

Policy for Accelerating Gifted and Talented Students

Purpose: The purpose of Faith Christian School's Accelerated Learning Policy is to inform our community of the beliefs, understanding, and agreed practices behind school-based decisions for high potential students.

Scope: The Accelerated Learning Policy applies to all students, parents/guardians, and all staff.

Status: Current

Authorised by: Executive Principal

References:

- Legislative Documents
 - Education (General Provisions) Act 2006
 - Education (Accreditation of Non-State Schools) Act 2001 (Qld)
- Related Documents
 - Privacy Policy
 - Student Code of Conduct Policy

Review Date: When there is a change in regulations or if there is a change in other relevant conditions relating to Accelerated Learning.

Policy Owner: Policy Committee

Policy Statement: The Bible tells us to discover, pursue, use, and celebrate our God-given talents (James 1:17, Matthew 5:16 and 7:7, 1 Peter 4:10-11). Because Faith Christian School believes in the Bible as inspired and its wisdom to be practised, the School has an Accelerated Learning Policy. The School is committed to providing a curriculum which is inclusive for our Families who want to work in partnership with caring and experienced teachers to help their children reach their God-given potential.

Rationale: Faith Christian School's policy on Accelerated Learning is based on the requirement that teachers cater for the diverse needs of learners in their classrooms. This policy ensures Faith Christian School's curriculum is inclusive and that the practice of our teachers is in line with the Australian Professional Standards for Teachers. Responsive to the needs of gifted students, teachers need to be skilled in providing these learners with a curriculum that is differentiated in pace, depth, and degree of complexity.

Definitions – Giftedness and Talent: Faith Christian School's Accelerated Learning Policy adopts Gagne's definition of giftedness and talent as identified in his Differentiated Model of Giftedness and Talent (2012, DMGT 2.0). According to Gagne, giftedness is described as distinctly above average in one or more of the following domains of human ability:

- Intellectual
- Creative
- Social
- Physical

Guiding Principles:

- Approximately 10% of Australian school-age children are deemed to be gifted (DET 2018).
- Students who are gifted display characteristics at home and school that are significantly above the average for their age.
- Decisions need to be made in consultation with all stakeholders.
- The Accelerated Learning Policy is underpinned by the Disability Discrimination Act 1992 (DDA) and the associated Disability Standards for Education 2005.

Identification: Identification is a collaborative and ongoing process. Input and recommendations are sought from parents, teachers, Learning Enrichment Coordinator, and registered psychologists with experience and training in identifying gifted and talented individuals. Assessments used include but are not limited to:

- Essential Assessments testing (School-based)
- IQ test such as the WISC (required)
- National Assessment Program – NAPLAN
- Class observations, engagement in full learning program, and academic results
- School-Based Assessments independently completed

Acceleration: Acceleration is a developmentally appropriate placement process to advance students academically ahead of their chronological peers in one or more subjects or by one or more whole learning years. The decision to accelerate is a consultative process and must include all relevant stakeholders. The range of evidence required includes and is not limited to:

- Teacher/parent checklist
- Student checklists
- Curriculum-based assessment
- Student work and school history

- Anecdotal evidence
- Standardised testing
- Psychological testing (required for whole grade acceleration)
- WIATT-111 (required for subject acceleration)

The decision to approve year level acceleration needs to be supported by:

- Formally assessed FSIQ of 130 or higher
- Knowledge of student's social and emotional maturity
- Supporting evidence that acceleration will be to the student's advantage
- Engagement in a full learning program

Steps for Recommending Decisions:

- Parents/guardians/carers will be included in discussions during the process.
- Where appropriate, the student should be involved in the decision-making process.
- Consideration must be given to any social or emotional effects and cultural needs that may transpire as an outcome of the decision.
- A timeframe should be developed to review the effectiveness of the implementation of any acceleration program.
- The principal, having considered fully the views of all stakeholders and in the best interests of the student and school community, will make the final recommendation about an appropriate form of acceleration.
- Parents/guardians/carers will be advised formally through a documented letter.
- Parents/guardians/carers are required to sign a consent form to confirm the proposed acceleration.

Implementation: The Executive Principal and the Learning Enrichment Department are responsible for the effective implementation of this policy. Faith Christian School will keep appropriate records and will monitor student progress and the outcomes of any acceleration decisions made by the appropriate staff.

Staff Roles and Responsibilities:

- Executive Principal
- Deputy Principals
- Learning Enrichment Coordinators and staff
- Class/subject teachers

