



Tweed River High School

High Potential and Gifted Education (HPGE) Policy

Ignite Program

Vision Statement

At Tweed River High School, we believe that every student deserves the opportunity to achieve personal excellence. Our vision for High Potential and Gifted Education (Ignite) is to identify, nurture, and extend the talents of all students across the domains of intellectual, creative, social-emotional, and physical potential. We aim to foster a learning culture that challenges and supports high potential and gifted students to thrive, contribute, and lead.

Policy Purpose

This policy outlines the school's commitment to identifying and supporting high potential and gifted (Ignite) students through differentiated teaching, targeted enrichment, and inclusive practices that empower students to realise their full potential.

Policy Objectives

- To implement evidence-based identification strategies for students with high potential across all domains: intellectual, creative, social-emotional, and physical.
- To provide differentiated curriculum, instruction, and assessment practices that meet the diverse learning needs of Ignite students.
- To create a culture of high expectations.
- To strengthen staff capacity through professional learning in HPGE pedagogy and differentiation.
- To engage families and the wider community in supporting the learning growth of Ignite students.

Key Principles

- **Equity and Excellence:** We provide equitable access to opportunities for all students, including those from diverse backgrounds such as Aboriginal and Torres Strait Islander students.
- **Early and Ongoing Identification:** A variety of data sources, including teacher observations, assessments, and community input, are used to identify students early and monitor their development over time.
- **Differentiation** Ignite students are provided with challenging learning opportunities, including acceleration, enrichment programs, and mentoring.
- **Wellbeing Focus:** The social-emotional needs of (Ignite) students are supported through targeted wellbeing strategies, peer connections, and teacher understanding.
- **Collaboration and Engagement:** Teachers, students, parents, and external experts work collaboratively to support personalised learning pathways.

Implementation Strategies

1. Identification

- Use multiple tools and data (NAPLAN, PAT, school-based assessments, teacher nomination, parent input, and student self-nomination) to identify HPGE students.

2. Curriculum and Pedagogy

- Implement compacted and differentiated units of work.
- Provide opportunities for curriculum acceleration and cross-age programs.
- Integrate project-based and inquiry-based learning strategies.
- Offer access to enrichment activities such as competitions, clubs, university outreach, and leadership programs.

3. Professional Learning

- Build staff knowledge and skills in identifying and teaching HPGE (Ignite) students through ongoing professional learning.
- Promote the use of the NSW HPGE Policy Toolkit.

4. Monitoring and Evaluation

- Regularly review the effectiveness of teaching strategies and student growth. 2025
- Develop an HPGE (Ignite) register and Individual Learning Plans (ILPs) 2026.
- Collect feedback from students and families to inform continuous improvement. 2025

Roles and Responsibilities

- **Deputy Principal:** Leads the implementation of the HPGE policy and ensures alignment with school planning.
- **HPGE Coordinator:** Oversees identification, programming, and support for HPGE students across the school.
- **Classroom Teachers:** Deliver differentiated learning and identify HPGE students through everyday observation and assessment.
- **Learning and Support Staff:** Collaborate in planning and providing adjustments for twice-exceptional students.
- **Parents/Carers:** Participate in the identification process and support learning beyond the classroom.