

High Potential and Gifted Education at Katoomba High School

Identifying and Supporting Your Child's Potential



What does the policy say?

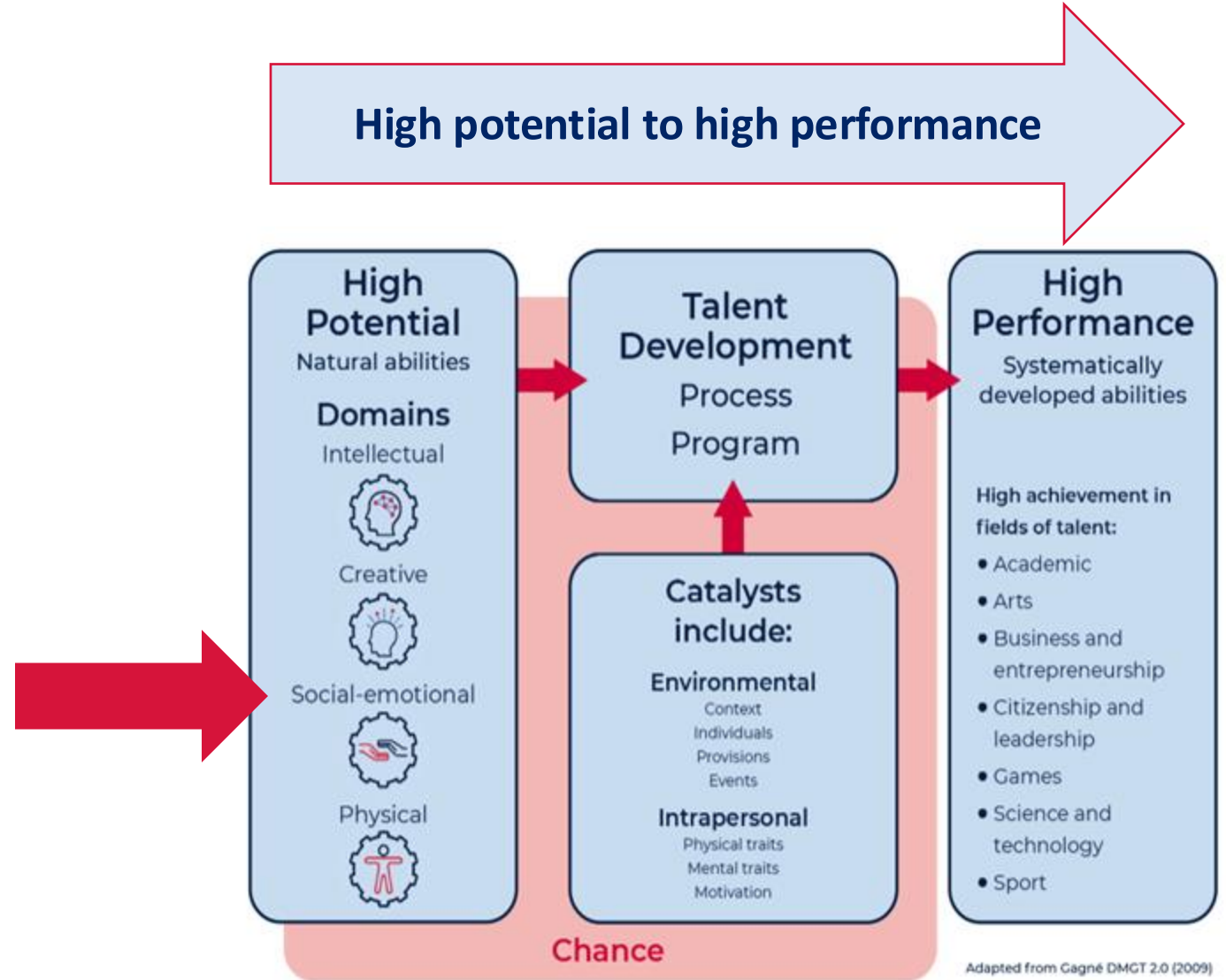
A policy for the whole child

Principal and teachers' responsibilities:

To lead the optimal talent development of hpgs **across all domains** of potential within supportive learning environments that **develop the whole student**

To use assessment and data to assess and identify the specific learning needs of hpgs across **all domains** of potential.

To apply evidence-based approaches that extend and challenge hpgs beyond their current level of mastery across **all domains of potential**



How can our school meet the needs and aspirations of our HPG students?

Start by selecting an equity group to place in the centre. The domains of potential may not be mutually exclusive and are highly influenced by one another.

Equity groups

Students with disability

Aboriginal and/or Torres Strait Islander students

Students from low socio-economic backgrounds

Students from diverse cultural and linguistic backgrounds

Students from regional, rural and remote contexts

Students at risk



Creative

Natural abilities in imagination, invention and originality



Physical

Natural abilities in muscular movement and motor control



Intellectual

Natural abilities in processing, understanding, reasoning and the transfer of learning



Social-emotional

Natural abilities in self-management and relating to and interacting with others

CAPA showcase

Tasks allowing Multiple means of expression

Short Film Competition

Students with disability

Mountains fo Youth Film opportunity

KATOOMBA HIGH SCHOOL
High Potential, High Challenge, High Support.

home work club

Model UN etc

Focus on explicit teaching and writing

In-class adjustments (identified classes; differentiated T&L/assessment

The Writing Team

Debating and public speaking - online where possible

History Challenge competitions

Enrichment classes

Do Now and Learning Intentions and success criteria to compare to

maths club

Depth over amount

Aboriginal Dance Group

Aboriginal and/or Torres Strait Islander students

In concert performance opportunity

STEM Car comp

Newsletter media club

What Matters writing and Dorothea Mackellar poetry competitions

STEM Car Comp

Identified equity group

School Spec

Birriban

Study Skills

Natural abilities in processing, understanding, reasoning and the transfer of learning

Knockout Volleyball Competition

The Gaming Group

Students at risk

Students with disability

Duke of Ed

Non-competitive options in sport carnivals

How do we quantify this?

Seating plans that recognise social-emotional maturity

peer support

SRC

The Gaming Group

Students at risk

Students with disability

Carnivals

Aboriginal dance group

Farm it Forward

Student Leadership Team

Sport houses and fun-activities

Sport Leadership

Newsletter media club

Cultural Programs

KHS HPGE Focus for 2025

KHS Narrative –

High expectations, high potential, high challenge & high support for all

is the foundation to all this work and guides our ongoing focus on HPGE, explicit teaching and equity for all students.

HPGE school team – reflect on what we have done, evaluate where we are up to, conduct audit on HPGE opportunities across the four domains, set the focus and direction.

TALENT DEVELOPMENT

HPGE policy statement 1.4 – High potential and gifted students across all domains require evidence-informed **talent development to optimise their growth and achievement**

Targeted support - Appoint domain leaders and teacher mentors

HPGE pathways – develop a school-wide process to acknowledge, nominate, identify and develop talent across the 4 domains

Building resources – internal and external



Supporting your child in the social-emotional domain

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Common learning characteristics and the s-e domain

- Curiosity
- Fast learner
- Intense concentration in new learning or areas of interest
- Perseverance
- High levels of self-criticism
- Perfectionism
- Strong sense of moral reasoning and justice
- Intrinsically motivated and goal-driven
- Sophisticated sense of humour
- Creative and critical thinking skills
- High expectations for self and others
- Observant
- Excited by new ideas
- Independent thinking



- Challenging authority
- Difficulty with group participation
- Questioning others' ideas
- Frustration when expectations are not met
- Impatience and boredom
- Maladaptive perfectionism
- Overly self-critical



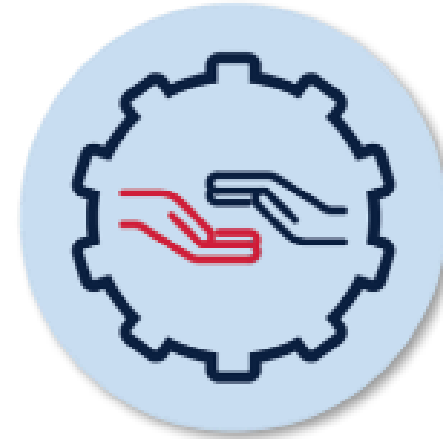
Social-emotional domain

- self-advanced organisational and management skills
- advanced social and communication skills
- emotional stability
- empathy
- demonstrated leadership and decision-making skills
- resilient and self-aware
- foresees consequences and implications of decisions
- respected by peers
- self-confident
- task analysis and backwards mapping abilities
- social justice advocacy

The social-emotional domain of potential refers to natural abilities in:

- self-management
- relating to and interacting with others.

Ease and speed in
comparison to age
peers



exceeds
high potential

significantly exceeds
gifted

vastly exceeds
highly gifted

Signs of high potential in the social-emotional domain

- perceptiveness
- empathy
- social ease
- tactfulness
- influence
- persuasiveness
- eloquence
- leadership
- charisma

Know your students

Pro-active approach

Provide opportunities

Ease and speed in
comparison to age peers



The 5 broad skills in the social-emotional domain

This section identifies five broad skill areas in

- Social-emotional learning – self-awareness,
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

1. Self- Awareness

The ability to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts.

Year	Strategies	Opportunities
5-8	<ul style="list-style-type: none">• Moving from relationship management to self-management and self-awareness as adolescence approaches• Accurately identifying own strengths and weaknesses to lead to curiosity development	<ul style="list-style-type: none">• Allow students to delve into self-efficacy which is one key to self-regulation and intrinsic motivation
9-12	<ul style="list-style-type: none">• Develop a growth mind-set for social and cognitive growth• Facing problems and using cognitive and affective abilities to find multiple solutions• Mentoring and guiding passions toward relevant career choices	<ul style="list-style-type: none">• Use curiosity and divergent thinking to develop tolerance for ambiguity• Develop self-efficacy• Tap into self-awareness of knowledge and activities that enthuse them

2. Self-Management

The ability to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations.

	Strategies	Opportunities
5 -8	<ul style="list-style-type: none">• Identifying long term goals• Strengthen self-regulation• Maintaining effort and interest despite adversity to lead to intrinsic motivation	<ul style="list-style-type: none">• Self-regulate by practising and refining complex skills• Work hard towards challenges• Persevere to solve complex problems as social
9 - 12	<ul style="list-style-type: none">• Enhancing achievement and self-management by identifying and modifying cognitive, social and affective processes for problem-solving• Connecting social awareness, relationships, and altruism to stimulate tolerance for ambiguity	<ul style="list-style-type: none">• Using empathy and hunger for knowledge to seek creative solutions to ambiguity• Attaining goals successfully by managing self• Using social/emotional strengths to nurture passions/interests

3. Social Awareness

The ability to understand the perspectives of and empathise with others, including those from diverse backgrounds, cultures, and contexts.

Year	Strategies	Opportunities
5-8	<ul style="list-style-type: none">Increasing awareness of personal and other's space when making enquiries based on curiosity	<ul style="list-style-type: none">Branch out of comfort zoneComplete interdisciplinary projectsHave exposure to advanced curricula/acceleration
9 - 12	<ul style="list-style-type: none">Setting goals using social awareness competenciesManaging timeUnderstanding the potential impact of passions to career, study, family, society	<ul style="list-style-type: none">Learn from social/emotional mistakesExplore ambiguities, paradoxes, and complexities in social contextsBe socially aware of the influence of interests/passions

4. Relationship Skills

The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups

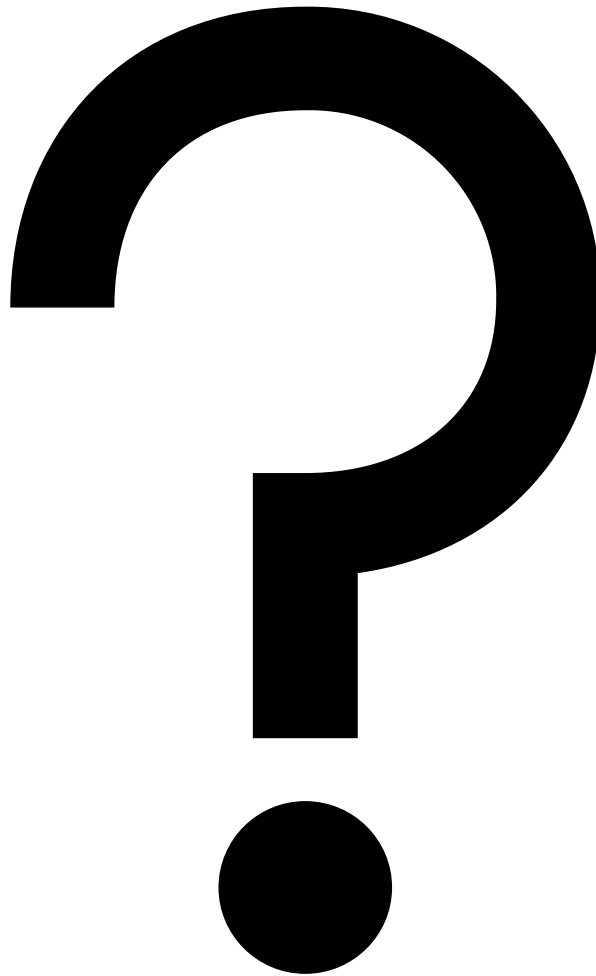
Year	Strategies	Opportunities
5 - 8	<ul style="list-style-type: none">• Moving from relationship management to self-management• Mentoring	<ul style="list-style-type: none">• Undertake leadership roles and responsibilities
9 -12	<ul style="list-style-type: none">• Setting relationship-building goals around interests and passions• Focusing goals on prosocial behaviours• Using feedback from others as a guide to inform interests, strengths, and achievement• Being motivated to build on interests	<ul style="list-style-type: none">• Use interpersonal and self-regulation skills to improve communication and collaboration• Explore ambiguities, paradoxes, and complexities in social relationships in varying contexts

5. Responsible Decision Making

Year	Strategies	Opportunities
5-8	<ul style="list-style-type: none">• Refining personal Emotional Intelligence decision-making processes and actions by considering others• Understanding the link between responsible decision-making and self-esteem• Being sympathetic and empathetic to others• Problem-solving may need scaffolding	<ul style="list-style-type: none">• Create multifaceted approaches to complex problem-solving• Make ethical decisions• Deciding the most appropriate behaviours/ responses
9 - 12	<ul style="list-style-type: none">• Creating time, goals, and structures to support decision-making• Analysing and problem-solving in step-by-step process, gradual, not rushed decisions that can be regretted• Connecting to creative and altruistic interests and community service programs to help achieve optimal potential and quality of life	<ul style="list-style-type: none">• Engage peers and others to inform their refined approaches to problem solving• Make responsible decisions to achieve meaningful goals successfully• Setting purposeful goals relevant to the context



- Support your child's interests
- Set meaningful goals with your child
- Frame mistakes as growth



Social-emotional domain resources



- [Social-emotional domain](#) discussion paper
- Social-emotional domain [key points summary](#)
- Illustrations of practice – [Nazli's story](#), [Daniel](#), [Ben](#), [Anhaar](#), Vaneeza's story, James Busby
- [Students speak about talent development](#)
- [Student voice, participation and leadership](#)
- [Teacher resources for student voice](#)
- [Student resources for student voice](#)
- [Student mentoring](#)
- [Minister's student council](#)



Thank you for attending our ParentKIND Webinar

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