

## HIGH POTENTIAL & GIFTED EDUCATION

High potential students are those whose potential exceeds that of students of the same age. These characteristics, listed below, may be found in all learners but are strongly evident in high potential and gifted learners. Students may demonstrate potential in one or more domains: intellectual, creative, social-emotional and physical. These characteristics, listed below, may be found in all learners but are strongly evident in high potential and gifted learners.

### Identification

Assessment and identification practices

Schools should initiate and integrate procedures to assess and identify high potential and gifted students. Broader identification processes, such as diagnostic, screening and adaptive assessments, can help to identify students who may not be demonstrating their full range of potential.

Valid and reliable assessment of student learning needs is fundamental to provide developmentally appropriate programs. It helps to identify students who require additional challenge and extension.

Teachers should use multiple measures to build an informed picture.

At Kurri Kurri High School students are selected in a variety of ways. Firstly, student self-identification; students are encouraged to identify their strengths in the domains.

Teacher Identification is sought where teachers identify students on a range of Cross Domain factors.

Student's assessment data is sought on external tasks such as NAPLAN and student performance on internal and school-based assessment will also be considered.

A Student Enrichment Challenge will also be held for all identified students to evaluate their performance in a range of activities plotted against the Department of Education's High Potential and Gifted Education policy's Learning Characteristics and Domains.

Cross referencing against all these areas will occur before final identification is decided upon.

### Grouping

Grouping students can help teachers to deliberately focus their efforts and supports differentiation. Any group of students will have a broad range of abilities and performance. Improved learning outcomes occur when teachers combine flexible groupings with differentiated teaching and learning approaches.

When grouping is used, it should be employed to facilitate adjustments to the curriculum that support advanced learning.

Wherever possible, grouping practices should be informed by assessments of student learning needs and characteristics. Groups should be created primarily on the basis of ability, mastery, and learning needs.

At Kurri Kurri High School a range of grouping strategies are utilised to ensure identified students are supported and learning is differentiated to support student achievement.

In Stages 4 & 5, Enrichment classes will be created to support academic achievement. The Stage 4 classes focus on literacy, numeracy and subject skill development to support their transition to Stage 5 with a solid depth of understanding across key learning areas. The Stage 5 classes will have a focus on student skills with a view to support student transition to their Higher School Certificate Pattern of Study.

Within these classes, students will engage in differentiated assessment tasks and enrichment opportunities to further their academic skills and achievement.

### **Extension grouping**

Extension deepens student knowledge, understanding and skills. Extension classes offer the opportunity for like-minded, like-ability students to work together on challenging learning or skills development that may not be offered elsewhere.

Extension groups or classes: students can be grouped for a specific purpose, for example, a public performance. This can be by a cluster or extension group formation, where advanced students are grouped together.

In Stage 5, students at Kurri Kurri High School will be provided with the opportunity to build their Stage 6 entry level skills through engagement in extension activities in key learning areas.

### **Acceleration**

Acceleration is an advanced learning pathway where students are enrolled in and working towards outcomes beyond their age across domains of potential. Research very strongly supports acceleration as a highly effective strategy for gifted and highly gifted students and consistently shows positive social outcomes in all forms of acceleration.

In Year 10, students have the opportunity to begin the High School Certificate subject and continue this to complete this HSC course including relevant examinations in Year 11.