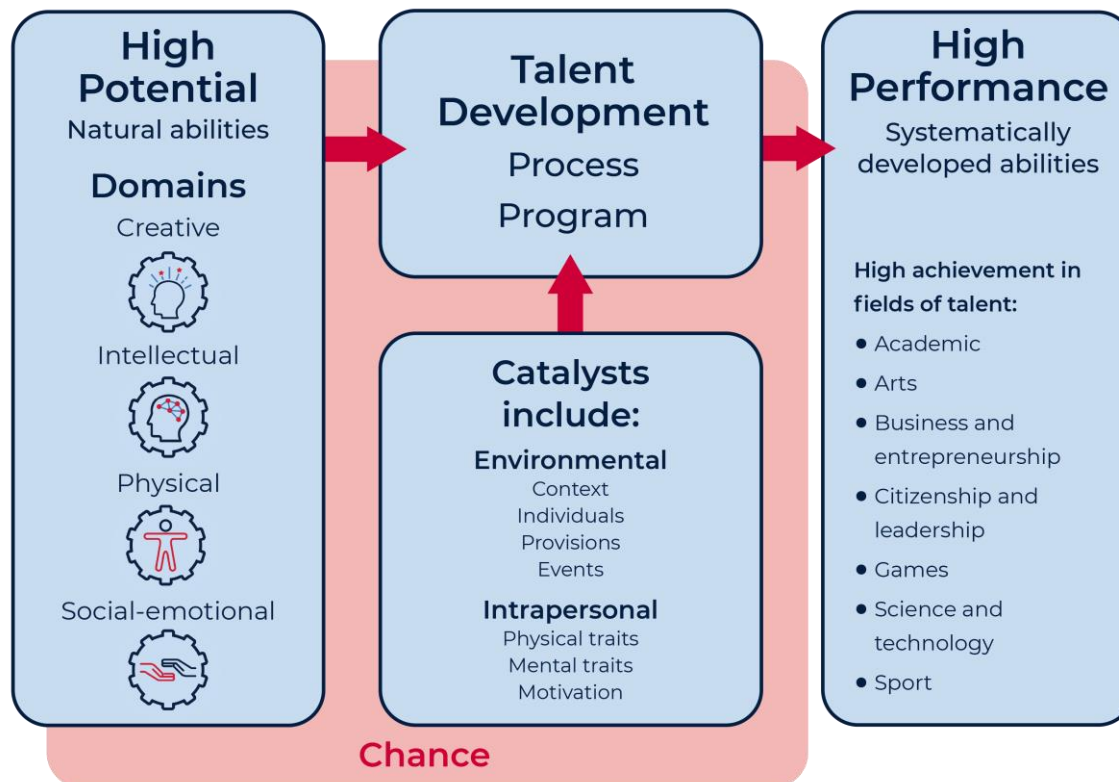


# High Potential and Gifted Education

## Guiding Principles

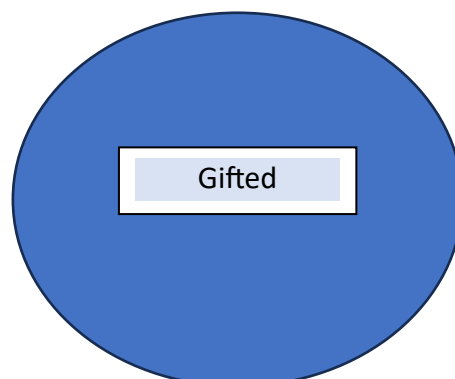
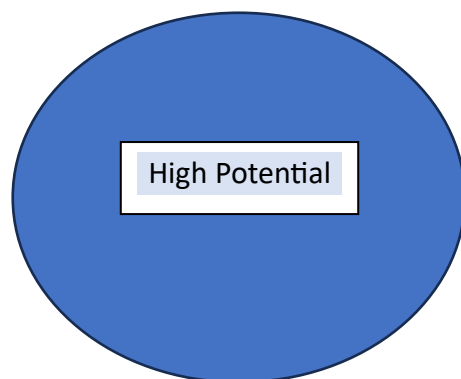
- All students, regardless of background or personal circumstances, require access to learning programs that meet their learning needs and support to aspire to, and achieve, personal excellence.
- Our commitment to high expectations for all students includes high potential and gifted students.
- Achieving excellence for high potential and gifted students is underpinned by effective school environments including quality teaching, learning and leadership.
- Potential exists along a continuum, where differing degrees of potential require differing approaches and levels of adjustment and intervention.



Here are **6 evidence-informed practices** proven to be **effective across domains in HPGE**:

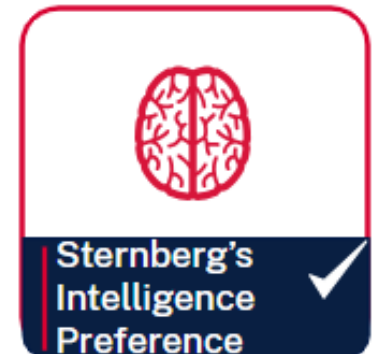
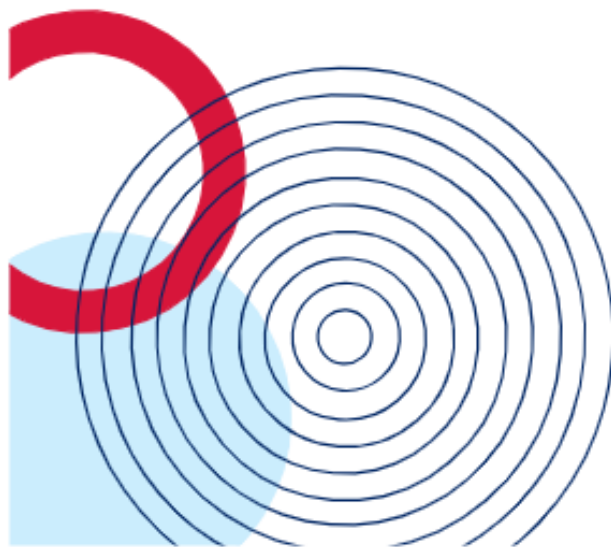
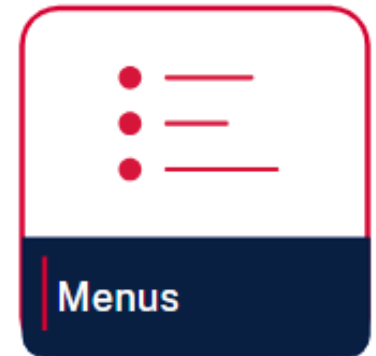
- advanced learning pathways – acceleration
- formative assessment
- explicit teaching
- purposeful and flexible grouping
- extension and enrichment
- differentiation.

# Supporting Talent Development



High Potential	Gifted	Highly Gifted
<b>Definition-</b> High potential students are those whose potential exceeds that of students of the same age in one or more domains. 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.	<b>Definition-</b> Gifted students' potential significantly exceeds that of students of the same age in one or more domains. Gagne and others commonly estimate 10% of students may be considered gifted. These students typically develop talent and achieve mastery notably faster than their age peers. They may benefit from an extended curriculum and learning opportunities significantly beyond the typical level of students the same age.	<b>Definition-</b> 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.
Strategies	Strategies	Strategies
Strategy 1: Regular assessment to identify capabilities Strategy 2: Goal setting Strategy 3: Differentiation Strategy 4: Extra-curricular activities Strategy 5: Collaborative learning Strategy 6: Purposeful and flexible groupings Strategy 7: Explicit teaching and feedback (LISC)	Strategy 1: Parent and LST involvement (PLSP) Strategy 2: Independent learning pathways to pursue interests Strategy 3: Critical thinking exercises Strategy 4: Collaborative group work Strategy 5: Access to resources e.g. stage above books, lessons, or online programs Strategy 6: Enrichment activities such Maths Olympiad and ICAS	Strategy 1: Networking with other schools Strategy 2: Mentorship Strategy 3: Opportunity classes e.g. AUROA college Strategy 4: Acceleration Strategy 5: Social and emotional support to navigate challenges

# Differentiation



**So let's**  
**find the potential**  
**develop the talent**  
**make the difference.**