

Title	Gifted and High Potential Students Guide
Description of guide	This guide outlines the roles and responsibilities of Catholic Education Archdiocese of Canberra & Goulburn (CECG) in implementing procedures and appropriate educational provisions and strategies to meet the needs of all gifted and high potential students.
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1. Summary

- 1.1 This guide outlines the procedures, roles and responsibilities of Catholic Education Archdiocese of Canberra & Goulburn (CECG) when providing appropriate educational provisions and strategies to meet the needs of all gifted and high potential students.
- 1.2 This guide applies in all CECG schools.

2. Gifted and High Potential Students Guide

- 2.1 CECG recognises that there are students who have very high general ability across the curriculum (gifted) or who have high potential in a specific area such as drama, dance, sport, art, music or leadership. Through effective collaboration, these students may be identified, challenged, and supported to ensure they develop and progress at an appropriate pace.
- 2.2 All schools in the CECG demonstrate their commitment to learning through policies and practice that recognise the needs of all students, ensuring that no ceiling is put on achievement.
- 2.3 There is recognition of the individualised needs of more able, gifted, and/or high potential students that are evident in curriculum, teaching and learning, and assessment practices.
- 2.4 In schools where there are well-defined and effectively implemented policies, the achievement of all students, including those who are more able, gifted and/or high potential, is raised through higher expectation amongst staff and young people themselves.

3. Procedures

- 3.1 Gagné's (2009) differentiated Model of Giftedness and Talent (DMTG 2.0) informs the educational approaches and definitions contained in this guide.
- 3.2 Gagné's model affirms the importance of teachers in supporting more able, gifted and/or high potential students. If a high potential or gifted student is underachieving, the model suggests teachers are well placed to identify the cause of the underachievement and design appropriate interventions. Similarly, the model provides educators with pathways to support talent development that encourages students' development.
- 3.3 CECG recognises more able, gifted and/ or high potential students as having unique educational needs. CECG also acknowledges that more able, gifted and / or high potential students require teachers to design their teaching and learning around what they know about their students and their students' unique characteristics as learners.
- 3.4 CECG is committed to ensuring that the needs of more able, gifted and/ or high potential students are met through enriched learning experiences that are imaginative, creative, stimulating and challenging.
- 3.5 Where formal measures, such as psychometric assessments, general reasoning, or other specialised approaches, are required for the screening and identification of gifted and high potential students, the CECG Allied Health team may support the school team through the following:
 - choice of specialised approach tailored to meet the needs of the student
 - assistance to plan and administer the most suitable approach,
 - interpretation and communication of the results to parents, teachers, students and relevant personnel, as agreed by all parties.

- 3.6 School Principals, through the Classroom Support Team, are responsible for developing and communicating the processes to parents, teachers, students, community members and relevant professionals for identifying and meeting the needs of all more able, gifted and/ or talented students in the school and ensure that the information is available upon request, or as appropriate.
- 3.7 School Principals may nominate a contact Teacher for all enquiries from parents, students and the wider community about the school's approach to, and advice on, meeting the needs of more able, gifted and/ or high potential students. This may be either the Classroom Support Teacher, another designated school staff member, or a member of the school Leadership Team.
- 3.8 Schools may use a school-based case management approach in supporting the intellectual, physical and emotional development of more able, gifted and/ or talented students and ensure the following are engaged in the process where appropriate:
- parents/carers
 - teachers / coordinators
 - students
 - psychologist
 - other professionals associated with student learning or development as necessary.
- 3.9 A Personalised Plan (PP) will be provided when:
- the case management process recommends the development of a PP
 - a student is identified as having dual exceptionalities – twice exceptional students must be provided with support, including reasonable adjustments for disability, to allow them to participate in their education on the same basis as gifted students without disability.
- 3.10 Schools will develop and implement a transition process that supports more able, gifted and high potential students as they progress through their schooling.
- 3.11 Principals are responsible for addressing the professional learning needs of teaching staff to understand and allow provision for more able, gifted and high potential students.
- 3.12 CECG will monitor the implementation of this policy through analysis of:
- national, local and school data - attainment and value-added data
 - progress, detailed in school reviews – review of data by the leadership team of the school and the CECG Inclusive Practices and Teaching and Learning teams
 - the range and quality of professional learning and training opportunities offered to schools
 - school improvement plan priorities and resourcing priorities
 - classroom observations supported by the Inclusive Practices and the Teaching and Learning teams
 - teacher and parent survey responses
 - review of take-up of professional learning opportunities and evaluations.

Roles and Responsibilities

Stakeholder	Responsibilities
Catholic Education Office	<ul style="list-style-type: none"> • Provide strategic support for schools to ensure programming for more able, gifted and high potential students. • Monitor and evaluate provision for more able, gifted and high potential students in Systemic Catholic schools. • Work alongside schools in the collation and analysis of data for more able, gifted and high potential students from each school. • Review policy on Gifted and High Potential students. • Support schools in setting targets for gifted and high potential students. • Support schools in the development of appropriate differentiation for gifted and high potential students through a case management model. • Raise the profile of gifted and high potential students in Catholic Education. • Encourage schools to nominate students to become engaged in external activities that support gifted and high potential students. • Promote the personal and social welfare of gifted and high potential students, including through the use of learning mentors and other targeted programs. • Provide specific resources (Literacy, Numeracy, STEM) to support provision for gifted and high potential students.
Schools	<ul style="list-style-type: none"> • Ensure the personal and academic needs of gifted and high potential students are met through a carefully structured whole-school framework. • Nominate a Gifted and High Potential Leader in the school to oversee the school's provisions to monitor and support the progress gifted and high potential students in association with the whole staff. • Agree and establish an identification procedure in school to identify students to create a Gifted and high potential Register which is representative of the school's cohort. • Monitor and evaluate the effectiveness of gifted and high potential whole-school provision. • Have in place a school gifted and high potential education strategy which is a contextualised version of the CECG guide. This should also be reflected in subject and departmental policies. • Set goals on the students Personalised Plan for gifted and high potential students in line with whole-school goal setting. • Consider a range of whole-school learning and teaching strategies for provision for gifted and high potential students. • Be student-centred, taking account of student's own interests, learning styles and cultures. • Provide a safe and secure, learning environment where risk-taking in learning is valued. • Promote opportunities for gifted and high potential students to participate in extended schools' projects, i.e. enrichment activities outside the school: challenge days, master class, competitions, extra-curricular activities, (Gifted

	<p>Education Research, Resource and Information Centre) GERRIC Summer Schools</p> <ul style="list-style-type: none"> • Encourage the creative use of learning spaces as an effective resource. • Encourage students and their families to become members of organisations such as GERRIC, AAEGT (Australian Association for the Education of the Gifted and Talented), and other such organisations • Carry out evaluation of capacity to address the needs of gifted and high potential students. • Promote the personal and social welfare of gifted and high potential students, including through the use of learning mentors. • Establish partnerships with parents/ carers to support gifted and high potential students, to inform and ensure their views and concerns are taken into account. • Ensure that the needs of gifted and high potential students are recognised in staffing, resources, room allocation and timetabling, and to use existing expertise to enhance provision.
Parents/Carers	<p>Parents and carers support their child by:</p> <ul style="list-style-type: none"> • Ensuring the effective transfer and transition of their gifted and high potential students by ensuring schools receive all relevant information, including any assessments undertaken by the family. • Collaborating with outside agencies that provide guidance, ideas, and support for gifted and high potential students. • Aiding in the identification of students e.g. on enrolling a child into school. • Supporting their gifted and high potential child by providing opportunities for her/him to attend extra-curricular activities. • Being aware of the school policy and support learning goals established on the Personalised Plan. • Recognising and sharing in the celebrations of achievement.

4. Definitions

- 4.1 **Acceleration** is a developmentally appropriate placement process to advance students' academic enrolment ahead of their chronological peers in one or more subjects or by one or more whole learning years.
- 4.2 **Case Management** is a coordinated and collaborative team approach to the identification and development of appropriate strategies and provisions for more able, gifted and talented students.
- 4.3 **Curriculum** is the documented program of study implemented by schools, this being the Australian Curriculum for ACT schools and the NSW Syllabus for the Australian Curriculum in NSW schools.
- 4.4 **Curriculum differentiation** is the teacher's response to each student's needs. It involves adjustments to the curriculum in the areas of content, process, product and/or learning environment to meet the needs of a student, or students.

- 4.5 **Developmentally appropriate** programs refer to provisions and strategies that cater for the intellectual, physical and emotional needs of more able, gifted and talented students. Provisions and strategies may include but are not limited to one or more of the following: differentiated curriculum that supports enriched learning; counselling; acceleration options; environmental adjustments; partnerships with external agencies, and grouping.
- 4.6 **Dual Exceptionality (Twice-exceptionality)** refers to more able, gifted students who also present with; one or more specific learning difficulties; physical, emotional or behavioural disabilities; or other factors which may impair performance and mask high potential and or achievement.
- 4.7 **Early Entry** is a placement process for students who demonstrate readiness for formal schooling earlier than the usual school commencement age.
- 4.8 **External Agencies** are community-based organisations and / or NDIS providers that provide educational opportunities and programs for students.
- 4.9 **Gagné’s Differentiated Model of Giftedness and Talent** provides research-based definitions of giftedness and talent that have a logical connection to identification, and curriculum programs. Gagné makes a distinction between innate or natural abilities (giftedness) and the superior mastery of systematically developed abilities in at least one field of human endeavour (talents).
- 4.10 **Giftedness** refers to a student’s outstanding natural abilities or aptitudes, located in one or more domains: intellectual, creative, social, perceptual or physical, and recognises the diverse abilities of students Giftedness places a student in the top 10% of same age peers (Gagne, 2009).
- 4.11 **Gifted and high potential students** are those that display a selection of characteristics, across home and school contexts, that are significantly above the average level for their age. There is no universally accepted definition for ‘gifted and talented students’ but research supports the benefits of appropriate interventions and adjustments for students in this category to reach their full potential. (Gagne, 2009).
- 4.12 **Identification** refers to the measures used to:
- locate the student’s domain(s) of giftedness (intellectual, creative, social, perceptual, and/or physical -muscular or motor control).
 - describe the student’s fields of talent (academic, musical, investigative, artistic, social, enterprising, environmental, spiritual).
- 4.13 **More able students** refers to those who work consistently above age-related expectations as defined in the Australian Curriculum and NSW Syllabus for the Australian Curriculum and can apply their skills and knowledge. This group is likely to comprise around 30% of the school’s cohort.
- 4.14 **Personalised Plan (PP)** identifies the student’s individual needs, goals and priorities for learning. A PP is designed by teachers in collaboration with parents/carers, relevant professionals and the student, to inform the planning, delivery and evaluation of the student’s personalised learning program. PPs are regularly monitored and evaluated.
- 4.15 **High Potential** refers to a student’s outstanding performance in one or more fields of human activity: academic, technical, scientific, technological, arts, social service, business operations, or sports and athletics. (Gagne, 2009)

5. Related Documents and Legislation

5.1 Related CECG Documents:

- [Enrolment Policy](#)
- [Curriculum Policy](#)
- [Supporting Students with Additional Needs Policy](#)
- [Accelerated Progression and Retention of Students Policy](#)
- [Assessment Policy](#)

5.2 Related legislation or Standards

- [Australian Association for the Education of the Gifted and Talented Ltd](#)
- [Australian Curriculum: Student Diversity](#)
- [Gifted and Talented Education Professional Development Package for Teachers](#)
- [Gifted Education Research, Resource and Information Centre \(GERRIC\)](#)
- [Supporting the Social and Emotional Needs of the Gifted \(SENG\)](#)
- [Gagne's Model of Differentiation](#)
- [The 6 Profiles of Gifted Learners - Maureen Betts and George Neihart 2017](#)

6. Contact

6.1 For support or further questions relating to this policy, contact the CECG Disability, Inclusion and Wellbeing Service Area.