



# Connells Point Public School

## High Potential and Gifted Education Policy



### Rationale

Connells Point Public school recognises that High Potential and Gifted (HP and G) students require support to optimise their growth and achievement. The school also recognises the following in regard to HP and G students:

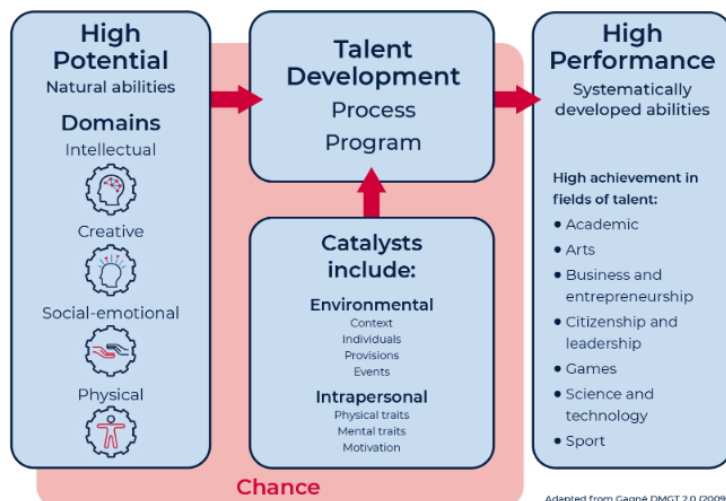
- A student may be HP or G in any or all of the following 4 domains – intellectual, creative, social-emotional and physical
- HP and G students can come from any cultural or socio-economic background
- There must be an evidence-based approach to identifying and meeting the needs of HP and G students
- The school must provide opportunities for HP and G students to reach their full potential. This could be through but is not limited to differentiation, enrichment, extra-curricular activities, diversity in pedagogy and acceleration (where appropriate) to ensure that all HP and G students have the opportunity to reach their full potential
- A HP and G student may also be identified as having a disability
- The school will provide and support teachers with professional learning in order to meet the needs of HP and G students
- Accelerated education opportunities can be offered by the school in consultation with families and relevant staff
- Collaboration with other schools is essential to ensure that successful practices for meeting the needs of HP & G students are sourced and undertaken

### The definitions of HP and G, how student needs can be met and Gagne's Adapted Model – all form the Department of Education website

Who are these students?	How are they defined?	How can we meet their needs?
<b>High potential students</b>	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 <b>enriched or extended curriculum and learning opportunities</b> beyond the typical level of students the same age.
<b>Gifted students</b>	Those whose 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. These students typically develop talent and achieve mastery notably faster than their age peers.	They may benefit from an <b>enriched or extended curriculum and learning opportunities significantly</b> beyond the typical level of students the same age. This may include acceleration opportunities.
<b>Highly gifted students</b>	Those whose 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 <b>specific and more significant curriculum adjustments</b> to meet their learning and wellbeing needs. This may include acceleration opportunities.

## Gagné's adapted model

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. Gagné's model has been adapted for NSW Public schools.



*The school recognises that students' needs may change over time and are committed to engaging in ongoing evaluation not only of HP and G students but also the HP and G programs and provisions that are in place in the school*

### Identification

Identification of HP and G students will be a school wide inclusive process that will involve teachers, parents/carers and other relevant professional. Multiple criteria will be used that is culturally fair, recognise the domains of HP and G, identify students who are Twice Exceptional (gifted with disability) and students from diverse cultural and linguistic backgrounds. Identification will take place at all stages.

### Identification process

Objective and subjective measures will be used to identify HP and G students. These measures may include but are not limited to:

Parent/carer information  
Student self-nomination  
Interview/discussion  
Interview/discussion  
NAPLAN results  
Teacher nomination  
Assessment data

Student observations  
Student work samples and portfolios  
Anecdotal evidence  
External competitions  
Standardised competitions  
Psychometric assessments

## **Provisions and programs**

- Differentiated pedagogy, programs and resources
- Enrichment across all Key Learning Areas (KLAs)
- Independent study/projects
- Access to competitions
- Grouping strategies
- Ongoing mentoring
- Extra-curricular opportunities – this may include access to expert opportunities outside the school's regular programs
- Learning environments that encourage risk taking, creativity, analysis, problem solving and exploration
- Learning environments are built on high levels of collaboration and communication between students, students and the teacher, the teacher, student and parents/carers
- Programs and initiatives are in place to foster leadership
- Targeted professional learning and engagement for staff based on research (internally and through the support of external experts) to build staff capacity and ensure currency in meeting the needs of HP and G students
- Professional networks with other schools to be developed to support recognised practices in meeting the needs of HP and G students
- Specialist classes are a future option for the school
- Evaluation is undertaken by the school to ensure that the needs of HP and G students are being met
- Collaborative planning that ensures student progress and achievement data is discussed in planning to meet the needs of HP and G students across the school

## **Acceleration process**

Acceleration is a provision that can meet the needs of some HP and G students. It is important that appropriate screening and support provisions are in place for students. Acceleration can take many forms and is backed by research. It allows a student to move through the curriculum at a faster pace.

## **Some of the different types of acceleration**

- Subject acceleration
- Whole year acceleration
- Curriculum compacting
- Independent work
- Extra-curricular programs

## **Process for accelerating a student**

- Research-based assessment tools
- A portfolio that demonstrates the student's knowledge, skills and interests
- Work samples, report grades and assessment results
- Acceleration is supported by the parents/carers
- Acceleration is supported by the student themselves
- Acceleration is supported by the teacher

### **Monitoring of acceleration**

- Observations will be made on the student's progress in the accelerated environment
- Regular term review meetings will be undertaken with the student, teacher, parents/carers and other relevant professionals

### **The outcome of monitoring may be one of the following**

- The student continues in the accelerated class
- The student (with appropriate support) moves back to the relevant age-appropriate class

### Links to resources:

Department of Education – High Potential and Gifted Education website:

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

### Policy Statement:

<https://education.nsw.gov.au/policy-library/policies/pd-2004-0051>

### Research:

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

Last review date: December, 2023

Next review date: December, 2024