



## Petersham Public School High Potential and Gifted Policy and Procedures

At Petersham Public School, we provide a safe, caring environment where children have the opportunity to achieve their best and become responsible, independent learners through quality programs. Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social-emotional and physical.

Our School is committed to providing a quality learning environment, striving for academic excellence. This includes:

- evaluating school procedures, programs and practices and student growth and achievement to inform school planning and policy implementation;
- assessing and identifying the specific learning needs of all high potential, gifted and highly gifted students;
- implementing evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development;
- collaborating with families, school communities and the wider community to enhance growth and achievement for all high potential and gifted students;
- building teacher and leadership capacity through engagement with quality research and ongoing professional learning on effective practices to improve growth and achievement for all high potential and gifted students.

Petersham PS embraces and supports the concept of 'giftedness', with the understanding that gifted students have distinctive learning characteristics that warrant on-going attention within the school environment. High potential and gifted students may require tailored resourcing and support to cater for their different learning needs that is responsive to their family, socio-economic status, language and cultural background, health and wellbeing.

This policy addresses:

Definition of High Potential, Gifted and Highly Gifted;  
Process of Identification; and  
Programming for high potential and gifted students.

### **Definition of Giftedness and Talent**

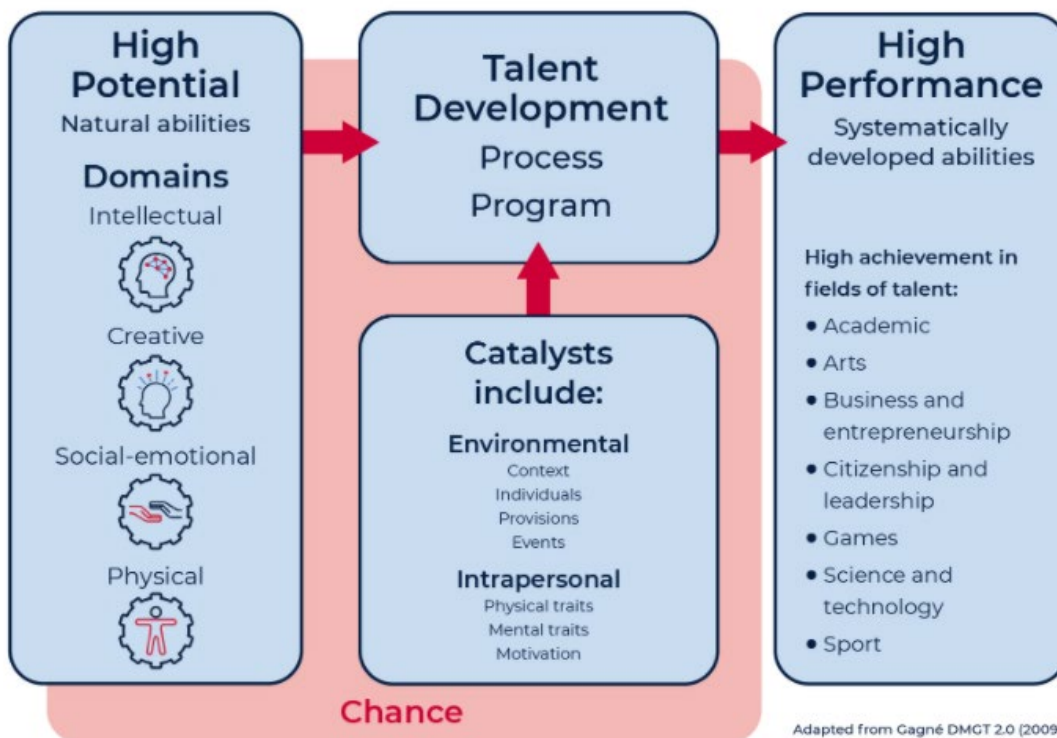
This policy draws on François Gagné's definitions of giftedness and talent established in the Differentiated Model of Giftedness and Talent DMGT 2.0 (2009). The definition of high potential students across intellectual, creative, social-emotional and physical domains expands the group of targeted students of earlier policies.

In Gagné's model the following definitions are used:

- **High Potential** students are those whose potential exceeds that of students of the same age in one or more domains. 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. Gagné and others commonly estimate 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.

Highly gifted and gifted students are sub-groups of high potential students.



It is acknowledged that students may underachieve. Underachievement is defined as the gap between a reliable measure of potential (e.g. an IQ test result) and a measure of achievement (e.g., in class marks, examination results).

### **Process of Identification**

High potential and gifted students are identified through a range of methods and in consultation with parents, teachers, and the students themselves. Identification practices utilised are purposeful, relevant and involve multiple assessments over time and from different sources.

The identification process varies depending on the age of the student and the year of entry, but may include any of the following:

- Standardised achievement testing
- Check In Assessment
- Essential assessment
- Screening test
- National testing (e.g., NAPLAN)
- ICAS competitions
- Creative task assessments
- Work samples
- Teacher nomination/checklists

- Parent nomination/checklists
- Interviews and anecdotal observations, including developmental readiness
- Student profiling (including school semester reports)
- External psychometric testing undertaken by qualified psychologists

Whilst evaluation of the identification process will be ongoing, a thorough review of the process will be undertaken annually and adjusted where necessary.

High potential and gifted students who are underachieving may be identified through the comparison of measures of potential with school levels of achievement.

### **Programming for High Potential and Gifted Students**

Programming for high potential and gifted students includes opportunities and options that differ from and/or complement the regular curriculum in breadth, depth, pace, or in the kind of experience offered.

#### ***In-Class Differentiation***

Curriculum differentiation is the modification of the curriculum through adjustments to content, process, product and learning environment. It provides a planned, documented, challenging yet integrated curriculum that matches the ability of gifted students to learn at a faster rate, find and solve problems more readily and manipulate abstract ideas and make connections.

Differentiation is available to every student in every classroom who demonstrates that he/she needs a different approach to teaching and learning to assist her academic development.

Differentiated programming is linked to ongoing class activities and units of inquiry, in ways that may include:

- High expectations for each student
- Advanced learning pathways
- Curriculum compacting
- Setting different questions or different activities within a class unit
- Ability or cluster grouping
- The use of higher order thinking skills
- The study of more advanced concepts of academic work
- Developing independent research skills

#### ***Accelerated Progression***

Acceleration is any arrangement that allows students to progress through the curriculum at a faster pace. Subject acceleration and Whole Grade acceleration are two forms that may be considered.

Recommendations regarding acceleration are made carefully and the student's academic ability, social and emotional wellbeing, and capacity to attend to classroom tasks and work output requirements, are considered prudently.

Accelerated progression will be considered upon parent or teacher referral if a student demonstrates a level of knowledge and skills significantly above the Year level of his/her cohort,

The process for considering placement in an accelerated program is as follows:

- A request for acceleration is received from either a parent or teacher.
- Consultation takes place between the classroom teacher, Learning Support Team, School Principal and the student's parents/guardians.

- In the case of whole grade acceleration, comprehensive psychometric assessments are undertaken and the results will be made available to confirm the desirability of acceleration.
- In the case of subject acceleration, academic assessments will be undertaken to confirm a decision to accelerate.

All acceleration takes place initially on a trial basis. A review of the student's overall adjustment to their accelerated progression is carried out up to six weeks from the time of placement with subsequent recommendations following. Further reviews will be conducted as necessary, in particular, as the student nears the end of the school year in consideration of placement the following year.

### ***Whole School Enrichment, Extension and Extra-curricular Programs***

The school currently provides a broad range of enrichment opportunities, open to all students based on interest, including:

- Public Speaking Competitions
- Writing Competitions
- Performing Arts Opportunities – e.g., band, choir, drama, dance
- Sport – gala days, PSSA, representative sport
- Student Representative Council
- Academic Competitions (e.g., ICAS)
- Extensive leadership opportunities (Captains, Vice Captains, Prefects, Library monitors, Music and Dance Captains, Technology monitors, School Pride monitors, Sport Captains, SRC)
- Coding and robotics K-6

Selected students may also be invited to participate in external programs/competitions. Selection for each program will be determined by the requirements of the program/competition. Examples of these programs/competitions include:

- Maths Olympiad
- Mind Marathon
- Create East
- School Spectacular
- Mind Quest
- Tournament of Minds

Petersham Public School provides a wide range of extracurricular opportunities for its students. Scholarships are available for students experiencing hardship and the majority of the afterhours programs accept Creative Kids vouchers. Some of the opportunities available include:

- The Instrumental Music Programme
- Mandarin class
- Italian class
- Coding
- Robotics
- Craft-a-noon
- Dance class
- Drama class
- Chess

References:

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Department of Education and Training, 2020 "High Potential and Gifted Policy"  
<https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education>

Department of Education and Training, "Policy and implementation strategies for the education of gifted and talented students <https://education.nsw.gov.au/policy-library/associated-documents/polgdl.pdf>

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