
SHOALHAVEN HEADS PUBLIC SCHOOL



Shoalhaven Heads Public School High Potential and Gifted Education

Last Revised 2024

High Potential and Gifted Education at Shoalhaven Heads Public School

As described by the Department of Education of NSW, 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.

Shoalhaven Heads Public School recognises that every child is an individual when it comes to how they learn, and that all children benefit from having their abilities identified and fostered.

Collectively, our Classroom Teachers, Learning & Support Team and High Potential & Gifted Team pursue excellence for all learners while catering for the individual needs of every student.

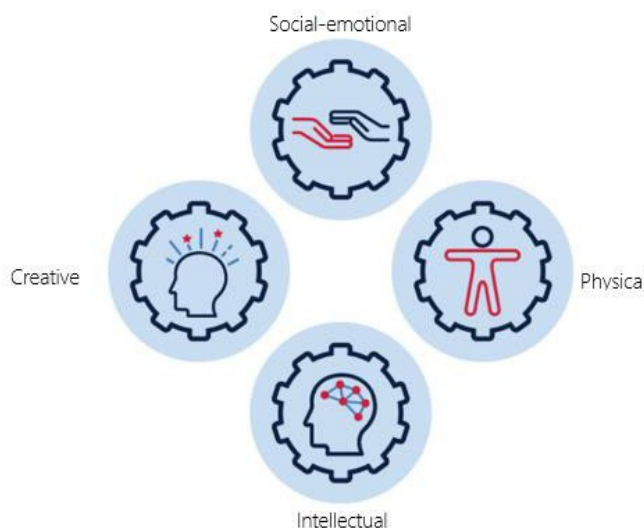
At Shoalhaven Heads Public School, classroom teachers identify students who are achieving or have the potential to achieve at levels higher than grade expectations in any of the four gifted domains. This identification process involves quality teaching, curriculum, and provisions, including access to flexible curriculum options.

Talent development is a deliberate, systematic process or program by which a student's potential is supported in a specific domain. We foster talent development through opportunities for sustained deliberate practice, programs that develop resilience, motivation, effort, perseverance, coupled with the provision of a range of opportunities to engage students and identify their learning interests and maintaining supportive learning environments.

For all students at Shoalhaven Heads Public School, including those identified for High Potential and Gifted Education, curriculum differentiation and high expectations underpin teaching and learning. Every child participates in lessons that are purposeful, challenging, and informed by ongoing assessment and data. Adjustments, made in response to student needs, ensure a holistic approach, rich learning environment and high expectations of achievement for all students. Always, we take the needs of the whole child – social-emotional, physical, creative and Intellectual – into consideration. At Shoalhaven Heads Public School, you can be assured that your child, as an individual learner with unique strengths and needs, will be recognised, catered for, and nurtured.

What does

High potential
potential
same age in
potential may
average range
benefit from an
and learning
level of



What does

'high potential' mean?

students are those whose
exceeds that of students of the
one or more domains. Their
be assessed as beyond the
across any domain. They may
enriched or extended curriculum
opportunities beyond the typical
students the same age.

'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 students the same age.

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 students the same age. Highly gifted students may require specific and more significant curriculum adjustments to meet their learning and wellbeing needs.

Domains of potential

Intellectual

Definition	Characteristics
<p>The intellectual domain of potential refers to natural abilities in processing, understanding, reasoning, and the transfer of learning.</p>	<ul style="list-style-type: none"> • Capacity for greater analytical depth. • Fewer repetitions needed for mastery. • Greater capability in abstract reasoning and relative ease in making connections between disciplines. • Advanced reading ability and comprehension. • Knowledgeable in areas of passion. • Processes information in complex ways. • Enjoys hypothesising. • Thrives on complexity and can see many points of view. • Thinks in analogies.

Creative

Definition	Characteristics
<p>The creative domain of potential refers to natural abilities in imagination, invention and originality.</p>	<ul style="list-style-type: none"> • Educational risk-taking. • Tolerance for ambiguity. • Makes unusual associations between different ideas. • Demonstrates creative thinking across domain areas and in the different disciplines. • Demonstrates novel thinking in written and oral expression. • Flexibility and divergence in thinking. • Unusual ability for expressing self through art, dance, drama and music. • Creates several solutions to a given problem. • Synthesises a variety of ideas in original ways.

Physical

Definition	Characteristics
The physical domain of potential refers to natural abilities in muscular movement and motor control.	<ul style="list-style-type: none">• Subtlety in movement and control of body.• Self-disciplined.• Coordinated, balanced and confident in physical activities.• High energy levels.• Superior understanding of spatial relationships.• Endurance, stamina and persistence in physical activities.• Suitability of physique for area of physical high potential.• Demonstrates prowess in physical activities common amongst students the same age.• Competitive.• 'Hands on' learning preference.

Social-emotional

Definition	Characteristics
The social-emotional domain of potential refers to natural abilities in self-management and relating to and interacting with others.	<ul style="list-style-type: none">• Advanced organisational and management skills.• Advanced social and communication skills.• Emotional stability.• Empathy.• Demonstrated leadership and decision-making skills.• Resilient and self-aware.• Foresees consequences and implications of decisions.• Respected by peers.• Self-confident.• Task analysis and backwards mapping abilities.• Social justice advocacy.

Identifying the potential

Observation

Teachers and school staff are keen observers of student behaviour and interactions across the Intellectual, Creative, Physical and Social-Emotional domains. Signs highlighting potential include; quick grasp of concepts, curiosity, advanced questioning, creativity, and a thirst for learning beyond the curriculum.

Assessment

Assessments provide quantitative and qualitative data on a student's cognitive abilities, in order to gauge creativity, critical thinking and problem-solving skills. This may be achieved through the implementation of projects, and performance-based assessments. Formative assessments, standardised tests such as PAT and NAPLAN, IQ tests and behavioural checklists are also utilised.

Encourage Creativity and Innovation

Creating an environment that encourages experimentation, creative thinking and innovation is critical to allowing students to show and/or achieve their potential. Students should be provided with the opportunity to pursue independent projects and research within this environment.

Enrichment and Extra-Curricular Programs

Enrichment and Extra-Curricular Programs are not specifically designed for high potential and gifted students, although they offer excellent opportunities for advanced learning and talent development.

Developing the Talent

Differentiation

Differentiation refers to deliberate adjustments to meet the specific learning needs of all students including those identified as high potential and gifted. Adjustments are made to;

- Content (what is being taught)
- The learning process (how the instruction is delivered)
- Product (the evidence of student learning)
- The learning environment.

Teachers utilise the Differentiation Adjustment Tool to make deliberate adjustments to meet the specific learning needs of high potential and gifted students. [9 adjustments](#) differentiation tool can be accessed here.

Grouping for Teaching and Learning

Grouping practices at Shoalhaven Heads Public School are purposeful, flexible and equitable. They aim to support curriculum differentiation and are based on formative and diagnostic assessment. Grouping formation includes:

- Ability grouping refers to the strategy of grouping students of similar ability or achievement levels on the basis of observed behaviour or performance for purposes of teaching and learning.

- Cluster Grouping is a means of grouping high potential and gifted students in the regular heterogeneous classroom, considering special needs, abilities or interests, thereby allowing the teacher to differentiate the curriculum for a group rather than just one or two students.
- Heterogeneous grouping refers to organising students into groups based on mixed ability.
- Homogeneous grouping involves grouping students on the basis of similarities in need, ability or interest.
- Flexible grouping requires the fluid movement of students between groups depending on the task and/or purpose.

Individualised Learning Plans

Working collaboratively with students, parents, LaST and classroom teachers to develop individualised learning plans (ILPs) for HPGE students. The learning and support referral process should be followed to access in-class and external supports or assessments for HPGE students to create learning pathways that cater to their unique strengths, interests and learning styles. [LaST Procedures](#) can be accessed here.

Enrichment Activities and Extra-Curricular Programs

Enrichment Activities, and Extra-Curricular Programs to challenge HPGE students and provide them with opportunities to explore their interests and talents. Enrichment activities and extra-curricular programs are designed to be sustained, challenging and purposeful. Students at Shoalhaven Heads Public School are offered the opportunity to participate in a wide range of extra-curricular and enrichment activities. At SHPS, these programs include, but are not limited to;

- Southern Stars dance.
- Southern Stars auditions for vocal roles.
- Debating.
- Public speaking.
- Choir.
- Representative sports teams' selection.
- Sports carnivals (Cross country, Athletics, Swimming).
- Sports gala days.
- Ministerial roles.
- Parliament.
- Kindergarten buddy program.
- Peer Support program.

Opportunities for Collaboration and Leadership

At Shoalhaven Heads Public School students are provided with activities that enable them to develop their interest and strengths in areas of collaboration and leadership. Programs are designed to foster their leadership skills, teamwork abilities and confidence in interactions with others. Examples of these opportunities at our school include;

- School Parliament.
- Peer support program.

- Ministerial roles and committees.
- Kindergarten buddy program.

Programs that develop resilience, motivation, effort and perseverance

Resilience, motivation, effort and perseverance lay at the foundation of student's ability to succeed. Providing opportunities for students to develop skills in these areas is therefore critical in supporting and extending high potential students. At Shoalhaven Heads Public School students participate in programs that support the development of these skills through;

- Life Skills Go.
- High 5.
- Peer Support programs.
- Whole school merit system.

Advanced learning pathways and acceleration

Advanced learning pathways offer students learning experiences beyond age-based competency. At Shoalhaven Heads Public School, a range of learning adjustments are provided, such as:

- early entry to a year level.
- single subject or whole-year acceleration.
- the use of multi-age classes.
- flexible groups created for specific subjects or tasks.

Making the difference

HPGE Policy statement 1.1.1 – At Shoalhaven Heads Public School, high expectations and effective, explicit, evidence-based teaching practices are utilised to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

In the creative domain, learning programs across KLA's are embedded with opportunities for students to demonstrate creative thinking that promotes high challenge and engagement. Events, both within the school and externally, are planned and engaged in a way that encourages all students to achieve personal excellence.

In the Intellectual domain, programs across KLA's embed appropriate differentiation strategies, ensuring high challenge and engagement in subject content. High expectations are cultivated through goal setting and reflection opportunities for all students and are embedded explicitly in teaching and learning. Individualised feedback to all students assists in this process, as students can implement effective feedback throughout the learning cycle.

In the Physical domain, opportunities are provided to develop their skills in a diverse range of sports and physical activities to ensure high challenge and engagement. All students are encouraged to aim for personal excellence through school sports, carnivals and external activities. Procedures have been developed to ensure all students are provided with opportunities to participate in a diversity of

representative sports. This participation includes Primary School Sports Association events, sport specific clinics, and Southern Stars area spectacular.

In the social-emotional domain, school based and external events and programs provide opportunities for all students to develop their leadership capabilities. This includes School Parliament and Peer support. These programs simultaneously aim to build leadership across and between Stages, whilst also embedding student voice.

HPGE Policy statement 1.2 – At Shoalhaven Heads Public School, assessment and data are used in an ongoing manner to inform learning and teaching across all four domains of potential. This process promotes student's utilisation of effective feedback throughout the learning cycle and enables quality assessment of student learning. The outcomes of objective, valid and measurable assessments are utilised to assess high potential students and assist in identifying their individual learning requirements to allow them to succeed. Examples of assessments utilised to ensure alignment with this policy include PAT testing, NAPLAN, Check-in, and topic based pre and post assessments.

HPGE Policy statement 1.4 – At Shoalhaven Heads Public School, talent development refers to the process by which a student's potential is developed into higher achievement in a specific domain or field of endeavour. It is ensured that evidence-based talent development is achieved across all domains in order to optimise high potential student's growth and achievement. Examples of these developmental opportunities are as follows:

Domain	Examples of evidence-based talent development
Creative	<ul style="list-style-type: none"> - Interest groups that allow students to interact and develop special interests. - Self-nominations and referral to external creative programs and developmental opportunities. - Independent learning projects allowing student's self-determination in their learning.
Intellectual	<ul style="list-style-type: none"> - Interest groups that allow students to interact and develop special interests. - Pre and post-tests across all units of work to inform the selection of differentiation adjustment strategies. - External competitions such as public speaking and debating are entered into to promote sustained, challenging and purposeful enrichment.
Physical	<ul style="list-style-type: none"> - Selective team sporting opportunities. - School or external sports carnival participation and performance data. - Mentoring programs with experts through sporting organisations.
Social-emotional	<ul style="list-style-type: none"> - Student leadership programs such as Parliament allow authentic, real-world initiatives to affect change within the school. - A Peer support program has been developed to be sustainable and purposeful, providing students with authentic training and support.

HPGE Policy statement 1.5 – Shoalhaven Heads Public School fosters collaborative learning environments that support the social-emotional development and well-being of high potential students, a process critical to enabling them to connect, succeed and thrive in our school. Students are provided through such learning environments, the ability to experience efficacy, agency and their own personal educational potential. By working collaboratively in a holistic approach to learning; students, parents/carers, and the community support the wellbeing, growth and achievement of students.

HPGE Policy statement 1.6 – At Shoalhaven Heads Public School, Quality research and ongoing professional learning is engaged with by all staff at Shoalhaven Heads Public School, in order to build teacher and leadership capacity within our school. This process of teacher-based learning and understanding improvement, is implemented to aid in the growth and achievement of all high potential students within our school.