



ADVANCED LEARNERS POLICY

STATEMENT OF PURPOSE

Ashgrove State School is a community working together to equip students with an outstanding education and the skills needed to advance as lifelong learners. (The Ashgrove Approach)

The school aims to instill a desire to achieve academically, and to promote problem-solving and creativity. Additionally, social awareness, self-esteem and an acceptance of others are supported as essential life skills. Ashgrove State School's Behaviour Plan <http://www.ashgrovess.eq.edu.au/policies-resources/behaviour-management-plan/> outlines the values which are taught to create a culture where individuals are supported, change is embraced, positive relationships are encouraged, and responsible environmental practices are followed.

Education Queensland's policy document and associated materials can be accessed at the link below:

P-12 Curriculum, Assessment and Reporting Framework
<http://education.qld.gov.au/curriculum/framework/p-12/>

In this document you will find links to:

- A Whole School Approach to Support Student Learning
- Curriculum Provisions to Gifted and Talented Students

STATEMENT OF POLICY

Ashgrove State School is committed to providing opportunities for students to enrich and enhance their learning, by identifying, tracking and supporting those who have been identified through school processes as advanced learners.

Our pedagogical approach to curriculum delivery aims to support and challenge advanced learners in the pursuit of excellence.

Differentiation and extension allows students to advance their skills, knowledge and processes to meet their potential for success and improved development.

By using an inclusive approach to the provision of quality curriculum programs, Ashgrove State School aims to improve learning outcomes for all students.



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DEFINITIONS

Giftedness

Gifted students are those whose potential is distinctly above average in one or more areas of the following domains of human ability: intellectual, creative, social and physical. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school.

(Curriculum Provision to Gifted and Talented Students 2014)

Talent

Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field.

(Curriculum Provision to Gifted and Talented Students 2014)

RIGHTS AND RESPONSIBILITIES

Ashgrove State School endeavours to:

- identify advanced learners
- provide advanced learners with opportunities to realise their potential through differentiation of the curriculum
- encourage and support positive communication between all stakeholders (parents, student, teachers, Guidance Officer and Leadership Team)
- continue to foster effective peer group interactions for advanced learners
- provide appropriate training for staff in gifted education
- encourage students to engage in critical thinking and problem solving. (Australian Curriculum General Capability, Critical & Creative Thinking)

Leadership Team:

- identification procedures for advanced learners are included in the school framework
- provide professional development in gifted education
- promote partnerships between all stakeholders, including the wider professional community
- establish and promote collaborative processes in the provision for individual students
- support the planning, implementation and evaluation of an inclusive curriculum

Teachers:

- be aware of and familiar with the Advanced Learners Policy Document
- access the identification procedures and become familiar with the characteristics of giftedness
- implement programs that challenge students who are gifted, through a variety of strategies
- participate in professional development opportunities and continue to develop own understandings of gifted education



Extension & Enrichment

Extension deepens students' knowledge, understanding and skills, within the learning areas of the Australian Curriculum, through complex and challenging tasks, problem-solving, use of digital resources and flexible grouping. At Ashgrove State School teachers differentiate: content, process, product and learning environment.

Enrichment broadens the curriculum. Students develop and apply their knowledge, thinking skills and attitudes on topics of personal interest. Enrichment is also provided through extra-curricular activities.

Opportunities for students include:

Clubs: Science Fair, Kids' Press Club, Girlz Tech Club, Magic Math Club, Reading Circle, Chess, Tinker Club, Kilometre Club, Green Thumb Club

Competitions: Premier's Reading Challenge, AMC Australian Math Trust, Math Tournament, ICAS, Ashgrove's Got Talent, TRYathlon, Aquathon, Choirs – Middle and Senior, GRIPPS, Optiminds

Camps: Years 3-6, including Mt Coot-tha Young Writer's Club, Strings Camp, Band Camp

Incursions: Chinese Cultural day, Under Eights' Morning, Writer's workshops with published authors, performances for Blue Care

Stephanie Alexander Kitchen Garden Program

Art Classes

Outreach Programs: The Gap State High School –Math, Science, Art enrichment programs, QLD Academy - Bright Minds, Young Scholars

Community Links: e.g. QLD Academy, QUT Differentiation Program

Mentorships: STEM Professionals in Schools, Buddy Class system, Hope Program

Curriculum Aligned Excursions: all year levels

National Science Week activities –e.g. The Drone Experience

Further opportunities are offered on site by commercial providers, both before and after school: piano, tennis, swimming, drama, computer coding, dance, guitar, karate, netball, fitness

Curriculum Provisions

The learning needs of advanced learners are catered for through the delivery of a differentiated curriculum within the classroom, and by utilizing the enrichment opportunities the school offers. There is a referral process where additional support can be accessed, and a resource bank for teachers in the Document Library.

For those advanced learners whose needs are not being met through differentiation or extension, other options such as acceleration may be explored in consultation with key stakeholders. Following a thorough review process, the final decision rests with the School Principal.