tracked closely using the existing school wide assessment methods and follow up taken where necessary. Gifted and/or Talented students also need opportunities to self monitor and self review.

### **Staff Involvement**

Selection and training of staff is crucial in developing and implementing programmes to meet the needs of gifted and/or talented learners.

Staff training should relate to the target group that they are teaching, (whether the group is taught inclusively within the classroom or withdrawn), so they can have a firm understanding of the children they are teaching.

At Maungaraki School we will look at strengths and interests of our teachers and also invite community support to help implement enrichment programmes. Staff will attend meaningful PD related to supporting differing needs in their classrooms.

Taking advantage of peoples' strengths is vital so that they can 'ignite' the passion and interest of students that they work with and are also knowledgeable in their field.

### **Review**

The Gifted and/or Talented policy review will occur on an annual basis in line with school policy development procedures.

**Liz Coyle**  
**SENCO**  
**February 2009**