



Killarney Heights Public School High Potential and Gifted Education Policy

Rationale

The NSW Government is committed to high quality educational outcomes for all high potential and gifted students and the provision of an appropriate curriculum to meet these students' needs within the school education system. High Potential and Gifted Education (HGPE) may include students from all socio-economic, ethnic and cultural groups as well as students with disabilities or students at risk. High potential and gifted students can be identified under one or more of the following domains: intellectual, creative, social-emotional and physical.

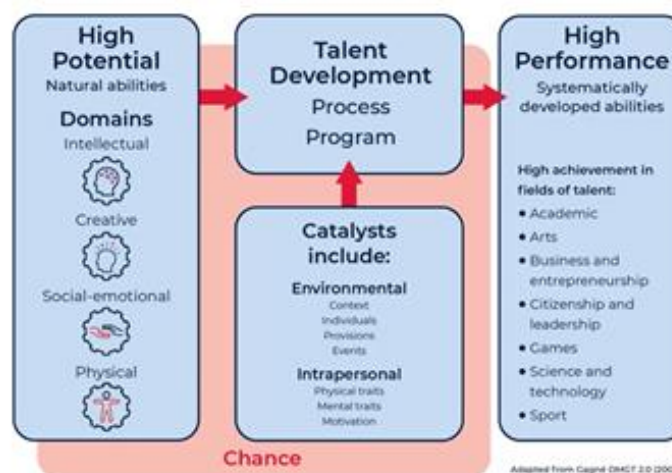
Killarney Heights Public School is committed to providing rich programs to develop skills in critical thinking, problem solving, communication, collaboration and technology to enable all students to reach their full potential academically, socially and emotionally. Our goal is to support students to reach their educational capacity by trying to lift their engagement, improve their academic achievement, and enhance their wellbeing. The policy has been developed to optimise student wellbeing and achievement across four domains. Our staff ensure that all students find school a secure, happy and challenging adventure.

Definitions

The Department of Education's policy on High Potential and Gifted Education has adopted Gagné's (2003) Differentiated Model of Giftedness and Talent (DMGT). This model provides research-based definitions of giftedness and talent that have a logical connection to identification and curriculum programs.

Gagné's Differentiated Model of Giftedness and Talent

Moving from high potential to high performance



Adapted from Gagne's Differentiated Model of Giftedness and Talent 2.0 (released May 2009)

High potential: students whose potential exceed from students in the same age.

Gifted: students whose potential is significantly above their peers and achieve mastery before their peers.

Highly gifted: students who vastly exceed their peers and need significant adjustments to meet their wellbeing needs to develop their talent.

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

Aim

Our aim as the High Potential and Gifted Education (HPGE) committee at KHPS is to:

- encourage the achievement of personal excellence in all students
- translate high potential in a specific domain (intellectual, creative, social-emotional and physical) into high performance in order to achieve personal excellence
- narrow the excellence gaps between advantaged and disadvantaged students
- raise student and parent awareness of the opportunities and challenges facing students with high potential
- identify students who are gifted or show high potential to ensure that the school caters for their individual needs
- provide support to teachers to ensure differentiation occurs for all students.

Identification procedures

The issue of identification is complex because allowance must be made for all types of students, including those who are gifted underachievers and those who may be disadvantaged.

Five key principles of identification are:

- **Defensibility:** procedures should be devised to identify students in all domains and fields of talent.
- **Advocacy:** teachers should use assessments to promote students' interests and should not expect students to perform equally well on all measures.
- **Equity:** there should be equitable procedures for identifying groups who may be disadvantaged by the mainstream identification procedures.
- **Comprehensiveness:** there should be the appropriate use of multiple sources of data.
- **Pragmatism:** identification needs to be consistent with the level of resources available.

The process for the identification of gifted and high potential students must:

- be dynamic and continuous
- allow for identification at any stage of the student's development
- allow for the highly talented to emerge from the larger talented group
- ensure that the identification of students from disadvantaged and culturally diverse groups is not overlooked.

At KHPS, our identification process involves a variety of information, nomination forms and checklists.

Parents are responsible for: <ul style="list-style-type: none">• If required, taking their child to an external facility for testing• If applicable, participating in review meeting to discuss results and provisions• Working with the school in implementing provisions at home	Classroom teachers are responsible for: <ul style="list-style-type: none">• Completing student nomination forms• Gathering appropriate data on student's performance• If applicable, participating in review meetings with Gifted & High Potential Education Committee and Learning Support Team to discuss results and provisions• Differentiating the curriculum to meet the needs of the students and working to address any emotional or social concerns	High Potential and Gifted Education committee and the Learning and Support Team (LST) are responsible for: <ul style="list-style-type: none">• Participating in review meeting• Auditioning students for dance, drama, robotics, choir and robotics• Reviewing nominations and processing students onto LST if there is insufficient or conflicting data• Coordinating the administration of IQ tests if there is insufficient or conflicting data• Ensuring programs are in place to meet the individual learning needs of the student• Facilitating ongoing communication with parents and classroom teacher
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Effective Evidence-Based Interventions

Evidence suggests that appropriate adjustments and interventions are needed to ensure that HPGE students meet their full potential. At KHPS, we aim to create a school culture of high expectations, a climate of celebrating personal excellence, and clear goals and objectives for school leaders, teachers and students. To achieve this, our key evidence-based interventions at KHPS include:

- **Advanced Learning Pathways** - acceleration is a set of administrative strategies that enable educators to cater efficiently and effectively for the diversity of cognitive development, needs and competencies of gifted and high potential students. Gifted and high potential students have cognitive and emotional abilities that allow them to learn much more quickly than their age peers.
- **Formative Assessment** – this is an integral part of teaching and learning programs. It is used to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time. Formative assessment is highly effective at recognising where current mastery exists. It helps identify strengths and areas requiring further development.
- **Explicit Teaching** – involves teachers explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback. Students benefit from explicit teaching strategies including worked examples, scaffolding instruction and well-sequenced learning tasks.
- **Ability Grouping** - the placement of students with high potential is fluid and flexible enabling students to be extended with likeminded peers.
- **Extension and Enrichment** - enrichment refers to the broadening of the curriculum to develop knowledge, application, thinking skills and attitudes to a degree of complexity appropriate to the students' developmental level. Extension activities involve the deepening of students' knowledge understanding and skills.
- **Differentiation** – curriculum differentiation ranges from slight to major modifications of the curriculum through adjustments to content processes and skills. It provides a planned, documented and challenging curriculum that matches the ability of high potential students to learn at a faster rate, find, solve and act on problems readily and manipulate abstract ideas and make connections to an advanced degree. Students will be provided with a safe, supportive learning environment to enhance their engagement, growth and wellbeing. Setting clear goals and success criteria are important for these students.

Extra-Curricular and Extension Opportunities

Killarney Heights Public school provides HPGE in all Key Learning Areas through activities including:

Mathematics <ul style="list-style-type: none">• HPGE withdrawal programs• Maths Olympiad• GERRIC holiday programs (UNSW)• Chess club• Warringah Community of Schools (WCoS) HPGE workshops	English <ul style="list-style-type: none">• HPGE withdrawal programs• Premier's Debating Challenge• Premier's Reading Challenge• Premier's Spelling Bee• Whole school Public Speaking Competition• Opportunities for community writing programs• Debating camp• WCoS HPGE workshops
Science / Geography <ul style="list-style-type: none">• HPGE withdrawal programs• Robotics clubs• WCoS HPGE workshops• KHHS lessons• Junior Landcare	Creative & Practical Arts <ul style="list-style-type: none">• Choir• Band• Strings• Dance• Visual Arts Camp• HPGE Drama & Art withdrawal programs
PDHPE <ul style="list-style-type: none">• PSSA representative sport including Netball, Soccer, AFL, Cricket, T-ball, Softball, Eagle Tag• Opportunities for regional sporting representation• Inter-school sporting competitions• Premier's Sporting Challenge• School Sport programs including swimming, dance, tennis, gardening• In class sport programs including dance and yoga	Community Languages <ul style="list-style-type: none">• HPGE Anglophone French• Mandarin enrichment classes• Mandarin Mother Tongue classes• French clubs
Acceleration <ul style="list-style-type: none">• In HPGE domains• In Key Learning Areas• Grade	

Appendices

- Parent nomination form
- Teaching nomination form
- Individual Learning Plan template
- Parent information letter

References

NSW Department of Education High Potential and Gifted Education Policy, 2020.