Introduction:
For the purposes of this policy:

*Gifted:* Those students with potential to exhibit superior performance across a range of areas of endeavour.
*Talented:* Those students with the potential to exhibit superior performance in one specific area of endeavour

Rationale
St Jerome’s Primary School recognises the innate dignity of each individual and acknowledges its responsibility to make provision for the unique gifts and talents of all students in the school. It endeavours to meet its obligation to enable all students to develop to their potential.

Principles

• Every student is entitled to an education, which provides opportunities for them to realise their potential.

• Gospel values urge us to recognise the right of the gifted and talented student to be given differential educational programs.

• Appropriate resources should be made available to develop programs that have been devised for gifted and talented students.

• The support of the school Educational Psychologist should be sought in identifying students who exhibit behaviours typical of a gifted student.

• Classroom teachers will be able to call on the support of the school’s appointed Extension Teacher for advice and assistance in accessing resources.

• The School Board is to be kept informed of any financial implications of having gifted and talented students in the school.

Procedures

1.0 Selection Process:

1.1 Testing process:

At the end of each year, Year Three students sit the Test of Learning Ability (TOLA4) and the Standard Progressive Matrices (SPM). This is administered by an external consultant. Students who achieve a stanine of 8 or 9 in these tests should be automatically included in the Gifted and Talented Program. Results are examined in consultation with the principal, classroom teachers and extension teacher to decide the final cohort of children for the program.

New enrolments to the school maybe tested if the classroom teacher believes the student could possibly be a candidate.

Results of other tests may also be considered i.e. NAPLAN, ICAS, PATR, AGAT.
1.2 Invitation to the Program

A letter of invitation to the program will be sent via post at the conclusion of the Year Three academic year to parents of the students that have achieved suitable results. It is not compulsory to accept the offer. See Appendix 1.

1.3 Continued Inclusion in the Program

Selected students will remain in the Extension program from Year 4-6 unless they have to be withdrawn because of behavioural issues. This is due to the impact that the student may have on the remaining cohort’s ability to work uninhibited.

2.0 Length of Sessions:

The sessions run for 90 minutes once per week in all terms.

3.0 The Program:

The following factors are taken into account for program development:
• Ensuring all learning areas are addressed equally throughout the year.
• Identifying the areas of need and interest and, where possible, grouping students accordingly.
• Identifying students’ favoured learning styles and planning learning activities accordingly.

4.0 Assessment and Evaluation:

The teacher assesses the students on an ongoing basis. This assessment is used to award a grade and effort together with a comment in each semester report.

Review History
• Year 2015

Next Review

<table>
<thead>
<tr>
<th>Year</th>
<th>Person / Group Responsible</th>
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<tbody>
<tr>
<td>2019</td>
<td>Assistant Principal with the Gifted &amp; Talented Teacher</td>
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