

Gifted Education Policy



Our Lady of the Rosary School Kenmore

- 1.0 Introduction
- 1.1 Rationale
- 1.2 Our learning community – articulating our Vision for Learners and Learning
- 1.3 Definition
- 2.0 Implications for the OLR Community
- 2.1 Staff Responsibilities
 - 2.11 Support Teacher: Gifted Education (ST:GE)
 - 2.12 Gifted Education Team
 - 2.13 School Leadership
 - 2.14 Staff
- 2.2 Identification of students who are gifted
- 2.3 Learning processes
 - 2.31 Students
 - 2.32 Staff
 - 2.33 Families
- 2.4 Planning processes
- 2.5 Resources and Activities
- 2.6 Continuity & Sustainability
- 2.7 The Review Process

APPENDICES:

APPENDIX 1: OLR Vision for learning and learners

APPENDIX 2: Brisbane Catholic Education Gifted Education Position Statement

APPENDIX 3: Roles & Responsibilities: OLR ST:GE & Gifted Education Team

APPENDIX 4: Referral & Planning Procedure including Acceleration

APPENDIX 5: Data Gathering instruments

APPENDIX 6: OLR School Differentiation Strategies

APPENDIX 7: OLR School Differentiation Resources: Planning & Texts

APPENDIX 8: OLR School Gifted Education Referral Form

APPENDIX 9: OLR School Gifted Education Individual Learning Plan (ILP)

APPENDIX 10: Australian Curriculum and Reporting Authority (ACARA):

Student Diversity

APPENDIX 11:

APPENDIX 12: OLR Standardised Assessments Schedule

REFERENCES

1.0 Introduction

OLR (OLR), Kenmore is a Catholic school in the Archdiocese of Brisbane and so acknowledges and provides for its gifted students in order that they are educated to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners, empowered to shape and enrich our world.

1.1 Rationale

At OLR we acknowledge our responsibility to support the education of our students who are gifted and talented. Our school-based processes and strategies, including this policy, will assist the targeted education of these students.

1.2 Our learning community

OLR School aims to provide an inclusive life-long education which fosters the holistic development of students who are gifted within a positive, respectful environment. Our school motto is to “Know, Love & Serve” which encompasses our beliefs about all education at OLR.

Know

We promote a love of life-long learning, which challenges individual gifted students and which offers a meaningful education emphasising current best practice, relevance, quality and development.

Love

We develop loving relationships between families and staff arising from our Christian belief of respect for the individual. To this end learning is collaborative and occurs in a positive respectful environment.

Serve

We value child-centred partnerships that serve the unique needs of students by cultivating collaboration, commitment, dedication & cooperation in our daily living.

Appendix One: OLR Vision for Learners and Learning

Definition

Two widely accepted definitions of giftedness are those of Francoys Gagne and Dr Cathie Harrison.

Gagne's (2008) Differentiated Model of Giftedness and Talent (Appendix 11) 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.

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.

Joseph Renzulli's Three Ring Conception of Giftedness (Appendix 11) asserts that "gifted behaviours are developed but only witnessed when an individual possesses or is capable of interconnecting all three identifiable traits – above average ability, task commitment and creativity" (Grieves: 2014). Renzulli has proposed this theory as a philosophical basis for his Enrichment Triad Model.

The Social and Emotional needs of gifted students may be atypical to those of their class peers. They "may experience unique, often extreme, social and emotional needs" (California Association for the Gifted. A Position Paper: 2005, p1). Awareness of these needs by educators and by the students themselves is necessary. These needs may include Perfectionism, Imposter Syndrome and high frustration with unchallenging curriculum (Brisbane Catholic Education KWeb, Gifted Education and Social Emotional Focus: 2013).

Appendix Three:

Gifted Education Position Statement Brisbane Catholic Education, 2013.

2.0 Implications for the OLR Community

2.1 Staff Responsibilities

2.11 Teaching Staff

Teachers comprise Classroom Teachers, Curriculum Support Teacher (CST) and Specialist Teachers. In the case of acceleration of a student, the original Class Teacher is the “Referring Teacher” and the new class teacher is the “Receiving Teacher”.

- It is expected that Class Teachers will differentiate the regular classroom curriculum to cater for the diversity of all learners in their class using strategies such as the Maker Model.
- Teachers, in consultation with parents, are responsible for identification and referral to ST:GE.
- Teachers plan and differentiate the curriculum for students who are gifted (The Shape of the Australian Curriculum; BCE Model of Pedagogy) in collaboration with relevant members of the Gifted Education Team.

Teachers “are given opportunities to build and reflect on their capacity to meet the educational, assessment and social emotional wellbeing needs of students who are gifted and talented in consultation and collaboration with others” (2013, Brisbane Catholic Education, Gifted Education Position Statement p2). Consultation and collaboration will occur with students (negotiated learning), parents, Brisbane Catholic Education Consultants, Support Teachers: Inclusive Education, Guidance Counsellor, and Private Practitioners.

Appendix Three:

Gifted Education Position Statement Brisbane Catholic Education, 2013.

- Completing evaluations of gifted students.
- In the event of whole subject or year level acceleration, the primary responsibility for planning, learning and assessment and reporting is with the Receiving Teacher. This occurs in consultation with the Referring Teacher and in collaboration with the ST:GE and Brisbane Catholic Education Consultant.

2.12 Support Teacher: Gifted Education

Key components of the role of the Support Teacher: Gifted Education are:

- Profiling - Identification of students
- Partnerships and Networking
- Learning Opportunities
- Document Facilitation

Appendix 3: Role statement Support Teacher: Gifted Education

2.13 Gifted Education Team

This collaborative team includes Classroom Teachers, Guidance Counsellor and Support Teacher: Inclusive Education, Curriculum Support Teacher (CST) Support Teacher: Gifted Education and a Leadership delegate. They are responsible for:

- monitoring and evaluating school wide identification and provision processes for gifted and talented students at the school
- endorsing a course of action for each identified student.

2.14 School Leadership

School Leadership comprises the Principal, Assistant Principal: Religious Education, Assistant Principal: Administration. They:

- consider the needs of students who are gifted and talented in their whole school planning
- facilitate professional learning for staff of students who are gifted and talented.

Appendix 3:

Gifted Education Position Statement Brisbane Catholic Education, 2013.

2.2 Identification of students who are gifted

The community of OLR has developed processes to “identify the diverse range of students who are gifted and talented” (Appendix 2, p2). The purpose of identifying gifted and talented students is to provide appropriate curriculum and learning experiences for them.

Whole-school data analysis and Gifted Education Referral and Planning Procedure (Appendix 4) assist with identification of students who are gifted. Examples of data gathering tools are identified in Appendix 5.

(Merrick & Targett, 2004)

2.3 Learning processes

2.31 Students

In order to achieve new learning each year, every student is entitled to access curriculum which targets their specific learning ability in line with the Australian Curriculum. A range of possible differentiation strategies can be used including: Individualised, In-Class, School Wide and Community Wide.

Appendix 6: OLR School Differentiation Strategies.

2.32 Staff

Capacity building of staff involves prioritising the professional learning needs of the Support Teacher in Gifted Education (ST:GE), Gifted Education Team, and staff. This occurs through ongoing reflection, mentoring, collaboration with personnel and agencies, in order to meet the educational and social emotional needs of students who are gifted and talented (Appendix 2, p2). The school is committed to resourcing and reviewing Gifted Education to effectively meet the needs of these students.

Appendix 7: OLR School Differentiation Resources: Resources, Planning & Books.

2.33 Family

Parents are a vital part of a collaborative home–school partnership to jointly identify learning activities and opportunities in the community for their children who are gifted and talented. Home-school partnerships support students to become aware of their own giftedness and actively seek opportunities to develop themselves to realise their potential for outstanding achievement in their areas of interest (Appendix 3, p2).

2.4 Planning processes

Planning for students who have been identified as gifted is a **whole school process** encompassing identification, data gathering, referral, meetings, planning, review, documentation and transitioning (Appendix 4).

Gifted and talented students are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals.

(Australian Curriculum, Assessment and Reporting Authority: 2013, p19).

Teacher knowledge of their students is key to the provision of quality learning processes. These learning opportunities need to be flexible and may be targeted at a level, pace, degree of abstraction and complexity beyond their chronological age (Geric, Module 1, p10). Teachers need to plan for enrichment through differentiation with possible acceleration (Gagne: 2012). There is a wide range of acceleration types including subject acceleration, grade skipping and telescoping the curriculum (Southern & Jones: 2004).

2.5 Resources and Activities:

This policy is supported at OLR through the provision of: teacher release for meetings, timetable flexibility, professional learning for staff and budget for materials.

Human resources outside of school staff include: Brisbane Catholic Education Officer: Curriculum (Gifted Education), Consultant: Inclusive Education, Private Practitioners.

Resources are accessed in accordance with the needs of the gifted learners.

Some optional activities require payment by parents eg: Educational Assessment Australia, International Competitions and Assessments for Schools (ICAS).

2.6 Continuity and Sustainability

Gifted Education at OLR maintains its sustainability through:

- Continual goal setting for Gifted Education in the School Renewal Plan through links to the Strategic Renewal Framework and Gifted and Talented Audit Tool.
- Continued operation of Gifted Education Team in the discernment processes of the identification of gifted and talented students and their educational provision.

2.7 The Review Process

This Gifted Education policy will be reviewed by the Gifted Education Team. Review will occur annually.

APPENDIX ONE [OLR Vision for learning and learners](#)

APPENDIX TWO: [Brisbane Catholic Education Gifted Education Position Statement](#)

APPENDIX THREE: Roles:

- Support Teacher in Gifted Education (ST:GE)
- Gifted Education Team.

APPENDIX FOUR: OLR School Gifted Education Referral and Planning Procedure.

APPENDIX FIVE: Data gathering (assessment) tools.

APPENDIX SIX: OLR Differentiation Strategies.

APPENDIX THREE: ROLES AND RESPONSIBILITIES

SUPPORT TEACHER in GIFTED EDUCATION (ST:GE)

<p>Supports the identification of gifted and talented students (consider diversity of students)</p>	<p>Processes: Whole school class profile document, Teacher nominated, Parent nominated, whole-school audit document including NAPLAN and relevant report card information. Screeners eg: AGAT(language based), Raven’s (non-verbal), SAYLER- family based (checklists), TAG-IT (BCE), IOWA Acceleration Scale Testing: UNSW ICAS tests</p>
<p>Partnerships and Networking</p>	<p>Planning with CST & teachers Parent meetings Gifted Education Team meetings Staff professional development Team meetings as part of referral process Newsletter inserts Email to groups (OLR teachers, parents of G&T students) Networking with other schools and local organisations Teacher networking Queensland Gifted And Talented Association</p>
<p>Learning Opportunities</p>	<p>Supporting Teachers to appropriately differentiate the curriculum Useful models include: working with target student groups, team teaching, demonstration and modelling (two way process), enquiry based activities Lunch time options eg: MineCraft club, Chess club, Opti-MINDS, Maths Olympiad Competitions</p>
<p>Document facilitation</p>	<p>Student processes: Referral form, ILP, Acceleration Whole school G&T audit document Gifted Education Policy Referral & Planning processes Identification Tools & Processes</p>

GIFTED EDUCATION TEAM

- Monitors and evaluates school wide identification and provision processes for gifted and talented students at the school
- Endorses a course of action for each identified student

APPENDIX FOUR

REFERRAL AND PLANNING PROCEDURE

This is a reiterative process and not necessarily linear: we build on what we know.

This procedure is intended to work in tandem with the “What do I do if I have a concern” (Learning Support).

Once a classroom teacher has planned, recorded and implemented differentiated learning processes in their classroom and further referral is required then the following procedure can be accessed.

step	stages	responsibility	Elaboration (options)
1	Nomination	Instigated by Class Teacher (CT), Parents, Leadership Team, Support Teacher: Inclusive Education (ST:IE) or Guidance Counsellor	<p>Previous year's Class Profile</p> <p>Transition from previous year's CT using Learner Profile/ ILP</p> <p>Nomination gathered through interview, informal conversation and discussion with school personnel when reviewing work samples or as part of the Consistency of Teacher Judgment process.</p> <p>Business Intelligence Tool (BI): NAPLAN, PAT M, Pat R, AGAT</p>
2	Data collection (variety of data tools to reflect diversity)	CT, Parents, Support Teacher in Gifted Education (ST:GE), Support Teacher: Inclusive Education (ST:IE)	<p>Previous year's Class Profile</p> <p>School Portal (eg: Report Card, Waddington, Torch)</p> <p>Business Intelligence tool (eg: Pat M, Pat R, NAPLAN)</p> <p>Administration file (medical, vision & hearing)</p> <p>Red document wallet (samples of student work).</p> <p>Discussion with student with possible survey and/ or Interest Inventory.</p> <p>Discussion with Parents with possible surveys.</p> <p>Discussion with School Officers.</p>

step	stages	responsibility	Elaboration (options)
3	Referral	CT, Parents, ST:GE	<p>Complete referral form (with ST:GE if needed)</p> <p>Forward to ST:GE</p> <p>Arrange a meeting date</p>
4	Meeting to devise an Action Plan	CT, Parents, ST:GE, Guidance Counsellor (GC)	<p>Release time for CT</p> <p>May recommend Psychologist Report (if looking at possible acceleration)</p> <p>Write Action Plan at end of Referral document (may include curriculum planning)</p> <p>Include allocation of tasks for supporting personnel</p> <p>Parent/ student/ teacher checklists (Sayler, Tag-It)</p> <p>Set a review date (if necessary)</p> <p>International Standards document</p>
5	Curriculum Planning	CT, ST:GE, Curriculum Coordinator (CST)	<p>Identify a focus KLA and specific learning goals linked to the Australian Curriculum general capabilities.</p> <p>See Appendix 7: Differentiation Resources</p>
6 (this may be end of process)	Action Plan Review	This may include: CT, parents, ST:GE, CST, Support Teacher: Inclusive Education (ST:IE), member of Leadership Team	<p>International Standards document</p> <p>IOWA acceleration scale</p> <p>Recommend additional data gathering</p> <p>Possible consultation with Brisbane Catholic personnel.</p>

step	stages	responsibility	Elaboration (options)
7 (if required)	ILP meeting	This will include: parents, CT, ST:GE and may include: CST, ST:IE, Principal or delegate, GC (if applicable)	Develop document: <ul style="list-style-type: none"> • Collate data • Set specific reviewable learning goals • Meeting notes
8 (if required)	Acceleration meeting	This will include: student (as appropriate) parent, Referring Teacher, Receiving Teacher, CST, ST:GE, Principal or delegate.	Develop document International Standards document Psychologist Report IOWA acceleration scale
9 (if required)	Transition for Acceleration	Student, Referring Classroom Teacher, Receiving Classroom Teacher, ST:GE, CST	Purpose for Receiving Classroom Teacher: <ol style="list-style-type: none"> 1. Knowledge of learner 2. History (documents) 3. Curriculum planning Transition for student: <ol style="list-style-type: none"> 1. Preparation eg; class visit, social story, checklist 2. 6 week review of acceleration plan
10	Acceleration Review	This may include: CT, parents, ST:GE, CST, Support Teacher: Inclusive Education (ST:IE), member of Leadership Team	6 week review of acceleration plan Relevant documents Feedback document: PMI

APPENDIX FIVE:

DATA GATHERING INSTRUMENTS

<p>Class profile (completed at the end of school year at a Staff Meeting)</p>	<p>Learner profiles (completed at the end of the school year and stored in Blue Learning Support folder)</p>	<p>Individual Learning Plan (ILP) (from a previous year)</p>
<p>Folios & samples of work</p>	<p>Student file from previous year's Class Teacher</p>	<p>Diagnostic tools:</p> <ul style="list-style-type: none"> • Oxford Maths Assessment (OMA) (Yrs2-6) • I Can Do Maths (Prep -2) • Booker Profiles in Mathematics (Oxford University Press)
<p>Surveys:</p> <ul style="list-style-type: none"> • Multiple Intelligences • DeBono's Hats 	<p>Questionnaires (student, teacher, parent)</p>	
<p>Standardised assessments :</p> <ul style="list-style-type: none"> • Staff Portal, School Documents, Learning Support/ Reports, Eg: Waddington, Westwood Spelling, Neale Analysis of Reading Age, Report Card • Staff Portal, Business Intelligence, Learning and Teaching Eg: Pat Maths, NAPLAN <p><u>OLR STANDARDISED ASSESSMENTS SCHEDULE</u></p>	<p>Screeners:</p> <ul style="list-style-type: none"> • AGAT (general ability test) in OARS platform • Ravens- school based, • Checklists: SAYLER- family based, TAG-IT (BCE) 	<p>Psychologist Assessment:</p> <ul style="list-style-type: none"> • Cognitive (IQ) eg: WISC, SB5, UNIT, Woodcock & Johnson • Achievement Tests eg: Screeners, Waddington, Torch, Westwood Spelling, WIAT
		<p>IOWA Acceleration Scale</p>
<p>Student Self nomination gathered through interview, informal conversation, discussion with school personnel when reviewing work samples.</p>	<p>Observation/ Anecdotal records:</p> <ul style="list-style-type: none"> • Teacher • ST:GE • ST:IE • Guidance Counsellor • School Officer 	<p>Reports from:</p> <ul style="list-style-type: none"> • Medical specialists • Occupational Therapist • Speech Language Pathologist

APPENDIX SIX: DIFFERENTIATION STRATEGIES Our Lady of the Rosary school, Kenmore- 2014.

Individualised Pathways	In-Class Provision	School Wide Provision		Community Options	
Learning contracts	Clustering/streaming – ability/interest groups	Australian Mathematical Trust Challenge for Young Australians (Challenge and Enrichment stages)	MineCraft Club Optiminds club Chess club Debating club Art & Drama club	Mathletics	Guest speakers
Independent projects and studies. Could use concept maps to plan and develop (See Geric Module 5 p53)	Open-ended tasks eg: June Maker’s enquiry model differentiating Content, Process and/or Product OR use Belle Wallace’s TASC Problem Solving Model (See books)	Mathletics Maths Olympiad	Thematic/integrated studies Problem Solving	Instrumental Music: piano and flute lessons	Speech and Drama classes
Curriculum compacting Eg: identifying key activities for student to complete @ class level and then offer work at a higher level, or an extension task (but not ‘more of the same’)	Higher order thinking skills e.g. Blooms (See Geric Module 5: pp58-61) , Scamper, Thinker Keys	Cross faculty/learning areas – specialist teaching/spaces	Clustering/streaming – ability/interest groups Using problem solving activities eg: Orico OR Year level acceleration	Mentoring using internet, email OR Mentors in Residence	Enrichment programs eg: Philisophical inquiry, ThinkFest programs, BrainWays workshops
Negotiated, self-paced investigations	Negotiated contracts/independent learning (See Geric Module 5 p42-47)	Ability grouping within and across classes eg: electives offered across year levels or within year level	Mentoring (teaching, school officer, parent, community member) OR Artist in Residence	Holiday camps OR Vacation schools	Brisbane City Council and State Library of Queensland workshops

Individualised Pathways	In-Class Provision	School Wide Provision		Community Options	
Extracurricular programs	Compacting/ Telescoping (See Gerric Module 5 p15)	Flexible timetabling eg: early morning tutoring, in breaks, after school, go to next year level LOTE and then work in small group or 1:1 with class teacher	Learning centres for multi - year levels Study ladder	Real life practice placement eg: attending a High School for Manual Arts or buddy ICT	Queensland Gifted and Talented Association student workshops
Mentoring	Subject acceleration e.g. maths, reading, writing, LOTE OR Thematic/Integrated Studies – Cross faculty learning areas eg: Year 5-6 targeted students working together on maths/ science unit	Enrichment Camps eg Writers, The Arts	Excursions/ Incursions, including: Sydney/Canberra Trip In depth field studies Leadership Courses	Student exchange eg local, interstate, international	Webquests & Programming eg: Scratch Robotics
Early entry; Primary/secondary	Leadership opportunities eg: environmental club: recycling & worm farm	Night time activity eg: night with the stars	Guest speakers	Public Clubs	Open access to college courses
Subject Acceleration	Use of variation for presentation e.g. instead of PowerPoint use Prezi, create a blog, program an animation eg: Scratch	Premiers’s reading challenge	Outreach Centres eg: zoo, Botanical gardens, art gallery, science centre		
Year level acceleration	Exploration of real-world global problems 1.1 or in small groups Eg: student could formulate rich enquiry question	Representative sport activities: netball, futsal, regional/ district sport	Sports Clinic Sports days District trials		
Dual enrolment centres for excellence (e.g. sport, the arts)	Mathletics/ Scootle		ICAS Competitions: Mathematics, English, Information Technology etc		

Individualised Pathways	In-Class Provision	School Wide Provision		Community Options
	iMaths investigations iMaths differentiated worksheets iMaths games	Kids teaching Kids week	Webquests & Programming eg: Scratch Robotics	
	Debating	Debating	Access to High School program.	
	Class liturgy/ mass	Representative cultural activities: Musical Wakakirri (dance eisteddfod) J Rock Dance Fever Choir (music eisteddfod) Arts Festival	Class meetings Assemblies	
	Planning using: <ul style="list-style-type: none"> • Higher order thinking and questioning • Tiered activities • Learning contracts and interest centres • Multiple intelligences • De Bono's Hats of thinking 			

APPENDIX SEVEN:

DIFFERENTIATION RESOURCES:

- **Learning resources**
- **Planning tools**
- **Books**

LEARNING RESOURCES:

Origo Thinking Caps

Nrich

iMaths

Scootle

Mathletics

Books for students:

Maths Quest by David Glover

Maths (Horrible Histories)

School Portal: Effective Mathematical Questioning (KWeb), Mathematical Strategies

KWeb: Learning and Teaching – Gifted Education – Resources

Mathematics – Online Interview for Early Year (Pre-assessment) Dept of Education Victoria - similar to previous Qld Year 2 Net

First Steps differentiated learning activities

PLANNING TOOLS

Brisbane Catholic Education KWeb, Learning and Teaching, Gifted Education Portal

Solo planning model, research based effective positive influences (strategies) linked to *Visible Learning* by John Hattie

FIRST STEPS proforma: a variety of levels

Inquiry Learning Format adapted from Religious Education planning format (in Staff Portal)

Gardner's Multiple Intelligences

Blooms taxonomy pyramid

De Bono's hats

June Maker's inquiry learning model: Content, Process, Product

Joseph Renauli's Enrichment Triad Model

Gifted Education Resources Research Information Centre (GERRIC) University of NSW: (6 modules at 3 expertise levels covering: early childhood, primary, secondary)

Module number 5 Curriculum Differentiation for Gifted Students - planning proformas include:

- Pre- testing using Blooms Taxonomy and Williams Model
- Compacting – Methods 1 & 2
- Concept Mapping
- Planning using Blooms Taxonomy, Williams Model and Kaplan Model

Universal Design for Learning (UDL)

Understanding by Design (class overview)

BOOKS:

Delisle J. & Lewis B (2003). *The Survival Guide for Teachers of Gifted Kids*. Free Spirit Publications.

Drapeau P (2010). *Great Teaching with Graphic Organisers*. Lessons and fun-shaped templates that motivate kids of all learning styles. Hawker Brownlow, Victoria.

Hamm, M & Adams, D (2011). *Differentiated Instruction*. Maths and Science. Ideas, Activities and Lesson Plan. Hawker Brownlow, Victoria, Australia.

Hattie, J (2011). *Visible Learning for Teachers: Maximising Impact on Learning*. Routledge.

Think Ahead! Developing Through Music/ Visual Arts/ Drama. NFER Nelson Education.

Wilson, J. & Wing Jan, L (2008). *Smart Thinking*. Developing reflection and metacognition. Primary English Teaching Association, Victoria.

Weihnbrener, S (2012). *Teaching Gifted Kids in today's classroom*. Strategies and techniques every teacher can use. Free Spirit Publishing, Minneapolis, USA.

REFERENCES

Australian Curriculum, Assessment and Reporting Authority (2013). *Student Diversity and the Australian Curriculum*. ACARA, Sydney.

Brisbane Catholic Education (2013). *Learning and Teaching Framework* downloaded 11th September 2013

<https://kweb.bne.catholic.edu.au/LandT/LTFramework/Pages/LearningandTeachingFramework.aspx>

Brisbane Catholic Education (2013) *Gifted Education Position Statement*. Downloaded 20th November, 2013 [Gifted Education Position Statement: Catholic Education Archdiocese of Brisbane](#).

Brisbane Catholic Education (2013). *The Shape of the Australian Curriculum*, Version 4.0; BCE Model of Pedagogy.

Brisbane Catholic Education (2013). *Gifted Education: Social Emotional Focus*. Downloaded 10 March, 2014

<https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Gifted%20Education/SocialEmotionalFocus/Pages/default.aspx>

(2005). California Association for the Gifted A Position Paper.

Gagne, F (2012). *Grouping: Many negative myths, mostly positive facts* (presentation). Brisbane Catholic Education, K.Web, Learning and Teaching, 2013.

Gagne, F (2008). A Differentiated Model of Giftedness and Talent. Downloaded 4 March, 2014.

<https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Gifted%20Education/Definition/Pages/default.aspx>

Grieves, T (2004). Gagne Vs Renzulli: Comparison of Models of Giftedness. Self Published.

Gross, M.U.M (2004). *Modules 1 & 3: GERRIC School of Education UNSW* downloaded 9 May, 2013

http://foi.deewr.gov.au/system/files/doc/pdf/gifted_and_talented_education_professional_development_package_for_teachers_module_1.pdf

International Standards document

Kurwongbah State School (2007). GATE Action Plan.

MacLeod, B (2004). Module 5 Curriculum Differentiation for Gifted Students. Department of Education, Science and Training. NSW.

Morsch, A. & Parsons, R (2009). Gifted and Talented Policy Formation, Adapted from *Gifted and Talented Policy Formation*. Downloaded 10th March, 2014

<https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Gifted%20Education/Documents/Gifted%20and%20Talented%20Policy%20Formation.pdf>

Merrick, C. & Targett, R (2004). *Module 2: GERRIC School of Education UNSW*.

OLR (2013). Vision and Mission statement. Downloaded 9th May, 2013

<http://www.olrkenmore.qld.edu.au/documents/Our%20Lady%20of%20the%20Rosary%20Vision%20&%20Mission.pdf>

OLR. Leadership Team (2012-2014). Strategic Team. School Renewal. Kenmore.

Department of Education Training and Employment (2005-2012). Policy statement: *Curriculum provision to gifted and talented students P–12 curriculum, assessment and reporting framework*. Downloaded 27th November, 2013

<http://education.qld.gov.au/curriculum/framework/p-12/docs/policy-gifted-talented.pdf>

OLR. Leadership Team (2012-2014). *Strategic Team. School Renewal*. Kenmore.

State of NSW Department of Education and Training (2004). Policy and implementation strategies for the education of gifted and talented students.

Downloaded 19 August, 2014

<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/polimp.pdf>

Sword, L (2003). Over-Excitability Checklist.

Southern, W. & Jones, E (2004). Types of Acceleration. Excerpt from *A Nation Deceived: How Schools Hold Back America's Brightest Students*. University of Iowa College of Education Belin-Blank Center for Gifted Education and Talent Development.

Vasilevska, S (2011). Developing a School Gifted and Talented Students Policy and Strategic Plan. Taking up the challenge. Queensland Association for Gifted and Talented Children. Brisbane.