# Roseville Public School

# High Potential and Gifted Education Policy

# 2023

## Philosophy

**The New South Wales Department of Education High Potential and Gifted Education Policy promotes engagement and challenge for every student, regardless of background, in every school across intellectual, creative, social-emotional and physical domains. It supports every student to achieve their educational potential, through talent development opportunities and differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met.**

**At Roseville Public School we actively search to identify each child's special qualities and talents and nurture these. Our view of giftedness is inclusive and multi-dimensional. We recognise the need to encourage excellence in all areas of endeavour: social-emotional and leadership ability, creative and productive thinking, visual arts and performing arts, general intellectual ability, specific academic aptitude and psychomotor ability. We are committed to supporting every student to achieve their educational potential.**

# Aims

**At Roseville Public School we aim to:**

## Background Knowledge

- **ensure teachers and parents are familiar with the NSW Department of Education HPGE Policy 2019**
- **engage all staff with quality research and professional learning to further develop expertise in identification, planning and programming for high potential and gifted students in the four domains: intellectual, creative, social-emotional and physical**
- **build 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**
- **provide opportunities for all staff to attain additional training and skills in the education of high potential and gifted students**
- **apply evidence-based approaches that extend and challenge high potential and gifted students beyond their current level of mastery across all domains of potential**

## Audience

- **create optimal learning environments where all students are challenged to achieve their educational potential through effective, explicit, evidence-based programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development**
- **consider the effects of factors such as ethnicity, bilingualism and gender on student performance**
- **support the social-emotional development and wellbeing of high potential and gifted students to enable them to connect, succeed and thrive in their educational setting to achieve their potential**

## Content

- **differentiate the curriculum to meet the needs of all students to develop talents within all classrooms to meet their advanced learning needs**
- **provide quality learning opportunities for students' talent development, which may include extension, extra-curricular and enrichment programs**
- **ensure there is a culture of high expectation**
- **provide and support access to acceleration or advanced learning pathways and opportunities**
- **ensure enrichment, extension and extra-curricular programs for high potential and gifted students be sustained, challenging and purposeful**

## Identification

- **assess high potential and gifted students and identify their specific learning needs using objective, valid and reliable formative and summative assessments**
- **establish processes for identifying high potential and gifted students and for ongoing evaluation of the success of these identification methods**

## Assessment

- **use assessment data in an on-going manner to inform learning and teaching across all domains of potential: intellectual, creative, social-emotional and physical**
- **evaluate and analyse the effectiveness of differentiated programs using data related to the growth and achievement of high potential and gifted students**

## Communication

- **establish and maintain ongoing communication with parents/carers, teachers and the community**
- **work collaboratively with students, parents/carers and the community to support wellbeing, growth and achievement of all students**
- **to collaborate with other schools and organisations to offer learning opportunities that address advanced learning needs**
- **establish 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, disability and geographic location**

# Definitions of High Potential, Gifted and Highly Gifted Students

**Department of Education:**

- **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.

# Definition of Talent Development

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

# Identification Processes

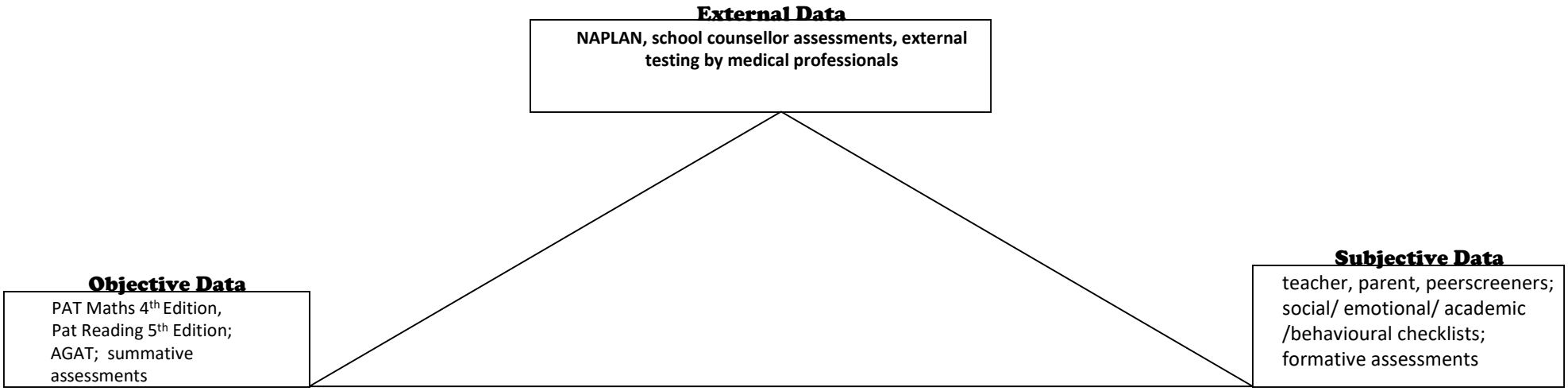
The early and accurate identification of giftedness is essential to ensure the best educational outcome for gifted children. The identification of high potential and gifted students at Roseville Public School comprises the **Triangulation of Data** which includes objective data, subjective data and external data.

Parents can nominate a student prior to enrolment. If the parent nomination is supported by, for example, the pre-school then the school counsellor may administer a psychometric test. If the results of this test indicate that a student is intellectually gifted, then the students' social maturity would be considered before a final decision made about whether the student would be accepted for early entry to school (as per the DET's guidelines for *Acceleration*) or grade acceleration.

The identification process involves teachers carefully evaluating student performance in partnership with the parents/carers, other teachers and professionals. The student's peers could also contribute to the process. This identification process needs to consider if students are deliberately hiding their talents; lack the motivation to achieve; need intervention strategies to enable their gifts and talents to be identified; have parents who are reluctant to acknowledge, or are unaware, that their child is gifted**.**

## Roseville Public School will use the following Triangulation of Data to identify High Potential, Gifted and Highly Gifted students

# Triangulation of Data




## Characteristics

The distinguishing features of the gifted become apparent from an early age. Silverman (1993) provides a useful generalisation of the intellectual and associated personality characteristics of the gifted group.

**Intellectual Traits**

Exceptional reasoning ability
Intellectual curiosity
Rapid learning rate
Facility for abstraction
Complex thought processes
Vivid imagination
Early moral concern
Passion for learning
Powers of concentration
Analytical thinking
Divergent thinking / creativity
Keen sense of justice Capacity for reflection

**Personality Traits**

Insightful
Need to understand
Need for mental stimulation
Perfectionism
Need for precision / logic
Excellent sense of humour
Sensitivity / empathy
Intensity
Perseverance
Acute self-awareness
Nonconformity
Questioning rules / authority
Tendency to introversion
(Silverman, 1993, p. 53).

# Assessment Overviews

To assist the school in identifying every student's potential and/or performance, including those with gifts and talents, Roseville Public School has developed a **K-6 Assessment Overview** for class teachers to use throughout the year. This assessment schedule includes norm referenced testing, criteria referenced testing and external assessments.

The AGAT 2nd Edition, Pat Maths 4th Edition and Pat Reading 5th Edition norm referenced tests will be administered annually during Term 4. From these results students who achieve Stanine Levels 8 or 9 will be entered on the High Potential and Gifted Data Base Spreadsheet and tracked along their school years at Roseville Public School. In the following year these students will be placed in cluster groups to cater for differentiation and extension.

### CogAT Form 7 Levels: (If Required)

Kinder : Test 5/6
Year 1: Test 7
Year 2: Test 8
Year 3: Test 9
Year 4: Test 10
Year 5: Test 11
Year 6: Test 12

### AGAT 1st Edition: ( Every Odd Year)

Year 1: Test 1
Year 2: Test 2
Year 3: Test 3
Year 4: Test 4
Year 5: Test 5
Year 6: Test 6

### Pat Maths 4th Edition

Year 1: Test 1
Year 2: Test 2
Year 3: Test 3
Year 4: Test 4
Year 5: Test 5
Year 6: Test 6

### Pat Reading 5th Edition

Year 1: Test 1 **(PAT Early Years Reading Test)**
Year 2: Test 2
Year 3: Test 3
Year 4: Test 4
Year 5: Test 5
Year 6: Test 6

## Tracking Folders

Results from norm referenced testing and external assessments shown on the school schedule are recorded by class teachers onto the student summary sheets contained in all **Student Tracking Folders**. Class teachers also enter results of students who have achieved **Stanine 8 or 9** onto the **HPGE Data Base Spreadsheet** on the google drive. The Learning Support and HPGE Team will track the students throughout the year.

For those students who are identified by classroom teachers and are not identified on the HPGE Data Base Spreadsheet, a Learning Support form is to be completed and provided to the **Learning Support and HPGE Team** for further discussion, analysis and development of an action plan.

The Learning Support and HPGE Team is also responsible for transferring relevant information to the school's **HPGE Data Base Spreadsheet and HPGE Profile Folder.** This assists the school to track the development and placement of students and to ensure any possible underachievement is identified early and appropriate action planned. This team will also track the overall trends across the school.

## HPGE Folders

External identification tools and assessments for High Potential and Gifted students will be placed in the students' own personal **HPGE Profile Folder** kept in the Deputy Principal's Office.

Class teachers will use the information contained in the **Student Tracking Folders** and **HPGE Data Base Spreadsheet** to inform them when making decisions regarding placement of students in various groups, such as clustering of intellectually gifted students within a mainstream class or grouping mathematically gifted students in across-grade groups. Teachers will also use this data to inform their decisions regarding program development and differentiation to support students' learning.

## Implementation of the HPGE Team

- The Learning Support and HPGE Team meet weekly to discuss and assist teachers to cater for individual student needs
- Continue identification and development for High Potential and Gifted students
- Raise staff awareness and develop staff skills through regular in-servicing at staff meetings and attendance in advertised in-service courses
- Staff members to complete the Mini- COGE course at UNSW
- Provide opportunities for identified students to be catered for within the classroom in cluster groups, school basis extension groups and external opportunities out of school
- Attend and contribute at collegial district based HPGE meetings

## Implementation within the classroom

- Student centered learning environment that is independent, open and flexible, accepting and complex which include individual projects and assignments and negotiated contracts using **Bloom's Taxonomy, Williams, Maker or Gardener** program models for differentiation
- Curriculum content that is abstract, complex and allowing topic depth/breadth and variety
- Curriculum processes that allow higher levels of thinking, creative problem solving, moral reasoning, open ended questions and activities, freedom of choice, pace and variety, and cooperative, social and leadership skills
- Classroom management may include group work, cooperative learning, interest/learning centres, peer support
- Recognise the variations in learning styles for each individual
- The inclusion of 'cluster groups' of approximately 6/8 students who identify as High Potential or Gifted within each grade. The number of cluster groups may vary from grade to grade.

## Implementation within and outside the school

- Special interest groups eg: Academic Competitions, Art Club, Band, Chess, Choir, Dance groups, Debating, Drama Clubs, Maths Olympiad, Peer Support, Public Speaking, Robotics, SEMP Club, Student Leadership, Tournament of Minds
- Recognition of attainments through School Bulletins and assemblies
- Information to parents about extra curricula activities via school newsletters
- Extra curricula activities -camps, excursions
- Testing for O.C classes and selective high schools
- Publicising camps and activities for talented students such as creative writers, music, creative arts camps, Brainway Educatinal Holiday Workshops
- PSSA Zone / District / State selection
- Australian Youth Choir
- Participation in district festivals
- Multicultural and Roseville Public School Speaking Competitions
- Specialist teachers and out-of school-hours programs
- Cooperative planning process and whole school programs in literacy and numeracy to support the extension of gifted and talented students
- Formulate cluster groups so gifted students are able to work with like-minded intellectual peers
- Killara High School enrichment activities

# Identification

**Guided by the Department of Education policy and individual school documentation outlining the specific processes for identification and provision of developmentally appropriate educational programs and strategies for all gifted and talented students. School documentation also provide the name and contact details of the designated school contacts for parents for all enquiries regarding high potential and gifted education. Roseville Public School's Deputy Principal and Assistant Principal coordinating the Learning Support and HPGE Team to be the contacts for parents and teachers.**

**Teacher Nomination**
following observations, assessments and discussions

**Parent Nomination**

**Peer Nomination**

**Self Nomination**

# Assessment for Identification

- Psychological assessments
- Anecdotal
- Self-identification
- Interviews
- Curriculum based assessments and reporting

- Objective assessments- teacher/ parent/ peer behavioural checklists; formative assessments
- Subjective assessments- PAT Maths, Pat Reading, AGAT, CogAT, grade assessments, NAPLAN
- External assessments- school counsellor assessments, external testing by medical professionals

Counsellor referral for Psychometric assessment

**Learning Support And HPGE Team**

| Level of Giftedness | IQ range |
|---|---|
| Mildly | 115 -129 |
| Moderately | 130 -144 |
| Highly | 145- 159 |
| Exceptionally | 160 -179 |
| Profoundly | 180+ |

***Feldhausen, 1993, cited Gross, 2000***

**Total Acceleration**
highly gifted to profoundly gifted
+ emotional maturity
(preceded by curriculum compaction)

**Partial Acceleration**
in a specific subject area
eg Mathematics
(preceded by curriculum compaction)

**Classroom Differentiation**

- Pace
- Learning Environment
- Content
- Process
- Product

# Differentiating the Curriculum at the Classroom Level

| Grade | Intellectual Domain | Creative Domain | Physical Domain | Social/Emotional Domain |
|---|---|---|---|---|
| Kinder - Year 2 | • 'Clustering' of students within mainstream class or composite class<br>• Curriculum differentiation in reading, spelling (Stage 1), writing, mathematics<br>• Embedding higher order thinking activities (based on Bloom's Taxonomy, Maker, Williams and Gardener models) into class programs<br>• Use of graphic organisers as thinking and planning tools<br>• Embedding de Bono's 6 Hat Thinking processes into classroom programs and practice<br>• Curriculum compaction as required | • Design and make tasks<br>• Creative opportunities rather than prescribed activities in art, dance, drama and music<br>• Embedding creative and critical thinking processes into classroom programs and practice<br>• Artist in Residence | • Model skills | • Classroom opportunities to speak to and lead groups |
| | | | | |
| Years 3-6 | • 'Clustering' of students within mainstream class or composite class<br>• Embedding higher order thinking activities (based on Bloom's Taxonomy, Maker, Williams and Gardener models) into class programs and units of work<br>• Use of graphic organisers as thinking and planning tools<br>• Embedding 6 Hat Thinking processes and creative and critical thinking processes into classroom programs and practice<br>• Curriculum compaction as required<br>• Open ended research and design activities | • Design and make tasks using computer technology<br>• Creative opportunities rather than prescribed activities in art, dance, drama and music<br>• Embedding creative and critical thinking processes into classroom programs and practice<br>• Design and make tasks based in creative thinking mode and using computer technology | • Model skills | • Classroom and stage opportunities to speak to and lead groups |

# Differentiating the Curriculum on a School Level

| Grade | Intellectual Domain | Creative Domain | Physical Domain | Social/Emotional Domain |
|---|---|---|---|---|
| Kinder - Year 2 | • Regional High Potential and Gifted Workshops<br>• Participation in regional competitions<br>• Across the grade ability grouping in Mathematics (Year 2)<br>• Philosophy Group<br>• Partial and/or total acceleration | • Regional Gifted and Talented Workshops<br>• Open-ended tasks that allow students to demonstrate their creative potential in art<br>• Enrichment opportunities in dance, drama and music<br>• Performance opportunities<br>• Artist in class | • Regional Gifted and Talented Workshops<br>• Encourage parent community to involve students in additional external opportunities outside of school hours | • Regional Gifted and Talented Workshops<br>• Encourage participation in extra-curricular and leadership opportunities such as:<br>- SEMP Group<br>- Student led assemblies |
| Years 3 - 6 | • District and Regional Gifted and Talented Workshops<br>• Multicultural Public Speaking Competition<br>• Debating<br>• External Writing competitions<br>• University NSW competitions<br>• Across the grade ability grouping in Mathematics<br>• Partial and/or total acceleration<br>• Philosophy Group<br>• Tournament of Minds<br>• Maths Olympiad<br>• *Kahootz* Tech Group<br>• Joint programs with Killara HS | • District and Regional Gifted and Talented Workshops<br>• Enrichment opportunities in dance, drama and music<br>• Entering art competitions<br>• Participation in eisteddfods and DET performing arts festivals at the Opera House and Sydney Town Hall<br>• Artist in Residence<br>• Years 5 and 6 (Stage 3) End of Year Production | • District and Regional Gifted and Talented Workshops<br>• PSSA, regional and state sports events | • District and Regional Gifted and Talented Workshops<br>• leadership roles e.g.<br>- School captain and Vice Captains, House Sports captains, Band Captains<br>- Leading whole school assemblies<br>• Student Representative Council (SRC)<br>• SEMP Group<br>• TOM Team |