



## High Potential and Gifted Education: Parent Information and Nomination Form

Dear Parent/ Carer,

Kahibah Public School is excited to be offering High Potential and Gifted programs to exceptional students. Each term, an enrichment program will be offered to identified students targeting their specific needs based on the area of high potential or interest.

This letter provides information about the NSW Department of Education’s High Potential and Gifted Education (HPGE) Policy including the definition of high potential students and also outlines our school’s identification process.

### High Potential and Gifted Education Policy

The High Potential and Gifted Education Policy, developed by the NSW Department of Education, will operate at Kahibah Public School commencing this year and it replaces the previous 2004 Gifted and Talented (GaT) Policy. You may access the Policy here: <https://policies.education.nsw.gov.au/policy-library/policies/pd-2004-0051>

### Talent Development across four Domains of Potential

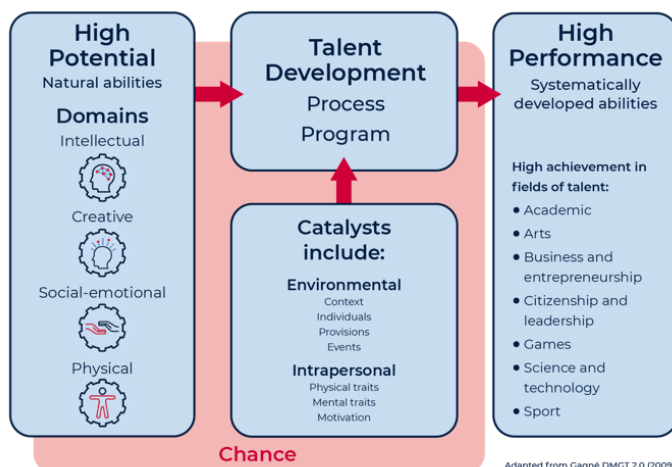
The HPGE policy describes a framework to develop the talent of high potential and gifted students. It identifies that students can express high potential in more than one domain:

- Physical
- Intellectual
- Creative
- Social-emotional

Talent development is the process by which a student’s potential (natural ability) is systematically developed into high performance and high achievement in a specific domain.

### Definitions

The HPGE policy draws on Francois Gagne’s definitions of giftedness and talent established in the Differentiated Model of Giftedness and Talent DMGT 2.0 (2009).



Highly gifted and gifted students are sub-groups of high potential students

*“Positive Relationships for Positive Learning”*

High Potential	Gifted	Highly Gifted
High potential students are those whose <b>potential exceeds that of students of the same age</b> in one or more domains. Their potential may be assessed as beyond the average range across any domain. They may benefit from an enriched or extended curriculum and learning opportunities beyond the typical level of students the same age.	Gifted students' <b>potential significantly exceeds that of students of the same age</b> in one or more domains. Gagné and others commonly <b>estimate 10% of students may be considered gifted</b> . They typically develop talent and achieve mastery notably faster than their age peers.	Highly gifted students' <b>potential vastly exceeds that of students of the same age</b> in one or more domains. Highly gifted students have potential assessed in the <b>top 1%</b> or less of age peers. Highly gifted students may require specific and more significant curriculum adjustments to meet their learning and wellbeing needs.

### Signs of High Potential in Students

- Be intensely curious
- Learn new ideas or skills quickly and easily
- Display a good memory
- Ask complex questions
- Be creative
- Enjoy thinking in complex ways
- Require fewer repetitions when learning new things
- Become intensely focused in their area of interest or passion

### KPS HPGE Enrichment Program

Children with high potential like to be challenged. Effective evidence-based practices which support the needs of high potential students include: advanced learning pathways, ALP (acceleration); formative assessment; explicit teaching; ability grouping; extension and enrichment and differentiation. In addition to these classroom based practices, at Kahibah Public School, we offer a HPGE Enrichment Program to extend each of the identified student's skills through a series of challenging workshops.

The programs run each term and students will miss one period of regular class time each week in order to attend these workshops, which will be timetabled to cause minimal disruption to classes, however, they would need to ensure that they remain up to date with their regular class work. It is not anticipated that students receive additional homework from these workshops.

Although the first High Potential and Gifted Education program will begin during Term 1 we are working towards identifying the students for participation in the HPGE program for the duration of the year.

### KPS HPGE Identification Process

Identification will be based on the following information:

- Parent nomination;
- Student self-nomination;
- Teacher nomination;
- School results and/or other relevant information.

All nominations will be screened and students monitored to determine their suitability for inclusion in one or more of the programs being offered. Once a student has been identified and screened for inclusion in one of the program streams, parents will be notified.

It is important to note that students who generally achieve good results in formal classes are not necessarily gifted. Conversely, some students who generally do NOT demonstrate strong academic achievement could be gifted. Often a dormant gift lies within a child and doesn't get discovered until an opportunity presents itself; therefore if a child expresses a strong interest in an area, it's likely to develop into a talent given an opportunity to develop it.

If you feel that your child is more advanced than their peers, in any area or domain, we want to know about it! If you would like to nominate your child, please complete the attached nomination form and return it to the office by **Friday 19<sup>th</sup> February (Week 4)**. A self-nomination form is also attached for your child to complete if they wish.

Kind regards,  
Mrs Honi Faasisila  
Principal

## High Potential and Gifted Students - Parent/ Carer Nomination

Student's name: \_\_\_\_\_ Class: \_\_\_\_\_

Person completing the form: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

### ***Things my child has done***

Please read each of the following descriptions carefully. Each item is followed by a series of examples; you may use these examples to help understand the description in the item. Decide how much your child displays that characteristic by marking 'most of the time', 'some of the time' or 'rarely'. If you are unclear or haven't noticed how your child compares to an item, please leave blank. You may also include a specific incident or example about your child for each item.

<b>Characteristic</b> <i>This Student:</i>	<b>Most of the time</b>	<b>Some of the time</b>	<b>Rarely</b>
<b>1. Recalls facts easily</b> (eg. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)			
A personal example:			
<b>2. Knows a lot more about some topics than do other children that age</b> (eg. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art, etc; finds out a lot about a particular subject on his/ her own)			
A personal example:			
<b>3. Uses advanced vocabulary</b> (eg. surprises older children and adults with the big words used; uses words unusual for a child; knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)			
A personal example:			
<b>4. Displays advanced Literacy skills</b> (eg. said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught)			
A personal example:			
<b>5. Shows unusually intense interest and enjoyment when learning about new things</b> (eg. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves how-to-do-it and nonfiction books)			
A personal example:			
<b>6. Understands things well enough to teach others</b> (eg. teaches other children how to do things; explains things so that others can understand; explains areas of interest to adults)			
A personal example:			

<b>Characteristic</b> <i>This Student:</i>	<b>Most of the time</b>	<b>Some of the time</b>	<b>Rarely</b>
<b>7. Is comfortable around adults</b> (eg. spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humour and creates funny sayings or jokes adults can appreciate)			
A personal example:			
<b>8. Shows leadership abilities</b> (eg. other children ask my child for help; organises games and activities for self or others; makes up the rules and directs group activities; may be bossy)			
A personal example:			
<b>9. Is resourceful and improvises well</b> (eg. puts together various household objects to make inventions or solve a problem; uses unusual objects for projects; uses objects in unusual ways; makes 'something out of nothing')			
A personal example:			
<b>10. Uses imaginative methods to accomplish tasks</b> (eg. makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)			
A personal example:			
1. Does your child have any unusual interests? If so, what are they? <hr/>			
2. What types of television programs does your child like to watch? <hr/>			
3. Is your child interested in technology? What types of games, apps or programs does your child use on his or her computer/device? <hr/>			
4. Does your child have an interest in music? If so, what is he or she learning and what level has been attained? <hr/>			
5. What activities does your child participate in outside school hours? <hr/>			
6. What hobbies and interests does your child have? <hr/>			
7. Would you consider that your child has a particular need that may affect his or her learning? <hr/>			
8. Is there any subject or area that your child has experienced a high degree of proficiency or success? <hr/>			
<b>Please attach any other information you may feel relevant to your child's education.</b>			

## High Potential and Gifted Students – Self-Nomination

Name: \_\_\_\_\_ Class: \_\_\_\_\_

1. If you were given the chance to meet anyone in the past or present, whom would you like to meet and why?

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2. What is your favourite subject? What do you enjoy about this subject?

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3. What do you like to read? What kind of books? (fiction, mysteries, fantasy, adventure, joke, science, history, biography, reference books, other non-fiction)

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4. How do you like to spend your spare time? (Playing certain games? Building things? Collecting things? Learning about things?) List the things you like to do, with your favourite activity listed first.

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5. Imagine Kahibah Public School is having a 'Careers Day' and you get to choose to spend three separate days with three separate people in different careers to see what their jobs are like. Which careers will you choose to find out about?

1<sup>st</sup> choice:

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2<sup>nd</sup> choice:

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3<sup>rd</sup> choice:

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6. You have been selected by BTN (Behind the News) to be in charge of a weekly special feature, such as the ones listed below. Mark your 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choices with a 1, 2, and 3.

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|---|--|--|
| <input type="checkbox"/> Fashion          | <input type="checkbox"/> Music           | <input type="checkbox"/> History           |
| <input type="checkbox"/> The Latest Books | <input type="checkbox"/> Animals         | <input type="checkbox"/> Sports and Health |
| <input type="checkbox"/> Politics         | <input type="checkbox"/> Arts and Crafts | <input type="checkbox"/> Foreign Cultures  |
| <input type="checkbox"/> Photography      | <input type="checkbox"/> Home Decorating | <input type="checkbox"/> Nature            |
| <input type="checkbox"/> Computers        | <input type="checkbox"/> Architecture    | <input type="checkbox"/> Puzzles and Games |

7. What sorts of things interest you? Do you know a lot about certain things? What are they?

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