



High Potential & Gifted Policy Implementation

Find the Potential, Develop the Talent, Make the Difference

Rationale:

At Maclean Public School, we support every student in reaching their potential through talent development programs and evidence-based teaching strategies, such as explicit instruction and quality teaching, within a supportive learning environment.

We strive to create learning environments that nurture the social-emotional wellbeing of high potential and gifted students, allowing them to connect, succeed, and thrive. Our goal is to optimise the growth and achievement of high potential and gifted students across all domains of potential by providing evidence-based talent development and differentiated teaching and learning practices, ensuring their specific learning and wellbeing needs are met.

The NSW Department of Education **HPGE policy and information** can be found here: <https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/HPGE-policy-information>

Key Areas for Action:

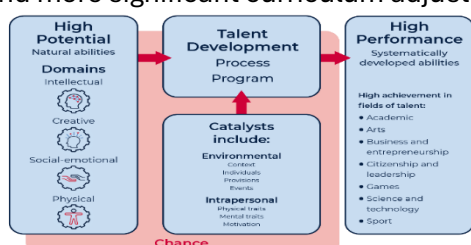
- **Evaluate** our school's current procedures, programs and practices, and analyse student growth and achievement data to inform school planning and policy implementation
- **Assess and identify** the specific learning needs of all high potential, gifted and highly gifted students across all domains
- **Implement** relevant, contextualised provisions, evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development
- **Collaborate** with families, school communities and the wider community to enhance growth and achievement for all high potential and gifted students
- **Build teacher and leadership capacity** through engagement with quality research and ongoing professional learning on effective practices to improve growth and achievement for all high potential and gifted students.

Definition:

High potential students are those whose potential exceeds that of students of the same age in one or more domains (**creative, physical, social-emotional, 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.

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 their age peers.

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.



Whole School Approach:

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.

Collaboration from all stakeholders enables the creation of differentiated learning programs which support the needs of HPG students. There is a strong focus across the school on promoting creative and critical thinking and rich and open-ended tasks. Catering for HPG students is interwoven throughout teacher professional learning.

The school may form withdrawal groups according to student needs that enhances and broadens the curriculum and caters to the specific learning and wellbeing needs of HPG students. For highly gifted students, curriculum compacting, mentoring and acceleration may be implemented in certain circumstances.

Tiered Interventions

The Pyramid of Intervention demonstrates the tiers of intervention at MPS and the various strategies employed to ensure all students learning and wellbeing is catered for. Please note, this is not an exhaustive list.

Tier 3 - Few

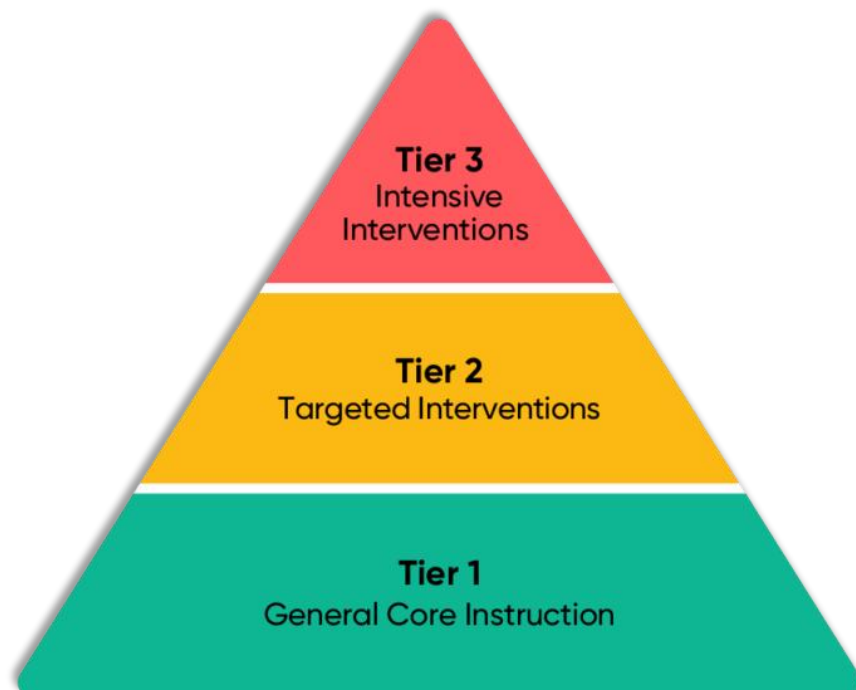
- ✓ Acceleration in one or more subjects
- ✓ Mentorship programs
- ✓ External Programs

Tier 2- Some

- ✓ Withdrawal groups
- ✓ Competitions or external programs
- ✓ Personalised Learning Plans
- ✓ curriculum compacting

Tier 1 - Most

- ✓ Counselling and mentoring
- ✓ Pre-assessment & flexible grouping
- ✓ Differentiated curriculum and explicit instruction
- ✓ Evidenced based teaching
- ✓ In class flexible grouping and pacing
- ✓ Real-world problem-solving to promote deep and transfer learning
- ✓ Leadership development
- ✓ Learning dispositions & Growth mindset
- ✓ Extra-curricular opportunities across domains
- ✓ Visible Learning strategies
- ✓ High expectations & high challenge learning environments
- ✓ Utilising the Differentiation Adjustment Tool.



All Classrooms:

All teachers develop, design and implement differentiated learning programs with deliberate adjustments to the learning tasks, content, process, product, outcomes and learning environment, to meet the specific learning needs of HPG students. Through ongoing data collection, teachers, with assistance from our Assistant Principal Curriculum and Instruction, analyse and evaluate the effectiveness of differentiated programs and provisions.

The ***Differentiation Adjustment Tool*** is used by teachers to inform their programming where appropriate.

Teachers use a variety of assessment data to implement flexible and purposeful needs-based or task-orientated grouping practices. Teachers are expected to offer differentiation to meet student needs.

Flexible grouping strategies can include needs-based groupings, where students are grouped and regrouped regularly based on formative assessments and learning progress. Extension groups may also be created for specific purposes, targeting students with particular strengths and talents.

To achieve their best, all students need to be challenged to learn and master new skills while experiencing a sense of success, well-being, and belonging in a supportive learning environment. Some HPG students may face specific social challenges related to their advanced abilities and development, which should be proactively addressed by teachers in collaboration with parents and carers.

Differentiation Adjustment Tool

The Differentiation Adjustment Tool contains 9 deliberate adjustments to support teachers to meet the specific learning needs of high potential and gifted students.

On this page

Adjustment: Complexity	→
Adjustment: Challenge	→
Adjustment: Choice	→
Adjustment: Abstraction	→
Adjustment: Creative and critical thinking	→
Adjustment: Higher order thinking	→
Adjustment: Pace	→
Adjustment: Authenticity	→
Adjustment: Learning environment	→

Identification Procedures:

Maclean Public School utilises a range of methods to identify gifted students. Some include:

- ✓ Quantitative data (Essential Assessment, NAPLAN, Check-in Assessments, PAT Tests)
- ✓ Qualitative data (work samples, teacher judgement, HPGE profiles, observations)
- ✓ Teacher observations and nominations
- ✓ Additional testing may be conducted if necessary. Identification or support is facilitated through the Learning and Support Team using the referral process.

Student Tracking:

HPG students will be tracked by:

- ✓ Individual Student Profile Sheets
- ✓ Grade Overviews
- ✓ Assessment Data
- ✓ SchoolBytes

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 professional learning that enhances their expertise in planning and programming effective learning experiences for high potential and gifted students
- ✓ Collaborate with families, 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

Executive and MPS HPGE Team Responsibilities:

- ✓ Lead the optimal talent development of high potential and gifted students across all domains of potential within supportive learning environments that develop the whole student
- ✓ Lead and support teachers in the assessment and identification of the specific learning needs of high potential and gifted students across all domains of potential and effective differentiation for those students
- ✓ Provide and support access to acceleration or advanced learning pathways and opportunities

- ✓ Engage in quality professional learning to enhance their understanding of research and practice of the needs of high potential and gifted students across all domains of potential
- ✓ Lead collaboration with families, school communities and the wider community to support the talent development of high potential and gifted students
- ✓ Lead support for high potential and gifted students through the work of the Learning Support Team and school counsellor/psychologist
- ✓ Lead the analysis and evaluation of data to enable school monitoring of procedures, programs and practices for high potential and gifted students
- ✓ Include quality and evidence-based teaching practices in school planning which identify explicit goals for high potential and gifted students across all domains of potential
- ✓ Manage the staffing and support of programs and classes for high potential and gifted students, including specialist classes and groups.

Potential Cocurricular/External Provisions:**Intellectual Domain**

- Newcastle Permanent Mathematics Competition
- Debating Team
- Chess Team
- Chess Club
- Extension maths groups
- Extension literacy groups
- Annual Writing Competition
- Premier's Reading Challenge
- Premier's Spelling Bee

Creative Domain

- Specialist music lessons
- Specialist music groups
- School Band
- School Choir
- School Ensemble
- Strings Group
- Choirs
- Art Club
- NSW Art Unit
- Compering/Public Speaking

Physical Domain

- PSSA Nominations
- Zone, Regional, State PSSA
- Premier's Sporting Challenge
- School Knockout Competition
- In School Touch Football Competition

Social – Emotional Domain

- GRIP Leadership
- Year 5/6 Buddies

Teacher Support:

HPGE Website <https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education>

CESE Research <https://www.cese.nsw.gov.au/publications-filter/revisiting-giftededucation>

Professional Learning <https://education.nsw.gov.au/teaching-and-learning/highpotential-and-gifted-education/supporting-educators/hpge-professional-learning>

MyPL Online Courses:

- CESE publications: Revisiting gifted education (1 hour approx)
- High Potential and Gifted Education Policy canapé series- unpacking high potential, gifted and highly gifted (30 min approx)

Parent Support Information:

Further information to support parents of high potential and gifted students can be found here: <https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-parents-and-carers>