



Malabar Public School

High Potential and Gifted Education

2025 HIGH POTENTIAL AND GIFTED EDUCATION MALABAR PUBLIC SCHOOL

SUMMARY

At Malabar Public School we aim to set high expectations for all our students, this includes providing challenging and diverse opportunities that extend our High Potential and Gifted students across **four domains: Intellectual, Creative, Physical, and Socio-emotional**. Fundamental to the NSW Department of Education (DET) policy are issues of equity and excellence.



High Potential and Gifted students at Malabar are provided with a range of planned learning opportunities both **within class** and as part of **specialist programs or development opportunities**. Classroom teachers provide rich and challenging extension/enrichment tasks built on the core KLAs (Key Learning Areas). Teachers also effectively use **explicit teaching** and **differentiation** within class to cater for the learning needs of all students. In addition to this, enrichment and extension opportunities are provided as part of withdrawal programs and before/after school or voluntary activities.

Assessment and data are used at Malabar in an on-going manner to inform learning and teaching across all domains of learning. This data is utilised by classroom teachers to effectively meet the needs of High Potential and Gifted students through in the classroom, as well as guiding enrichment opportunities within our school.

To obtain further information and details, please refer to the NSW Department of Education High Potential and Gifted Policy (HPGE).



Malabar Public School

High Potential and Gifted Education

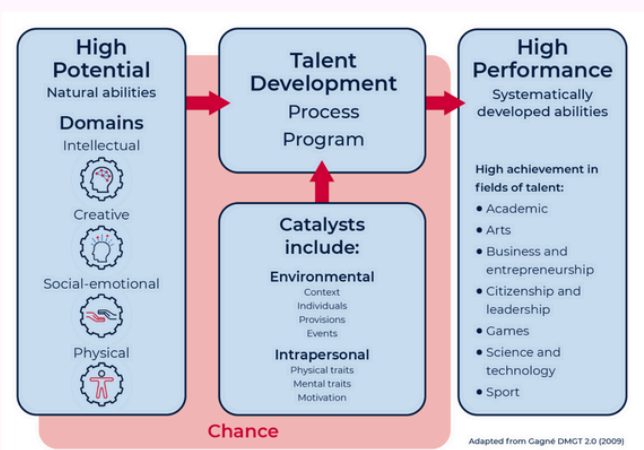
HIGH POTENTIAL AND GIFTED EDUCATION MALABAR PUBLIC SCHOOL

At Malabar Public School we aim to set high expectations for all our students, this includes providing challenging and diverse learning opportunities that extend our High Potential and Gifted students across four domains: Intellectual, Creative, Physical, and Socio-emotional domains.

Fundamental to the policy are issues of equity and excellence. High Potential and Gifted students across all domains have an **advanced learning capacity** compared to same-age students and, as a result, require talent development opportunities and differentiated teaching and learning practices to ensure their specific learning needs are met.



DEFINITION



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

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

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 well-being needs.

TEACHER RESPONSIBILITIES

- 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.
- 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.

PROVISIONS FOR HIGH POTENTIAL & GIFTED STUDENTS

High Potential and Gifted students are provided with a range of planned learning opportunities both **within class** and as part of **specialist programs and development opportunities**. Classroom teachers provide rich and challenging extension tasks built on the core KLAs (Key Learning Areas) including Mathematics and English. Teachers also effectively use explicit teacher and differentiation within class to cater for the learning needs of all students. In addition to this, **enrichment, extension and development** opportunities are also provided at Malabar targeted at the four domains. These include:

Intellectual

- **LEEP classes** - enrichment classes for students are chosen based upon the results of standardised cognitive ability tests (AGAT and CogAT).
- **Maths Groups** - ability groups based upon assessment data aimed at enriching and extending students in mathematics.
- **Maths Olympiad and Maths Games** - Mathematics competitions for selected Stage 2 and Stage 3 students.
- **Premier's Spelling Bee** - Selected students are chosen to represent the school at an inter-school Spelling competition run by the NSW Department of Education.
- **Chess Club**- lunch time club provided by external providers.
- **French/Chinese class**- morning lessons provided by external providers.
- **Coding Class**- morning lessons provided by external providers.

Physical

- **PSSA Sport**
- **Zone, Regional and State Sports Carnivals**
- **Bob McCarthy Cup**
- **Golf Tournaments**
- **External Sport Providers:** tennis, yoga, gymnastics, soccer, rugby league.

Creative

- **Junior and Senior Band** - program provided by external providers.
- **Keyboard and Guitar Lessons** - program provided by external providers.
- **Choir** - morning club provided by parent volunteer.
- **Malabar's Got Talent** - talent competition run by parent volunteers.
- **Art** - external art competitions for students to enter and Artist of the semester.
- **Art Club** - lunchtime.

Socio-emotional

- **Public Speaking Competitions** - selected students are chosen to represent their school at Inter-school competitions.
- **Green Warriors** - leadership opportunity offered to selected students to assist with green initiatives.
- **SRC** (Student Representative Council) - leadership opportunity for students.
- **Library Monitors**
- **Year 5 Buddies**
- **Debating**
- **Gardening**
- **Leadership Opportunities for Year 6**
- **Peer Support**

IDENTIFICATION PROCEDURES: INTELLECTUAL DOMAIN

Assessment and data are used at Malabar in an on-going manner to inform learning and teaching across all domains of learning. This data is utilised by classroom teachers to effectively meet the learning needs of High Potential and Gifted students through **differentiation in the classroom** as well as **guiding enrichment** opportunities within our school.



Identification procedures of High Potential and Gifted students should be an equitable, objective, reliable and valid. A mix of quantitative (internal and external assessment data) and qualitative data (subject judgement) will be considered by teachers in the classroom. However, the main selection criteria for the LEEP enrichment groups will lie within more objective domains, particularly through cognitive ability tests. This is to ensure that we identify and include students of diverse backgrounds and those who are gifted but underachieving.

QUANTITATIVE DATA

COGNITIVE ABILITY TESTS - ASSESSMENT OF ABILITY

AGAT

The ACER General Ability Tests (AGAT-1 & AGAT-2) is a series of tests designed to assist teachers of students in their assessment of students' general reasoning ability.

CogAT

The Cognitive Abilities test (CogAT) measures students' Verbal, Quantitative, and Nonverbal figural reasoning abilities. The CogAT provides:

- High reliability and validity, ensuring educators can trust the results, even for high-stakes decision-making
- An ELL-friendly test construction, providing equity and fairness

ASSESSMENT OF ACHIEVEMENT

- Progressive Achievement Tests (PAT) - Reading, Numeracy, Spelling
- Essential Assessment: Mathematics
- School based assessments across KLAs

PSYCHOMETRIC ASSESSMENTS

- Assessment undertaken by a qualified psychologist.

QUALITATIVE DATA

- Teacher Identification of potential/giftedness : Teacher Checklist* and supporting academic achievement data.
- Parent Identification of potential/giftedness : Parent Checklist* and supporting data (e.g. psychometric assessment by a Psychologist).

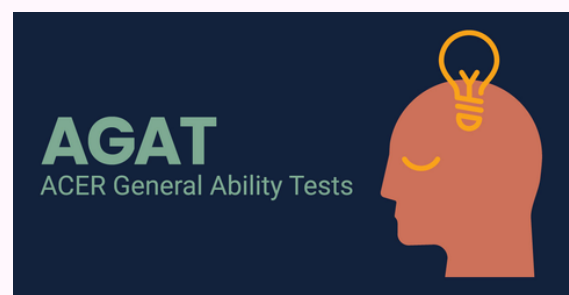
*Caroline Merrick, 2004 Adapted from Gross, MacLeod, Drummond & Merrick (2001); Clark (1983) and Baska (1989).

LEEP ENRICHMENT CLASSES

LEEP (Learning Enrichment and Extension Programs) is an enrichment class which aims to provide a specialised learning environment that enhances and broadens the curriculum, catering to the specific learning and well-being needs of identified High Potential and Gifted students. The school will form **one** enrichment class in Stage 1 (Year 1/2), Stage 2 (Year 3/4), and Stage 3 (Year 5/6). Each week, students will be taken out of class for one session, with the aim to enrich students' learning in a wide range of subjects and encourage enthusiastic participation.

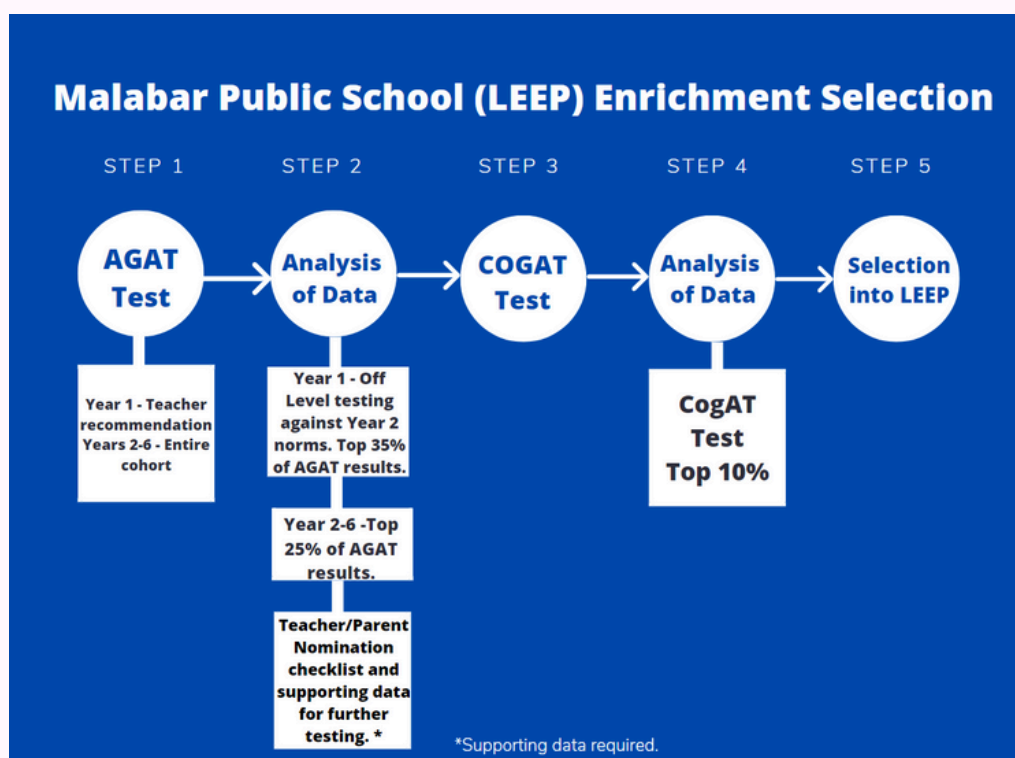
Each year, students in Year 1-6 will undertake the AGAT test. AGAT is a general ability test that offers valuable insights into students' reasoning skills across 5 diverse strands (abstract, kinetic, numerical, spatial and verbal) and provides rich insights into their cognitive abilities.

Selected Year 1-6 students who perform well in the AGAT (see below for criteria) will then undertake the CogAT test. CogAT or the cognitive abilities test, is an assessment used to measure the cognitive abilities of children in grades K- 12, ages 5-18. It is a standardized, aptitude test that measures a student's ability to think and solve any given problem. The Cognitive Abilities Test (CogAT) is a multiple choice test written by Dr. David F. Lohman and provided by ACER Australia. It is administered by the school to selected students and is used to measure cognitive development among children and is often used to identify gifted children. The CogAT is made up of three sections (Verbal Battery, the Quantitative Battery, and the Nonverbal Battery) and 9-sub tests. Students who score in the **top 10% of the COGAT** (Verbal Battery, the Quantitative Battery, and the Nonverbal Battery) will then be invited to participate in the LEEP Program.



LEEP: SELECTION CRITERIA

- Selected students (recommended by their Kindergarten classroom teachers) will undertake the off-level **AGAT -1** test. Students who score in the **top 35% of the AGAT-1 test** will then take the **CogAT test**.
- Students in Year 2 to Year 6 who test in the **top 25% of the AGAT test** will then take the **CogAT test**.
- Year 2 to 6 students who do not qualify for the CogAT can be **recommended for CogAT testing by their Classroom Teacher**. Classroom teachers need to fill in a Teacher checklist [Adapted from Gross, MacLeod, Drummond & Merrick (2001), Clark (1983)] for the child and they also need to include **Class data** to support their recommendation (e.g. Pat-M, Pat-R, SENA, Check In etc.)



- Students who do not qualify can be recommended for CogAT testing by their parents. Parents need to fill in a Parent checklist for their child and they also need to attach an external assessment to support their application (e.g. Psychometric assessments undertaken by a Psychologist).
- Students who perform in the top 10% of the CogAT (Verbal Battery, the Quantitative Battery, and the Nonverbal Battery) will be selected for their stage LEEP group.**
- Selection of students will be based on analysis of data by the Principal, a member of the executive team and the High Potential and Gifted Co-ordinator.
- This policy will be reviewed annually in line with DET policy and best practice.

THE EQUITY PLACEMENT MODEL

The Equity Placement Model helps make access fairer for more high potential and gifted students in our community. We know that some high potential and gifted students are missing out because they experience educational disadvantage. These include students from the below groups:

- students from low socio-educational advantage areas
- Aboriginal and/or Torres Strait Islander students
- students from rural and remote locations
- students with disability.

Taking into account the Equity Placement Model, students may be offered a place if their test performance is **within 10%** of the accepted AGAT and COGAT scores.

