



## GIFTED AND TALENTED POSITION STATEMENT

### 1. Vision

Our mission and purpose is to provide high quality education within the framework of the Catholic tradition. Our primary focus is on young learners. For them to achieve their potential they need staff and parents to journey with them in their learning. The Saint Francis Xavier school motto, LET YOUR LIGHT SHINE, challenges each one of us to strive for the best in all we do. At St Francis Xavier we acknowledge and provide for students who are gifted and talented.

### 2. Rationale

St Francis Xavier Primary School caters for students who have a diverse range of personal characteristics and experiences. These characteristics and experiences may be attributable to physical, religious, cultural, personal health or wellbeing, intellectual, psychological, social-economic or life experiences. This diverse range of personal characteristics and experiences enriches the communal life of our school.

### 3. Position Statement

St Francis Xavier school community has a responsibility to support and nurture the education of students who are gifted and talented. Whole school data will inform planning which includes the development of school based processes and strategies that benefit students who are identified as gifted and talented.

### 4. Definition

Gagne's (2008) Differentiated Model of Giftedness and Talent (DMGT) distinguishes between giftedness and talent:

- Giftedness is the possession and use of outstanding natural abilities to a degree that places an individual at least among the top 10% of age peers in one or more of the following ability domains: intellectual, creative, social, perceptual and physical.
- Talent is the outstanding mastery of systematically developed abilities called competencies, knowledge and skills in at least one field of human performance which is at least in the top 10% of age peers in that domain.

A student can be gifted without being talented. The purpose of gifted education is to develop the student's potential into talented performance. Given the diversity of learners who are gifted, Gagne's model highlights those students who may also be underachieving or unidentified and the factors that influence talent development.

## 5. Identification Process

Harrison (2003) defines a gifted child as one who performs or who has the ability to perform at a level significantly beyond his or her chronologically aged peers and whose unique abilities and characteristics require special provisions and social and emotional support from the family, community and educational context.

At St Francis Xavier, various agreed forms of whole school data collection including standardised testing, class based assessment, observations, anecdotal notes and work samples assists with identification and provision for students with gifts and talents. As required, this data collection informs student referral in the area of gifted and talented following the school [Student Referral Process](#).

## 6. Action Plan

A collaborative school based team will be formed to develop and implement school wide strategies and processes to support differentiated learning for students who are gifted and talented. The Australian Curriculum provides advice on planning provision for students who are gifted and talented.

<http://www.australiancurriculum.edu.au/StudentDiversity/Pdf/StudentDiversity>

### Future Action –

- Explore in more detail Gagne’s definition – source further information on each domain i.e intellectual, creative, social, perceptual and physical
- Audit and document current practice
- What could we do?
- After referral – What then?
- What do we tell parents? When?
- Identification – what are our focus areas?

Additional information on different domains.

