

Chullora Public School

# High Potential and Gifted Education Policy



## AIM

The Chullora Public School High Potential and Gifted Education Policy has been developed to promote engagement and challenge as well as optimise student growth, well-being and achievement for every student, regardless of background across 4 domains of potential:

- Intellectual
- Creative
- Social-emotional
- Physical

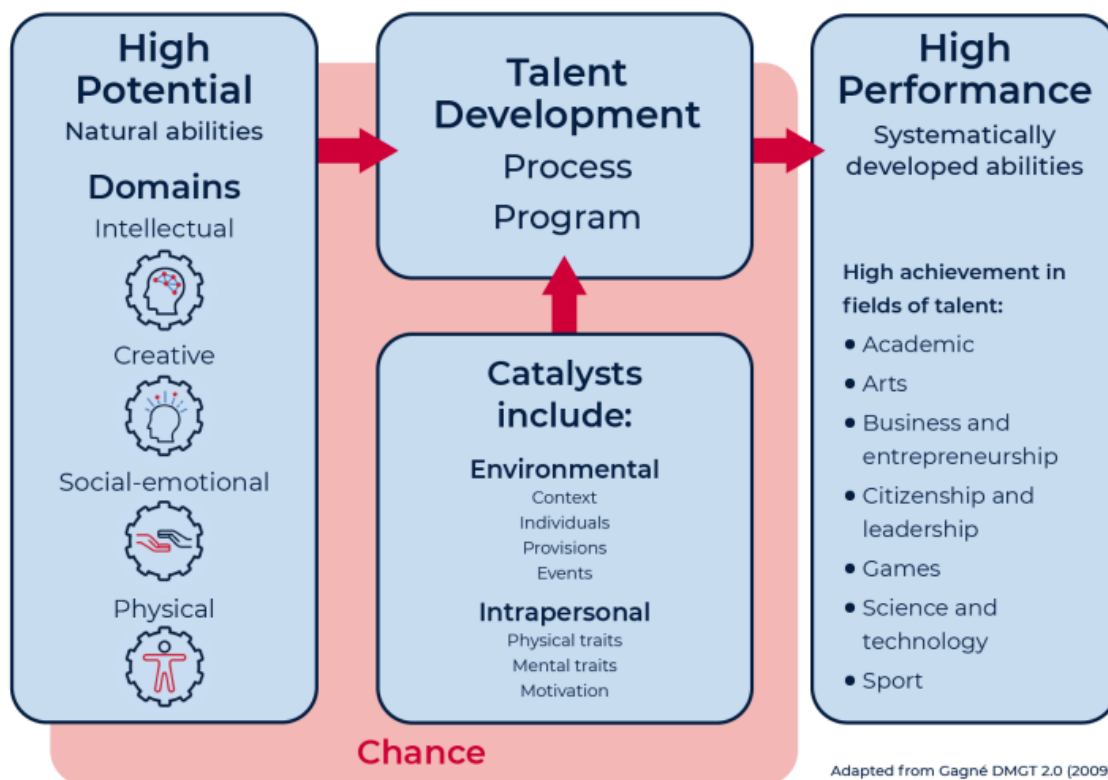
It assists every student to achieve their educational potential, through talent development opportunities and differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met.

## DEFINITIONS

**High Potential**- are students whose potential exceed that of students the same age. These students may benefit from an enriched or extended curriculum beyond the typical level of their aged peers.

**Gifted**- are students whose potential significantly exceeds that of students their own age. They typically develop talent and achieve mastery notably faster than their age peers.

**Highly Gifted**- are students whose potential vastly exceeds that of their age peers. They may require specific and significant curriculum adjustments to meet their learning and well-being needs.



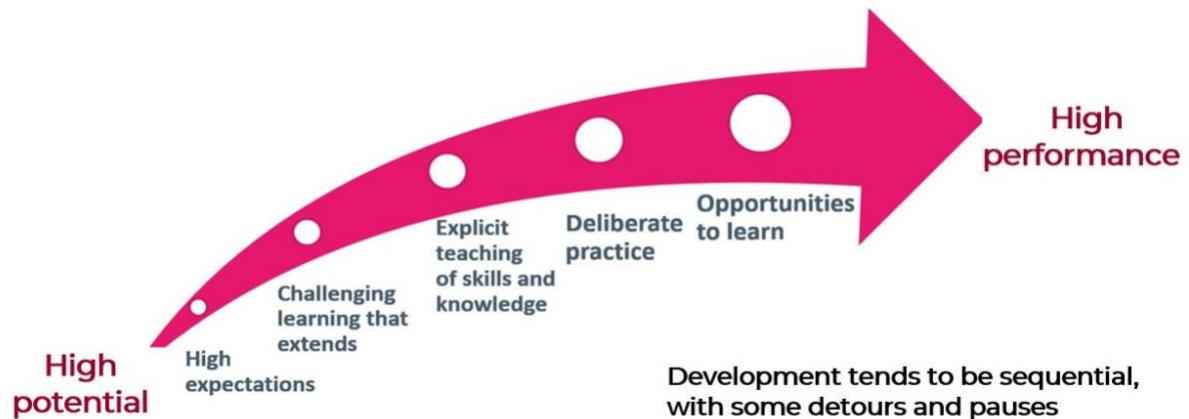
## Students Targeted at Chullora Public School

High Potential and Gifted Students, at Chullora Public School, are a diverse group represented across all ages, gender and domains of potential.

Some of Chullora Public School's high potential & gifted students:

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- come from other cultural backgrounds and have language barriers.
  - are from disadvantaged backgrounds and don't have the resources to reach their full potential.
  - have a disability who have programs focussed on their strengths as well as appropriate adjustments for remediation in other areas.
  - have been disengaged, withdrawn or are behaviourally challenging.
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## The Importance of Talent Development



High Potential and Gifted Students require evidence-based talent development to optimise their growth and achievement.

Talent development is a deliberate, systematic process or program by which a student's potential is supported in a specific domain such as:

- the intellectual,
- creative,
- social-emotional, or
- physical domain.

The goal of talent development is to translate potential into actual performance, so a student can achieve personal excellence.

By deliberately and explicitly supporting talent development for all students at Chullora Public School, we ensure that students from all backgrounds have the opportunity to achieve their educational potential.

Talent development is the process by which a student's potential is developed into higher achievement in a specific domain or field of endeavour. Students move through various stages of competency along a continuum from novice to competency to mastery.

## **FACTORS IN THE TALENT DEVELOPMENT PROCESS AT CHULLORA PUBLIC SCHOOL**

1. High Expectations
2. Challenging activities
3. Explicit Teaching
4. Deliberate Practice
5. Opportunities to Learn

## **Effective Evidence-Based Practices used at Chullora Public School**

High Potential and Gifted students need adjustments and/or interventions to reach their full potential.

Chullora Public School uses a range of evidence-based practices to support high potential and Gifted Students:

1. Formative Assessment
2. Explicit Teaching
3. Ability Grouping
4. Extension & Enrichment
5. Differentiation

## **1. FORMATIVE ASSESSMENT**

Teachers at Chullora Public School use formative assessment to:

- inform teaching & learning
- recognise where current mastery exists and identify strengths and areas requiring further development using pre-tests to inform teaching and learning to cater for the needs of high potential & gifted students. This allows for differentiation where learning is challenging.

## **2. EXPLICIT TEACHING**

Recent research suggests that high potential & gifted students, like all students, benefit significantly from explicit teaching techniques that include worked examples, scaffolded instruction and well-sequenced learning tasks, especially in the development stages of a new topic.

Due to their ability to learn content at a faster pace, high potential & gifted students may require less opportunities for practice or revision, before moving to problem solving or open-ended tasks. However, they still require & deserve an expert teacher, especially in the early stages of learning fresh content.

Explicit teaching techniques, utilised at Chullora Public School, at the right level of challenge are:

- worked examples
- scaffolding
- well-sequenced learning tasks

**(‘What Works Best’ (CESE)- updated April 2020**

### **3. ABILITY GROUPING**

The learning makes the greatest impact, not the grouping. Learning must be differentiated to support groupings. At Chullora Public School:-

- learning is **challenging**
- groupings are **flexible**

Research shows that students are not affected by gifted ability grouping. Both in class and cross grade grouping have moderate to significant positive effect sizes. Grouping assists teachers in focussing their efforts and supports differentiation.

Chullora Public School achieves the best outcomes- through flexible groupings with differentiated teaching and learning approaches.

Grouping is:

- purposeful
- flexible
- equitable
- supports curriculum differentiation
- based on formative and diagnostic assessment.

## **4. EXTENSION**

High Potential and Gifted Students at Chullora Public School, identified across the 4 domains, have access to quality programs to facilitate their advanced learning needs in the:

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- Intellectual Domain- through whole class Literacy and Numeracy Programs that are embedded with opportunities for deeper and more challenging learning in the same syllabus. This usually takes place within the same class for students. In addition, high potential and gifted students are given opportunities to further develop their talents through debating and participation in ICAS testing.
- Creative Domain- through the employment of a Creative Arts Specialist teacher who provides enriching creative experiences as well gives students opportunities to enter competitions. Specific teachers, at the school, also take groups of students for choir.
- Social-Emotional Domain- through opportunities to engage in Public Speaking as well as leadership- Student Representative Council.
- Physical Domain- through opportunities such as PSSA with experienced sport coaches, participation in Dance Groups, Cross Country as well as District Carnivals.

## **5. DIFFERENTIATION**

Differentiation for high potential and gifted students at Chullora Public School, focus on key factors. Learning provides:

- an appropriate level of challenge
- high expectations- setting clear goals and success criteria is important.
- adjustments across different areas- See Differentiation Adjustment Tool

<https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies>

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## **IDENTIFICATION**

Chullora Public School utilises an ongoing, holistic identification process, which gathers and interprets student growth and achievement data.

Through:

- analysis of growth using PLAN2 data
- class formative and summative assessment data
- class reporting
- exceptional performance in public speaking, art competitions and sporting events
- Best Start, NAPLAN, Check in Assessment data

Chullora Public School is continually refining the student profiling and identification process to identify the individual abilities and needs of high potential and gifted students, as well as measure progress and support the development of effective teaching and learning programs.

## **IMPLEMENTATION PROCESS**

To further refine and add to existing measures to support high potential and gifted students at Chullora Public School, leaders will:

1. **evaluate** school processes, programs and practices using the High Potential and Gifted Education Policy Planning Tool.
  - 2, **build** their capacity to best meet the needs of High Potential and Gifted students.
  3. **build** teacher capacity to best meet the needs of these students.
  4. **collaborate** with families, schools & the wider community around what high potential and Gifted Education is all about.
  5. **identify** teachers' skills across the 4 domains
  6. **assess** and identify High Potential & Gifted Students
  7. **implement** evidenced based programs to support students to facilitate talent development.
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CHULLORA PUBLIC SCHOOL HPGE POLICY

5 KEY ACTIONS	DOMAIN			
	CREATIVE	SOCIAL-EMOTIONAL	PHYSICAL	INTELLECTUAL
<p><b>3.7.1</b></p> <p><b>EVALUATE</b> school procedures, programs and practices and student growth and achievement to inform school planning and policy implementation.</p>	Art enrichment Choir	Public speaking PBL (underachievers) Positive Reward System Student leaders Buddies SRC	PSSA Dance group Carnivals – athletics, cross country, swimming)	Debating Best Start NAPLAN Check-in Assessments Formative/summative data Differentiated Programs Ability Grouping
<p><b>3.7.2</b></p> <p><b>ASSESS AND IDENTIFY</b> the specific learning needs of all high potential, gifted and highly gifted students.</p>	competitions/achievements	Premiers Reading Challenge SRC Student leaders	Use carnivals as above for ID PSSA trials for ID Teacher observation	Formative/summative competitions NAPLAN Check-in Assessments Semester reports
<p><b>3.7.3</b></p> <p><b>IMPLEMENT EVIDENCE-BASED PROCEDURES, PROGRAMS AND PRACTICES</b> that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.</p>	Learning and support team	PBL School rewards system Class Dojo	PSSA/Zone/Regional Year sports Criteria for all sport groups (gives data on individual students)	Differentiation Learning and support Groups Public speaking,
<p><b>3.7.4</b></p> <p><b>COLLABORATE</b> with families, school communities and the wider community to enhance growth and achievement for all high potential and gifted students.</p>	Camps Stage meetings	Camps Stage meetings SRC meetings	Camps Parent experts/helpers at carnivals Stage meetings	EALD Team Stage meetings
<p><b>3.7.5</b></p> <p><b>BUILD TEACHER AND LEADERSHIP CAPACITY</b> through engagement with quality research and ongoing professional learning on effective practices to improve growth and achievement for all high potential and gifted students.</p>	Art training Wellbeing Framework PDPs incl. team Goals & Class Observations Mentors	Debating – coaches, adjudicators Wellbeing framework PBL PDPs incl. team Goals & Class Observations	Sports team coaching and development of criteria Teachers to nominate students for external opportunities PDPs incl. team Goals & Class Observations Sports Unit coaching training	Debating – coach/ adjudicate PDPs incl. team Goals & Class Observations Implementation of syllabuses PLs