



Framework Goals

- To ensure that the school provides opportunities for all students to develop their full potential.
- To recognise that talented children need to have their special needs catered for to realise their full potential.

Definitions

For the purpose of this policy and the program it directs, the following definitions apply:

- **Talents** All students have strengths
- **Talented Child** A student who exhibits or possesses the potential for superior performance in one or more areas (Creative, Academic, Performing, Social).
- **Note** Incorporates the Department's definition of a Gifted Child
- **Degrees of Talent** For the purpose of providing programs and opportunities to develop potential, the school recognises two levels of talent:
 - Category 1: Students who exhibit, or possess potential for superior performance as compared to their school peer group
 - Category 2: Students who exhibit, or possess potential for superior performance to their whole age peer group.

School Goals

- To provide a broad range of learning experiences
- To cater for the individual needs of students
- To provide challenging, interesting learning experiences

OUTCOMES

Students

- A classroom learning environment which provides opportunities for the development of all talents (both recognisable and potential)
- Opportunities to be involved in a broad range of programs both inside and outside the school
- Opportunities for selected students to be involved in specific programs designed to meet their needs
- A school culture which encourages and recognises both high personal achievement and excellence in all areas
- Talents will be identified and recognised
- Opportunities for accelerated learning and early school entry will be provided
- Acceptance and acknowledgement of the differences of Talented students by their peers
- A feeling of self-worth and valuing of their talents by talented students

Staff

- Awareness of the special needs of talented students
- Willingness to cater for the needs of these students
- Knowledge of a range of identification procedures
- Knowledge of the conditions of learning which optimise the development of talents (both recognisable & potential)

Parents

- Access to training and information to assist in identifying and developing talents of their child
- Involvement in identification procedures for talented children
- Involvement in decisions regarding special programs for their child (eg. Acceleration, early entry, enrichment)