



Southern Grove Primary School Enrichment Policy

At Southern Grove Primary School, we have a responsibility to provide high quality curriculum differentiation to students where high potential, gifted or very gifted qualities are identified. A whole school approach catering for students when enrichment and extension is necessary, will depend on the teacher’s capacity to:

- Understand the nature of giftedness
- Identify behavioural characteristics of the gifted
- Find suitable options to meet the learning needs of the gifted
- Adapt the curriculum in line with identified needs

Research indicates up to 10% of the student population within a school environment is gifted and talented and require different levels of support depending on where they sit on a gifted and talented continuum.

Identification of Gifted and Talented Students

Characteristics of a Gifted Student

Gifted students demonstrate potential that is distinctly above average in one or more of the following domains: intellectual, creative, social and emotional and physical. Talented students’ area those whose skills are distinctly above average in one or more areas of human performance. (Gangès,1998)

Gifted students may demonstrate some or many of the following characteristics:

Twice Exceptional Students

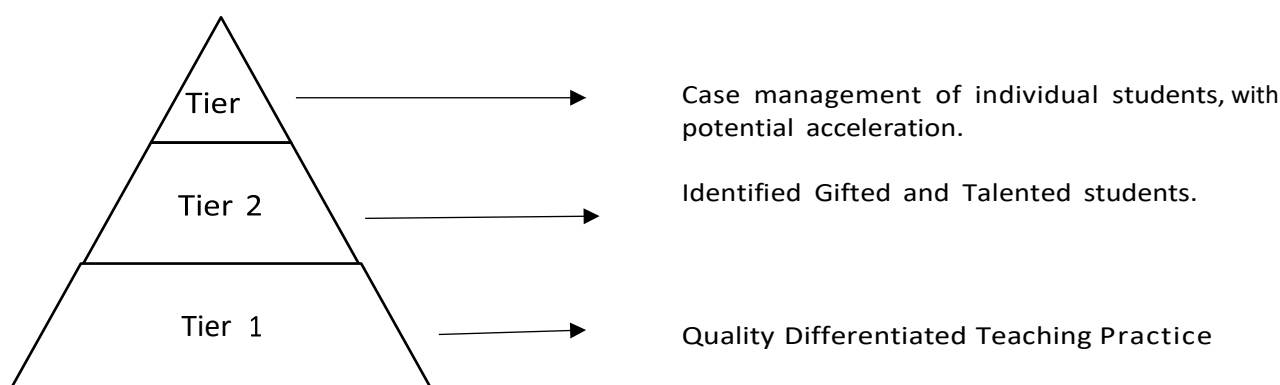
Twice-exceptional learners are students who give evidence of the potential for high achievement in a given area and have one or more disabilities as defined by federal or state eligibility criteria. Examples could be Autism Spectrum Disorder, ADHD or a physical disability.





Curriculum Provision for Gifted and Talented Students

At Southern Grove Primary the school environment will provide a range of options available to students who are gifted and talented and is based on a tiered approach. Consultation with parents, teachers, administration and external stakeholders (such as school psychologists) will contribute to determining the level of support a student requires.



Teachers at Southern Grove Primary differentiate their teaching to suit the needs of individual students in their class and this is underpinned by the Visible Learning pedagogy.

Identified Gifted and Talented Students

Teachers use the Characteristics of Gifted and Talented Students to identify students who demonstrate high potential and require further extension and challenge opportunities.

Students who have been identified as Gifted and Talented may participate in withdrawal programs running throughout the year. Withdrawal programs provide students the opportunity to learn with like-minded peers and focus on developing general capabilities, rather than providing extension in a particular learning area. These withdrawal programs may be for individual year groups or mixed year groups.

The Department of Education Western Australia offers the [Primary Extension and Challenge \(PEAC\) program](#), which is a part-time withdrawal program for upper primary school Year 5 and 6 students in public schools. Blanket testing of all Year 4 students occurs each year with individual schools testing their own students. Parents who do not wish for their children to be tested can opt out by contacting the school in writing. Students selected represent the top 2.5 % of the state.





Case Management

Students identified for Case Management are selected based on their performance in PAT Reading and PAT Mathematics Assessments. Specifically, students showing a decline in results over successive years are flagged for support. Once identified, these students are included in a Case Management Plan.

Each teaching team develops targeted strategies aimed at improving student outcomes. Progress is regularly reviewed during Professional Learning Community (PLC) meetings each term, as well as during collaborative planning sessions.

Case Management students may receive additional support from the Literacy Impact Coach, Numeracy Impact Coach, or SNAP team. In Reading, for example, students may work in small groups to strengthen their comprehension skills. In Numeracy, support is based on identified learning gaps, informed by assessment data.

Case Management of Individual Students

Students who require extensive curriculum adjustment and differentiation to support their learning needs will be case managed by the SAER team, in consultation with classroom/specialist teachers, parents/carers and/or the School Psychologist.

Students requiring case management will require a Documented Plan that outlines their learning goals and strategies.

Enrichment

Educational Research Projects

Walker Learning is an evidence-based pedagogy that supports student engagement and learning through personalised and inquiry-based approaches. In Years 3–6, this pedagogy incorporates Education Research Projects (ERPs), which enable students to undertake in-depth investigations across key curriculum areas over the course of a term.

ERPs are designed to integrate literacy and numeracy through explicit teaching, while also promoting student agency. Students are encouraged to explore topics of personal interest, engage in meaningful research, and produce an artefact that often connects to real-world problems. This process fosters higher-order thinking, creativity, and critical inquiry.

To support this, the Grovie Engineering Design Process (STEM) has been embedded into ERP planning and implementation, offering a structured framework for problem-solving and innovation.

Other opportunities for enrichment may include;





Math Talent Quest

The Maths Talent Quest is an annual competition run by the Mathematical Association of Western Australia (MAWA). Selected students from Years 4 and 5 participate by working independently or in pairs to create a PowerPoint presentation based on a mathematical investigation of their choice. Participants are chosen based on data from the previous year's PAT results, NAPLAN performance, and overall grade distribution. During Term 2, these students attend two weekly sessions—held during class time—where they work on their projects with the Numeracy Impact Coach. The completed projects are submitted to MAWA in July.

Número Enrichment

A group of up to 12 students from Years 5 and 6 are selected to participate in the Número Enrichment Program in preparation for the Interschool Número Competition held in Term 3.

Selection is based on teacher recommendations and close observation by the Numeracy Impact Coach and classroom teachers during weekly Número Club sessions.

Selected students engage in weekly half-hour training sessions during class time throughout Terms 2 and 3, where they tackle advanced Número challenges to develop their problem-solving skills. As the competition approaches, additional lunchtime practice sessions are scheduled to further prepare the team.

In addition to their training, these students also act as Número ambassadors within the school. Each Friday morning, from 8:15 to 8:30 am, they visit Pre-Primary to Year 3 classrooms to mentor younger students, supporting them in learning how to play Número as part of the school's whole-school Número initiative.

Reading Enrichment

Selection is based on Year 4 PEAC testing and PAT-R assessments.

Selected year 4 students engage in weekly half hour sessions with the Literacy Impact Coach to read high level texts and engage in activities to further develop their comprehension.

Science Talent Search

The Science Talent Search is coordinated by the Science Teachers' Association of Western Australia (STAWA) and invites students to develop their interest in Science through a competition with a range of categories. Students work independently on a topic of their choice, conducting science investigations, writing reports or producing scientific posters and videos.

Passionate, engaged and capable science students are selected to participate from Years 4-6. In Term 3, students attend four half-day sessions during class time, where they are provided with the resources and teaching required to complete their projects, which are submitted to STAWA in August.





Intervention

Mini Lit

Students identified for Mini Lit are selected based on their performance in PAT Reading, Little Learners and UFLI assessments. Specifically, students who are in the bottom 25% of PAT reading and Little Learners.

Once identified, these students complete a Mini Lit placement test, are included in a Documented Plan and are withdrawn from class to participate in Mini Lit for 50 minutes 4 x week.

Macq Lit

Students identified for Macq Lit are selected based on their performance in PAT Reading, YARC and UFLI assessments. Specifically, students who are in the bottom 25% of PAT reading and YARC.

Once identified, these students complete a Macq Lit placement test, are included in a Documented Plan and are withdrawn from class to participate in Macq Lit for 50 minutes 3-4 x week.

UFLI

Students identified for UFLI intervention are selected based on their performance in UFLI assessments.

Once identified, these students are included in a Documented Plan and are withdrawn from class to participate in UFLI intervention for 30 minutes 3 x week.

