



NCS High Potential & Gifted Education Policy

Adopted: May 2022

Next review: May 2023

Rationale

Current research indicates that high potential and gifted students require additional support and differentiated learning experiences to develop their potential.

The goal of the policy will be to ensure that identification and support of such students is based on current research and is able to be implemented across all stages of the school.

This goal will require support for teachers in developing and maintaining knowledge and skills in identifying high potential and giftedness in students as well as in responding to the learning needs of these students. It will require communication between classroom teachers, executive teachers, parents and support staff to identify potential and to plan, execute and record differentiated learning experiences in the classroom and in co-curricular opportunities.

Definitions

These definitions are given by the Department of Education to support the *High Potential and Gifted Education Policy* (Applicable 2021)

High potential students are those whose potential exceeds that of students of the same age. They may benefit from an enriched or extended curriculum and learning opportunities beyond the typical level of their age peers.

Gifted students are those whose potential significantly exceeds that of students of the same age. They typically develop talent and achieve mastery notably faster than their age peers.

Highly gifted students are those whose potential vastly exceeds that of their age peers. Highly gifted students may require specific and significant curriculum adjustments to meet their learning and wellbeing needs.

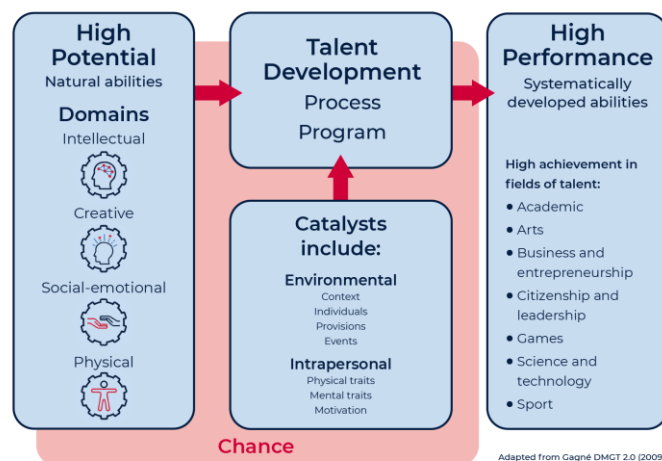
Giftedness can come in a range of areas. God creates humankind as multifaceted creatures and can give particular strengths in any of those facets. Those areas that are the focus of school gifted education policies include:

- Intellectual
- Physical
- Social and Emotional
- Creative

Details

God has created all people, all students uniquely and in His image. The concept of giftedness stems from this createdness. In their unique blend, students will have different strengths and weaknesses. God will use both for the same ultimate purpose – to bring glory to Himself. As believers we must strive to use every gift to the glory of God. Our gifts are for the service of His kingdom – redeeming the culture surrounding us, caring for the poor and needy in our sphere, building up his people for works of service and taking every opportunity to preach the gospel of grace, in word and action.

Research indicates that potential is developed in students who are provided with a supportive environment. Potential can stay undeveloped. The task of schools is to provide the learning and social environment to assist in the development of student potential.



Taken from Department of Education NSW *High Potential and Gifted Education Policy*

High potential and gifted students across all domains require evidence-based talent development to optimise their growth and achievement. Key guidelines exist:

- Learning and teaching programs and practices must extend high potential and gifted students beyond their current level of mastery, as informed by assessment, data and evidence.
- Grouping strategies for high potential and gifted students should be purposeful and support differentiation of curriculum and learning experiences.
- Advanced learning pathways for high potential and gifted students should be available and supported at all levels of schooling.
- Acceleration for gifted students should be facilitated in consultation with the student and their parents/carers when it is in their best learning interests.
- Enrichment, extension and extra-curricular programs for high potential and gifted students should be sustained, challenging and purposeful.

Taken from Department of Education NSW *High Potential and Gifted Education Policy*

The School aims to provide a range of co-curricular activities that both enrich all students and cater for the high potential and giftedness identified in particular students. Teachers and community members, with specific areas of interest and expertise, are encouraged to engage students in activities such as teams, competitions, clubs and events that cater for the four domains of giftedness.

Related Documents

Department of Education NSW High Potential and Gifted Education Policy

Procedures

The identification of giftedness must be from a combined, multi-source approach. No one approach will be used on its own.

Teacher Observation

Teachers are trained to understand and observe markers for gifted students, including those that are underachieving.

Classroom Work Standards

Student achievement, when it is well above expected outcomes, can be used to help identify gifted and high potential students.

Standardised Testing

Use of NAPLAN results and PAT testing in Numeracy and Literacy help to identify those who have potential or are achieving well beyond what would be expected in their age or stage. Other standardised tests are useful sources of information.

Parents/Carers

Parents/Carers are often aware of their child(ren) showing strengths in particular areas and teaching staff will consult with parents/carers as appropriate

Other External Referees

Students may have seen and been assessed by a Child or Educational Psychologist who can give an accurate estimate of giftedness or talent. Examples include use of WISC V which will provide helpful data in identifying giftedness.

Catering for Gifted and High Potential Students

Gifted and high potential students learn at different rates and in different ways to other students and will need different and sometimes extension work. There are two ways in which the school will cater for such students: differentiation and co-curricular activities. While co-curricular activities offer significant enrichment, differentiation will be the primary approach for catering for these students.

1. Differentiation in the classroom. Classroom teachers will be supported with documentation and strategies to differentiate their learning activities to suit the entry level of gifted students to particular units of work. The entry level can be assessed by pre-testing units. Gifted students will be encouraged to move quickly through lower-level learning and work at a higher level of application and creative problem solving in the concepts addressed in class units of work. They may be offered different texts and modified tasks. Blooms taxonomy is a useful tool for establishing a way to differentiate tasks since Gifted and High Potential students often need tasks that require the higher levels of analysis, evaluation, and creativity. Individual learning plans (IPs) can be developed for these students in consultation with the student and parents to help teachers cater for their learning needs.
2. Co-curricular activities including competitions, community involvement, industry mentors, independent projects.