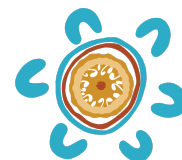


High Potential and Gifted Education Policy

Banksmeadow Public School



Rationale

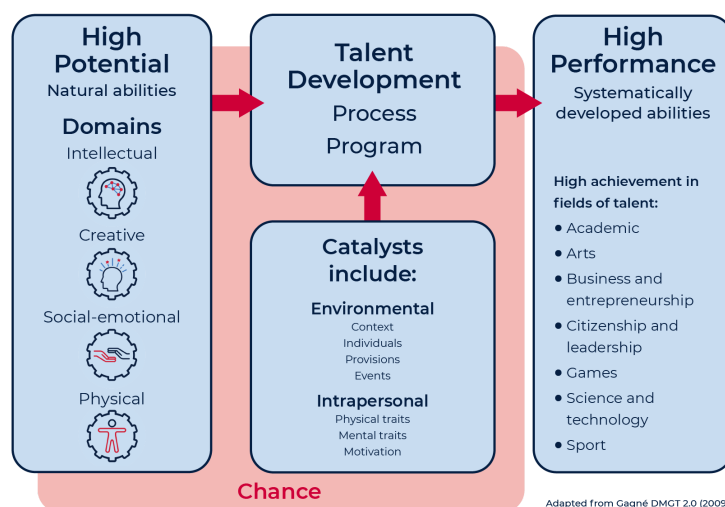
At Banksmeadow Public School, we support every student to achieve their educational potential, regardless of background, through the provision of explicit teaching strategies and quality teaching in a supportive learning environment.

We aim to provide learning environments which support the social-emotional and wellbeing of high potential and gifted students, enabling them to connect, succeed and thrive.

We aim to optimise the growth and achievement of high potential and gifted students across all domains of potential, through evidence-based development opportunities and differentiated teaching and learning practices, to ensure that their specific learning and wellbeing needs are met.

Definition

High potential students are those whose potential exceeds that of students of the same age in one or more domains (creative, physical, socioemotional and intellectual). Their potential may be assessed as beyond the average range across any domain. They may benefit from an enriched or extended curriculum and learning opportunities beyond the typical level of students the same age



Adapted from Cagné DMGT 2.0 (2009)

Gifted students' potential significantly exceeds that of students of the same age in one or more domains. Leading gifted education experts commonly estimate that 10% of students may be considered gifted. They typically develop talent and achieve mastery notably faster than peers of their age.

Highly gifted students' potential vastly exceeds that of students of the same age in one or more domains. Highly gifted students have potential assessed in the top 1% or less of age peers. Highly gifted students may require specific and more significant curriculum adjustments to meet their learning and wellbeing needs.

Identification procedures

Identification of high potential and gifted students should be objective, valid and reliable. A mix of quantitative data (internal and external assessment data) and qualitative (teacher judgement) is considered. Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential. The use of various data sources, with a high number of stakeholders providing input ensures that students from diverse cultural, linguistic, socio-economic backgrounds, Aboriginal and Torres Strait Islander students and students with disabilities are provided with equal opportunities.

Quantitative

Assessment of Ability

- ACER General Ability Tests (AGAT)
- Music and dance auditions, sporting trials (for talents in specific domains)

Assessment of Achievement

- Standardised tests, eg NAPLAN Year 3 and Year 5, Best Start, Check In
- School-based assessments across KLAs
- Psychometric assessments and ICAS test results (note: these are not expected or required, but may be considered if provided)

Qualitative

[Teacher nomination](#) of potential/giftedness

Teachers can access the nomination form in the High Potential and Gifted folder on the school's shared Google Drive. Completed teacher forms are sent to the HPGE team (Rose and Andrea). Teachers complete the class GAT screener and send results to the HPGE team.

[Parent nomination](#) of potential/giftedness

Parents can access the identification checklist through the school website. Completed parent checklists are sent to the HPGE team. Additionally, if external psychometric or ability assessments have been conducted, parents are invited to share this information with the school, as it contributes to the identification process, holistic profiling and decisions made in relation to appropriate programs and provisions for individual students

[Student self-nomination](#)

Teachers are encouraged to provide this checklist to students who are self-advocating for more challenging learning experiences. Students who have been identified by parents and/or teachers may also be given the opportunity to complete this checklist.

[Peer nomination](#)

Students are encouraged to complete this checklist to nominate peers they believe require more challenging learning experiences.

Teacher Responsibilities

- Use assessment and data to identify the specific learning needs of high potential and gifted students across all domains of potential.
- Apply evidence-based approaches that extend and challenge high potential and gifted students beyond their current level of mastery
- Develop, design and teach differentiated learning programs and provide experiences that meet the advanced learning needs of students.
- Participate in school provided professional learning that enhances their expertise in planning and programming effective learning experiences for high potential and gifted students
- Collaborate with families, other schools and the wider community to support the learning and wellbeing of high potential and gifted students
- Communicate assessment and identification information to support the transitions of high potential and gifted students.

Provisions for High Potential & Gifted Students

The school coordinates the provision of developmentally appropriate and engaging programs for students who are gifted and talented in the intellectual, creative, socio-emotional and physical domains. Teachers select and implement a variety of teaching strategies and learning experiences to engage the interest of gifted and talented students, challenge their capabilities and enrich their daily experience of schooling. This is achieved through a variety of strategies at a whole school, classroom and extra-curricular program level.

Whole school

The school implements evidence-based programs, practices and procedures so that high potential and gifted students' specific learning needs are identified and catered for. The school facilitates opportunities and encourages participation in programs beyond the school to provide opportunities for high potential and gifted learners in a range of domains.

The collaborative planning process enables the creation of differentiated learning programs which support the needs of HPG students. There is a strong focus across the school on the Quality Teaching Model, and embedding its elements and dimensions into classroom programs.

For highly gifted students, curriculum compacting, mentoring and acceleration may be implemented in certain circumstances.

All classrooms

All teachers develop, design and implement differentiated learning programs with deliberate adjustments to content, process, product and learning environment, to meet the specific learning needs of HPG students. Through ongoing data collection, teachers analyse and evaluate the effectiveness of differentiated programs and provisions.

[The Differentiation adjustment tool](#) is used by teachers to inform their programming.

Teachers use assessment data to implement flexible and purposeful grouping practices. Teachers offer differentiation to meet student needs, including HPG students with disability. Flexible grouping strategies may include needs-based or task-oriented grouping - students may be grouped and regrouped frequently, according to formative assessment and learning progress. Extension groups may be formed for specific purposes, aimed at catering for students with particular strengths and talents.

In order to reach their full potential, all students need to be challenged to learn and master new skills and feel a sense of success, wellbeing and belonging in a supportive learning environment. Some HPG students may experience specific social challenges related to their advanced ability and development, and this needs to be proactively addressed by all teachers in collaboration with parents and carers and the AP Wellbeing.

Enrichment Programs

The HPG team design and implement targeted enrichment and extension programs and activities for identified students. The HPG team will provide mentoring and programming support to stage teams across the school, aimed at increasing teachers' knowledge and confidence in differentiating beyond students' current level of mastery.

Potential Co-Curricular and Extra-Curricular Activities

Intellectual Domain

English Enrichment

- Poetry Writing competition
- Public Speaking competitions
- Debating competition
- ICAS English
- ICAS Spelling
- Story writing competitions
- Author talks
- Library Monitors
- The Journey (Botany Bay Network)

Maths Enrichment

- Maths enrichment sessions - withdrawal groups
- ICAS Mathematics
- Maths Olympiad
- MANSW Maths competition

General

- Australian STEM Video Game challenge (STEAM club)
- Chess Club

Creative and Physical Domains

CAPA

- Choir
- Art Club
- After school art classes
- Dance Ensemble Groups
- Showcase/Spotlight

Sport

- PSSA
- School carnivals
- Zone/Regional/State carnivals
- Gala Days

