



Enrichment Policy

VALUES

Care & Compassion; Fair Go; Freedom; Respect; Understanding, Tolerance and Inclusion

VIRTUES

Caring, Confidence, Excellence, Fairness, Joyfulness, Respect, Responsibility, Service

REFLECTION MATERIAL

- Guidelines to Support Gifted and Talented Policy (ACT Education and Training)
- Student Enrichment Policy - St Bede's Primary School
- Policy for Education of Gifted and Talented Students (St Simon Peter Catholic School)
- Enrichment Policy (Fadden Primary School)

RATIONALE

AT STA WE BELIEVE

- School should be a place where students are encouraged to reach their potential
- All classes have within them a broad range of learning backgrounds, abilities, needs and interests,
- Schools provide some, but not all opportunities for students to develop
- All children are unique with special abilities as well as challenges
- Different students have different strengths and they learn best in different ways
- Teachers should provide a rich, varied and stimulating learning environment which promotes skill development of students
- Participation in enrichment activities calls for intrinsic student motivation and self-discipline
- Enrichment/extension activities occur as part of the classroom program curricula opportunities as well as other activities listed in this document as deemed age appropriate
- An inclusive, challenging and enriching curriculum encourages the emergence, recognition and develop of the gifts, talents and abilities of all
- A stimulating, relevant, joy-filled learning environment, is essential for the achievement of potential
- There are many wider community opportunities families can access to enable students to develop beyond traditional learning areas

DEFINITION

An enrichment student is capable of high performance as evidenced by potential ability and/or demonstrated achievements. They have potential ability to excel consistently in at least one of the following areas:-

- a. General Intellect
- b. Specific Aptitude
- c. Creative or productive thinking
- d. Leadership
- e. Visual and Performing Arts

POLICY

St Anthony's Catholic Primary School acknowledges that all learners, whether they are requiring extension, experiencing learning difficulties, from a different cultural background or achieving at Year Level, all have gifts, talents, strengths and abilities that need to be developed and increase learning outcomes. All students are individual with strengths and weaknesses and they all require provision of a rich, varied and stimulating curriculum that acknowledges individual levels of achievement, effort and ability.

IDENTIFICATION PROCESS

GENERAL DATA MAY INCLUDE:

- Nominations from parents, teachers or peers
- Records of school results, anecdotal records and student products
- Checklists
- Standardised tests
- Student commitment to learning, intrinsic motivation and desire to be challenged

STANDARDISED TESTING MAY INCLUDE:

- TOLA 4 or 6
- Neale Analysis of Reading
- South Australian Spelling Test
- TORCH Test of reading (Primary)
- BURT Test of reading (Infants)
- Waddington's Reading/Spelling Test (Infants)
- Educational / Psychological I.Q. Assessment

**WHY
EXTENSION &
ENRICHMENT?**

To label only some children as “gifted and talented” carries with it the implication that others are not. To view giftedness as being a possession that some people have whilst others do not is unhelpful. There is no doubt that some children excel in academia and sport, but we must remember other very important gifts such as being a peacemaker or a carer, which are vitally important for the proper functioning of a school community. When encouraging children, we must keep in mind that everyone has been given gifts from God and we should use our gifts for the purpose for which they were given – Love and Service. Below is a table that suggest the different nuances of these labels

EXTENSION & ENRICHMENT	GIFTED AND TALENTED
<i>Implies that this activity is for all children and not for a selected few</i>	<i>Implies that this activity is for a few children who are identified as being more gifted and talented in certain narrowly defined areas</i>
<i>Results in a wide variety of giftings being recognised and extended</i>	<i>Its focus tends to be on academic or sporting pursuits</i>
<i>Assumes that all children should be extended and enriched in their education</i>	<i>Tends to imply that the academically able deserve special and extra attention</i>
<i>Assumes that this can be done in a normal classroom context</i>	<i>Tends to be offered outside the regular classroom or in dedicated G & T classes</i>
<i>Encourages children to focus upon acts of service</i>	<i>Is less conducive to leading to acts of service</i>
<i>Encourages teachers to be more creative in the regular classroom to cater for all students</i>	<i>May lure teachers to neglect extending students in the regular classroom</i>
<i>Is less likely to lead to labelling of children</i>	<i>Is more likely to lead to labelling of children</i>

**TEACHING AND
LEARNING
STRATEGIES**

- Giving opportunities for students to initiate discussion and think creatively
- Guiding students through a range of problem-solving processes
- Posing open-ended questions, activities and assignments
- Using group work, to allow scope for leadership, cooperative decision making and student initiated perspectives
- Making use of contract work, with students negotiating the contract components (if appropriate)
- Encouraging individual research
- Occasional opportunity for individualised or group enrichment/extension program (if appropriate)
- Leadership of school-wide activities
- Student groupings with similar abilities, aptitudes and interests for some projects or subjects
- Other Age appropriate techniques may include Edward De Bono’s Six Thinking Hats, Scamper (Substitute, Combine, Adapt, Modify/magnify/Minify, Put to other uses, Eliminate, Reverse/Rearrange; Bloom’s Taxonomy; Divergent Thinking

**COOPERATIVE
AND INQUIRY
LEARNING
OUTCOMES**

- Cooperative & Inquiry Learning is based on group success and is concerned that each member attains their goals. Shared leadership, mixed groups, group problem solving, group goals and tasks with self-evaluation. Research indicates that cooperative learning produces such outcomes as:
- Higher achievement and creative productivity
 - Divergent thinking and effective problem-solving
 - Thinking skills at higher cognitive levels
 - Intrinsic motivation
 - Positive self-esteem
 - Effective social skills
 - Mutual respect and concern for each other
 - Acceptance and understanding of individual differences

**GENERAL
ENRICHMENT
OPPORTUNITIES**

- Eisteddfod Verse Speaking (All Year Levels)
- Project Extension and enrichment
- In class extension within certain subjects – class teachers are responsible for provision of appropriate learning experiences that challenge children
- Excursions, Camps and Guest Speakers
- Sporting & Cultural Programs – school, interschool and within school competitions
- Learning Centres or Challenge Corners
- Peer tutoring
- Special Days e.g. Australian Children’s Book Week, Tabloid Sports, Maths Fair
- Use of multi-media equipment – Digital Learning Devices, video cameras, overhead projectors, computers, Learning Objects, Data Projectors
- Sporting Carnivals – Athletics, Swimming and Cross Country

SPECIFIC ENRICHMENT OPPORTUNITIES

- Australasian Schools Competitions Voluntary Participation in Computing Skills; Writing Assessment; Spelling Competition; Science Competition (Years 3 – 6)
- Australasian Schools Competitions Compulsory Participation in English Competition and Mathematics Assessment (Years 3 – 6)
- NSW PSSA Swimming, Athletics and Cross Country Carnivals (Aged 8 upwards)
- NSW PSSA Rugby League, Netball, Soccer, Softball, Rugby Union, Tennis, Golf (Aged 11 upwards)
- School Sports Teams which include Rugby League (Boys) and Netball (Girls)
- Annual Infants Nativity Play (Kinder – Year 2)
- Student Representative Council (Years 4 – 6)
- House Vice Captains (Year 5)
- House Captains (Year 6)
- Nestle Write Around Australia Competition (Years 5 – 6)
- Regional Extension Programs (REP) (Years 5 – 6)
- Diocesan Gifted and Talented Theme Camps (Years 5 – 6)

VOLUNTARY ENRICHMENT OPPORTUNITIES

The following activities may operate if there are suitable numbers and voluntary teacher extra-curricular participation. This is decided on an annual basis.

- Chess Club
- Tournament of Minds
- Inter-Catholic School Debating
- Mathematical Olympiad
- MS Readathon

EXTRA-CURRICULAR OPTIONS

We provide parents with the opportunity to access extra curricular options which operate in the school grounds with special teachers or companies. In enrolling their children in these programs, parents understand that students may be withdrawn from classroom activities for these lessons

- Academy of Music (strings, brass, drums)
- Guitar
- Auskick (seasonal)

Parents of children who are very able in a particular area may be directed to resources outside of school facilities that will enable them to excel in that particular area of endeavour e.g. Drama, Specific Sports, Service Clubs, other specialist associations

ACCELERATION PROCEDURE

Children who have demonstrated beyond Year Level competence may be accelerated. Negotiations between Teachers, Learning Support Staff, Principal and Parents will take place as necessary.

For a child to be considered for Year Level Acceleration they will need to

- Demonstrate high competence in all subjects to at least 1 year above current year level
- Have an I.Q. score of more than 130 (Mildly gifted Category)
- Demonstrate the social skills necessary to cope with children at least a year older
- Have no older siblings in the new Year level.
- Comprehensive psychological evaluation of intellectual functioning, academic skills, emotional maturity and socio-emotional adjustment by a registered psychologist
- Produce other standardised documentation e.g. Geric Assessment; Psychological Assessments

PLEASE NOTE

Accelerated progression should occur at natural transition points, i.e. beginning of school year

Accelerated progression should be reviewed regularly

A student's physical size or physical disability should not prohibit accelerated progression

Information on previously accelerated, enrolling students must be shared between schools

CONSULTATION PROCESS
✓

CONSULTATION HAS OCCURRED WITH THE FOLLOWING PERSONNEL:

- | | | | |
|------------------------------------|--|---|--------------------------------------|
| <input type="checkbox"/> Principal | <input type="checkbox"/> Assistant Principal | <input type="checkbox"/> RE Coordinator | <input type="checkbox"/> RE Ministry |
| <input type="checkbox"/> Staff | <input type="checkbox"/> Curriculum Coord | <input type="checkbox"/> Learning Support Dept. | <input type="checkbox"/> LCEO |

RELATED POLICIES

GENERAL POLICIES

- Enrolment Policy
- Pastoral Care Policy

TEACHING POLICIES

- Assessment Policy
- Learning Support Policy
- Learning Support Testing Procedures Policy

Year Adopted:	2005	Year to be revised:	2010	Area:	Curriculum – Learning Support
---------------	------	---------------------	------	-------	-------------------------------