

# ASPIRE



**A**CCOMPLISH

**S**UCCESS

**P**ERSISTENCE

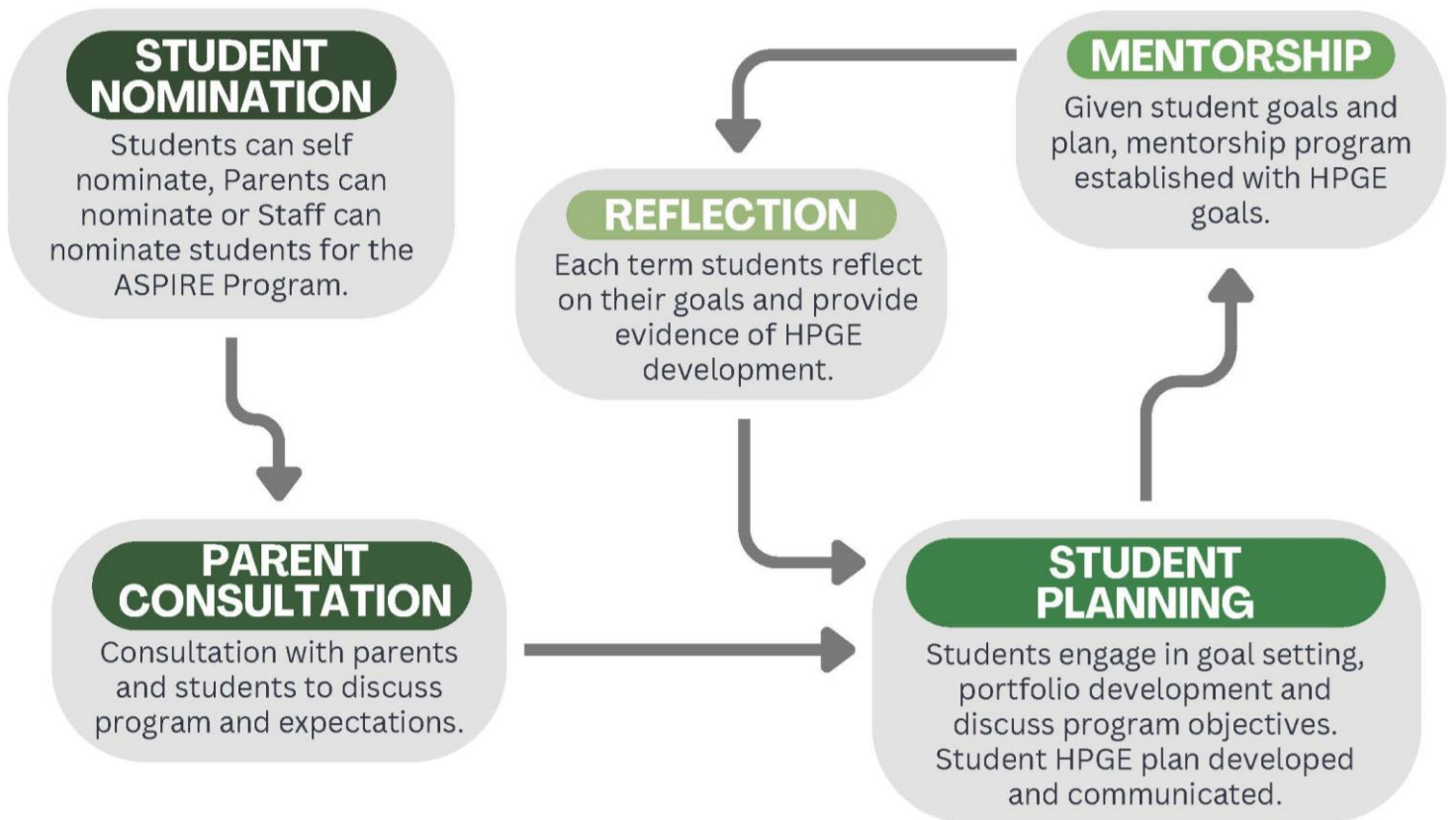
**I**NNOVATION

**R**ESILIENCE

**E**XCELLENCE

**HIGH POTENTIAL AND GIFTED EDUCATION**

## HPGE Implementation Flow Chart



### Identification:

Effective educational provision for HPGE students depends on appropriate and accurate identification. Across our diverse student population, It is necessary to be aware that gifted and talented students do not always display positive characteristics, and are present in disadvantaged and minority populations.

Accurate identification requires a variety of methods to be employed, including some of or all the following:

- Psychometric testing
- Standardised testing
- Teacher observation and nomination
- Parent information and nomination
- Peer/ Self nomination (where appropriate)
- School Performance Data
- HPGE Team / Committee nomination
- School Counsellor recommendation
- Performance in external tests

**Student Application Form:**

This form will be posted into the Year group Google Classrooms for students to complete. Google Form - <https://forms.gle/YpRtGgk4vGi7CJYh7>

**Staff Nomination Form:**

Staff will use quality differentiated practice to meet the needs of all students. In addition to analysis of internal and external school data, staff will use the attached form for further Identification of HPGE students for inclusion in the schools ASPIRE program - <https://forms.gle/91KHBG1BkkRZvDiZ9>

**Parent Nomination:**

The parent nomination link will be accessible through the school website, the school HPGE implementation procedures and through direct email as appropriate. Parents are invited to nominate their child for inclusion in the schools HPGE program - <https://forms.gle/zusN3o76GskYt5GM8>

**Development of HPGE Plans:**

Student HPGE Plans will be developed through consultation with student and parents. These plans will be available via Sentral with a copy provided to parents. The plan will identify student specific learning needs and goals. Staff will be alerted to student plans via an Aspire program flag in the student Sentral profile.

**Progress Reports and Review Process:**

A progress report will be completed at the end of each term with a record kept in Sentral. This will also involve student self-reflection. Students' goals and program objectives will be revisited based on progress report. This will be done via a check in meeting in which the students HPGE plan will be updated and goals re-established.

**Further Support and Classroom Adjustments:**

Staff at Whitebridge High School will be provided with professional learning to ensure that appropriate classroom adjustments are provided by classroom teachers to assist HPGE students in achieving learning adjustments at the extended level. These adjustments will be included as part of the HPGE plans and reflected on via the Progress Reports each term. Staff will also consider classroom groupings to further support and advance HPGE students learning.

Further enrichment will be provided via the ASPIRE Google Classroom for students to engage with additional enrichment activities. These activities are accessible across all Key Learning Areas and cover all HPGE Domains.

**Extracurricular Opportunities:**

All students are offered the opportunity to engage in a wide range of extra curricula programs aligned to all HPGE domains. The school's extracurricular activities are listed in a booklet accessible on the school website. Specific activities are offered through school communication in daily notices, emails, newsletters and through the ASPIRE google classroom. Students are required to contact the organising teacher to engage in their chosen activities. Activities that run will be dependent on both availability of staff volunteering to coordinate activities and student interest. Each faculty will take responsibility for coordinating targeted HPGE activities relevant to extension and enrichment in the KLA.

### **Independent Student Access to HPGE:**

The school aims to develop active learners who are committed to personal excellence. These learners will seek independent activities for additional challenge, extension and engagement. The school provides a suite of structured activities and tasks for students to engage in via the ASPIRE online platform.

1. All faculties are responsible for upload of HPGE extension tasks on the ASPIRE google classroom which is accessible to ASPIRE students.
2. Where online learning programs are accessible – e.g.: maths online, edrolo, etc – links are available to students in the ASPIRE google classroom to allow for independent extension / enrichment opportunities.
3. UoN Study skills program, short courses and other targeted study skills programs provided to HPGE students

### **Advanced Learning Pathways (ALP):**

ALP are made available and supported where appropriate following individual consultation meetings and determination of student suitability, academic and emotional maturity and potential for success. Programs may include UoN High Performing Students Program, DE specific course enrolment or Individual course acceleration.

Acceleration opportunities are offered where appropriate following

1. Identification, suitability and need established through HPGE plan review
2. Mentor consultation and analysis of performance data
3. Parent / Student consultation scheduled
4. Acceleration plan developed, implemented and supported.

### **Collaboration:**

Opportunities and partnerships have been established to strengthen, support and enhance the schools HPGE programs. Collaborative partnerships exist with the University of Newcastle, Wiyellai Koa partner primary schools, Glenrock Network secondary schools, community agencies and targeted DoE programs.

### **Staff training:**

All staff have engaged with professional learning to develop their understanding in the DoE HPGE policy. All teaching staff engage in regular professional learning to enhance their pedagogical practice to meet the needs of diverse learners inclusive of extension and enrichment for HPGE learners. Some staff have undertaken further training and successfully completed the Mini Certificate in Gifted Education enhancing their knowledge and skills in the education of HPGE students.

School implementation is reviewed regularly with school programs, procedures and practices analysed along with student performance, engagement and progress data to determine strengths, effectiveness and areas for future development.