

High Potential and Gifted Education **POLICY**



OAK FLATS PUBLIC SCHOOL



HIGH POTENTIAL AND GIFTED EDUCATION POLICY

POLICY STATEMENT

This policy outlines how Oak Flats Public School identifies and meets the needs of students with high potential and gifted students. It meets and builds on the NSW Government's High Potential and Gifted Education Policy, provides a framework for planning and is a guide for resource needs.

All students, regardless of background or personal circumstances, require access to learning programs that meet their learning needs and support to aspire to and achieve personal excellence. This is underpinned by effective school environments. Oak Flats Public School is committed to supporting every student to achieve their educational potential as stated in the Education Act (NSW) 1990.

CONTEXT

This policy identifies the roles and responsibilities of the school principal and staff in implementing identification procedures and appropriate educational provisions and strategies to meet the needs of all high potential and gifted students. The policy recognises the diverse abilities and broad range of high potential and gifted students in NSW schools.

The policy promotes engagement and challenge for every student in every school across intellectual, creative, social-emotional and physical domains of potential, while explicitly identifying and addressing the learning needs of high potential and gifted students.

Fundamental to the policy are issues of equity and excellence. High potential and gifted students have advanced learning capacity compared to same-age students and, as a result, require talent development opportunities and differentiated teaching and learning practices to ensure their specific learning needs are met.

High potential and gifted students are found amongst students from all backgrounds. Gaps in achievement, known as excellence gaps, may exist between different groups of high potential and gifted students unless specific support is provided. Such gaps further entrench inequality and disadvantage.

GOALS

- To optimise the development of the potential of each student.
- To promote a targeted and flexible approach to the education of students with high potential or giftedness.
- To create a streamlined identification and referral process for identified students.
- To raise awareness and understanding of giftedness within the school community.
- To put a spotlight on school activities and programs that support and cater to students with high potential or giftedness across the school and in the school community.
- To develop effective partnerships with parents and caregivers in supporting quality educational outcomes for students demonstrating high potential or giftedness.

DEFINITIONS

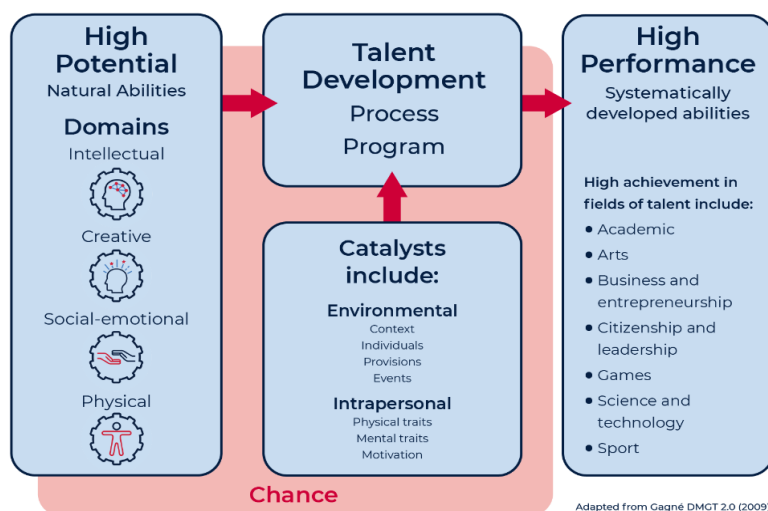
Gagné's Differentiated Model of Giftedness and Talent and the NSW Department of Education's High Potential and Gifted Education Policy (2019) informs the key educational approaches and definitions contained in this policy.

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.

Gifted(ness) refers to a student's outstanding natural abilities or aptitudes, located in one or more domains: intellectual, creative, social, perceptual or physical, placing that student in the top 10% of age peers (Gagné 1998; 2009, Ruthsatz et al. 2014, ACT).

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 (DET).

Twice-Exceptional students have the characteristics of gifted students and the potential for high achievement and also have one or more disabilities as defined by eligibility criteria such as specific learning disabilities; speech and language disorders; emotional/behavioural disorders; physical disabilities; Autism Spectrum Disorder; or other health impairments, such as Attention Deficit Hyperactivity Disorder AD/HD (NAGC).



INTELLIGENCE QUOTIENT SCORES

To be classified as gifted, most educational departments require children to have an Intelligence Quotient (IQ) score at or above 130 on a standardized test administered by a psychologist. However, a child can be classified as being mildly gifted with an IQ score of 115-129.

Children with an IQ of between 120 and 135 comprise of the largest cohort of gifted children. These children are usually popular among their peers, demonstrate leadership and have a good social and emotional profile.

Children who have an IQ at or above 145 are highly gifted with advanced cognitive abilities, higher speeds in mental processing and heightened sensitivities and awareness of issues. This may put them at more "risk" socially and emotionally than their same-aged peers. These very bright children may require more thoughtful parenting and teaching and additional psychological intervention to help ensure their optimal development and emotional wellbeing throughout their schooling (Evely & Ganim 2011).

IDENTIFICATION OF HIGH POTENTIAL AND GIFTED STUDENTS

Identifying a student’s giftedness is an important first step in ensuring that his or her educational needs are addressed. Where parents/guardians or outside agencies regard a student to be ‘gifted’ they will first consult with the classroom teacher. Where the classroom teacher believes a child to be ‘gifted’, they will first consult with a member of the school’s Executive Team.

STEP ONE Teacher Identification

- Assessment results/Data Profiles
- Observation
- Anecdotal records



STEP TWO Referral

1. Classroom teacher has initial discussion with Executive and High Potential and Gifted Education Coordinator.
2. Classroom teacher to complete *High Potential and Gifted Student Teacher Checklist*.
3. High Potential and Gifted Education Coordinator and classroom teacher to attend a Learning and Support Team Meeting, discussing the *High Potential and Gifted Student Teacher Checklist*.
4. LaST Team to determine what further information is required. Further information to be gathered using tools outlined below.



STEP THREE Collation of Information

Classroom Teacher

- Classroom teacher completes *High Potential and Gifted Student Profile*.
- Student completes *High Potential and Gifted Student Self Nomination Form* (if applicable)
- Work samples
- Anecdotal records
- Assessment results
- Data Profiles

Parent or Caregiver

- Parent or caregiver completes *High Potential and Gifted Student Parent Checklist*

School Counsellor

- IQ Assessment
- Social/Emotional Assessments

External Agent

- Psychologist Assessment



STEP FOUR Differentiation

The Learning and Support Team in consultation with the High Potential and Gifted Education Committee will determine the level of support to be received by the student.

SCHOOL LEVEL SUPPORT REQUIRED

STEP ONE: Meeting of stakeholders to develop a support plan. Include appropriate acceleration opportunities or curriculum differentiation ideas.

STEP TWO: Implement **Student Enrichment Plan**. High Potential and Gifted Education Coordinator to assist with implementation.

STEP THREE: Classroom teacher, High Potential and Gifted Education Coordinator and Learning and Support Team Coordinator to monitor Student Enrichment Plan through case management process.

STEP FOUR: Review process implemented including all stakeholders.

CLASS LEVEL SUPPORT REQUIRED

Classroom teacher to continue monitoring through anecdotal evidence, work samples and observations.

Individual Needs to be met through:

Classroom Provisions e.g. Curriculum Differentiation with the guidance of the High Potential and Gifted Education Committee and Learning and Support Team
Extra-Curricular Activities e.g. debating, clubs, tournaments

Enrichment Events including competitions and incursions.

NOTE: Teachers revert to first step of process if concerns continue.

STEP ONE - IDENTIFICATION

Like all children, gifted students and students with high potential should be able to access the best possible learning opportunities for them. An understanding of the nature of giftedness is fundamental in driving identification and provision for students who demonstrate high potential or who are gifted.

Children who are gifted are as diverse and individual as any who are grouped according to their commonalities. To know who the gifted are, the cognitive and affective characteristics commonly displayed by them should be explored. Distinguishing features of the gifted become apparent from an early age. As giftedness is both developmental and diverse, not all gifted students will display all of these characteristics.

Intellectual Characteristics include:

- ability to understand and use abstract symbol systems at much younger ages than usual
- ability to ask reflective and probing questions
- being absorbed in work that they find interesting
- exceptional memory
- rapid pace of learning
- advanced reasoning ability
- complex thought processes
- vivid imagination
- passion for learning
- capacity for reflection

Personality Characteristics include:

- emotional intensity
- well-developed sense of justice and fairness
- ability to empathise with the feelings of others
- excellent sense of humour
- questioning rules or authority
- perfectionist tendencies
- acute self-awareness
- non-conformity

(Silverman 1993: cited in NSW Department of Education and Training *“Policy and Implementation Strategies for the Education of Gifted and Talented Students”* Revised 2004)

STEP TWO - REFERRAL

When a student has been identified, a *High Potential and Gifted Student Profile* (see appendix) is completed by the High Potential and Gifted Education Coordinator in consultation with the student's parents or caregivers and classroom teacher.

Data that may be collected for the profile can include:

- High Potential and Gifted Student Teacher Checklist
- High Potential and Gifted Student Self Nomination Form
- High Potential and Gifted Student Parent Checklist
- NAPLAN Data
- Best Start Data
- Check In Data
- PAT Assessment
- ACER Data
- Reading Age Assessment (PM Benchmarks)
- Spelling Age (Words Their Way)
- IQ Assessment (WISC)
- Assessment Results
- Work Samples

The High Potential and Gifted Student Profile is taken to the Learning and Support Team meeting where the needs of the student will be discussed and a personalised. From there and in consultation with the High Potential and Gifted Education Committee, a learning plan will be put in place.

These documents are stored in the student's High Potential and Gifted Education File, the classroom teacher's file, school file and counsellor's file. These records are available to school staff, and the information on a particular student may be shared with their parents or caregivers.

STEP THREE - COLLATION OF INFORMATION

During this time teachers, the High Potential and Gifted Education Coordinator with the classroom teachers, Learning and Support Team Coordinator and the School Counsellor are to collect relevant data to inform decision making. By this stage, parents of the nominated students must be informed of the referral.

To further support the identification process, nomination checklists will be used including:

- High Potential and Gifted Student Teacher Checklist
- High Potential and Gifted Student Self Nomination Form
- High Potential and Gifted Student Parent Checklist (adapted from Sayler's, "Things My Child Has Done") (see appendix)

In order to offer a varied method of identification, some teachers may prefer the use of The Sayler Questionnaires developed by Michael Sayler (Harrison, C. 1999, Appendix B, Giftedness in Early Childhood, Inscript Publishing, Sydney)

The High Potential and Gifted Education Coordinator will work in conjunction with the Learning and Support Team and School Counsellor and/or outside agencies to have the student assessed in relevant IQ and emotional assessments.

Once this data has been collected, the Learning Support Committee will consider the need for and/or level of support to be offered.

STEP FOUR - DIFFERENTIATION

Following the collation of data, process if it is determined by the stakeholders that a student requires school level support for their learning needs, a *Student Enrichment Plan* will be developed. This will be reviewed each term. If a student requires class level support, their needs will be met through classroom provisions, extra-curricular activities and enrichment events, including but not limited to:

CURRICULAR

- Curriculum compacting and acceleration
- Personal Interest Projects
- Genius Hour
- Blooms Taxonomy
- SOLO Taxonomy
- Play-based learning
- STEM/STEAM
- Digital Technologies Program
- Mathematics and English Enrichment Groups
- Creative Arts Enrichment Groups
- Tournament of the Minds
- Oak Flats High School Enrichment Program
- Academically Gifted Class

EXTRA CURRICULAR

- Technology Club
- Minecraft Club
- Tournament of the Minds
- Public Speaking Group and Competitions
- Ukulele/Recorder Ensembles and Drumming Group
- Representative Sporting Teams and Events
- Premier's Sporting Challenge
- Premier's Debating Challenge
- Dance Group and Festival
- Southern Stars
- Choir and Vocal Group
- Southern Illawarra Music Festival
- Premier's Spelling Bee
- Littermittee
- ICAS Tests
- UoW Learning Labs
- Competitions that arise through a variety of mediums e.g. Word Mania, Writing Competitions or Maths Olympiad

RESPONSIBILITIES

SCHOOL PRINCIPAL

The school principal will appoint a teacher or executive staff member to be the High Potential and Gifted Coordinator at the commencement of each school year. They will ensure that teachers are supported in professional learning to meet the needs of students identified with high potential or as gifted and, in line with the school's Strategic Plan, provide a variety of enrichment programs and opportunities for students. The principal will also ensure that parents or caregivers are made aware of the tests available for entry into Selective High School and gifted programs, and advise them of organisations that may help develop their potential.

HIGH POTENTIAL AND GIFTED EDUCATION COORDINATOR

The High Potential and Gifted Education Committee Coordinator will oversee the collection of data and manage the student identification and referral process. They will develop individual High Potential and Gifted Education Student Files (including checklists, profiles, work samples, reports, assessments IQ and/or psychological, and anecdotal and records) and ensure that progress of identified students is tracked; using *Student Enrichment Plans* where required. The coordinator will provide resources for teachers to assist with the identification, planning and support of identified students and oversee the development of appropriately differentiated curriculum. They will monitor and review identified student's progress collaboratively with the classroom teacher, parents and caregivers and Learning and Support Team Coordinator.

HIGH POTENTIAL AND GIFTED EDUCATION COMMITTEE

The High Potential and Gifted Education Committee will include representatives from each stage. They will be responsible for ensuring each stage is involved in one extra-curricular event per year (such as national Science Week or a STEAM Program) and communicate information about opportunities or programs for identified students to stage teams. Each representative will provide information to teachers on the identification and referral process when required. They will assist staff with the development of appropriately differentiated curriculum and provide resources for teachers to support identified students.

CLASSROOM TEACHER

The classroom teacher will monitor students for signs or behaviours of high potential or giftedness through observations, anecdotal records and assessment marks. Once a student has been identified they will check the student's school file for relevant information or reports and discuss concerns with the student's parents or caregivers. The classroom teacher will gather data about the student, provide modifications, strategies and curriculum adaptations and monitor and review student progress collaboratively with the High Potential and Gifted Education Coordinator, Learning and Support Team Coordinator and parents or caregivers.

Parents and caregivers will discuss concerns with the classroom teacher and provide background information or evidence to develop a deeper understanding their child's unique abilities. They will attend meetings with the classroom teacher, High Potential and Gifted Education and Learning and Support Team Coordinators to discuss and review classroom modifications (including curriculum differentiation, extra-curricular activities and/or enrichment events) and/or to create and review *Student Enrichment Plans*.

*High
Potential
and Gifted
Education*
APPENDIX



OAK FLATS PUBLIC SCHOOL

Oak Flats Public School

High Potential and Gifted Student Teacher Checklist



STUDENT INFORMATION

NAME	DATE OF BIRTH	GRADE AND CLASS	TEACHER(S)
------	---------------	-----------------	------------

This checklist is based on Frasier's *Core Attributes*, Saylor's *Things My Child Has Done* and Karnesky's *Brilliant Behaviours*. High potential and gifted students will demonstrate exceptionality in these characteristics (i.e. behaviour that is more frequent and intense, for a longer time, at a higher level) when compared to other students of the same age.

Please complete the following checklist by indicating if you **AGREE** or **DISAGREE** from your observations or knowledge of the identified student. If you are unclear or haven't noticed how this student compares to an item, mark the **UNSURE** box.

IDENTIFICATION CHECKLIST

Observable Behaviour		YES	NO	UNSURE
<i>Learning</i>	Grasps and uses sophisticated new understandings quickly and easily.			
	Leaps from concrete examples to abstract rules and general principles.			
<i>Motivation</i>	Has exceptional curiosity.			
	Sets very high personal standards; perfectionist.			
	Demonstrates persistent, intense need to know, do, feel, create or understand.			
	Has a long attention span of high levels of persistence, when working in an area of interest.			
<i>Memory and Processing</i>	Possesses extensive general knowledge.			
	Has quick absorption and recall of information.			
<i>Insight</i>	Quickly grasps new concepts and makes connections using deep thinking.			
<i>Inquiry</i>	Asks searching questions, which tend to be unlike other students' questions.			
<i>Problem Solving Ability</i>	Poses problems and solves ingeniously			
	Gives inventive responses to open-ended questions.			
<i>Reasoning</i>	Thinks things through; considering implications and alternatives.			
	Uses logical and/or creative approaches to figuring out solutions.			
<i>Interests</i>	Shows intense passion, concern, knowledge and/or curiosity about one area or more.			

<i>Imagination and Creativity</i>	Capacity for ingenious, flexible use of ideas, processes, materials, etc.			
	Is highly original.			
	Produces original and imaginative work (even if defective in technical accuracy such as poor spelling)			
<i>Expressiveness</i>	Has extraordinary ability to communicate meaning or emotion through words, actions, symbols or media.			
	Criticises constructively, even if sometimes argumentatively.			
<i>Sensitivity</i>	Shows sensitivity and reacts strongly to things causing distress or injustice. Empathetic.			
<i>Intuition</i>	Is unusually aware of or responsive to experiences and feelings; their own and/or others.			
	Suddenly discovers connections or deeper meaning without conscious awareness of reasoning and thought.			
	Has surprising perception and deep insight.			
<i>Humour</i>	Has a keen sense of humour in the unusual and is quick to appreciate nuances and hidden meanings.			
	Enjoys the bizarre, satire and irony, and/or the absurd.			
	Picks up subtleties that others don't notice.			
<i>Moral and Ethical Concerns</i>	Shows intense need for firmness and justice. Takes action to resolve injustices.			
	Is concerned for the consequences of their actions.			
	Has a strong sense of right and wrong.			
	More than usually interested in 'adult' problems such as important issues or current affairs (local and world).			

Use the rest of this page to detail anything that is unique or important about the student and that adds substance to their identification as exhibiting high potential or giftedness. Be as specific as possible.



Oak Flats Public School

High Potential and Gifted Student Self Nomination Form



STUDENT INFORMATION

NAME	GRADE AND CLASS	TEACHER(S)
------	-----------------	------------

Please complete the following checklist by indicating if you **AGREE** or **DISAGREE**. If you are unclear or aren't sure how you compare to an item, mark the **UNSURE** box.

SELF-IDENTIFICATION CHECKLIST

My Behaviours and Feelings	YES	NO	UNSURE
I learn rapidly			
I have an excellent memory.			
I am curious to know many things.			
I am a keen observer.			
I like to develop systems and codes.			
I am good at designing and making things.			
I enjoy and am confident using technology.			
I am highly creative.			
I am good at imagining things.			
I have specific or specialised interests.			
I feel bored in class.			
I am sensitive.			
I feel different from children my own age.			
I speak differently from my classmates.			
I think differently than my classmates.			
I have a different sense of humour than others my own age.			
I prefer friends who have similar interests to me.			
I feel like I stand out.			
I often hide my abilities.			

Please complete the following questions. Add as much information and detail as you can.

SELF-IDENTIFICATION QUESTIONS

1. What is your favourite subject and what do you enjoy about it?

2. What is something you love learning about? Why?

3. Is there something you do not enjoy learning? Why not?

4. Do you like to read? If so, what do you enjoy reading? If not, why not?

5. When you are not at school, what do you do?

6. What sort of things interest you? Do you know a lot about a certain thing or things? What are they?

7. If you were given the chance to meet anyone (from the past or present) who would you meet and why?

8. Is there anything else you would like to add?

Oak Flats Public School

An innovative learning community

Dear Parent/Caregiver,

Oak Flats Public School has developed guidelines for the identification of students who exhibit high potential or giftedness in accordance with the NSW Department of Education Policy. Your child has been identified by their classroom teacher as exhibiting behaviours and/or traits of high potential or giftedness.

In order to meet their learning needs and ensure they reach their full educational potential, we ask that you complete the following checklist. The answers that you provide on the checklist will enable us to develop a deeper understanding of your child's unique abilities.

Please return the checklist once completed to your child's teacher. We will then, in accordance with the school's *High Potential and Gifted Education Policy*, work with parents and caregivers, the Learning and Support Team, classroom teacher and High Potential and Gifted Education Committee to develop programs to maximise your child's learning experiences.

If you require further information, please do not hesitate to contact the school on 4256 1405.

Jodi Niedermayer
Principal

Griffiths Street OAK FLATS NSW 2529

phone: 4256 1405 fax: 4256 1800 preschool: 4256 0618

oakflats-p.school@det.nsw.edu.au

Oak Flats Public School

High Potential and Gifted Student Parent Checklist



STUDENT INFORMATION

NAME	GRADE AND CLASS	TEACHER(S)
PARENT/CAREGIVER NAME(S)	ADDRESS	CONTACT NUMBER

Please complete the following checklist. The examples after each item are there to help you to understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale below each item. Mark **STRONGLY AGREE (SA)** to **STRONGLY DISAGREE (SD)**. Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the **UNSURE** circle.

IDENTIFICATION CHECKLIST

1. Has quick accurate recall of information.

(e.g. remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places)

SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD
UNSURE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2. Shows intense curiosity and deeper knowledge than other children.

(e.g. insatiable need to know and explore; later on he or she collects things and then learns all he or she can about them; remembers things in great detail)

SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD
UNSURE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3. Is empathetic, feels more deeply than do other children that age.

(e.g. feels unusual hurt or pain when he or she displeases someone; shows pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD
UNSURE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

4. Uses advanced vocabulary.

(e.g. correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later)

SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD
UNSURE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

5. Began to read, write or use numbers early.

(e.g. early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others)

SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD
<input type="radio"/>					
UNSURE					
<input type="radio"/>					

6. Understood phrases or brief sentences as an infant.

(e.g. listened intently; understood and acted on short sentences such as ‘Give mum a hug’ or ‘Bring me the book and I will read to you’)

SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD
<input type="radio"/>					
UNSURE					
<input type="radio"/>					

7. Began speaking first in words and sentences earlier than other children.

(e.g. spoke first words before age one; went from saying individual words to speaking sentences quickly or, spoke first words later than age one and quickly moved to speaking in complete sentences; carried on conversations with adults as if they were peers)

SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD
<input type="radio"/>					
UNSURE					
<input type="radio"/>					

8. Had early motor development.

(e.g. very visually attentive during the first six months, watched people carefully; followed movement intently; walked early; fed himself or herself sooner than other children; active use of toys and puzzles)

SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD
<input type="radio"/>					
UNSURE					
<input type="radio"/>					

9. Shows unusually intense interest and enjoyment when learning new things.

(e.g. listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD
<input type="radio"/>					
UNSURE					
<input type="radio"/>					

10. Has an advanced sense of humour or sees incongruities as funny.

(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words)

SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD
<input type="radio"/>					
UNSURE					
<input type="radio"/>					

11. Understands things well enough to teach others.

(e.g. likes to play school with other children, dolls or stuffed animals; talks like an ‘expert’ or likes to discuss certain topics a lot; explains ideas to adults; when he or she doesn’t think the adult understands very well)

SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD
<input type="radio"/>					
UNSURE					
<input type="radio"/>					

12. Is comfortable around older children and adults.

(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children)

SA

SD

UNSURE

13. Shows leadership abilities.

(e.g. sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

SA

SD

UNSURE

14. Is resourceful and improvises well.

(e.g. finds unique or non-traditional ways; plays for long periods of time with imaginary friends; diligent in getting things they want regardless of where you've put them; makes up believable endings to stories)

SA

SD

UNSURE

15. Uses imaginative methods to accomplish tasks.

(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

SA

SD

UNSURE

16. Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about. Please feel free to add information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments.

Oak Flats Public School

High Potential and Gifted Student Profile



HIGH POTENTIAL AND GIFTED EDUCATION POLICY

POLICY STATEMENT 1.5.1

OBJECTIVE, VALID AND RELIABLE MEASURES, AS PART OF FORMATIVE ASSESSMENT, SHOULD BE USED TO ASSESS HIGH POTENTIAL AND GIFTED STUDENTS AND IDENTIFY THEIR SPECIFIC LEARNING NEEDS.

SCHOOL STRATEGIC DIRECTION

COLLABORATIVE AND INCLUSIVE PARTNERSHIPS

TO IDENTIFY AND MEET THE NEEDS OF STUDENTS FROM P-6 EXHIBITING HIGH POTENTIAL AND/OR GIFTEDNESS, ALL STUDENTS REGARDLESS OF BACKGROUND OR PERSONAL CIRCUMSTANCES, REQUIRE ACCESS TO LEARNING PROGRAMS THAT MEET THEIR LEARNING NEEDS AND SUPPORT TO ASPIRE TO, AND ACHIEVE, PERSONAL EXCELLENCE.

DEFINITION

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.

Gifted(ness) refers to a student's outstanding natural abilities or aptitudes, located in one or more domains: intellectual, creative, social, perceptual or physical, placing that student in the top 10% of age peers.

SCHOOL GOAL

To identify students across all stages of their learning who exhibit high potential or giftedness and maximise their learning outcomes.

STRATEGY

Develop effective and equitable identification procedures and developmentally appropriate programs.

STUDENT INFORMATION

NAME	DATE OF BIRTH	CLASS AND GRADE	TEACHER(S)
PARENT/CARER(S)	ADDRESS	CONTACT NUMBER	

HIGH POTENTIAL AND GIFTED IDENTIFICATION

IDENTIFICATION TOOLS

Record the student's results, phase or level in the appropriate areas.

Use accurate data

FORMAL AND STANDARDISED ASSESSMENT	
NAPLAN, CHECK IN AND/OR BEST START RESULTS	READING
	WRITING
	NUMERACY
DRA LEVEL OR PM LEVEL	
ACER PAT MATHS AND READING RAW SCORE	
COGNITIVE ASSESSMENTS (IQ)	
ADDITIONAL ASSESSMENT SOURCES e.g. AGAT or University Competitions	

Grade achievement as LOW MID HIGH

EVIDENCE OF ACHIEVEMENT IN MULTIPLE INTELLIGENCE DOMAINS	
SPORTING ACHIEVEMENT	
ARTISTIC ACHIEVEMENT	
MUSICAL ACHIEVEMENT	
SOCIAL ACHIEVEMENT	

EMOTIONAL MATURITY

Answer YES or NO for participation (list specifics)

INVOLVEMENT IN EXTRA-CURRICULAR AREAS

SCHOOL LEADERSHIP

SPORTING CLUBS, TEAMS or ACTIVITIES

OTHER CLUBS, TEAMS or ACTIVITIES

COMMUNITY SERVICE

CURRENT LEARNING SUPPORT THROUGH EXTENSION

Identify areas the student's learning is currently being supported in the classroom:

KEY LEARNING AREA	WHAT

AREAS OF UNDERACHIEVEMENT

Identify areas the student is not achieving at expected grade, stage or achievement level:

INDIVIDUALISED PROGRAM

Identify areas the student's learning is currently being supported in the whole school setting:

WHAT	WHEN	FACILITATED BY

NAME | SIGNATURE | DATE

Oak Flats Public School High Potential and Gifted Student **Enrichment Plan**



STUDENT INFORMATION

NAME	GRADE AND CLASS	TEACHER(S)
PARENT/CAREGIVER NAME(S)	ADDRESS	CONTACT NUMBER

PRESENT LEVELS OF PERFORMANCE

FORMAL AND STANDARDISED ASSESSMENT			
Assessment Type	Date	Result or Comment	Review
NAPLAN, CHECK IN AND/OR BEST START RESULTS	READING		
	WRITING		
	NUMERACY		
DRA LEVEL OR PM BENCHMARK LEVEL			
ACER PAT MATHS AND READING RAW SCORE			
AGAT OR COGAT RAW SCORE			
COGNITIVE ASSESSMENTS (IQ)			
UNIVERSITY COMPETITIONS			

EXTRA CURRICULAR PARTICIPATION (INCLUDING OUTSIDE OF SCHOOL)	
SPECIAL INTERESTS	
CITIZENSHIP or LEADERSHIP	
CLUBS or GROUPS	
SPORTS or SPORTING TEAMS	
COMMUNITY INVOLVEMENT	
PROJECTS	
HOLIDAY PROJECTS	

PARENT OR CAREGIVER GOALS

1. What educational goals do you have for your child this year?

2. Are there any other goals that you have for your child within the school setting this year? Please specify.

3. Are there any special programs or activities that you would like your child to participate in this year?

4. Do you have any concerns or issues?

LEARNING GOALS

ANNUAL LEARNING GOAL

By _____

I will _____

So that _____

LEARNING OBJECTIVES

Short Term Objectives	Objective Criteria	Assessment Procedures	Timeline

PLAN PREPARED BY: _____

REVIEW DATE _____

IN CONSULTATION WITH: _____

HIGH POTENTIAL AND GIFTED EDUCATION COORDINATOR SIGNATURE	DATE	PARENT OR CAREGIVER SIGNATURE	DATE