



# Fulham North Primary School

Through knowledge to Wisdom

## High Intellectual Potential (HIP) Policy

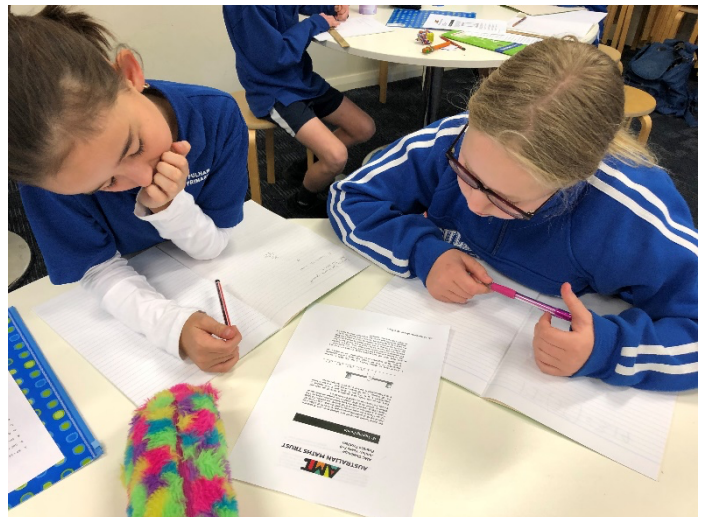
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### 1 PREAMBLE

The following guidelines for identification of, and provision for, students with high intellectual potential at Fulham North Primary School have been developed in line with the Department for Education 'Curriculum, Pedagogy, Assessment and Reporting: Early Childhood Services to year 12' Policy and the associated guidelines, from where all following quotes were sourced. This policy details site specific information for staff and families of Fulham North Primary School and was developed in 2020 after 2 years of action research by educators at Fulham North Primary School.

Fulham North Primary School recognises that *'students who possess exceptional and unique abilities, talents and interests learn at a pace and depth that sets them apart from their age peers and require modifications to their teaching and learning experiences so that they become confident, independent and self-directed learners.'*

Fulham North Primary School recognises that *'giftedness is not always visible and easy to identify. Its visibility can be impacted by cultural and linguistic background, gender, language and learning difficulties, disability, socio-economic circumstance, location and lack of engagement in curriculum that is not matched to the learner's abilities.'*



Staff at Fulham North Primary strive to:

- Provide the resources, support structures and processes to identify students with high intellectual potential. Work in partnership with students, families and the community to optimise learning outcomes for all students with high intellectual potential through a multifaceted approach to identification and support.
- Identify students with high intellectual potential as early as possible.
- Support and challenge students with high intellectual potential through classroom methodologies and specific differentiation and enrichment programs.
- The principal may approve accelerated learning for identified Exceptionally Gifted students as appropriate to their learning needs.

### 2 DEFINITIONS

<b>'Student'</b>	means any student enrolled at the school
<b>'School'</b>	Fulham North Primary School
<b>'Teachers'</b>	Includes any teachers
<b>'Leadership'</b>	means the Principal, management and the leadership group.
<b>'Parents'</b>	means any parent, carer or legal guardian



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### 3 HIGH INTELLECTUAL POTENTIAL AND GIFTEDNESS

At Fulham North Primary School **High Intellectual Potential** refers to students who require support in addition to that which classroom teachers can reasonably provide through differentiated learning in the classroom, in order to fulfil their intellectual potential.

**Giftedness** is a subset of high intellectual potential. Psychology uses the following very specific terms which are correlated to IQ; Moderately, Highly, Very Highly, Exceptionally and Profoundly Gifted.

At Fulham North Primary School we use the term High Intellectual Potential to describe students who qualify for the HIP Program. We do not use the word Gifted. Not all students who enter the HIP program will be “gifted” in the context of the word’s explicit use in the field of Psychology. The word gifted has cultural associations that are not always beneficial for the child, one of which is its static nature, for example, “*She is gifted therefore she can do everything easily.*” or “*I am gifted therefore I can do everything easily.*” The term High Intellectual Potential focusses instead on the dynamic nature and struggle that is the reality for children who present in the top %10 to %15 of our school’s academic bell curve.

The HIP program will nominally apply to the top %10 to %15 of students at Fulham North Primary School. This percentage will capture all students with verified or unverified giftedness as well as those students whose academic achievement indicates that, with the support of the HIP Program, they have the potential to extend themselves beyond what is possible in the classroom. Inclusion in the HIP program needs to be considered for students whose academic record, asynchronicity, or social and emotional issues are congruent with high intellectual potential and require support **in addition to what can be reasonably provided through differentiated learning in the classroom.**





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### 4 IDENTIFICATION AND ENTRY

At Fulham North Primary School students with high intellectual potential are identified as a result of observations and information from a range of sources.

Formal strategies may include:

- Standardised Assessments of cognitive (intellectual) development and ability that can only be administered by psychologists. Students identified as gifted in psychologists' reports will require One Plans.
- Administration of standardised psychometric assessments such as the Ravens 2 by a qualified teacher.
- Results of school administered standardised achievement tests such as NAPLAN, Brightpaths, PAT testing and off level tests. (tests designed for older students within the school)
- Department for Education Parent/Caregiver and Educator Gifted and Talented Checklists. These describe *'cognitive and affective (social-emotional) traits and characteristics and give examples of how these may be displayed (not only through positive behaviors).'*
- MENSA test results.

Informal strategies may include:

- Observation of children's behaviors, play interests and a history of their early development.
- Teacher and /or parent observations and anecdotal notes.
- Cumulative school history.
- Parent/caregiver interviews.  
*'Parents/caregivers are a valuable source of information and are essential to gain a whole picture of their child. No one knows a child better than their parent/caregiver. Significant traits and areas of advanced development can be readily observed in young children and it is the parent/caregiver who is the 'keeper' of this information. For example, early development of speech and movement are strong predictors of high intellectual ability and occur long before school entry.'*
- Student interest surveys, self-reports, student recommendations and student interviews.
- Academic competition results such as ICAS, AMT Maths Challenge, BEBRAS.

The following outlines the process families and staff at Fulham North will take to identify students. Copies of this policy should be made available to new families.

### 5 IDENTIFICATION PROCESSES FOR ENTRY TO THE HIP PROGRAM

Identification of students who may benefit from inclusion in the HIP Program requires a multifaceted approach. Parents, staff and leadership all have a role to play. The following processes are the three pathways by which children at Fulham North Primary School can be identified for inclusion in the HIP Program.

#### Identification Process for Parents/Caregivers

1. **A Parents/Caregiver's** observation of their child leads to a consideration of applying for entry to the program for students with High Intellectual Ability. (HIP)
2. **Parents/Caregivers** initially arrange to meet with their child's classroom teacher to discuss their child's needs and potential. In these meetings the **teacher** will consider whether the student may have high intellectual potential, asynchronicity, or social and emotional issues congruent with high intellectual potential that **require support in addition to what they can reasonably provide through differentiated learning in the classroom.**
3. Meetings with the Principal and/or the HIP teacher may follow.



4. **Parents/Caregivers** collect application paperwork from the HIP teacher via email, in person or from the Front Office. This will include;
  - ◆ A copy of this policy.
  - ◆ Application checklist
  - ◆ *Early Years Gifted and Talented Checklist (for students in Junior Primary years)*  
or
  - ◆ *Parent/Carer and Educator Gifted and Talented Checklist (for students in Primary years)*
5. Upon receipt of parent paperwork, the **HIP teacher** will provide a copy of the relevant checklist to the child's classroom teacher to complete. Teachers complete and return to the HIP teacher.
6. **Parents** complete their relevant checklist, compile any other relevant information such as psychology reports, competition results etc and deliver to the HIP teacher via email or the Front Office.
7. The **HIP teacher** facilitates consideration of the application with the classroom teacher, Principal and any other relevant staff.
8. The **HIP teacher** compiles all relevant data and information and prepares a report for the Principal.
9. The Principal approves the decision and is the final arbiter.
10. The school contacts **Parents/Caregivers** via letter. If required, a meeting is arranged to discuss the results of the application process.

### Identification Process for Leadership and HIP Teacher

1. The **HIP teacher** works with teachers to develop a watch list of potential students with high intellectual potential and actively works with all stakeholders (parents, teachers, students) toward gathering a body of evidence to support inclusion in the program.
2. **Leadership** needs to assess the potential of any new students to the school in every year level on entry and inform parents of the HIP Program.
3. **Leadership** or the **HIP teacher**, when approached by parents/caregivers, ensures that they have already initiated a meeting with their child's classroom teacher.
4. The **HIP teacher** receives completed documentation-
5. The **HIP teacher** collects school data-, speaks to relevant teachers and leadership, reviews all documentation and presents a defensible recommendation to the Principal.
6. The **Principal** approves the decision and is the final arbiter.
7. The **Parents** are informed via letter. If required, a meeting with the HIP teacher and/or leadership may take place.
8. Entry to the Mini HIP Program, for Foundation to Year 2 students, requires a Ravens 2 Assessment conducted by the school, or a Giftedness verification provided by a psychologist. Failure to qualify for the Mini HIP Program does not preclude children from possible entry to the HIP Program for Year 3 to 6 students at a later date.
9. The **HIP Teacher** will conduct a Ravens 2 Screening assessment of all Year 2 students during Term 1 to identify any students not observed by parents or teachers to be students with high intellectual potential.



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### Identification Process for Classroom and Specialist Teachers

1. The **teacher** may be approached by a parent/caregiver to discuss their child's potential. They use their professional judgement to assist the parent in their deliberations.  
or,
2. The **teacher** themselves consider their student may have high intellectual potential, asynchronicity, or social and emotional issues congruent with high intellectual potential that require support **in addition to what they can provide through differentiated learning in the classroom.**  
**Classroom teachers** need to assess the potential of any new students arriving throughout the year.
3. The **teacher** discusses their view with the **HIP teacher**. To assist them to focus their assessment of the student, they complete the *Early Years Gifted and Talented Checklist (for students in Junior Primary years)* or the *Parent/Carer and Educator Gifted and Talented Checklist (for students in Primary years)*
4. The **classroom teacher** contacts the parent/caregiver to continue the identification process.
5. The **classroom teacher** provides the **HIP teacher** with their completed checklist.
6. Parents/Caregivers collect application paperwork from the **HIP teacher**.  
This will include;
  - ◆ A copy of this policy.
  - ◆ Application checklist
  - ◆ *Early Years Gifted and Talented Checklist (for students in Junior Primary years)*  
or
  - ◆ *Parent/Carer and Educator Gifted and Talented Checklist (for students in Primary years)*
  - ◆ *Consent form to conduct a Ravens 2 Assessment*
7. Parents complete their relevant checklist, compile any other relevant information such as psychology reports, competition results etc and deliver to the **HIP teacher** via email or Front Office.
8. The **HIP teacher** compiles all relevant school data and information and prepares a report for the Principal.
9. The **HIP teacher** facilitates consideration of the application with the **classroom teacher**, Principal and any other relevant staff.
10. The Principal approves the decision and is the final arbiter.
11. The school contacts **Parents/Caregivers** via letter. If required, a meeting is arranged to discuss the results of the application process.





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### 6 DIFFERENTIATION The HIP Program

Differentiation for students in the HIP Program will be negotiated and based on the individual student's needs. Differentiation strategies may include;

- Enrichment/extension programmes such as the HIP Day Courses and Mini HIP lessons.
- Social and emotional skills development programs such as What's the Buzz, tailored to specific issues faced by students with high intellectual potential.
- Participation in competitions which stretch intellectual capacity, such as The AMT Maths Challenge, BEBRAS and ICAS.
- Individual classroom contracts with modifications in content, processes and product.
- Student Design, Inquiry Based Learning, Creative Problem Solving and Higher Order Thinking Skills and teaching integrated in classroom programs.
- Early entry, Subject or Year level acceleration for identified High and Exceptionally gifted students, as determined by the **Principal**.
- *'For students whose abilities require significant adjustments to engage them in their learning, schools are expected to negotiate and document a One Plan collaboratively with the learner, parents or carers and other relevant professionals, and review the plan at least once a year.'*

### 7 ROLES AND RESPONSIBILITIES OF THE HIP TEACHER

In 2022/23 the **HIP teacher** will be funded for 40 days. (0.2 FTE)

They will;

- Develop and deliver full day enrichment courses designed in conjunction with year 3 to 6 HIP students.
- Plan and deliver Mini HIP lessons to Mini HIP students in the.
- Plan and deliver workshops tailored to specific issues faced by students with high intellectual potential.
- Manage and deliver competitions such as ICAS, AMT Maths Challenge and BEBRAS.
- Review and refine the HIP program in consultation with students and leadership.
- Support **Teachers, Parents and leadership** in identifying candidates for the HIP Program as per the policy.
- Conduct Ravens 2 Assessments as required and a Ravens 2 screening of all Year 2s with parent consent each year.
- Support **teachers** in developing an understanding of the characteristics and needs of HIP students.
- Be a resource for **leadership** in their support of students with high intellectual potential.
- Support **parents** of identified gifted students and students with high intellectual potential.
- Maintain professional development in giftedness and high intellectual potential.





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### 8 VALIDATION OF THE PROGRAM AND KPIS

Ongoing evaluation of the effectiveness of the program is essential for its maintenance at Fulham North Primary School. The following strategies will be used to provide evidence to the **Principal** of the value of the program.

- Student, parent and staff engagement surveys.
- Collection of student data over time, including Ravens 2 across the school, PAT, Brightpaths, NAPLAN etc.

#### Key Performance Indicators:

- Growth into or maintenance of, academic performance in the top %10 to %15 of cohorts.
- Higher self-regard for those HIP students who struggle in this area.
- Reduced social anxiety for those HIP students who struggle in this area.
- Improved executive function for those HIP students who struggle in this area.

### 9 WITHDRAWAL FROM THE HIP PROGRAM

Students who are accepted into the HIP program should expect to remain in the program until they leave Fulham North Primary School. Continuing in the program should not be dependent on high report grades. Students who qualify for the HIP Program do not always demonstrate their potential through consistently high grades. This is particularly so for students with complex needs, for example giftedness combined with autism, or underperforming gifted students who have social anxiety or undeveloped abilities.

There are however situations where withdrawal from the program is justified. They are;

- **Parents** choose to remove their child.
- After consulting with their **parents** and the **HIP teacher**, the student chooses to withdraw.
- The student consistently fails to engage with the challenges of the program. In this case the **HIP teacher** must consider all reasons why this may be so and engage with the **classroom teacher** and **parents** before recommending to the **Principal** that the child withdraw from the program. The **Principal** is the final arbiter in this case.

### 11 FORMS AND REFERENCES

**Early Years Gifted and Talented Checklist**

**Parent/Carer and Educator Gifted and Talented Checklist**

**HIP Program Application Checklist**

**Ravens 2 Consent Form**

This policy must be reviewed at the end of 2023.