Hornsby North Public School

Gifted and Talented Students [GATS] Policy

Revised 2014
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1. Introduction

A revised Gifted and Talented [GAT] Policy has been implemented at Hornsby North Public School [HNPS] in 2014 in accordance with the NSW Department of Education and Training [DET] policy [2004] and will be implemented according to current research /knowledge about best educational practice in the teaching of GAT students. The policy will ensure optimum educational outcomes for GAT students regardless of race, gender, socio economic or socio-cultural backgrounds or any form of disability. The policy reflects Gagne’s Differentiated Model of Gifted and Talented Gifted and Talented Education Review (GATE) Northern Sydney region.

2. Objectives - Policy statement

1. Hornsby North Public School [HNPS] recognises and accepts its responsibility to identify those gifted and talented students in its school community and developing strategies programs for Gifted and Talented students.

2. HNPS recognises and accepts its responsibility to foster collaborative home–school partnerships to support gifted and talented students.

3. The HNPS school community will seek to continually endeavour to develop appropriate identification procedures, provide a range of opportunities and to monitor and evaluate programs for its gifted and talented students.

4. All teachers at HNPS will seek to identify the GAT students in their classes as well as select and implement a variety of teaching strategies for inclusion in programs for the range of GAT students in their classes.

3. Context

- Gifted and talented students are found in all communities and the gifted population includes students who are underachieving and who have disabilities

- Giftedness refers to potential distinctly beyond the average for the student’s age and encompasses a broad range of abilities in the intellectual, creative, socio-emotional and physical domains

- Talent denotes achievement distinctly beyond the average for a student’s age as a result of application to training and practice  [Gagne’s Differentiated Model of Gifted and Talented]

- Educational practices promoted in the field of gifted and talented education draw on information about:
  - the nature, identification and development of giftedness and talents in the school population
  - the implementation of effective curriculum and instruction for gifted and talented students.
4. Identification

Procedures for identification should be multifaceted, involving parents/carers, students, teachers, and other professionals. The identification procedure must:

- be school-wide
- use multiple criteria
- be inclusive
- be dynamic and continuous
- be culturally fair
- ensure that all domains of giftedness and fields of talent are identified
- recognize degrees of giftedness and talent
- be organized and linked to differentiation
- allow for early identification and identification at all stages
- enable input from everyone involved.

(NSW. Department of Education and Training. Policy for the Education of Gifted and Talented Students. 2004 pg7)

Types of Identification

Subjective:

- Teacher nomination
- Nomination by parent / caregiver
- Peer Nomination
- Self-nomination

Objective:

- Standardised tests
- Individual IQ
- School assessment – product / performance
- Extra curricula attainments
- Data Tracking Sheets
- Creative tests
- Competitions
4. Identification (continued)

Nominating Students for Identification - Procedures

Classroom Teacher:

- Complete the Nomination by Teacher Form and Observational Guide (appendix 1)
- Follow the GAT Procedures and Yearly Timeline (appendix 2)

Parent / Caregiver:

- Arrange an appointment with your child’s class teacher to discuss issues.
- Request the appropriate parent forms to complete for identification purposes.
- Parents may nominate their child for assessment and evaluation by completing the Nomination by Parent or Caregiver Form (appendix 3)

School Counsellor:

The school counsellor may contribute to the identification process by:

- Conducting psychometric assessment
- Attend G&T Committee meeting with results of psychometric assessment.

Student:

- Students will be invited to be part of the identification process by completing The Engaging Wheel (appendix 4)
- Complete Peer Nomination Form (appendix 5)

Stage Supervisors:

- Meet with class teacher to discuss whole school / stage test results of ‘nominated’ student.
- Attend GATS Committee meeting with results of assessment, if required.

Gifted and Talented Committee:

- Provide additional support material for classroom teachers (appendix 6)
- Inform staff of GAT procedures and yearly timelines (appendix 2)
- Conduct GAT Support Meetings
5. Programs for Gifted and Talented Students

Classroom programs are supported across the school with specific options targeted at identified students. Gifted and Talented students require modification of content (what is learnt) and processes (teaching methods and thinking processes). Hornsby North Public School’s strategy seeks to adopt a variety of approaches to program modification which qualitatively differentiates the curriculum.

Differentiation

Differentiation is about knowing children and matching a curriculum to their needs. Primarily, it is the teacher’s role to ensure that programs are differentiated effectively to cater for gifted students. An effectively differentiated curriculum is essential in mixed ability classrooms. Well designed and delivered differentiated units of work ensure ‘learning for all’.

Each of these approaches entail:

- The use of higher order thinking skills incorporating the NSW Quality Teaching model
- The study of more advanced concepts of academic work
- The teaching of independent research skills.

Curriculum for gifted and talented learners has been guided by certain beliefs which include the following:

- The needs of gifted learners encompass cognitive, affective, social and aesthetic areas of curriculum experiences
- Gifted students are best served by a curriculum that incorporates both accelerated and enriched learning
- Curriculum experiences for gifted learners need to be thoughtfully planned, written down and incorporate explicit assessment  

*(Van Tassel-Baska, 2003)*
5. Programs for Gifted and Talented Students (continued)

Differentiation can be done through:

**Grouping**

<table>
<thead>
<tr>
<th>Group Types</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time ability grouping</td>
<td>Students are placed in selective schools or full time, selected extension classes.</td>
</tr>
<tr>
<td>Multi-age classroom</td>
<td>Students are grouped by their achievement level in subject rather than grade or age level.</td>
</tr>
<tr>
<td>Regrouping by achievement for subject instruction</td>
<td>Students are sorted into different classes according to their subject ability or achievement, resulting in flexible sorting of students within school to match curriculum with student level.</td>
</tr>
<tr>
<td>A cluster-grouped class</td>
<td>The top 5-8 high ability students are placed in the same class where they have access to a differentiated curriculum.</td>
</tr>
<tr>
<td>Within-class performance grouping</td>
<td>Students are sorted by topic or subject to provide differentiated learning for each group.</td>
</tr>
<tr>
<td>Co-operative grouping with like-ability learners</td>
<td>Groups of learners are organized in three to four-member teams and the group task is adjusted accordingly.</td>
</tr>
<tr>
<td>A pull-out [withdrawal] program for students gifted in a specific area</td>
<td>Students are withdrawn from class regularly.</td>
</tr>
</tbody>
</table>

**Individual Education Programs – within accommodations/adjustments to class programs:**

These programs are in place for identified Gifted and Talented students.

- Early entry to Kindergarten based on School Counsellor assessment findings
- Acceleration in specific subjects or grades
- Open ended activities that promote divergent thinking
- Creative thinking and problem solving activities
- Research assignments
- Negotiated contracts
- Independent and group work.
5. Programs for Gifted and Talented Students (continued)

Whole School Programs and Enrichment Opportunities

The school provides a broad range of extension activities within its basic program for Gifted and Talented students. These programs could include:

- Public speaking and debating
- Academic competitions (UNSW tests)
- Library and research skills fostering independent and group study
- Band, instrument tuition and choirs and dance groups
- Student Representative Councils
- Visual Art workshops
- Chess tournaments and lunch time interest groups
- Sport (PSSA/District/Regional/State)
- Dramatic Productions
- Tournament Of Minds
- Maths Olympiad
- Specialist Recorder Group

Early Entry to Kindergarten

Early entry to Kindergarten is an option available to students, upon parental request, subject to certain criteria. The criteria are:

- The child is within six months of the approved Kindergarten entry age
- The child is identified through testings as being in the superior range of the Kindergarten cohort
- The child is well adjusted socially and emotionally
- The child is placed at the beginning of the school year
- Notification should occur by the end of Term 3 prior to placement in the following year.
- The placement, if approved, will be reviewed after one term.
5. Programs for Gifted and Talented Students (continued)

Early Entry to Kindergarten (continued)

- The process to advise the Principal of the appropriateness of such placement will include:
  - A comprehensive evaluation of the child’s intellectual functioning, academic skills and social-emotional adjustment conducted by the school counsellor or registered psychologist.
  - Parental input regarding the social-emotional adjustment of the child
  - A written report from the child’s pre-school if the child participates in such a program.
  - A meeting between the parents, the Principal and the school counsellor will be held after the evaluation is complete to discuss the suitability of early entry.

If Hornsby North PS accepts a student for early entry it will provide information on programs and support structures to the senior regional officer responsible for gifted and talented students for the maintenance of a regional database.

Acceleration

*Acceleration is a set of administrative strategies that enable educators to cater efficiently and effectively for the diversity of cognitive development, needs and competencies of gifted and talented students.* (NSW. DET, 2004, p.8)

Two types of acceleration may be considered. They are, subject acceleration and year or stage acceleration.

Accelerated progression is an option available, upon parent or teacher referral, if the student demonstrates a level of knowledge and skills significantly above the average grade he or she desires to enter. The process for consideration for placement on an acceleration program is:

- An acceleration nomination request is received from either a parent or teacher.
- The student and parents approve and are positive to the idea of acceleration.
- In the case of grade skipping, comprehensive psychological and academic assessments are conducted
- In the case of vertical grouping (acceleration in a subject area), a complete academic assessment is conducted
5. Programs for Gifted and Talented Students (continued)

Acceleration

Types of Acceleration, based on recognition of readiness/superior achievement:

<table>
<thead>
<tr>
<th>Acceleration Types</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early entrance to Kindergarten</td>
<td>The student is admitted to school prior to the age specified for normal entry – psychometric assessment required.</td>
</tr>
<tr>
<td>Year or Stage advancement</td>
<td>The student is moved ahead of normal stage placement.</td>
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<tr>
<td>Continuous placement</td>
<td>The student is given material deemed appropriate for current achievement as he or she becomes ready.</td>
</tr>
<tr>
<td>Self paced instruction</td>
<td>The student is given materials that allow him/her to proceed at a self-selected pace (online learning)</td>
</tr>
<tr>
<td>Subject matter acceleration</td>
<td>The student is placed for part of the day with students at more advanced levels.</td>
</tr>
<tr>
<td>Combined classes</td>
<td>The student is placed in classes where two or more year levels are combined to allow younger students to interact socially and academically with older students.</td>
</tr>
</tbody>
</table>

Types of Acceleration based on the recognition of need for faster pace of learning:

<table>
<thead>
<tr>
<th>Acceleration Types</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum compacting</td>
<td>The student is given less drill and repetition and moves faster through the curriculum.</td>
</tr>
<tr>
<td>Curriculum telescoping</td>
<td>The student spends less time than usual in a course of study.</td>
</tr>
<tr>
<td>Mentorships</td>
<td>The student learns with a mentor who provides skills in a specialised area at an appropriate pace.</td>
</tr>
</tbody>
</table>

( NSW. DET, 2004, p.8)

Acceleration allows gifted and talented students to progress through educational programs at a faster rate than other students. It should not be confused with program modification/curriculum differentiation.
6. Giftedness and Learning Difficulties

Often referred to as Twice Multi/Exceptional, these students can often conceal their gifts and/or their difficulties. Assessment and identification procedures ensure that we recognise and provide for this group of students.

Refer to profiles (appendix 7)

7. The Role of the GATS Coordinator:

- monitor the progress of any identified gifted and talented student
- continually update processes of identifying gifted students
- evaluate the success of these identification processes
- challenge social, gender and chronological age stereotyping and to enable our gifted students to realize their abilities to the full
- lead a committee that oversees all school GAT programs and activities
- contribute to the professional development of teachers
- attend conferences and other educational training
- provide ongoing, differentiated and engaging professional learning experiences for staff on the topic of gifted education
- establish and maintain ongoing communication with parents, teachers and others
- make available reading material for parents and information on various courses for Gifted and Talented students
- develop and update school policy
- purchase resources
## Nomination by teacher

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<td>Advanced vocabulary</td>
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<td>Transfers knowledge</td>
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<td>Well-developed sense of humour</td>
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<td>Always questioning</td>
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<td>Leader, takes control</td>
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<td>Concerned about world issues</td>
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<td>Completes tasks in unusual way</td>
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<td>Superior reasoning</td>
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<td>Curious</td>
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<td>Highly imaginative</td>
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<td>Independent learner</td>
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<td>Risk taker</td>
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<tr>
<td>Learns easily and quickly</td>
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<td>Perfectionist</td>
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</table>
## Appendix 1a

### Observational guide

**Student’s strengths and weaknesses**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ names</td>
<td>Specific strengths</td>
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</tbody>
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Appendix 2

**GAT Procedures**

**Peer Nomination**
Term 3 Years 2-6  
(Appendix 5)

**Self Nomination**
Term 1-K-6  
(The Engaging Wheel  
(Appendix 4)

**Parent Nomination**
Parent Nomination  
form given  
(Appendix 3)

**Teacher Nomination**
- Observe Student
- Refer G&T Profiles (Appendix 7)
- Use Nomination questionnaire (Appendix 1)
- Fill in strengths and weaknesses (Appendix 1a)
- Refer to The Engaging Wheel Data (Appendix 4)

Discuss with Grade Supervisor

Discuss with previous teacher/find relevant information and files

Discuss with Principal

G&T Support Committee meeting  
*Class teacher attends

Fill in G&T referral form for LST  
(Appendix 8)

Speak with School Counsellor re best way forward

Discuss with parents

*Class teacher attends

Hornsby North P.S. – GATS Policy 2014
Appendix 2 (continued)

Gifted and Talented Timeline
2013

TERM 4

CLASS TEACHERS

- Review G&T profiles
- Fill in nomination questionnaire
- Fill in detailed Strengths/weaknesses/behaviours sheet
- Hand to G&T committee

G&T COMMITTEE

- Present new Identification procedures to staff
- Present updated G&T Policy to staff
- Present G&T timeline for 2014 to staff
- Administer and collect flagging sheets
- Collate information – update and add to data base
- Pass appropriate information to oncoming class teacher
  (This could be Term 4 or Term 1)
Appendix 2 (continued)

Gifted and Talented Timeline
2014

TERM 1

G&T COMMITTEE

- Review G&T profiles
- Review Engaging wheel
- Pass appropriate information to oncoming class teacher

CLASS TEACHER

- Review flagged students
- Engaging wheel - administer
- Observe students - Keep anecdotal records:
- Refer and use nomination sheets for the students listed
- Discuss with the previous teacher about has been done to cater for the child’s needs in previous year
- Administer standardised tests & collate evidence
- *Advise parents at Parent Teacher night of process TBC
- Follow G&T procedures flowchart (if necessary)
Appendix 2 (continued)

2014 – Maths Focus and Timeline

Standardised testing -Class Teachers

*PAT Maths – Years 1-6
* Kindergarten – Best Start

Please follow the steps below:

1) Administer grade test
2) Analyse results
3) If child reaches agreed score, administer the next test up etc (The scores are to be agreed by the grade in consultation with the G&T committee)
4) Refer to G&T procedures (flowchart)

Also use

- Diagnostic tests (Advanced Maths)
- Class work
- Maths groups – results from prior year (If applicable)
- University of NSW results – if applicable
- Naplan – if applicable
Appendix 2 (continued)

Gifted and Talented Committee Timeline

2014

TERMS 1-4

- Monthly meetings Week 4 & 8 of each term
- Assist staff to cater for individual students and their needs.
- Assist staff to develop IEP’s (when needed)
- Organise and coordinate SDD/Staff meeting session – each Term
- Update and renew G&T policy at the end of the year
- Share and encourage the use of appropriate resources new/existing
Appendix 3

Nomination by parent or caregiver

Student’s name: ___________________________ Year: __________

Person completing the form: ___________________________ Relationship to student: ___________________________

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalls facts easily</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Expresses himself/herself fluently</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is always asking questions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Has a sense of humour</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Finds unusual uses for things</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Tends to lead/initiate activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is curious</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Has long attention span</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is easily bored</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is an avid reader</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Thinks logically</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Mixes with older children and adults</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is impulsive</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is an independent learner</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is concerned about world issues</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>

When did your child first begin to read? Is he/she self-taught? ___________________________________________________________________

At what age did your child show an understanding of numbers, puzzles and patterns? ___________________________________________________________________

How many books and magazines would your child voluntarily read in a month? ___________________________________________________________________

Does your child have any unusual interests? If so, what are they? ___________________________________________________________________

What types of television programs does your child like to watch? _______________________________________________________________________

Does your child have an interest in music? If so, what is he or she learning and what level has been attained? ___________________________________________________________________

In what activities does your child participate outside school hours? ___________________________________________________________________

What hobbies and interests does your child have? _________________________________________________________________________________

Would you consider that your child has a particular problem or need that may affect his or her learning? ___________________________________________________________________

Please add any other information you may feel relevant to your child’s education. ____________________________________________________________________________
Appendix 4

What are you good at? ____________________________________________________
____________________________________________________________________

What are you an expert in? ______________________________________________
_______________________________________________________________________

What would you like to learn about this year? ________________________________
_______________________________________________________________________

The Engaging Wheel
(Ralph Pirozzo, 2003)

Devised by Ralph Pirozzo (2003) based on The Theory of Multiple Intelligences
(Gardner 1983, 1999)
Appendix 5

Nomination by peer

Name: ___________________________ Year: _______________________

If astronauts were being selected on the basis that they could tell someone on another planet all about Earth, who would you nominate to go?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________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Appendix 6

SUPPORT MATERIALS

Aaon, Elaine N  
The Highly Sensitive Child: Understanding the Sensitivity, Excitability and Emotional Development of Gifted Children, Adolescents and Adults

Daniels Susan, 
Living with Intensity

Galbraith, J  
The Gifted Kids’ Survival Guide

Matthews, D. J. PH.D.  
Being Smart about Gifted Education

NSW DEC  
Best Start Gifted and Talented Kindergarten Resource Package - 2012

NSW DEC  

Ralph Pirozzo  
Promoting Learning International - 2012

Ralph Pirozzo  
Differentiating and Personalising the Curriculum
### Revised Profiles of the Gifted & Talented

<table>
<thead>
<tr>
<th>Type</th>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Adult/Peer Perceptions</th>
<th>Identification</th>
<th>Home Support</th>
<th>School Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Successful</td>
<td>Compliant</td>
<td>Achieves</td>
<td>To be challenged</td>
<td>Liked by teachers</td>
<td>Use many multiple criteria</td>
<td>Parents need to let go</td>
<td>Subject &amp; grade acceleration</td>
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<tr>
<td></td>
<td>Dependent</td>
<td>Seeks teacher approval</td>
<td>To see deficiencies</td>
<td>Admired by peers</td>
<td>Grades</td>
<td>Independence</td>
<td>Needs more than AP, IB &amp; Honors</td>
</tr>
<tr>
<td></td>
<td>Good academic self-concept</td>
<td>Avoids risks</td>
<td>To take risks</td>
<td>Generally liked &amp; accepted by parents</td>
<td>Standardized test scores</td>
<td>Freedom to make choices</td>
<td>Time for personal curriculum</td>
</tr>
<tr>
<td></td>
<td>Fear of failure</td>
<td>Doesn't go beyond the syllables</td>
<td>Assertiveness skills</td>
<td>Overestimate their abilities</td>
<td>Individual IQ tests</td>
<td>Risk-taking experiences</td>
<td>Activities that push out of comfort zone</td>
</tr>
<tr>
<td></td>
<td>Extrinsic motivation</td>
<td>Accepts &amp; conforms</td>
<td>Creativity development</td>
<td>Believe they will succeed on their own</td>
<td>Teacher nominations</td>
<td>Allow child to be distressed</td>
<td>Development of independent learning skills</td>
</tr>
<tr>
<td></td>
<td>Self-critical</td>
<td>Chooses safe activities</td>
<td>Incremental view of intelligence</td>
<td></td>
<td>Parent nominations</td>
<td>Affirm child's ability to cope with challenges</td>
<td>In-Depth Studies</td>
</tr>
<tr>
<td></td>
<td>Works for the grade</td>
<td>Gets good grades</td>
<td>Self knowledge</td>
<td></td>
<td>Peer nominations</td>
<td></td>
<td>Mentorships</td>
</tr>
<tr>
<td></td>
<td>Unsure about the future</td>
<td>Becomes a consumer of knowledge</td>
<td>Independent learning skills</td>
<td></td>
<td></td>
<td></td>
<td>Cognitive Coaching</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Time with intellectual peers</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Creative</td>
<td>Highly creative</td>
<td>Expresses impulses</td>
<td>To be connected with others</td>
<td>Not liked by teachers</td>
<td>Ask: In what ways is this child creative?</td>
<td>Respect for their goals</td>
<td>Tolerance</td>
</tr>
<tr>
<td></td>
<td>Bored &amp; frustrated</td>
<td>Challenges teacher</td>
<td>To learn, think, flexibility, self awareness and self control</td>
<td>Viewed as rebellious</td>
<td>Use domain specific, objective measures</td>
<td>Tolerate higher levels of distance</td>
<td>Reward new thinking</td>
</tr>
<tr>
<td></td>
<td>Masturbation self-esteem</td>
<td>Questions rules, policies</td>
<td>Support for creativity</td>
<td>Engaged in power struggle</td>
<td>Focus on creative potential rather than achievement</td>
<td>Allow them to pursue interests, passions</td>
<td>Placement with appropriate teachers</td>
</tr>
<tr>
<td></td>
<td>Impulsive &amp; defensive</td>
<td>Is honest and direct</td>
<td>Contractual systems</td>
<td>Creative</td>
<td>Model appropriate behavior</td>
<td>Model appropriate behavior</td>
<td>Direct &amp; clear communication</td>
</tr>
<tr>
<td></td>
<td>Heightened sensitivity</td>
<td>Emotionally labile</td>
<td>Less pressure to conform</td>
<td>Discipline problems</td>
<td>Family projects</td>
<td>Direct &amp; clear communication, model appropriate behavior,凡</td>
<td>Give permission for feelings</td>
</tr>
<tr>
<td></td>
<td>Uncertain about social roles</td>
<td>May have poor self-control</td>
<td>Interpersonal skills to affirm others</td>
<td>Peers see them as entertaining</td>
<td>Communicate confidence in their abilities</td>
<td>Domain specific training</td>
<td>Allow nonconformity</td>
</tr>
<tr>
<td></td>
<td>More psychologically vulnerable</td>
<td>Persuasive in areas of interest</td>
<td>Strategies to cope with potential psychological vulnerabilities</td>
<td>Want to change them</td>
<td>Affirm their strengths</td>
<td>Mentorships</td>
<td>Direct instruction</td>
</tr>
<tr>
<td></td>
<td>Strong motivation for success</td>
<td>Stands up for convictions</td>
<td></td>
<td>Don't view them as gifted</td>
<td>Recognize psychological vulnerability &amp; intervene when necessary</td>
<td>Direct instruction in interpersonal skills</td>
<td>Direct instruction in interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>Wants to right wrongs</td>
<td>Maybe in conflict with peers</td>
<td></td>
<td>Want them to conform</td>
<td></td>
<td>Coach for deliberate practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High tolerance for ambiguity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Underground</td>
<td>Desire to belong socially</td>
<td>Deviate, discount or deny talent</td>
<td>Freedom to make choices</td>
<td>Viewed as leaders or unrecognized</td>
<td>Cultural Brokering</td>
<td>Cultural Brokering</td>
<td>Frame the concepts as societal phenomena</td>
</tr>
<tr>
<td></td>
<td>Feel Insecure &amp; Pressured</td>
<td>Drops out of GT &amp; advanced classes</td>
<td>Conflicts to be made explicit</td>
<td>Viewed as average &amp; successful</td>
<td>Normalize their dissonance</td>
<td>Welcoming learning environments</td>
<td>Provide role models</td>
</tr>
<tr>
<td></td>
<td>Conflicted, Gullible &amp; naive</td>
<td>Regards challenges</td>
<td>Learn to code switch</td>
<td>Perceived to be competent</td>
<td>College &amp; career planning</td>
<td>Help develop support groups</td>
<td>Provide gifted role models</td>
</tr>
<tr>
<td></td>
<td>Glum, melancholy &amp; disinhibited</td>
<td>Moves from one peer group to the next</td>
<td>Gifted peer group network</td>
<td>Seen as quiet/day</td>
<td>Model lifelong learning</td>
<td>Direct discussions about class, rotation, team</td>
<td>Model lifelong learning</td>
</tr>
<tr>
<td></td>
<td>Diminished sense of self</td>
<td>Not connected to the teacher or the class</td>
<td>Support for abilities</td>
<td>Seen as unruly</td>
<td>Give freedom to make choices</td>
<td>Team with others</td>
<td>Give freedom to make choices</td>
</tr>
<tr>
<td></td>
<td>Ineligible about achievement</td>
<td>Sense of direction</td>
<td>Role models who cross cultures</td>
<td>Viewed as resistant</td>
<td>Normalize the experience</td>
<td>Direct instruction in social skills</td>
<td>Direct instruction in social skills</td>
</tr>
<tr>
<td></td>
<td>Internalize &amp; personalize societian ambiguities &amp; conflicts</td>
<td></td>
<td>Self understanding &amp; acceptance</td>
<td></td>
<td>Don't compare with siblings</td>
<td>Teach the hidden curriculum</td>
<td>Direct instruction in social skills</td>
</tr>
<tr>
<td></td>
<td>View some achievement behaviors as betrayal of their social group</td>
<td></td>
<td></td>
<td></td>
<td>Provide college planning</td>
<td>Provide college planning</td>
<td>Teach the hidden curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discuss costs of success</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Hornsby North P.S. – GATS Policy 2014*
### Appendix 7 (continued)

<table>
<thead>
<tr>
<th>Type</th>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Adult/Peer Perceptions</th>
<th>Identification</th>
<th>Home Support</th>
<th>School Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-Risk</td>
<td>Resentful &amp; Angry</td>
<td>Creates crises and causes disruptions</td>
<td>Safety and structure</td>
<td>Adults may be angry with them</td>
<td>Individual IQ testing</td>
<td>Seek counseling for family</td>
<td>Don’t lower expectations</td>
</tr>
<tr>
<td></td>
<td>Depressed</td>
<td>Thrill seeking</td>
<td>An “alternative” environment</td>
<td>Peers are judgmental</td>
<td>Achievement subtests</td>
<td>Avoid power struggles</td>
<td>Diagnostic testing</td>
</tr>
<tr>
<td></td>
<td>Hostile &amp; Manipulative</td>
<td>Will work for the relationship</td>
<td>An individualized program</td>
<td>Seen as troubled or irresponsible</td>
<td>Interviews</td>
<td>Avoid extracurricular activities</td>
<td>Non-traditional study skills</td>
</tr>
<tr>
<td></td>
<td>Defensive</td>
<td>Intermittent attendance</td>
<td>Confrontation and accountability</td>
<td>Seem as rebellious</td>
<td>Nonverbal measures of intelligence</td>
<td>Assess for dangerous behavior</td>
<td>In-depth studies &amp; mentorships</td>
</tr>
<tr>
<td></td>
<td>Unrealistic expectations</td>
<td>Pursues outside interests</td>
<td>Alternatives</td>
<td>May be afraid of them</td>
<td>Parent nominations</td>
<td>Keep dialogue open</td>
<td>G.E.D.</td>
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<tr>
<td></td>
<td>Unaccepted</td>
<td>Low academic achievement</td>
<td>Professional Counseling</td>
<td>May be afraid for them</td>
<td>Teacher nominations</td>
<td>Hold accountable</td>
<td>Academic coaching</td>
</tr>
<tr>
<td></td>
<td>Resistant to authority</td>
<td>May be self-injuring</td>
<td>Direction and short term goals</td>
<td>Adults feel powerless to help them</td>
<td></td>
<td>Minimize punishments</td>
<td>Home visits</td>
</tr>
<tr>
<td></td>
<td>Not motivated for teacher driven rewards</td>
<td>Often creative</td>
<td></td>
<td></td>
<td></td>
<td>Communicate confidence in ability</td>
<td>Promote resilience</td>
</tr>
<tr>
<td></td>
<td>A subgroup is antisocial</td>
<td>Criticalizes self &amp; others</td>
<td></td>
<td></td>
<td></td>
<td>to overcome obstacles</td>
<td>Discuss secondary options</td>
</tr>
</tbody>
</table>

### The At-Risk

<table>
<thead>
<tr>
<th>Twiced/Multi Exceptional</th>
<th>Learned helplessness</th>
<th>Makes connections easily</th>
<th>Emphasis on strengths</th>
<th>Requires too many modifications because of accommodation</th>
<th>Measure of current classroom functioning</th>
<th>Focus on strengths while accommodating disability</th>
<th>Challenge in area of strengths is first priority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intense frustration &amp; anger</td>
<td>Demonstrates inconsistent work</td>
<td>Coping strategies</td>
<td>Seen as “weird”</td>
<td>Achievement test scores</td>
<td>Develop will to succeed</td>
<td>Acceleration in area of strengths</td>
</tr>
<tr>
<td></td>
<td>Mood disorders</td>
<td>Seems average or below</td>
<td>Skill development</td>
<td>Underestimated for their potential</td>
<td>Curriculum based assessment</td>
<td>Recognize &amp; affirm gifted abilities</td>
<td>Accommodations for disability</td>
</tr>
<tr>
<td></td>
<td>Work to hang on</td>
<td>More similar to younger students in some aspects of social/emotional functioning</td>
<td>Monitoring for additional disorders especially ADHD</td>
<td>Viewed as helpless</td>
<td>Dormine performance over time</td>
<td>Challenge in strength areas</td>
<td>Ask, “What will it take for this child to succeed here?”</td>
</tr>
<tr>
<td></td>
<td>Poor academic self-concept</td>
<td>May be disruptive or off-task</td>
<td>To learn to perceive</td>
<td>Seen as not belonging in GT</td>
<td>Look for pattern of declining performance paired with evidence of superior ability</td>
<td>Provide risk-taking opportunities</td>
<td>Direct instruction in self-regulation strategies</td>
</tr>
<tr>
<td></td>
<td>Don’t see themselves as successful</td>
<td>Are good problem solvers</td>
<td>Environment that develops strengths</td>
<td>Perceived as requiring a great deal of structure</td>
<td>Do not rely on IQ scatter analysis or test discrepancy analysis</td>
<td>Assume college is a possibility</td>
<td>Give time to be with GT peers</td>
</tr>
<tr>
<td></td>
<td>Poor academic self concept</td>
<td>Think conceptually</td>
<td>To learn to self-advocate</td>
<td>Seems only for disability</td>
<td></td>
<td>Advocate at school</td>
<td>Teach self-advocacy</td>
</tr>
<tr>
<td></td>
<td>Don’t know where to belong</td>
<td>Enjoys novelty &amp; complexity is disorganized</td>
<td></td>
<td></td>
<td></td>
<td>Family involvement</td>
<td>Teach how to set &amp; reach realistic goals</td>
</tr>
</tbody>
</table>

### Autonomous Learner

| Self-confident | Appropriate social skills | More support not less | Admired & Accepted | Demonstrated performance | Advocate for child at school & in the community | Allow development of long-term, integrated plan of study |
| Self-accepting | Works independently | Advocacy for new directions & increasing independence | Seem as capable & responsible by parents | Products | Nominations | Remove time & space restrictions |
| Hold incremental view of ability | See SMART goals | Feedback about strengths & possibilities | Positive influences | Portfolios | Interviews | Develop multiple, related in-depth studies, including mentorship |
| Optimically | Seek challenge | Facilitation of continued growth | Successful in diverse environments | Standardized Test scores | Awards | Wide variety of accelerated options |
| Intrinsic motivators | Strongly self directed & follows strong areas of passion | Support for risk-taking | Psychologically healthy | | | Mentors & cultural brokers |
| Ambitious & excited | Good self-regulators | On-going, qualitative relationships | Positive peer relationships | | | Waive traditional school policies & regulations |
| May not view academics as one of their highest priorities | Stands up for convictions | Become more adept at managing themselves | | | | Stay out of their way |
| Willing to fail and learn from it | Resilient | A support team | | | | Help them cope with psychological costs of success |
| Shows tolerance and respect for others | A producer of knowledge | Positively understand & acceptance of self | | | | |
Appendix 8

LEARNING SUPPORT TEAM REFERRAL

Date: __/__/___

<table>
<thead>
<tr>
<th>Student:</th>
<th>Referring teacher:</th>
<th>Supervisor signature:</th>
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</thead>
<tbody>
<tr>
<td>Class:</td>
<td>DOB:</td>
<td>Age: __yrs __mths</td>
</tr>
<tr>
<td>Previous class &amp; teacher:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Previous Interventions/assessments

<table>
<thead>
<tr>
<th>Private: Please tick</th>
<th>Speech therapy</th>
<th>Occupational therapy</th>
<th>Vision</th>
<th>Counselling</th>
<th>Paediatrician</th>
<th>Psychologist</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>School: Please tick</td>
<td>ESL</td>
<td>STLA</td>
<td>IR</td>
<td>Counsellor</td>
<td>ISTB</td>
<td>HSLO</td>
<td>Other</td>
</tr>
</tbody>
</table>

Reason for referral

Areas of concern/Background information/Assessment data/Comments

Performance: please circle current level (L = limited, B = basic, S = sound, H = high, O = outstanding)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language</th>
<th>Maths</th>
<th>Gross motor</th>
<th>Fine motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>L B S H O</td>
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Additional information: Reading level, NAPLAN results etc.

Learning behaviours: On-task behaviour, motivation, persistence, organisation etc.

Social behaviours: Cooperation with peers & adults, relationship with peers & adults, aggression etc.

Strategies used to date:

Summary of contact with parent/carer:

Desired outcome of this referral

Discussed by LST: refer to minutes dated ___/___/_______

LST Coordinator: _______________________________ Date: ___/___/_______

Hornsby North P.S. – GATS Policy 2014