



NEWTOWN HIGH SCHOOL OF THE PERFORMING ARTS

High Potential and Gifted Education Policy

March 2023

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RATIONAL AND PURPOSE

The Newtown High School of the Performing Arts (NHSPA) High Potential and Gifted Education Policy complements our current practices and values. Through ongoing collaborative effort and creative pedagogy we enhance the educational experiences of all students. Our focus on quality learning opportunities that meet our High Potential and Gifted (HPG) students' needs and aspirations, will create rich educational outcomes. By supporting the NSW DoE commitment to explicitly identify and address the learning needs of HPG students, NHSPA will extend opportunities for all.

Educational experiences at NHSPA develop our students as independent, proficient life-long learners. NHSPA pledges to develop skilled and innovative individuals who value the creative and performing arts and academic excellence. Our school creates an environment where all students are encouraged to set high expectations and are supported to achieve their full potential.

As members of the school community we stand by our core values of Excellence, Creativity and Equity. The school is committed to recognising and fostering our students' range of abilities and learning needs. All students are encouraged to be proactive and all are welcome to participate in the extensive curricular, co-curricular and extracurricular activities on offer.

Our extensive, wide-ranging programs are designed to nurture optimal learning; intellectually, creatively, physically and socio-emotionally. High expectations and effective, explicit, evidence-based teaching will underpin differentiated pedagogy. The school aims to develop citizens who are critical and creative thinkers and problem solvers, confident in their ability to lead, communicate and collaborate with others.

AIMS

This policy aims to:

1. Evaluate existing school procedures, programs and practices which inform our ongoing school planning in relation to high potential and gifted students.
2. Define the characteristics of high potential, gifted and highly gifted students and outline processes for identifying these students within the four domains: intellectual, creative, physical, and social-emotional.
3. Assess and identify the specific learning needs of all high potential, gifted and highly gifted students.
4. Outline our evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.
5. Establish and evaluate opportunities to recognise and celebrate student achievement and performance across the school community.
6. Communicate the responsibilities and delegations for key stakeholders within the school community.
7. Allow for collaboration with families, school communities and the wider community to enhance growth and achievement for all high potential and gifted students.
8. Establish opportunities for building teacher and leadership capacity in the education of HPG students.
9. Maintain a valid and regular internal monitoring and review process to ensure relevance and accuracy.

DEFINITIONS

The NHSPA High Potential and Gifted Education Policy demonstrates the commitment of the school to providing guidance and support for staff, students and parents in meeting the learning needs and optimising the growth and achievement of high potential and gifted students from all backgrounds and across all domains of potential.

Domains of Potential

The domains of potential describe the four broad categories of natural abilities found in François Gagné's adapted model of Differentiated Model of Giftedness and Talent DMGT 2.0 (2009). These definitions apply to all students, including high potential and gifted students.

Potential Continuum

Potential exists along a continuum, where differing degrees of potential require differing approaches and levels of adjustment and intervention.

Intellectual: refers to natural abilities in processing, understanding, reasoning, and the transfer of learning.

Creative: refers to natural abilities in imagination, invention and originality.

Social-emotional: refers to natural abilities in self-management and relating to and interacting with others.

Physical: refers to natural abilities in muscular movement and motor control.

High potential students are those whose potential exceeds that of students of the same age in one or more domains.

Gifted students are those whose potential significantly exceeds that of students of the same age in one or more domains.

Highly gifted students are those whose potential vastly exceeds that of students of the same age in one or more domains.

CHARACTERISTICS OF HIGH POTENTIAL, GIFTED AND HIGHLY GIFTED LEARNERS

HPG students may demonstrate a range of 'positive' characteristics (in the intellectual, creative, social-emotional and physical domains) which include:

- learning and achieving mastery faster than average
- solving and acting on problems; thinking why and how
- excellent memory/memory retention
- building and manipulation of abstract ideas/making intuitive connections
- independent generation of ideas/projects
- high level of personal resilience/persistence
- wider than average general and subject-specific knowledge
- unusual, specialised, diverse, advanced areas of interest/curiosity
- significantly above average achievement in one or more domains
- innate curiosity; driven to seek answers/solutions
- high personal standards of achievement for self and others
- keen sense of humour
- ability to set and realise goals
- eccentric/quirky personality or world view
- keen powers of observation; alertness
- vivid imagination; inventiveness
- self-reflexivity
- strong powers of concentration/focus
- self-direction and self-reliance; ability to work independently
- idealism; sense of justice
- high levels of energy
- interest in applying concepts
- strong interpersonal and intrapersonal skills, leadership and teamwork qualities
- asking deep and probing questions
- strong feelings of social and moral responsibility
- empathy; intuition
- advanced vocabulary
- advanced reading age; voracious, early reader
- ability to express ideas clearly and succinctly
- self acceptance; lack of concern for social norms
- spontaneity; enthusiasm
- competitiveness

HPG students may also display counteractive traits, such as:

- disorganisation
- time management issues
- deliberate underperformance, especially in early to middle school years
- difficulty in collaborating with/listening to others in group work
- difficulty expressing scope of their ideas
- taking on too many activities leading to feelings of being overwhelmed
- over-dependence on praise; easily wounded
- resistant to change when focused on interests and project work
- asynchronous development, where domains develop at different rates
- reluctance to complete tasks, especially if perceived as repetitive
- routine questioning of authority and uncooperativeness
- messy handwriting
- perceived cynicism or arrogance
- absentmindedness
- weak interpersonal skills with age-similar peers
- emotional challenges such as anxiety, stress, frustration, stubbornness, oversensitivity to criticism
- perfectionism which may prevent students from reaching desired goals
- volatile temper, especially related to perceptions of failure
- heightened sensitivities/overexcitability
- social isolation/peers taking a distance
- not looking people in the eye
- refuse help even when they want it
- obsessive compulsive
- competitiveness

TWICE-EXCEPTIONAL STUDENTS

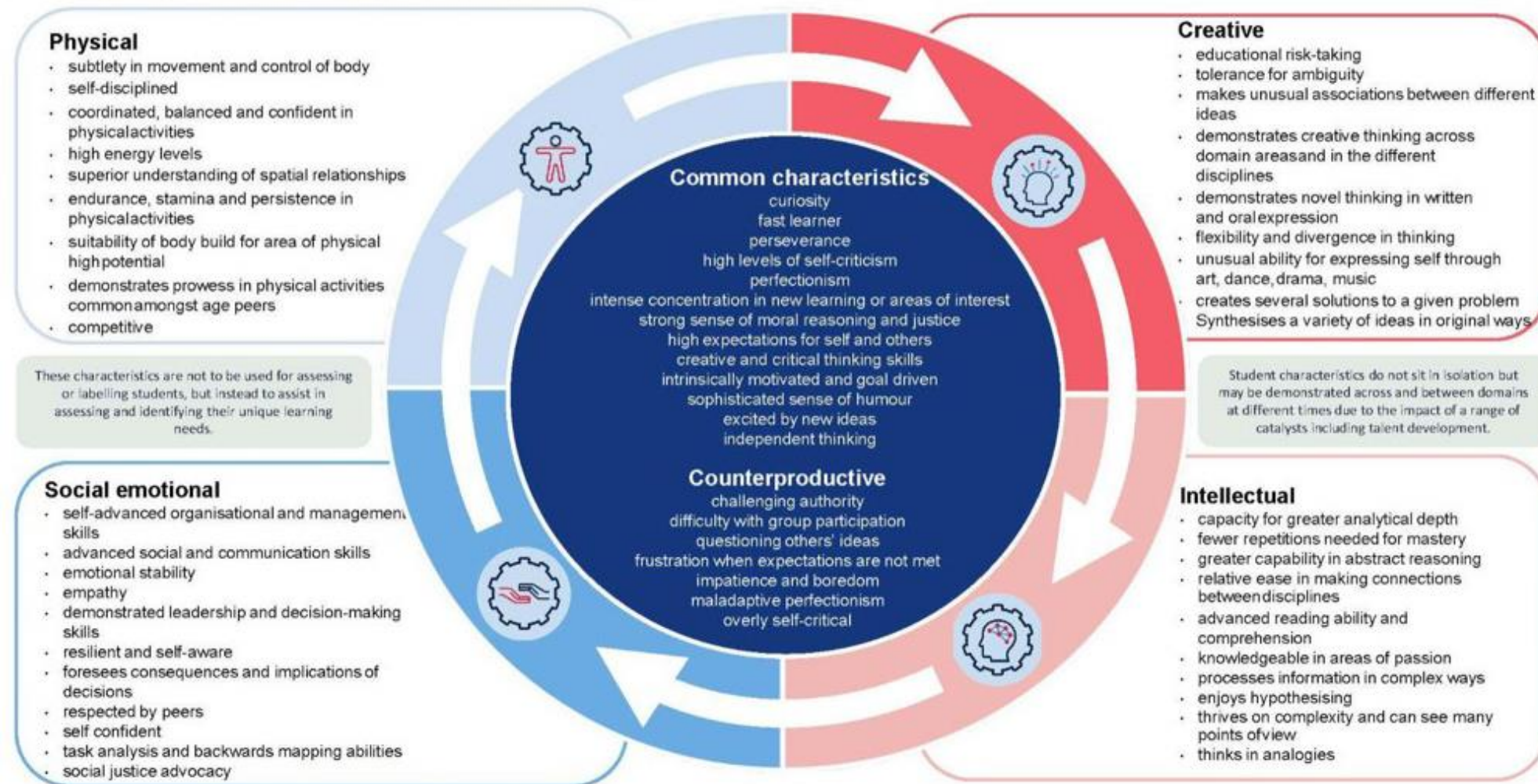
Twice-exceptional students exhibit HPG characteristics, while also having a learning, emotional, physical, sensory and/or developmental disability, such as: speech and language disorders, emotional/behavioural disorders, physical disabilities, autism spectrum, or ADHD. The prevalence of twice-exceptional children in Australian schools is between 7-9%, but may be significantly under-reported. The giftedness of these students may be overshadowed by disabilities, or they may mask their learning deficits, using talents to compensate.

Common characteristics of twice exceptional students include:

- outstanding critical thinking and problem-solving skills
- above average sensitivity, causing them to react more intensely to sounds, tastes, smells, etc.
- strong sense of curiosity
- low self-esteem due to perfectionism
- poor social skills
- strong ability to concentrate deeply in areas of interest
- challenges with organisation and time management
- difficulties with reading and writing due to cognitive processing deficits
- behavioural problems due to underlying stress, frustration, boredom and lack of motivation

Learning characteristics

The challenge for educators is to develop a deep understanding that high potential and gifted students, in all domains, learn in ways characterised by their diverse profiles. Many characteristics cross the domains but others are more relevant to one domain than to the others.



RESPONSIBILITIES

Members of the NHSPA community have a responsibility to support talent development across all domains of potential identified in high potential and gifted students.

Principal

- lead, plan and report on implementation of HPG policy
- employ quality, evidence-based teaching practices in school planning, setting explicit goals for HPG students
- manage staffing / support of programs for HPG students, including specialist classes / activities.
- lead the optimal talent development of high potential and gifted students across all domains of potential within supportive learning environments that develop the whole student
- lead and support teachers in the assessment and identification of the specific learning needs of high potential and gifted students across all domains of potential and effective differentiation for those students
- support access to advanced learning pathways and opportunities
- engage in quality professional learning to enhance their understanding of research and practice of the needs of high potential and gifted students across all domains of potential
- lead collaboration with families, school communities and the wider community to support the talent development of high potential and gifted students
- lead support for high potential and gifted students through the work of the Learning Support Team and school counsellor/psychologist
- lead the analysis and evaluation of data to enable school monitoring of procedures, programs and practices for high potential and gifted students
- lead, plan and report on the implementation of the policy through specific procedures, programs and practices to meet the learning needs of high potential and gifted students
- include quality and evidence-based teaching practices in school planning which identify explicit goals for high potential and gifted students across all domains of potential

Teachers

- use assessment and data to assess and 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 across all domains of potential
- develop, design and teach differentiated learning programs and provide experiences that meet the advanced learning needs of students
- undertake professional learning that enhances their expertise in planning and programming effective learning experiences for high potential and gifted students across all domains of potential

Newtown High School of the Performing Arts

- collaborate with families, school communities and the wider community to support the talent development of high potential and gifted students
- communicate assessment and identification information about high potential and gifted students to support their transitions.

School Community

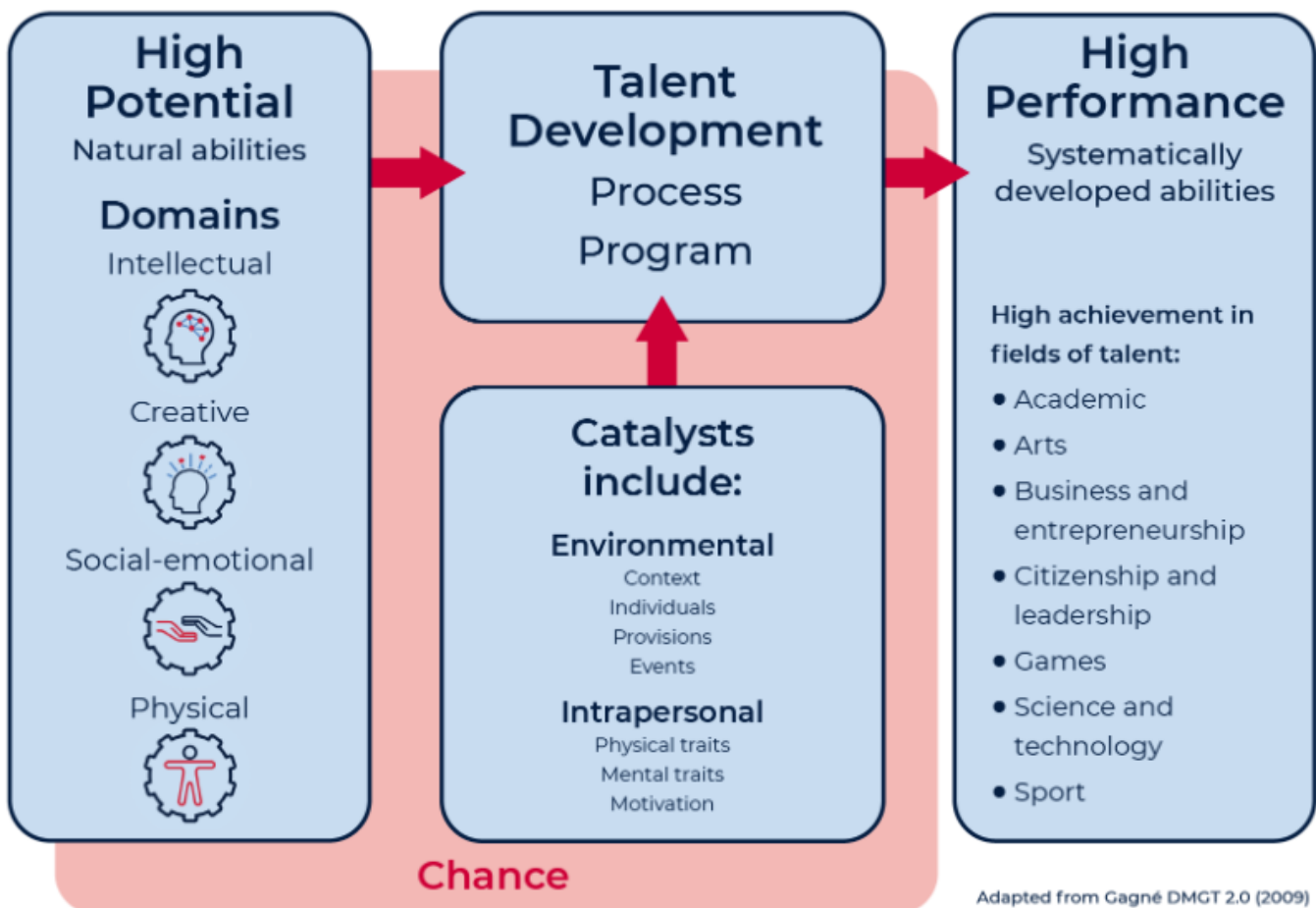
- foster collaborative home-school partnerships to support high potential and gifted education students.

Students

- actively engage and participate in HPG activities and/or programs while maintaining learning commitments.

IDENTIFICATION

The policy draws on François Gagné's definitions of giftedness and talent established in the Differentiated Model of Giftedness and Talent DMGT 2.0 (2009). The definition of high potential students across intellectual, creative, social-emotional and physical domains expands the group of targeted students of earlier policies. Gagné's model has been adapted for NSW Public schools.



NHSPA utilises an ongoing, holistic identification process, which gathers and interprets student growth and achievement data such as ability and achievement in assessment results, class grades and reporting, teacher and parent nominations, and achievements in extracurricular activities, competitions and tests such as Best Start, NAPLAN (7 and 9), HSC minimum standards, VALID 8 and 10 as well as HSC results.

NHSPA is continually refining the student identification process in order to identify the individual abilities and needs of high potential and gifted students, as well as measure progress and support the development of effective teaching and learning programs. Some examples of this refinement include the development of the Literacy and Numeracy team and the High Potential and Gifted Education team to focus on how data can inform professional practices in these fields.

Underachievement that is identified can be referred to the Learning and Support Team where additional support can be tailored for the student needs including Individual Learning Plans.

STRATEGIES FOR MEETING THE NEEDS OF GIFTED STUDENTS

High potential and gifted students will not develop their potential without additional support and differentiated learning experiences. These experiences rely on research driven processes, adaptations to existing programs and relying on effective school leader and teacher professional judgement and wisdom.

NHSPA is committed to ensuring that:

- all students, regardless of background or personal circumstances, have access to learning programs that meet their learning needs and support their ability to aspire to, and achieve, personal excellence
- setting high expectations for 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
- different approaches and levels of adjustment and intervention are available to differing degrees of potential for individual students.

Curriculum

Whole School Pedagogical Approaches

- Project based learning
- Extension activities
- Opportunities for choice in tasks
- Differentiation of tasks
- Open ended tasks
- 4Cs; building creativity, communication, collaboration and critical thinking skills
- Use of Google Classroom for online resources, additional materials as well as communication
- Use of learning intentions and success criteria to frame lessons
- High leverage teaching strategies for Stage 6
- Teacher, peer and self-feedback strategies
- Performance opportunities

Classroom Learning Activities

- Peer led learning - student in role as teacher
- Inter-disciplinary focus and opportunities
- Practical workshop lessons
- Collaborative classroom discussions
- Self assessment and reflections
- Additional research and exploration tasks
- Student led experimentation
- Choice boards, allowing students to complete tasks according to their preferred interests or areas of expertise
- Activities focused on the creation of something new or original
- Use of digital responses to encourage multi-disciplinary answers (voice, image, prose, diagrams)
- Inclusion of 4C reflection and discussion strategies

Co-curricular

The Co-Curricular Program is the name given to all Dance, Drama, Music, Film and Technical companies and ensembles that run at the school. Entry into these programs is by audition.

The aim of the Co-Curricular program is to extend students' skill and experience beyond the curriculum in their chosen disciplines by enhancing their knowledge and skills in their performing arts area/s through additional performance opportunities. Co-curricular companies and ensembles represent Newtown High School of the Performing Arts at major international, state, regional and local festivals, prestigious public performances and the school showcase concerts throughout each year and the timing of these vary from faculty to faculty.

CURRENT RECOGNITION OF GIFTED STUDENTS

- Presentation day
- Assemblies, year meetings and presentation assemblies
- Newsletter - "The Voice"
- Showcase performances
- Selection to participate in the NHSPA gallery exhibitions
- Competitions – internal and external
- Leadership opportunities
- Commendation letters/merit system

CURRENT EXAMPLES OF OPPORTUNITIES AT NHSPA

Faculty/Area	Specific examples of how NHSPA offers opportunities for High Potential and Gifted Students
English	<ul style="list-style-type: none"> • Wide reading/Renaissance reading • English Extension I and II courses • Acting of plays • Presenting speeches • Film making • Public speaking • Premier’s Debating Challenge • Digital times Showcase elective
Maths	<ul style="list-style-type: none"> • Streaming classes in stage 4 and Stage 5 - 5.1 -5.3 • Mathematics Extension I and II courses • Mega Mathematics day to The University of Sydney • Mathspace - extension style questions • World of Maths Day • Rich Learning Tasks
Science	<ul style="list-style-type: none"> • Science club • University of Sydney excursions • STILE online learning platform • STEM excursions • Excursions to Symbio Wildlife Park, Taronga Zoo
HSIE	<ul style="list-style-type: none"> • History Extension course • Mock Trial team • Public speaking • HSIE libraries • HSC Student Conferences • USYD Excursion • Self directed creative tasks • Extension activities
TAS	<ul style="list-style-type: none"> • External partners including Grok (IST), Australian Institute of Accreditation (Hospitality), Sydney City Council, FarmWall and Indigigrow (Agriculture), UTS & Whitehouse (DT & Textiles & Design), some specific examples include: • Community garden project in partnership with SEED • Food Security in partnership with OZHarvest • Sustainability in Textiles and Design, Design and Technology and Food Technology • Collaborative partnership with VA & English - The built environment, changing landscapes and environmental impact • Collaborative partnership with Maths and PE - focusing on Aboriginal Education and enrichment of programs (TAS is embarking on a herb

	garden using aromatic indigenous plants with Indigrow)
Dance	<ul style="list-style-type: none"> • Auditioning students for selective Year 7 and 11 Dance intake. • Years 8-12 Classical Ballet courses. • Year 9 and 10 Dance Extension courses. • Co-Curricular Dance and Classical Ballet Program - entry via audition. • Showcase performances in semester I and II • Students represented in School Spectacular • Lighthouse Dance Project - 2 day senior program in tertiary Dance career pathways. • In The Spotlight Dance Festival - Performance extension opportunity. • State Dance Festival - Arts Unit selected • HSC Callback - exemplary HSC Dance student works. • USA Dance Tour - Biennial overseas tour providing further tertiary and career Dance opportunities. • Regular masterclasses and choreographed work opportunities led by Industry Professionals.
Music	<ul style="list-style-type: none"> • Auditioning students for selective Year 7 and 11 Music class intake. • Year 8 Musical Vitae • Year 9 and 10 Extension Music classes • Music 1, 2 and Extension courses in stage 6 • Songwriting, Like a Version and Digital Video Production courses • Auditioned ensembles including single stage ensembles (e.g Junior Choir) and mixed stage ensembles (e.g Symphony Orchestra) • Showcase performances in semester I and II, Concert seasons, Gala Finale (large scope projects) • Band Festival Competitions, Sydney Eisteddfod, ASBOF • State recognition in: Opera House, Town Hall, Manly Jazz festival, Cantabile Festival, Seymour centre performance, Arts Unit • Offering instrumental, vocal and theoretical tutoring • Professional links for students through visits from composers and performers • Industry workshops: APRA, Composition workshops • Cross collaborative projects eg school musical, Dance and Music performances
Drama	<ul style="list-style-type: none"> • Auditioning students for selective Year 7 and 11 Drama class intake. • Year 9 and 10 Extension Drama subjects • Arts Unit Drama Companies and Ensembles • Company program in Stage 4, 5 and 6 • Showcase performances in semester I and II • Gala Finale Performances • Student led and student directed performances • Director and Designer mentorships • Workshops with various organisations such as ITS and Physical Theatre

	<ul style="list-style-type: none"> • Certificate 3 Entertainment • Workshops and Masterclasses with NIDA • ATYP Partnerships and internships • Productions with Industry Professionals • Regional and State Drama Festival performances • Film festivals such as Bloodfest, Film by the city, Flicker festival and My State Film festival • Filming opportunities with Various Arts and Community organisations. • Industry Casting opportunities
Visual Arts	<ul style="list-style-type: none"> • Targeted Masterclasses • Targeted excursions e.g. Sydney Modern, White Rabbit Gallery • Opportunities to enter competitions and art prizes such as • Exhibition of work in the NHSPA gallery • NAS Intensive workshops • Showcase posters • Personal Interest Projects • Year 9 Photography course
PDHPE	<ul style="list-style-type: none"> • Extra curricular competitions and programs for individual and teams (Sydney East, NSW State and National Levels) • Sport trials for extracurricular sports. • Bstreetsmart • Coaching NHSPA primary school students • Before and after school training programs - new to 2023 Health and Movement Gym • Year 9 and 10 PASS elective subject • External providers for school sport allows students to further explore specialised movement options.
Languages	<ul style="list-style-type: none"> • Alliance Française excursions and Little Snail French Restaurant • Kwiziq Online French Subscription for senior classes and HPG students in Stages 4 and 5 • Tricolore Kerboodle Online Learning Platform (Interactive Language exercises) • University of Sydney NAFT HSC Study Skill Day • NAFT HSC Speaking Preparation Workshops
Library	<ul style="list-style-type: none"> • JSTOR, Artstor, Drama online- journal access • Digital and online magazines • Wheelers eBooks and audiobooks • Clickview • Mentoring and research for extension students • Literacy sessions to support faculty tasks
Wellbeing	<ul style="list-style-type: none"> • Learning and Support

	<ul style="list-style-type: none"> • Wellbeing program • Peer support program (Year 7) • School counsellor • School Support Officer • Role-playing club • LGBTQIA+ club • Transition programs Year 6 to 7 and 10 into 11)
Cross-curricular	<ul style="list-style-type: none"> • Showcase electives Year 9 • Sydney Park Project (Science, Maths, Dance and HSIE) • DEAN Project (Science, PDHPE, Maths, Dance)
Extra curricular	<ul style="list-style-type: none"> • Prefect-led newspaper • Debating • Public speaking • Writing competitions • Core and extension choirs • School Musicals • Students represented in the Arts Unit companies and ensembles
Mentoring	<ul style="list-style-type: none"> • Year 9 and 10 Mentoring program • Year 8/11 Coaching Program • Year 12 student/teacher mentor program • NHSPA students adjudicate and coach Newtown Public School debating • RAISE mentoring • AIME
Leadership	<ul style="list-style-type: none"> • Peer and self-nomination for: • S.E.E.D team • Prefects and school captains • House captains and vice-captains • Duke of Edinburgh • Peer support program (Year 10 students) • Performing Arts Leadership opportunities: Performing Arts Prefects, student conductors were appropriate, performance soloists (eg Town Hall performance), some ensembles with student leaders; choir section leaders, orchestral and SWE section leaders
Careers	<ul style="list-style-type: none"> • NHSPA Careers expo • University information sessions • Work experience opportunities/workshops • One-on-one career interviews • Career mentoring for future pathways • Scholarships • Early-entry mentoring of specific degrees

POLICY REVIEW

Reviewed in the Strategic Improvement Plan cycle 2020-24

REVIEW PROCESS

The Newtown High School of the Performing Arts High Potential Gifted Education policy will be evaluated within the Strategic Improvement Plan cycle through consultation with senior executive, staff, HPGE team, students forums, P&C (or other interested community members) and DoE HPGE team.

RESOURCES

- https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/high-potential-and-gifted-education/HPGE_Policy.pdf
- <https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/about-the-policy>
- <https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators>
- <https://schoolsnsw.sharepoint.com/sites/HPGEPL>
- <https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies#Table%20suggesting%20differentiation%20adjustment%20strategies>
- <https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/high-potential-and-gifted-education/survey-hpg-students-with-disability-2021.pdf>
- <https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/illustrations-of-practice>