

# HIGH POTENTIAL AND GIFTED EDUCATION FLOWCHART

**CONTEXT** Guided by the Department of Education's individual school documentation outlines the specific processes for identification and provision of developmentally appropriate educational provisions and strategies for all high potential and gifted students. School documentation also provides the name and contact details of the designated school contact for parents for all enquiries regarding high potential and gifted education.

**NOMINATION** Teacher, parent/carer or student notifies the Principal of a potentially gifted and talented student as outlined in the school documentation for all high potential and gifted students.

## ASSESSMENT FOR IDENTIFICATION

Evidence is collected to accurately identify the gifts and talents of students using measures that may include:

- > Teacher or parent/carer nomination forms
- > Interviews
- > Auditions for CAPA Scholarships
- > Anecdotal evidence
- > Student work
- > Curriculum & standardised-based assessment & reporting
- > Off-level testing & other relevant information
- > Educational & Medical history

**VALIDATION :** HPGE Team determines high potential or gifted status of student, based on the evidence provided.

Not identified as High Potential or Gifted

Identified as High Potential and Gifted

School explores appropriate educational opportunities for the student. Student may be nominated for consideration as high potential or gifted at a later date.

**PLACEMENT AND/OR MODIFICATION RECOMMENDATION** The HPGE Team consults with parents/carers, psychologist, teachers and other professionals as necessary to develop Individual Learning Profiles for identified students.

## PERSONALISED LEARNING PLANS (PLP's) ARE MANDATORY WHEN:

- > A student accepts an offer into the extension class
- > A student is identified by teachers or members of the HPGE Team as having high potential or giftedness

## PROVISIONS

- > Developmentally appropriate modifications are made to the students' differentiated programs and/or environment
- > Performance and Competition opportunities such as MADD night, Jannalibald Art competition
- > Opportunities for Cross Curricular project based learning
- > Participation in External Competitions, for example, ANSTO competition as well as Zone, Regional and State opportunities
- > Opportunities for leadership roles within the School through SRC, Sustainability Teams, Debating Teams, TekStar

**EVALUATION:** Regular and ongoing evidence-based review of student progress, strategies and provisions through regular meetings of Extension Team.

**TRANSITION:** The school implements a transition process that acknowledges and supports high potential and gifted students as the student progresses through their schooling. The process of transition out of the Extension class must include:

- > Evidence of strategies undertaken to identify and address underachievement

- > a collaborative review by teachers, Year Advisers and Executive of student progress, Learning behaviours and Wellbeing
- > review of multiple types of data across all KLAS including semester reports and external competitions
- > Parent Interview