

Yarrawarra Public School

Updated August 2025

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

High Potential and Gifted Education Policy



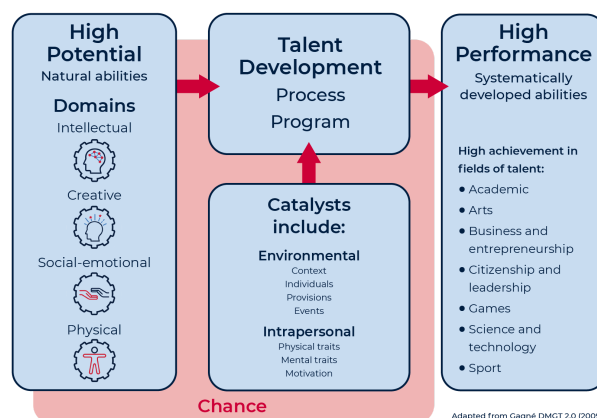
The High Potential and Gifted Education Policy promotes engagement and challenge for every student, regardless of background, in every school across intellectual, creative, social-emotional and physical domains. It supports every student to achieve their educational potential, through talent development opportunities and differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met (NSW DOE, 2022). This document outlines the school based procedures for implementing the HPGE policy.

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, leadership and systematic monitoring and evaluation of programs.
- Potential exists along a continuum, where differing degrees of potential require differing approaches and levels of adjustment and intervention.

Yarrawarra Public School

- At Yarrawarra Public School (YPS) we value every student and provide learning opportunities that maximise individual learning outcomes. We aim to identify all students with high potential and to explicitly provide them with opportunities to be extended in their field of expertise across all domains: intellectual, creative, social-emotional and physical.
- Yarrawarra Public School has a responsibility to develop and implement objective, valid and reliable assessment and identification tools that are inclusive and culturally responsive.
- The following policy outlines the gifted student identification process, our gifted student identification tools, and the register of programs and practices used at YPS.



The Yarrawarra Public School community has the responsibility to:

- Identify students with high potential, and those who are gifted and highly gifted by using multiple different data sources
- Foster collaborative home-school partnerships to support these students
- Provide a range of opportunities for extension, enrichment and acceleration

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- Monitor and evaluate programs for our HPGE students through regular data analysis
- Select and implement a variety of teaching strategies to meet the needs of HPGE students in our classes
- Provide opportunities for staff development in the education of HPGE students for principals, teachers and other appropriate staff members
- Specifically target the identification of underachieving students

The policy draws on François Gagné’s definitions of giftedness and talent established in the Differentiated Model of Giftedness and Talent DMGT 2.0 (2009). The definition of high potential students across intellectual, creative, social-emotional and physical domains expands the group of targeted students of earlier policies.

Definitions

High Potential	Gifted	Highly Gifted
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. High potential students may require targeted talent development and differentiated support to fully realise their abilities.	Gifted students’ potential significantly exceeds that of students of the same age in one or more domains. Gagné and others commonly estimate 10% of students may be considered gifted. They typically develop talent and achieve mastery notably faster than their peers. Gifted students require differentiated curriculum adjustments and opportunities for extension, enrichment and acceleration.	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 individualised learning plans and specialist support where appropriate.



A Revisiting Gifted Education literature review produced by the department's Centre for Education Statistics and Evaluation was carried out in 2019 and provides a synthesis of the evidence base that supports the development and implementation of the policy. The **main findings** are listed below.

Gifted students need more challenging learning with greater depth and complexity

Gifted students can have a level of cognitive function typical of students several years older, with high levels of fluid thinking, reasoning and working memory function. Teaching programs, feedback, deliberate practice, and opportunities to access advanced learning are all necessary to help gifted learners achieve at a high level and develop their talent over time.

Gifted students are found in all social groups

Many students from disadvantaged backgrounds underachieve because of fewer opportunities to learn and develop their talent. Gifted students can also have a coexisting disability, which means they require support for their disability as well as talent development to help them reach their educational potential. The policy is committed to inclusive identification and support practices that address these challenges and promote equity.

Lack of adequate challenge can contribute to social and emotional challenges

Key social and emotional challenges for gifted students include boredom, disengagement, and perfectionist-type behaviours. Challenging school learning experiences, along with positive social relationships and a supportive school environment, can help gifted students thrive. Wellbeing supports and social-emotional learning are integrated within the HPGE framework.

Gifted students benefit from explicit teaching and well-structured learning

Like all students, gifted learners require scaffolding and structure in learning to help manage the demands of cognitive load. Explicit teaching and guided inquiry are just as necessary for gifted students as for all students. Gifted learners may be able to move through structured and scaffolded activities at a faster pace, and then can benefit from problem solving and applied tasks.

Specific strategies are also needed to help gifted students achieve their best

There is strong research to support teaching practices that help align the challenge, complexity, depth and pace of learning with the learning needs of gifted students. This can be done through evidence-based effective strategies such as curriculum acceleration, extension and enrichment learning experiences.

For further research, refer to the CESE website:

<https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/literature-reviews/revisiting-gifted-education>

Identification Policy for Yarrawarra Public School

There is no single technique by which students' with high potential are fully recognised and teachers need to be sensitive to the varying factors that can affect a student:

Intrapersonal Factors

- motivation
- self-management
- self-esteem
- self-efficacy
- poor health and disability
- learning difficulties
- Language proficiency and multilingual backgrounds

Environmental Factors

- socio-economic background
- beliefs about giftedness and talent
- interpersonal relationships
- life events
- teacher expectations
- teaching practices
- learning activities

By a combination of subjective and objective assessment, we can build an informative profile of students. These assessments can include the following:

Subjective

- Teacher nomination
- Nomination by parent/caregiver
- Peer nomination
- Self-nomination
- Referral from external specialists

Objective

- Standardised tests
- Individual IQ and other culturally appropriate measures of ability
- Group IQ
- School assessments
- Rating scales
- Creative tests
- Competitions
- Achievements

The Identification Process

1. The teacher and / or parent formally refers students to the HPGE Co-ordinator, completing the necessary documentation.
2. Relevant testing / checklists completed by appropriate personnel e.g school counsellor, class teacher, domain co-ordinator, parent, child.
3. HPGE Co-ordinator places students on the register for their identified domain/s.
4. New students are discussed at the weekly Learning and Support Meeting.
5. Appropriate implementation of adjustments, programs and / or opportunities are provided.

For a more detailed outline of what the HPGE policy looks like at YPS, go to:

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

HPGE at Yarrawarrah Public School

Teaching and learning experiences should be supported by research into effective practices for facilitating high achievement and talent development. Optimal learning environments, where students feel supported and encouraged to achieve excellence in their learning, will ensure that all students including high potential and gifted students have the opportunity to achieve their best.

Talent development is the process by which a student's potential is developed into higher achievement in a specific domain or field of endeavour. Students move through various stages of competency along a continuum from novice to competency to mastery. Mastery refers to expertise, exceptional performance, accomplishment or outstanding achievement in a given field, including the accomplished achievement of curriculum outcomes in a subject area or domain. A student demonstrating mastery exhibits a deep understanding that enables them to transfer that understanding across domains.

Factors that facilitate talent development can include:

- opportunities for sustained deliberate practice
- quality teaching, curriculum and provisions including access to flexible curriculum options
- Access to culturally inclusive and differentiated curriculum pathways
- programs that develop resilience, motivation, effort, and perseverance
- provision of a range of opportunities to engage students and identify their learning interests
- a supportive learning environment.

Deliberate talent development programs systematically cultivate the skills and knowledge required for higher performance. Programs should take into account the talent development stage and potential trajectory of the student.

Effective evidence-based talent development programs include:

- differentiation
- grouping for teaching and learning
- enrichment and extra-curricular programs
- advanced learning pathways and accelerationFlexible learning options including mentorships, independent projects, and technology-enhanced learning

High potential and gifted students may develop talent and move through the stages of competence more quickly than same-age peers. To develop talent, students need opportunities and encouragement.

(HPGE, Supporting Educators - Implementation, NSW Government, 2019,

<https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implementation>)

Adjustments, Programs and Opportunities at YPS - 2025

Term 1

- Linkages EHS transition to High School – All Year 6 students visit EHS at various times through the year.
- Linkages EHS Year 6 Enrichment Program – up to 6 students are selected based on their grade ranking in English and mathematics. Students must be attending local feeder high school.
- Student Voice Panels – student input is often sourced from various government departments eg Sutherland Local Council, Dove Minister's Student Council
- Leadership Year 6 – Captains, Prefects, Sport House Captains are elected by students and teachers. Eco Warriors and Tech Team are elected by organising teachers. All Year 6 leaders must complete a leadership program in Year 5 to be eligible.
- School Spectacular Dance auditions – Bi-annually. Students self nominate and audition before a panel of teachers. Costs involved.
- ICAS UNSW Testing – Parent expression of interest. Costs involved.
- Mindquest – External program, information passed on to students identified as possibly gifted on our register.
- Selective High Schools Test for Year 7 – Parent expression of interest- apply online
- Southern Sydney Public Speaking Competition – All students Y1-6 and interested K compete. 2 class representatives go through to stage finals. One student per stage is selected to go to the zone using accumulated marks from their prepared speech and impromptu speech. A panel of at least two teachers select the winners.
- Debating – Student expression of interest. Students are selected based on ability with preference given to older grades.
- Create South – Students are nominated for different artistic disciplines (dance, choir, drama, music & IT) based on proof of their achievements/levels. They may be selected to audition. Costs involved.
- Representative Sport – Selected students trial for Zone and Sydney East teams. Students self nominate and may have to trial at school. Costs involved.
- Multicultural Public Speaking – Interested students are selected by the organising teacher based on the speech quality and delivery.
- Gamechanger Competition – Student expression of interest.

Term 2

- SAGES Testing – All students in Year 3 (barring exemptions) and any new students in Year 4-6 sit the SAGES Screener for possibly High Potential and Gifted Students. Parents are notified if their child is identified as HP or G.
- SSSMF Art competition – Interested students submit their Art for consideration. Students artwork selected for submission by a panel of teachers.
- EHS Year 6 Enrichment Program – begins. Selection as above.
- Create South Auditions – Selection as above.
- Southern Sydney Public Speaking Competition – Selection as above.
- Opportunity Class Test for Year 5 – Details above.
- Inter-school Chess Competition – Chess Club is offered weekly. Students who attend Chess Club regularly, know the rules, and return signed permission notes and payment first receive preference for this activity.
- Night of Notables – Student expression of interest. Night of Notables is a weekly program that runs throughout Term 3 with a showcase evening in Term 4. Students are selected based on academic ability, commitment to learning, and quality of their EOI.
- Write On – Bostes Writing Competition – Entries close end of Term 2, optional Stage 2-3 extension.

Term 3

- Create South Workshops and Performance – Selection as above.
- ICAS UNSW – tests completed via Parent expression of interest as above.
- Public Speaking Competition – Zone finals, selection as above.
- Mindquest – make info available to teachers for selected or interested students, Year 2-6
- Coding and Robotics – Introduction run CT's Years 1-6

Term 4

- Night of Notables present – Selection as above.
- LEAD program – Leadership induction for Year 5. All Year 5 students are encouraged to participate. Passports are signed off by a range of teachers.
- School Chess Competition – Year 1-6. All students have the chance to enter. Round robin competition.
- Applications for Year 5 OC Class open in Term 4 when students are in Year 3 – Parent expression of interest. No late applications accepted. [Opportunity classes \(Year 5–6\) link](#)
- Applications for Year 7 Selective High School open in Term 4 when students are in Year 5 – Parent expression of interest. No late applications accepted. [Selective high schools link](#)



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1.

Policy statement

1.1

The New South Wales Department of Education is committed to supporting every student to achieve their educational potential as stated in the Education Act (NSW) 1990.

1.1.1

High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

1.1.2

This commitment includes supporting the talent development of all high potential and gifted students in all schools.

1.2

Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social-emotional and physical.

1.2.1

Objective, valid and reliable measures, as part of formative assessment, should be used to assess high potential and gifted students and identify their specific learning needs.

1.2.2

The department and schools should use data related to the growth and achievement of high potential and gifted students to analyse and evaluate the effectiveness of differentiated programs and provisions. The High Potential and Gifted Education Policy promotes engagement and challenge for every student, regardless of background, in every school across intellectual, creative, social-emotional and physical domains. It supports every student to achieve their educational potential, through talent development opportunities and differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met.

High Potential and Gifted Education Policy

1.3

High potential and gifted students from all backgrounds have access to quality learning opportunities that meet their needs and aspirations.

1.3.1

High potential and gifted students may require tailored resourcing and support to cater for their different learning needs that is responsive to their family, socio-economic status, language and cultural background, health and wellbeing, and geographic location.

1.3.2

High potential and gifted students with disability should be provided with support, including reasonable adjustments for disability, to allow them to participate in their education on the same basis as high potential and gifted students without disability.

1.3.3

Schools should provide significant adjustments and interventions for students in the highly gifted range to meet their advanced learning needs.

1.4

High potential and gifted students across all domains require evidence-based talent development to optimise their growth and achievement.

1.4.1

Learning and teaching programs and practices must extend high potential and gifted students beyond their current level of mastery, as informed by assessment, data and evidence.

1.4.2

Grouping strategies for high potential and gifted students should be purposeful and support differentiation of curriculum and learning experiences.

1.4.3

Advanced learning pathways for high potential and gifted students should be available and supported at all levels of schooling.

1.4.4

Acceleration for gifted students should be facilitated in consultation with the student and their parents/carers when it is in their best learning interests.

1.4.5

Enrichment, extension and extra-curricular programs for high potential and gifted students should be sustained, challenging and purposeful.

1.4.6

Schools should collaborate with other schools and organisations to offer learning opportunities that address advanced learning needs.

1.4.7

Specialist settings have a particular responsibility to provide targeted talent development, extension, and advanced learning for high potential and gifted students from all backgrounds.

1.5

Learning environments which support the social-emotional development and wellbeing of high potential and gifted students enables them to connect, succeed and thrive.

1.5.1

Schools have a responsibility to create learning environments that support high potential and gifted students to experience efficacy, agency and achieve their educational potential.

1.5.2

Schools should work collaboratively with students, parents/carers and the community to support wellbeing, growth and achievement.

1.6

Engagement with quality research and ongoing professional learning builds teacher and leadership capacity to improve growth and achievement for all high potential and gifted students.

1.6.1

The department and schools are responsible for school leader and teacher professional learning to enhance planning and implementation of quality learning opportunities for high potential and gifted students.

1.6.2

Specialist programs, settings and classes for high potential and gifted students should be staffed with teachers who possess or attain additional training and skills in the education of high potential and gifted students.

1.7

The department supports differentiated and evidence-based procedures, programs and practices for growth and achievement of all students, including high potential and gifted students.

1.7.1

Schools should use rigorous self-assessment to identify the degree to which their procedures, programs and practices effectively extend and support high potential and gifted students.

2.

Audience and applicability

2.1

This policy is applicable to all New South Wales Department of Education staff and schools.

3.

Context

3.1

The High Potential and Gifted Education Policy 2019 demonstrates the commitment of the department to providing guidance and support for schools and teachers in meeting the learning needs and optimising the growth and achievement of high potential and gifted students from all backgrounds and across all domains of potential.

3.2

The department's diverse settings support provisions that meet the learning needs of high potential and gifted students.

3.2.1

The department's comprehensive preschools, primary schools and secondary schools provide quality learning opportunities for students' talent development, which may include extension, extra-curricular and enrichment programs.

3.2.2

The department's specialist settings include academically-selective classes in primary and secondary schools, creative and performing arts and sports high schools.

3.2.3

The department's extra-curricular provisions include a range of extension, enrichment and representative student programs.

3.3

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

3.4

Gifted students are those whose potential significantly exceeds that of students of the same age in one or more domains: intellectual, creative, social-emotional, and physical.

3.5

Highly gifted students are those whose potential vastly exceeds that of students of the same age in one or more domains: intellectual, creative, social-emotional and physical.

3.6

Talent development is the process by which a student's potential is developed into high achievement in a specific domain or field of endeavour.

3.7

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:

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.

4.

Responsibilities and delegations

4.1

Principals

4.1.1

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.

4.1.2

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.

4.1.3

Provide and support access to acceleration or advanced learning pathways and opportunities.

4.1.4

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.

4.1.5

Lead collaboration with families, school communities and the wider community to support the talent development of high potential and gifted students.

4.1.6

Lead support for high potential and gifted students through the work of the Learning Support Team and school counsellor/psychologist.

4.1.7

Lead the analysis and evaluation of data to enable school monitoring of procedures, programs and practices for high potential and gifted students.

4.1.8

Lead, plan and report on the implementation of the policy through specific procedures, programs and practices to meet the learning needs of high potential and gifted students.

4.1.9

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.

4.1.10

Manage the staffing and support of programs and classes for high potential and gifted students, including specialist classes and schools.

4.2

Preschool, Primary and Secondary Teachers

4.2.1

Use assessment and data to assess and identify the specific learning needs of high potential and gifted students across all domains of potential.

4.2.2

Apply evidence-based approaches that extend and challenge high potential and gifted students beyond their current level of mastery across all domains of potential.

4.2.3

Develop, design and teach differentiated learning programs and provide experiences that meet the advanced learning needs of students.

4.2.4

Undertake professional learning that enhances their expertise in planning and programming effective learning experiences for high potential and gifted students across all domains of potential.

4.2.5

Collaborate with families, school communities and the wider community to support the talent development of high potential and gifted students.

4.2.6

Communicate assessment and identification information about high potential and gifted students to support their transitions.

4.3

Directors, Educational Leadership

4.3.1

Monitor, support and guide the implementation of the policy in schools.

4.3.2

Support schools to analyse and evaluate the success of procedures, programs and practices for high potential and gifted students.

4.3.3

Promote educational opportunities for high potential and gifted students in their network, including the support of collaboration between schools.

4.4

Directors, Early Learning and Primary and Secondary Education

4.4.1

Monitor and evaluate policy implementation in preschool, primary and secondary schools to maintain currency and effectiveness.

4.4.2

Provide advice, support and guidance for schools in implementing the policy.

4.4.3

Develop and provide ongoing professional learning for school leaders and teachers.

4.5

Executive Directors, Operational Directorates

4.5.1

Monitor, support and guide the implementation of the policy across school networks.

4.5.2

Direct the resourcing of schools for high potential and gifted students with disability, or for whom English is an additional language or dialect by offering support, adjustments and provisions that enhance their opportunities to participate in learning on the same basis as other students.

4.6

Executive Director, Centre for Education, Statistics and Evaluation

4.6.1

Monitors and reports on systemic data related to the policy.

4.6.2

Supports the development of an evidence base for high potential and gifted education, including ongoing research.

5.

Monitoring and review

5.1

The Directors, Early Learning and Primary Education and Secondary Education are responsible for monitoring the implementation of this policy and reviewing its effectiveness every three years.