



AVOCA BEACH PUBLIC SCHOOL

HIGH POTENTIAL AND GIFTED EDUCATION POLICY

BEN THOMAS

Revised September 2022

Avoca Beach Public School

High Potential and Gifted Students

Rationale

At Avoca Beach Public School, we aim to provide quality teaching and learning programs, driven by dedicated, committed and caring teachers that engage students with a strong, supportive and nurturing community environment. The purpose of this policy is to ensure we maximise the learning outcomes for all students and motivate them to reach their full potential across all areas of their learning. We recognise that effective education for gifted students and students with high potential involves a process of identification, support and enrichment opportunities that involve students, teachers, parents and peers. This policy has been developed in conjunction with the DoE High Potential and Gifted Education Policy.

Definitions

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.

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.

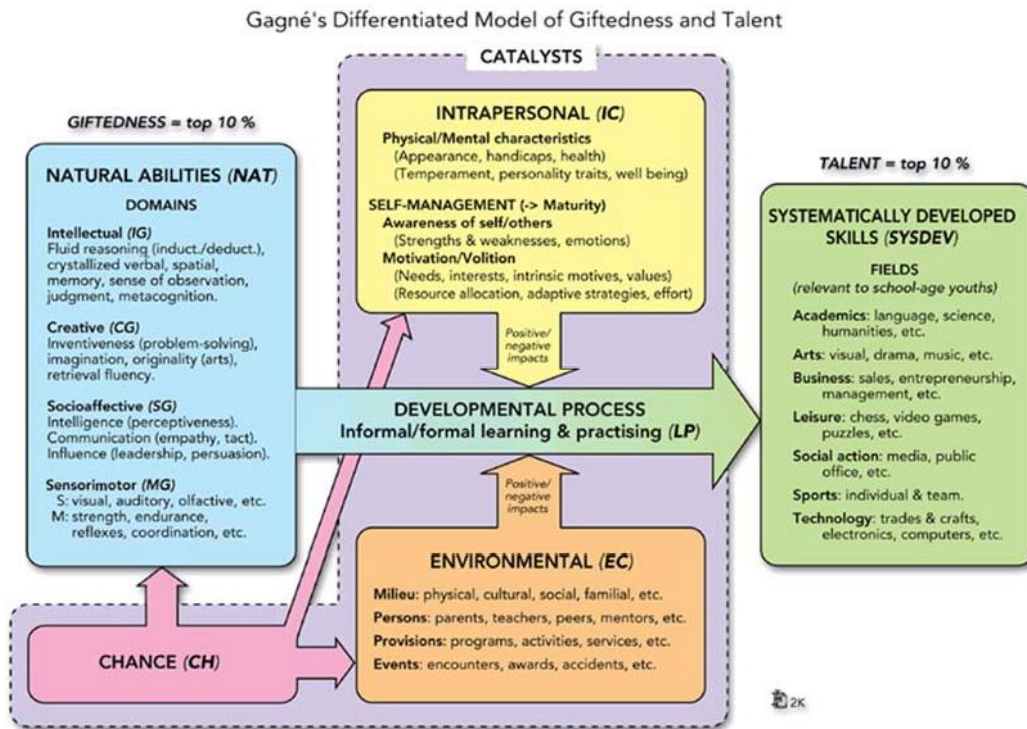
Highly Gifted students are those whose potential vastly exceeds that of students of the same age in one or more domains: intellectual, creative, social-emotional and physical.

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

Gagne's DMGT (2003) identified five levels of giftedness:

- Mild – 1/10
- Moderately – 1/100
- Highly – 1/1,000
- Exceptionally – 1/10,000
- Profoundly – 1/100,000

The DoE adopts definitions of Giftedness and Talent based on Gagné's Differentiated Model of Giftedness and Talent (2003).



Policy Objectives

Avoca Beach Public School acknowledges that students in our learning community have high potential and gifts that must be catered for in order for the learning outcomes of these students to be optimised.

The school also acknowledges its responsibility to:

- 1.** Identify high potential and gifted students so that provision can be made for a range of learning opportunities
- 2.** Provide learning environments with high expectations and effective, explicit, evidence based teaching and learning programs where all students are challenged and engaged to reach their educational potential. Programs and program modifications will be regularly monitored and evaluated.
- 3.** Decide when any form of extension or enrichment may be appropriate to meet the educational, social and emotional needs of individual high potential and gifted students in Years K-6
- 4.** Recognise the rights of those with parental/guardian responsibilities to be fully informed and participate in decisions relating to their child's education
- 5.** Provide staff development opportunities in the education of high potential and gifted students
- 6.** Provide withdrawal groups from K- 6 for those students who demonstrate high potential and gifts across intellectual, creative, social-emotional and physical domains
- 7.** Discuss the needs of high potential and gifted students at Learning Support Team (LST) meetings as required.

Aim

Students at Avoca Beach Public School are recognised as having unique educational needs and these needs must be catered for to ensure their learning opportunities are optimised. This policy sets out the responsibilities and procedures for the provision of high potential and gifted education including:

- Identification – through nomination forms, checklists and referrals
- Grouping – purposeful strategies that support effective curriculum differentiation, streaming and withdrawal programs
- Curriculum differentiation – teaching and learning programs that extend high potential and gifted students beyond their current levels of mastery, informed by assessment, data and evidence
- Enrichment, extension and extra curricular programs – sustained, challenging and purposeful

Responsibilities and Delegations

The Principal and the Executive will:

- Establish an environment of acceptance for high potential and gifted students
- Monitor policy implementation and ensure information about high potential and gifted students is part of whole school management and communication
- Ensure high potential and gifted students who are underachieving are recognised and catered for

The High Potential and Gifted Coordinator/Committee will:

- Monitor the progress and needs of identified high potential and gifted students
- Provide the staff with up to date information and research in the area of gifted education
- Be advocates for high potential and gifted students through attendance at LST meetings, shared meetings with teachers and with parents

The Learning and Support Team will:

- Have a member from the team on the HPGE committee to act as an advocate for high potential and gifted students
- When required, undertake LST referrals for high potential and gifted students to identify their needs and ensure they are catered for

The School Counsellor will:

- Assist with identification, where necessary, through testing and interviews
- Provide advice and support for high potential and gifted students and their families.

Classroom Teachers will:

- Monitor student progress to identify possible high potential and gifted students
- Gather information about students from a variety of sources using a range of assessment strategies
- Cater for high potential and gifted students in day to day teaching through a range of innovative strategies and curriculum differentiation
- Provide daily opportunities for students to demonstrate excellence

Student Identification

Effective educational provision for high potential and gifted students depends on appropriate and accurate identification. Such identification requires a variety of methods to be employed, including:

- Cognitive Assessments (formerly known as IQ tests) *
- Standardised testing
- Teacher observation and nomination
- Parent information and nomination
- Peer/ Self nomination (where appropriate)
- School Performance Data
- HPGE Team Committee nomination
- School Counsellor recommendation
- Performance in external tests

*Completed by external professionals or following a referral to a counsellor.

Modifications

Each gifted and talented student is an individual and their strengths and areas of need are unique. Program modifications to cater for the educational needs of gifted and talented students may take the form of any of the following adjustments, or combination thereof:

- Individual Education Plans
- Higher order questioning
- Behaviour modifications
- Curriculum compacting
- Enrichment groups
- Ability/interest grouping
- Subject based acceleration
- Grade acceleration
- External agencies
- External programs

Enrichment Groups

A number of enrichment groups will operate across the year, meeting the needs of high potential and gifted students from K-6. Whilst content taught reflects mandatory syllabus and curriculum requirements, the aim of the enrichment groups is to enrich and extend the curriculum to explore new areas and open new horizons. Enrichment groups are run by interested staff and focus on English, Maths, Science, STEM and Technology. They run for periods of 5-10 weeks.

Students are nominated for enrichment groups by their classroom teacher. Parents are notified with a letter sent home at the start of the group.

Whole School Enrichment Days

Whole school enrichment days are run once per term and cover a range of Key Learning Areas, including Science, STEM and Creative Arts. These days are designed to enrich the learning experiences of all students, whilst creating additional opportunities for students with high potential or giftedness in each area. Enrichment days also provide teachers with opportunities to observe students and identify with potential or gifts, who may be underachieving or flying under the radar in the regular classroom. These days may also involve opportunities for guests or experts to share their knowledge with students, or parents interested in sharing their skills with the wider school community.

Monitoring

Students identified as high potential and gifted will be listed on a school High Potential and Gifted Register, outlining their specific strengths. The High Potential and Gifted committee will keep staff up to date with relevant information regarding gifted education and best practice. Students involved in withdrawal groups will be monitored regularly to ensure they are motivated and displaying a commitment to learning. Student results will be monitored to ensure that students identified as high potential and gifted continue to perform to their full potential. New students will be identified as they arrive in the school.