



High Potential & Gifted Education Procedures

Rationale

The High Potential and Gifted Education policy is a critical framework that guides Concord West Public School in effectively identifying and supporting high potential and gifted students. Adherence to this policy involves several key processes and factual measures to ensure that we provide appropriate educational opportunities for these learners.

Our School Policy Commitment

- **Identification Processes:** The policy outlines specific criteria and tools for identifying high potential and gifted students. This includes the use of standardised assessment tools, teacher observations, and referral processes. At Concord West Public School, we implement a systematic approach to identify students who demonstrate exceptional abilities, ensuring that no student is overlooked.
- **Curriculum Differentiation:** To meet the diverse needs of high potential and gifted learners, the policy mandates differentiated curriculum provisions. This involves adjusting the depth, complexity, and pace of the curriculum. Concord West Public School employs strategies such as compacting the curriculum, offering advanced coursework, and providing enrichment activities that align with students' interests and strengths.
- **Professional Learning for Staff:** The policy requires ongoing professional development for educators to equip them with the knowledge and skills necessary to support gifted learners. Concord West Public School ensures that teachers participate in targeted training on the characteristics of giftedness, effective differentiation techniques, and social-emotional support strategies. This professional learning is essential for consistent and effective implementation of the policy.
- **Data-Driven Decision Making:** The policy emphasises the importance of using data to inform instruction and track student progress. At Concord West Public School, we conduct regular assessments to monitor the academic and social-emotional development of high potential and gifted students. This data is used to adjust teaching strategies and interventions as needed, ensuring that each student receives the support required for their growth.
- **Collaboration with Families:** Engaging families in the educational process is a key component of the policy. Concord West Public School actively communicates with parents and caregivers about the identification process, available programs, and their child's progress.
- **Monitoring and Reporting:** The policy requires regular reviews of the effectiveness of gifted education programs. At Concord West Public School, we have established a framework for evaluating the impact of our initiatives on student outcomes. This includes collecting feedback from teachers, students, and parents, as well as analysing academic performance data to ensure that our programs are meeting the intended goals.
- **Resource Allocation:** Effective implementation of the policy necessitates appropriate resource allocation. Concord West Public School commits to providing the necessary resources, including access to advanced learning materials, technology, and extracurricular opportunities that cater to the interests of high potential and gifted students.

In summary, the High Potential and Gifted Education policy serves as a foundational guide for Concord West Public School to systematically identify and support high potential and gifted learners. Through established processes for identification, curriculum differentiation, professional development, data-driven decision making, family engagement, and ongoing evaluation, we ensure compliance with the policy and enhance educational outcomes for our gifted students.



Responsibilities

Principal:

- Optimise talent development of high potential and gifted students by leading a supportive learning environment.
- Lead and support teachers in assessing and identifying the specific learning needs of these students.
- Provide and support access to acceleration or advanced learning pathways and opportunities.
- Engage in quality professional learning to enhance understanding of the needs of high potential and gifted students.
- Lead collaboration with families, school communities, and the wider community.
- Lead support for these students through the work of the Learning Support team and school counsellor/psychologist.
- Lead the analysis and evaluation of data to enable school monitoring.
- Lead, plan, and report on the implementation of the policy through specific procedures, programs, and practices.
- Include quality and evidence-informed teaching practices in school planning.
- Manage the staffing and support of programs and classes for high potential and gifted students.

High Potential and Gifted Education Team:

- Develop and implement school-wide frameworks and strategies to support high potential and gifted students.
- Provide guidance and support to teachers in identifying and addressing the needs of high potential and gifted students.
- Facilitate professional learning opportunities for staff to enhance their understanding and skills in teaching high potential and gifted learners.
- Collaborate with teachers to design and evaluate differentiated learning programs and practices.
- Monitor and evaluate the effectiveness of programs and initiatives aimed at supporting high potential and gifted students.
- Engage with families and the community to promote understanding and support for high potential and gifted education.
- Provide resources and tools to assist teachers in effectively meeting the needs of high potential and gifted students.
- Assist in the analysis of student data to inform decision-making and improve educational outcomes for high potential and gifted learners.
- Advocate for the needs and rights of high potential and gifted students within the school and broader education community.
- Foster a culture of inclusion and respect for diversity in learning needs across the school.



Teachers:

- Use assessment and data to assess and identify the specific learning needs of high potential and gifted students across all domains of potential.
- Apply evidence-informed approaches that extend and challenge these 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 to enhance expertise in planning and programming effective learning experiences.
- Collaborate with families, school communities, and the wider community to support the talent development of high potential and gifted students.
- Communicate assessment and identification information about these students to support transitions.

Parents:

- Actively engage in their child's education and support their learning and development.
- Communicate openly with teachers and school staff about their child's strengths, interests, and learning needs.
- Advocate for their child's educational needs, ensuring that appropriate support and challenges are provided.
- Encourage their child to pursue their interests and passions both in and out of school.
- Collaborate with the school to understand and access available programs and resources for high potential and gifted students.
- Support their child's social and emotional well-being, helping to foster resilience and confidence.
- Participate in school activities and parent information sessions related to high potential and gifted education.
- Stay informed about the school's policies and practices regarding the education of high potential and gifted learners.
- Share insights and feedback with the school to enhance the support provided to their child.

Students:

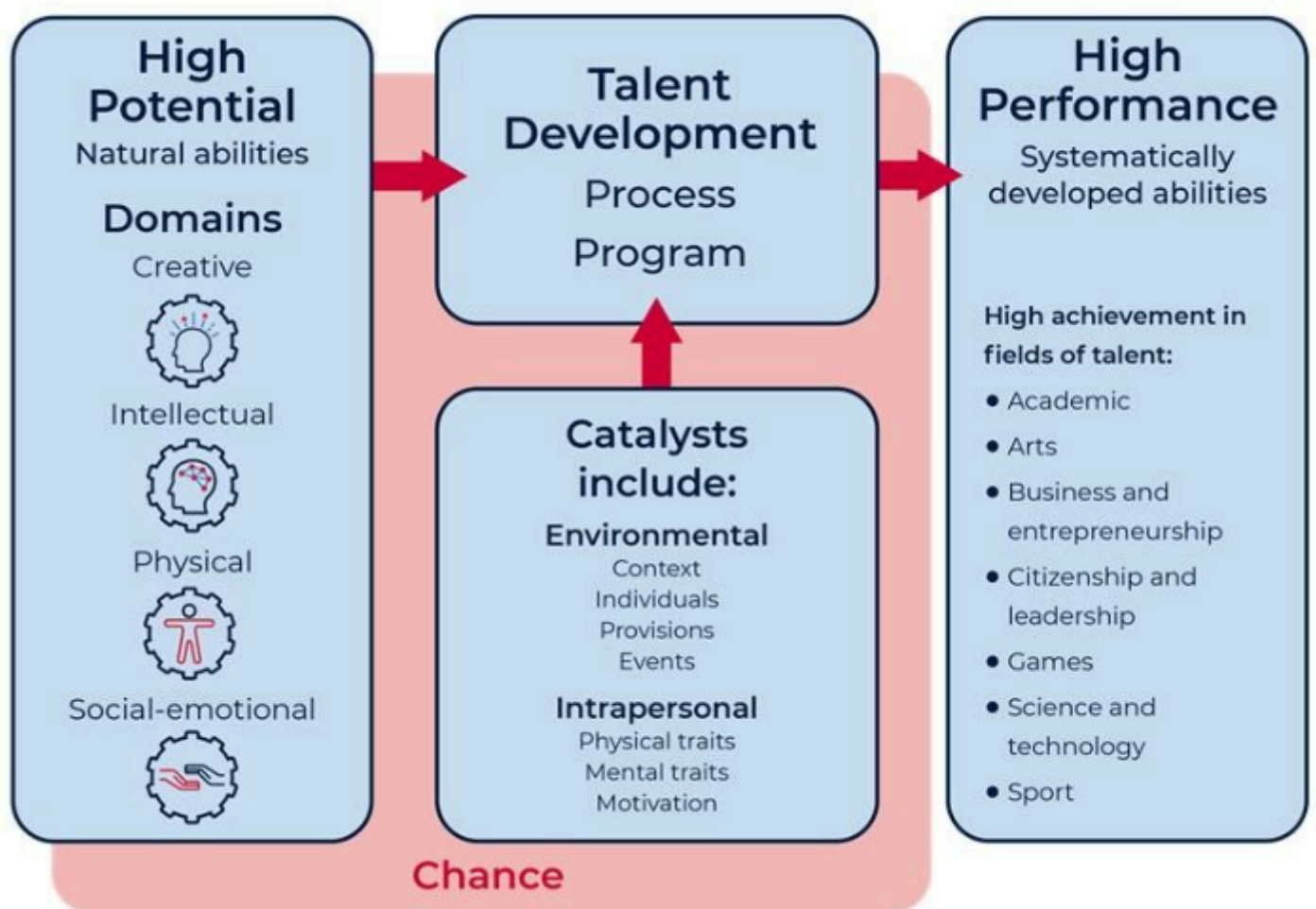
- Take an active role in their learning by setting personal goals and striving to achieve them.
- Communicate openly with teachers about their interests, strengths, and areas where they seek challenges.
- Engage in self-reflection to understand their learning style and preferences.
- Participate fully in differentiated learning opportunities and programs designed to meet their needs.
- Seek help and support when needed and advocate for their own educational needs.
- Embrace challenges and be willing to take risks in their learning.

High Potential Team Flowcharts and Templates

Appendix 1. Developing the Potential overview : Gagne's Model

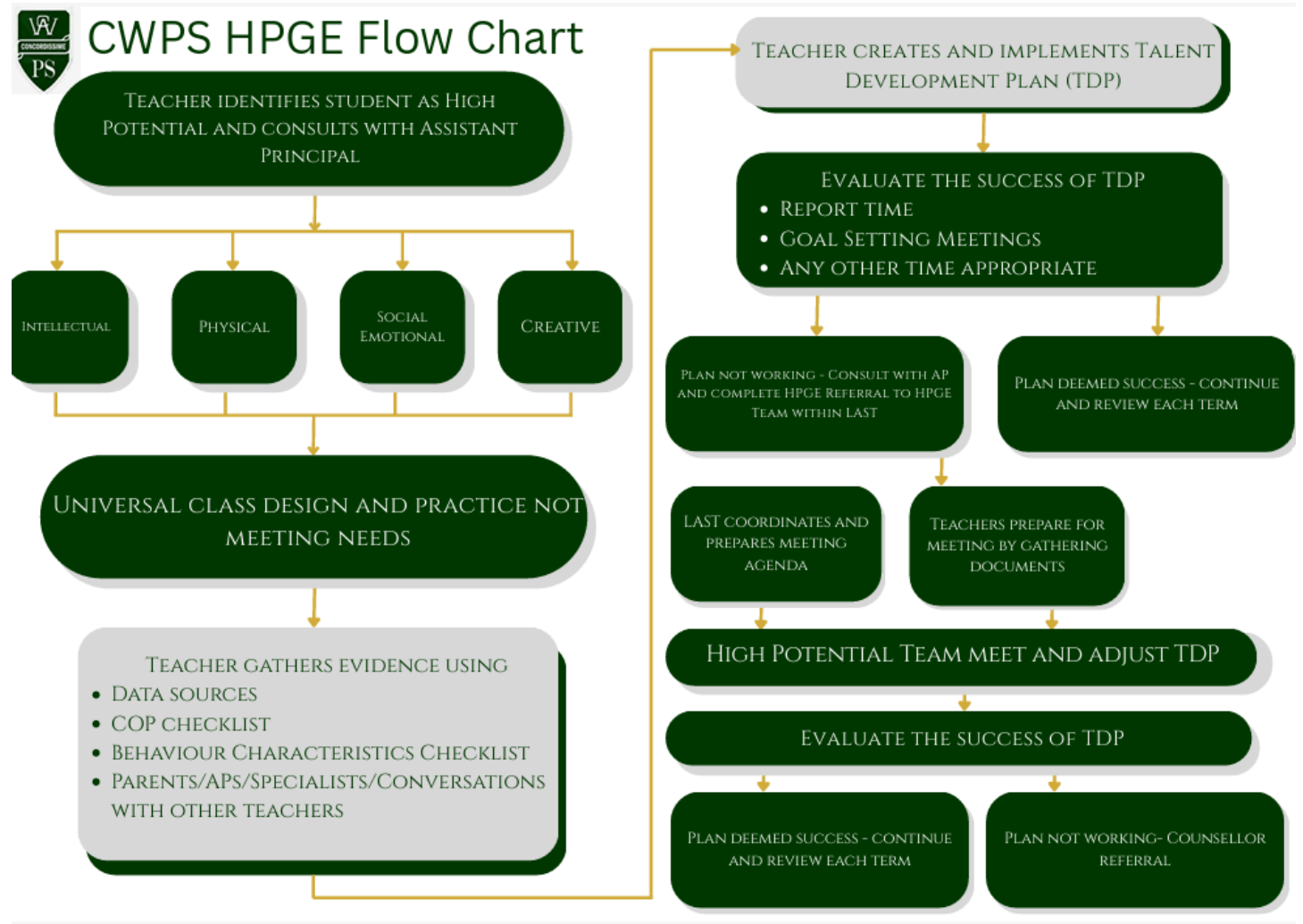
Appendix 2. CWPS HPGE Flow Chart

Appendix 1 Developing the Potential overview : Gagne's Model





Appendix 2. CWPS HPGE Flow Chart ([A3 HPGE Flow Chart](#) OR [A4 HPGE Flow Chart](#))





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