



Bossley Park High School

Gifted and Talented Students Policy

2014



Bossley Park High School Gifted and Talented Students Policy

1. Policy Rationale and Aims

Bossley Park High School's motto, 'Focussing on Excellence and Success', aims to develop the innate potential of all students, their abilities need to be recognised, valued and catered for appropriately. Students will, therefore, be given appropriate opportunities and experiences that maximise learning and their individual development. Their right to this provision is addressed in the DEC Every Student, Every School Learning and Support Framework (2012) and the NSW DEC Gifted and Talented Policy (2004).

Bossley Park High School recognises that decision making in relation to programs and provisions for gifted and talented students is a complex and interactive process. Emphasis is placed on a firm commitment to provide an education, which encourages all students to strive for excellence and develop their full potential.

Our school community has a responsibility to:

- encourage the achievement of personal excellence in all students;
- identify their Gifted and Talented students;
- encourage and assist students with special abilities to achieve their potential;
- foster collaborative home-school partnerships to support gifted and talented students;
- provide a range of opportunities and to monitor and evaluate programs for their Gifted and Talented students.

The school will:

- foster intrinsic motivation, independent learning and a desire for life-long learning;
- encourage students to be actively involved in their own learning, establish personal goals and value excellence;
- provide opportunities that will develop personal strengths, leadership and social responsibility beyond those in the regular school program;
- identify underachieving Gifted and Talented students, including those who may not be in the program, and assist them to realise their potential;
- implement appropriate and specific strategies for Gifted and Talented students including acceleration, enrichment, university courses, performances and competitions;
- provide staff development and classroom support to teachers to cope with the demands of providing a differentiated curriculum for gifted and talented students;
- provide opportunities for students to translate their gifts into talents.

This policy's desired outcomes can then be seen as:

- creating an educational environment in which gifted and talented students can express and develop their potential;
- providing differentiated learning opportunities and strategies in all Key Learning Areas, to allow Gifted and Talented students to be challenged intellectually, creatively, socially and emotionally;
- supporting and fostering the values of "academic" achievement, creative thinking and intellectual inquiry;
- developing an increased awareness within the school of the needs and learning experiences.



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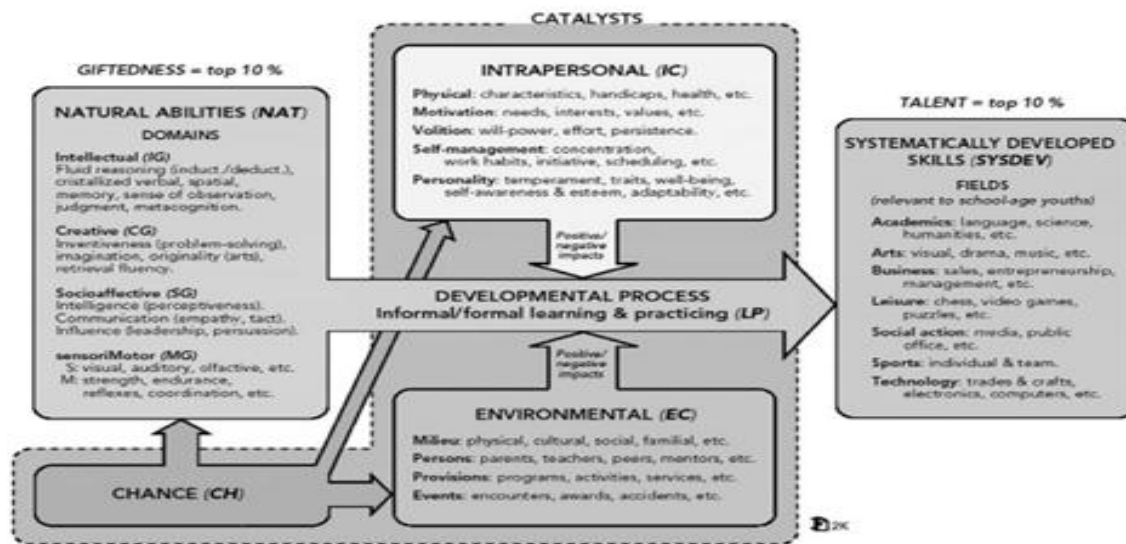
2. Definitions of Giftedness and Talent

This policy adopts definitions of giftedness and talent based on Gagne’s (2004) Differentiated Model of Giftedness and Talent (DMGT).

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

(NSW Department of Education and Training, {Revised 2004}. Policy and implementation strategies for the education of Gifted and Talented students).



<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assests/pdf/poldmgtcoldiag.pdf>

3. Role Outlines and Responsibilities

(a) Principal

The Principal has the overall responsibility for ensuring that there is quality teaching and learning experiences that cater to the needs of all students, but also to support the development of Gifted and Talented education within the school by:

- assisting in the developing and overseeing of school programs.
- allowing for gifted education and talent development within the school budget.
- being responsible for deciding when any form of accelerated progression is appropriate to meet the educational, social and emotional needs of individual gifted and talented students.
- recognising the rights of those with parental responsibilities to be fully informed and participate in all decisions relating to their child's education.



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(b) Gifted and Talented Co-ordinator

The Head Teacher Teaching and Learning has the role of GAT Co-ordinator as part of their brief. The role of GAT Co-ordinator is to co-ordinate and promote Gifted and Talented education, Years 7-12. This can be achieved through:

- identifying the needs for professional development and make recommendations to the principal.
- assisting teachers to meet the needs of these students.
- providing for adequate resources across all KLAs.
- documenting effective school policy procedures with the aim of improving and reporting achievements.
- ensuring that the procedure for placing students in specific programs is effectively operated.
- identifying and provide linkage with other schools and community groups.
- ensuring that awareness is raised among staff, parents and students regarding the needs of Gifted and Talented students.
- preparing a Gifted and Talented Education budget that allows for professional development on a whole school and individual basis, purchase of resources and class release time for the development of programs.
- leading the school Gifted and Talented team.

(c) Executive Staff and KLA Co-ordinators

The various faculty Head Teachers and/or their designated KLA Grade Co-ordinators, also have the responsibility of ensuring the the Syllabus requirements for meeting the needs of Gifted and Talented students is reflected in the teaching and learning programs. This will be achieved through:

- ensuring quality implementation of Gifted and Talented education programs within the KLAs.
- supporting the staff in meeting the needs of the Gifted and Talented students within the school and their faculty.
- assisting the principal/ GAT Co-ordinator with deciding when any form of accelerated progression is appropriate to meet the educational, social and emotional needs of individual Gifted and Talented students.
- ensuring staff teaching a GAT class attend the Gifted and Talented Grade meetings .
- ensuring that there is a dialogue on Gifted and Talented Education throughout faculty meetings.
- holding appropriate dialogue with staff interested in teaching a Gifted and Talented class, to ensure that they are aware of the responsibility associated with taking the class(es)

(d) All teaching staff

All our teachers, with support, have a responsibility to:

- identify Gifted and Talented students in their classes
- select and implement a variety of teaching strategies for inclusion in programs for the range of Gifted and Talented students in their classes.
- implement school policy and procedures.
- monitor and evaluate school programs.
- establish and maintain liaison with parents.
- ensure procedures for placement of students in specific programs are operating effectively.
- identify and manage resources.
- identify personal needs for professional development.



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4. Principles and Procedures for Identification and Enrolment

(a) Identification Procedures and Criteria for Entry

Apart from the Year 6 Application, student nomination for the Gifted and Talented program may occur at any time during Years 7-10. There are four procedures for identification of GAT students:

Procedure	Explanation	Management
1. Year 6 Application Term 1 each year	<p>Year 6 students are invited to apply for the Gifted and Talented program by completing an application form, and submitting any additional supporting evidence. (including teacher reference sent by school)</p> <p>Students are then required to sit the GAT assessment which comprises of the OPI Literacy and Numeracy Test as well as the Abstract & General Abilities Test.</p> <p>For discipline areas, such as technology and Visual Arts, further auditions, trials, observations and assessments may be required</p>	The GAT committee analyses and ranks applications. Through a team discussion students meeting the selection criteria are offered placement.
2. Parent Nomination	Parents may nominate their child for the program by completing a nomination form that is available from the HT Teaching and Learning or the relevant grade Deputy Principal.	Nomination form received, student's teachers complete a nomination form, further evidence gained through report comments and counsellor assessment (where necessary). Recommendation made by GAT committee.
3. Student (self) nomination	Students may nominate themselves by completing a nomination form that is available from the HT Teaching and Learning or the relevant grade Deputy Principal.	Nomination form received, student's teachers complete a nomination form, further evidence gained through report comments and counsellor assessment (where necessary). Recommendation made by GAT committee.
4. Teacher Nomination	Teachers may nominate a student by completing a nomination form that is available from the HT Teaching and Learning or the relevant grade Deputy Principal, for any student currently not placed in the top class. For those already placed in the top class, identification may be observed and discussed through GAT grade meetings and during completion of the Purdue scales.	Nomination form received, further evidence gained through report comments and counsellor assessment (where necessary). Recommendation made by GAT committee.

NB: Students new to the school during Year 7 may self-nominate and or be nominated by their parent or the Deputy Principal during the enrolment stage. Additional information may be requested from their previous school.



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As giftedness has many dimensions (abilities, personality and environmental factors), measures that go beyond academic achievement must be used to identify students whose abilities are not identified by tests and school performance. Both formal and informal methods will be combined to identify students' performance and potential.

When identifying "Gifted and Talented" students it will be remembered that it is preferable to include rather than exclude a student who we are not sure about. Further monitoring and review will take place at regular intervals throughout the school year. A final decision will be made in the fourth term of that year.

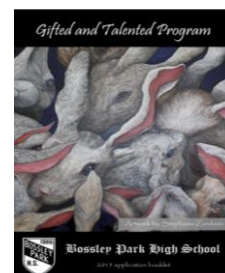
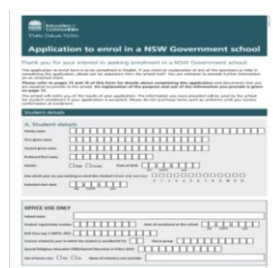
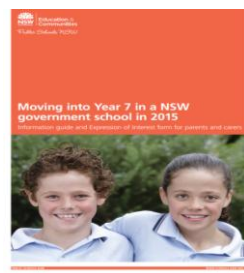
Identification methods will be selected on the basis of age/stage and the domain of the ability to be assessed. They include:

- evaluation of student responses to a range of classroom activities
- nomination by parent/caregiver, peer, self and teacher
- assessment of responses to challenging competitions
- off-level testing
- standardised tests of creative ability
- IQ tests and other culturally appropriate measures of ability
- observation and anecdotal evidence
- behavioural checklists
- interviews
- academic grades.

(b) Enrolment Procedures

Enrolment will follow the guidelines as set by the NSW Department of Education and Communities.

All students seeking to enrol into the Gifted and Talented Program from Yr 6 -7 transition are required to complete an *Expression of Interest Form* and an *Application of Enrolment into a NSW Government School*, as well as the Gifted and Talented Application Form. (see samples below- NB covers may change).



GAT candidates will be required to attend a formal testing period, so that evidence can be gathered. After the GAT Committee have made their selection based on all the evidence, a letter will be sent home to parents informing them of the outcome. This will occur in **early May**.

The Principal has the final say on a student's enrolment eligibility.

The criteria for entry for enrolment through the application process is clearly outlined in the information found on page 4 -6 of the Gifted and Talented Application booklet, which can be accessed on line or through the school office.



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(c) Acceptance of Offer

Students may be offered a placement into a number of Gifted and Talented Programs offered by the school, however, the candidate may only elect to participate in two (2) courses. This is to ensure that a student can participate in the GAT program for the duration of the Stage 4 curriculum. A student who elects to participate in two Discipline (Area) GAT programs must be made well aware that this means their child will have pre-determined their elective choices for Year 8. Students will be deterred from dropping this course as an elective, unless there are mitigating circumstances that require a change.

- Year 7 students will be monitored throughout their first year in the program, with a decision to continue into Years 8-10, being made mid Term 4 of that year.
- A student enrolled into the Discipline (Area) GAT program (Visual Arts, Performing Arts and / or Technology) will be required to continue the program for the Stage 4 curriculum (Years 7 and 8).
- A student accepting a position in the GAT Talented Football Program, must comply with the guidelines and procedures outlined in the Talented Football policy. (see addendum) There is a fee associated with this course that MUST be **paid in full by the end of Semester 1**, of every year, or the student may forfeit their position in this course.

(d) Other considerations

The selection committee will give special consideration to students of Aboriginal and Torres Strait Islander background or students with a language background other than English who have been doing most school work in English for less than four years. This consideration will determine whether they have been disadvantaged in their ability to demonstrate merit.

5. Staff Development Programs

Bossley Park High School seeks to provide for the creative, academic, social and emotional needs of all students, including the Gifted and Talented, by raising the awareness of the special provisions of these students within staff through:

- providing support and professional development for the enhancement of teaching strategies and programming through development days and professional learning opportunities. This will be achieved by providing:
 - courses on the identification and needs of the students and their teachers
 - courses on programs to cater for these needs
 - courses on Critical Thinking Skills, Multiple Intelligences, Problem Solving
- inviting guest speakers to staff meetings
- using local resources and personnel
- updating teacher resource library
- providing for parent development and support through:
 - evening information sessions
 - establishing a "Parent Support Network"



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6. Provisions

(a) Within class programs and strategies:

Differentiation should include enrichment and extension activities. Enrichment refers to the broadening of the curriculum to develop knowledge, application, thinking skills and attitudes to a degree of complexity appropriate to the students' developmental level (Braggett, 1997).

Enrichment activities are often found only in extra-curricular provisions and need to be written into programs to ensure all students have access. Extension activities involve the deepening of students' knowledge, understanding and skills. These concepts are consistent with the elements of good practice, as described in the NSW model of pedagogy in Quality teaching in NSW public schools: Discussion paper (NSW Department of Education and Training, 2003).

o *Differentiated curriculum*

Differentiation or modification of the curriculum caters for differences between gifted students and age peers. Gifted students need differentiation because they:

- Learn at faster rates
- Find, solve and act on problems more readily
- Manipulate abstract ideas and make connections to an advanced degree.

To encourage high achievement, originality, problem solving, higher-order thinking skills and creativity, our teachers will consider the individual needs of the Gifted and Talented students in their classes. Teachers will assess students' knowledge and skills to provide challenges and learning options appropriate for their development.

Teachers may use a variety of teaching and learning strategies. Various teaching programs have been implemented that incorporate some of the following:

- various grouping strategies
- accelerated progression
- extension activities within and across classes
- open-ended questions, activities and assignments
- opportunities for peer tutoring and assessment
- contract work, with students negotiating the components of the contract
- hypothesis testing and problem solving
- individual research and investigation
- enrichment
- mentors with specific expertise
- online learning

o *Enrichment*

The policy and organisation of the school recognises and provides for the creative, academic, social and emotional needs of these students through:

- a commitment to the education of the gifted and talented.
- provision of formal programming requirements designed to address the needs of the Gifted and Talented within each KLA.
- employing a variety of teaching strategies.
- grouping students according to experience, ability, personality and interests.



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- development of experiences consistent with the interests and capabilities of the talented.
- withdrawal for periods of time to allow the talented to follow special programs and work with like-minded peers.
- the provision of professional learning opportunities designed to allow teachers to understand and meet the needs of the Gifted and Talented.
- raising the awareness of the special provisions that Gifted and Talented students require.

Students at Bossley Park High School have the opportunity to engage in a range of extra-curricular opportunities to enrich their education. These include, but are not limited to:

- augmented classes
- grading within stages and possibly across stages
- accelerated progression
- introducing individualised activities such as interest groups, clubs, performance and sporting opportunities, competitions for Mathematics, English and Science, Public Speaking and Debating
- opportunities on school assemblies to display and share talents
- student representative council (SRC)
- a range of excursions throughout the year across all learning areas

Gifted and Talented learners whose abilities are not able to be catered for within the regular classroom curriculum may require an Individual Education Plan (IEP). An Individual Education Plan (IEP) needs to be developed collaboratively with educators, the learner (where appropriate) parents/caregivers and other relevant professionals at least once a year.

An Individual Education Plan is valuable for Gifted and Talented learners who are:

- assessed by psychologists as being in the intellectually gifted range at the 98th percentile or above and are capable of working at a significantly higher level than their age peers
- require provisions beyond those offered within their class
- display uneven development with a significant gap between areas such as verbal and non-verbal performance or have learning difficulties/disabilities that require targeted support

- *Role of assessment- formative and summative*

To support the teaching and learning process of the Gifted and Talented child, teachers need to gather data from multiple sources before, during and after the learning process to identify and respond to learners' needs and strengths and to determine progress. Planning pre- and post-assessment tasks is vital for the success of differentiated instruction.

Pre-assessment outlines what a student knows, understands and is able to do before the teaching of a unit begins and therefore, enables teachers to adjust the curriculum to respond to the students' degree of mastery of the material, ensuring the curriculum is challenging and engaging and will move the students to a higher level of competence. It also enables teachers to group students for specific instruction according to need and leads to different learning experiences for students in the same classroom. This should be done well in advance of the curriculum delivery to facilitate appropriate modification.

Post-assessment may be summative and/or formative in nature and will be designed to ensure that each learner is able to engage in the learning process. For the Gifted and Talented students, this will include higher-order thinking skills and more complex or abstract content and understandings (such assessments may be more appropriate for students in the higher levels of schooling who are not undergoing acceleration programs).



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(b) Reporting:

All students identified as a GAT student in one or more Key Learning Area, shall be reported on at both half course and full course reporting period on how that student is performing in the Gifted and Talented program as well as amongst their cohort.

The Head Teacher Teaching and Learning, in conjunction with the GAT Grade Team Leader, will follow up on any student not meeting the expectation of the GAT program and put measures in place to support the student in achieving in the subject/ program.

(c) Beyond the classroom:

Gifted and Talented students will be encouraged and supported to become involved in a broad range of activities relevant to their interests and intellectual needs. These may include specialist activities that occur within the school such as the school performance evening, sporting events and leadership opportunities; as well as events co-ordinated by outside agencies that provide a focus and interest for students.

This may also include:

- Specialist Activities
- Mentor Activities
- Collaboration with Outside Agencies

7. Accelerated Progression

(a) Student Selection Criteria for Accelerated Progression

Accelerated progression occurs when a student works ahead of their cohort or year group in one or more subjects. This is available only to appropriate students as determined by the school principal, in consultation with others and according to the guidelines established by the NSW Board of Studies, Teaching and Educational Standards.

Accelerated progression is a strategy appropriate for outstanding or exceptional students. Note that the majority of students will progress with their enrolment cohort in the usual way, enjoying enrichment and extension activities according to need.

As part of the ongoing monitoring of students, teachers will provide advice to the GAT Co-ordinator (HT T&L), in consultation with the Deputy Principal, on the potential for identified students to be considered for acceleration.

The establishment of the student selection criteria and selection procedures for the acceleration program has been based upon the work of Feldhusen et al (1986) and the Board of Studies NSW (2000).

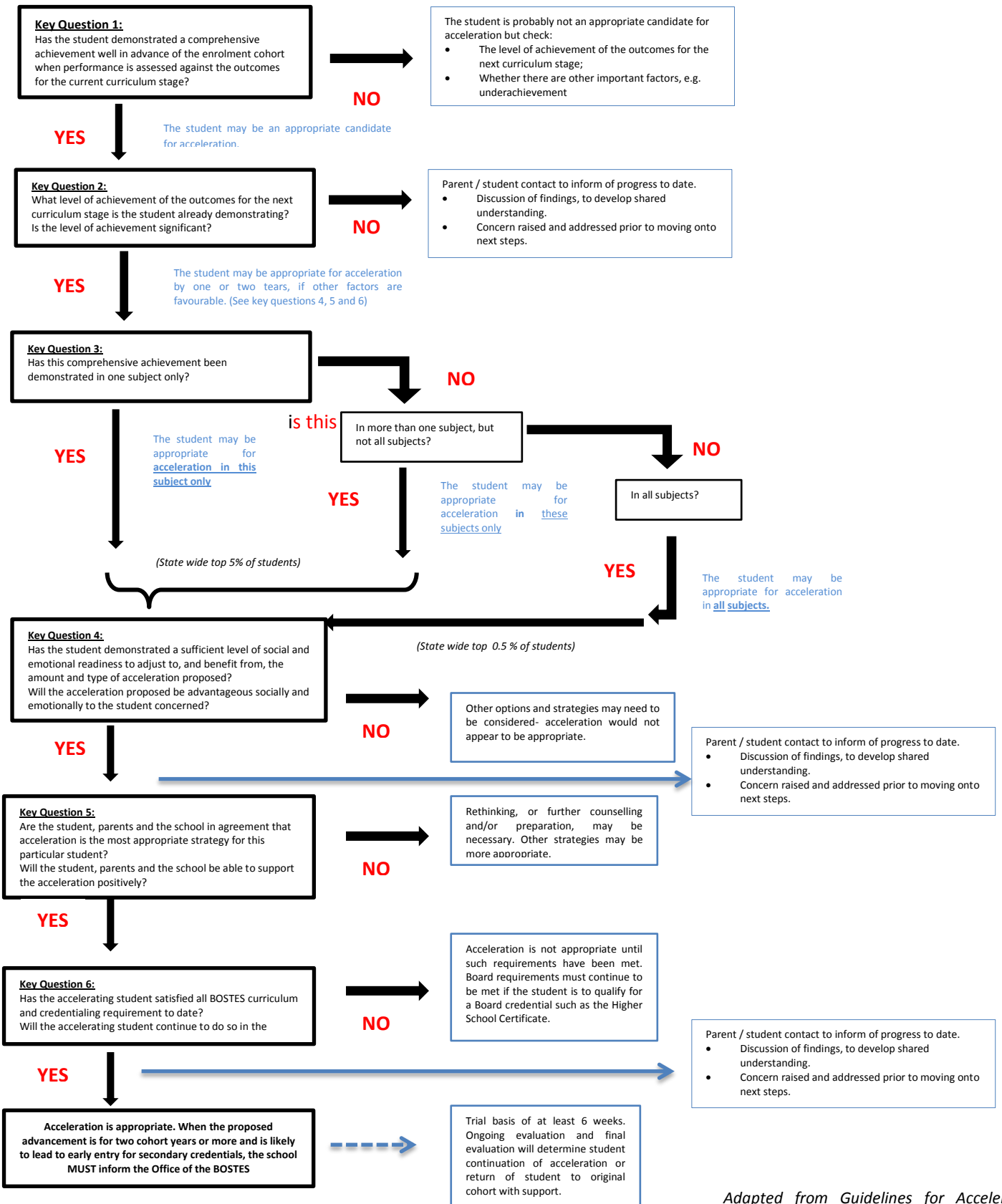
Although they have been presented separately, the two are inextricably linked and both must be consulted throughout the decision making process to ensure thorough coverage of the issues.



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(b) Selection Procedures for Student Acceleration Flow Chart

Key Step: This proposal should be discussed with the relevant school staff including the principal, but must also include discussion with the parent/guardian and child. Request that the parents/guardians and students discuss the situation over a few days and then provide a decision.



Adapted from Guidelines for Accelerated Progression, Board of Studies, NSW, 2000, pp 39-40



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8. Organisational Issues

(a) Composition of School Committee

The School Gifted and Talented Team will comprise of:

- Deputy Principal (in charge of Teaching and Learning)
- Head Teacher Teaching and Learning (GAT Co-ordinator)
- GAT Grade Team Leaders (7-10)
- Member of the LST
- Other interested members

The GAT committee will meet two - three times per term.

○ *Gifted and Talented Grade Teams*

As a sub-group to the GAT committee, the GAT Grade Team Leaders will meet on two* occasions per term with the teachers teaching GAT students of that grade (7-10). (*up to Deputy Discretion)

It has been proven to be good practice to provide teachers working with the same groups of students who have been identified as having Additional Learning Needs (at both ends of the spectrum), the time to hold Professional Learning and engage in Professional Dialogue regarding the students in their class.

“The implementation of professional learning communities is a professional development practice that uses collaborative interactions within a constructivist framework to increase teacher and student learning.”

Professional Dialogue leads to:

- professional growth;
- learning opportunities that are prescriptive to the needs of the participant;
- an increase in the content knowledge of teachers;
- opportunities for the acquisition of instructional strategies.

Professional dialogue offers opportunities for teacher examination of school data and focussed efforts to improve weaknesses for greater student academic achievement

The Purpose of the Meeting Time is to:

- discuss the needs of the students in the GAT class
- identify students who may not already be targeted as GAT, as well as those who are under achieving
- place common elements across the strands where possible. Eg: focus area might be literacy/ numeracy supports, big ideas/ themes etc...
- share ideas for supporting engagement and knowledge acquisition of the students
- provide support for fellow colleagues
- invite others to observe lessons (if appropriate)
- Feed any urgent matters of attention back to the HT T&L so that issues can be resolved efficiently and effectively.



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It is the responsibility of the Grade Team Leader is to:

- remind the teachers in the year group that a meeting has been scheduled
- determine a venue, e.g. Library seminar room, Common Room, (and book it!)
- lead the discussion based on the GAT meetings and other issues
- organise a roster for someone to be the minute taker for the session- provide a copy of the minutes to all members including the Head Teacher Teaching and Learning.
- determine the needs of the class and make this known to the GAT team (so that time or funds can be invested if required to get things done.)

(b) Establishment of Classes in Year 7

The Year 7 Timetable design has been carefully planned so that students are placed in classes, which allow them to access the Gifted and Talented programs for which they have been enrolled.

Students are able to access the GAT program throughout their regular timetabled lessons, with further enrichment and extension workshops being held before and/or after school hours. It is recommended that all Gifted and Talented identified students participate in these workshops and programs.

(c) Transitions and Transfers

- *Year 7 into 8 Elective Choices:*

It is our policy that an enrolled student into the Gifted and Talented Program will see that program through to Year 10. Whilst we would expect that a student enrolled in the GAT program engages in the program for the full course of four years (7-10), we maintain that they **MUST** complete Stage 4 (Years 7 and 8).

This means that students enrolled through a Gifted and Talented Discipline (Drama, Music, Dance, Technology, Visual Arts and /or Talented Football) will be automatically identified for Year 8 Electives. For a student identified in Technology or Visual Arts, they may have a variety of different courses they can choose from, but students **MUST** select a course that is from their discipline area.

At this stage, a child enrolled into two GAT discipline areas, will not have a difficult decision to make, as they will simply elect the two courses in those Discipline areas.

If for some reason there is an issue, or concern, an interview will be required with the students and his or her parents/care- giver to reach an appropriate outcome.

- *Year 8 into 9 Elective Choices:*

Once again a student identified in the Gifted and Talented Program will be placed into the subject(s) that reflect their Discipline area(s). A student can, of course, make the decision about which elective path they choose to follow in that discipline area. (This mainly applies to Visual Arts and Technology based subjects, which tend to disperse into specialist strands.) If a student is enrolled in two GAT disciplines they will be able to make a third selection choice.

In the event of an elective subject not being offered or if both elective subjects are offered concurrently a student may choose an alternative elective subject. Should there be an issue, or concern, an interview will be required with the students and his or her parents/care- giver to reach an appropriate outcome.

It is the schools intention to run specialised programs in each of the GAT areas. However, as elective lines are determined by student choice, occasionally subjects will not run due to a lack of interested students. In that instance students may be given their 2nd or 3rd preference Elective.



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9. Student Reviews and Appeals

(a) Year 7 Monitoring year

Year 7 is a monitoring year for entry into the program. Throughout the year teachers will assess students' ability and talent using the Purdue Scales designed to assess a child's Gifted and Talented nature. They will also observe attitudes and academic behaviours when fulfilling the requirements of the curriculum. Students will be reviewed in Term 4 and placed into the appropriate GAT strands for Grades 8 -10.

Monitoring procedures will include the following:

- Colour Class Meetings – recommendations made and implemented where appropriate.
- Grade Team Meetings - recommendations made and implemented where appropriate
- Assessment methods used such as the Purdue Scales
- Reports read by relevant Deputy Principal, Year Advisers and recommendations made for the implementation of programs, which cater for individual needs eg Acceleration, Underachievement, Social Skills or Mentoring Programs.
- Teacher Parent Nights
- Referrals from Counsellor, Year Adviser and Deputy Principal in charge of the Year Group.
- Parent Information Evenings
- Parent concerns.
- Establishment of email to parents of GAT students to facilitate communication with teachers.
- Faculty Meetings Proforma to include a section on GAT students and recommendations made to HT T&L.
- Student survey, questionnaire to gauge student satisfaction with GAT courses and student needs identified.
- NAPLAN and other school data to be analysed and programs put in place to best cater for student needs.

(b) Appeals

An appeal may be lodged if there were special factors, which may have prevented the student from gaining higher school assessment scores, or if there were other factors that may not have been considered by the GAT selection committee. Documentary evidence should accompany the appeal where relevant.

All appeals must be made in writing, on an appeal form which is available from the School's website or from the Front Office.

The GAT Selection Committee will be responsible for reviewing all candidates and making the final decision.

10. Financial Management Procedures

- School financial management operates within the guidelines of DEC NSW.
- The Head Teacher Faculty manages funds related to the purchase of resources for each course.
- The Head Teacher Teaching and Learning (GAT Co-ordinator) manages funds related to other aspects of the Gifted and Talented Education, such as Professional Learning release days, special programs and initiatives.
- The Principal has the responsibility and authority for ensuring compliance with financial management policy and procedures.



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11. Monitoring and Evaluations

(a) Monitoring

- Audit of GAT programs across the school – academic (core areas) and course / KLA specific
 - audit of faculty involvement / operations
 - audit to include development and delivery of programs and professional learning
- Faculty Meetings to report on faculty Gifted and Talented operations
- Create a section for the faculty review process of each faculty that deals with Gifted and Talented Education.
- Gain feedback from teachers of Gifted and Talented classes about training, support and success of implementation throughout the year.
- Provide lists of Gifted and Talented students and information about appropriate selection of teachers for GAT courses to executive.

(b) Evaluations

- This policy will be reviewed on a regular basis to allow for change, additions and deletions in a process to refine and streamline, thus producing a current policy.
- Review will take the form of executive, teaching staff and parent assessment, observation and suggestions.

12. Appendices

1. NSW Department of Education and Communities GAT Policy
<https://www.det.nsw.edu.au/policies/curriculum/schools/gats/PD20040051.shtml>
2. Curriculum Support: Policy and Implementation Strategies for the education of Gifted and Talented students
<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/polgdl.pdf>
3. Bossley Park High School Talented Football Policy
4. Bossley Park High School Gifted and Talented Application and Information Booklet