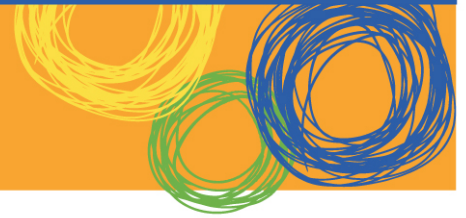


P–12 curriculum, assessment and reporting framework



Policy statement: *Curriculum provision to gifted and talented students*

1. Introduction

The requirements for curriculum provision are specified in the [P–12 curriculum, assessment and reporting framework](#) Section 1.3; with further detail provided below.

1.1 Defining ‘gifted’ and ‘talented’

The following definitions reflect the distinction between potential and performance. They recognise the factors involved in developing a student’s giftedness into talent. The following definitions of gifted and talented are based on Gagné’s model.

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school (Gagné, 2003, 2008¹).

Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field (Gagné, 2003, 2008).

2. Whole-school management of curriculum provision

A collaborative team approach is used in the management of curriculum provision to gifted and talented students to provide consistent and continuous identification processes school-wide. This team oversees the support of student learning. The team:

- establishes and articulates identification and provision processes for gifted and talented students at the school
- monitors these processes
- negotiates and endorses a course of action for each student
- establishes a school-wide process for determining whether acceleration (year advancement) is appropriate when planning provision for a student already identified as gifted and talented and whose needs are not being met through differentiation and enrichment.
- ensures the maintenance of ongoing monitoring and comprehensive records.

As appropriate to the school context, this team provides a range of expertise and could include:

- the principal (or other school administrator)
- a teacher with expertise in gifted and talented education

¹ Gagné, F. Transforming gifts into talents: The DMGT as a developmental theory. In N. Colangelo & G.A. Davis (Eds.), *Handbook of gifted education* (3rd ed., pp. 60–74). Boston: Allyn & Bacon, 2003.

Gagné, F. Building gifts into talents: Brief overview of the DMGT2.0 paper presented at QAGTC lecture April 2008.

- teachers who have undergone professional development in gifted and talented education
- the Guidance Officer
- Support Teacher (Literacy and Numeracy).

In small schools, or in rural/remote areas, the composition of the management group may include personnel working across the school cluster or at regional level.

3. Identification

Teachers plan for the fact that students who are gifted or talented in one or more domains are present in every school. These students are to be identified, using data from a range of sources so that they are extended and continue to achieve to their potential.

The identification process ensures gifted and talented students are not educationally disadvantaged on the basis of racial, cultural or socio-economic background, physical or sensory disability, geographical location or gender.

4. Curriculum provision

For gifted and talented students the curriculum is set at a level, pace, degree of abstraction and complexity beyond learning expectations for their age peers. Curriculum provision for gifted and talented students addresses their specific learning needs such as:

- a faster pace
- processing more complex information and use of higher order thinking
- opportunities to engage in learning with students of the same or higher ability
- opportunities to undertake challenging work which enables them to develop strategies for persevering with difficult problems.

Many gifted and talented students can be catered for through a differentiated curriculum and through enrichment. However, for those whose needs are not being met through differentiation or extension, other options such as subject/learning area acceleration or whole year level acceleration are considered.

Further advice is provided in [Policy statement: Curriculum provision to students with diverse learning needs](#).

4.1 When providing a higher year level curriculum through acceleration

Decisions regarding the provision of a higher year level curriculum and achievement standard, in one or more subjects/learning areas, must be:

- based on quantitative and qualitative evidence that it is appropriate for this student
- made in consultation with parents (and students where appropriate)
- reviewed following a minimum of six weeks trial of the accelerated placement (to ensure that the placement matches the needs, interests and abilities of the student).

Provision of a higher year level curriculum may involve:

- subject/learning area acceleration
- full year level acceleration (year advancement or 'accelerated progression').

This provision must be documented. The process and content of the Individual Learning Plan, including an Acceleration plan, is specified in [Policy statement: Curriculum provision to students with diverse learning needs](#).

4.2 Acceleration to Senior secondary

For students accelerated to senior secondary for one or more subjects or for full year-level advancement, schools comply with Queensland Studies Authority (QSA) moderation and certification procedures.

The QSA term *Variable progression rate* (VPR) includes accelerated students. All VPR students must:

- be part of a cohort that is subject to the processes of QSA senior externally moderated, school-based assessment
- complete moderation processes with the cohort with whom they study the subject
- be included on Forms R6 and/or Forms R12 with the subject cohorts with whom they exit their school at the completion of Year 12.

The above requirement and further procedures for schools are specified in [A–Z of Senior Moderation](#) (Section 3.4 page 48 QSA October 2010).

5. Reporting to parents

Students are assessed and reported against the achievement standard for the year-level curriculum they are taught.

Students on an Acceleration plan receive reports of their achievement on the achievement standard for the year-level curriculum taught — as identified in their Acceleration plan.

For students provided a higher year level curriculum in one or more subjects/learning areas (rather than a full year acceleration) teachers create a report using the OneSchool SER module. In the comments section of the OneSchool report template teachers indicate the particular year level curriculum that the student has been provided, for each subject/learning area, during that reporting period. (This provision will have been previously negotiated with parents.)

Students who are fully accelerated to a higher year level are reported on as part of that year level cohort. For example, a Year 8 student who is fully accelerated to Year 9 will receive a report of their achievement against Year 9 curriculum and as part of the Year 9 cohort.

6. Documentation

The school maintains ongoing records of all students identified as gifted and talented. Records include:

- identification process
- curriculum provision
- communication with parents and others across the years of schooling.

These records can be maintained in OneSchool.