



WHITEBRIDGE HIGH SCHOOL

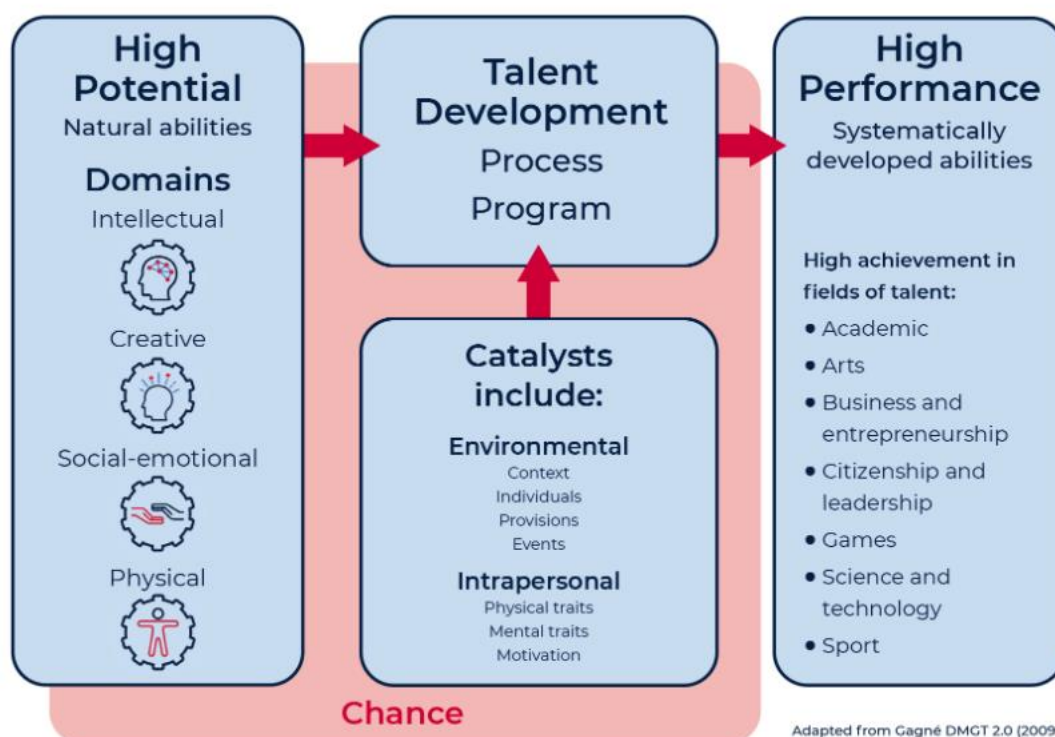
Learning, Respect and Responsibility

High Potential and Gifted Education Procedures

Introduction and Rationale: High potential and gifted students have advanced learning capacity compared to same-age students and, as a result, require talent development opportunities and differentiated teaching and learning practices to ensure their specific learning needs are met. This may look different across a range of educational contexts. As a secondary comprehensive high school, we aim to provide quality learning opportunities for students' talent development which may include extension, extracurricular and enrichment programs. Consistent with the NSW DoE HPGE policy, procedures implemented at WHS align with the following guiding principles.

- All Students, regardless of background or personal circumstances, require access to learning programs that meet their learning needs and support to aspire to, and achieve, personal excellence.
- Our commitment to high expectations for all students includes high potential and gifted students.
- Achieving excellence for high potential and gifted students is underpinned by effective school environments including quality teaching, learning and leadership
- Potential exists along a continuum where differing degrees of potential require differing approaches and levels of adjustment and intervention.

The NSW DoE HPGE policy draws on Gagne's differentiated model of giftedness and talent (GMGT 2.0 2009). WHS procedures consider a differentiated approach, accessible to all students in all classrooms within our comprehensive high school setting.



The Whitebridge High School **ASPIRE** (Accomplish, Success, Persistence, Innovation, Resilience, Excellence) program is a whole of school program that is delivered both through embedded differentiated practices within classrooms and through extra curricula opportunities, individualised acceleration, timetabled withdrawal lessons, competitions, targeted events, individualised programs and mentoring. The purpose of the ASPIRE program is to provide students with challenging, high quality learning experiences across the school, taking in the goals and strengths of the "whole learner". The schools' programs are based on the need to serve all HPGE students to support their talent development across the domains of potential underpinned by educational research and an evidence-informed approach on what works best for students.

Our focus is on developing student potential and talent across intellectual, creative, social-emotional and physical domains. Our students are supported to become self-directed learners facilitated by quality teachers, to be challenged to achieve and exceed their full potential. This program includes differentiated classroom learning with targeted groupings within each class to support extension and enrichment activities, portfolio learning, an emphasis on skill development and personal reflection, and whole school and targeted student participation in specific events and co-curricular programs.

Whitebridge High School offers “enrichment” opportunities to all students and further targets specific opportunities to identified students. Students will be invited to submit an application for specific inclusion in the enrichment mentor program. Individualised learning plans targeting High Potential and Gifted students will be developed in consultation with students and parents as appropriate and all students will have the opportunity to nominate and participate in key co-curricular programs. Enrichment opportunities give students a chance to experience challenge and alternate perspectives on their curriculum, while our specially trained staff work to further enhance each child’s talent development, promote their high performance and foster high potential growth.

The students who are most suited to the enrichment program may demonstrate one or more of the following attributes:

- be intensely curious
- learn new ideas or skills quickly and easily
- display a good memory
- ask complex questions
- be creative
- enjoy thinking in complex ways
- looking to contribute to the school community
- become intensely focused in one or more area of interest or passion.
- Excel in one or more domains (intellectual, creative, social-emotional and physical)

During Term 1 of each school Year, students are invited to nominate for the enrichment mentoring program. Students are invited to apply through the nomination form on their Year group google classroom.

Once student nominations have been received, parents will be sent a parent nomination form to provide additional details about their child’s interests, strengths and particular talents in addition to acknowledging the young persons’ nomination and support for their involvement in the program.

Individual learning goals will be established for each student in collaboration with student, parent and staff to inform the students individual ASPIRE plan.

This will further supplement the identification of High Potential and Gifted Students already undertaken by school staff. Students who nominate for this program are required to maintain high standards of engagement and achievement in their learning, attend school at the expected level of above 95% and participate in targeted and available extracurricular opportunities in the relevant HPGE domains of strength.

Mentor sessions throughout each Term will provide opportunity for individual student ASPIRE plans to be monitored and reviewed as required.

Extra curricula HPGE opportunities are regularly made available and advertised to students through the school’s daily notices and on notice boards around the school. Further, some opportunities are also highlighted on the school’s social media pages and a copy of the extracurricular booklet outlining a comprehensive scope of activities is available on the school website. A significant component of the schools’ approach in developing highly functioning independent visible learners is the emphasis placed on students taking initiative and choosing to engage in the opportunities presented across the school that are specifically aligned with their areas of strength and to further challenge themselves against areas that can open up opportunities for growth.

All applications, for the enrichment mentor program for Years 7-12 will be considered by a panel of teachers and executive.

Applications for the ASPIRE mentor program will remain open throughout the year via the Year Group Google Classrooms.

Students identified as meeting relevant criteria may be considered for advanced learning pathways and individual acceleration programs.

In class HPGE supports are in place and are ongoing throughout the year through quality teacher instruction and differentiated practice, within class grouping also provide avenues to further challenge and extend students with similar abilities, extra curricula opportunities are ongoing throughout the year. Targeted student mentoring and specific withdrawal programs to supplement the school’s ASPIRE program will commence mid Term 1. Below, we have identified a sample of the wide range of HPGE programs implemented across our school.

The school's ASPIRE coordinators oversee HPGE opportunities with specific programs, supported and delivered by staff across all faculties in the school. Individual students may be exposed to some or all of the following initiatives.

Sample Program Overview:

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Mentor Program	Mentor Program	Mentor Program	Mentor Program	<p>Individual and / or small group Mentor program (Mentor as identified by Students)</p> <p>Stage 6 programs are individualised to meet the specific goals and targets identified within the students HPGE plan.</p> <p>Supported Senior resources - study hub, careers, tertiary prep, future study, sessions</p> <p>Spotlight and other additional exposure programs</p> <p>Targeted programs as appropriate: eg: Music tuition, Youth Parliament, Lions YoTY competition, Subject based competitions, Elite athlete trials, Leadership, Tournament of the minds, EV challenge etc</p>
HPGE individualised plan – learning goals	HPGE individualised plan – learning goals	HPGE individualised plan – learning goals	HPGE individualised plan – learning goals	
Portfolio Development	Portfolio Development	Portfolio Development	Portfolio Development	
Curriculum compacting as appropriate – identification of students with consideration for individualised advanced learning pathways			Commencement of advanced learning pathways (acceleration) where identified.	
Timetabled, curriculum focus extension lessons	Timetabled, curriculum focus extension lessons	Timetabled, curriculum focus extension lessons	Timetabled, curriculum focus extension lessons	
Self-guided learning conversations with parent and staff	Self- Guided Learning conversations – goal reflection & progress reviews	Self-Reported Grades and reporting reflections through student lead conferences	Individualised Talent Development – 10% on top	
ICAS academic Competitions	ICAS academic Competitions	ICAS academic competitions	ICAS academic competitions	
HPGE Challenge Day	University of Newcastle reciprocal program	University of Newcastle Challenge experience	UoN High Performance program	
Independent Learning Skills	Participant / facilitator WCOS HPGE partner program & Network challenge activities	Development & Leadership of HPGE Partner Primary program	Student led HPGE conference	
Game Changer Challenge	Game Changer Challenge	Rich task extension challenge with presentation to guest audience / Game Changer	Early commencement initiatives	
External Competitions and Targeted programs as appropriate: eg: Music tuition, Elite athlete trials, Leadership, Tournament of the minds, EV challenge, National History Challenge, Shakespeare Festival, Debating, Chess etc				

Additional Information and Opportunities:

- [ASPIRE program booklet](#)
- HPGE activities identified on the [school calendar](#)
- [WHS implementation flow chart](#)
- [NSW DoE HPGE](#)
- [UNSW GERRIC website](#) for gifted students and their parents