



Minnamurra Public School HPGE Policy Implementation

Rationale

As of January 27, 2021 Minnamurra Public School will work with commitment to uphold the protocols outlined in the High Potential/ Gifted Education Policy.

The guiding principles of the HPGE Policy include:

1. 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
2. a commitment to high expectations for all students, including high potential and gifted students
3. achieving excellence for high potential and gifted students is underpinned by effective school environments including quality teaching, learning and leadership
4. potential exists along a continuum, where differing degrees of potential require differing approaches and levels of adjustment and intervention.

At Minnamurra Public School, we are committed to developing sustainable, effective and purposeful practices that support our gifted and high potential learners.

Definition

A student can exhibit potential in one or more of four key domains:

- creative
- social-emotional
- intellectual
- physical

We recognise that these domains do not sit in isolation, but are highly influenced by each other.

We recognise that levels of giftedness vary and we must be informed about:

High potential students are defined as having potential in one or more of the domains that exceeds that of students in the same age group. High Potential students can exhibit a range of potential and learning needs.

Gifted students are typically those whose potential in one or more of the domains **significantly exceeds** that of students in the same age group.

Highly gifted students are those whose potential in one or more of the domains **vastly exceeds** that of students in the same age group.



MINNAMURRA Public School

Our Purpose

Is not to just improve people's test results, but to improve their skills and capabilities for the rest of their lives. We aim to be specifically inclusive of students who may have been previously under-represented within gifted opportunities, including,

- Students from an Aboriginal background
- Students from migrant and refugee backgrounds
- Students with a disability
- Students from a low socio-economic background
- And students at risk

Our Responsibility

The teacher's role under this policy is to recognise student ability, and turn this ability into high performance.

It is a teacher's responsibility under this policy to really know their students well.

It is a teacher's role to create a culture of high expectations within their classroom, and across the whole school.

It is a teacher's responsibility to:

**Find the Potential
Develop the Talent
Make the Difference**

Key Areas for Action

There are 5 key iterative actions that provide a framework for schools to support implementation of the policy. These five key actions will support the implementation of the policy and talent development across all domains of potential. These key actions are:

- Evaluate our school's current provisions and processes
- Assess and identify students across all domains
- Implement relevant, contextualised provisions
- Collaborate with intra/interschool staff, mentors, experts and institutions
- Build capacity to empower all staff to be confident meeting the needs of their HPG learners.



Identification Procedures

It is essential that a wide range of identification tools are applied to successfully identify student ability. We ensure assessment and identification is:

- objective – based on verifiable evidence that is impartial, unbiased and equitable
- valid – accurately measures what is intended, valid measures assess the specific skill or construct such as ability or achievement
- reliable – produces stable and consistent results, is carefully developed and can be implemented without bias or subjectivity that could influence the outcome.

At MPS these identification tools include, but are not limited to:

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| Creative |
| <ul style="list-style-type: none"> - Student self-nominations to audition for performances - Academic and Creativity assessment (To identify students for HPGE Year 6 class) - End-of-year teacher/ student handover sessions for transition - ACARA General Capabilities Creative and Critical Thinking Learning Continuum |
| Social/ Emotional |
| <ul style="list-style-type: none"> - Student self-nomination for PBL leaders - Student self-nomination to volunteer with AU class members - Student self-nomination for Student Leader positions - End-of-year teacher/ student handover sessions for transition |
| Intellectual |
| <ul style="list-style-type: none"> - Yearly whole school PAT Maths and Reading Comprehension assessments, followed up by off-level testing for high achievers. - Teacher referrals to Learning and Support Team - Parent Referrals to Learning and Support Team - Inter-school/ zone/ regional sports try-outs and competitions - ICAS test results - Standardised tests/ NAPLAN Year 3 and 5, Best Start - Teacher conducted benchmark tests - AGAT assessments (To identify students for the HPAG Year 5 class) - Academic and Creativity assessment (To identify students for HPGE Year 6 class) - Implementation of pre-and post-testing for most units of work - End-of-year teacher/ student handover sessions for transition |
| Physical |
| <ul style="list-style-type: none"> - Intra and inter- school team try-outs - Collection and maintenance of school records - End-of-year teacher/ student handover sessions for transition |



Provisions for Talent Development and Showcasing Skills

At Minnamurra Public School we are committed to providing opportunities that allow for talent development for gifted students and those with high potential. We also strive to provide opportunities for students to showcase their talents and test their abilities.

Examples of provisions provided to support gifted learners.

Creative

- **Arts and Culture Year 6 leaders**- Allows nominated Year 6 students to develop and display leadership in arts and culture programs.
- **Wakakirri (dance) Even Years**- Allows self-nominated students in 3-6 to learn from professional choreographers and stage designers.
- **Southern Stars (dance, vocal) Odd years**- Allows self-nominated students in 3-6 to learn from professional choreographers and choir conductors.
- **Ukelele Group** – An opportunity for all self-nominated students to develop talent in playing and performing.
- **Production**- Students in Stage 3 participate in a creative performance showcasing a range of talents.
- **Play-based learning K-2**- Class curriculum allows for immersive play to develop the creative thinking of all K-2 students.
- **Band** – An opportunity for any self-nominated students to develop talent with their chosen instrument.
- **Garden Club**- An opportunity for Stage 1 students to think about design elements, shape, colour and form in the garden.
- **Music Bus**- An opportunity for self-nominated students to work 1:1 with a music teacher.
- **Creative and Critical Thinking across the curriculum**- A critical thinking curriculum is delivered to Stage 3 students to enhance their creative thinking within the classroom.

Social/ Emotional

- **Year 6/ Kindergarten buddies**- a mentorship program for all Year 6 and kindergarten students.
- **School Leadership Roles with accompanying leadership course**- Year 5 students develop leadership skills to assist them in their pursuit of school captaincy and sport leadership.
- **Sustainability Year 6 Leaders**- Allows students to develop talent in leadership and environmental causes.
- **PBL Leaders and Wellbeing leaders Year 6**- Allows nominated Year 6 students to develop and display leadership in Positive Behaviour programs.
- **PBL acknowledgement systems and lessons**- allow for the talent development of all students in self-regulation and moderating personal behaviour.
- **Student Representative Council**- allows for the talent development of nominated leaders to participate in democratic decision making.
- **Zones of Regulation**- Provides an opportunity for all students to develop social/emotional regulation skills.



Intellectual

- **In-class ability grouping**- allows for students to participate in more challenging, or a condensed curriculum with students who demonstrate a similar ability.
- **Subject acceleration**- Students excelling in one subject area may visit the classroom of a higher grade to experience single subject acceleration.
- **Grade acceleration**- students skip grades to find their optimum learning environment with the close support of the school counsellor and HPGE team.
- **Weekly withdrawal groups** targeting specific subject areas (e.g. STEM, Stage 4 maths, novel studies, creative writing etc.) Programs are based on the apparent need of the students at the time.
- **HPAG Year 5 Class**- Including students from the Shellharbour region, students participate with like-minds in challenging, open-ended tasks.
- **HPGE Year 6 Class**- Held at Kiama High School, bringing like minds together to participating in challenging and creative pursuits.
- **Chess Club**- A talent development opportunity for all self-nominated students to learn and apply new skills in chess.
- **Chess Tournament**- An intra-school competition for all self-nominated students.
- **Coding Club**- A talent development opportunity for self-nominated students.
- **Premier's Spelling Bee and Prime Minister's Spelling Bee**- These provide an opportunity for all students to showcase their spelling talent.
- **Premier's Reading Challenge**- An opportunity all students to develop talent with reading.
- **ICAS tests**- An opportunity for self-nominated students to compete with like-minds.

Physical

- **Gardening Club**- A talent development opportunity for students to learn gardening skills.
- **Swimming/ Athletics and Cross-Country Carnivals**- Yearly carnivals which allow students to compete at an intra-school level, then to progress to inter-school, district and regional levels.
- **Inter-school sports** competitions including: basketball, AFL, netball, soccer, cricket etc.
- **Regional team participation**- Our school supports students to try out and participate in regional teams for high level competition.
- **Lunch time sports leaders**- A talent development opportunity for all self-nominated students at lunch times.
- **Swim School**- K-2 and older students wishing to participate
- **Blast Cricket**- A cricket skills building program providing talent development for ALL students.
- **Premiers Sporting Challenge**- Our school aims to provide opportunities for purposeful activity to help identify students who show a high potential in sports that are knockout sports.

Evaluation of provisions

Minnamurra Public School will use data related to the growth and achievement of high potential and gifted students to analyse and evaluate the effectiveness of differentiated programs and provisions.

Learning and teaching programs and practices must extend high potential and gifted students beyond their current level of mastery, as informed by assessment, data and evidence.

Evidence of program's success will be evaluated by the school's HPGE team annually.