Benowa State High School Gifted and Talented Program

Identification

Referral
Teacher referral via referral form; NAPLAN and ACER data; primary school

G&T Coordinator
Evidence supporting Giftedness is collected
- NAPLAN
- ACER
- Academic Reports
- Teacher Feedback forms

G&T Committee
Review of Evidence
Evidence collected reviewed by the G&T committee. If student is identified as potentially gifted (and is under 14 yrs. 11 mths of age) permission for SAGES testing is sought from the parents of the student by Guidance.

Guidance and G&T Committee
Testing – SAGES, WISC IV, other tests
- SAGES tested; Guidance (WISC IV if necessary)
- Committee to review results

G&T Coordinator
Case Manager Allocation
- Case Manager meets with student and parents to create and IEP
- IEP reviewed at the end of each year

Acceptance into the program, with a letter of acceptance sent to parents.

No Permission given for testing
Maintain Current Education Program

If identified in primary school

Permission given for testing

Not accepted into the program
Maintain Current Education Program

Parents are invited to an interview with their student and the case manager
Benowa State High School Gifted and Talented Program

Case Manager
IEP Interview Preparation
- Case managers to send out and collect Teacher Feedback Forms
- Areas of strength/weakness/extensions identified
- Interview parents/students to be arranged

Parents unable to attend an interview

Parents are able to attend an interview

Case Manager
IEP Interview
Case managers are required to discuss the student’s educational requirements:
- Short/medium/long term goals
- Strengths and weaknesses
- Subject selection, enjoyment and difficulty
- Current extension/acceleration
- Opportunities to extend/accelerate and how strong the need is for these
- Parent and student wishes for their education and how best to meet these needs

G&T Coordinator
IEP Write-Up
- Case managers return IEP to G + T Coordinator
- IEP signed by parents, students, case manager and principal

An IEP implementation plan is designed by the G&T committee
Based on the evidence available and the interview outcomes:

- Student, parents, and teachers are happy with the student’s current education and progress.
- Student, parents, and teachers require further extension and support within the classroom.
- Student, parents, and teachers believe acceleration is required.

Classroom Teacher

**Maintenance of current education**
The student is supported in the classroom by:
- Removing barriers such as access to resources and mentoring, and addressing any socio-emotional issues (with referral to guidance if necessary).
- Broadening and deepening areas of interest and address areas of difficulty.
- Monitoring their progress and reporting any changes to the G&T Coordinator.

Classroom Teacher

**Extension and Differentiation**
Students are differentiated for in the classroom via:
- Extension / leave in place of basics
- Curriculum chunking
- Cluster grouping
- Higher order thinking tasks and questions
- Inquiry-based learning
- Self-directed tasks
- Mentoring
- Telescoping curricula (e.g. one year in 6 months).

G&T Committee

**Acceleration**
Student is identified anecdotally as being a year (or years) ahead of other students in either subject/s or grade level. Permission is sought from parents for further testing to be conducted if grade level acceleration is sought.

Guidance and G&T Committee

**Testing**
Student is WISC IV assessed to determine cognitive function and possible socio-emotional factors such as maturity, anxiety, etc. The G&T Committee reviews the results and determines a suitable level of acceleration, if at all.

G&T Committee

**Acceleration Plan**
An acceleration plan is devised based on the evidence. The student may be accelerated by mentoring (tutoring), extension classes, subject year level acceleration, whole year level acceleration, or early entry into tertiary study. Parental, teacher, and principal approval are sought.