IDENTIFICATION

The identification of gifted students is integral to the process of catering for their needs. Our identification process is ongoing, includes the use of subjective and objective tools and welcomes parent input. Decision-making is guided by input from several levels – classroom, committee, parent and administration.

The Identification Process at Robertson

TERM 1	TERM 2	TERM 3	TERM 4
• Teachers review data and ID Register for own class, including student files, to inform curriculum development and continue student tracking • Towards the end of term, teachers compete ID screener/checklist • Objective data entered onto OneSchool e.g school based assessments and reading data	• Objective data entered onto OneSchool e.g school based assessments and reading data	• NNAT3 testing commences • Objective data entered onto OneSchool e.g school based assessments and reading data, PAT data	NNAT3 data is finalised • Teachers review screener and make additions • NAPLAN, NNAT3 and ICAS results analysed and entered • Objective data entered onto OneSchool e.g. PAT tests, school based assessments • Register consulted for class placements and student clustering for the following year
• Parents have opportunity to meet with teacher to share information and to complete a Sayler questionnaire or learner profile • Teachers provide opportunities e.g. pre-assessment; challenging curriculum, to recognise the need to make adjustments for a student • Gifted Education Coordinator (GEC) conducts and informs teachers about NNaT3 data • Teachers analyse the data and make additions to screener as needed • Accelerated students monitored by GEC • Case Management meetings occur for identified students			

6 Key Factors that guide the selection of our identification tools and processes include:

1. The identification tools support Robertson's shared understanding of giftedness

All teachers receive professional development in *Understanding Giftedness* and the various profiles that gifted students may present. The difference between potential (gifts) and performance (talents) is acknowledged as well as the variety of catalysts that influence underachievement. The understanding of social emotional behaviours of the gifted is paramount as these impact identification.

2. Multiple criteria are used

As performance and potential are important, both objective and subjective data are collected. Checklists provide the opportunity for the identification of gifted behaviours. Consideration that a student may be gifted in one or more areas is taken into account.

Objective data: A range of data is collected, analysed and collated. This may include:
- IQ and psychometric assessments
- Diagnostic and standardised testing – Nnat 3, SAGES -3, NAPLAN, PAT Maths, PAT Reading, ICAS Competition results
- Teacher made assessments, including off level testing.

In 2010, the school began the school-wide implementation of the NNAT 2 ability test. This is an online, non-verbal test that has strengthened our identification process to enable better identifcation of students who may not have English as their first langauge. We now use the updated online NNAT3 version.

The comparison of ability to achievement assists in the recognition of underacheivement.

Subjective data: Teachers complete a checklisted screener to identify the gifted traits evidenced by students in their care.

Parent input into identification is highly valued as parents know their children well and can provide rich anecdotal evidence that goes beyond classroom experiences. Parents are invited to complete the Sayler checklist as a way to share this information with the school and classroom teachers. In addition, parents may like to develop a one page profile that outlines their child's strengths and learning needs.

3. Identification is purposeful and is an ongoing process

The purpose of identifying a gifted student is to provide learning experiences appropriate to their learning characteristics and needs e.g.
- students who learn quickly and need few repetitions are given the opportunity to learn at a faster pace
- students who show intense curiosity and deeper knowledge experience passion learning
- students who think and care deeply engage with curriculum that allows them to demonstrate insight and make connections

As learning charactersitics and needs develop and change with time, an ongoing identification process facilitates the possibility of providing suitable learning opportunities.

4. Identification is inclusive

At Robertson we have adopted an inclusive approach to identification. Parents and

educators are invited to contribute to the collection of information to assist the identification process. Education is a partnership between home and school where observed gifted behaviours in any environment should be communicated.

Parents are encouraged to complete the *Sayler Checklist* to share with the school the various facets and development of their student. The checklist gives parents the opportunity to rate their child and give specific examples of a number of descriptors. Communication through other formats e.g. face to face meetings and email, is also welcomed. Parents are encouraged to share copies of relevant information from a psychologist, medical or behavioural practioner, or therapist.

The multi-cultural nature of our school community is also factored into identification and is one of the reasons we have incorporated a non-verbal ability test into our process.

5. Identification begins early

Teachers are on the lookout for advanced learning and behaviours from the start of each school year. This begins during the Prep year and even in the preceding year during the Prep interview process.

During the school enrolment process, parents are given the opportunity to nominate that their child is gifted and to share any supporting documentation. A copy of the Sayler checklist is available in our documents for parents to complete.

6. Factors influencing underachievement are considered

Underachievement is commonly recognised as the difference between potential and performance. While potential can be difficut to measure, the use of a variety of objective measures, the tracking of these results and their comparison to academic performance helps monitor academic underachievement. Underachievement indicators are also included in our student screener. Teachers are aware that not all gifted students demonstrate their potential in a test environment.

Our whole school "Zones of Regulation" social emotional progam assists students to develop habits that influence achievement e.g. giving effort leads to persistence, positive mind habits and self talk help students achieve their goals, taking risks lead to confidence and managing anxiety.