



Robertson State School

Creating Brighter Futures Together



Curriculum Provision for Gifted and Talented Students

Education Queensland outlines the provisions for the education of students who are gifted. Education Queensland's priority is the success and wellbeing for all children and students through each stage of learning in an inclusive education system.

<https://education.qld.gov.au/students/inclusive-education>

All Queensland state schools are committed to meeting the learning needs of students who are gifted.

<https://education.qld.gov.au/parents-and-carers/school-information/life-at-school/gifted-and-talented-education>

This document along with Gagne's Differentiated Model of Giftedness and Talent underpin Robertson's whole school approach for the gifted and talented.

RATIONALE

As a learning community, Robertson values the diverse gifts of its members. Our aim is to provide a supportive learning environment where potential can be recognised, nurtured and systematically developed.

PROCESS

Classrooms operate on the basis that:

- A supportive and stimulating classroom environment enables gifts to become apparent
- All students can benefit from the many aspects of gifted education e.g. an appropriate level of challenge, the explicit teaching of critical and creative thinking skills
- Flexible approaches to learning (differentiation) enable teachers to respond to varying student learning needs and interests e.g. pace, learning styles, complexity of thinking
- Acceleration or an advanced pace of learning may be required to provide an appropriately challenging curriculum
- A variety of pre-assessment strategies are used to determine a student's level of mastery
- Opportunity is given for quick mastery of basic skills through curriculum compacting
- The general capabilities of the Australian Curriculum (ACARA) are addressed e.g. creative and critical thinking; personal and social capability; ethical behaviour

Whole school processes that support gifted students include:



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- Implementing ongoing and multi-faceted identification tools and processes that are integral to providing for the needs of the gifted
- Clustering gifted students in a class that enables them to learn with others who are like-minded and have similar needs
- Offering acceleration that can be teacher or parent initiated
- Withdrawal enrichment maths and STEAM groups for our fast learners across the school
- Students are selected to attend enrichment opportunities at high schools and universities
- Allocating school funding to a dedicated staff position to support gifted learners. A *Gifted Education Coordinator* is equipped to provide specialist advice and resources to teachers, students and parents
- Attending the QAGTC conference and gifted networking meetings to upskill our staff and enhance their understanding of the traits and needs of gifted learners.

Outcomes:

- A supportive school environment that identifies, values and responds to a wide range of gifts and talents
- Students are offered a differentiated curriculum inclusive of their learning styles and pace of learning
- Varied learning pathways are provided to engage and motivate gifted learners to achieve.