

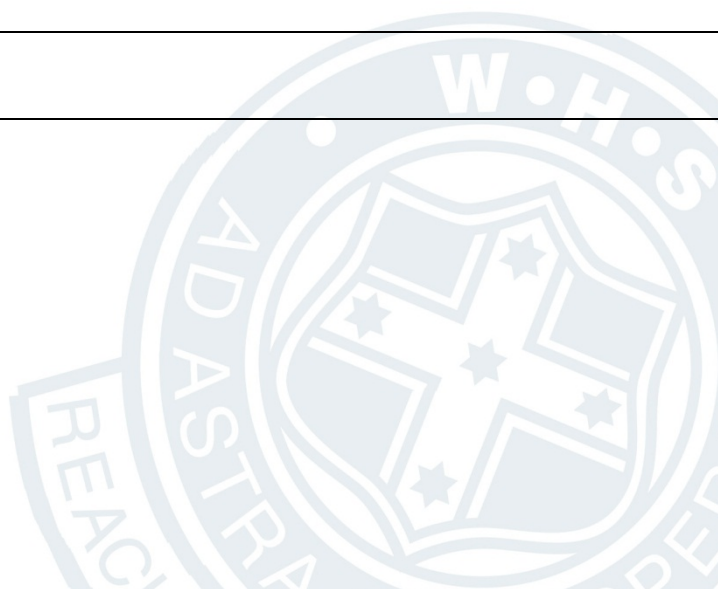


# Students with High Intellectual Potential

Describes the aims, processes and responsibilities within the school to maximise the engagement, extension and learning outcomes for students with high intellectual potential (SHIP).

<b>Ratification or Endorsement Dates</b>	
<b>Executive</b>	
<b>Curriculum leaders</b>	
<b>Staff</b>	
<b>Governing Council</b>	

<b>Policy writer/reviewer name</b>	<b>Leanda Herring and Fiona Pettinau</b>
<b>Replaces Policy</b>	<b>Version 1</b>
<b>Summary of changes</b>	
<b>Next review date</b>	



## **Definition**

Students with High Intellectual potential are those who possess a natural ability or aptitude in at least one field or domain of ability, such as intellectual, creative, social emotional or motor skills, which is manifested to an outstanding degree.

## **Underlying principles**

The Woodville High school Students with High Intellectual Potential (SHIP) Policy reflects our core values of creativity, diversity and success. This policy has been shaped by the following principles:

- All learners have the right to equitable access to rigorous, relevant and challenging learning activities drawn from a challenging curriculum that addresses their individual learning needs
- The education of SHIP must be informed by research-based practice and ongoing evaluation and improvement
- Partnerships and shared responsibility between parents/caregivers, schools, prior to school settings and central office support quality gifted education and care. (DECD,2012)

## **Aims**

- Engage and challenge students
- Provide early identification processes
- Provide differentiated curriculum and teaching strategies which caters for SHIP students
- Identify the strengths of the students and provide special programs which cater for these
- Provide for students to be accelerated through year level or subject specific promotion

## **Procedures for Identification**

- Identification of students
  - Primary school recommendation
  - Current participation in a Primary School SHIP class
  - High results in standardised tests including NAPLAN results, PAT-R results, PAT-M results etc
  - Teacher observations utilising the DECD rubric entitled “Characteristics of a Gifted Learner”
  - Parent / Caregiver or student nomination
  - Interviews with parents regarding student extension
  - Special Interest Music audition and interview
  - Visual Arts focus class through portfolio presentation
  - Regional off – line dance class by audition
  - Special Soccer program by skill and ability testing

## **Implementation Roles and Responsibilities:**

### **Executive team:**

- Ensures regular review of policy and identification processes.
- Supports SHIP at Woodville High School through PD in differentiation

### **Senior Leader: Head of Music / CIS**

- Supports SHIP manager (line manage)
- Ensures that there is flexibility within the TT to cater for acceleration of students, compressing Years 8 and 9 or Year 9 and 10 into one year, providing the opportunity for students to do years 11 and 12 over two or three years
- Works with Senior Leader: Middle School / Timetable and SHIP Manager to collate data obtained throughout the transition process to identify SHIP
- Ensures that Learning Areas offer High Achiever's classes within identified subject areas

### **SHIP manager:**

- Identifies students with high intellectual potential through the transition process
- Individual case management and SHIP Learning Plan
- Coordinates programs of enrichment, extension and acceleration
- Advertises SHIP opportunities at Woodville High School through school visits, newsletters, pamphlet, staff and student bulletin, website, Year Level Assemblies
- Ensures that SHIP is on the agenda for Student Learner Review Team meetings and report on individualised student involvement in a range of programs and activities eg Regional STEM / SHIP, UniSA Connect, Informatics Competition, SHIP Experiential Interstate Trip
- Liaises with staff, students and parents/caregivers
- Works with Senior Leaders responsible for middle school to collect and collate data in order to develop appropriate programs to cater for SHIP
- Interim student academic progress reports to be prepared in conjunction with the Data Manager and reviewed with the Line Manager
- Provide information on SHIP to staff at Student Information sessions held at the start of each semester
- Prepare budget to support access to relevant extension programs and activities

### **Learning Area Coordinators/Senior leader 1:**

- Discuss and identify in Learning Area meetings students who need extension
- Students identified as SHIP by teaching staff advise their relevant Learning Area Coordinator who will liaise with the SHIP Manager regarding SHIP opportunities
- Develop and differentiate programs and assessment tasks to cater for student extension
- Collaborate with the SHIP manager to develop ILP's

- Subject specific enrichment programs are advertised and student participation is actively encouraged

#### **Responsibilities of all staff:**

- Demonstrate a clear commitment to differentiating their classroom programs to cater for students with high intellectual potential
- Are trained through professional development in SHIP identification
- Use the DECD checklist and other criteria to identify students requiring extension
- Provide opportunities to work with Learning Area content and skill in more depth or breadth
- Introduce cross-curricula units eg Robotics, Diesel Engineering
- Accelerate student learning by drawing on content from later levels in the Australian Curriculum.

#### **Responsibilities of students:**

- Communicate with teachers about their progress and ask to be extended where appropriate
- Self-nominate to the SHIP manager for extension, enrichment or acceleration programs
- Challenge themselves in their areas of strength and reach their full potential.

#### **Responsibilities of Parents/Caregivers:**

- Nominate their child for SHIP
- Support their child in their commitment to individualised curriculum programming and selected activities
- Frequent communication with the SHIP manager regarding their child's progress.

#### **Appendices**

##### **1. DECD Gifted and Talented Policy**

<http://www.decd.sa.gov.au/docs/documents/1/GiftedChildrenandStudents.pdf>

##### **2. Characteristics of a gifted learner (DECD,2012)**

##### **3. Students with High Intellectual Potential Learning Plan**

##### **4. Woodville High School SHIP Brochure**