



COMO PRIMARY SCHOOL

PRECOCIOUS LEARNERS' STUDENT POLICY

PHILOSOPHY

All learners need a rich learning environment that fosters wellbeing and learning outcomes consistent with their abilities. The learning environment will provide educational pathways and appropriately challenging enrichment, extension and acceleration experiences. Within the broad range of development, different levels of intellectual potential and ability will require different types of educational provision.

DEFINITION: Precociousness is defined as being prematurely developed in some faculty or characteristic.

AIMS

The aims of our Precocious Learners' Student Policy are to:

- Meet the learning needs of all students
- Provide classroom differentiation that engages students in the curriculum through flexibility and open-ended tasks
- Comply with the requirements of the Western Australian Curriculum
- Extend Precocious learners in an environment where they are appropriately challenged and can apply their abilities with like-minded peers
- Support students in developing learning abilities in line with ability, not age
- Monitor the engagement of Precocious Learners within the extraction classes they attend

IDENTIFICATION PROCESS: Refer to Appendix A

Como Primary School will adopt an effective and equitable selection process to identify Precocious Learners. Identification is a multifaceted process which involves both subjective and objective measures of potential and achievement. Identification is a continuous and flexible whole school process and is based on evidence from a range of sources, which may include:

- Standardised testing (PAT)
- Analysis of school achievements and progress (academic, social and emotional)
- Teacher nomination and observation
- Parent nominations
- Recognised testing instruments such as the Acer AGAT test
- Rate of progress within the classroom context
- Information from outside agencies
- DOE WA School Psychologist Assessment
- PEAC program (automatic inclusion)

The Precocious Learners Coordinator and Facilitator, along with the Precocious Learners Committee and classroom teachers manage the identification process.

STRATEGIES TO MEET THE NEEDS OF PRECOCIOUS LEARNERS

Inclusivity

Each classroom teacher considers the needs of their students to be able to provide them with experiences that suit their abilities and strengths. Students are engaged in lessons and motivated to achieve their best. Lessons and programs are differentiated, catering to the learning needs of each student. This may involve grouping students of similar ability together within the classroom setting.

Extension/Enrichment

Students that are working beyond their year level in specific learning areas will be motivated to achieve their best in the classroom. Students may be provided with opportunities to be grouped with like-minded peers to develop their intellectual potential and support their social and emotional development. This may involve curriculum compacting, ability grouping, extension activities, accelerated content, problem solving tasks, open ended tasks and competition opportunities.

Precocious Students

Students who have been identified as 'Precocious' have been identified based on evidence from a range of sources as being prematurely developed in some characteristic. These students have advanced skills. Students will be given the opportunity to further develop these skills as well as refine collaborative and organisational skills. The classroom engagement of Precocious students will be monitored to ensure they are reaching their full potential and engaging in the curriculum. The program includes a weekly classroom extraction for one hour.

MONITORING

As the Precocious Learners' Program provides open-ended learning and does not abide by a particular year group level, no grades are allocated to students in their semester reports. However, a comment will be provided by the Precocious Learners' Facilitator at the end of each semester on their formal reports which includes information on the engagement of the child in class. A formal engagement survey is given to students at the beginning of the program, as well as at the end of the year. The results help guide the Precocious Committee in the future, as well as the progress of each student.

Another form of monitoring the progress of the students (not necessarily the program) is done via analysing the data collected from the AGAT test results that are administered at

the beginning and end of the school year. A report is created by the Precocious Learners Facilitator and provided to the Principal and Precocious Learners Committee.

A Precocious student who has a designated disability and who may be at risk of underachieving may require an Individual Education Plan (IEP). This will be developed by the classroom teacher in consultation with the Learning Support Team and Precocious Learners Student Coordinator. An IEP includes information about a student's previous achievements, current and future learning goals and areas for development.

ACCELERATION

In some cases, students may benefit from acceleration in the form of grade-skipping. The Precocious Learners' Committee will work closely with parents, teachers, principal, psychologist and the student to determine whether this course of action will be beneficial to the student. Please see the *Precocious Committee Overview* for more detailed information.

EXIT STRATEGY

In some cases, students who have been in the Precocious Learners' Program for a semester or more, are better suited to classroom differentiation. After each semester, the classroom teacher and Precocious Learners Facilitator can make judgements on a student's suitability for the program based on classroom achievement and program engagement and suitability.

In the case of a child not continuing in the Precocious Learners' Program for Semester 2 (of the same calendar year):

- The parent will be notified of the exit of their child from the program.
- Classroom teachers will be supported to ensure quality differentiation occurs for this child in the normal classroom setting.
- The student will be considered for entry into the program in future semesters/years.
- A record of students who have participated in the program at any point is available for teachers from year to year for consideration.

The Precocious Learners' Program identification process starts fresh and repeats every year. This means that no child is guaranteed a spot in the program because they have previously been involved. For example, if a child participated in the program for one year, they may not be selected the following year. No parent contact is required in this case, only between semesters in the middle of the school year.