# TABLE OF CONTENTS

1. **Vision Statement**.................................................................................................................................................. 3

2. **Introduction**...................................................................................................................................................... 3
   2.1 Marymount College Core Purpose.................................................................................................................... 3
   2.2 Marymount College Values ................................................................................................................................. 3

3. **Purpose**............................................................................................................................................................ 3

4. **Policy**............................................................................................................................................................... 4

5. **Definitions**........................................................................................................................................................ 4

6. **Responsibility for Implementation, Monitoring, and Continual Improvement**........................................... 4
   6.1 Responsibilities of College Staff.......................................................................................................................... 4
   6.2 Responsibilities of Parents/Carers..................................................................................................................... 5
   6.3 Responsibilities of Students ............................................................................................................................... 5

7. **Revision Record**................................................................................................................................................... 5

8. **Related Documents/Links**.................................................................................................................................. 6
1. **Vision Statement**
To live out our Catholic tradition through the charism of the Sisters of the Good Samaritan of the Order of St Benedict, in a spirit of compassion, hospitality and stewardship. Each student is challenged to respond radically to the Gospel to critique and transform the world.

2. **Introduction**
“We create an educational environment which matters to students and their families and which resonates culturally and deeply for them. In each learning area, across the whole life of the school, and in partnership with families, each of us discovers the love of God which is revealed in Christ, proclaimed by the Church and lived by all people of good will” (Vision Statement in the CESA Strategic Plan 2010).

2.1 **Marymount College Core Purpose**
At Marymount College we provide equality of opportunity for all students to receive the education as described in our Core Purpose;

‘Marymount College is a place of belonging committed to developing young women of hope who will continue to nurture their hearts and minds in the Catholic tradition and will be agents of justice grounded in stewardship, hospitality, compassion and reconciliation.’

2.2 **Marymount College Values**
With Jesus and Mary as our foundation and the Sisters of the Good Samaritan of the Order of St Benedict as our role models; we value:

- Hospitality, compassion and stewardship
- A sense of belonging in a safe, welcoming and supportive community
- The right of individuals to progress in their journey of faith
- A culture of continuous improvement
- A love of learning and a commitment to excellence.

The realisation of each individual’s potential:

- Inquiry, creativity and innovation
- Active and responsible citizenship
- An appreciation of diversity
- Co-operation, collaboration and communication
- A respect for each other and our environment
- Risk taking, resilience and reconciliation
- A culture of encouragement, empowerment and rigour
- A spirit of celebration.

3. **Purpose**
The purpose of this policy is to articulate the policy position of the South Australian Commission for Catholic Schools in relation to the Education of Gifted and Talented Students at Marymount College.
4. Policy
Marymount College is committed to:

- the development and implementation of Gifted and Talented education programs and practices
- ensuring personalised learning meets the specific needs of Gifted and Talented Students
- enabling Gifted and Talented Students to develop the skills and values for participation as active members of the Church and world communities today
- recognising that the education of Gifted and Talented Students develops the whole person, encourages the pursuit for excellence and celebrates the gifts and capabilities of each student
- maintaining high expectations for the success of all students
- optimising the opportunity of every student to achieve their full potential and develop lifelong learning.

5. Definitions
As a guide for this policy, Gagne’s (2008) definition of gifts and talents is used:

- GIFTEDNESS designates the possession and 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.

- TALENT designates the outstanding mastery of systematically developed abilities, called competencies (knowledge and skills), in at least one field of human activity to a degree that places an individual among the top 10% of age peers who are or have been active in that field.

From these two definitions we can extract a simple definition for talent development process: it corresponds essentially to the progressive transformation of gifts into talents.

Francoys Gagne, 2008

6. Responsibility for Implementation, Monitoring, and Continual Improvement

6.1 Responsibilities of College Staff

6.1.1 Staff will be provided with professional learning as required in relation to curriculum and pedagogy.

6.1.2 Staff will refer to AITSL Professional Standards for Teachers to ensure quality in teaching and Learning.

6.1.3 Provide a curriculum that the student/s can access and participate successfully in and continually update UbD documents.

6.1.4 Differentiate their teaching and curriculum to cater for the needs of all students in their class.

6.1.5 Provide case management for students at risk.

6.1.6 Ensure learning approaches recognise and build on student strengths.
6.2 Responsibilities of Parents/Carers

6.2.1 Inform the school of any significant changes in their daughter’s life, e.g. health, relevant family issues/changes, that may impact on their child’s wellbeing and/or learning.

6.2.2 Share updated professional reports relevant to their daughter’s education.

6.2.3 Share observations and insights into their daughter’s strengths, interests, learning and daily living skills within a range of contexts.

6.2.4 Attend Parent Teacher Learning interviews twice a year to discuss their daughter’s learning and wellbeing.

6.2.5 Raise concerns with their daughter’s Home Group teacher in the first instance, for example, homework, social interaction, learning areas (NB Parents/carers have the right to choose to be supported by a friend or advocate in the process).

6.2.6 Work in partnership with the College to maximise their daughter’s learning potential.

6.3 Responsibilities of Students

6.3.1 Participate in the planning and review of their learning goals.

6.3.2 Share relevant information in relation to their learning with their teachers.

6.3.3 Engage fully in the curriculum and communicate with the teacher when needed.

6.3.4 Seek feedback from their teachers about their learning.

6.3.5 Ensure that they feel appropriately challenged and communicate with the teacher if this is not the case.

6.3.6 Be committed to building positive relationships amongst teachers, school staff and their peers.

6.3.7 Be committed to being responsible users of ICT.

6.3.8 Respect their own and other students’ learning styles, rate and ability.

7. Revision Record

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<tr>
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<tbody>
<tr>
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<td>Policy</td>
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<tr>
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<tr>
<td>Principal</td>
<td>Ms Sara Scungio</td>
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<tr>
<td>College Board Chair</td>
<td>Ms Leanne Prior</td>
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<tr>
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<td>Revision History</td>
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8. Related Documents/Links

The following documents are to be read in conjunction with this document.

8.1.1 The Education of Gifted and Talented Students Procedure
8.1.2 Gagne, F (2008), Building Gifts into Talents: Brief Overview of the DMGT 2.0
8.1.3 SACCS Pastoral Care Policy
8.1.4 Melbourne Declaration on Educational Goals for Young Australians
8.1.5 CESA, Continuous Improvement Framework (2014)
8.1.6 Link to ACARA website
   www.australiancurriculum.edu.au
   www.acara.edu.au
8.1.7 Marymount College Strategic Intent
8.1.8 Learning Policy
8.1.9 Learning Links Policy