

# High Potential and Gifted Education at Randwick



## Rationale

At Randwick Public School, we support every student to achieve their educational potential, regardless of background, through the provision of explicit teaching strategies and high-quality teaching in a supportive learning environment.

We aim to provide learning environments which support the social-emotional and wellbeing of high potential and gifted students, enabling them to connect, succeed and thrive.

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.

## Definition

**High potential** students are those whose potential exceeds that of students of the same age in one or more domains (creative, physical, socioemotional and intellectual). 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 involving content and skills beyond the typical level of students of the same age.

**Gifted** students' potential significantly exceeds that of students of the same age in one or more domains. Leading gifted education experts commonly estimate that 10% of students may be considered gifted. They typically develop talent and achieve mastery notably faster than their similar-aged 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.

## Domains of Potential

Intellectual domain refers to natural abilities in processing, understanding, reasoning, and the transfer of learning.

Creative domain refers to natural abilities in imagination, invention and originality.

Social-emotional domain refers to natural abilities in self-management and relating to and interacting with others.

Physical domain refers to natural abilities in muscular movement and motor control.

[https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/HPGE-policy-information#tabs\\_9754411713](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/HPGE-policy-information#tabs_9754411713)

## Identification procedures

Identification of high potential and gifted students should be objective, valid and reliable. A mix of quantitative data (internal and external assessment data) and qualitative (teacher judgement and parent/carer input) is considered. Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential. The use of various data sources, with a high number of stakeholders providing input, ensures that students from diverse cultural, linguistic, socio-economic backgrounds, Aboriginal and Torres Strait Islander students and students with disabilities are provided with equal opportunities.

### Quantitative

- Progressive Achievement Tests – Reading and Numeracy
- Standardised tests, eg NAPLAN Year 3 and Year 5, Check-In Assessments Year 4 and 6, Best Start for Kindergarten
- School-based assessments across Key Learning Areas
- Psychometric assessments (note: these are not expected or required, but may be considered if provided)
- Music and dance auditions, sporting trials (for talents in specific physical domains)

### Qualitative

#### Teacher identification of potential/giftedness

Teachers can make referrals via an internal school submission using the [identification checklist](#) as a guide. Completed teacher referrals and checklists are sent to the HPGE & Learning and Support teams for discussion and action.

#### Parent identification of potential/giftedness

After consultation and discussion with the class teacher, parents can access the [identification checklist](#) through the school website. Parents may also find it helpful to view the [teacher checklist](#). Completed parent checklists should be returned to the class teacher and accompany the referral process.

## Teacher Responsibilities

- Use assessment and data to identify the specific learning needs of high potential and gifted students across all domains of potential.
- Apply evidence-based approaches that extend and challenge high potential and gifted students beyond their current level of mastery
- Develop, design and teach differentiated learning programs and provide experiences that meet the advanced learning needs of students.
- Participate in school provided professional learning that enhances their expertise in planning and programming effective learning experiences for high potential and gifted students
- Collaborate with families, other schools and the wider community to support the learning and wellbeing of high potential and gifted students
- Communicate assessment and identification information to support the transitions of high potential and gifted students

## **Provisions for High Potential & Gifted Students**

The school coordinates the provision of developmentally appropriate and engaging programs for students who are gifted and talented 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 gifted and talented 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 addressed.

The school staff includes a range of specialist teachers, a HPGE teacher, music and languages teachers, to cater for high potential and gifted students across a range of domains. These staff are supported by our Assistant Principals of Curriculum Instruction. School Sport and PSSA also provide additional opportunities for students across the physical domain.

The school facilitates opportunities and encourages participation in programs within, and outside the classroom to provide opportunities for high potential and gifted learners in a range of domains.

The collaborative planning process enables the creation of differentiated learning programs which support the needs of HPGE students. There is a strong focus across the school on promoting creative and critical thinking and rich and open-ended tasks, through the widespread use of inquiry learning and project-based learning.

The school may form one or more classes which are aimed at providing a specialised learning environment that enhances and broadens the curriculum and caters to the specific learning and wellbeing needs of identified HPG students.

The school may also form small enrichment groups throughout the year that are aimed at broadening curriculum through engagement in specific tasks. This is done to support the development of identified HPG students.

### **All classrooms**

All teachers develop, design and implement differentiated learning programs with deliberate adjustments to content, process, product and learning environment, using the [Differentiation Adjustment Tool](#).

Teachers use assessment data to implement flexible and purposeful grouping practices. Teachers are expected to differentiate content and processes 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.

In order to achieve the best, all students need to be challenged to learn and master new skills

and feel a sense of success, wellbeing and belonging in a supportive learning environment. Some HPG students may experience specific social challenges related to their advanced ability and development, and this needs to be proactively addressed by all teachers in collaboration with parents and carers.

## **HPGE/ Enrichment**

A specialist enrichment teacher is funded by the school to build teachers' capacity to cater for the needs of HPG students and design and implement targeted enrichment and extension programs and activities for identified students.

The enrichment teacher provides mentoring and programming support to teams across the school, aimed at increasing teachers' knowledge and confidence in differentiating beyond students' current level of mastery.

The enrichment teacher also seeks out and provides links with external events and programs involving other schools and organisations for all students who would benefit from these opportunities.

### **Potential co-curricular/external provisions:**

|  |   |
|--|---|
| <b><u>English Enrichment</u></b> <ul style="list-style-type: none"><li>● Public Speaking competitions</li><li>● Debating competition</li><li>● Writing competitions</li><li>● Author talks</li><li>● Endeavour Student Newspaper</li><li>● Nominations for holiday programs</li></ul>  | <b><u>Maths Enrichment</u></b> <ul style="list-style-type: none"><li>● Maths enrichment sessions for students in Stage 1-3</li><li>● ICAS Mathematics</li><li>● Maths Olympiad &amp; Maths Games (APSMO)</li><li>● SMART City robotics program</li><li>● Nominations for holiday programs</li></ul> |
| <b><u>Languages</u></b> <ul style="list-style-type: none"><li>● Weekly Italian or Mandarin classes for students in Years 2-6</li></ul>   | <b><u>General and Creative thinking</u></b> <ul style="list-style-type: none"><li>● Robotics</li><li>● Game Changer Challenge</li><li>● Chess Club</li><li>● Endeavour in Action news video</li><li>● Film by the City</li></ul>  |
| <b><u>Music, Dance and Performance</u></b> <ul style="list-style-type: none"><li>● Band program</li><li>● Strings program</li><li>● Junior and Senior Choir</li><li>● Primary Proms</li><li>● Music Ensembles</li><li>● Recorder Club</li><li>● Wakakirri/ School Spectacular</li><li>● School Musical productions</li><li>● Grade based Dance ensembles</li></ul> |   |
| <b><u>Sport</u></b> <ul style="list-style-type: none"><li>● PSSA and School Sport</li><li>● Zone District/Regional Carnivals</li><li>● Sporting workshops</li><li>● Access to sporting pathways – Zone, Regional, State</li></ul>  |   |

## **Gifted Education Resources**

Further information to support parents of high potential and gifted students can be found [here](#).

Randwick PS does not officially endorse any of the following programs, but encourages parents to use this list as a starting point for their own research and investigations.

## For Parents

| Name  | Contact Details   |
|---|---|
| Gifted Families Support Group Incorporated' (GFSG)    | giftednsw.org.au  |
| GERRIC at UNSW  | <a href="http://www.arts.unsw.edu.au">www.arts.unsw.edu.au</a><br>Programs for parents and children |
| NSW Association for Gifted and Talented Children Inc. | Australiangiftedsupport.com<br>FAQ around gifted students / Australian gifted education.            |

## For Students

| Name  | Contact Details   |
|---|---|
| GERRIC Holiday Workshops                    | <a href="http://www.arts.unsw.edu.au">www.arts.unsw.edu.au</a><br>Short workshops for gifted students.  |
| Gateways Education                          | www.gateways.edu.au<br>A range of workshops and activities for gifted students. Eastern Suburbs.  |
| Thinktable                                  | <a href="http://www.thinktable.com.au">www.thinktable.com.au</a><br>Private tutoring with options in critical thinking and philosophy classes. Holiday programs available. Edgecliff. |
| Australian Education Gifted Support Centre  | Australiangiftedsupport.com<br>A range of links to holiday enrichment activities.   |
| Mindquest                                   | <a href="http://www.mindquest.net.au">www.mindquest.net.au</a><br>Holiday programs in many areas of interest. St George High School and Glenwood.                                     |
| Macquarie University School Holiday Program | <a href="http://www.mq.edu.au">www.mq.edu.au</a><br>Play, learn and grow at Macquarie with exciting adventures, cool activities, super sports and awesome creations.                  |