



# **NORMANTON STATE SCHOOL**

## **ENRICHMENT POLICY**

**REVIEWED 2020**

## PURPOSE

This policy serves students at Normanton State School who demonstrate capacity to have higher intellectual potential or are identified as having higher intellectual potential. This policy serves as a guide for teachers and provides parents with knowledge and understanding of our school processes. At Normanton State School, enrichment encompasses aspects of Gifted and Talented.

Our intent is to align closely our practices with the goals as established in **Advancing Education: An Action Plan for Education in Queensland (p.18)**, specifically:

*“A focus on student need... we will strengthen learner centred approaches by providing targeted curriculum resources and professional development for teachers to extend gifted and high-achieving students.” (D.E.T Strategic Plan 2019 - 2023)*

The Normanton State School Enrichment Policy focuses on outlining mandatory identification procedures to be utilised by key personnel at our school. *“A collaborative team approach is used in the management of curriculum provision to gifted and talented students to provide consistent and continuous identification processes school-wide. This team oversees the support of student learning.” (D.E.T Curriculum Provision to Gifted and Talented Students, 2020, p.1).*

## OVERVIEW

The Enrichment Policy at Normanton State School addresses the needs to identify students with advanced potential for higher order learning and achievement. Some may meet characteristics of a Gifted and Talented student.

### Objectives for Our School in Providing for the Learning Needs of Students Who Have High Intellectual Potential (SHIP)

Normanton State School is committed to the education of SHIP by:

- ❖ Ensuring all staff members are aware of the characteristics of giftedness and the specific learning needs of gifted students.
- ❖ Actively identifying students who are gifted regardless of their ethnicity, location, (dis)ability, gender or economic status.
- ❖ Improving their learning outcomes through innovative curriculum delivery.
- ❖ Fostering collaborative partnerships between home, school and community.

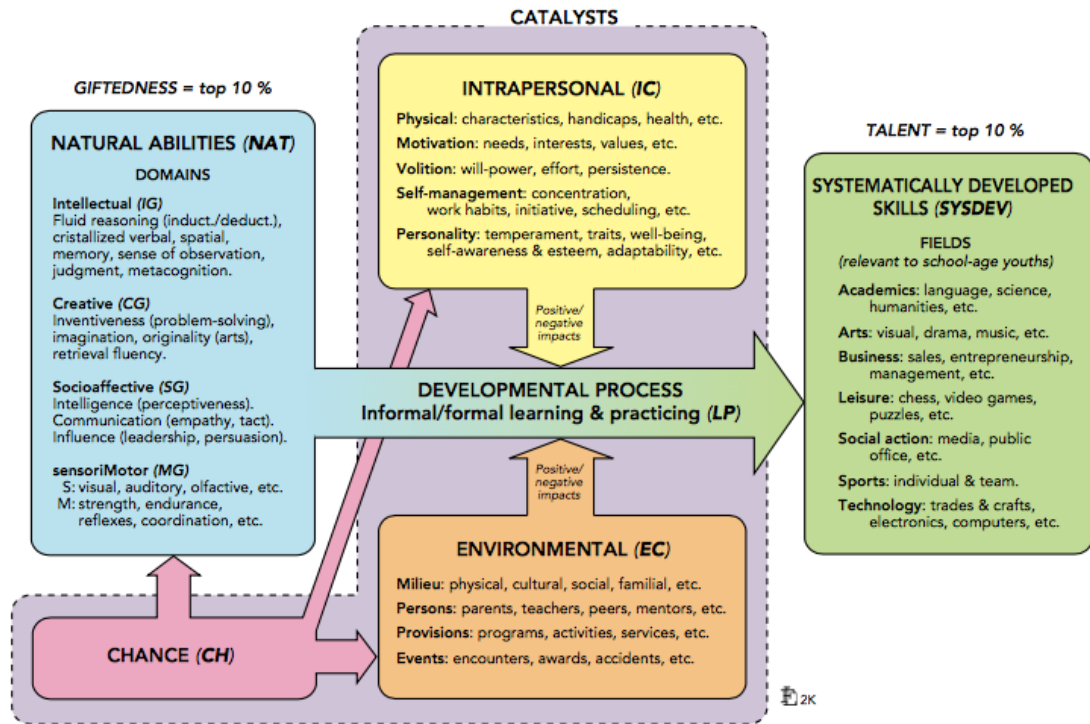
## UNDERSTANDING GIFTEDNESS

The [Curriculum provision to gifted and talented students 2020](#) outlines the following definitions for gifted and talented.

*“Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school”.*

*“Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field”.*

Normanton State School is committed to providing a classroom environment which enables students to demonstrate and develop their abilities. Our policy is aligned with the model of giftedness developed by Francoys Gagne (2003) as it differentiates the terms ‘gifted’ and ‘talented’. Gagne’s view of giftedness defines outstanding potential rather than outstanding performance. Gagne suggests that these two terms should be used selectively to identify two different stages in a highly able student’s journey from high potential to high performance.



Gagné's Differentiated Model of Giftedness and Talent (DMGT.EN.2K)

## RESPONSIBILITIES FOR ENACTING THE POLICY

The class teacher/s is/are responsible for:

- Developing familiarity with characteristics of giftedness (**Appendix 5**)
- Be familiar with the Student Support Committee (SSC) Referral form (**Appendix 3**)
- Submit SSC Referral form
- Becoming actively involved in identification protocols established within this policy
- Implementing differentiated curriculum that is appropriate to a child's learning experiences and needs
- Liaising with parents/ carers regarding student needs and progress
- Working with specialist support staff including Guidance Officers

The Principal/ Deputy Principal are responsible for:

- Providing leadership in the school community to ensure that all aspects of the policy are implemented
- Increasing school capacity to provide appropriate support options for Students with High Intellectual Potential
  - Assisting teachers to access suitable professional development
  - Supporting collaboration and networking within and beyond the school to increase access to programs, expertise and facilities
- Overseeing collaborative protocols that engage students, parents/ carers, classroom teachers, school administrators together with Guidance Officers through case management meetings
- Facilitating enrolment of prospective students in enrichment programs

The SSC Executive Team is responsible for:

- Completing the Personalised Learning Plan for identified student on OneSchool
- Liaising with the Admin Team to discuss referral and further actions

## IDENTIFICATION OF STUDENTS WHO HAVE HIGH INTELLECTUAL POTENTIAL REQUIRING ENRICHMENT

**NOMINATION BY PARENT/ CARER** – Parent/ Carer to complete:

- [Sayler Gifted and Talented Checklist for Parents \(Appendix 1\)](#)
- [Sayler Gifted and Talented Checklist for Parents \(Young Children\) \(Appendix 2\)](#)

**NOMINATION BY TEACHER** – Teacher to complete:

- Student Support Committee (SSC) Referral Form – Cognitive/Social/Physical – Enrichment (**Appendix 3**) and obtain parent consent as per SSC Process outlined in the Normanton State School Curriculum Induction Handbook
- Submit SSC Referral form to Student Support Executive Committee



**SSC EXECUTIVE COMMITTEE:**

- To complete Personalised Learning Plan on OneSchool
- To request the following form to be completed by the Teacher
  - [Sayler Gifted and Talented Checklist for Teachers \(Appendix 4\)](#)



**CASE MANAGEMENT:**

SSC Executive Committee to meet with Admin Team to discuss referral and further action

Further action may include:

- Negotiated Differentiated Individual Curriculum Plan
- IMPACT
- Science Enrichment
- Recommendation for IQ Test for identification (Guidance Officer referral)
- Join ability group in another class
- Enrolment in course from external organisation
- Case Management meeting

APPENDIX 1

## Gifted and talented checklist for parents

### *Things my child has done*

Carefully read each of the following descriptions. Each item is followed by a series of examples; use the examples to help understand the description in the item. Decide how much you agree that your child is like the description. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Fill in the circle for each item. If you are unclear or haven't noticed how your child compares to an item, fill in the **Unsure or don't know** circle. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.

Child's name: \_\_\_\_\_

Child's birthday: \_\_\_\_\_

Your name: \_\_\_\_\_

School name: \_\_\_\_\_

Date: \_\_\_\_\_

This child:

**1. Has quick recall of information.**

(e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**2. Knows a lot more about some topics than do other children that age.**

(e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art, etc; finds out a lot about a particular subject on his or her own)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**3. Uses advanced vocabulary.**

(e.g. surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**4. Began to read or write early.**

(e.g. said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example and age of child at the time:

**5. Shows unusually intense interest and enjoyment when learning about new things.**

(e.g. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves how-to-do-it and nonfiction books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**6. Understands things well enough to teach others.**

(e.g. teaches other children how to do things; explains things so that others can understand; explains areas of interest to adults)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**7. Is comfortable around adults.**

(e.g. spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humour and creates funny sayings or jokes adults can appreciate)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**8. Shows leadership abilities**

(e.g. other children ask my child for help; organises games and activities for self or others; makes up the rules and directs group activities; may be bossy)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**9. Is resourceful and improvises well.**

(e.g. puts together various household objects to make inventions or solve a problem; uses unusual objects for projects; objects in unusual ways; makes 'something out of nothing')

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**10. Uses imaginative methods to accomplish tasks.**

(e.g. makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:



**11. Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about.** Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.

APPENDIX 2

## Gifted and talented checklist for parents

### *Things my young child has done*

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale below each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the **Unsure or don't know** circle. Use the space below the item for examples concerning your child, add as many details as you can remember. Be as specific as possible in describing the child's interests and accomplishments. The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share copies of this child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's name: \_\_\_\_\_

Child's birthday: \_\_\_\_\_

Your name: \_\_\_\_\_

School name: \_\_\_\_\_

Date: \_\_\_\_\_

This child:

**1. Has quick accurate recall of information.**

(e.g. remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**2. Shows intense curiosity and deeper knowledge than other children.**

(e.g. insatiable need to know and explore; later on he or she collects things and then learns all he or she can about them; remembers things in great detail.)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**3. Is empathetic, feels more deeply than do other children that age.**

(e.g. feels unusual hurt or pain when he or she displeases someone; shows pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**4. Use advanced vocabulary.**

(e.g. correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**5. Began to read, write or use numbers early.**

(e.g. early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others)

SA  10  9  8  7  6  5  4  3  2  1  0  SD

Unsure or don't know

A personal example and approximate age of your child at the time:

**6. Understood phrases or brief sentences as an infant.**

(e.g. listened intently; understood and acted on short sentences such as 'Give mum a hug' or 'Bring me the book and I will read to you')

SA  10  9  8  7  6  5  4  3  2  1  0  SD

Unsure or don't know

A personal example and approximate age of your child at the time:

**7. Began speaking first in words and sentences earlier than other children.**

(e.g. spoke first words before age one; went from saying individual words to speaking sentences quickly or, spoke first words later than age one and quickly moved to speaking in complete sentences; carried on conversations with adults as if they were peers)

SA  10  9  8  7  6  5  4  3  2  1  0  SD

Unsure or don't know

A personal example and approximate age of your child at the time:

**8. Early motor development.**

(e.g. very visually attentive during the first six months, watched people carefully; followed movement intently; walked early; fed himself or herself sooner than other children; active use of toys and puzzles)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example and approximate age of your child at the time:

**9. Shows unusually intense interest and enjoyment when learning new things.**

(e.g. listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**Incongruities:** Can relate to humour that sets up a person to expect one type of outcome, and is surprised by a completely different outcome.

**10. Has an advanced sense of humour or sees incongruities as funny.**

(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**11. Understands things well enough to teach others.**

(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults; when he or she doesn't think the adult understands very well)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

A personal example:

**12. Is comfortable around older children and adults.**

(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

A personal example:

**13. Shows leadership abilities.**

(e.g. sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

A personal example:

**14. Is resourceful and improvises well.**

(e.g. finds unique or non-traditional ways; plays for long periods of time with imaginary friends; diligent in getting things they want regardless of where you've put them; makes up believable endings to stories)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**15. Uses imaginative methods to accomplish tasks.**

(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**16. Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about.** Please feel free to add information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.

APPENDIX 3



**Normanton State School**  
**Student Support Committee Referral Form**  
**Cognitive/ Social/ Physical - Enrichment**

Name:	Referral Date:
Date of Birth:	Year Level:
Referring teacher's name:	Additional teacher/s:
Type of referral: New <input type="checkbox"/> Review <input type="checkbox"/> Referred by admin due to data <input type="checkbox"/>	For a new referral: Parent contacted: <input type="checkbox"/> Date: _____ SSC referral completed on OneSchool: <input type="checkbox"/> Contact entered in SSC referral on OneSchool <input type="checkbox"/>

(To be completed by Class Teacher & given to SSC)

**1. STUDENT DETAILS:**

**2. CHARACTERISTICS**

- Demonstrates use of outstanding natural ability, called aptitude, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school.
  - Creative Social
  - Intellectual
  - Physical
  - Other

**3. FOCUS AREA/ IMPACT**

- Curriculum** (this section MUST be completed)

Above expected level	Current semester LoA	Previous semester LoA	Additional (please specify current level on the line provided)	NAPLAN banding
English			Reading level ____ Writing standard level ____ Spelling level ____ PAaP level ____ Sight words number ____	Year ____ Reading ____ Language Conventions ____ Writing ____
Mathematics			NQR maths assessment level ____ (marked by teacher and consulted with Mathematics mentor)	Numeracy ____
Science			PAT Science level ____ (marked by Science mentor)	
HASS				
HPE				
The Arts			Subject/s _____	
Technology			Subject/s _____	

- Results from External Competitions (eg. Mathematics, Geography, Science, Coding) \_\_\_\_\_
- Learning Environment**
  - Organised
  - Ability to work independently
  - Ability to recall and follow instructions
  - Ability to teach others



**NOTE: For Gifted and Talented, we need to follow the process as stated in the OnePortal Gifted and Talented policy.**

**4. STRATEGIES (CURRENTLY USED)**

**Content (knowledge and skills)**

- ICP
- Levelled learning centres
- Ability groups (in addition to reading groups)
- Learning goals
- Higher order thinking strategies
- Extension work

**Process (teaching/learning activities)**

- Appropriate feedback
- Additional extension tasks
- Learning contracts (independent project work)
- Computer-based programs
- Peer tutor

**Product (assessment task)**

- Multimodal opportunities to demonstrate knowledge  
( written  spoken  computer-based  pictorial  concrete representation)
- Self-monitoring checklist of activities to complete task independently

**Environment (physical/emotional setting)**

- Groupings ( individual  small group  whole class)
- Staff input ( 1:1 extension  small group)

**Additional Information:**

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**Teacher/s signature:** \_\_\_\_\_

**5. ADMIN DECISIONS**

- IMPACT
- Science Enrichment
- Enrichment programs \_\_\_\_\_
- Joins ability group in another class
- ICP (enrichment) \_\_\_\_\_
- Gifted and Talented Identification (as per OnePortal Gifted and Talented process)
- Enrolment in course from external organisation (SDE/ University)

APPENDIX 4

## Gifted and talented checklist for teachers

### *Things this child has done*

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale below each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the **Unsure or don't know** circle. Use the space below the item for examples concerning the child, add as many details as you can remember. Be as specific as possible in describing the child's interests and accomplishments. The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share copies of this child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's name: \_\_\_\_\_

Child's birthday: \_\_\_\_\_

Your name: \_\_\_\_\_

School name: \_\_\_\_\_

Date: \_\_\_\_\_

This child:

**1. Has quick accurate recall of information.**

(e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories or conversations; points out connections between ideas and events)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

An example:

**2. Shows intense curiosity and deeper knowledge than other children.**

(e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

An example:

**3. Is empathetic, feels more deeply than do other children that age.**

(e.g. exhibits maturity usually associated with older children; shows unusual hurt or pain when he or she displeases someone; displays pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

An example:

**4. May not always display their advanced understanding in everyday situations.**

(e.g. becomes cranky or non-compliant when fatigued or stressed; playground behaviour may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

An example:

**5. Uses advanced vocabulary.**

(e.g. correctly uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words or phrases they use; likes complex communication and conversations)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

An example:

**6. Reads, writes, or uses numbers in advanced ways.**

(e.g. reads earlier than most children or if learns to read at the same time as most children, does so very quickly; likes to read rapidly to get the gist of a story even though some words are skipped or mispronounced; interest in copying or using letters, words or numbers; uses computational skills earlier than others.)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

An example:

**7. Advanced play interests and behaviours.**

(e.g. exhibits play interests that resemble those of older children; likes to play board games designed for older children, teens or adults; more apt to be interested in cooperative play, complex play situations or sophisticated play activities)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

An example:

**8. Shows unusually intense interest and enjoyment when learning about new things.**  
(e.g. spends long periods of time exploring interesting new things; listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD  
 Unsure or don't know

An example:

**9. Has an advanced sense of humour or sees incongruities as funny.**  
(e.g. is humorous in speech, social interactions, art or story telling; make jokes, puns, plays on words; see humour in situations, even ones against him or her, and laughs at the situation)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD  
 Unsure or don't know

An example:

**10. Understands things well enough to teach others.**  
(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD  
 Unsure or don't know

An example:

**11. Is comfortable around older children and adults.**

(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; often plays with and is accepted by older children)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

An example:

**12. Shows leadership abilities.**

(e.g. has a verbal understanding of social situations; sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or influence other children)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

An example:

**13. Is resourceful and improvises well.**

(e.g. makes ingenious or functional things from LEGO or other building toys; uses toys in unique or non-traditional ways; plays with or carries on conversations with imaginary friends; makes up believable endings to stories)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

An example:

**14. Shows logical and metacognitive skills in managing own learning.**

(e.g. understands game rules quickly; learns from mistakes in playing games; sees errors or losses as learning experiences rather than failures; monitors difficulty of task to push self to more challenging levels)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

An example:

**15. Uses imaginative methods to accomplish tasks.**

(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

An example:

**16. Use the rest of this page or its back to tell us anything you think is important about this child that we have not asked about.** Please feel free to add any information you think might be useful in giving us a clear picture of what the child has done. Be as specific as possible in describing the child's interests and accomplishments. If you can share some copies of this child's creative work, we would be delighted to have them.

## APPENDIX 5

## Attachment 1

**Characteristics of gifted and talented students**

Students who are gifted and talented in one or more domains are present in every school and across all groups of learners, including:

- underachievers
- students requiring learning support
- students with disability
- students from non-English speaking backgrounds
- students from culturally diverse backgrounds
- socio-economically disadvantaged students
- geographically isolated students.

It is important for all teachers, principals, guidance officers, as well as parents to be aware of the characteristics of gifted students so that these students are identified and supported with appropriate strategies.

Typical characteristics which may indicate giftedness include:

- Shows superior reasoning powers and marked ability to handle ideas; can generalise readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
- Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of man and the universe.
- Has a wide range of interests, often of an intellectual kind; develops one or more interests to considerable depth.
- Is markedly superior in quality and quantity of written and/or spoken vocabulary; is interested in the subtleties of words and their uses.
- Reads avidly and absorbs books well beyond his or her years.
- Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.
- Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
- Shows creative ability or imaginative expression in such things as music, art, dance, drama; shows sensitivity and finesse in rhythm, movement, and bodily control.
- Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work.
- Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.
- Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.
- Observes keenly and is responsive to new ideas.
- Shows social poise and an ability to communicate with adults in a mature way.
- Gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humour.<sup>3</sup>

**Note: Not all gifted students will display all of these characteristics, all of the time.**

<sup>3</sup>[http://www.nagp.org/resources/publications/learning\\_style\\_child.pdf](http://www.nagp.org/resources/publications/learning_style_child.pdf)

