



# Smith's Hill High School

## High Potential and Gifted Education Strategy

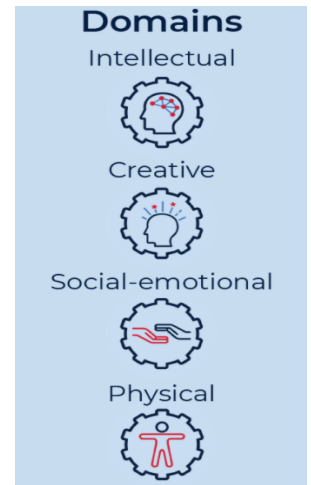
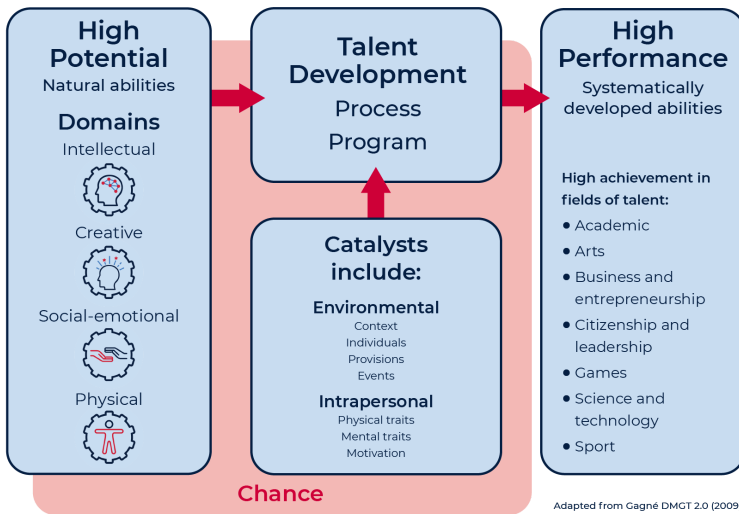
### 2021-2024

### **Context**

The DoE's HPGE policy aligns with contemporary research in many fields regarding the development of talent. Gagné's model illustrates the importance of the role educators play. If a high potential or gifted student is underachieving, the model supports teachers to identify the cause of the underachievement. Similarly, the model provides teachers with pathways to support

talent Development.

Smith's Hill HS aims to provide quality teaching and learning to all students and are responsive to the needs of high potential and gifted students. At both school and classroom levels it is required that teachers:



- Use a variety of identification tools
- Offer a variety of learning options
- Provide HPGE students with tasks that develop their individual and research skills
- Provide tasks that offer HPGE students the opportunity to be creative in their research and presentation
- Provide tasks to develop higher order reasoning and analytical skills
- Use a variety of assessment strategies
- Expect the highest levels of achievement from HPGE students
- Participate in ongoing professional development in HPGE education

Adapted from Gagné DMGT 2.0 (2009)

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## **School processes**

- **Identification:** In line with NSW Department of Education policy of identifying HPGE students the Smith's Hill High School uses whole school information and faculty assessment data for Identification for the formulation of HPGE strategies. This involves a combination of :

External based testing such as NAPLAN, Competitions etc.

- ACER testing
- Adaptive tests
- Performance-based assessments
- Dynamic assessments
- Peer Nomination within classes
- Parent Nomination carried out on a whole school level
- Self Nomination within classes
- Teacher Observation, rating scales and monitoring
- Faculty discussions between teachers and the HPGE teacher representative
- Collecting and analysing assessment data
- Formative assessment strategies

All data is collected, recorded and analysed as part of a bi-annual review. This information will inform practice moving forward.

## **Procedures:**

### **Programming**

Smith's Hill High School programs reflect and promote the best HPGE practice. They provide opportunities for activities to be differentiated and adjustments to be made for classroom teachers catering for the needs of HPGE students. In each program across all stages, embedded is explicitly recorded differentiation adjustments. Critical and creative thinking is encouraged across all units and throughout each of our school programs.

### **Advanced learning pathways and acceleration**

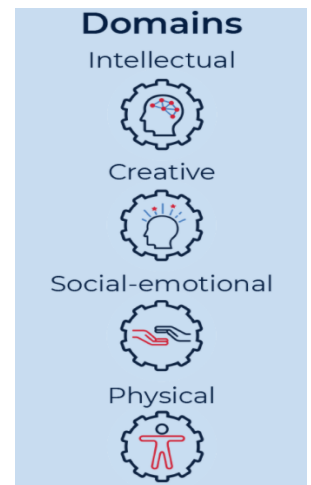
Opportunities for acceleration in the school exist by means of:

- Curriculum Compacting
- Curriculum Telescoping
- Extracurricular Programs

Furthermore, highly gifted students have the opportunity to formally apply for acceleration in accordance with the school's procedures and discussions with the Head Teacher Teaching and Learning, the specific Curriculum Head Teacher and the Deputy Principal.

### **Enrichment and Extracurricular**

Smith's Hill High School strives to create a student centered and non-judgmental classroom environment that encourages HPGE students to question content, exercise their individuality as learners and develop



their creativity ((Berger 1995). Staff have a responsibility to pursue any opportunity that may extend and enrich students ability to achieve. Emphasis is on:

- In depth learning and research
- Developing higher order thinking
- Independent study and research
- Allowing students to explore, in depth, an area of interest or concern
- Open ended questioning and tasks
- Student choice in presentation

The School provides a range of activities that allow HPGE students to extend their knowledge and skills outside of the classroom environment. These include:

	<b>Strategic Direction 1</b>	<b>Strategic Direction 2</b>	<b>Strategic Direction 3</b>	
<b>High potential (Gifts in the domains)</b>	<b><i>Student growth and attainment</i></b>	<b><i>Wellbeing</i></b>	<b><i>Distributed leadership</i></b>	<b>High performance (developed abilities)</b>
<b>Intellectual</b>	<ul style="list-style-type: none"> <li>- Quality teaching and learning programs</li> <li>- Access to a flexible curriculum and</li> <li>- Opportunities for greater choice</li> </ul>	<ul style="list-style-type: none"> <li>- Widespread positive and respectful relationships are evident among students and staff</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers engage in a process of planning, implementation monitoring and self-assessment and lead collaboration</li> <li>- Students actively engage in school planning processes</li> </ul>	High achievement in fields of: <ul style="list-style-type: none"> <li>-Academnia</li> <li>-Citizen and leadership</li> <li>-Creative arts</li> <li>-Public speaking</li> <li>-Debating</li> <li>-Drama performances/ Play/ Musicals</li> <li>-Entrepreneurship</li> <li>-Tournament of Minds</li> <li>-Da Vinci</li> <li>-Clubs</li> <li>-Music Programs</li> <li>-University challenges and holiday programs</li> <li>-Sport competition at elite levels</li> <li>-Volunteering</li> </ul>
<b>Creative</b>	<ul style="list-style-type: none"> <li>- Advanced learning pathways</li> <li>- Acceleration</li> <li>- Extracurricular opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Programs that develop resilience, motivation, effort, and Perseverance</li> <li>- Positive psychology</li> </ul>		
<b>Social-emotional</b>	<ul style="list-style-type: none"> <li>- Differentiation and adjustments</li> <li>- Supportive learning environment</li> </ul>	<ul style="list-style-type: none"> <li>- ENRICH</li> <li>- Peer support</li> <li>- Leadership program</li> </ul>		
<b>Physical</b>	<ul style="list-style-type: none"> <li>- Advanced learning pathways</li> </ul>	<ul style="list-style-type: none"> <li>- Enrichment and extracurricular programs</li> </ul>	<ul style="list-style-type: none"> <li>- Talent development programs in range of sports</li> </ul>	

## Learning characteristics of high potential and gifted student

Intellectual	Social-emotional
<ul style="list-style-type: none"> <li>- capacity for greater analytical depth</li> <li>- fewer repetitions needed for mastery</li> <li>- greater capability in abstract reasoning</li> <li>- relative ease in making connections between disciplines</li> <li>- advanced reading ability and comprehension</li> <li>- knowledgeable in areas of passion</li> <li>- Thinks in analogies</li> </ul>	<ul style="list-style-type: none"> <li>- advanced organisational and management skills</li> <li>- advanced social and communication skills</li> <li>- emotional stability</li> <li>- empathy</li> <li>- demonstrated leadership and decision-making skills</li> <li>- resilient and self-aware</li> <li>- foresees consequences and implications of decisions</li> <li>- respected by peers</li> </ul>
Creative	Physical
<ul style="list-style-type: none"> <li>- educational risk-taking</li> <li>- tolerance for ambiguity</li> <li>- makes unusual associations between different ideas</li> <li>- demonstrates creative thinking across domain areas and in the different disciplines</li> <li>- demonstrates novel thinking in written and oral expression</li> <li>- flexibility and divergence in thinking</li> <li>- unusual ability for expressing self through art, dance, drama, music</li> </ul>	<ul style="list-style-type: none"> <li>- subtlety in movement and control of body</li> <li>- self-disciplined</li> <li>- coordinated, balanced and confident in physical activities</li> <li>- high energy levels</li> <li>- superior understanding of spatial relationships</li> <li>- endurance, stamina and persistence in physical activities</li> <li>- suitability of body build for area of physical high potential</li> <li>- demonstrates prowess in physical activities common amongst age peers</li> </ul>
Across domains	
<ul style="list-style-type: none"> <li>- curiosity</li> <li>- fast learner</li> <li>- perseverance</li> <li>- high levels of self-criticism</li> <li>- perfectionism</li> <li>- strong sense of moral reasoning and justice</li> </ul>	<ul style="list-style-type: none"> <li>- sophisticated sense of humour</li> <li>- creative and critical thinking skills</li> <li>- high expectations for self and others</li> <li>- observant</li> <li>- excited by new ideas</li> <li>- independent thinking</li> </ul>

## How parents can support their high potential and gifted child

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1. Gifted NSW is a not for profit association with the vision to support gifted children, their families, and their educators.

<https://giftednsw.org.au/>

2. The Gifted Support Network offers a range of resources to support families navigating raising and educating gifted children.

<https://www.giftedsupport.org/resources/families>

3. GERRIC is the Gifted Education Research, Resource and Information Centre at the University of New South Wales, Australia. It was started in 1991, and officially opened in 1997.

<http://www.gifted-children.com.au/gerric>

4. Australian Gifted Support Centre offers a wide range of services to gifted children and adolescents, their parents or caregivers and their teachers.

<http://australiangiftedsupport.com>

5. The Australian Association for the Education of the Gifted and Talented (AAEGT) is a national organisation committed to furthering the education and wellbeing of gifted students.

<http://www.aaegt.net.au>