



# Neutral Bay Public School

## High Potential and Gifted Students

Gifted students are those who have the potential for outstanding achievement that is above the expected level for students their age. These students are typically advanced in their development, and may demonstrate the capacity to think, learn, and work like students who are older (Ruthsatz et al. 2014; Leikin, Leikin & Waisman 2017) High potential and gifted students have a potential to learn and achieve at a level beyond their age peers, typically requiring less repetition to gain mastery and demonstrating greater depth and complexity of understanding. They are found in all cultural and socio-economic groups.

High potential and gifted students:

- vary in the nature and level of their abilities
- require different levels of learning and challenge across this range of ability
- may develop unequally – some areas of development can be significantly more advanced than others.

Potential exists along a continuum within one or more of the following areas – intellectual, creative, social-emotional, physical.

Regardless of their level of high potential or giftedness, these students require explicit teaching and learning experiences for maximum development of their talent.

### Identification of Students

Characteristics of high potential and gifted students become apparent from an early age. Silverman (1993) provides a useful generalisation of their intellectual and associated personality characteristic of these students group. Please note that not all of these features are exclusive, but such students possess them to a greater degree. Not all students will display all of these characteristics, all of the time.

Intellectual Traits may include	Personality Traits may include
<ul style="list-style-type: none"><li>• Exceptional reasoning ability</li><li>• Intellectual curiosity</li><li>• Rapid learning rate</li><li>• Facility for abstraction</li><li>• Complex thought processes</li><li>• Vivid imagination</li><li>• Early moral concern</li><li>• Passion for learning</li><li>• Powers of concentration</li><li>• Analytical thinking</li><li>• Divergent thinking/creativity</li><li>• Keen sense of justice</li><li>• Capacity for reflection</li></ul>	<ul style="list-style-type: none"><li>• Insightful</li><li>• Need to understand</li><li>• Need for mental stimulation</li><li>• Perfectionism</li><li>• Need for precision/logic</li><li>• Excellent sense of humour</li><li>• Sensitivity/empathy</li><li>• Intensity</li><li>• Perseverance</li><li>• Acute self-awareness</li><li>• Nonconformity</li><li>• Questioning rules/authority</li><li>• Tendency to introversion</li></ul>

### How can I tell if my child is gifted?

Agreement about what 'gifted' means is not easily reached, although it is generally accepted that a high potential and gifted student has the potential to perform in one or more domains of ability at a superior level, compared with students of the same age. Possible domains of ability are intellectual, creative, social-emotional and physical.

A student may demonstrate characteristics that are associated with giftedness long before he/she begins school. Research shows that, in the early years, parents and caregivers are the best judges of their child's abilities. Early predictors of potential in a high potential or gifted child may include:

- curiosity
- advanced/refined development of either gross or fine motor skills
- quick assimilation of knowledge, early vocalising, and sentence complexity
- creativity in activities, including questioning and problem-solving

Some or many of these attributes may be demonstrated in the following ways:

- concentration and interest in reading, listening and writing
- interest in number and time concepts
- sophisticated sense of humour
- preference for the company of adults and older children
- accurate recall
- impatience with limitations, repetition and injustices
- superior organisational/categorising skills
- knowledge of cause and effect, and ability to make inferences at an early age

### **How are identified students catered for?**

Schools are encouraged to identify high potential and gifted students in consultation with parents/caregivers, school counsellors and other members of the school community. Teachers contribute information to the school-wide identification program from a variety of sources. A learning environment that incorporates creativity and challenge is an important source of information about students' abilities. Challenging provisions should be maintained as a daily routine for gifted and talented students.

Current best-practice in school-based identification and assessment is to use multiple measures – a mix of qualitative, quantitative, objective and observational methods. Identification processes ensure that multiple criteria are used and tracking of students ensures that there is a smooth transition as a student progresses through their school years by ensuring that appropriate learning and social provisions are in place. Identified students are placed with like-minded peers and their classroom teacher supports their learning through appropriate curriculum differentiation, extension and enrichment activities and compacting where appropriate.

Beyond the classroom, the school provides a wide range of enrichment programs. These include:

- Junior, Senior and Bay Choirs
- Junior, Senior and Concert Bands
- Debating competitions (Grades 5-6)
- Chess
- Academic competitions such as the University of NSW competitions in English, maths, science, spelling, and writing (Grades 3-6)
- School band, music tuition and performances
- Public speaking competitions (Grades K-6)
- Maths Challenge (Grades 5 & 6)
- Visual Arts Camp
- Debating Camp
- Band Camp
- Student leadership in School Representative Council (Grade 6)
- Student leadership of Peer-Support (Grade 6)
- PSSA summer and winter sport teams (Grades 5-6)
- State knockout competitions—Teeball, Netball, Soccer and Tag (Grades 5-6)
- Zone athletics, swimming and cross country competitions (Grades 3-6)
- Performing Arts festival (Grades 5-6)
- School Concerts and Performance Groups (Grades K-6)
- Premier's Spelling Bee (Grades 4-6)
- Opportunities for regional sporting representation