

## High Potential and Gifted Education Policy and Implementation (Updated 2022)

### Rationale

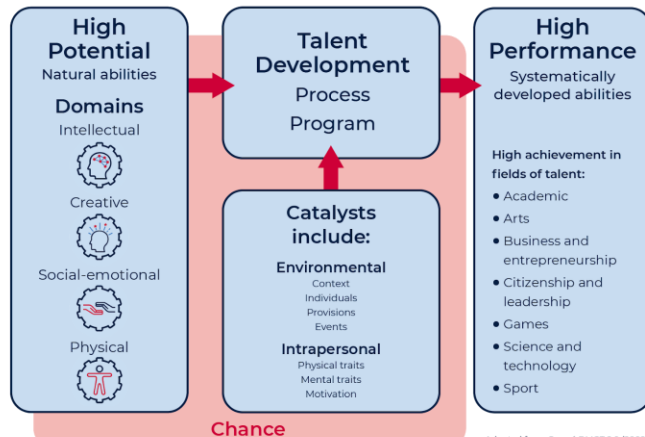
At Kariong Public School, we support every student to achieve their educational potential, regardless of background, through the provision of explicit teaching strategies and quality teaching in a supportive learning environment.

We aim to provide learning environments which support the social-emotional and wellbeing of high potential and gifted students, enabling them to connect, succeed and thrive.

We aim to optimise the growth and achievement of high potential and gifted students across all domains of potential, through evidence-based talent development opportunities and differentiated teaching and learning practices, to ensure that their specific learning and wellbeing needs are met.

### Definition

**High potential** students are those whose potential exceeds that of students of the same age in one or more domains (creative, physical, socioemotional and intellectual). 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.



**Gifted** students' potential significantly exceeds that of students of the same age in one or more domains. Leading gifted education experts commonly estimate that 10% of students may be considered gifted. They typically develop talent and achieve mastery notably faster than their age peers.

**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.

Further information to support parents of high potential and gifted students can be found here: [Gifted Education Resources for Parents](#)

## Assess and Identify

Identification procedures of high potential and gifted students follow our school's [Learning and Support Team referral and support practices and procedures](#).

Further to these procedures, Identification of gifted and highly gifted students follow an objective, valid and reliable approach. A mix of quantitative data (internal and external assessment data) and qualitative (teacher judgement) is considered. Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential. The use of various data sources, with a high number of stakeholders providing input ensures that students from diverse cultural, linguistic, socio-economic backgrounds, Aboriginal and Torres Strait Islander students and students with disabilities are provided with equal opportunities.

Some of the assessments that may be considered for identification and assessment are:

### Quantitative / Objective

#### *Assessment of Ability*

- ACER General Ability Tests (AGAT)
- Music and dance auditions, visual arts portfolios, sporting trials (for talents in specific domains)

#### *Assessment of Achievement*

- Standardised tests, eg NAPLAN Year 3 and Year 5, Best Start, SENA, Year 4 Check-in Assessments, Phonics Screening Test for Year 1
- Progressive Achievement Test (PAT) data Years 2-6 in Reading and Mathematics
- School-based assessments across KLAS
- Psychometric assessments and ICAS test results (note: these are not expected or required, but may be considered if provided)
- SHARP Reading data
- General Capability Learning Continuums

### Qualitative / Subjective

*(These assessments may be used by the school counselor in collaboration with the learning and support team for students who exhibit qualities of being highly gifted.)*

*Teacher identification of giftedness* ([Michael Sayler checklist](#))

*Parent identification of potential/giftedness* ([Michael Sayler checklist](#))

*Student self-assessment* ([brilliant behaviour checklist](#))

## Implementation

At Kariong Public School we implement evidence based procedures, programs and practices that meet the learning and wellbeing needs of high potential and gifted students and facilitates talent developments.

### Teacher Responsibilities

- Use assessment and data to identify the specific learning needs of high potential and gifted students across all domains of potential.
- Apply evidence-based approaches that extend and challenge high potential and gifted students beyond their current level of mastery
- Develop, design and teach differentiated learning programs and provide experiences that meet the advanced learning needs of students.
- Participate in school provided professional learning that enhances their expertise in planning and programming effective learning experiences for high potential and gifted students
- Collaborate with families, other schools and the wider community to support the learning and wellbeing of high potential and gifted students
- Communicate assessment and identification information to support the transitions of high potential and gifted students

### All classrooms

All teachers develop, design and implement differentiated learning programs with deliberate adjustments to content, process, product and learning environment, to meet the specific learning needs of HPG students. Through ongoing data collection, teachers analyse and evaluate the effectiveness of differentiated programs and provisions.

The [Differentiation adjustment tool](#) is used by teachers to inform their programming. Curriculum differentiation for High Potential and Gifted students provides for personalised learning opportunities, increased student choice and challenges appropriate to their developmental level. Gifted students may require a Personalised Learning and Support Plan (PLSP). This will be developed by the child's class teacher in consultation with the Learning Support Team. Identified HPG students will be added to the KPS High Potential and Gifted Education Register and will be regularly monitored by the Learning Support Team and the HPGE team.

Flexible grouping strategies may include needs-based or task-oriented grouping - students may be grouped and regrouped frequently, according to formative assessment and learning progress. Extension groups may be formed for specific purposes, aimed at catering for students with particular strengths and talents.

In order to achieve the best, all students need to be challenged to learn and master new skills and feel a sense of success, wellbeing and belonging in a supportive learning environment. Some HPG students may experience specific social challenges related to their advanced ability and development, and this needs to be proactively addressed by all teachers in collaboration with parents and carers.

## Provisions for High Potential & Gifted Students

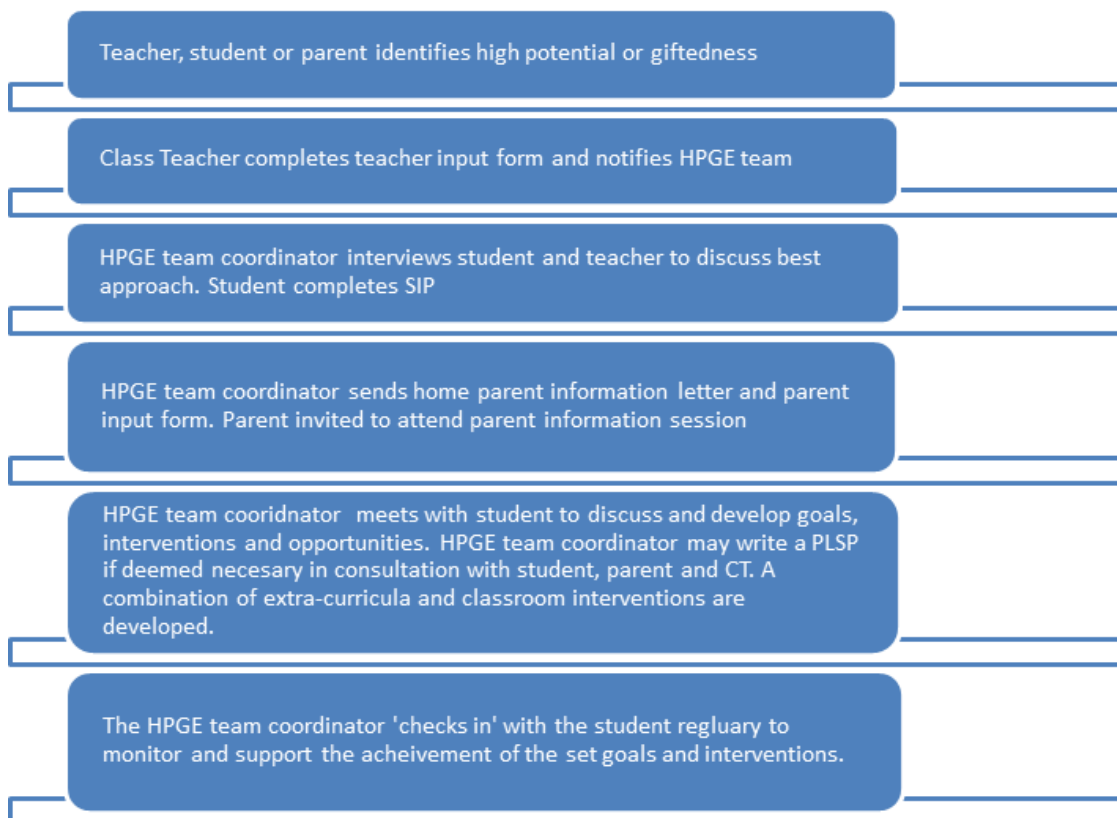
The school coordinates the provision of developmentally appropriate and engaging programs for students who are gifted and talented in the intellectual, creative, socio-emotional and physical domains. This is achieved through a variety of strategies at a whole school, classroom and extra-curricular program level.

### Whole school

The school implements evidence-based programs, practices and procedures so that high potential and gifted students' specific learning needs are identified and catered for. The collaborative planning process enables the creation of differentiated learning programs which support the needs of HPG students. For highly gifted students, curriculum compacting, further mentoring and acceleration may be implemented in certain circumstances.

The school staff includes a range of specialist teachers, including a school-funded enrichment programs teacher. The school liaises with the local high school to draw upon further specialists interventions in different educational fields. The school facilitates opportunities and encourages participation in programs beyond the school to provide opportunities for high potential and gifted learners in a range of domains.

Identified student may be supported through a Check in and Check out mentorship program (outlined below). Students will work with a teacher mentor to set goals and establish interventions to achieve these goals through a whole school approach.



### Potential co-curricular/external provisions

The outlined programs below are constantly being added to and changed in response to student needs and developing opportunities.

### *Intellectual and Social and Emotional Domains*

#### *English Enrichment*

- Public Speaking competitions
- Debating competition
- ICAS English
- ICAS Spelling
- Annual writing competition
- Author talks
- Premiers Reading and Spelling Competitions
- Writing competitions. ( eg: write on)
- Kariong Kids Magazine
- Literature study groups

#### *Maths Enrichment*

- Maths enrichment sessions - withdrawal groups
- Mathematics ability groups
- ICAS Mathematics
- 'Algebra in the Courtyard'

#### *General*

- Chess
- STEM, Coding, Robotics
- SRC
- PBL Kids Team
- Scrabble club
- Mentorship programs
- Garden club
- Game on
- Computer Club
- Tech Girls
- Garden Group

### *Creative & Physical Domains*

#### *Drama*

- Razzle Dazzle
- Drama groups

#### *Dance*

- Dance ensembles
- Dance Groups

#### *Music*

- Choirs
- Concert in the Courtyard
- Music mentorship programs

#### *Sport*

- PSSA
- District/Regional carnivals
- Sporting workshops
- Access to sporting pathways - Zone, Regional, State
- Sport teams ( Netball, football, basketball, cricket, soccer)
- Running Club