



High Potential and Gifted Education (HPGE)

Warrimoo Public School Procedures

Developed 2025 To be reviewed 2026

1. Introduction

These procedures reflect the mandated core function of Warrimoo Public School to identify, nurture, and extend the diverse talents and potential of all its students, contributing to the broader mission of NSW Public Education to 'transform lives through learning'. They are fundamentally guided by the NSW Department of Education's High Potential and Gifted Education Policy (PD/2004/0051) and align with the goals outlined in the Our Plan for NSW Public Education (2024-27), particularly the equity imperative that 'every student learns, grows and belongs in an equitable and outstanding education system'.



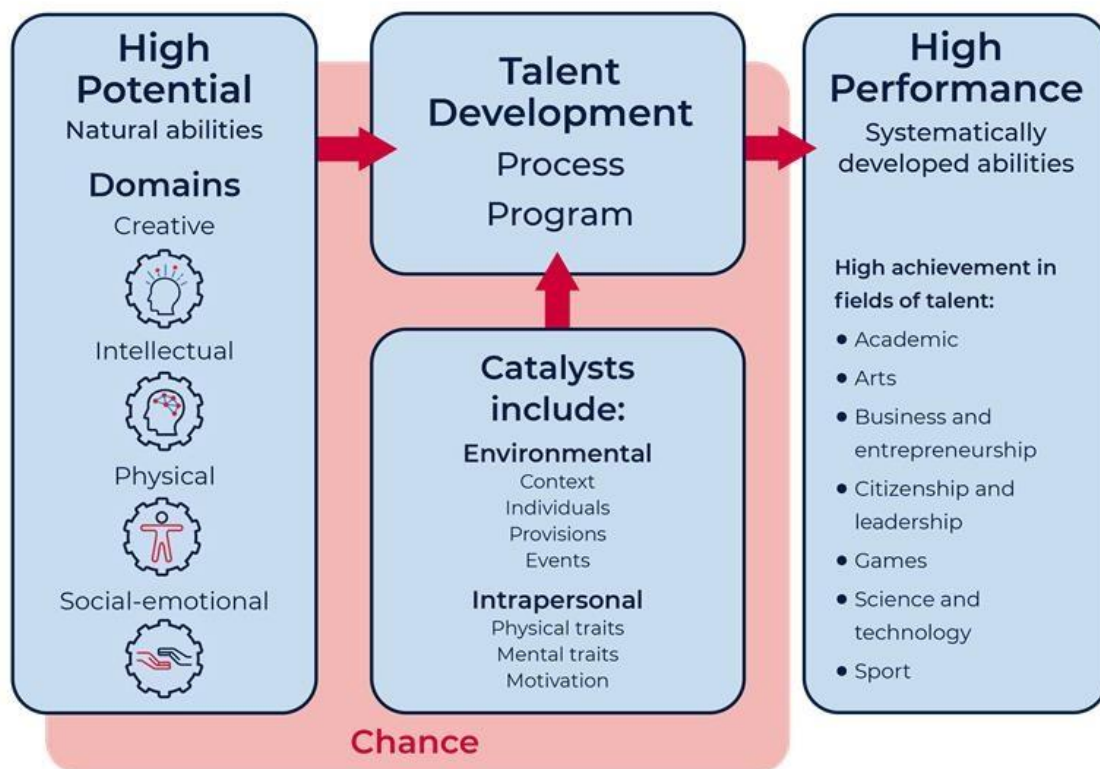
Warrimoo Public School recognises that high potential and gifted students are present across all student groups and backgrounds. Addressing their specific learning and wellbeing needs is core business for our educators. These students require tailored learning opportunities and support to optimise their growth, achieve personal excellence, and reach their potential across the 'intellectual, creative, social-emotional, and physical domains', as defined by the Department's HPGE Policy (2.3-2.5). These procedures ensure that these students are engaged, challenged, and supported within a safe and

inclusive environment, irrespective of their background or circumstances, enabling them to become 'informed, curious citizens, confident and well equipped to contribute to the modern world' (Our Plan for NSW Public Education, p.3).

2. Guiding Principles

The HPGE Procedures at Warrimoo Public School align with the Department's HPGE Policy and Our Plan for NSW Public Education, ensuring:

- **Equity and Access:** All students—regardless of background—have fair access to identification and support to realise their potential.
- **High Expectations:** Every student, including those with high potential, is supported to aim high and pursue excellence.
- **Quality Teaching:** Evidence-informed, differentiated teaching and strong instructional leadership underpin success.
- **Continuum of Potential:** Potential varies in degree and requires tailored, targeted responses.
- **Holistic Development:** Support spans intellectual, creative, social-emotional, and physical domains, with wellbeing central to success.

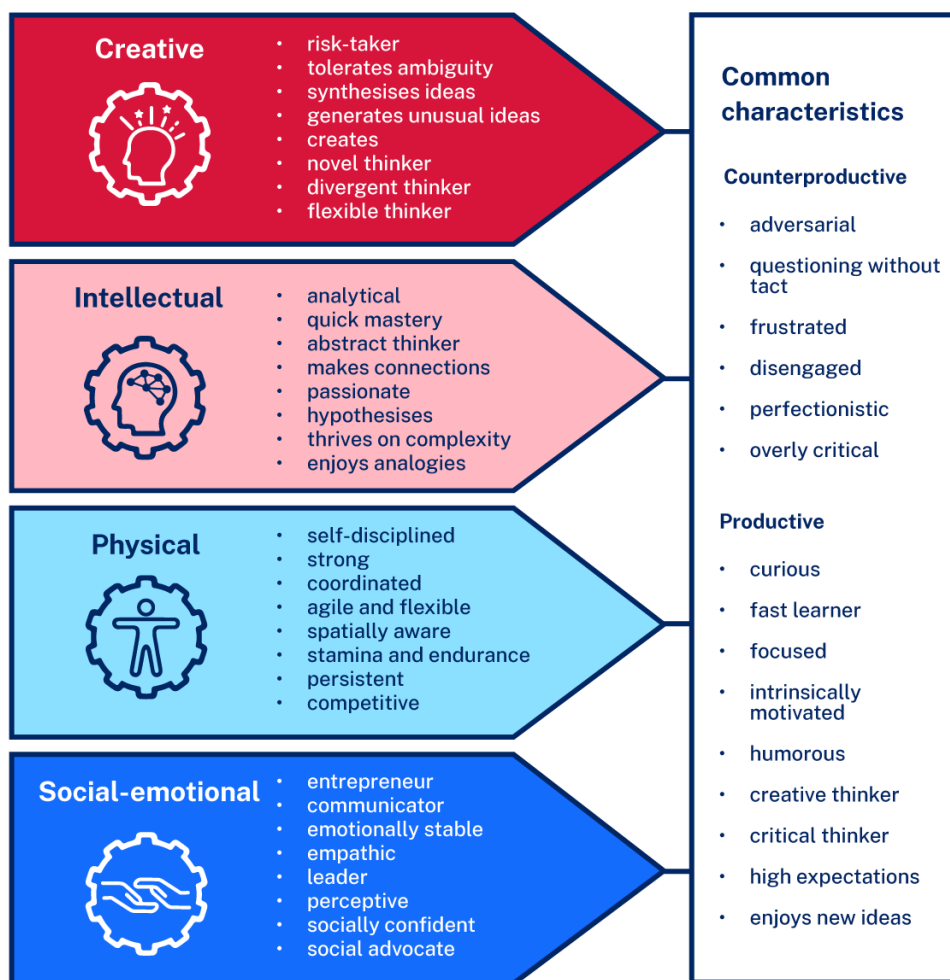


3. Identification of High Potential and Gifted Students

Warrimoo Public School uses a systematic, inclusive approach to identify high potential and gifted students across all four domains. Key elements include:

Definitions:

- High potential: Above-average potential in one or more domains.
- Gifted: Significantly above-average potential.
- Highly gifted: Exceptionally advanced potential.
- **Teacher Judgement:** Daily observation and understanding of learning characteristics guide initial identification.
- **Data Collection:** A range of formal and informal tools (e.g., assessments, work samples, observations, parent input) informs a holistic understanding.
- **Diverse Learner Awareness:** Processes are culturally responsive and mindful of barriers that may mask potential, especially for Aboriginal students, EAL/D learners, students with disability, and those from low-SES backgrounds.
- **Potential ≠ Performance:** Students with unrecognised potential or underachievement are actively identified and supported.
- **Multiple Pathways:** Opportunities to demonstrate potential include classwork, competitions, portfolios, leadership roles, performances, and physical trials.
- **Assessment Methods:** A variety of reliable, domain-appropriate tools (e.g., ability tests, dynamic assessments, rating scales) ensures inclusive, bias-reduced identification.
- **Formative Assessment:** Pre-assessment, self/peer assessment, and feedback help identify and extend student potential.
- **Collaboration with Parents and Specialists:** Parent insights and expert input are valued and integrated into a holistic profile, particularly for complex cases or twice-exceptional students.



4. Provision for High Potential and Gifted Students

Warrimoo Public School supports high potential and gifted students through targeted, differentiated, evidence-informed practices aligned with the HPGE Policy and *Our Plan for NSW Public Education*. The primary provision occurs through quality daily teaching, tailored to the needs of students across the four domains (intellectual, creative, social-emotional, physical). Key strategies include:

- **Differentiated Curriculum:** Adjusting content, process, product, and environment through compacting, enrichment, extension, and independent tasks using evidence-based resources.
- **Explicit Teaching:** Clear modelling, guided practice, and targeted feedback to extend student understanding.
- **Flexible Grouping:** Purposeful use of like-ability, interest-based, and mixed-ability groupings.
- **Acceleration:** Subject or year-level advancement when supported by evidence and student wellbeing considerations.
- **Enrichment Programs:** Access to extracurricular activities, competitions, and mentoring aligned to students' strengths, ensuring equity for disadvantaged students.
- **Personalised Learning Plans (PLPs):** Documenting goals, strategies, and progress for students needing significant adjustment or support (e.g., twice-exceptional learners).
- **Higher-Order Thinking:** Embedding critical, creative, and ethical thinking across learning areas.
- **Social-Emotional Support:** Addressing wellbeing challenges (e.g., underachievement, perfectionism), and fostering peer connection and mentoring.
- **Culturally Responsive Practice:** Designing learning that is inclusive and reflective of diverse cultural perspectives and expressions of potential.
- **Disability Adjustments:** Ensuring equitable access and participation for students with disability through reasonable adjustments.

5. Implementation and Review

Implementation of HPGE procedures at Warrimoo Public School will follow the five key actions from the Department's HPGE Policy (2.7), integrated with the school's strategic improvement plan and requiring whole-school commitment:

- **Evaluate:** Regularly review HPGE practices using tools like the HPGE Evaluation and Planning Tool. Analyse student growth data and gather feedback from staff, students, and families to guide ongoing improvement.
- **Assess and Identify:** Use consistent, equitable processes to identify potential and learning needs across all domains, guided by teacher observation and professional judgement (see Section 3).
- **Implement:** Deliver evidence-based programs and pedagogy tailored to student needs, with differentiation embedded in classroom practice. Resource allocation will align with identified priorities (see Section 4).
- **Collaborate:** Work closely with families, the school community, and external partners to enhance learning. Communicate clearly about HPGE opportunities, ensuring transparency and shared understanding.
- **Build Capacity:** Provide professional learning aligned with national teaching standards to strengthen staff skills in identifying and supporting high potential students. Leverage system resources and collaborate across schools to share best practice.

These procedures will be reviewed annually with input from staff, students, and the community. Evaluation findings will inform future planning to continually enhance HPGE provision at Warrimoo Public School.

6. Responsibilities

Supporting high potential and gifted students is a shared responsibility across the whole school. Each role has a part to play:

- **Principal:** Leads the implementation of HPGE procedures, promotes high expectations and equity, ensures it is part of school planning, allocates resources, supports staff development, and keeps the school community informed. Encourages use of system resources and collaboration with other schools.
- **Classroom Teachers:** Know their students well, use observation and data to identify potential, apply HPGE strategies in daily teaching, track progress, support wellbeing, and work closely with parents, colleagues, and support staff. Teachers will be able to explain how HPGE looks in their subject areas.
- **Middle Leaders:** Support the Principal and staff, lead professional learning, coordinate student identification and data analysis, communicate with families, and oversee HPGE programs. They ensure differentiation and support are embedded in teaching and promote collaboration across schools.
- **Parents/Carers:** Share valuable knowledge about their child's strengths, interests, and needs. They work with the school to support learning and take part in identification and planning processes.
- **Students:** Take an active role in their learning, follow their interests, speak up about their needs, and make the most of opportunities offered.
- **School Counsellor/Psychologist:** Help identify students with complex profiles, especially in the social-emotional domain, and support their wellbeing. They also work with families and staff to plan support strategies.
- **Support Staff (SLSOs):** Provide targeted support to HPGE students, observe student needs, and help collect data to inform decisions.
- **Administrative Teams:** Assist with data management, communication, and logistics to support smooth implementation and ensure families can easily access HPGE information.

7. Contact

For further information or enquiries regarding these procedures and HPGE provision at Warrimoo Public School, please contact: Warrimoo-p.school@det.nsw.edu.au

8. Bibliography

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These procedures provide a framework for Warrimoo Public School to effectively support its high potential and gifted students within its specific context. They align with the NSW Department of Education's High Potential and Gifted Education Policy and the strategic directions of the Our Plan for NSW Public Education, ensuring an equitable and excellent education that empowers every student to achieve their potential across all four domains.

Aim High to Achieve

