



**WAITARA PUBLIC
SCHOOL**

**High Potential and
Gifted Education**

**Policy and
Procedures**

Rationale

At Waitara 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 environment.

We aim to provide learning environments which support the growth, engagement and wellbeing of high potential and gifted students, enabling them to thrive as resilient, life-long learners.

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.

Definitions

HPG – High Potential and Gifted

High Potential students are those whose potential exceeds that of students of the same age in one or more domains.

Gifted students are those whose potential significantly exceeds that of students of the same age in one or more domains.

Highly Gifted students are those whose potential vastly exceeds that of students of the same age in one or more domains.

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

Domains of Giftedness – Intellectual, Creative, Social-Emotional and Physical

Identification Procedures

Identification of high potential and gifted students should be thorough, valid and reliable. A mixture of quantitative and qualitative data is considered. This data is used in an ongoing manner to inform learning and teaching across all domains of potential. The use of various data sources, with all stakeholders providing input ensures that students from diverse cultural, linguistic, socio-economic backgrounds, Aboriginal and Torres Strait Islander students and students with a disability are provided with equal opportunities.

Quantitative can include:

Assessment of Ability

- Sports Trials
- Music auditions
- Dance auditions
- Subject area pre-testing

Assessment of Achievement

- Progressive Achievement Tests – Reading and Numeracy 2-6
- NAPLAN Years 3 and 5
- Essential Assessment – Numeracy 2-6
- Best Start- K
- Check-In Assessments
- PM Instructional Levels

Qualitative

Students are provided with a range of opportunities to demonstrate potential in the four domains through varied/differentiated teaching and learning experiences in the regular classroom, learning experiences with specialist (RFF) teachers and extra-curricular activities. EAL/D support is provided where English is not the student's first language and LST support is provided where students have a physical, behavioural or learning disability.

Students and parents provide input through the 'Tell Them From Me' Surveys and three-way conferences.

Teacher Nomination Process

Classroom, specialist and support teachers may nominate a student as having high potential, in one or more domains, using the Teacher Nomination Form – High Potential and Gifted (see attached). The nomination of students is discussed at a Grade level at the end of term one each year. Individual student nominations at other times are discussed with the supervising Assistant/Deputy Principal as required. The use of checklists (see Resources section) may assist with identification.

Parent Nomination Process

Parents are a valuable source of information as they are aware of the strengths and areas for development their children possess; they know their child's areas of interest and passion and how they interact and function in the home environment and in social contexts outside school. Parents wishing to nominate their child as having high potential, in one or more domains, are requested to meet with the classroom teacher before completing the Parent Nomination Form – High Potential and Gifted (see attached)

Self-Peer Nomination Process

Students can provide valuable information about their own strengths, and those of their peers, particularly in the social-emotional and creative domains.

The Guess Who? – Peer Nomination Form (Stage 2) and Le Seur Peer Nomination Form (Stage 3) provides students with the opportunity to nominate themselves, or their peers.

Completed nomination forms are submitted to the Deputy Principal responsible for HPGE.

Students considered as gifted, or as having high potential, through the identification process are flagged on Sentral to allow for provision and monitoring. Highly Gifted and HPG students with a disability will require a Personalised Learning and Support Plan.

Teacher Responsibilities

- Use assessment and data to assess and identify the specific learning needs of HPG students across all domains of potential
- Seek support from LST and HPG specialist staff to support the needs of HPG students
- Apply evidence-based approaches that extend and challenge HPG students beyond their current level of mastery
- Develop, design and teach differentiated learning programs and provide experiences that meet the advanced learning needs of HPG students
- Undertake professional learning that enhances their expertise in planning and programming effective learning experiences for HPG students across all domains of potential
- Collaborate with families, school communities and the wider community to support the talent development of HPG students
- Communicate assessment and identification information about HPG students to support transition

Provisions

The school coordinates the provision of developmentally appropriate and engaging programs for students who demonstrate high potential in the intellectual, creative, socio-emotional and physical domains. Teachers select and implement a variety of teaching strategies and learning experiences to engage the interest of HPG students, challenge their capabilities and enrich their daily experience of schooling. 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.

Two Opportunity Classes provide a specialised learning environment for specific identified HPG students.

The school staff includes a range of specialist teachers, including EALD, Learning Support, visual arts, music and PE teachers, to cater for HPG students across a range of domains.

The collaborative planning process enables the creation of differentiated learning programs which support the needs of HPG students. Extended outcomes, using Bloom's Taxonomy, are used in the History, Geography and Science and Technology Key Learning Areas, to provide differentiation for high performance. There is a strong focus across the school on promoting creative and critical thinking and rich and open-ended tasks through the implementation of project-based learning.

For highly gifted students, curriculum compacting, mentoring and acceleration may be undertaken in certain circumstances.

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](#) and [Digital Learning Selector](#) can be used by teachers to inform their programming.

Teachers use assessment data to implement flexible and purposeful grouping practices. Teachers offer differentiation methods to meet student needs, including HPG students with a disability.

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.

Co-Curricular Activities

May include:

English Enrichment

- Multi-Cultural Perspectives Public Speaking
- Premier's Debating
- What Matters Writing Competition
- Author Visits
- Storyathon Writing Competition
- Premier's Reading Challenge
- Specialist Teacher/Librarian

Dance

- Stage 1 Dance
- Stage 2 and 3 Performance Dance Troupe(s)

Sport

- Specialist PE teacher
- PSSA
- Athletics/swimming/cross country carnivals – zone, regional and state
- Premier's Sporting Challenge
- Access to representative teams

Creative/Performance

- Tournament of Minds

Maths Enrichment

- Maths Olympiad, Maths Games and Maths Explorer (APSMO)
- Maths Challenge for Young Australians
- Problem Solving groups

Science and Technology

- SPECTRA Science
- GROK Learning (coding)

Music

- Specialist music teachers
- Band program
- Strings program
- Choirs
- Music ensembles

Visual Arts

- Specialist Art Teacher

Social-Emotional

- Student Representative Council

Kindergarten

- Self-Directed Interest Centre activities

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

Monitoring

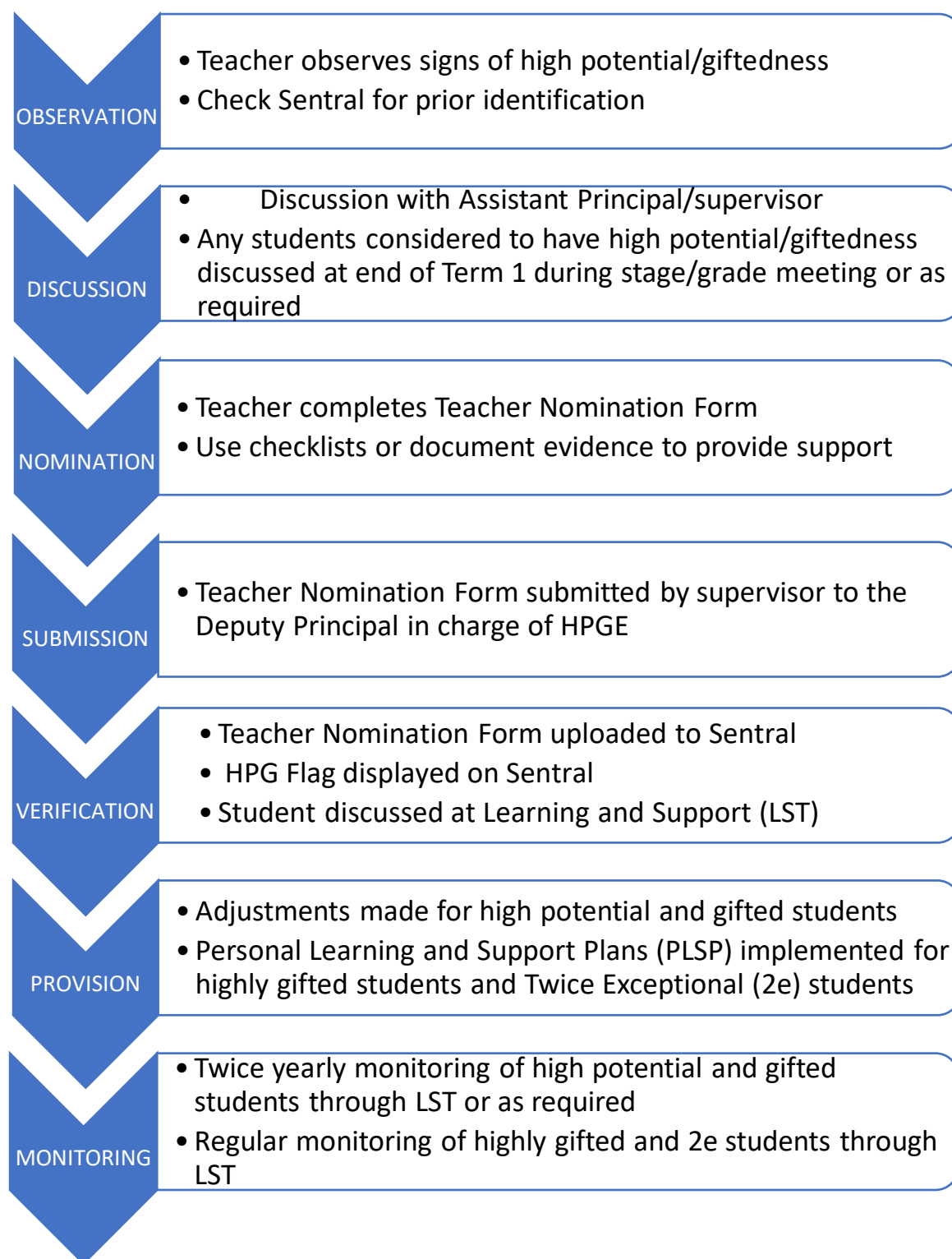
As of 2023 monitoring of high potential and gifted students is coordinated by the Deputy Principal in conjunction with the Learning and Support Team.

Adjustments and provisions for high potential and gifted students are discussed, planned and developed with classroom teachers twice yearly or as required. Highly gifted students, and those with a disability (2e) are monitored through the Learning and Support Team.

Monitoring of high potential and gifted students includes awareness of issues that can impact their academic growth and wellbeing. These issues include:

- Disengagement
- Underachievement
- Perfectionism (fear of failure)
- Extreme sensitivity (overexcitabilities)

HIGH POTENTIAL AND GIFTED PROCEDURE TEACHER NOMINATION FLOW CHART





TEACHER NOMINATION FORM HIGH POTENTIAL AND GIFTED

Date:

Student:

Class:

Teacher:

HPG Domain(s):

Intellectual

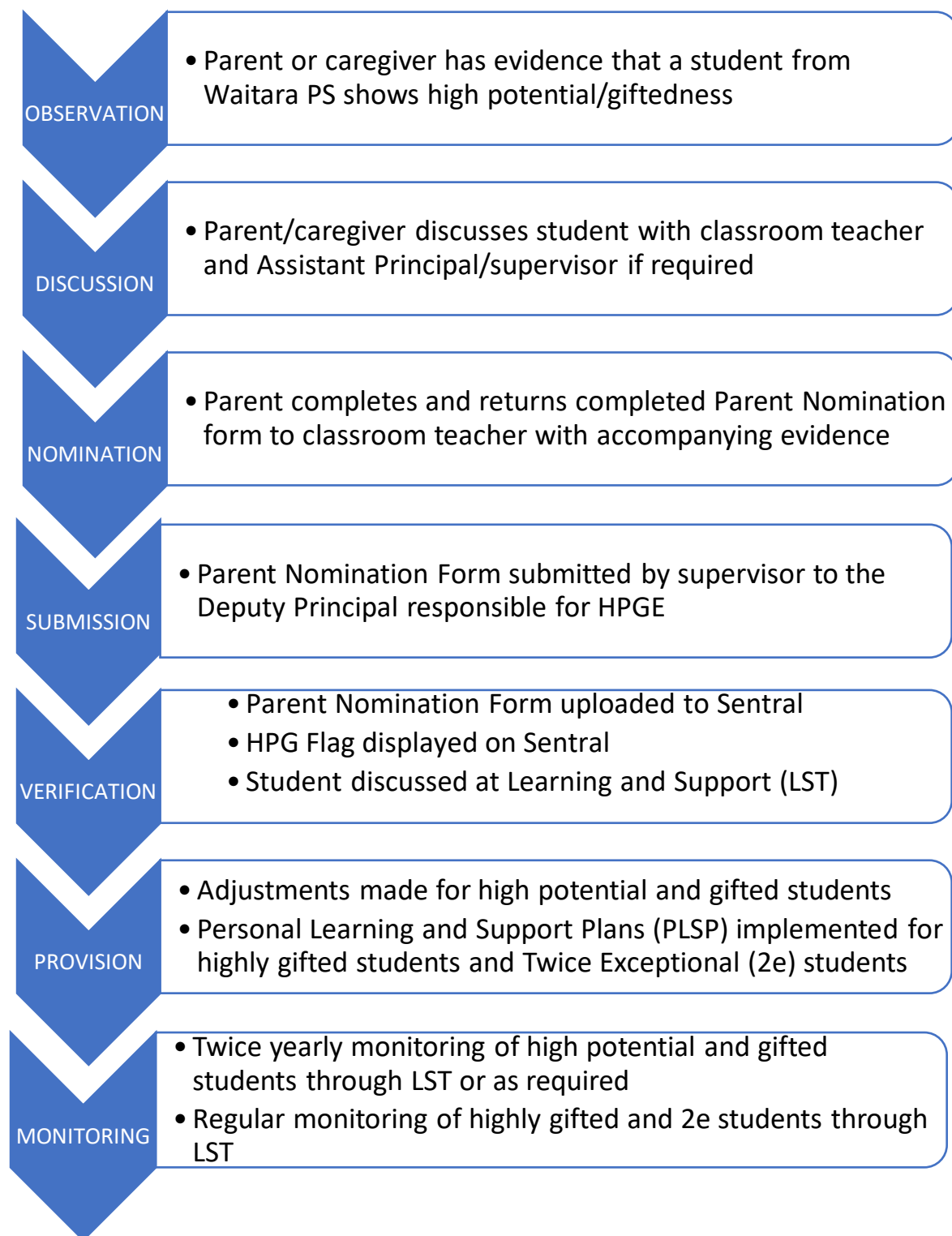
Creative

Social-Emotional

Physical

Evidence/Data/Information (please include details of subject areas if possible)

HIGH POTENTIAL AND GIFTED EDUCATION PARENT NOMINATION FLOWCHART





PARENT NOMINATION FORM HIGH POTENTIAL AND GIFTED

This document may help you more fully understand the characteristics and needs of high potential and gifted students. Please take the time to read it before completing this form.

<http://www.vagtc.org.au/wp-content/uploads/2019/12/VAGTC-Parent-FAQ-Resource.pdf>

Date: Student: Current Class:

Parent Name: Contact number:

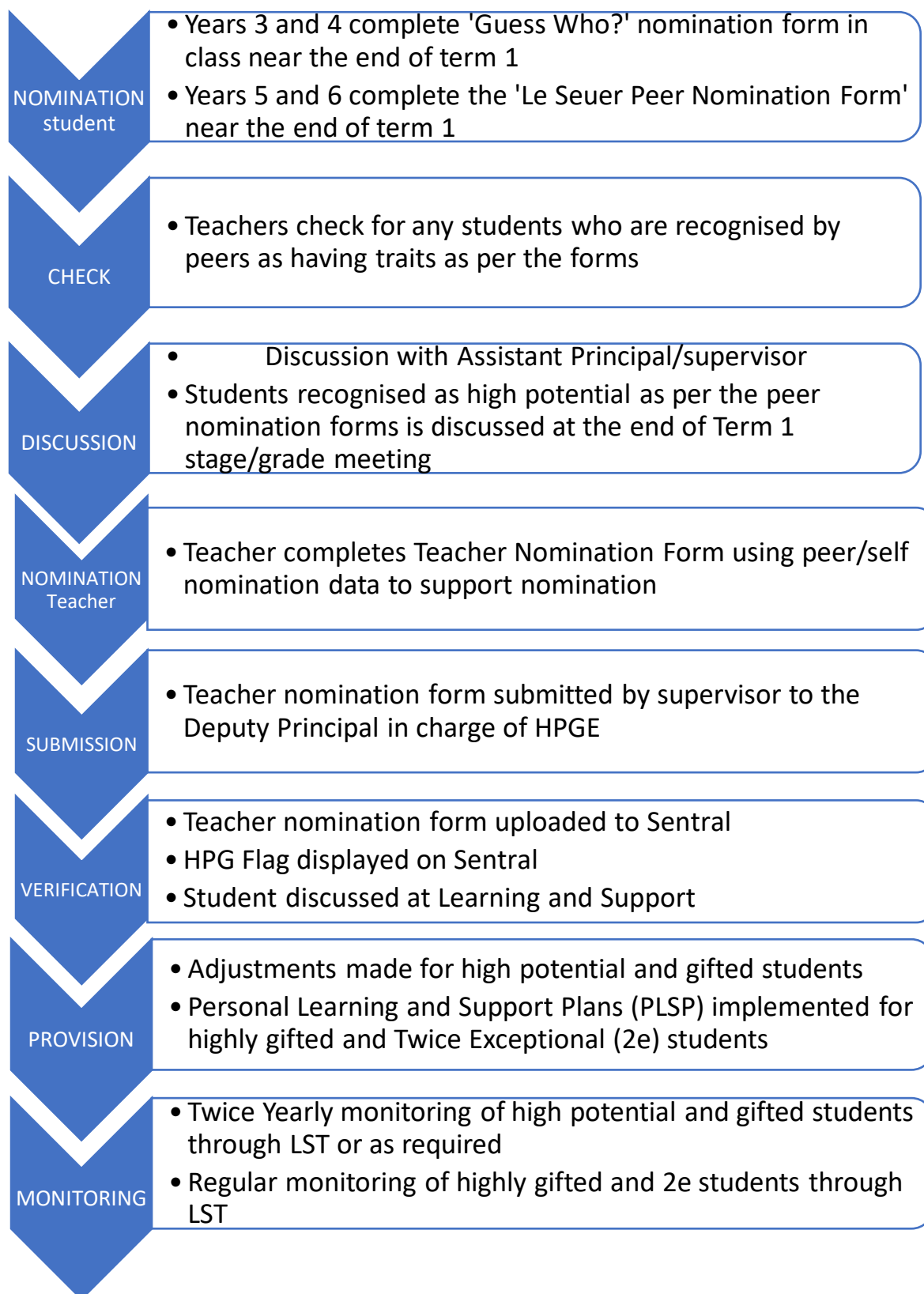
HPG Domain(s):

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> Intellectual | <input type="checkbox"/> Creative |
| <input type="checkbox"/> Social-Emotional | <input type="checkbox"/> Physical |

Evidence/Data/Information

HIGH POTENTIAL AND GIFTED EDUCATION SELF/PEER NOMINATION FLOWCHART STAGE 2 AND 3

This process highlights students who have high potential in the social-emotional and creative domains



Support Material

Learning Characteristics of High Potential and Gifted Students

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

<p><u>Intellectual Domain</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Social-Emotional Domain</u></p> <ul style="list-style-type: none"> • 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 backward mapping abilities • Social justice advocacy
<p><u>Physical Domain</u></p> <ul style="list-style-type: none"> • Subtlety in movement and control of body • Self-disciplined • Coordinated, confident and balanced 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 	<p><u>Creative Domain</u></p> <ul style="list-style-type: none"> • 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
<p>In all domains some of the characteristics that may be counter-productive to learning include:</p> <ul style="list-style-type: none"> • 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 	

<https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify>

Bright, Gifted and Creative

Bright Child	Gifted Learner	Creative Thinker
<p>Knows the answer Is interested Is attentive Has good ideas</p> <p>Works hard Answers the questions Top group Listens with interest</p> <p>Learns with ease 6-8 repetitions for mastery Understands Enjoys peers</p> <p>Understands complex, abstract humour Grasps meaning Completes projects</p> <p>Is receptive Copies accurately Enjoys school Absorbs information Technician and expert in the field Good memoriser Enjoys straightforward, sequential presentations</p> <p>Is alert Is pleased with own learning Is able Gets A's</p>	<p>Asks the questions Is highly curious Is mentally and physically involved Has complex and abstract ideas</p> <p>Plays around yet tests well Discusses in detail, elaborates Beyond the group Shows strong feelings and opinions</p> <p>Already knows 1-2 repetitions for mastery Constructs abstractions Prefers adults</p> <p>Creates abstract, complex humour</p> <p>Draws inferences Initiates projects</p> <p>Is intense Creates new designs Enjoys learning Manipulates information Expert who abstracts beyond the field Guesses and infers well Thrives on complexity</p> <p>Is keenly observant Is highly self-critical Is intellectual May not be motivated by grades</p>	<p>Sees exceptions Wonders Daydreams: may seem off task Ideas overflow, many never developed Plays with ideas and concepts Injects new possibilities In own group Shares bizarre, sometimes conflicting opinions Questions: What if? Questions the need for mastery Constructs abstractions Prefers the company of creative peers but often works alone Relishes off-the-wall, wild humour</p> <p>Makes mental leaps Initiates more projects than will ever be completed Is independent and unconventional Creates new designs Enjoys creating Improvises Inventor and idea generator Creates and brainstorms well Thrives on complexity</p> <p>Is intuitive Is never finished with possibilities Is idiosyncratic Is not motivated by grades</p>

<https://gatecalgary.ca/identification/bright-vs-gifted/>

[chrome-](#)

<extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.coloradogifted.org/wp-content/uploads/Bertie-Kingore-High-Achiever>

Characteristics of Gifted Learners

Characteristic	Positive Behaviours	Negative Behaviours
Highly curious	<ul style="list-style-type: none"> Asks a lot of questions Inquisitive Remembers detail 	<ul style="list-style-type: none"> Asks inappropriate questions Poor group participant Easily diverted from task
Abstract Thinker	<ul style="list-style-type: none"> Makes generalizations Tests out ideas 	<ul style="list-style-type: none"> Questions others Questions authority
Flexible Thinker	<ul style="list-style-type: none"> Employs variety of strategies to work something out 	<ul style="list-style-type: none"> Manipulates people and situations by using a variety of strategies
Clever Use of Humour	<ul style="list-style-type: none"> Enjoys “adult” humour Gets teachers’ jokes 	<ul style="list-style-type: none"> Uses humour at the expense of others.
Superior Vocabulary	<ul style="list-style-type: none"> Heightened involvement in discussions Enjoys adult-like discussions 	<ul style="list-style-type: none"> May be bossy or overbearing when working with others
Advanced Reading	<ul style="list-style-type: none"> Reads widely Advanced vocabulary and comprehension 	<ul style="list-style-type: none"> Reads constantly Neglects peer interaction and work- prefers to read
Retention of Knowledge; Fast Learner	<ul style="list-style-type: none"> Moves beyond core content and skills quickly Detailed recall of facts 	<ul style="list-style-type: none"> Rushes work; then disrupts others Monopolises class discussions
Long Attention Span	<ul style="list-style-type: none"> Concentrates and focuses on an area of interest for a long period of time 	<ul style="list-style-type: none"> Easily distracted unless the task is an area of passion or interest
Independent	<ul style="list-style-type: none"> Self-directed Focused on task in research or study 	<ul style="list-style-type: none"> Reduced involvement in discussion or group work Uncooperative in a group
High Level of Responsibility and Commitment	<ul style="list-style-type: none"> Sets attainable goals Learns to accept own limitations Tolerant of peers in a group 	<ul style="list-style-type: none"> Self-critical Perfectionist when completing tasks Sets unrealistic expectations for other group members
Strong Feelings and Opinions	<ul style="list-style-type: none"> Listens to others Shows concern and interest Considers others’ points of view Aware of others feelings 	<ul style="list-style-type: none"> Speaks out and lacks tact Over-reacts to others’ comments and reactions confrontational
Strong Sense of Justice	<ul style="list-style-type: none"> Empathises with those less fortunate Wants to “save the world” Stand up for other children whom they think have been poorly treated 	<ul style="list-style-type: none"> Argues the rules in games Frustrations when others don’t play exactly by the rules Asks older children or adults to solve issues seen as “unfair”
Original and Creative	<ul style="list-style-type: none"> Comes up with ideas “out of the box” Sees problems as a whole Connects thoughts and feelings 	<ul style="list-style-type: none"> Unaccepting of status quo Absent-minded or daydreamer Asks unrelated questions disorganised
High Energy Level	<ul style="list-style-type: none"> Wide variety of interests 	<ul style="list-style-type: none"> Often difficult to live with

	<ul style="list-style-type: none">• Organises time well• High level of individualized learning	<ul style="list-style-type: none">• May appear hyperactive• Easily bored so seeks out new things to explore
Immersion Learner	<ul style="list-style-type: none">• Wants to know everything about a topic• Becomes an expert on a topic by reading widely or talking to people	<ul style="list-style-type: none">• Focuses on topics of interest to them, at the expense of classroom work• Shows off knowledge to prove others wrong

Adapted from Gross, MacLeod, Drummond and Merrick (2001), Clark (1983) and Baska (1989)