



High Potential and Gifted Education Policy

Kirrawee High School (“KHS”) aims to provide a challenging curriculum that maximises the engagement and learning outcomes of all students. KHS is committed to the identification, assessment, and support of high potential and gifted students across the school in all classes.

Student engagement and progress at KHS will be fostered across intellectual, social-emotional, creative, and physical domains of talent. Differentiation will be provided in the classroom, through assessment, and beyond the curriculum through enrichment and extension activities and programs.

This policy has been developed with reference to the NSW Department of Education’s High Potential and Gifted Education Policy and other supporting documents.

Talent Identification of High Potential and Gifted Students at KHS

Kirrawee High School employs a wide range of methods and strategies for the identification of high potential and gifted students across the four domains of potential. These include:

- Teacher evaluation of student responses in formative and summative assessment tasks
- External academic and other competitions
- Standardised testing including the ACER, Best Start & NAPLAN.
- Observational and anecdotal evidence
- Behavioural observations
- Academic grades
- Inclusion in representative sporting teams/bands/ensembles
- Inclusion in exhibitions.

Kirrawee High School integrates procedures to assess and identify high potential and gifted students through broad identification processes such as diagnostic and screening and adaptive assessments to help identify students who may or may not be demonstrating their full range of potential.

Kirrawee High School draws from the Department of Education’s policy and guidelines on identifying high potential across the four domains in its recognition and assessment of student talent.

This process involves using professional teacher and staff judgment through valid, consistent formative and summative assessment processes as well as anecdotal observations of daily activities both within and outside of the school. This includes identifying:

- **Intellectual abilities** through reading capabilities, aptitude in speaking a foreign language, and/or ability to understand new mathematical concepts.
- **Creative abilities** in short story composition and creation, musical ability, artistic talent through a variety of media, developing unique solutions to problem, dance choreography, or design.
- **Social-emotional** used by students in their daily interactions with classmates, teachers, and parents, participation in the school community through Student Representation and Debating and Public Speaking.
- **Physical abilities** in the playground, school and community sporting opportunities, extra-curricular activities or during competitions.





Faculty Identification Programs

Faculties have a responsibility to implement discipline specific identification strategies to support recognition and development of high potential in students.

Classroom teachers have a responsibility to monitor and support the performance of students according to the faculty identification process by implementing the following evidence-based strategies for effective practices for high potential students:

- Acceleration
- Formative assessment
- Explicit teaching
- Ability grouping
- Extension and enrichment
- Differentiation

Students who are identified as underperforming or underachieving in any area of potential should be referred to the HPGE Mentoring for Underachievement and Underperformance mentoring program (4.1.1).

Support of High Potential and Gifted Students at KHS

Mentoring for domain specific talent development and support

Students at Kirrawee High School who are identified as having potential across one or more of the four domains of potential can be referred for domain specific talent development and support. These domains include those reflected in the DoE's HPGE Policy as well as additional domains devised by the school based on identified student need. The school's domains of focus include mentoring for:

- STEM
- Creative
- Physical (Sporting)
- Social and Emotional
- Humanities

HPGE Domain Specific Mentoring Program	
Tier 1 Monitoring	Tier 2 Mentoring
<p>Purpose: To provide support and opportunities for co-curricular development of students who have been identified as having talent or potential in a specific domain.</p> <p>Monitoring involves broad oversight of students through communication regarding programs, activities and events that might suit student interest and/or need.</p>	<p>Purpose: To provide wraparound support to underperforming students who have been identified as having talent or potential in a specific domain.</p> <p>Mentoring involves the provision of intensive support to students who are not performing to their potential and who require concentrated focus of transforming potential into performance.</p>





Domains and Referrals

Students who are identified as having potential or talent in these domains can be referred to the Mentoring program by any member of staff within the school. Reasons for referral include:

- Students being identified as having potential in one of the domains
- Students presenting with need to have areas of potential further developed
- Students needing greater access to opportunities to extend their talent in an identified domain

When referred, students will be assessed by the Head Teacher Student Engagement for suitability based on criteria and checklists developed for each domain. When a student is identified as needing mentoring as a result of underperformance, the student will be referred to domain specific mentors.

Roles and Responsibilities of Domain Mentors

Teacher mentors have been selected to oversee each of these domains and have engaged in concerted and ongoing professional development in their assigned domain to facilitate evidence-based mentorship for HPGE students.

Teacher mentors have a responsibility to actively identify students who have high potential in their domains and will:

- Liaise with staff members who play an active role in school and non-school based activities related to their domain of potential
- Survey staff and students to identify students who may yet to be identified as having potential in a particular domain
- Engage in school activities such as exhibitions, carnivals, SRC events etc to develop observational data on students who may be suited to domain specific talent mentoring.

Teacher mentors will:

- Participate in a collaborative professional learning meeting once per term with other HPGE domain mentors at HT Student Engagement
- Meet with students in the domain specific talent development program at least once a fortnight or as frequently as they determine to be necessary to support the student
- Provide domain specific support for students in the form of both curricular and non-curricular opportunities
- Conduct formative assessments of student progress over time, including reporting to parents and the KHS executive team

Stage 4 Enrichment Classes

How are classes formed in Year 7?

As part of the Year 6-7 transition program, KHS requires each student enrolled in Year 7 to be tested on Literacy, Numeracy and General Ability levels prior to commencing their first year of high school. Testing is administered at the end of Term 1 of the year prior to the commencement of Year 7, at Kirrawee High School, with the Head Teacher Student Engagement proctoring the CoGAT (Cognitive Abilities Test). The test is administered on paper and is available to all students interested in attending Kirrawee High School with a history of high academic achievement.

Placement in the class is based upon information collected from primary schools and an analysis of students' Year 5 NAPLAN data and results of Cognitive Ability Testing (CoGAT). Students who are placed in the top 30 after an analysis of this data will be placed in the Enrichment Class. The number of Enrichment Classes formed for 2024 will depend on the quality of student candidates and the strength of the cohort. This process enables the placement of students in classes that are best suited to their needs and ability levels.





KHS' Enrichment classes are designed for students who are identified, through this testing process and in conjunction with an additional application process, as more academically capable than their peers.

Year 7 Enrichment Class Application Process

Enrichment refers to the broadening and deepening of learning to allow for students to be challenged in their learning, while still progressing through the curriculum at the same rate as their peers. The Enrichment class offers this opportunity to students and in doing so, seeks to advance individual learning and talent development in areas of personal excellence.

A panel of KHS staff is formed to review the assessment data and determinations for placement will be made on the following criteria:

- Outstanding achievement in the assessed areas of Literacy and Numeracy.
- Demonstrated ability to problem solve and use critical thinking/creative and critical thinking skills based on the General Ability testing.
- The provision of additional evidence indicating psychometric or other psychological assessments previously undertaken.

Year 7 to 8 placements

The formation of classes in Year 8 includes a review of student assessment data and teacher observations. This may result in the reformation of the Enrichment classes from Year 7 to Year 8. Changes from the Year 7 to the Year 8 Enrichment classes will be made if new information about progress and performance comes to light based on assessment data and teacher observations made over the course of Year 7. An annual review of placements is to be undertaken in Term 4 of Year 7 in preparation for the following year.

Placement in Year 8 is based on a cumulative rank created using students' English, Science, History and Geography assessment ranks and NAPLAN and Check In Assessment scores from Year 7.

Roles and Responsibilities of Teachers of the Enrichment Class

Teachers of the Stage 4 Enrichment classes at KHS engage in ongoing collaboration within a 'professional learning community' (PLC). Teachers of the Enrichment classes, across all subject areas, participate in joint action research – knowledge and evidence-based enquiries conducted within the Enrichment class context. This involves:

- Conducting observations of the class and engaging in joint data analysis using a range of formative, summative and anecdotal data sources collected prior to and during the year
- Collaboratively identifying a focus 'need' for the Enrichment class, i.e. improvement in Reading
- Identifying, actioning, and reflecting on joint interventions to be implemented across subject areas to target identified need of the class through the collection and assessment of data sourced as a result of the intervention measure
- Engaging in collaborative professional dialogue on the effectiveness of the interventions to direct purposeful and evidence-based directions for joint improvement in teaching and learning.





Staff Responsibilities

Principal

- Lead the implementation and maintenance of the KHS High Potential and Gifted Education Policy
- Lead and support teachers in the assessment and identification of the learning needs of high potential and gifted students across all domains.
- Provide professional development opportunities for all teachers to understand evidence-based practice regarding the learning needs of high potential and gifted students across all domains.
- Manage the staffing and support of programs and classes for high potential and gifted students, including specialist class

Deputy Principal Curriculum

- Lead the implementation and maintenance of the KHS High Potential and Gifted Education Policy
- Support teachers in the assessment and identification of the learning needs of high potential and gifted students across all domains.

- Lead collaboration with families, school communities and the wider community to support the talent development of high potential and gifted students.
- Lead the analysis and evaluation of data to enable school monitoring of procedures, programs and practices for high potential and gifted students.

Head Teacher Student Engagement

- 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
- Provide programs for the assessment and identification of high potential and gifted students across all domains, including the management and leadership of:
 - The Professional Learning Community for Enrichment Classes
 - The Domain Specific Mentoring Program
 - Mentoring for Underachievement and Performance
- Provide advanced learning pathways for high potential and gifted students across all domains
- Provide learning support for students identified as high potential and gifted, in collaboration with teachers and families, including the management of the High Potential and Gifted student referral system
- 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
- Provide professional development opportunities for all teachers to understand evidence-based practice regarding the learning needs of high potential and gifted students across all domains
- 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
- Engage with the local primary school community to support high potential and gifted students.





Faculty Head Teachers and Classroom Teachers

- Create programs, assessments and lessons that differentiate for high potential and gifted students to allow for the development of talents across all domains
- Support effective practices for high potential students in faculty programming and classroom teaching through implementation of:
 - Formative assessment strategies
 - Explicit teaching
 - Extension and enrichment activities and programs
- Identify, support and refer high potential and gifted students requiring additional support or extension through the mentoring programs
- Collaborate with colleagues and families to provide high potential and gifted students the opportunity for talent development across all domains
- Engage with programs that provide high potential and gifted students the opportunity for talent development across all domains.

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