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).

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<th>Ratification or Endorsement Dates</th>
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<tr>
<th>Policy writer/reviewer name</th>
<th>Leanda Herring and Fiona Pettinau</th>
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<tr>
<td>Replaces Policy</td>
<td>Version 1</td>
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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

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

3. Students with High Intellectual Potential Learning Plan

4. Woodville High School SHIP Brochure