



SUCCESSFUL LEARNING - RESPONSIBLE LIVING

MHS High Potential and Gift Education Policy

STAGE 4 High Potential Classes

Rationale

High Potential (HP) Classes promote engagement and challenge for every student, regardless of background across intellectual, creative, social-emotional and physical domains. It supports student to develop and maximise their educational potential, through strength development opportunities and differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met.

High Potential students are those whose potential exceeds that of students of the same age in one or more domains: intellectual, creative, social-emotional and physical.

High Potential Stage 4 Classes cater specifically for students who demonstrate high potential in learning and a drive to excel. These students demonstrate a high level of achievement across Core and Key Learning Areas. They demonstrate a strong will to develop intelligent behaviours to continue to grow their potential.

Policy statement

Morisset High School (MHS) is committed to supporting every student to achieve their educational potential as stated in the Education Act (NSW) 1990.

High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

This commitment includes supporting the development of all High Potential class students in Stage 4 and beyond.

Assessment and data are used and reviewed in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social-emotional and physical.

HP students from all backgrounds have access to quality learning opportunities that meet their needs and aspirations.

HP students may require tailored resourcing and support to cater for their different learning needs that is responsive to their family, socio-economic status, language and cultural background and wellbeing.

HP students with disability should be provided with support, including reasonable adjustments for disability, to allow them to participate in their education on the same basis as students without disability.

MHS provides significant adjustments and interventions for students in Elevate to meet their advanced learning needs.



Learning and teaching programs and practices must extend Elevate students beyond their current level of mastery, as informed by assessment, data and evidence.

Enrichment, extension and extra-curricular programs for Elevate students should be sustained, challenging and purposeful.

MHS collaborate with other schools and organisations to offer learning opportunities that address advanced learning needs.

Learning environments support the social-emotional development and wellbeing of Elevate students enables them to connect, succeed and thrive.

HP class teachers work collaboratively with students, parents/carers and the community to support wellbeing, growth and achievement.

Context

The HP class Stage 4 policy demonstrates the commitment of MHS to providing guidance for the school community in meeting the learning needs and optimising the growth and achievement of students from all backgrounds and across all domains of potential.

Responsibilities

Principals

Lead the development of HP 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 HP students across all domains of potential and effective differentiation for those students.

Lead collaboration with families, school communities and the wider community to support the development of HP students.

Lead the analysis and evaluation of data to enable school monitoring of procedures, programs and practices for Elevate students.

Collaborate, support and provide professional learning opportunities with, and for, all HP teachers to ensure best practice and implementation.

Head Teachers/Executive/Lead Teachers

Support staff and the school to analyse and evaluate the success of procedures, programs and practices for HP students.

Promote educational opportunities for HP students within the faculty.

Support teachers in effective communication to families focused on the achievement and learning progress of all students in HP.

Provide advice, support and guidance for teachers in the design and delivery of challenging teaching and learning programs, assessment, and extension opportunities for all students.

Monitor, support and guide the implementation of the policy at MHS.

Teachers

Use assessment and data to assess and identify the specific learning needs of HP students across all domains of potential.

Extend and challenge all HP 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.

Collaborate with families, school communities and the wider community to support the talent development of high potential and gifted students.

Formatively review and analyse individual students learning progress and application in learning regularly and communicate, via parent/teacher meetings, phone contact, faculty letters and emails to students and their families to support student's successful engagement, performance and placement in the HP classes.

Students

Make every effort to meet HP Expectations for Learning and Assessment required of HP students.

Sustain and maintain a high level of sustained diligence, effort, application and positive work ethic in all Stage 4 subjects.

Collaborate with teachers and staff to ensure successful engagement and completion of all learning, assessments, homework and assignments.

Sustain the required high level of learning performance in all core and key learning areas to successfully maintain placement in HP classes. Understand the HP review process.

Parents/Carers and Families

Work collaboratively and supportively with the school and teachers to best meet the learning needs of their children.

Support their children with learning, assessment and home learning expectations.

Initiate and maintain strong and effective communication with the school and their child's teachers if they have any concerns, questions and/or feedback by calling the school and making an appointment for a phone conference or meeting convenient to all stakeholders (students, staff, parents/carers).

Understand the HP Review Process and seek assistance and consultation from the school and teachers.

Engage in communication with their child's Year Adviser and/ or Wellbeing Team if they require wellbeing support for their child.

Contact

Proud Principal Mr Darren Brailey

Tel. 02 49 731 999

Email: morisset-h.school@det.nsw.edu.au

Website: <https://morisset-h.schools.nsw.gov.au/#>

Find us on Morisset High School Positive Facebook page.