

Quakers Hill High School



High potential and gifted education program

Year 7, 2025

Procedures for parent nomination of their child for the high potential and gifted education program at Quakers Hill High School.

Final date for submission to primary school, for teacher comment: **14 June 2024**

Final date for submission to Quakers Hill High School: **24 July 2024**

Attention Phoebe Cobb (phoebe.cobb@det.nsw.edu.au)

Information for parents

Quakers Hill High School is committed to high quality education and strives to fulfil the educational potential of each student. Quakers Hill High School aims to identify high potential and gifted students, maximise their learning outcomes and support these students to achieve their learning potential. Gifted and talented students are found in all communities regardless of ethnic, cultural, or socio-economic backgrounds. The gifted population includes students who are underachieving and who have disabilities.

The Quakers Hill High School policy for high potential and gifted students is aligned with the NSW Department of Education's [High Potential and Gifted Education](#) policy.

Definition

Giftedness is recognised as a broad concept that encompasses various abilities including intellectual, creative, leadership, social and physical skills. Giftedness refers to potential distinctly beyond the average for the student's age in one or more of the following domains of human ability: intellectual, creative, socio-emotional, and physical. Talent denotes achievement and performance distinctly beyond the average for a student's age because of application to training and practice.

Expectations

Students involved in the HPGE program will engage in projects such as future focused learning, project-based learning, and will have access to competitions and further enrichment programs. There is an expectation that students selected for the HPGE program will complete at least 2 co-curricular contests, including ICAS, or programs each year, to maximise their development. Non-submission of assessments may affect their continued placement in the class. The class is reviewed every six months in Years 7 and 8.

Parent nomination

To nominate a child for the HPGE program, the Parent checklist, Teacher checklist and student work sample needs to be completed and delivered to the Head Teacher Teaching and Learning, Ms Phoebe Cobb, by 24 July 2023.

Included in this application package

- Information for parents
- Parent checklist – to be completed by a parent/legal guardian
- Teacher checklist – to be completed by Year 6 teacher

Nominations must include the completed checklists by a parent/guardian and the student's Year 6 teacher. A work sample of the nominated student must also be included and verified by the Year 6 teacher as being the original work of the student. The verification of the sample work is included on the Teacher checklist.

Student work sample

Work samples should demonstrate the gifted capacity of the student being nominated and be assessed by the Year 6 teacher as being of superior quality for the child's year group. Work samples may be in the form of an original written

work, formal test(s), investigative report, or individual project-based task. All work samples must be verified by the Year 6 teacher as being the original work of the student being nominated (section to be completed on the Teacher checklist).

Students involved in the Primary Prosperitas program may list their project as evidence without the need for an attachment. A copy of the candidate's Year 5 NAPLAN results must be included in their application as a mandatory piece of evidence.

The panel and procedure

The panel meets to discuss the merits of each application. If NAPLAN results are missing, or if the evidence is not sufficient, we will call to discuss issues with your application. Once the panel has met, the Head Teacher checks to ensure the student has been accepted by the school and will be enrolled in 2025. Students who have not been accepted by the school for enrolment cannot be offered a place in the class. Students being considered must have completed the school's literacy/numeracy test or be at one of the feeder schools where this test is administered on our behalf.

Parents are notified of a placement in the class(es) by the end of Term 3. At this point, parents are asked to confirm their acceptance of the placement so we can ascertain if students on the wait list can be accommodated.

What evidence is mandatory?

- Year 5 NAPLAN results

What makes good evidence?

- Assignments
- Certificates from competitions where they have achieved distinction or high distinction
- Copies of good test results
- Stories/extended writing
- Extra curricula interests

What does not make evidence?

- Mathematics homework sheets
- Spelling homework
- Whole workbooks
- Stencils
- Photographs of your child

Please do not send student workbooks that are needed for class or originals of certificates. Photocopies or digital copies are suitable. You may submit evidence on a USB flash drive if necessary; however, it is difficult to return these items.

Please ensure that the parent's name is clearly identified in contrast to the student's name and that the correct address to contact you is included.

Late submissions will be accepted, however once the class is formed no changes will be made and placement is only possible if a vacancy occurs.

Quakers Hill High School



High potential and gifted education program

Year 7, 2025

Nomination for inclusion in the high potential and gifted education program at Quakers Hill High School.

Application for: _____

Final date for submission to primary school, for teacher comment: **14 June 2024**

Final date for submission to Quakers Hill High School: **24 July 2024**

Attention Phoebe Cobb (phoebe.cobb@det.nsw.edu.au)

Contact details

Student name:
Parent name:
Mailing address:
Preferred phone number:
Preferred day(s) and time(s) for phone contact:

Parent checklist

Student name: _____

Date: _____

Primary school: _____

Please tick the rating that you think best describes your child.

(1) most of the time (2) often (3) occasionally (4) rarely

No	Characteristic	1	2	3	4
1	Has advanced vocabulary, expresses self clearly and fluently				
2	Thinks quickly				
3	Recalls facts easily				
4	Wants to know how things work				
5	Likes to try new things				
6	Is independent and self-sufficient				
7	Has a good sense of humour				
8	Has a wide range of interests				
9	Shows initiative				
10	Seeks own answers and solutions to problems				
11	Displays a great interest in the world beyond them				
12	Is a leader				
13	Sets high goals for self				
14	Likes to invent or create				

1. Does your child play a musical instrument? _____
If so, which instrument? _____

2. In what outside activities does your child participate? _____

3. What are your child's special hobbies or interests? _____

4. What books has your child enjoyed reading lately? _____

5. Please make comments, where appropriate, on any of the following. Your child's:

- accomplishments
- special talents
- relationships with others
- hobbies and interests
- language/cultural background
- anything else you would like us to know

Teacher checklist

Student name: _____

Date: _____

Primary school: _____

Please tick the rating that you think best describes the student.

(1) most of the time (2) often (3) occasionally (4) rarely

Learning

No	Characteristic	1	2	3	4	Not sure
1	Is a rapid learner, who understands advanced topics easily					
2	Persists in completing tasks					
3	Sees the problem quickly and takes the initiative					
4	Learns skills quickly and with little practice					
5	Follows complex directions easily					
6	Constructs and handles high levels of abstraction					
7	Can cope with more than one idea at a time					
8	Has strong critical thinking skills and is self-reflective					
9	Is insightful					
10	Is a keen observer, notes detail and is quick to see similarities and differences					
11	Explores wide-ranging and special interests, frequently at great depth					
12	Has quick mastery and recall of information, seems to need no revision					
13	Has a broad attention span which allows concentration on and perseverance in problem solving and pursuit of interests					
14	Displays intellectual playfulness; is imaginative and is quick to see connections and manipulate ideas					
15	Can produce original and imaginative work					
16	Mental speed is faster than writing ability, so is often reluctant to write at length. Talks at speed with fluency and expression.					

Teacher comments: _____

