



PARRAMATTA EAST PUBLIC SCHOOL

High Potential and Gifted Education Procedure

1. Purpose

At Parramatta East Public School, we support every student to achieve their educational potential, regardless of background, through the provision of explicit teaching strategies and quality teaching in a supportive learning environment.

We aim to provide learning environments which support the social-emotional and wellbeing of high potential and gifted students, enabling them to connect, succeed and thrive.

We aim to optimise the growth and achievement of high potential and gifted students across all domains of potential, through evidence-based talent development opportunities and differentiated teaching and learning practices, to ensure that their specific learning and wellbeing needs are met.

2. Definition

High potential students are those whose potential exceeds that of students of the same age in one or more domains (creative, physical, socioemotional, and intellectual). 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 students' potential significantly exceeds that of students of the same age in one or more domains. Leading gifted education experts commonly estimate that 10% of students may be considered gifted. They typically develop talent and achieve mastery notably faster than their age peers.

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.

3. Identification Procedures

Identification of high potential and gifted students should be objective, valid and reliable. A mix of quantitative data (internal and external assessment data) and qualitative (teacher judgement) is considered. Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential. The use of various data sources, with a high number of stakeholders providing input ensures that students from diverse cultural, linguistic, socio-economic backgrounds, Aboriginal and Torres Strait Islander students and students with disabilities are provided with equal opportunities.

Quantitative Assessment of Achievement Measures

- Standardised tests, eg NAPLAN Year 3 and Year 5, Best Start, PAT Reading and Mathematics
- School-based assessments across Key Learning Areas
- AGAT (ACER General Ability Test)
- Social Emotional Wellbeing Assessment

4. Responsibilities and Delegations

Principal Responsibilities:

- Lead the optimal talent development of high potential and gifted students across all domains of potential within supportive learning environments that develop the whole student.
- Lead and support teachers in the assessment and identification of the specific learning needs of high potential and gifted students across all domains of potential and effective differentiation for those students.
- Engage in quality professional learning to enhance their understanding of research and practice of the needs of high potential and gifted students across all domains of potential.
- Lead collaboration with families, school communities and the wider community to support the talent development of high potential and gifted students.
- Lead support for high potential and gifted students through the work of the Learning Support Team and school counsellor/psychologist.
- Lead the analysis and evaluation of data to enable school monitoring of procedures, programs and practices for high potential and gifted students.


- Lead, plan and report on the implementation of the policy through specific procedures, programs and practices to meet the learning needs of high potential and gifted students.
- Include quality and evidence-based teaching practices in school planning which identify explicit goals for high potential and gifted students across all domains of potential.
- Manage the staffing and support of programs and classes for high potential and gifted students, including specialist classes and schools.

Teacher Responsibilities:

- Use assessment and data to identify the specific learning needs of high potential and gifted students across all domains of potential.
- Apply evidence-based approaches that extend and challenge high potential and gifted students beyond their current level of mastery.
- Develop, design and teach differentiated learning programs and provide experiences that meet the advanced learning needs of students.
- Undertake professional learning that enhances their expertise in planning and programming effective learning experiences for high potential and gifted students.
- Collaborate with families, other schools and the wider community to support the learning and wellbeing of high potential and gifted students across all learning domains.
- Communicate assessment and identification information to support the transitions of high potential and gifted students.

Whole School Responsibilities:

- The school implements evidence-based programs, practices and procedures so that high potential and gifted students' specific learning needs are identified and catered for.
- The school staff includes a range of specialist teachers, including a school-funded enrichment programs teacher, music, drama and languages teachers, to cater for high potential and gifted students across a range of domains.
- The school facilitates opportunities and encourages participation in programs beyond the school to provide opportunities for high potential and gifted learners in a range of domains.
- The collaborative planning process enables the creation of differentiated learning programs which support the needs of HPG students. There is a strong focus across the school on promoting creative and critical thinking and rich and open-ended tasks, through the widespread use of Cultures of Thinking protocols and project-based learning.

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- The school may form one or more classes which are aimed at providing a specialised learning environment that enhances and broadens the curriculum and caters to the specific learning and wellbeing needs of identified HPG students.
 - For highly gifted students, curriculum compacting, mentoring and acceleration may be implemented in certain circumstances.

Provisions for High Potential & Gifted Students

The school coordinates the provision of developmentally appropriate and engaging programs for students who are gifted and talented in the intellectual, creative, socio-emotional and physical domains. Teachers select and implement a variety of teaching strategies and learning experiences to engage the interest of gifted and talented students, challenge their capabilities and enrich their daily experience of schooling. This is achieved through a variety of strategies at a whole school, classroom and extra-curricular program level.

The Parramatta East Public School High Potential and Gifted Education Procedure aligns with the New South Wales Department of Education's High Potential and Gifted Education Policy.

