



Oakleigh Grammar

Policy Document Name	High Potential and Gifted Education
Date Ratified by The Board	August 2021
Date for Review	June 2024

1. Preamble

Oakleigh Grammar is committed to high quality educational outcomes for all students. The School is dedicated to provide high quality teaching and learning opportunities to meet the needs of all its students.

High Potential and Gifted students (or those identified under similar or corresponding names) can be and are found in all communities regardless of their ethnic, cultural or socio-economic characteristics. The High Potential and Gifted student population may include students who are working below national averages and/or who have disabilities.

High potential students are those whose potential exceeds that of students of the same age in one or more domains (creative, physical, socioemotional and intellectual). Their potential may be assessed as beyond the average range across any domain. They may benefit from an enriched or extended curriculum and learning opportunities beyond the typical level of students the same age.

Gifted students' potential significantly exceeds that of students of the same age in one or more domains. Leading gifted education experts commonly estimate that 10% of students may be considered gifted. They typically develop talent and achieve mastery notably faster than their age peers.

Highly gifted students' potential vastly exceeds that of students of the same age in one or more domains. Highly gifted students have potential assessed in the top 1% or less of age peers. Highly gifted students may require specific and more significant curriculum adjustments to meet their learning and wellbeing needs.

Oakleigh Grammar recognises particular needs of these students and is committed to offering the best available and individualised educational opportunities to achieve their full potential.

2. Purpose

Our School aims to provide a challenging and comprehensive curriculum for all students, including those that are identified as High Potential and Gifted.

3. Scope

The High Potential and Gifted Education Policy applies to: Senior Leadership Team, Heads of Faculty, Curriculum Coordinators, Teachers and Co-educators.

4. Policy Details

Having particular responsibility for both Middle and Senior School, the Head of Learning Enhancement, leads the implementation of this policy with the Junior School Enrichment Coordinator, along with subject and classroom teachers, respond to the educational needs of high achieving students and tailor learning programs accordingly

A variety of measures will be utilised to identify students of High Potential, Gifted and Highly Gifted students. For example; validated tools, internal and external assessments and observations from teachers, parents, students and specialists such as educational psychologists.

Across all three schools, Junior, Middle and Senior, a Program Support Group (PSG) meeting will occur each semester, consisting of the families and staff of identified students will be held to determine goals and identify suitable programs and strategies. The programs will reflect and promote beyond the current Department of Education and Training (DET) strategies.

Oakleigh Grammar, in all three schools, where possible, will provide flexible extension and enrichment programs for High Potential and Gifted students. Programs and approaches may include:

- extended and enriched personalising the curriculum with opportunities to respond to the learner's needs
- acceleration (subject, curriculum, content, or year level)
- different models of grouping, for example, interest and subject acceleration
- target documents or Individual Learning Plans
- mentoring programs within or between schools to connect students with 'like minds'
- classroom enrichment and extension
- curriculum differentiation through changes in pace, depth, complexity and teaching method
- the provision of varied teaching strategies
- specialised programs that offer students access to specialist expertise and facilities, including facilities including access to external providers
- the Higher Education Studies Program, which offers high achieving VCE students the opportunity to study at a university as part of their VCE studies
- opportunities to develop high-level technical or vocational abilities through access to workplace learning or learning in a community setting.

High Potential and Gifted student programs and activities outside the classroom will also be provided to enhance and extend the educational program of an individual student. Programs may include:

- privately run, user pays programs e.g. WiseOnes
- co-curricular clubs such as debating, chess and robotics
- national competitions such as Tournament of Minds, the Australian Mathematics Competition, the Mathematics and Science Olympiads and the Rio Tinto Big Science Challenge

The School will recognise and celebrate the efforts of High Potential and Gifted students by acknowledging their achievements and encourage the importance of celebrating high achievement in all domains.

The School will aim to provide students with high potential and gifted abilities a goal driven and stimulating environment that will encourage personal growth and confidence.

Staff will be offered regular professional development to assist them with teaching and learning approaches for gifted and talented students and with understanding of the needs of highly able students.

The School will encourage the importance of teacher networks for “gifted education” teachers both within and between schools such as in school specialists, gifted education coordinator, gifted education organisations and access to external expert advice.

The school will encourage the importance of forming links with other schools to enhance the provisions of High Potential and Gifted students. For instance, partnerships with tertiary institutions, use of external facilities, mentoring, expert incursion into school, work experience and links with libraries, museums, theatres and galleries.

The School will encourage parental involvement in selected, specialised activities such as Chess, Robotics and Tournament of Minds.

Learning Enhancement Department and Teacher Responsibilities

- Use assessment and data to identify the specific learning needs of high potential and gifted students across all domains of potential.
- Apply evidence-based approaches that extend and challenge high potential and gifted students beyond their current level of mastery
- Develop, design and teach differentiated learning programs and provide experiences that meet the advanced learning needs of students.
- Participate in school provided professional learning that enhances their expertise in planning and programming effective learning experiences for high potential and gifted students
- Collaborate with families, other schools and the wider community to support the learning and wellbeing of high potential and gifted students
- Communicate assessment and identification information to support the transitions of high potential and gifted students

5. Evaluation

This policy to be reviewed as part of the School's three-year review cycle, or earlier if necessary.