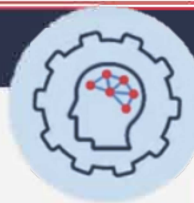


All schools serve high potential and gifted students and have a responsibility to implement five key iterative actions to support talent development across all domains of potential:

5 KEY ACTIONS	DOMAIN			
	CREATIVE	SOCIAL-EMOTIONAL	PHYSICAL	INTELLECTUAL
3.7.1 EVALUATE school procedures, programs and practices and student growth and achievement to inform school planning and policy implementation.				
3.7.2 ASSESS AND IDENTIFY the specific learning needs of all high potential, gifted and highly gifted students.				
3.7.3 IMPLEMENT EVIDENCE-BASED PROCEDURES, PROGRAMS AND PRACTICES that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.				
3.7.4 COLLABORATE with families, school communities and the wider community to enhance growth and achievement for all high potential and gifted students.				
3.7.5 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.				

Intellectual



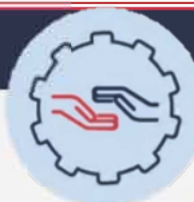
- capacity for greater analytical depth
- fewer repetitions needed for mastery
- greater capability in abstract reasoning
- relative ease in making inter-subject connections
- advanced reading ability and comprehension
- knowledgeable in areas of passion
- processes information in complex ways
- enjoys hypothesising
- thrives on complexity and can see many points of view
- thinks in analogies

Creative



- educational risk-taking
- tolerance for ambiguity
- makes unusual associations between different ideas
- demonstrates creative thinking across domain areas and in the different KLA's
- demonstrates novel thinking in written and oral expression
- flexibility and divergence in thinking
- unusual ability for expressing self through art, dance, drama, music
- creates several solutions to a given problem
- synthesises a variety of ideas in original ways

Social-emotional



- advanced organisational and management skills
- advanced social and communication skills
- emotional stability and empathy
- demonstrated leadership and decision-making skills
- resilient and self-aware
- foresees consequences and implications of decisions
- respected by peers
- self-confident
- task analysis and backwards mapping abilities
- social justice advocacy

Physical



- subtlety in movement and control of body
- self-disciplined
- coordinated, balanced and confident in physical activities
- high energy levels
- superior understanding of spatial relationships
- endurance, stamina and persistence in physical activities
- suitability of body build for area of physical high potential
- demonstrates prowess in physical activities common amongst age peers
- competitive
- 'hands on' learning preference