




CHRISTIAN  
BROTHERS  
COLLEGE

Faith **Excellence** Community **Compassion**

Christian Brothers College  
**Gifted and Talented Program**  
2025







At Christian Brothers College, we have long moved away from the notion that giftedness is solely based on a student's IQ or is indeed an innate quality that one is born with and is imbued with for life.

In line with current research, we recognise that giftedness, whatever it is defined as, resides in all groups of people; that is, in both genders, minorities, the handicapped, ESL students, migrants, and the general population.

Christian Brothers College have defined giftedness as a fluid characteristic that will eventually be expressed as a student's talents. We believe that giftedness can exist across many domains and can be of various levels. Research has shown that the greater the giftedness the greater the asynchronicity of development. Gifted students need to be supported and challenged and failure to do so can increase the risk of the onset of social and emotional problems, as well as the failure to fully develop their potential talent.

## Definition

A common understanding is that giftedness and talent in students result in their displaying a selection of characteristics at home and school that are significantly above the average for their age.

Gifted students have natural innate abilities or exceptionally high potential, in one or more domains, while talented students have systematically developed skills or exceptionally high levels of performance. Therefore, students can be gifted but not (yet) talented.

Gifted and Talented programs nurture the creative side of exceptional children. Innovative and exciting programs group young people with peers of similar ability, providing them with academic and creative outlets that inspire them to achieve at a higher level.

# Gifted and Talented

**2–5%** of gifted students have a learning disability

Gifted students do not always excel at school



Adjustments should comprise elements of any or all of the following:



**faster pace**  
(acceleration, compacting)



**greater breadth**  
(enrichment)



**more depth**  
(extension)

Giftedness does not guarantee a student's future success

Many gifted and talented students are perfectionists and will work on a task until it is completed to their satisfaction



Giftedness may be physical, intellectual, creative, social, or perceptual

**10%** of students in a class are gifted and talented



The skills and abilities of gifted children may develop at different rates across the social and academic domains.

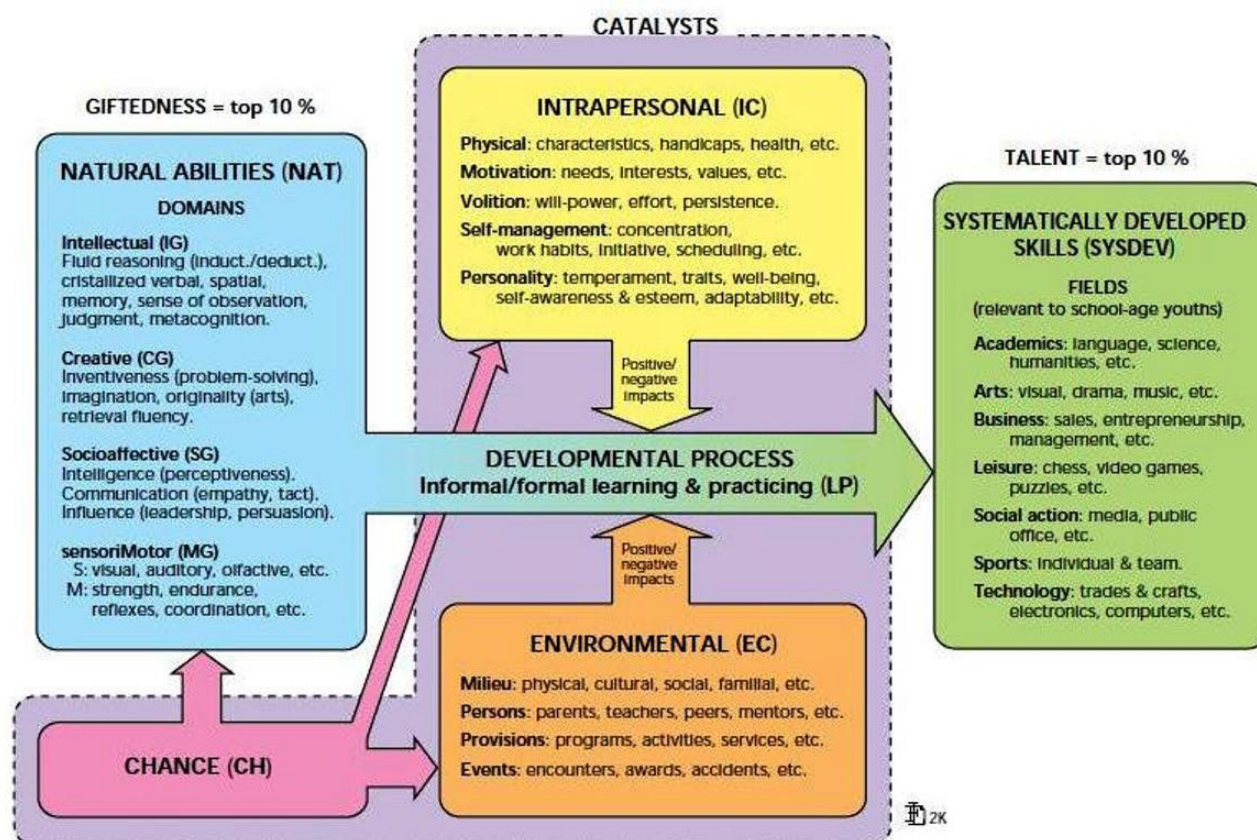




## Strategies to assist when planning for Gifted and Talented students

- The process of adjustment starts with learning area content that aligns with a student's chronological age.
- Students who are gifted and talented may also have a disability, and/or English as an additional language or dialect.
- Research suggests that 14 per cent of children who are identified as being intellectually gifted may also have a learning disability, whereas only about 4 per cent of children in the general population may also have a learning disability\*. In some instances, a student may require support in more than one element of diversity.
- General capabilities and cross-curriculum priorities can be used to extend and enrich teaching and learning opportunities.
- Pre-assessment and ongoing formative assessment are critical to ensure that learning area content and adjustments align with student needs.
- Gifted and talented students:
  - should be encouraged to achieve educational standards beyond those of their peers.
  - may require different levels of adjustment over time to reach their potential.
  - may have the capacity to learn at a faster rate than other students.
  - may require adjustments to different aspects of their learning.
  - giftedness is a natural ability that may not be reflected in achievement.

\* Wormald, C. (2015, March 25). Intellectually gifted students often have learning disabilities. *The Conversation*. Retrieved from.: <https://theconversation.com/intellectually-gifted-students-often-have-learning-disabilities-37276>



Gagné's Differentiated Model of Giftedness and Talent (DMGT.2K)

## Enrichment Activities - Junior Campus (R-6)

### In-class and targeted opportunities

<b>Writing</b>	The key element of Writer's Workshop is a student driven writing task, in which they are able to write about anything they like and to the extent what they feel comfortable writing. All students are encouraged to write to the best of their ability making the activity / task open-ended and easily adaptable, to cater for individual students who are Gifted and Talented in writing.
<b>Mathematics</b>	The teachers at the Junior Campus use the Mathematical Mindset by Jo Boaler to inform their practice and delivery when teaching mathematics. Any assessment task written uses the low entry / high exit format. Low entry / high exit relates to the task being open-ended and is able to cater for the wide range of ability levels in each of the different year levels and classrooms.
<b>Art Club</b>	This is a lunchtime club offered to students in Years 4-6 who have a passion / talent in visual arts. The boys are taught different ways of expressing their talent. These include; T-Shirt screen-printing, designing, and creating a skateboard. This also extends the students' way of thinking beyond just drawing and painting.
<b>Science Club</b>	This is a lunchtime club offered to students in Reception to Year 6 who have an interest in all things scientific. The program is driven by the students' interests, and the areas they want to explore or develop.
<b>Music Ensembles</b>	<p>We have a number of music ensembles at the Junior Campus to further develop the skills of students who are learning a musical instrument. These ensembles, depending on the individual ability level of each student, can cross over between the Senior and Junior Campus. We also offer two different choirs depending on the year level of the student.</p> <p>The ensembles are:</p> <ul style="list-style-type: none"> <li>• Guitar</li> <li>• String</li> <li>• Percussion</li> <li>• Concert Band</li> </ul> <p>The choirs are the B Vocals for students who have a love of singing in Years 3-5 and our Festival Choir for students in Year 6. This choir gives the boys an opportunity to perform with a larger group of students from across South Australia. They all learn the same songs at their individual Catholic school and come together to perform at the Festival Theatre at the end of Term 3. These performances also give students the opportunity to audition and perform solo pieces at the event.</p>
<b>Chess Club</b>	<p>Chess is an intellectually rewarding game that encourages patience, develops sharp memory, an ability to concentrate, improves problem solving skills, and the understanding that certain behaviours carry certain consequences.</p> <p>In addition, chess:</p> <ul style="list-style-type: none"> <li>• Demands both inductive and deductive reasoning.</li> <li>• Requires students to look at a problem, break it down, and then put the whole thing back together.</li> <li>• Involves recall, analysis, judgment, and abstract reasoning.</li> <li>• Improves decision-making skills.</li> <li>• Increases a player's self-confidence and improves organisational habits.</li> </ul> <p>Chess coaching occurs before school at 7.30am and matches are on Wednesdays after school.</p>

## Enrichment Activities - Junior Campus (R–6)

### In-class and targeted opportunities

<b>First LEGO League / Robotics</b>	<p>First LEGO League (FLL) guides students through STEM learning and exploration from an early age. From Discover, to Explore and then to Challenge, students will understand the basics of STEM and apply their skills in an exciting competition while gaining productive learning habits, confidence, and teamwork skills along the way.</p> <p>FLL is offered to students in Years 5 and 6, due to the level of commitment and skill level needed to compete against other schools from around the State.</p> <p>Friendly competition is at the heart of each challenge, as teams of students engage in research, problem-solving, coding and engineering as they build and program a LEGO robot to navigate the missions of a robot game. As part of challenge, teams also participate in a research project to identify and solve a relevant real-world problem.</p>
<b>Sports Co-Curricular</b>	<p>At CBC, we offer a number of different opportunities for the boys to develop their skills in different sports. If students display a natural ability in their chosen sport, they have the opportunity to train with students on the Senior campus and participate in games above their age group.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>• Soccer development</li> <li>• Football training</li> <li>• Cricket</li> </ul>

## Enrichment Activities - Senior Campus (7–12)

### In-class and targeted opportunities

<b>Middle School Mathematics High Achievers Program (HAP)</b>	<p>Eligible students complete a mathematics program that involves a modification to the timetable. Ordinarily, students completing Middle School mathematics complete four lessons per week in a core group. High Achievers Program (HAP) students attend two of these four lessons with their mathematics teacher and are required to complete all tasks and assessments. Consequently, HAP students must develop their skills in organisation and communication to ensure they complete the course work. However, to ensure enrichment and extension, modification to HAP students' timetable is as follows:</p> <ul style="list-style-type: none"> <li>• The first lesson is with the Head of Gifted and Talented, in which students engage in a range of activities based on increasing cognitive development, meta-cognition and self-regulation strategies.</li> <li>• In the second lesson, HAP students from the same core group work with specialised mathematics tutors in completing extension activities and projects. These tasks are set by the Head of Gifted and Talented, Head of Mathematics, subsequently requiring HAP students to employ and apply an advanced range of mathematics skills in unfamiliar contexts.</li> </ul>
<b>Specialised Senior Curriculum Pathways</b>	<p>Eligible senior students complete a range of specialised and academically rigorous curriculum pathway from Year 10 to 12. These programs and subjects include:</p> <ul style="list-style-type: none"> <li>• Year 10: Pre-Mathematical Methods, Mathematics A.</li> <li>• Year 11 &amp; 12: Specialist Mathematics, Mathematical Methods, Physics (Astronomy/Medicine), Chemistry, Biology, English Literary Studies.</li> </ul>

## Enrichment Activities - Senior Campus (7–12)

### In-class and targetted opportunities

<b>Enrichment Opportunities in Science and Mathematics</b>	<p>Students are invited to participate and represent the College in the following:</p> <ul style="list-style-type: none"> <li>Adelaide University Partnership – students attend specialised tutorials and have access to Adelaide University facilities such as astronomy, sports science, nutrition, biology.</li> <li>Specialised Stage 1 and 2 courses offered in Digital Technologies, Robotics, Electronics, and Information Processing.</li> </ul>
<b>Enrichment Opportunities in English &amp; Humanities</b>	<p>Students are invited to participate and represent the College in the following:</p> <ul style="list-style-type: none"> <li>Middle School Wildlife Warriors – working on a range of projects and initiatives vested in addressing environmental issues.</li> <li>Debating teams.</li> </ul>
<b>eSports and Electronics</b>	<ul style="list-style-type: none"> <li>eSports at CBC provides students with an opportunity to socialise and compete with peers in a range of games.</li> <li>We recognise, in the right conditions, gaming can improve cognitive abilities as well as problem-solving skills and logic. There are two main components in eSports at CBC; at school and for extra-curricular.</li> <li>In-school eSports is offered all year round. This has students competing in the Fuse Cup played on the Nintendo Switch. They compete against their peers with heats held at recess and lunchtime. The best players go forward to represent the College competing against school teams from all over Australasia in live and online tournaments.</li> <li>Extra-curricular eSports provides students with access to high specification, computers to play games of their choosing with their peers in Terms 1 and 4. This is very popular and some students, who regularly attend, have competed in national competitions and leagues.</li> </ul>
<b>Robotics</b>	<p>Robotics is run as an extra-curricular activity after school primarily in Terms 2 and 3. It offers students the opportunity to work in teams competing in the LEGO League competition. The challenges this competition offers involve research, problem-solving, coding and engineering, building and programming robots. At the core of these are skills in being able to identify and solve a relevant real-world problem. However, participating in robotics also develops what are often called 'soft skills' particularly around resilience and communication.</p>
<b>National and International Competitions</b> (Multiple Areas)	<ul style="list-style-type: none"> <li>English: Write a Book in a Day Competition, Spring Poetry Festival, Young Writers Award, ICAS English</li> <li>Mathematics: ICAS Mathematics</li> <li>Science: Big Science Competition, Oliphant Science Awards, ICAS Science</li> </ul>
<b>Co-Curricular Sports Skill and Development</b>	<p>Christian Brothers College offers a range of specialist coaches in Soccer, Football, Cricket and Basketball. These leading sport partnerships provide student athletes with a quality sporting program designed to develop skills and prepare students for high level competition, while complementing the academic components of College life.</p> <p>The specialist coaches are as follows:</p> <p>Marcelo Carrusca - Soccer</p> <p>Ron Fuller – Football</p> <p>Mark Scott – Cricket</p> <p>Oliver Megins – Basketball</p>



# Enrichment Activities - Junior Campus

In-class and targetted opportunities by year level

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing	•	•	•	•	•	•	•
Maths	•	•	•	•	•	•	•
Art Club					•	•	•
Science Club	•	•	•	•	•	•	•
Music Ensembles			•	•	•	•	•
Chess Club				•	•	•	•
First Lego League							•
Robotics				•	•	•	•
Co-curricular		•	•	•	•	•	•





## Enrichment Activities - Senior Campus

### In-class and targetted opportunities by year level

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Maths Enrichment and Accelerated Mathematics</b>	•	•	•	•	•	•
<b>Science</b> Robotics, Astronomy, Oliphant Projects	•	•	•	•	•	•
<b>English</b> Debating, Enviromental Challenges, Public Speaking					•	•
<b>Skill and Talent Development in Sport</b> Cricket, Soccer and Football	•	•	•	•	•	•
<b>Nationals and International Competitions in All Learning Areas</b>			•	•	•	•
<b>High Skill Programs within Courses</b> (i.e. Astronomy in Year 11 Physics)				•	•	•
<b>Music Ensembles / Groups</b> Guitar, Percussion, Concert Band, Rock Band, Choirs	•	•	•	•	•	•
<b>eSports</b>		•	•	•	•	•



## Assessments and Tests

<b>The Raven Assessment</b>  <b>(Senior Campus)</b>	<p>Non-language based cognitive assessment. The Senior Campus work with students in the 90th percentile (top 10%) who are highly cognitive functioning and are catered for and differentiated within the classroom. Whilst students at the 95th percentile - which comprise 3% of our population as Gifted students - are catered for with special programs.</p>
<b>ICAS Assessments</b>  <b>(Senior Campus)</b>	<p>ICAS Assessments are designed to recognise and reward academic excellence. Students are assessed on their ability to apply classroom learning to new contexts, using higher-order thinking and problem-solving skills.</p> <p>The assessments are based on the curricula of the relevant year. Students are asked to demonstrate a deeper, integrated, and thorough level of knowledge. New ICAS assessments are developed annually for each subject in every year level. This is to ensure an engaging and beneficial experience for all students.</p> <ul style="list-style-type: none"> <li>• ICAS English</li> <li>• ICAS Mathematics</li> <li>• ICAS Science</li> <li>• ICAS Digital Technologies</li> <li>• ICAS Writing</li> <li>• ICAS Spelling Bee</li> </ul>
<b>ACER Tests</b>  <b>(Junior and Senior Campus)</b>	<p>Senior Campus</p> <ul style="list-style-type: none"> <li>• ACER Scholarship Test - This is used across Australia to identify academically-able students for the awarding of a scholarship. The tests are designed to assess applicants, finely differentiating the top end of performance. Applicants are required to demonstrate a range of skills such as the ability to interpret, infer, deduce and think critically. The tests are not curriculum based and do not test the ability to retrieve learned knowledge, nor are they diagnostic.</li> </ul> <p>Junior Campus</p> <ul style="list-style-type: none"> <li>• Progressive Achievement Test (PAT) - Reading</li> <li>• Progressive Achievement Test (PAT) - Maths</li> </ul>



## Nominated for Gifted and Talented

Teacher, parent/carer or student notifies the Inclusive Education Coordinator of a potentially gifted and talented student as outlined in the school documentation for all gifted and talented students.

## Assessment for Identification

Collection of evidence to identify the gifts and talents of students using measures that may include:

- |                                    |  |
|------------------------------------|--|
| Teacher or parent/carer checklists | Anecdotal evidence                     |
| Psychological assessments          | Student work                           |
| Self-identification                | Curriculum-based assessments/reporting |
| Interviews                         | Educational history                    |
| Other relevant information         | Medical history                        |

## Validation

Inclusive Ed Coordinator determines the status of the student based on the evidence provided

### Not identified as a Gifted & Talented

### Identified as a Gifted & Talented

### Explore appropriate educational opportunities for the student

Students can still be nominated again for consideration as Gifted and Talented at a later date, based on new evidence

### Placement and/or Modification

Inclusive Education Coordinators consult with parents/carers, psychologists, teachers, and other external agencies to determine provisions that will meet the individual needs of the students

### PPL's

- The case management process requires a PPL for the student
- Student undergoes a subject or whole-grade acceleration
- Student is identified as having dual exceptionalities

### Provisions

Developmentally appropriate modifications are made to the student's PPL

Whole-grade  
or Subject Acceleration

Early Entry

School Partnership with  
external agencies

### Evaluation

Regular and ongoing evidence-based reviews of student progress, strategies and provisions

### Transition

A transition process that acknowledges and supports the gifted and talented through their schooling





**[www.cbc.sa.edu.au](http://www.cbc.sa.edu.au)**

**An R-Year 12 Catholic College for Boys in the Edmund Rice Tradition**

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