



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.
<https://education.qld.gov.au/curriculum/ Documents/policy-gifted-talented.pdf>

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.