High Potential & Gifted Policy Implementation

Rationale

At Avalon Public School, we support every student to achieve their potential through the provision of evidenced based teaching strategies such as explicit teaching 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.

The NSW Department of Education HPGE policy can be found here:
https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/about-the-policy/high-potential-and-gifted-education-policy

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.
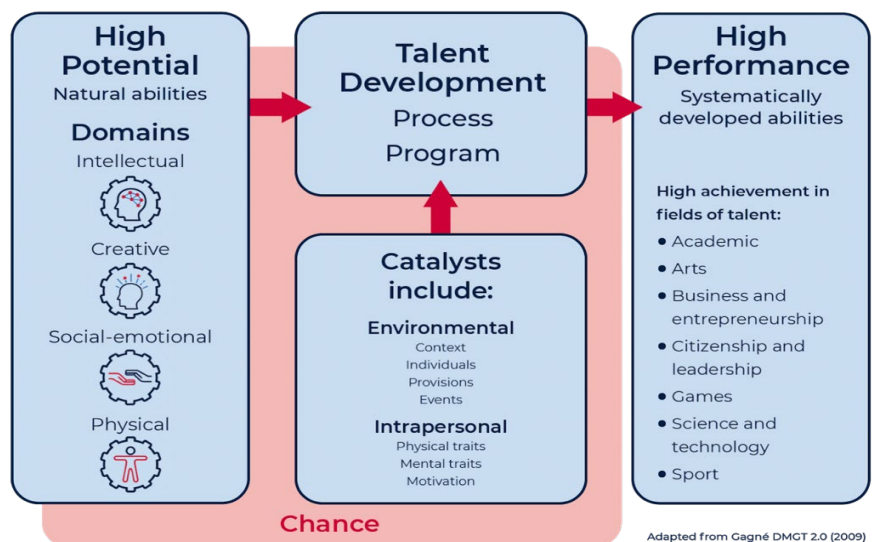
HPG Students Characteristics

Intellectual Characteristics

- capacity for greater analytical depth
- fewer repetitions needed for mastery
- greater capability in abstract reasoning
- relative ease in making connections between disciplines
- advanced reading ability and comprehension
- knowledgeable in areas of passion
- processes information in complex ways
- enjoys hypothesising
- thrives on complexity and can see many points of view
- thinks in analogies

Social- Emotional Characteristics

- advanced organisational and management skills
- advanced social and communication skills
- emotional stability
- empathy
- demonstrated leadership and decision-making skills
- resilient and self-aware
- foresees consequences and implications of decisions
- respected by peers
- self-confident
- task analysis and backwards mapping abilities
- social justice advocacy

Physical Characteristics

- subtlety in movement and control of body
- self-disciplined
- coordinated, balanced and confident in physical activities
- high energy levels
- superior understanding of spatial relationships
- endurance, stamina and persistence in physical activities
- suitability of body build for area of physical high potential
- demonstrates prowess in physical activities common amongst age peers
- competitive
- 'hands on' learning preference

Creative Characteristics

- educational risk-taking
- tolerance for ambiguity
- makes unusual associations between different ideas
- demonstrates creative thinking across domain areas and in the different disciplines
- demonstrates novel thinking in written and oral expression
- flexibility and divergence in thinking
- unusual ability for expressing self through art, dance, drama, music
- creates several solutions to a given problem
- synthesises a variety of ideas in original ways

Across Domains

- challenging authority
- difficulty with group participation
- questioning others' ideas
- frustration when expectations are not met
- impatience and boredom with learning experiences that do not provide challenge or interest.

NB: *These learning characteristics should be used as only one source of evidence to assess and identify student needs. This is not an exhaustive list nor is it a checklist.*

Whole School Approach

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 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.

The collaborative planning process enables the creation of differentiated learning programs which support the needs of HPG students. There is a strong focus across the school on promoting creative and critical thinking and rich and open-ended tasks, through the widespread use Modern Learning implementing the 9D's. Catering for HPG students is interwoven throughout teacher professional learning.

The school may form withdrawal groups according to student needs that enhances and broadens the curriculum and caters to the specific learning and wellbeing needs of HPG students. For highly gifted students, curriculum compacting, mentoring and acceleration may be implemented in certain circumstances.

Tiered Interventions

The Pyramid of Intervention demonstrates the tiers of intervention at APS and the various strategies employed to ensure all students learning and wellbeing is catered for. Please note, this is not an exhaustive list.
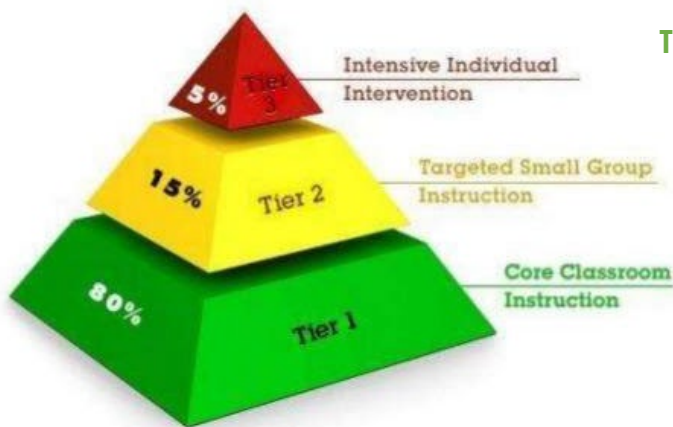
Tier 3 - Few

✔ Acceleration in one or more subjects
✔ Mentorship programs

Tier 2- Some

✔ Withdrawal groups
✔ Competitions or external programs
✔ Personalised Learning Plans
✔ curriculum compacting

Tier 1 - Most

✔ Counselling and mentoring
✔ Pre- assessment & flexible grouping
✔ Differentiated curriculum and explicit instruction
✔ Evidenced based teaching
✔ In class flexible grouping and pacing
✔ Real world problem solving to promote deep and transfer learning through 9D's
✔ Leadership development
✔ Learning dispositions & Growth mindset
✔ Extra-curricular opportunities across domains
✔ Visible Learning strategies
✔ High expectations & high challenge learning environments

All Classrooms

All teachers develop, design and implement differentiated learning programs with deliberate adjustments to the learning tasks, content, process, product, outcomes 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 where appropriate.

Teachers use a variety of assessment data to implement flexible and purposeful needs-based or task-orientated grouping practices. Teachers are expected to offer differentiation to meet student needs, including HPG students with disability.

Flexible grouping strategies may include needs-based - 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.

Differentiation adjustment tool

On this page

Adjustment: Complexity →

Adjustment: Challenge →

Adjustment: Choice →

Adjustment: Abstraction →

Adjustment: Creative and critical thinking →

Adjustment: Higher order thinking →

Adjustment: Pace →

Adjustment: Authenticity →

Adjustment: Learning environment →

Identification Procedures

Avalon Public School utilises a range of methods to identify gifted students. This includes:

- ✔ Quantitative data (SENA, NAPLAN, Grade Assessments)
- ✔ Qualitative data (work samples, teacher judgement, HPGE profiles, observations)
- ✔ Parent nominations (Michael Slayer Checklist for Parents)
- ✔ Teacher nominations and (Michael Slayer Checklist for Teachers)
- ✔ Psychometric testing **may** be conducted if necessary either internally or externally.

Identification or support is facilitated through the Learning and Wellbeing using the referral process.

Referral Process - Learning & Wellbeing Team

Teacher identifies a student of concern *(i.e. Learning, Wellbeing, Behaviour)*

Teachers are to follow the first four steps before accessing the Learning and Wellbeing Team.

| 1. Check with the Stage DP if the student has a file. | 2. Speak to supervisors and colleagues at a stage meeting about concerns and seek strategies to trial. | 3. Add these strategies to a 'Collaborative Support Plan' and implement for 4-6 weeks. Ensure supervisor has signed. | *If successful, no further action required.* |

If current interventions have been unsuccessful

| 1. Learning and Wellbeing team referral completed. Referral forms are located in the DP office. | 2. Collaboratively develop plans and timelines within a Learning and Wellbeing Team meeting. | 3. Implement new plan and strategies. Minutes will be added in Sentral. | *If successful, no further action required.* *The student will be reviewed in a Learning & Wellbeing Meeting within 6-8 weeks.* |

Students who require Level 2 Support - Secondary Intervention

| Learning & Wellbeing Team collaboratively develop a *support plan.* | Access external agencies, regional support, further counsellor assessment, parent meeting, additional assessments and support for the teachers and students. Behaviour plan, risk management &/or Individual Education Plan developed |

Monitor and evaluate the support plan

Parental involvement and continual monitoring of student progress is to be done with all involved parties. Student, Parents, Teachers, Learning and Wellbeing Team and the Executive Team.

NOTE:
- All students with integration funding are required to have an **Individual Education Plan (IEP)**
- Aboriginal and Torres Strait Islander (ATSI) are required to have a **Personalised Learning Pathways (PLP)**

Student Tracking

HPG students will be tracked by:

- ✔ Individual Student Profile Sheets
- ✔ Grade Overviews
- ✔ Deputy Principal files
- ✔ Sentral

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

School Leader Responsibilities

✔ 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.

✔ 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.

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

✔ 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.

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

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

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

✔ 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.

✔ 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.

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

Potential Cocurricular/External Provisions

Intellectual Domain

- Maths Olympiad
- ICAS
- Writing Competitions
- Public Speaking Competitions
- Science Competitions
- 9D's Competitions/ expos
- Debating
- Withdrawal Groups
- Lunch Clubs
- Chess Club

Social- Emotional Characteristics

- Leadership
- Peer Support

Physical Characteristics

- PSSA Competitions
- Sport Carnivals – zone, regional & state (Swimming, Cross Country and Athletics)
- Knockout Competitions
- Pittwater Zone & Sydney North trials (various sports)

Creative Characteristics

- Music Tutoring
- Operation Art
- Band Program
- Strings Program
- Dance Groups
- Drama Club
- Choir

Teacher Support

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

CESE Research https://www.cese.nsw.gov.au/publications-filter/revisiting-gifted-education

Professional Learning https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/hpge-professional-learning

MyPL Online Courses:
- CESE publications: Revisiting gifted education (1 hour approx)
- High Potential and Gifted Education Policy canapé series- unpacking high potential, gifted and highly gifted (30 min approx)

Parent Support Information

Further information to **support parents of high potential and gifted students** can be found here:
https://docs.google.com/document/d/1ouM0cgFfg5_Deetz99eDWn51tQM4YewvJ3lPGe HsJH4/edit?usp=sharing