High Potential and Gifted Education Policy

Evaluation & Planning Tool

Version 2.0 | September 2020

Purpose

The HPGE Policy Evaluation and Planning Tool is designed to support schools to effectively implement the High Potential and Gifted Education (HPGE) Policy.

This tool has 2 functions: evaluation and planning. School leaders and teachers will:

→   evaluate the HPGE Policy against the School Excellence Framework v2 (SEF) and
→   integrate the HPGE Policy into Strategic Improvement Plans (SIP).

High Potential and Gifted Education Policy
Evaluation & Planning Tool

Preface

The High Potential and Gifted Education (HPGE) Policy

The High Potential and Gifted Education Policy was announced by the Minister for Education on 4 June 2019. The policy will be operating in all public schools in NSW by day 1, Term 1, 2021.

The HPGE Policy applies to all NSW public schools, teachers, and students as the policy promotes engagement and challenge for every student in every school across intellectual, creative, social-emotional and physical domains of potential.

The HPGE policy explicitly identifies and addresses the learning needs of high potential and gifted students, including those from diverse backgrounds.

Policy Implementation Support for Schools

The HPGE Policy Evaluation and Planning Tool is part of a suite of available support for schools to implement the policy. It is recommended that schools familiarise themselves with the additional implementation support before engaging with the tool, including:

→ a dedicated web-section with implementation advice and resources
→ a program of professional learning for leaders and teachers
→ comprehensive Directors' Educational Leadership (DEL)/Principal School Leadership (PSL) package
→ a literature review, Revisiting Gifted Education, which summarises latest research and effective practices
→ five key actions framework
→ Illustrations of practice and case studies
→ an HPGE statewide staffroom.

The HPGE Policy Evaluation and Planning Tool

The tool is designed to assist schools to effectively implement the HPGE Policy and adapt it to their local contexts. It provides flexibility for leaders and is recommended for any stage of the school planning cycle. It is designed to be used specifically to meet the needs of high potential and gifted students.

Broad consultation with DELs, principals and school leaders has ensured the development of a tool which is user friendly. Consultation with corporate staff has enabled alignment of the tool with other departmental priorities and support packages.

Suggestions for using the Evaluation and Planning Tool

As a starting point, schools may find it useful to audit their existing procedures, programs and practices for high potential and gifted students across the four domains of potential (creative, intellectual, social-emotional and physical).

Use of the tool can be staged over time, according to current and emerging school priorities.

Schools should consider integration of the policy within existing school plans, priorities and improvement measures.

Distributive leadership practices may assist staff and community engagement with the policy statement points and the collection of evidence.

Schools are encouraged to continually review their progress using the tool, particularly in the early stages of the implementation of the policy.

The data entered into the tool is solely for the use of individual schools.

High Potential and Gifted Education Policy

Evaluation & Planning Tool

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Overview

The HPGE Policy Evaluation and Planning Tool is designed to support schools to effectively implement the High Potential and Gifted Education (HPGE) Policy. It does this through two functions: evaluating and planning.

In the evaluation section, schools can use suggested sources of evidence to:

→ complete a self-assessment of the HPGE Policy statement points against the School Excellence Framework v2 (SEF)
→ identify their policy statement point(s) for focus.

In the planning section, schools are supported to implement the HPGE Policy statement point(s) by aligning each point with:

→ a key action
→ supporting research (from CESE's Revisiting Gifted Education literature review)
→ suggested examples to assist with implementation.

General and domain-specific evidence and examples are suggested to support both evaluation and planning across the diversity of NSW Public schools P-12. These can be used by schools to consider evidence and examples appropriate to their unique context. They are not an exhaustive checklist.

The evaluation and planning components of the tool are both printer-friendly. Schools can attach files, evidence samples and examples if they choose.

5 Key actions

5 key actions offer a suggested framework for schools to enact the HPGE policy points.

Assess and identify
Assess and identify the specific learning needs of all high potential, gifted and highly gifted students.

Build teacher and leadership capacity
Build teacher and leadership capacity through engagement with quality research and ongoing professional learning on effective practices to improve growth and achievement for all high potential and gifted students.

Collaborate
Collaborate with families, school communities and the wider community to enhance growth and achievement for all high potential and gifted students.

Evaluate
Evaluate school procedures, programs, practices, and analyse student growth and achievement data to inform school planning and policy implementation.

Implement
Implement evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.

4 Domains of potential

The High Potential and Gifted Education Policy recognises that students can demonstrate excellence in 4 domains of potential.

Intellectual   Creative   Social-Emotional   Physical

Alignment with the School Excellence Framework

The High Potential and Gifted Education Policy is structured as follows:

→ **Policy statement points (1.1 – 1.7)**
→ **Audience and applicability (2)**
→ **Context (including key actions) (3.1 – 3.7)**
→ **Responsibilities and delegations (4.1 – 4.6)**
→ **Monitoring and review (5)**

While SEF is for all students, the evaluation and planning tool applies to high potential and gifted students.

The tool supports evaluation of the HPGE Policy statement points against relevant School Excellence Framework domains and themes, specifically for high potential and gifted students.

In this tool the HPGE Policy statement points are matched with the most relevant domains in the School Excellence Framework (SEF) v2

The School Excellence Framework is structured as follows:

→ **Domains (** Learning domain ▮ Teaching domain ▮ Leading domain **)**
→ **Elements**
→ **Themes**

EVALUATION

Using the tool for evaluation

STEP 1 – For each statement point from the policy, review the suggested sources of evidence.

The evaluation section of the tool is constructed around the individual policy statement points of the HPGE Policy and the domains, themes, and expectations of the School Excellence Framework v2 (SEF).

The HPGE policy statement.

Note: Click on the small arrow to the left of the policy point if you need to navigate to the same policy point in the Planning section.

HPGE Policy statement 1.1.1 – High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential

SEF Themes relevant to the HPGE policy statement.

Learning domain	→ Learning Culture : High expectations
	→ Curriculum : Curriculum provision
Leading domain	→ Educational Leadership : High expectations culture

Suggested sources of evidence for the relevant SEF theme. Please note that this is not an exhaustive list.

Sources of evidence

Examples of general evidence for policy statement 1.1.1

◇ Tell Them From Me Student Survey.
◇ Interviews and focus groups.
◇ Individual/personalised learning plans for gifted and highly gifted students.
◇ Advanced learning pathways and acceleration opportunities in all domains.
◇ Teaching and Learning programs show evidence-informed differentiation based on a variety of assessments (including formative assessment.

Examples of domain-specific evidence for policy statement 1.1.1

Creative domain

◇ School production/extra-curricular participation and achievement data.
◇ Self-nominations, referral and success in external creative programs and opportunities.
◇ Opportunities within school or through external partnerships for students to further develop their creative capabilities.

Physical domain

◇ School sport and carnival participation data.
◇ Tell Them From Me Student Survey.
◇ Representative school and external sport participation and competition data.

Intellectual domain

◇ Teaching and learning programs reflecting high challenge, high engagement learning experiences.
◇ Student work with evidence of effective feedback.
◇ Student participation in school, interschool and external advanced learning pathways, competitions and examinations.

Social-emotional domain

◇ Opportunities within school or the wider community for students to further develop their leadership or entrepreneurial capabilities.
◇ Community and volunteer program nomination, awards and participation, e.g. The Premier's Volunteer Recognition Program.
◇ Evidence-based student mentor/peer support programs.
◇ Social justice, advocacy and philosophy programs.
◇ Student voice initiatives.

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STEP 2 – Using your chosen evidence, self-evaluate against the linked SEF themes.

As you progress through the tool you will complete an interactive self-evaluation of where your school currently sits for each HPGE Policy statement point. This self-evaluation will be against the framework of relevant SEF themes, using suggested sources of evidence (general and domain-specific).

	Delivering	Sustaining and growing	Exc
Examples of sources of evidence relevant to the SEF theme for NSW Public Schools.	Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.	There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.	The whole school community expectations of learning progr students, and is committed to Effective partnerships in learni mean students are motivated t continually improve.
A dropdown menu has been set to "Sustaining and growing" and the input box below has been filled-in with the relevant evidence.	Assessment against policy statement 1.1.1 :	SUSTAINING & GROWING	
	Focus group with parent community, teachers and students held in December 2012. Community and volunteer program nominations. Tell Them From Me Survey. ILPs developed for highly gifted students.		

STEP 3 – Repeat the process for all the HPGE Policy points, then review the self-evaluation summary on pages 41-43.

At the end of the section you will be provided with a summary of your self-evaluation of the HPGE Policy using the SEF V2 framework context. This will help you to decide your focus in planning for the implementation of the HPGE Policy in your school.

Corresponding SEF v2 domain & theme		Self-evaluation
1.1.1 – High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential		
Learning domain	Learning culture ⇢ High expectations	SUSTAINING AND GROWING
Learning domain	Curriculum ⇢ Curriculum provision	EXCELLING
Leading domain	Educational leadership ⇢ High expectations culture	SUSTAINING AND GROWING

The self-evaluation summary table can be found on page 42

STEP 4 – Complete the 'Self-evaluation – Where to next?' section on page 44.

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HPGE Policy statement 1.1.1 – High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential

Most relevant SEF themes

Learning domain	→ Learning Culture : High expectations → Curriculum : Curriculum provision
Leading domain	→ Educational Leadership : High expectations culture

Sources of evidence

Examples of general evidence for policy statement 1.1.1

- Tell Them From Me Student Survey.
- Interviews and focus groups.
- Individual learning plans for gifted and highly gifted students.
- Advanced learning pathways and acceleration opportunities in all domains.
- Teaching and Learning programs show evidence-informed differentiation based on a variety of assessments (including formative assessment).

Examples of domain-specific evidence for policy statement 1.1.1

Creative domain

- School production/extra-curricular participation and achievement data.
- Self-nominations, referral and success in external creative programs and opportunities.
- Opportunities within school or through external partnerships for students to further develop their creative capabilities.

Physical domain

- School sport and carnival participation data.
- Tell Them From Me Student Survey.
- Representative school and external sport participation and competition data.

Intellectual domain

- Teaching and learning programs reflecting high challenge, high engagement learning experiences.
- Student work with evidence of effective feedback.
- Student participation in school, interschool and external advanced learning pathways, competitions and examinations.

Social-emotional domain

- Opportunities within school or the wider community for students to further develop their leadership or entrepreneurial capabilities.
- Community and volunteer program nomination, awards and participation, e.g. The Premier's Volunteer Recognition Program.
- Evidenced-based student mentor/peer support programs.
- Social justice, advocacy and philosophy programs.
- Student voice initiatives.

Self-evaluation – policy statement 1.1.1

Learning domain → Learning culture → High expectations		
Delivering	**Sustaining and growing**	**Excelling**
Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.	There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
Assessment against policy statement 1.1.1 :		

Learning domain → Curriculum → Curriculum provision		
Delivering	**Sustaining and growing**	**Excelling**
The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students.	The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.	The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.
Assessment against policy statement 1.1.1 :		

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Self-evaluation – policy statement 1.1.1 (continued)

Leading domain → Educational Leadership → High expectations culture		
Delivering	**Sustaining and growing**	**Excelling**
The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.	The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.	The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Assessment against policy statement 1.1.1 :

HPGE Policy statement 1.2 – Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social-emotional and physical

Most relevant SEF themes

Learning domain	→ Assessment : Formative assessment
	→ Assessment : Summative assessment
	→ Assessment : Student engagement
	→ Assessment : Whole school monitoring of student learning
	→ Reporting : Whole school reporting
Teaching domain	→ Data skills and use : Data use in teaching

Sources of evidence

Examples of general evidence for policy statement 1.2

- Tell Them From Me Student Survey.
- Scout > Attendance & Engagement.
- SMART goal monitoring of Individual Learning and Support Plans for gifted and highly gifted students.
- Whole school evaluation and analysis of assessment data.

Examples of domain-specific evidence for policy statement 1.2

Intellectual domain

- Best Start Kindergarten, Best Start Year 7, NAPLAN, VALID, HSC and Short assessments.
- Off-level testing data and analysis.
- Cognitive and general ability assessments.
- School based formative and summative assessment data.
- Advanced learning pathways and acceleration data and monitoring (subject, program or whole year).
- OC and SHS data (school assessment data, placement test results, offers/reserves).

Physical domain

- Formative and summative assessment using the physical literacy continuum.
- Physical fitness testing conducted in accordance with curriculum guidelines.
- School or external sports carnival participation and performance data.
- Evidence informed athlete/sport talent development program selection criteria.

Creative domain

- Formative and summative assessment using course performance descriptors.
- External examinations and performance (e.g. AMEB).
- Student demonstration of creativity in one or more key learning areas.
- Self-nominations, referral and success in internal and external creative programs and opportunities.
- School involvement and identification in department programs through the Arts Unit.

Social-emotional domain

- Nomination, participation and selection data in competitions and programs, e.g. Premier's Debating Challenge, Public Speaking.
- Student mentor and peer support program data.
- Nomination and participation data in student voice initiatives.
- Emotional intelligence, resilience and related specific surveys or assessments.
- Leadership roles across domains.

Self-evaluation – policy statement 1.2

Learning domain → Assessment → Formative assessment		
Delivering	**Sustaining and growing**	**Excelling**
Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.	Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.	Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Assessment against policy statement 1.2 :

Learning domain → Assessment → Summative assessment		
Delivering	**Sustaining and growing**	**Excelling**
Assessment is planned and undertaken regularly in all classes and data is systematically collected.	Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.	The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Assessment against policy statement 1.2 :

Self-evaluation – policy statement 1.2 (continued)

Learning domain → Assessment → Student engagement		
Delivering	**Sustaining and growing**	**Excelling**
Students know when and why assessment is undertaken.	Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.	Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.
Assessment against policy statement 1.2 :		

Learning domain → Assessment → Whole school monitoring of student learning		
Delivering	**Sustaining and growing**	**Excelling**
There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.	The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.	The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
Assessment against policy statement 1.2 :		

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Self-evaluation – policy statement 1.2 (continued)

Learning domain → Reporting → Whole school reporting

Delivering	Sustaining and growing	Excelling
The school analyses internal and external assessment data to monitor and report on student and school performance.	The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.	The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

Assessment against policy statement 1.2 :

Teaching domain → Data skills and use → Data use in teaching

Delivering	Sustaining and growing	Excelling
Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning.	Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.	Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Assessment against policy statement 1.2 :

HPGE Policy statement 1.3 – High potential and gifted students from all backgrounds have access to quality learning opportunities that meet their needs and aspirations

Most relevant SEF theme

Learning domain	→	Student performance measures : Internal and external measures against syllabus standards

Sources of evidence

Examples of general evidence for policy statement 1.3

- Affirmative action programs to support opportunities for across domains.
- Screening processes for high potential and gifted students which are culturally appropriate, inclusive, and ensure high potential and gifted students from all backgrounds are given opportunity.
- Individual learning plans with specific strategies to support high potential and gifted students from all backgrounds.
- RAM budget planned allocation for high potential and gifted education strategies targeting high potential and gifted students from all backgrounds.
- Specific strategies to assess and identify, and meet the learning needs of high potential and gifted EAL/D students and/or refugee students.

Examples of domain-specific evidence for policy statement 1.3

🐦 Social-emotional domain

- Leadership and participation in school, family and inclusive community programs.
- High potential and gifted students from all backgrounds lead or are represented in student mentoring, leadership and peer support programs.
- High potential and gifted students from all backgrounds lead and are represented in student voice initiatives.
- Social-emotional development programs specifically catering for the needs of high potential and gifted students from all backgrounds, e.g. rural and remote, low socio-economic background, students at risk.

💡 Creative domain

- High potential and gifted students from all backgrounds are represented in school and external creative programs, e.g. School Spectacular, Talent Development Project (TDP).
- Creativity and critical thinking, in teaching and learning programs is inclusive of high potential and gifted students from all backgrounds.
- Evidence of community engagement in creative arts from high potential and gifted students from all backgrounds

🧍 Physical domain

- High potential and gifted students from all backgrounds are represented at each level of representative teams, e.g. zone through to national level.
- High potential and gifted students from all backgrounds are represented in all talent development program levels.
- All high potential and gifted students, including students who experience disadvantage, are given given equitable access to be able to engage and participate at all levels of representative teams.

🧠 Intellectual domain

- NCCD Data and Disability adjustments for high potential and gifted students with disability.
- Performance data for students who experience disadvantage.
- High potential and gifted students from all backgrounds are represented in Advanced learning pathways and acceleration.

Self-evaluation – policy statement 1.3

Learning domain → Student performance measures → Internal and external measures against syllabus standards		
Delivering	**Sustaining and growing**	**Excelling**
The school uses internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes.	School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.	School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Assessment against policy statement 1.3 :

HPGE Policy statement 1.4 – High potential and gifted students across all domains require evidence-based talent development to optimise their growth and achievement

Most relevant SEF themes

Learning domain	→ Curriculum : Teaching and learning programs → Curriculum : Differentiation
Teaching domain	→ Effective classroom practice : Lesson planning → Effective classroom practice : explicit teaching → Effective classroom practice : Feedback

Sources of evidence

Examples of general evidence for policy statement 1.4

- Advanced learning pathways and acceleration across all domains.
- Teaching and Learning programs showing clear evidence informed differentiation driven by formative assessment.
- Talent development supported through collaboration with other schools, organisations, parents/carers and the wider community.
- Student involvement in setting learning goals, and reflective and effective feedback processes to develop their talent across domains.
- Flexible grouping structures specifically for high potential and gifted students which are purposeful, challenging, and informed by ongoing assessment and data.

Examples of domain-specific evidence for policy statement 1.4

Creative domain

- Collaboration with external providers/mentors/experts to support creative talent development. e.g. Talent Development Project (TDP).
- Teaching and learning programs across all key learning areas with evidence of explicit teaching of critical and ceative thinking, and problem solving.
- Creative and critical thinking focused programs through the department or external providers, e.g. the Game Changer Challenge.
- Opportunities for students with technical productive skills and/or expertise.
- Supportive structures for students who participate in external and/or elite programs.
- Targeted talent development, extension, and advanced learning through specialist creative and performing arts school settings.
- Online options which promote creativity are implemented for rural and remote students e.g. Robocup LEGO, Dorothea Mackellar poetry competition.

Physical domain

- Mentoring programs with peers and/or experts.
- Department programs and representative sporting programs and teams.
- Supportive procedures and practices for students who participate in external and/or elite programs.
- Coaching and officiating development opportunities.
- Targeted talent development, extension, and advanced learning through specialist sports high school settings.

Intellectual domain

- Teaching and Learning programs show evidence of curriculum differentiation adjustment strategies .
- Student work samples or artefacts evidencing individualised effective feedback.
- Whole year or subject acceleration ,
- Targeted talent development, extension, and advanced learning through academically-selective classes in primary and secondary schools.

Social-emotional domain

- Peer-mentoring programs.
- School and advanced public speaking and debating competitions and programs, e.g. Premier's Debating Challenge, Public Speaking.
- Student voice initiatives.
- Social-emotional development programs, e.g. peer mediation/support.
- Leadership, social justice and/or entrepreneurial programs and roles at school and/or community levels. e.g. Duke of Edinburgh student parliament program.
- Leadership opportunities across other domains of potential, e.g. Sports Captain.

Self-evaluation – policy statement 1.4

Learning domain → Curriculum → Teaching and learning programs		
Delivering	**Sustaining and growing**	**Excelling**
Teaching and learning programs describe what all students are expected to know, understand and do.	Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.	Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
Assessment against policy statement 1.4 :		

Learning domain : → Curriculum → Differentiation		
Delivering	**Sustaining and growing**	**Excelling**
Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.	Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.	Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.
Assessment against policy statement 1.4 :		

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Self-evaluation – policy statement 1.4 (continued)

Teaching domain → Effective classroom practice → Lesson planning		
Delivering	**Sustaining and growing**	**Excelling**
Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning.	Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.	All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Assessment against policy statement 1.4 :

Teaching domain → Effective classroom practice → Explicit teaching		
Delivering	**Sustaining and growing**	**Excelling**
Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.	Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.	A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Assessment against policy statement 1.4 :

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Self-evaluation – policy statement 1.4 (continued)

Teaching domain → Effective classroom practice → Feedback		
Delivering	**Sustaining and growing**	**Excelling**
Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.	Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.	Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Assessment against policy statement 1.4 :

HPGE Policy statement 1.5 – Learning environments which support the social-emotional development and wellbeing of high potential and gifted students enable them to connect, succeed and thrive.

Most relevant SEF themes

LEARNING DOMAIN	→ Learning culture : Transitions and continuity of learning → Learning culture : Attendance → Wellbeing : Caring for students → Wellbeing : A planned approach to wellbeing → Wellbeing : Individual learning needs → Wellbeing : Behaviour → Reporting : Student reports → Reporting : Parent engagement

Sources of evidence

Examples of general evidence for policy statement 1.5

- Tell Them From Me Student Survey.
- Peer, teacher and/or external mentor programs to support high potential and gifted students.
- School supports continuity of learning and flexible attendance for high potential and gifted students involved in training, rehearsal, competition, performance including exemption in accordance with school procedures.
- Individual learning plans with specific strategies to support wellbeing of gifted and highly gifted students.
- Transition plans and practices for pre-school to primary, primary to high school, year to year, that facilitate exchange of student information for continuity of learning and wellbeing for high potential and gifted students.
- Transition plans and practices facilitate sharing of information between educational settings.
- School counsellor, learning support team and teacher collaboration to support high potential and gifted students, e.g. meeting minutes.
- Monitoring of behaviour, incident and attendance data of high potential and gifted students, particularly those students who experience disadvantage and underachievers across domains of potential.

- Specific programs, practices and procedures that build social-emotional development and wellbeing of high potential and gifted students.
- Evidence of teachers annotating teaching and learning plans that include differentiated social-emotional learning (SEL) activities.
- Parent/carers are engaged with the development of individual learning plans.

Examples of domain-specific evidence for policy statement 1.5

Creative domain

- Enrichment, extra-curricular, extension, or accelerated programs/groupings that challenge and support high potential and gifted students.
- School based mentor teacher monitors rehearsal and performance workload of students engaged in activities within and external to the school.
- Advice and consultation sought from the wider creative community to support students when appropriate.

Physical domain

- School and community partnerships with sporting organisations to share expertise and resources.
- Monitoring combined school/external training and competition workloads.
- School ensures high potential and gifted students participate in a broad range of activities to encourage informed decisions about areas of interest and passion.
- Consultation with qualified sports psychologists when appropriate.

Social-emotional domain

- Peer and self-nomination for student representative and leadership roles or group programs.
- Positive Behaviour for Learning used in monitoring, promoting and developing social-emotional skills and development
- Student initiated social justice, entrepreneurial and/or leadership projects, including charities, volunteer work and community projects.

Intellectual domain

- Formalised transition program to support students who have been accelerated.
- Enrichment, extension, or accelerated programs/groupings that create a challenging and supportive learning environment.
- Tell Them From Me Student Survey.
- Grouping strategies applied in teaching and learning programs use clear evidence informed differentiation.

Self-evaluation – policy statement 1.5

Learning domain → Learning culture → Transitions and continuity of learning		
Delivering	**Sustaining and growing**	**Excelling**
The school actively plans for student transitions (e.g. into Kindergarten; Y6 to Y7; Y10 to Y11). The school clearly communicates its transition activities to the school community.	The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.	The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.
Assessment against policy statement 1.5 :		

Learning domain → Learning culture → Attendance		
Delivering	**Sustaining and growing**	**Excelling**
Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance.	Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.	Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
Assessment against policy statement 1.5 :		

Self-evaluation – policy statement 1.5 (continued)

Learning domain → Wellbeing → Caring for students		
Delivering	**Sustaining and growing**	**Excelling**
The wellbeing of students is explicitly supported by identified staff.	Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.	The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
Assessment against policy statement 1.5 :		

Learning domain → Wellbeing → A planned approach to wellbeing		
Delivering	**Sustaining and growing**	**Excelling**
Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement.	The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.	The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
Assessment against policy statement 1.5 :		

Self-evaluation – policy statement 1.5 (continued)

Learning domain → Wellbeing → Individual learning needs		
Delivering	**Sustaining and growing**	**Excelling**
The needs of all students are explicitly addressed in teaching and learning programs.	Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.	There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
Assessment against policy statement 1.5 :		

Learning domain → Wellbeing → Behaviour		
Delivering	**Sustaining and growing**	**Excelling**
The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings.	Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.	Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
Assessment against policy statement 1.5 :		

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Self-evaluation – policy statement 1.5 (continued)

Learning domain → Reporting → Student reports		
Delivering	**Sustaining and growing**	**Excelling**
Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth.	Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.	Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.
Assessment against policy statement 1.5 :		

Learning domain → Reporting → Parent engagement		
Delivering	**Sustaining and growing**	**Excelling**
Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.	Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.	Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.
Assessment against policy statement 1.5 :		

HPGE Policy statement 1.6 – Engagement with quality research and ongoing professional learning builds teacher and leadership capacity to improve growth and achievement for all high potential and gifted students

Most relevant SEF themes

Teaching domain	→ Data skills and use measures : Data literacy → Professional standards : Improvement of practice → Professional standards : Accreditation → Professional standards : Literacy and numeracy focus → Learning and development : Collaborative practice and feedback → Learning and development : Coaching and mentoring → Learning and development : Professional learning → Learning and development : Expertise and innovation
Leading domain	→ Educational leadership : Instructional leadership → Educational leadership : Performance management and development → Educational leadership : Staff deployment

Sources of evidence

Examples of general evidence for policy statement 1.6

○ School Strategic Improvement Plan uses situational analysis to inform professional learning that builds capacity of staff in high potential and gifted education.

○ Growth in number of teachers and leaders who have attained additional training or skills in the education of high potential and gifted students.

○ School leadership leads the professional learning of staff to improve growth and achievement for all high potential and gifted students by building capacity through:

  → CESE's Revisiting Gifted Education
  → courses in High Potential and Gifted Education
  → Scout and data literacy training
  → further professional learning to build capacity.

○ What works best in practice.

○ High Potential and Gifted Education Policy Evaluation and Planning Tool.

○ High Potential and Gifted Education Policy Attitudes and Teaching Practices Survey is completed through the leaders course.

○ Performance and Development Plans (PDPs) featuring HPGE research and/or professional learning across one or more domains.

Examples of domain-specific evidence for policy statement 1.6

Creative domain

o   Staff have professional coaching or credentials/experience that support explicit creative talent development programs.

o   Departmental or external roles in talent development programs in the creative domain.

Intellectual domain

o   Staff have further qualifications, training or experience in academic learning areas to support students with advanced learning needs.

o   Targeted collaborative practice for high potential students informs the development and implementation of academic programs and provisions.

o   Staff have professional development targeted at recognising and understanding the characteristics of high potential and gifted students.

Physical domain

o   Staff have professional coaching or credentials/experience in the physical domain that support explicit talent development programs.

o   Specialised training/ability to meet needs of high potential students in sporting disciplines.

o   Departmental or external roles in talent development programs in the physical domain.

Social-emotional domain

o   Staff have professional coaching or credentials/experience in the social-emotional domain.

o   Experience working with representative talent development, student leadership development, social justice or entrepreneurial programs.

o   Departmental or external roles in talent development programs in the social-emotional domain.

o   External qualifications and training e.g. psychology, social-emotional needs, student leadership.

Self-evaluation – policy statement 1.6

Teaching domain → Data skills and use measures → Data literacy		
Delivering	**Sustaining and growing**	**Excelling**
Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.	The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.	All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Assessment against policy statement 1.6 :

Teaching domain : → Professional standards → Improvement of practice		
Delivering	**Sustaining and growing**	**Excelling**
Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.	Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.	The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

Assessment against policy statement 1.6 :

Self-evaluation – policy statement 1.6 (continued)

Teaching domain → Professional standards → Accreditation

Delivering	Sustaining and growing	Excelling
Teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by the school.	The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.	A high proportion of the teaching staff (including specialist teachers) have attained and are maintaining accreditation at Highly Accomplished or Lead teacher professional standards and/or there is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.

Assessment against policy statement 1.6 :

Teaching domain : → Professional standards → Literacy and numeracy focus

Delivering	Sustaining and growing	Excelling
The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.	Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.	All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Assessment against policy statement 1.6 :

Self-evaluation – policy statement 1.6 (continued)

Teaching domain → Learning and development → Collaborative practice and feedback		
Delivering	**Sustaining and growing**	**Excelling**
Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.	Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.	The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Assessment against policy statement 1.6 :

Teaching domain → Learning and development → Coaching and mentoring		
Delivering	**Sustaining and growing**	**Excelling**
The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored.	Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.	Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.

Assessment against policy statement 1.6 :

Self-evaluation – policy statement 1.6 (continued)

Teaching domain → Learning and development → Professional learning		
Delivering	**Sustaining and growing**	**Excelling**
Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.	Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.	The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Assessment against policy statement 1.6 :

Teaching domain → Learning and development → Expertise and innovation		
Delivering	**Sustaining and growing**	**Excelling**
Teachers demonstrate currency of content knowledge and evidence-based teaching practice in all their teaching areas. Technology and learning spaces are utilised to enhance student learning.	The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices.	Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Assessment against policy statement 1.6 :

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Self-evaluation – policy statement 1.6 (continued)

Leading domain → Educational leadership → Instructional leadership		
Delivering	**Sustaining and growing**	**Excelling**
The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.	The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.	The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Assessment against policy statement 1.6 :

Leading domain → Educational leadership → Performance management and development		
Delivering	**Sustaining and growing**	**Excelling**
The leadership team undertakes annual staff performance and development reviews for teaching and non-teaching staff. Poor performance is identified and managed promptly and effectively.	Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.	The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

Assessment against policy statement 1.6 :

Self-evaluation – policy statement 1.6 (continued)

Leading domain → Educational leadership → Staff deployment		
Delivering	**Sustaining and growing**	**Excelling**
The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities.	The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school.	The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

Assessment against policy statement 1.6 :

HPGE Policy statement 1.7 – The department supports differentiated and evidence-based procedures, programs and practices for growth and achievement of all students, including high potential and gifted students

Most relevant SEF themes

LEARNING DOMAIN	→ Student performance measures : Value-add → Student performance measures : Student growth
TEACHING DOMAIN	→ Data skills and use : Data analysis → Data skills and use : Data use in planning
LEADING DOMAIN	→ School planning, implementation and reporting : Continuous improvement → School planning, implementation and reporting : School plan → School planning, implementation and reporting : Annual report

Sources of evidence

Examples of general evidence for policy statement 1.7

○ Annual School Excellence Framework Self-assessment Survey (SEF SaS) process utilises HPGE programs and practices as evidence for value add measures.

○ School Plan demonstrates iterative self-assessment using the 5 Key Actions framework to review the impact of programs, processes and practices in promoting growth and achievement for high potential and gifted students.

○ School Annual Report contains data that measure the impact of procedures, programs and practices in place to support high potential and gifted students.

○ Individual learning plans formed in consultation with all relevant DoE stakeholders e.g. school counsellor, Wellbeing Advisors, with specific strategies to support high potential and gifted students.

○ Learning and support structures and personnel are active in extension, enrichment, acceleration and support for high potential and gifted students.

○ Teaching and Learning programs show clear evidence informed differentiation driven by formative assessment.

○ Utilisation of DoE QTSS (Quality Teaching, Successful Students) allocation to key staff for training and development in high potential and gifted education and/or support of high potential and gifted students.

○ MyPL and NESA provisions for teacher and leader professional learning in high potential and gifted education actively utilised to build the capacity of all teaching and support staff across domains.

○ Performance and Development Plans (PDPs) reflect goals, professional learning and evidence in improving the growth and achievement of high potential and gifted students.

○ School networks or community of schools collaborate with department advisors across any domain of potential.

○ SEF SaS – using situational analysis, practices are evaluated, refined and an annual record of milestones achieved/improved in HPGE across four domains.

○ Utilisation of RAM and QTSS allocation to support high potential and gifted education.

○ What works best in practice.

○ High Potential and Gifted Education Policy Evaluation and Planning Tool.

○ SCOUT data is used to track growth and inform planning to ensure continuous improvement for high potential and gifted students.

Examples of domain-specific evidence for policy statement 1.7

Intellectual domain

- Scout

  → NAPLAN   Value Added Across Schools
  → NAPLAN   Value Added Across Years.

- Increased evidence of high potential and gifted education evidence-based strategies used in teaching and learning programs.
- Advanced learning pathways and acceleration data and monitoring.
- Academic procedures, programs and practices include effective support for students to pursue placement in specialist settings.
- Embedded and effective use of ALAN as formative assessment tools e.g. PLAN2, to inform curriculum compacting, extension and advancement.
- Differentiated assessment schedules and overviews which recognise mastery and support growth and achievement.

Creative domain

- Growth in a range of school creative opportunities informed by school data e.g. Arts Unit.
- School supports continuity of learning for high potential and gifted students involved in rehearsal, performance or other roles outside of school with flexible attendance and exemption in accordance with exemption from school procedures.
- Student participation data from in-school, across school and external creative programs used to monitor and target for further opportunities.
- Community grants sourced and utilised for creative and creative arts talent development.

Physical domain

- Annual sporting summaries/evaluations that reflect growth and achievement.
- Improvement in student participation in school sports.
- Growth in a range of school opportunities in the physical domain informed by school data.
- School supports continuity of learning for high potential and gifted students involved in training, competition or other roles outside of school with flexible attendance and exemption in accordance with exemption from school procedures.
- Community grants sourced and utilised for sports and physical talent development.

Social-emotional domain

- Review numbers participating in leadership programs, ensuring representation P-12.
- Increase in the programs utilised for high potential and gifted students through the department Student Wellbeing Support Program.
- Utilisation of a range of DoE student voice opportunities e.g. through the Arts Unit to promote and support talent development.
- Learning and Support Team monitoring, review and support initiatives to address the social-emotional needs of high potential and gifted students.

Self-evaluation – policy statement 1.7

Learning domain → Student performance measures → Value-add

Delivering	Sustaining and growing	Excelling
The school's value-add is not significantly lower than the value added by the average school.	The school's value-add trend is positive.	The school achieves excellent value-added results, significantly above the value added by the average school.

Assessment against policy statement 1.7 :

Learning domain → Student performance measures → Student growth

Delivering	Sustaining and growing	Excelling
The school identifies growth targets for individual students, using internal progress and achievement data.	Students are aware of – and most are showing – expected growth on internal school progress and achievement data.	The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Assessment against policy statement 1.7 :

Self-evaluation – policy statement 1.7 (continued)

Teaching domain → Data skills and use → Data analysis

Delivering	Sustaining and growing	Excelling
The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.	The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.	The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Assessment against policy statement 1.7 :

Teaching domain → Data skills and use → Data use in planning

Delivering	Sustaining and growing	Excelling
Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.	There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.	School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Assessment against policy statement 1.7 :

Self-evaluation – policy statement 1.7 (continued)

Leading domain → School planning, implementation and reporting → Continuous improvement		
Delivering	**Sustaining and growing**	**Excelling**
The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans.	The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.]	The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.

Assessment against policy statement 1.7 :

Leading domain → School planning, implementation and reporting : → School plan		
Delivering	**Sustaining and growing**	**Excelling**
The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school.	The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.	The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

Assessment against policy statement 1.7 :

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Self-evaluation – policy statement 1.7 (continued)

Leading domain → School planning, implementation and reporting → Annual report		
Delivering	**Sustaining and growing**	**Excelling**
The school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually.	In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.	The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success. The annual report contains data that measures the impact of the plan.

Assessment against policy statement 1.7 :

Self-evaluation summary

The following provides a summary of all responses submitted whilst self-evaluating against the High Potential and Gifted Education Policy statement points and the School Excellence Framework v2. This summary will help you decide on your focus when planning for implementation in your school. It includes questions to support decision making about what actions to take next.

Corresponding SEF v2 domain & theme		Self-evaluation
1.1.1 – High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential		
Learning domain	Learning culture → High expectations	
Learning domain	Curriculum → Curriculum provision	
Leading domain	Educational leadership → High expectations culture	
1.2 – Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social-emotional and physical		
Learning domain	Assessment → Formative assessment	
Learning domain	Assessment → Summative assessment	
Learning domain	Assessment → Student engagement	
Learning domain	Assessment → Whole school monitoring of student learning	
Learning domain	Reporting → Whole school reporting	
Teaching domain	Data skills and use : Data use in teaching	
1.3 – High potential and gifted students from all backgrounds have access to quality learning opportunities that meet their needs and aspirations		
Learning domain	Student performance measures : Internal and external measures against syllabus standards	

Corresponding SEF v2 domain & theme		Self-evaluation
1.4 – High potential and gifted students across all domains require evidence-based talent development to optimise their growth and achievement		
Learning domain	Curriculum → Teaching and learning programs	
Learning domain	Curriculum → Differentiation	
Teaching domain	Effective classroom practice → Lesson planning	
Teaching domain	Effective classroom practice → Explicit teaching	
Teaching domain	Effective classroom practice → Feedback	
1.5 Learning environments which support the social-emotional development and wellbeing of high potential and gifted students enable them to connect, succeed and thrive		
Learning domain	Learning culture → Transitions and continuity of learning	
Learning domain	Learning culture → Attendance	
Learning domain	Wellbeing → Caring for students	
Learning domain	Wellbeing → A planned approach to wellbeing	
Learning domain	Wellbeing → Individual learning needs	
Learning domain	Wellbeing → Behaviour	
Learning domain	Reporting → Student reports	
Learning domain	Reporting → Parent engagement	
1.6 – Engagement with quality research and ongoing professional learning builds teacher and leadership capacity to improve growth and achievement for all high potential and gifted students		
Teaching domain	Data skills and use measures → Data literacy	
Teaching domain	Professional standards → Improvement of practice	
Teaching domain	Professional standards → Accreditation	
Teaching domain	Professional standards → Literacy and numeracy focus	

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Corresponding SEF v2 domain & theme		Self-evaluation
1.6 (continued)		
Teaching domain	Learning and development → Collaborative practice and feedback	
Teaching domain	Learning and development → Coaching and mentoring	
Teaching domain	Learning and development → Professional learning	
Teaching domain	Learning and development → Expertise and innovation	
Leading domain	Educational leadership → Instructional leadership	
Leading domain	Educational leadership → Performance management and development	
Leading domain	Educational leadership → Staff deployment	
1.7 – The department supports differentiated and evidence-based procedures, programs and practices for growth and achievement of all students, including high potential and gifted students		
Learning domain	Student performance measures → Value-add	
Learning domain	Student performance measures → Student growth	
Teaching domain	Data skills and use → Data analysis	
Teaching domain	Data skills and use → Data use in planning	
Leading domain	School planning, implementation and reporting → Continuous improvement	
Leading domain	School planning, implementation and reporting → School plan	
Leading domain	School planning, implementation and reporting → Annual report	

Self-evaluation – Where to next?

As a result of the evaluation summary results, the High Potential and Gifted Policy statement points for focus will be:

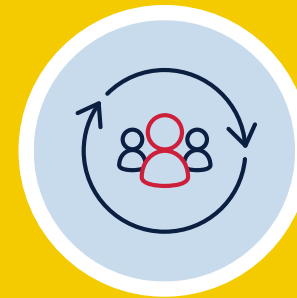The reasons we have chosen this is as our focus is:

This focus also aligns with the following strategic school objectives and priorities:

The evidence we will use to monitor this focus will be:

Add an attachment	View attachments

PLANNING

Using the tool for planning

The planning section of the tool is constructed around each statement point in the High Potential and Gifted Education Policy. It includes the most relevant key action relating to each statement point. A synthesis of key research is provided along with general and domain specific examples to support planning.

STEP 1 – Using your chosen policy statement point/s for focus from the evaluation summary, read and identify the relevant key action.

The 'Implement' key action for HPGE Policy statement point 1.1.1

Note: Click on the small arrow to the left of the policy point if you need to navigate to the same policy point in the Evaluation section.

HPGE Policy statement 1.1.1 – High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential

HPGE key action – Implement
Implement evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.

STEP 2 – Read the research overview for your chosen policy statement point (taken from the CESE Revisiting Gifted Education literature review.)

The research overview synthesises the best available research evidence on the education of high potential and gifted students.

Research overview

◇ High Potential and Gifted Students benefit from:

⇢ high expectations
⇢ explicit teaching strategies
⇢ formative assessment
⇢ well-structured & sequenced learning experiences (CESE 2019).

◇ High expectations, particularly for low SES students are of benefit when combined with:

⇢ school and family support
⇢ mentoring programs (Turner Juntune 2018 and Herbert 2018).

◇ Lower expectations of low SES students may:

⇢ affect the level and content of curriculum taught (Attelwell & Thurston 2008, Kelly and Carbabaro 2012).

◇ Outcomes for students from disadvantaged backgrounds may be affected by:

⇢ low expectations
⇢ barriers accessing programs
⇢ under and non-identification of ability (Dixson, Robertson & Worrell 2017, Kettler and Hurst 2017).

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STEP 3 – For your chosen policy statement point, refer to the general and domain-specific examples to support planning and implementation of the HPGE Policy.

Sugested domain specific examples.

Domain specific examples to support planning for policy statement 1.1.1

Creative domain

◇ Program with embedded opportunities for students to demonstrate creative thinking to ensure high challenge and engagement.

◇ Plan and promote school and external creative events and opportunities to encourage all students to aim for personal excellence.

◇ Develop creative collaborations with families, school communities and the wider community to promote aspiration, engagement and challenge e.g. Artist in residence programs.

◇ Evidence based procedures and processes that encourage and facilitates students pursuing further creative opportunities across all key learning areas.

Physical domain

◇ Program with embedded opportunities for students to develop their skills in a diverse range of sports and physical activities to ensure high challenge and engagement.

◇ Plan and promote school sport, carnivals and external activities to encourage all students to aim for personal excellence.

◇ Build a culture of high expectations across the physical domain which focuses on the process of talent development.

◇ Develop procedures to ensure students are provided opportunities to participate in a diversity of representative sport at all levels.

Intellectual domain

◇ Program selection and embedding of appropriate differentiation adjustment strategies to ensure high challenge and engagement.

Social-emotional domain

◇ Explicit programming of social-emotional learning across all domains.

STEP 4 – Complete the 'Planning - Our course of action' summary on page 62.

The 'Planning - Our course of action' summary will help guide your next steps.

Planning – Our course of action

| Our policy statement point of focus will be ▼ | The key action to support this will be ▼ |
| Our policy statement point of focus will be ▼ | The key action to support this will be ▼ |

Key points of research that inform our planning are:

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HPGE Policy statement 1.1.1 – High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential

HPGE key action – Implement

Implement evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.

Research overview

- High Potential and Gifted Students benefit from:
  - → high expectations
  - → explicit teaching strategies
  - → formative assessment
  - → well-structured & sequenced learning experiences (CESE 2019).
- High expectations, particularly for low SES students are of benefit when combined with:
  - → school and family support
  - → mentoring programs (Turner Juntune 2018 and Herbert 2018).
- Lower expectations of low SES students may:
  - → affect the level and content of curriculum taught (Attelwell & Thurston 2008, Kelly and Carbabaro 2012).
- Outcomes for students from disadvantaged backgrounds may be affected by:
  - → low expectations
  - → barriers accessing programs
  - → under and non-identification of ability (Dixson, Robertson & Worrell 2017, Kettler and Hurst 2017).

General examples for policy statement 1.1.1

Delivering

- Encourage and acknowledge students' efforts to strive for personal excellence and provide role modelling opportunities.
- Embed support for high potential, gifted and highly gifted students in Learning Support Team structures, ensuring that resourcing and expertise within the team and school staff, e.g. school counsellor/psychologist, are utilised and actions documented accordingly.

Sustaining and growing

- Facilitate staff to attain and/or maintain specialist training and skills in talent development across domains e.g. further education, professional conferences, coaching qualifications.
- Develop, monitor and modify evidence-based individual learning plans for students whose needs are assessed and identified as gifted and highly gifted to maximize challenge and engagement, including advanced learning pathways and acceleration where appropriate.
- Strategically plan to ensure that a culture of high expectations P-12 is supported by comprehensive transition procedures and collaborative partnerships with all stakeholders.

Excelling

- Sustain effective partnerships with students, parents/carers and the wider community to promote engagement so students connect, succeed, thrive and achieve personal excellence.
- School-based purposeful and sustainable procedures, practices and programs which target aspiration, efficacy, and agency.

Domain specific examples to support planning for policy statement 1.1.1

Creative domain

- Program with embedded opportunities for students to demonstrate creative thinking to ensure high challenge and engagement.
- Plan and promote school and external creative events and opportunities to encourage all students to aim for personal excellence.
- Develop creative collaborations with families, school communities and the wider community to promote aspiration, engagement and challenge e.g. Artist in residence programs.
- Evidence-based procedures and processes that encourage and facilitates students pursuing further creative opportunities across all key learning areas.

Physical domain

- Program with embedded opportunities for students to develop their skills in a diverse range of sports and physical activities to ensure high challenge and engagement.
- Plan and promote school sport, carnivals and external activities to encourage all students to aim for personal excellence.
- Build a culture of high expectations across the physical domain which focuses on the process of talent development.
- Develop procedures to ensure students are provided opportunities to participate in a diversity of representative sport at all levels.

Intellectual domain

- Program selection and embedding of appropriate differentiation adjustment strategies to ensure high challenge and engagement .
- Plan for individualised effective feedback throughout the teaching and learning cycle.
- Cultivate high expectations through goal setting and reflection opportunities, embedded explicitly in programming and teaching.

Social-emotional domain

- Explicit programming of social-emotional learning across all domains e.g. ethical reasoning.
- Plan and promote school and external events/programs that provide opportunities for all students to develop their leadership and entrepreneurial capabilities.
- Implement social-skills programs designed to build leadership across and between stages.
- Embed student voice initiatives across a range of school procedures, programs and practices e.g. Student Representative Council, staff meetings, PBL committees, assemblies.

HPGE Policy statement 1.2 – Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social-emotional and physical

HPGE key action – Assess and identify

Assess and identify the specific learning needs of all high potential, gifted and highly gifted students.

Research overview

- Best practice in assessing and identifying the needs of high potential students includes:
  - → multiple measures
  - → mix of quantitative, qualitative, observational
  - → need to be objective, valid and reliable (Moon, 2012; Acar et al. 2016).

- A broad range of assessments can be used to assess learning potential including combining:
  - → ability tests, achievement tests, rating scales, dynamic assessments, portfolios and
  - → ongoing formative assessment, teaching and learning programs offered at the right level and pace (Cao, Jung & Lee, 2017).

- Flawed assessment and identification procedures can contribute significantly to:
  - → under-representation and underachievement of students from minority and low socioeconomic backgrounds (McCoach, 2001)
  - → under-representation of high potential students with disability
  - → non-identification of students through reliance on a single measure or method (Baker, 2003; McBee, Peters & Waterman, 2014).

- Recent research has shown:
  - → universal screening measures are significantly more likely to identify students from diverse backgrounds (Card & Giuiliano, 2016; McBee, Peters & Miller, 2016).

General examples for policy statement 1.2

Delivering

- Strategic improvement plans have been developed in response to the HPGE ATPS results to inform assessment and identification procedures and practices.
- Ensure transition points document student ability, interest, and/or participation in enrichment or extra-curricular programs across all domains.
- Assessment and identification of students' needs informs teaching and learning programs and practices. e.g. differentiated adjustment strategies to extend students beyond their current level of mastery in all domains of potential.
- Develop objective, valid and reliable assessments across all domains to assess and identify student needs and inform learning and teaching for high potential and gifted students.

Sustaining and growing

- Develop a school-wide assessment strategy across all domains, e.g. universal screening, to assess and identify student educational potential and their specific learning needs, to inform learning and teaching inclusive of high potential and gifted students.
- Embed and maintain an iterative and ongoing review process of SMART goals within individual learning plans to meet the learning and wellbeing needs of high potential and gifted learners across all domains.
- Use student voice in the development of assessment measures, success criteria and types of feedback across all domains.

Excelling

- Establish a community of practice or network at a school and/or wider community to share practices to analyse achievement data to inform quality pedagogy.

Domain specific examples to support planning for policy statement 1.2

Creative domain

○ Through formative assessment determine students' capacity to show connections across disciplines, e.g. explore an English concept through drama, or scientific phenomena through art.

○ Use of student voice to identify and assess creative efforts across all key learning areas.

Intellectual domain

○ Apply differentiated adjustment strategies informed by data from Best Start Kindergarten, Best Start Year 7, NAPLAN, Valid, HSC and Short assessments.

○ Evaluate school-wide assessments to cater for the range of students who achieve at an outstanding level.

○ Assessment and identification of students' needs, informs differentiated adjustment strategies beyond their current level of mastery.

○ Implement off-level testing to assess and identify the specific intellectual needs of high potential and gifted students.

○ Utilise multiple methods of assessments to monitor growth and inform advanced placement and acceleration options.

○ Harvest data from external competitions and assessments to assess and identify the learning needs for high potential and gifted students.

Physical domain

○ Develop systematic physical fitness testing conducted in accordance with curriculum guidelines.

○ Use of the physical literacy continuum to assess and identify needs of high potential and gifted students.

○ Evaluate and analyse school sports carnival data for individual and group progress monitoring.

○ Develop and use objective, valid and reliable criteria in selection trials, goal setting and monitoring of students' progress in the physical domain.

○ Create and consistently utilise evidence informed criteria/rubrics for selection trials, skill development, goal setting and monitoring of student progress in school and representative sports.

○ Gather and analyse student data from coaches, external sporting programs and other sources.

Social-emotional domain

○ Use of multiple measures to assess and identify students for competitions and programs, e.g. Combined High Schools Debating, Public Speaking.

○ Analyse data from student leadership programs to develop the potential of all applicants (successful or otherwise).

○ Data collected from formative assessment, including teacher observations on student self management strategies.

HPGE Policy statement 1.3 – High potential and gifted students from all backgrounds have access to quality learning opportunities that meet their needs and aspirations

HPGE key action – Implement
Implement evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.

Research overview

- High potential and gifted students:

  → come from all social and cultural backgrounds but are less likely to be identified if they come from minority populations
  → from disadvantaged groups are more likely to underachieve (Olszewski - Kubilius et al., 2004).

- Differences in high-level achievement gaps, or 'excellence gaps' (Burroughs & Plucker, 2014; Hardesty, McWilliams & Plucker, 2014) often:

  → start early and get significantly worse as a student moves through school (Morgan et al., 2016)
  → are caused by inadequate identification measures
  → are caused by low expectations and barriers to equitable access of gifted education programs (Dixson, Robertson & Warrell, 2017; Kettler & Hurst 2017).

- Effective use of selected strategies can:

  → have a net positive affect by achieving greater representation for gifted students from disadvantaged backgrounds
  → include early intervention by teachers and schools to prevent excellence gaps from opening

- Highly gifted students:

  → are vastly more advanced
  → are statistically rare and most teachers will encounter very few over their career (Gross, 2004)
  → have significantly more complex learning needs (Lubinksi, 2016).

General examples for policy statement 1.3

Delivering

- Establish strategic procedures, programs and practices for early intervention to assess, identify and meet the learning needs of to prevent and/or address excellence gaps.
- Review equity funding use and ensure best value-add for high potential and gifted students across all domains.
- Implement reasonable adjustments to ensure high potential and gifted learners with disability have access to services on the same basis as other high potential and gifted learners.

Sustaining and growing

- Form ongoing partnerships with the wider community to nurture talent development for students from all backgrounds.
- Embedded procedures, programs and practices across all domains that meet, monitor and review the needs of high potential and gifted students from all backgrounds.
- Access to quality learning opportunities considers the diversity of students, so all backgrounds have equitable opportunity to meet their needs and aspirations e.g. non-verbal, culturally appropriate content and inclusive access.

Excelling

- Embed quality teaching and learning programs across the whole school that are inclusive of talent development to support high potential and gifted students from all backgrounds.
- Strategic whole-school and community programs that encourage aspiration, personal excellence and high achievement, particularly for students who experience disadvantage.

Domain specific examples to support planning for policy statement 1.3

Creative domain

o Facilitation of community led workshops e.g. art and dance from a range of styles and traditions.

o Opportunities for students from all backgrounds to showcase creative arts in the wider community.

o Include creative elements/examples that support quality learning opportunities across all key learning areas that are representative of diverse backgrounds.

o Connect students from diverse backgrounds to creative role models and mentors who have similar approaches to the Arts, and similar backgrounds where appropriate.

o Source opportunities, e.g. through the Arts Unit, to develop the talent of high potential and gifted students from all backgrounds.

Intellectual domain

o Tailored resourcing and support is provided for EAL/D students across key learning areas to ensure equitable access to high challenge programs.

o Use culturally appropriate procedures to assess and identify students for advanced academic learning pathways e.g. acceleration of Aboriginal students.

o Individual learning plans for high potential and gifted students from all backgrounds are collaboratively developed with families, the students and where appropriate the wider community.

o Monitoring of individual learning plans which support diverse learning needs e.g. adjustments for high potential and gifted students with disability.

o Highly gifted students have access to quality learning opportunities that include significant adjustments and interventions to meet their advanced learning needs.

o Advocacy of system wide provisions for high potential and gifted students e.g. Aurora College for rural and remote students.

Physical domain

o Use of 'local norms' to support talent development in the physical domain for students from diverse or disadvantaged backgrounds.

o Promote and target access to quality learning opportunities through inclusive sporting teams/endeavours/performing groups to ensure participation of students from all backgrounds.

o Targeted sports role model mentorships which connect to the diverse backgrounds of students in the school e.g. Aboriginal professional sportspeople, disability, geographical location.

Social-emotional domain

o Assign a wellbeing officer, mentor teacher or similar, e.g. Student Wellbeing Support Program, to support the social-emotional needs of high potential and gifted students from all backgrounds.

o Implementation of specific social-emotional learning or leadership/student voice programs which support the diverse backgrounds of high potential and gifted students at the school.

o Adapt existing or planned social-emotional learning programs to be culturally inclusive and relevant to the needs of high potential and gifted students from all backgrounds.

o Develop culturally inclusive student leadership programs that ensure high potential and gifted students from all backgrounds are represented.

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HPGE Policy statement 1.4 – High potential and gifted students across all domains require evidence-based talent development to optimise their growth and achievement

HPGE key action – Implement

Implement evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.

Research overview

- Evidence-based practices and explicit teaching are required for talent development of high potential and gifted learners (Stoeger et al. 2017).
- Academic acceleration or curriculum differentiation may be better for meeting the needs of smaller numbers of students (Howley et al. 2009, Callhan & Wu 2017). e.g. such as those found in rural schools.
- The typical effect size of acceleration is between +0.42 and +0.62, making it one of the most effective educational practices (Steenbergen-Hu, Maken & Olszeski-Kubilius 2016) and this is consistent across students from diverse backgrounds (Lee et al. 2010).
- Gifted children who enter school early show long term positive academic and social outcomes (Assouliune et al. 2015).
- Strategies such as:

  → academic acceleration
  → purposeful gifted programs
  → tailored environments and
  → extension

  are needed to extend and challenge students with high academic potential (Subotnik, Olszeski-Kubilius & Worrell 2011, Steenbergen-Hu, Maken & Olszeski-Kubilius 2016).

General examples for policy statement 1.4

Delivering

- Facilitate access to specialist school settings to support talent development across all domains.
- Implement procedures and practices to support continuity of learning for high potential and gifted students involved in advanced programs and/or activities outside of school, with flexible attendance and exemption in accordance with exemption from school procedures.
- Purposeful use of resources to meet the assessed and identified needs of high potential and gifted students from all backgrounds to support their access to talent development opportunities across all domains.

Sustaining and growing

- Develop quality individual learning plans reflective of students' differentiated learning and wellbeing needs across domains with specific reference to evidence-based strategies for talent development.
- Strategically plan for professional learning, e.g. action research, Quality Teaching Rounds, with a focus on talent development to drive development of quality teaching and learning programs for all key learning areas.

Excelling

- Embed and sustain within school, between schools and/or broader community collaboration to implement evidence-based talent development programs that support high potential and gifted students from all backgrounds. e.g. advanced learning pathways, grouping to support differentiation.
- Sustained analysis of assessment, data and evidence to inform teaching and learning, on an ongoing basis across all domains of potential, to ensure high potential and gifted students from all backgrounds are extended beyond their current level of mastery.

Domain specific examples to support planning for policy statement 1.4

Creative domain

○ Develop sustained collaborative connections with mentors/experts or peers to support the creative development needs of high potential and gifted students.

○ Embed explicit teaching of critical and creative thinking, and problem solving in teaching and learning programs across all key learning areas.

○ Facilitate opportunities for advanced learning pathways and acceleration in creative subjects or extra-curricular programs such as single subject acceleration or placement in groups with like ability peers.

○ Use of student voice in the creative design process for school and community programs, environments and initiatives.

Physical domain

○ Implement procedures to ensure students participate in a variety of sports that develop a range of physical skills and abilities.

○ Provide and promote opportunities for advanced learning pathways in above level or above age training and/or competition .

○ Develop evidence-based criteria for representative selection across the physical domain, including equitable consideration for students relatively younger than their same age peers.

○ Develop mentoring programs with experts through sporting organisations and/or between school settings e.g. primary to secondary.

Intellectual domain

○ Embed formative assessment strategies and evidence of student progress, including pre-testing, across all units of work to inform the selection of differentiation adjustment strategies.

○ Implement programs, practices and procedures to meet assessed and identified needs e.g. grouping for teaching and learning and advanced learning pathways and acceleration.

○ Promote sustained, challenging and purposeful enrichment, extension and extra-curricular opportunities e.g. external competitions.

○ Develop collaborative partnerships between schools to create advanced learning pathways and acceleration opportunities in subject specific areas.

Social-emotional domain

○ Enhance student leadership programs with authentic, real world initiatives to affect change in their local community, e.g. in partnership with council or other organisations such as Stewart House.

○ Connect high potential and gifted students with community leaders and/or role models for mentoring and workshop opportunities.

○ Develop sustainable and purposeful peer support programs with authentic training and support.

○ Facilitate student voice initiatives e.g. student representation in executive or staff meetings for perspective on selected agenda items.

○ Provide opportunities for peer leadership in talent development and officiating e.g. senior students coaching junior students.

HPGE Policy statement 1.5 – Learning environments which support the social-emotional development and wellbeing of high potential and gifted students enable them to connect, succeed and thrive

HPGE key action – Collaborate

Collaborate with families, school communities and the wider community to enhance growth and achievement for all high potential and gifted students.

Research overview

- A supportive learning environment that celebrates excellence, individuality and personal growth helps sustain student engagement and foster wellbeing across all the domains. (CESE 2019).
- Asynchronous development creates a mismatch between the students' development within a domain and that of their age cohort. This can result in a forced choice dilemma where students feel they have to make a choice between social acceptance and underachievement, or social isolation. (Gross 2004).
- Underachievement estimates for high potential and gifted students range from 10 - 57% (Peterson & Colangelo, 1996).
- Boredom is an issue for gifted students as it can have a significant impact on their achievement. (Pekrun et al. 2014).
- Engagement is strongly correlated with mental wellbeing and positive personal adjustment (Hoekman 2009).
- Students achieve better results when their teachers are trained with specific skills for high level learning (Ayers, Dinham & Sawyer 2004; Laine & Tirri 2016).
- Exemplary teachers motivate and engage gifted students (Ayres, Sawyer & Dinham 2004 and Gentry et al. 2011) through:

  → expert content knowledge
  → feedback
  → supportive learning environments
  → teacher enthusiasm.

- Evidence supports that acceleration does not result in negative academic or social outcomes for students. These findings have been consistent across students from:

  → diverse backgrounds (Lee et al. 2010)
  → early entry to school and
  → radical acceleration (Gross 2006; Rogers 2015).

General examples for policy statement 1.5

Delivering

- Learning and Support teams understand the evidence base of the social-emotional needs of high potential and gifted students. e.g. Application of the Wellbeing Self-assessment for School Excellence SEF tool for high potential and gifted students.
- High potential and gifted students, in consultation with parents/carers are referred to external and/or departmental wellbeing programs.
- Quality learning environments which showcase collaboration between students, parents/carers and the community to enhance wellbeing, growth and achievement.
- Collaborate with pre-schools/early childhood centres to enhance transition to school practices for early identification, early entry and wellbeing support of high potential and gifted students through the utilisation of TS2 forms.

Sustaining and growing

- Involve high potential and gifted students in the collaborative process to develop, implement, monitor and review individual learning plans, inclusive of their social-emotional needs.
- Develop whole school support procedures, programs and practices for parents/carers of high potential and gifted students in all domains.
- Learning and Support Teams regularly review procedures, programs and practices by consulting widely with parents/carers and wider community.

Excelling

- In response to ongoing school analysis, strengths-based mentoring/counselling is implemented across all domains of potential, to foster collective wellbeing of high potential and gifted students.
- Sustaining a school culture that fosters success and develops aspiration, efficacy and agency, so that positive connections are maintained and high potential and gifted students from all backgrounds connect, succeed and thrive.

Domain specific examples to support planning for policy statement 1.5

Creative domain

- Establishment of sustainable mentor programs in the creative domain, in collaboration with parents and/or school and wider community.
- Implement creative programs designed to positively manage wellbeing. e.g. art therapy, music for relaxation.
- Embed opportunities for the creation of social stories in teaching and learning programs involving puppetry, drama, role play, posters and/or student constructed films.

Intellectual domain

- Transition procedures, programs and practices for high potential and gifted students are developed in consultation with parents/carers.
- Social-emotional support is embedded in all advanced learning pathway opportunities in collaboration with the student, parents, teachers and others.
- Learning environments include personalised goal setting to positively manage and monitor growth, achievement and wellbeing.
- Social-emotional support is embedded in collaboratively developed individual learning plans.
- Nominated advisor who provides an additional level of support when necessary.

Physical domain

- Sustainable sports mentor programs are developed in collaboration with parents, school and/or wider community.
- Consultation with the wider community to support mindsets where students experience efficacy and agency to achieve their physical potential.
- Purposeful programs which develop positive connections between student age groups e.g. senior/junior student wellbeing programs.
- Facilitate positive peer coaching and leadership roles within and between schools, e.g. senior secondary coaching primary school team.

Social-emotional domain

- Implementation of school wide student voice initiatives such as PBL teams, P&C, staff meetings, parent workshops.
- Peer support and leadership programs which include opportunities for students to engage with school operations, community projects and/or government initiatives.
- Wellbeing support procedures whereby students can readily seek advice and guidance from identified staff members.
- Programs which build aspiration and self efficacy to promote and enhance social-emotional development.
- Organise and support peer mentoring programs either in a subject area, school activities or interest based.

HPGE Policy statement 1.6 – Engagement with quality research and ongoing professional learning builds teacher and leadership capacity to improve growth and achievement for all high potential and gifted students

HPGE key action – Build teacher and leadership capacity

Build teacher and leadership capacity through engagement with quality research and ongoing professional learning on effective practices to improve growth and achievement for all high potential and gifted students.

Research overview

- Gifted education is a specialised field which demands specialist training for programs in schools to be successful (Rowley 2012: Jarvis and Henderson 2014) and to ensure students' needs are met (Hansen & Feldhusen 1994; Wallace 1989).

- School leadership and organisational structures are critical factors for teachers to implement changes as a result of professional learning (Jolly and Peters 2018).

- Students achieve better results and the following practices are more effectively implemented, when teachers gain specialist study:

  → differentiation ((Wiggins 1998; Dixon et al. 2014)
  → assessment (Ysseldyke & Tardrew 2007)
  → grouping (Tieso 2005)
  → identification (Hodge & Kemp 2006; Siegle & Powell 2004)
  → acceleration (Geake & Gross 2008
  → higher expectations (Whitlock & DuCette 1989; Garrett et al. 2015).

- Teachers who are specially trained are more:

  → effective in identifying high potential and gifted students
  → likely to create challenging learning experiences (Vialle & Rogers 2012; Fraser-Seeto 2013)
  → accurate in assessing students from disadvantaged groups (Gear 1978; Rowley 2012)
  → effective in utilising teaching strategies (Gross 1997b; Rowley 2008).

- Students can recognise teachers who have been specially trained acknowledging they are more engaging and effective (Tischler & Vialle 2009).

General examples for policy statement 1.6

Delivering

- Collate and maintain an inventory of staff specialist expertise and/or experience across domains, and allocate staff to enrichment or extra-curricular programs accordingly.

- Prioritise and build staff confidence and efficacy in improving growth and achievement for high potential and gifted students through engaging in professional learning, for example:

  → CESE Revisiting Gifted Education
  → High Potential and Gifted Education Policy professional learning
  → Learning and Support team training in implementing individual learning plans for high potential and gifted students
  → Attaining further education, skills and experience across domains through external providers, including universities.

- School leaders use data evidence to plan for staff in specialist programs, settings, and classes to possess or attain additional training in high potential and gifted education e.g. HPGE Attitudes and Teacher Practices Survey.

Sustaining and growing

- Engagement with and contribution to learning communities which connect school leaders to professional development that specifically targets growth and achievement for high potential and gifted students.

- Implement school-based action research project/s focused on improving growth and achievement across domains for all high potential and gifted students, and distribute resulting successful practices across the school.

Excelling

- Lead collaborative practice through programs and learning opportunities for high potential and gifted students, e.g. in communities of schools, or schools with similar structure.

- Lead collaboration and professional dialogue involving stakeholders, guided by the Learning and Support Team, in refining school processes that support the growth and achievement for all high potential and gifted students across domains.

- Provide ongoing differentiated professional learning in evidence-based gifted education to ensure all staff improve their practice and maintain currency.

Domain specific examples to support planning for policy statement 1.6

Creative domain

o Involve a broad range of staff in professional learning in creative arts, e.g. with the Arts Unit, Art Gallery NSW, Operation Art.

o Facilitate staff professional learning in quality pedagogy to ensure the teaching of creative and critical thinking across all key learning areas is evidence-based.

o Utilise external experts to mentor and provide feedback to teachers with expertise and experience in coordinating creative development programs.

Intellectual domain

o Facilitate engagement with professional learning or further qualifications for staff delivering academic talent development programs.

o Engage and collaborate with cross-school professional learning networks e.g. OC Network, community of school action research.

o Explicit academic programs between schools that foster collaboration and sharing e.g. observations between primary and secondary, critical friend partnerships.

o Embed Quality Teaching Rounds based on differentiation adjustment strategies in professional learning schedule.

o Build the capacity of staff to meet the needs of high potential and gifted students through advanced marking opportunities, e.g. HSC marking, Olympiad Competitions.

Physical domain

o Professional development and discussion in the physical domain is based on contemporary research and evidence.

o Provide staff who have expertise and experience with opportunities to undertake recognised qualifications e.g. coach, official, and embed these within talent development process.

o Engage staff with quality research and ongoing professional learning in a range of physical activities that reflect school context e.g. dance, yoga, surfing, equestrian.

o Build capacity across staff through coaching experiences for state/age group representative teams.

Social-emotional domain

o School wellbeing teams deliver professional learning in social-emotional learning for high potential and gifted students e.g. social awareness, or relationship skills.

o Staff in specialist settings engage in professional learning to meet the specific social-emotional needs of highly gifted students, including those with disability.

o Source and undertake professional learning or qualifications through departmental and/or external providers e.g. speaking workshops .

o Identify key staff to lead professional learning in embedding and promoting student voice across programs and key learning areas.

o Involve high potential and gifted education students in Positive Behaviour for Learning review and action planning cycle.

HPGE Policy statement 1.7 – The department supports differentiated and evidence-based procedures, programs and practices for growth and achievement of all students, including high potential and gifted students

HPGE key action – Evaluate

Evaluate school procedures, programs, practices, and analyse student growth and achievement data to inform school planning and policy implementation.

Research overview

- Effective education systems engage all school staff and students in school self-evaluations so that program and policy settings can be adjusted to maximise educational outcomes (OECD, 2013).

- Effective school leaders should:

  → constantly plan, coordinate and evaluate teaching with the systematic use of assessment data (Robinson, Lloyd & Rowe, 2008)
  → be equipped with the most recent research evidence on what works best for gifted learners,
  → use examples of effective practice from high-achieving and high-growth schools (VanTassel-Baska et al. 2009)
  → plan for, and evaluate the efficacy of, their school programs with student achievement in mind
  → work to address issues of pervasive underachievement and excellence gaps (Renzulli & Reis 1997; Plucker, Hardesty & Burroughs 2013).

General examples for policy statement 1.7

Delivering

- Utilise SCOUT data to evaluate current practice to inform focus and priorities

  → NAPLAN   Value Added Across Schools
  → NAPLAN   Value Added Across Years.

- Utilising the HPGE Attitudes and Teaching Practices Survey (ATPS) to regularly evaluate staff attitudes and frequency of teaching practices for high potential and gifted students.

- Utilising the HPGE Evaluation and Planning Tool to regularly evaluate the effectiveness of procedures, programs and practices for high potential and gifted students and implementation of the HPGE Policy.

Sustaining and growing

- Monitoring and tracking procedures across all domains of potential (increasingly across stages) to inform talent development referrals and/or differentiation.

- Collaborate during transition points to embed a range of assessment measures through the school enrolment process to facilitate early identification of high potential across all domains.

- Evaluate NCCD data to analyse learning needs and develop individual learning plans for high potential and gifted students with disability.

- Evaluate and develop advanced learning pathways within school and in collaboration with other schools or networks, using the High Potential and Gifted Education Policy Acceleration Package.

Excelling

- Work with all stakeholders to develop, implement, monitor and review individual learning plans for high potential and gifted students from all backgrounds, according to their learning and development needs.

- Evaluation procedures are rigorous, deliberate and ongoing, and promote growth in wellbeing, engagement and achievement for all high potential and gifted students, from all backgrounds and in all domains.

Domain specific examples to support planning for policy statement 1.7

Creative domain

o Provide a range of departmental creative opportunities e.g. through Arts Unit, as part of talent development.

o Utilise community grants in the arts to enhance talent development programs, particularly for students who experience disadvantage and may have limited opportunities.

o Review differentiated creative mentoring programs to ensure they extend and appropriately support high potential and gifted students.

o Evaluate where creative and critical thinking tools and strategies can be built into teaching and learning programs across all key learning areas.

o Collate and utilise data gathered on student involvement and achievement in external creative pursuits to further talent development.

Physical domain

o Achievement data is analysed regularly to enhance identification and talent development processes in the physical domain.

o Evaluate department opportunities for the specific school context that support talent development in the physical domain. e.g. Sports Unit.

o Evaluating community grants in sport to enhance talent development programs, particularly for students who experience disadvantage and may have limited opportunities.

o Review differentiated mentoring programs in sport, fitness, or dance to ensure they extend and appropriately support high potential and gifted students.

o Analyse and evaluate data on student participation and achievement in external sports/physical pursuits to inform the design of talent development opportunities.

Intellectual domain

o Evaluate practices, including formative assessment, to inform differentiation adjustment strategies in all teaching and learning programs across key learning areas.

o Equitable grouping practices are based on formative and diagnostic assessment e.g. Kindergarten students identified through TS2 forms, Best Start Kindergarten and interviews.

o Following evaluation, evidence is used to inform differentiation, monitor growth, achievement and wellbeing e.g. literacy and numeracy through ALAN tools such as PLAN2.

o Use of pre-testing across all units of work to inform differentiation and current level of mastery to ensure students are extended.

o Advanced learning pathways, including acceleration are successfully implemented for gifted and highly gifted students.

Social-emotional domain

o Utilise Positive Behaviour for Learning practices to facilitate student voice e.g. representation on school committee.

o Review effectiveness and/or implement peer support programs for identified and self-nominated students such as peer mediation, peer support.

o Evaluate and develop the capacity of Wellbeing Officer/Student Support Officer (SSO) to work with high potential and gifted students.

o Evaluate access to leadership opportunities for high potential and gifted students, particularly for those who experience disadvantage and may have limited opportunities.

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Planning – Our course of action

Key points of research that inform our planning are:

Our course of action will include (list examples here):

Our course of action aligns with the following school priorities:

The evidence we will use to monitor this focus will be:

Add an attachment   **View attachments**

↑

We welcome feedback and suggestions on the content and design of this tool. Please submit your feedback to:

HPGE@det.nsw.edu.au.