

Arthur Phillip High School

Gifted & Talented Policy

2018

Last Revision

Date: September 2018

By: Laretta Claus

Rationale

Arthur Phillip High School recognises Department of Education's Policy for identifying gifted and talented students. We understand we have a responsibility to educate all students to their potential and are committed to high quality educational outcomes for all gifted and talented students.

Our policy adopts definitions of giftedness and talent based on Gagne's (2003) *Differentiated Model of Giftedness and Talent* (DMGT)

Gifted students are those whose potential is distinctly above average in one of more the following domains of human ability: intellectual, creative, social and physical.

Talented students are those whose skills are distinctly above average in one of more areas of human performance.

Gagne's model recognises giftedness as a broad concept that encompasses various abilities including intellectual, creative, leadership, social and physical skills. Gifted and talented students vary in terms of the nature and level of their abilities. It is critical that gifted and talented student be given appropriate opportunity, stimulation and experiences to develop their potential. The translation of giftedness into talent results from application to appropriate opportunities for learning, training and practice.

GAT Programs and Initiatives @ APHS

Arthur Phillip High School currently offers a range of programs and initiatives to support and facilitate the further development and extension of high achieving and talented students.

Academic	Creative & Performing Arts
<ul style="list-style-type: none">• University Competitions• Accelerated Science, IPT and Maths• English and History Debating• Girls Coding Group• Fast Forward Program UWS• STEM elective Year 9• Tournament of Minds	<ul style="list-style-type: none">• School Spectacular - Dance & Music• Arts Unit State Dance & Vocal Camp• Celebrating the Arts – Riverside• Sharp, Short, Dance• Penrith / Ryde Eisteddfod• PULSE• DoE Talent Development Project• National Art HSC Intensive Studio• National Art Dobell Drawing School• TheatreSports Australia• APHS Archibald Competition• Sculpture by the Parramatta River
Sport	Social
<ul style="list-style-type: none">• Prospect Zone Sport• Sydney West School Sport• CHS School Sport• Premier's Sporting Challenge	<ul style="list-style-type: none">• Student Representative Council• Chess Competitions• Robotics and Coding Club

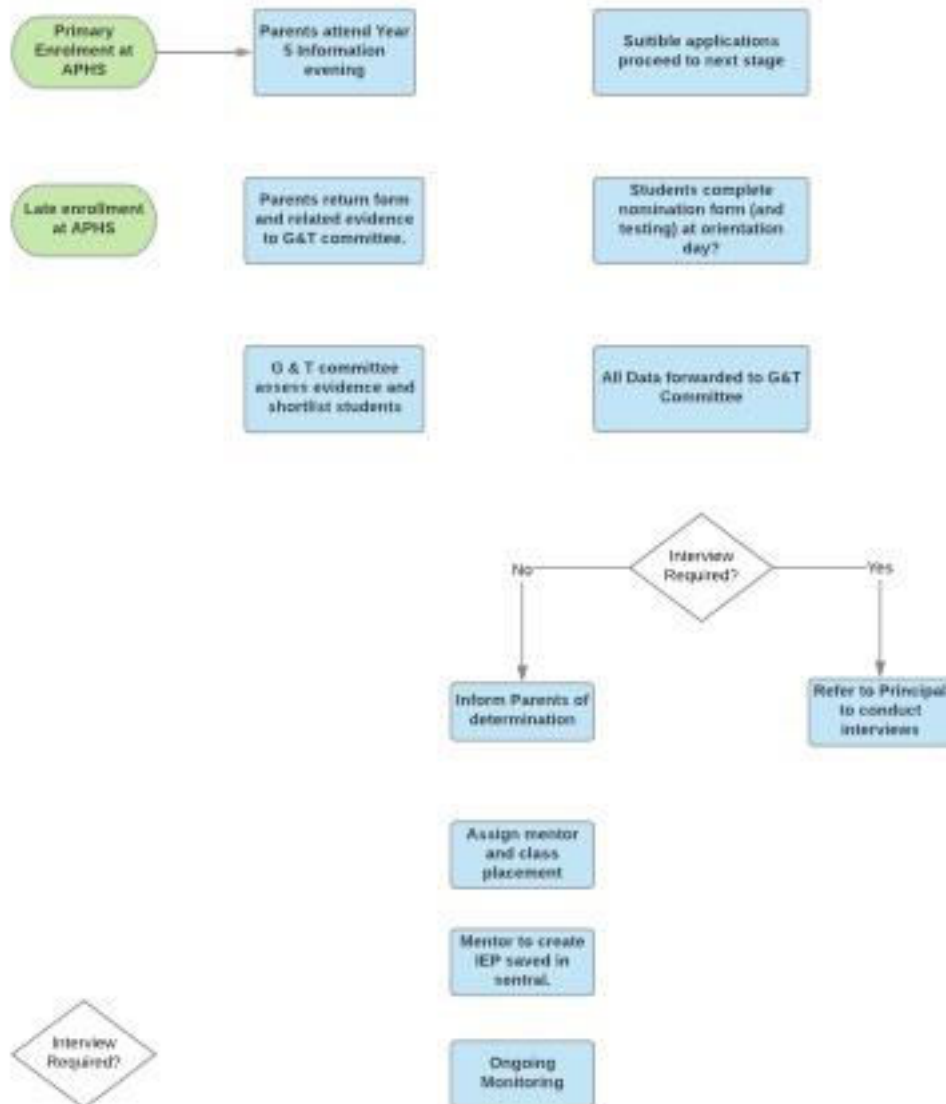
Identification

In order to ensure that every student has the best opportunity possible to achieve academic success and to support our students to become self-motivated and life-long learners APHS recognises we need an effective means of identifying the skills and talents of our students. As part of our orientation process for Year 6 students moving into high school, APHS is committed to the implementation of a student questionnaire where each student has the opportunity to identify talents and skills they may have in the area of:

1. Academia
2. Creative and Performing Arts
3. Sport and Physical Activity

This questionnaire requires that students provide evidence of these skills and talents and will also complete a self-reflection as part of this identification process.

G&T IDENTIFICATION PROCESS



Middle Years “Summit Pentathlon”

As a multi-storey, future focused school where innovative teaching and learning spaces is the day to day reality. Academia, transformation and self-directed learning are the primary drivers of APHS GAT Strategy. Through the “Summit Pentathlon” APHS the school celebrates innovation and strengthens our strong community links. The pentathlon provides an opportunity to engage with community, businesses and NGO’s to build bridge gaps between school, university and the work place for our students.

Pentathlon Objectives

- GAT Event - across all stages including a team from PPS. Some of the skills the teams will utilise participating in these events relate to: cartography, ideation, code breaking, creative production, engineering, mathematics, chess, poetry, art, and testing their general knowledge.
- Individual faculty projects segue as part of the pentathlon including HSIE Australian Business Week. This pentathlon allows faculties to access community resources such as FYA - Foundation for Young Australians and Australian Business Week.

The Pentathlon endeavours to create awareness about GAT both amongst staff and student body but also provides opportunities to celebrate student success at a whole school /community level.

STUDENT FORM

SECTION 1 - Student Details

FIRST NAME:

SURNAME:

AGE:

PRIMARY SCHOOL:

SECTION 2 - Student Talents and Interests

Are you involved in any of the following activities:

- Playing a Musical Instrument
- Music Production
- Coding Courses/Video Game Design
- Art or photography competitions
- Theatre/Acting
- Dance
- Playing a Sport
- Other: _____

- Slam Poetry or poetry
- Writing clubs or experiences
- School plays
- School Band
- Independent Art Projects
- Concerts
- Musicals / dramatic performances

Describe a hobby you have outside of school? What do you enjoy about it?

If you had to spend the rest of your life solving a problem, what problem would it be? Why did you choose this problem?

Are there a subjects or a subject at school where you don't have to try very hard in order to do well? What subjects are they and why?

(If none come to mind simply say none)

What are some 'things' that make you unique from other people ?

What is the most important issue that society should care about ? Why ?

What is one thing you are excellent at doing? Give examples of that excellence.

What is an example of something that have led or created that has been awesome?

If there were no restrictions on your school day and you chose how to spend the 6 hours, what would you do?

In your opinion, explain how your participation in the APHS GAT program will provide an environment where you STRIVE (we provide students with a STRIVE diagram) to be true to yourself.

PARENT NOMINATION FORM

SECTION 1: Personal Details

Student Information:

FIRST NAME: SURNAME:

DATE OF BIRTH:

PRIMARY SCHOOL:

Parent/Carer Information:

PARENT 1:

FIRST NAME: SURNAME:

ADDRESS:

HOME PHONE: WORK PHONE:

MOBILE: EMAIL:

PARENT 2:

FIRST NAME: SURNAME:

ADDRESS:

HOME PHONE: WORK PHONE:

MOBILE: EMAIL:

SECTION 2:

Please attach copies (not originals) of evidence at the back of the application

TALENT AREA	Indicate talent in as many of these areas as are applicable.	Examples of Evidence
Academic	<input type="checkbox"/> English <input type="checkbox"/> Maths <input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Competitions <input type="checkbox"/> Other: _____	<i>Certificates</i> <i>School Reports</i> <i>Work Samples</i>
Creative and Performing Arts	<input type="checkbox"/> Music <input type="checkbox"/> Visual Arts <input type="checkbox"/> Dance <input type="checkbox"/> Drama <input type="checkbox"/> Other: _____	<i>Certificates</i> <i>Work Samples</i> <i>Competition Reports</i>
Debating and Public Speaking	<input type="checkbox"/> Debating <input type="checkbox"/> Public Speaking <input type="checkbox"/> Other: _____	<i>Certificates</i> <i>Competition Reports</i>
Leadership	<input type="checkbox"/> School Captain <input type="checkbox"/> Vice-Captain <input type="checkbox"/> SRC <input type="checkbox"/> Sport Captain <input type="checkbox"/> Prefect <input type="checkbox"/> Other: _____	<i>Certificates</i>

Sport	Highest Level of Achievement					Evidence
	School			Club		
	Zone	Area	State	Club	Rep	

SECTION 2: Student Attributes

Which of the following behaviours have you noticed in your child?:

- Wants to know how things work
- Likes to learn independently
- Has a good sense of humour
- Is excited by the challenge of learning something new
- Is very competitive about school work
- Is very shy
- Likes to only do things they are good at.
- Is a risk taker
- Enjoys the company of older students/people
- Gets upset/worried when things aren't perfect
- Has a strong sense of justice
- Can have challenging behaviour when they are not interested in doing a particular thing.
- Gets upset when they aren't the best at something.
- Has self doubt about their skills
- Enjoys the challenge of learning things they don't already know.

Which of the following attributes have you noticed in your child?

- Reads a lot
- Can learn and recall facts quickly
- Has complicated hobbies
- Has empathy for others
- Has advanced vocabulary
- Can sustain complicated arguments
- Displays resilience in the face of difficulty/challenge
- Is highly imaginative

What are your child's main interests or hobbies?

Has your child talked about some of the things they would like to do in the future, such as a possible career pathway or an area of interest?

What advice would you give your child's teachers to cater for their strengths and abilities?

What types of situations or learning experiences does your child not feel comfortable in. Why do you think that is the case?

Describe any particular problems or needs that your child might have with their ability to learn and perform to their full potential.

Is there any other information we should know about your child's approach to learning?

Please provide any further comments, information or evidence not previously indicated that you consider relevant that would support this nomination. (e.g. Academic achievements, competition results, leadership honours, cultural achievements, aspirations, etc.)