



Gifted and Talented Policy

Introduction

Hunter Valley Grammar School (HVGS) is committed to fostering a student-centred approach to ensure all students' academic, creative and social potential is supported and realised. This policy recognises that students require teaching and learning opportunities to ensure specific learning needs and talents are met.

We endeavour to provide safe, challenging and accepting environments for all students. Our teaching and learning strategies are intentional and aspirational, allowing each student to strive for their personal best.

Purpose

The purpose of this policy is to ensure that we acknowledge and support the needs of our students who have been identified as, or show behaviours consistent with, giftedness, talent, or dual exceptionalities. Students are identified using internal data, clinical evaluation, insight from their families, their peers, their teachers, or themselves.

Through our policy framework we are committed to providing a holistic education that enhances the provision of gifted education at HVGS.

Definition

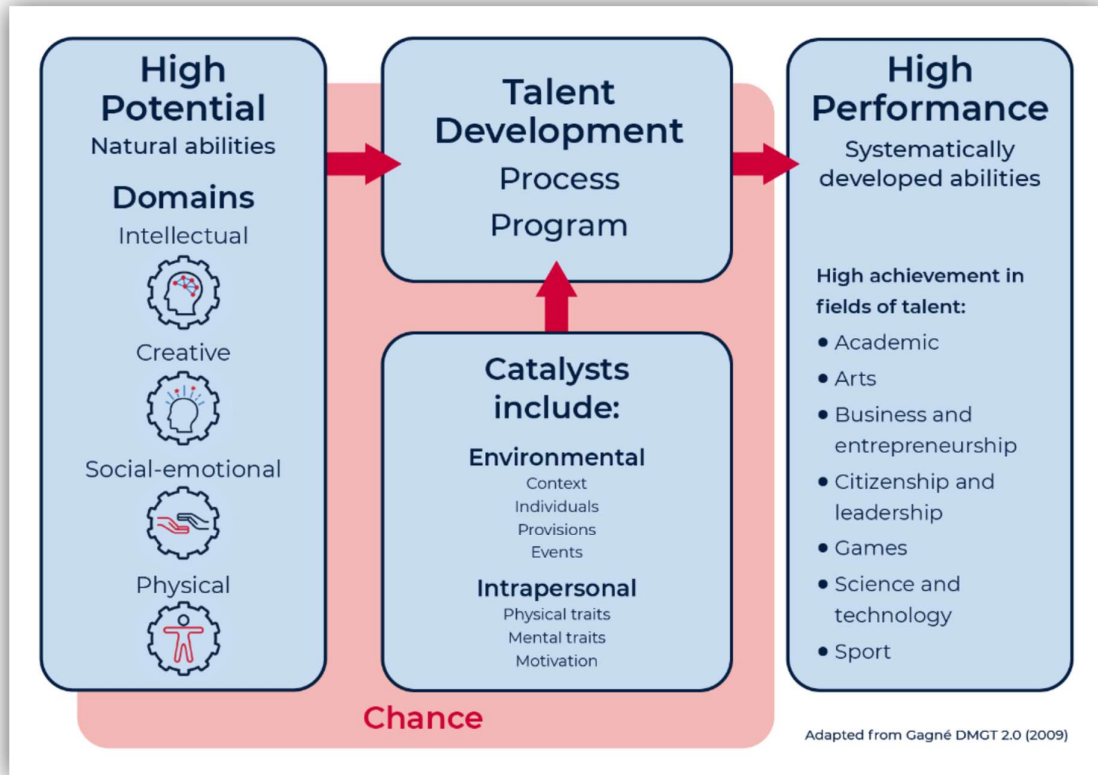
Hunter Valley Grammar School has adopted Gagne's differentiating model of giftedness and talent (DMGT), distinguishing between giftedness (natural abilities or aptitudes) **and** talent (knowledge and skills, or competencies).

Gagne's DMGT is widely adopted by Australian and NSW schools (NSW Government, 2023; Sydney Catholic Schools, 2022), and has many benefits in application:

- a) It distinguishes between giftedness (natural abilities or aptitudes) **and** talent (knowledge and skills, or competencies),
- b) Recommends a systematic program of activities to develop gifts into talents,
- c) Recognises the importance of favourable intrapersonal and environmental conditions, including chance (Jung & Worrell, 2017), and



- d) allows for both prevalence and levels of giftedness and talent (Gagne, 2009).



(NSW Department of Education, 2023)

Guiding Principles

Hunter Valley Grammar School acknowledges that throughout their education a student may demonstrate exceptional ability or potential across various domains of intellectual, creative, social or discipline-specific areas.

As an International Baccalaureate (IB) World School, HVGS promotes a philosophy of inclusion and diversity guided by research-based, evidence-driven frameworks. These guide HVGS's understanding of gifted and talented education.

- 1) The [International Baccalaureate](#) promotes a framework that fosters inclusion and diversity. There are many natural connections between the IB philosophy and evidence-based best-practice for gifted education:

- a) Students of all ages are encouraged to think critically and challenge assumptions.
 - b) Curriculum is taught through the lens of connected concepts and real-world contexts.
 - c) Multilingualism is encouraged.
- 2) The recognition that every child has unique characteristics, interests, abilities and learning needs and that school should accommodate them within a 'child centred pedagogy capable of meeting these needs' ([The Salamanca Statement](#)).
 - 3) The understanding that giftedness and talent in students results in their displaying a selection of characteristics at home and school that are significantly above those of their age peers and that this may not be reflected in achievement ([The Australian Curriculum](#) [ACARA (Australian Curriculum, Assessment and Reporting Authority)]).
 - 4) The provision of varied adjustments to pace, level and content of curriculum based on specific learning needs ([The New South Wales Education Standards Authority \(NESA\)](#)).
 - 5) The use of high-quality effective teaching to improve educational outcomes for students informed by educator knowledge, practice and ongoing professional engagement (AITSL (Australian Institute for Teaching & School Leadership) Teaching Standards).

Practices that support Gifted and Talented Development

Identification

Throughout enrolment, a student may complete various tools to support the identification of giftedness and/or talent. HVGS may include the following assessment tools as part of our identification process:

Objective Testing:	Subjective Measures:
<ul style="list-style-type: none"> • Ability and aptitude testing by a qualified professional (e.g., clinical psychologist) • CogAT Test • KBIT 	<ul style="list-style-type: none"> • Parent checklists and nominations • Under achievement checklists • Teacher-Nominations and interviews

<ul style="list-style-type: none"> • AGAT (ACER General Abilities Test) Test • NAPLAN test • Off level testing • Progressive Achievement Testing suite (PAT) • Talent identification through performance 	<ul style="list-style-type: none"> • Peer-Nominations • Self-Nominations • Observational and anecdotal evidence • Rating Scales e.g., the Purdue Academic Rating scales • Educational history
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Accommodation and Support Strategies

HVGS identifies that each gifted and talented student is an individual and their strengths and weaknesses are unique. Program modifications to cater for the educational needs of gifted and talented students may take the form of any of the following adjustments, or combination thereof. HVGS places a priority on the provision of in-class instruction to ensure all students receive a quality, inclusive education that promotes personal success.

Adjustment	Strategy
Quality Differentiated Teaching Practice	Language of delivery and discussion. Content explored. Product produced. Depth such as open-ended questioning, engaging critical thinking skills or creative problem solving. Pace. Flexible grouping within classroom.
Faster Pace (Acceleration strategies)	Flexible grouping across grade. Curriculum compacting. Single subject acceleration. Full or multigrade skipping.

Adjustment	Strategy
Greater Breadth (Enrichment strategies)	Project based learning. Participation in enrichment group targeting specific gift.
More Depth (Extension strategies)	Incorporate more information (or more abstract concepts). Problem-solve (access to problems within real-world scenarios). Use advanced critical and creative thinking skills. Question more deeply.

Enrichment and opportunities beyond the classroom

There are a wide variety of enrichment opportunities available through the School. These may be within the co-curricular program (refer to the School's Co-curricular Handbook), academic competitions or opportunities that arise throughout the academic year.

Personalised Learning Plans (PLP)

A PLP will be generated as needed depending on the profile of the student. This is constructed through ongoing collaborative discussions between the student, parents, Student Services staff, class teacher/s and the Gifted and Talented Coordinator (GATC).

In line with Gagne's model, personalised learning plans include the intellectual, creative, social emotional and physical domains. This encourages student-centred and appropriate support strategies.

Responsibilities

Principal and Executive

- ✓ Establish an environment of acceptance for gifted and talented students.
- ✓ Ensure that an identification program is developed, implemented and evaluated.

- ✓ Monitor policy implementation.
- ✓ Ensure students who are underachieving are identified, supported and catered for.

Gifted and Talented Coordinator

- ✓ Provides the staff with up-to-date information and research in gifted education.
- ✓ Assists teachers with developing and implementing programs for gifted and talented students.
- ✓ Monitors the progress and needs of identified gifted and talented students.
- ✓ Advocates for gifted and talented students through attendance at case meetings, shared meetings with teachers and with parents.
- ✓ Provides information to parents when requested.

Teachers

All teachers have a responsibility to facilitate learning according to each student's learning needs. Differentiation should align with quality teaching and best practice. This could occur in how the content is delivered, the type of content delivered, the process or the product in which the student demonstrates their learning.

- ✓ Monitor student progress to identify possible gifted or talented students.
- ✓ Gather ongoing information about students using a range of strategies.
- ✓ Make provisions for gifted and talented students in day-to-day teaching through a range of strategies and curriculum differentiation.
- ✓ Provide opportunities for students to demonstrate excellence.

Families and Students

- ✓ Seek to learn and understand the unique characteristics, needs and opportunities of giftedness and talent.
- ✓ Provide the appropriate information and evidence to support giftedness and talent identification or be willing to seek such evidence if requested.
- ✓ Provide for the developmental needs of talent generation through the provision of positive environments and interpersonal relationships.
- ✓ Demonstrate a willingness to learn within the classroom and in partnership with the School.

Contacts

Document Owner: Principal

Governance Officer: Deputy Principal – Head of Senior School
Deputy Principal – Head of Junior School

Document information and review

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This policy document will be reviewed at least every three years.

Review Due:	Oct 2026
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Approval history

No	Effective	Approved by	Amendment
1	Oct 2023	Principal	New Policy
1.1	May 2025		Formatting update – no change to content