

## High Potential and Gifted Education at Newport Public School

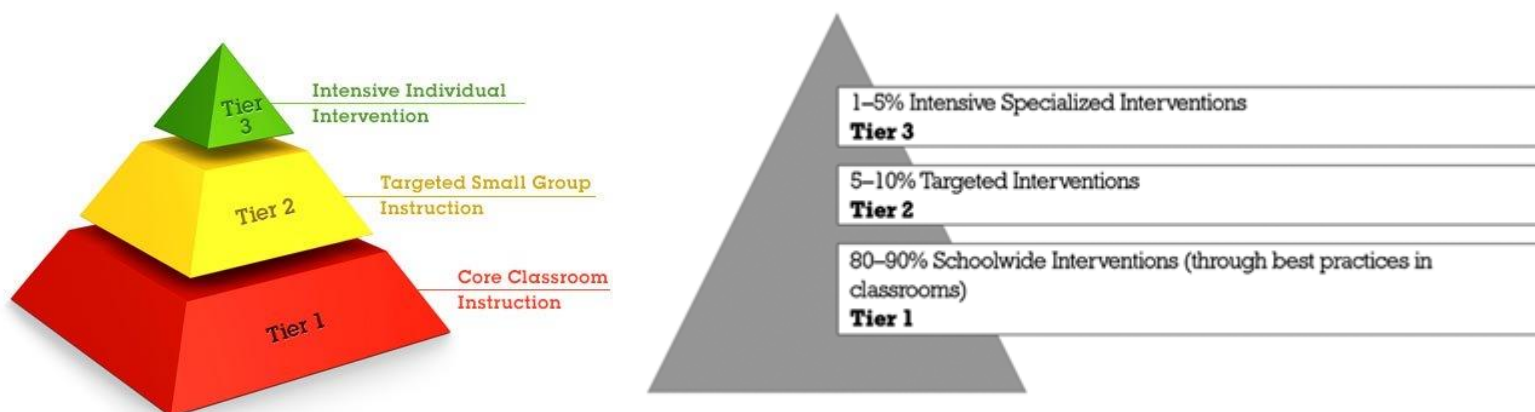
The following FAQs aim to inform parents and the school community about Newport Public School's High Potential and Gifted Education (HPGE) program, as well as the NSW Government HPGE Policy. Please refer to the policy here [https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/high-potential-and-gifted-education/HPGE\\_Policy.pdf](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/high-potential-and-gifted-education/HPGE_Policy.pdf)

### FAQs

#### 1. How is Newport Public School implementing the HPGE policy?

Newport Public School promotes engagement and challenge for every student across intellectual, creative, social-emotional and physical domains. The implementation of talent development opportunities and differentiated teaching and learning practices ensure that students' specific learning and wellbeing needs are met.

Newport Public School's 3-tiered 'Pyramid of Interventions' (see below) describes the organisation and coordination of school resources to create a range of options to serve all students and optimize and measure growth and potential.



#### **Tier 3 Intensive Specialised Interventions:**

- Radical acceleration in one or more subjects
- Early entrance (kindergarten)
- Specialised counselling and/or mentorship

#### **Tier 2 Targeted Interventions: (5-10%):**

- Withdrawal groups
- Specialised curriculum programs
- Competitions or advanced clubs

#### **Tier 1 School wide Interventions (80-90%):**

- Cluster grouping, flexible pacing
- Quality programming and instruction
- Differentiated curriculum, instruction and assessment
- Second-Steps program (well-being)
- Counselling and mentoring
- Pre-assessment and curriculum compacting
- Leadership development
- Teacher professional learning and understanding giftedness
- Extra-curricular opportunities (intellectual, creative, social-emotional and physical domains)

Some ways in which Newport Public School uses 'effective strategies' and 'contributors to achievement' to support high potential and gifted students:

- exposes students to a varied range of opportunities across areas of talent to develop interests at an early age
- provides access to enrichment opportunities, particularly in the student's area of strength and interest
- provides opportunities to pursue special interests through independent projects which are authentic or based on real world problems and guided by mentors
- provides flexibility in the learning process whilst continuing to maintain high expectations
- provides opportunities for the student to engage in tasks which require higher order thinking
- focusing on small 'chunks' within a lesson or task, so students have opportunities to succeed
- creating a culture where effort is recognised, promoted and rewarded
- a consistent classroom culture where creative and intellectual risk taking is valued and celebrated
- develops a culture where 'mistakes' are seen as a natural part of the learning process
- explicit modelling of resilience and self-reflection skills
- cultivating positive language during setbacks so students see them as an opportunity for growth
- proactive and productive communication between the school and the parents/carers
- developing a sense of pride, self-confidence and personal achievement in areas of strength or interest
- promoting a classroom culture of personal best
- working with the Learning Support Team on developing self-regulation, organisational and effective learning skills.

## **2. What does 'high potential' mean?**

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.

## **3. What does 'gifted' mean?**

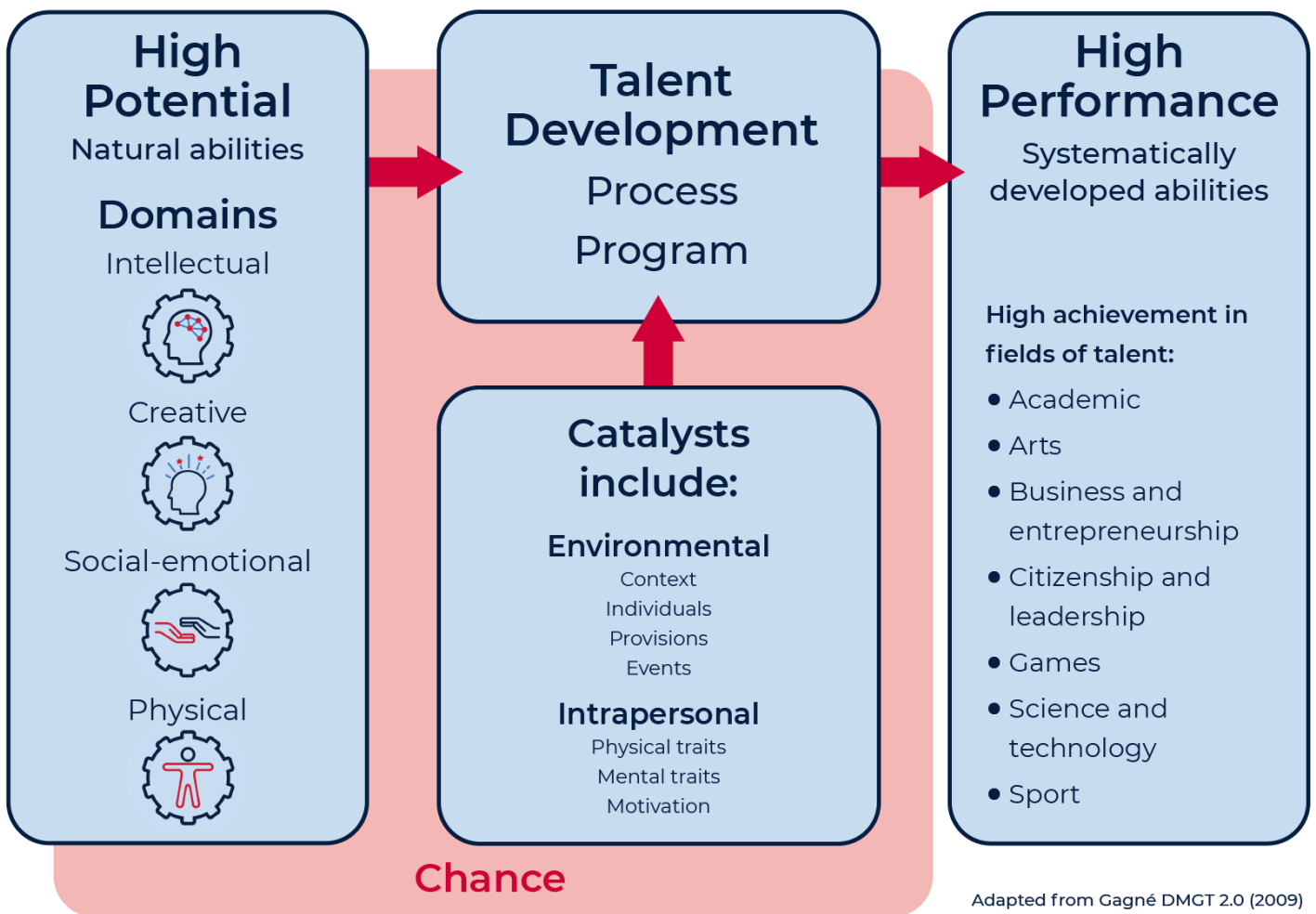
Gifted students' potential significantly exceeds that of students of the same age in one or more domains. It is estimated that 10% of students may be considered gifted. They typically develop talent and achieve mastery notably faster than their age peers.

## **4. What does 'highly gifted' mean?**

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.

For further information in relation to 'high potential', 'gifted' and 'highly gifted', please refer to the following video

[https://www.youtube.com/watch?v=oZoOfHFW6HY&feature=emb\\_logo](https://www.youtube.com/watch?v=oZoOfHFW6HY&feature=emb_logo) and François Gagné's (2009) Differentiated Model of Giftedness and Talent DMGT 2.0 (see below), which the HPGE policy draws on.



##### 5. What are some of the characteristics of high potential and gifted students?

The following characteristics may be found in many learners but are strongly evident in high potential and gifted learners.

Please note: These learning characteristics are used as only one source of evidence to assess and identify students at Newport Public School.

- curiosity
- an ease of learning that is fast paced
- intense concentration in new learning or areas of interest
- perseverance
- high levels of self-criticism
- perfectionism
- strong sense of moral reasoning and justice
- intrinsic motivation and be goal driven, particularly in their area of interest
- a sophisticated sense of humour
- creative and critical thinking skills
- high expectations for self and others
- an advanced level of observation
- high levels of excitement by new ideas
- independent thinking

## **6. How are high potential and gifted students 'identified' at Newport Public School?**

Newport Public School utilises an ongoing, holistic identification process, which gathers and interprets student growth and achievement data such as ability and achievement assessment results, class grades and reporting, teacher and parent nominations, and involvement in extra-curricular activities and competitions.

Newport Public School is continually refining the student profiling and identification process in order to identify the individual abilities and needs of high potential and gifted students, as well as measure progress and support the development of effective teaching and learning programs.

## **7. What happens when a teacher identifies high potential or gifted characteristics?**

In response to teachers flagging a student/s in their class who presents high potential, gifted or gifted underachieving characteristics, an initial Identification Screener is completed. If this screener indicates a specific number of identified characteristics, holistic profiling is then conducted in order to gather further relevant data related to the student's individual abilities and needs. This profiling then informs decisions made in relation to the most suitable provisions for the student e.g. differentiation, enrichment, withdrawal groups, cluster class grouping, ability grouping, counselling, mentoring, and extra-curricular opportunities.

## **8. What about parent nominations?**

Newport Public School values a collaborative approach to the identification of high potential and gifted students. Parents can approach the school for a Parent Nomination form if they wish to provide information about their child's development and high potential/gifted characteristics. Additionally, if external psychometric or ability assessments have been conducted, parents are invited to share this information with the school, as it contributes to the identification process, holistic profiling and decisions made in relation to appropriate programs and provisions for individual students.

## **9. What about students who may be 'underachieving'?**

Underachievement is defined as a significant discrepancy between potential and performance. At Newport Public School, identification screening, holistic profiling and teacher assessment and reporting supports the identification of students who may be underachieving, whereby assessed student ability is compared against actual performance over time. Some strategies implemented by Newport Public School to address underachievement include:

- monitoring student progress and achievement as informed by assessment data and other evidence of student learning
- identifying the student's areas of strength and talent
- isolating causal factors or catalysts of underachievement
- developing a connection and caring relationship with the student
- having high expectations of the student within an environment that is respectful, calm, supportive and positive
- emphasising intrinsic motivational strategies.

## **10. What is Newport Public School's Gifted and Talented withdrawal program?**

Newport Public School's Gifted and Talented withdrawal program is one element of its High Potential and Gifted Education program (please refer to the 3-tiered model). Sappho Dalziell runs the program over two days per week, for grades 1 through to 6, throughout the school year. Students selected for the program are withdrawn from their regular classroom for a 50-60 minute session each week.

### **11. What do the withdrawal programs consist of and when/how do they run?**

The content of the withdrawal programs is additional to that covered in class programs and links, extends and/or builds on the concepts taught. The aim of the withdrawal program is to deliver advanced content that aligns with student abilities within subject areas. Therefore, to cater for different student abilities across the school, the topics and focus areas for the programs vary throughout the school terms, with different students attending different programs according to their needs.

### **12. What is the criteria for selection for the withdrawal groups and who nominates students for the program?**

Newport Public School's holistic profiling directly informs the selection of students for the withdrawal groups, with decisions made collaboratively between Sappho, classroom teachers and grade coordinators, and relevant Learning Support staff.

### **13. Why has my child been in some of the withdrawal groups and not others, or why has my child not be included yet?**

As teachers differentiate teaching and learning content on a daily basis and enrichment and extension are provided with the classroom, collaborative decisions are made as to whether withdrawal groups are suitable for specific students and their individual learning needs. Additionally, the withdrawal group context is not always 'best fit' for each student and therefore the classroom may be a suitable environment within students receive appropriate programs or provisions e.g. an individualised accelerated program and/or cluster grouping. If selected for the program, students can decide whether they wish to attend as it is optional and additional to the regular class content.

### **14. How is teaching and learning content 'differentiated' for high potential and gifted students?**

Please refer to the following link for information regarding some of the differentiation strategies implemented at Newport Public School.

<https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies#Table%20suggesting%20differentiation%20adjustment%20strategies>

### **15. Who nominates students for withdrawal program?**

Identification screening and student profiling support the nomination of students for the withdrawal groups and aligns programs with student abilities. However, teachers can also nominate students for the program who may be new to the school or have not yet been identified. Following this type of nomination, the screening and profiling process is undertaken for the specific student/s and decisions made in relation to the most suitable programs and provisions for them.

### **16. Are parents informed about their child's selection for the withdrawal program and the program content?**

Yes, at the beginning of each new withdrawal program, students take home a GAT Group note to inform parents about their child's involvement and to provide a brief description of the program. The length of programs may differ across grades and throughout the year, with some running for more than a term and others less. Therefore, the grade's groups may change at different stages through the term/year and GAT Group notes sent home at different times.

### **17. What does feedback and reporting look like for the withdrawal groups?**

Sappho Dalziell consults with classroom teachers throughout the year to provide feedback regarding student performance and achievement in the withdrawal group sessions and programs. Participation in the withdrawal group program is also acknowledged in semester reports.

### **18. What are some of the other opportunities at Newport Public School catering for high potential and gifted students?**

Newport Public School provides a range of extra opportunities to students across the intellectual, creative, social-emotional and physical domains.

- **Intellectual:** ICAS, Maths Olympiad, Gateways workshops, writing competitions, Science competitions, debating, withdrawal groups
- **Creative:** Music lessons, Visual Arts club, Operation Art
- **Social-emotional:** Leadership program, Second-Steps program
- **Physical:** local PSSA competitions, State knockout competitions, Pittwater Zone Trials/Sydney North Trials/State Trials (for various PSSA sports), Zone/Region/State carnivals (swimming, athletics and cross country)