



Balgowlah North Public School

High Potential and Gifted Education Procedure

1. Aim

The High Potential and Gifted Education Procedure for Balgowlah North Public School (BNPS) promotes engagement and challenge for every student across intellectual, social-emotional, creative and physical domains. In line with the DoE policy (2019), it supports every student at BNPS to achieve their educational potential, primarily through differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met.

2. Definitions

This procedure adopts Gagne's (2003) definition of giftedness and talent as identified in his *Differentiated Model of Giftedness and Talent*.

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical.

Talented students are those whose skills are distinctly above average in one or more areas of human performance.

Gagne's Differentiated Model of Giftedness and Talent describes how natural ability in different domains (giftedness) can be developed into high achievement (talent) and refers to the top 10 – 15% of students in our schools. Giftedness corresponds to competence which is distinctly above average in one or more domains of ability. Talent refers to performance which is distinctly above average in one or more fields of human performance.

According to the Department of Education (2019) Policy:

- 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.

3. Identification

The identification of high potential and gifted students is a continuous process and should not be viewed as a one-off procedure. Identification should be dynamic and continuous and allow for identification at any stage of the student's development.

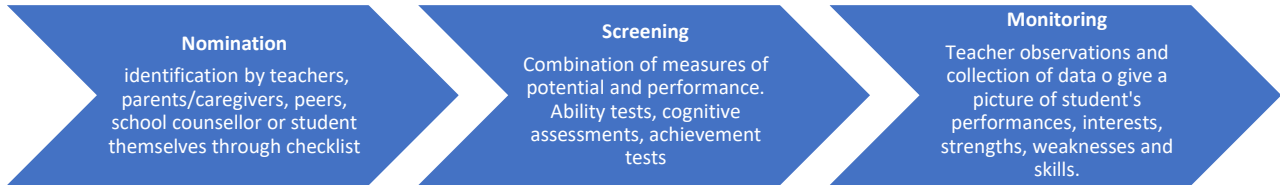
Identification should ensure the highly talented emerge from the larger talented group and that students from disadvantaged or culturally diverse groups are not overlooked.

Balgowlah North Public School is committed to continually monitoring the progress of identified students to ensure that their educational needs are being met.

Stages of identification at Balgowlah North Public School:

Identification involves:

- Identifying giftedness and the specific domains relevant to the student
- Identifying talent and the specific fields applicable to the student
- Identifying GAT underachievers
- Identifying conduct-disordered students and students with disabilities and learning difficulties



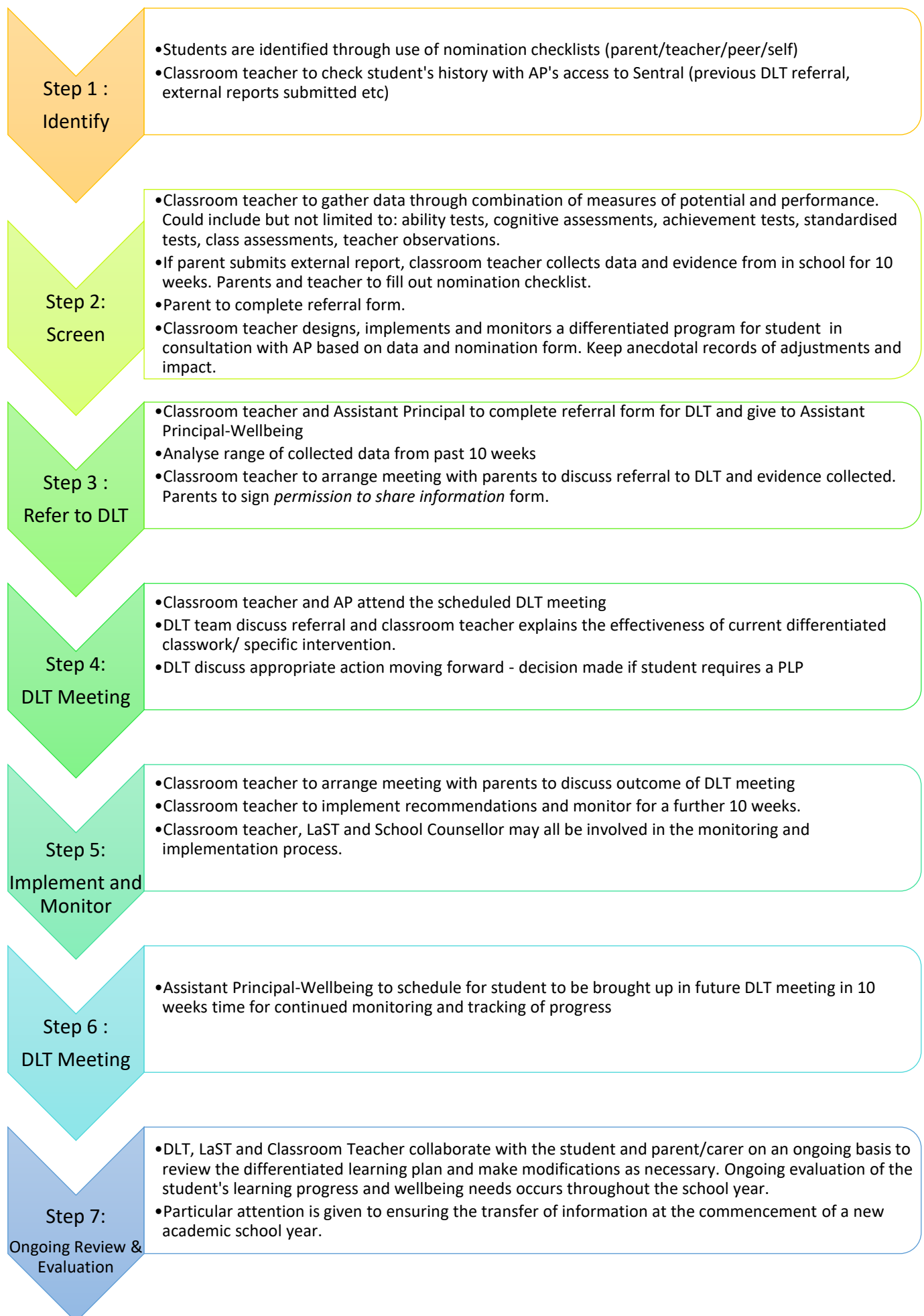
Identification methods may include:

- Evaluation of student responses to a range of classroom activities
- Nomination by a parent/caregiver, peer, self or teacher
- Off-level testing
- Assessment to responses of challenging competitions
- Standardised testing results
- IQ tests and other culturally appropriate measures of ability
- Observation
- Anecdotal evidence
- Behavioural checklists
- Academic grades

It is important that:

- Teacher identification be part of a school wide process and follow the Balgowlah North Public School HPGE identification process
- Multiple criteria be used
- A mix of subjective and objective strategies be used
- IQ test be used in the context of other indicators and evidence

HPGE identification process at Balgowlah North Public School:



Strategies: Differentiation, Grouping and Acceleration

Responsibilities

Classroom teachers are responsible for:	Parents are responsible for:	Diverse Learners Team (including LaST and School Counsellor) are responsible for:
<ul style="list-style-type: none"> • Completing nomination form • Completing DLT referral in consultation with AP/parent • Gathering a range of data/evidence of students' performance • Provide a challenging curriculum and supportive learning environment for the student • Apply evidence-based approaches that extend and challenge HPGE students • Undertake professional learning that enhances expertise in planning and programming effective learning experiences for HPGE students • Monitoring and evaluating the student's learning progress and wellbeing needs on an ongoing basis. 	<ul style="list-style-type: none"> • Completing nomination form • If required, taking their child to an external facility for cognitive and achievement testing • If applicable, participating in a review meeting to discuss results and provisions • Working with the school in implementing provisions at home 	<ul style="list-style-type: none"> • Reviewing all nominations and recording evidence in meeting minutes • Cross referencing internal and external data and evidence • Ensuring programs are in place to meet the individual learning needs of the student • Involvement in ongoing communication with parents, classroom teacher and student • Communicate assessment and identification information about HPGE students to support their transitions.

Balgowlah North Public School Guidelines for Acceleration

For some HPGE students, the possibility of acceleration might be considered as a suitable option to ensure their learning and wellbeing needs are being catered for in the school context. Options for acceleration may include:

- Early entry to school
- Single subject or whole year acceleration
- The use of multi-age classes
- Vertical grouping structures across the school
- Flexible groups created for specific subjects or tasks
- Advanced learning pathways to access secondary education

The determination of options is based upon the best interests of the student and current research on the benefits of acceleration and potential consequences of failing to accelerate. Balgowlah North Public School will ensure resourcing to provide for acceleration should it be determined to be the optimal pathway for a nominated student.

Step 1:
Nomination

- A student, parent/carer, teacher and/or Diverse Learner's team approaches the principal to nominate a student as a potential accelerant.
- The Principal forms a team that will gather evidence about the student being nominated to explore acceleration as an option for their academic future.

Step 2:
Consultation

- Where the student has been identified by a classroom teacher or the DLT, the Principal will provide information to the parent/carer and student about acceleration and gain their consent to an exploration of whether acceleration is in the best interests of the student.
- The principal will gain consent from the parent/carer for the student to work with the school counsellor for the purpose of evaluating their suitability for acceleration.

Step 3
Assessment and
Analysis

- The nominated students learning needs are identified using a range of internal and external sources of evidence.
- Appropriate evidence may include, and is not limited to: work samples, portfolios, school reports, assessment tasks, standardised assessments, interviews, school history, student nomination forms, observations, checklists, nomination forms, external assessments of student's intellectual functioning, academic skills and social-emotional development.

Step 4:
Determination
of Options

- Once the students identified learning and wellbeing needs have been established, acceleration options are proposed by the Principal, School Counsellor and Diverse Learner's Team.

Step 5
Recommendation

- Having considered a range of accelerative options, the school makes a recommendation to the parent based on the best met needs for the student. This recommendation is discussed with the student and their parent/carer.

Step 6:
Transition

- A transition plan that includes a trial period and support for the student and receiving teacher/s is developed.
- The Principal and DLT ensures that procedures, programs and practises are planned to ensure the learning and well being needs of the student and where possible, the receiving teachers possess or attain additional training or skills in the education of HPGE students.

Step 7
Review and
evaluation

- The Principal, DLT, School Counsellor and teacher collaborate with the student and parent/carer on an ongoing basis to review the acceleration plan and make modifications as necessary.
- Evidence to assist in the ongoing evaluation and analysis of the students' learning progress and wellbeing will be collated to determine the future direction of the acceleration plan.
- The school documents and communicates the developmentally appropriate adjustments and interventions as the student progresses through the learning acceleration.
- Review, evaluation and planning will be undertaken at key transition points including the start of a new year or the move from primary to secondary schooling.