

A young girl with dark, curly hair is smiling at the camera. She is wearing a dark blue V-neck sweater over a blue and white plaid collared shirt. A small circular Hilliard Christian School logo is pinned to her sweater. The background is a soft-focus indoor setting.

HIGH POTENTIAL STUDENTS FRAMEWORK

HILLIARD CHRISTIAN SCHOOL 2025

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PURPOSE & OBJECTIVES

The purpose of this framework is to establish a comprehensive approach to meeting the unique needs of students who have been recognised as high-potential learners. By fostering an environment that supports their growth and development, this framework seeks to enable all students to achieve their God-given potential, grounded in our core values of Belonging, Integrity, Respect, and Perseverance.

KEY OBJECTIVES

CATERING TO INDIVIDUAL NEEDS

Provide tailored educational strategies to meet the specific requirements of high-potential students, ensuring that their abilities are nurtured and challenged.

Offer enrichment opportunities that encourage advanced learning and critical thinking to help students excel in their areas of strength.

SUPPORTING EDUCATORS

Equip teachers with the tools, resources, and training necessary to identify and address the needs of highly able and high-potential learners effectively.

Promote professional development initiatives that enhance teachers' capacity to create inclusive and differentiated learning experiences.

FOSTERING HOLISTIC GROWTH

Create opportunities for all students to grow academically, socially, and spiritually, enabling them to thrive as individuals made in the image of God.

Inspire students to explore and maximise their potential, respecting their unique talents and aspirations.

ALIGNMENT WITH CORE VALUES

BELONGING

Establish a safe, inclusive, and supportive environment where every student feels valued and part of a caring Christian community. This sense of unity allows all learners, including high-potential students, to flourish both personally and academically.

INTEGRITY

Promote honesty, transparency, and adherence to moral principles in all aspects of learning and teaching. Encourage students to pursue excellence with authenticity, reflecting Christ's example in their endeavours.

RESPECT

Recognise and honour the intrinsic worth of every individual as God's creation. Encourage a culture of understanding, kindness, and mutual support that celebrates the academic and personal achievements of all students.

PERSEVERANCE

Cultivate a mindset of resilience and determination among students and educators alike. Encourage high-potential students to embrace challenges and strive for excellence, drawing strength from their faith in Christ to overcome obstacles.

RATIONALE

At Hilliard Christian School, our vision is to be a thriving Christ-centred learning community. Our mission is to be a light on the hill, shining for Jesus, serving with care, and aspiring for excellence. Grounded in our core values of Belonging, Integrity, Respect, and Perseverance, we are committed to nurturing high-potential learners within a supportive, inclusive, and faith-centred environment.

INCLUSIVITY AND ACKNOWLEDGMENT OF STRENGTHS

Hilliard Christian School celebrates the diversity of its student community, recognising the cultural and intellectual strengths each child brings. This inclusivity ensures that high-potential learners are provided with opportunities to excel academically while growing spiritually and socially. Each child, created in the image of God, deserves respect, dignity, and the opportunity to achieve their full potential.

BIBLICAL AND FAITH-BASED PRINCIPLES

Our Seventh-day Adventist context informs our belief in the inherent value of every individual. We believe that all students are endowed with unique, God-given talents and that our role is to foster an environment where these gifts can be realised. The biblical principle of stewardship underpins this framework, emphasising our responsibility to nurture and develop the talents entrusted to us by God.



NURTURING

High potential learners, including gifted and talented students, represent a diverse group with unique needs and extraordinary potential. It is essential to provide these students with the resources and support required to nurture their abilities and talents. In a diverse school environment, recognising and catering to their needs ensures equity and maximises their contribution to the school community.

RESEARCH EVIDENCE

Extensive research underscores the importance of differentiated teaching and targeted interventions in addressing the needs of high-potential learners. Differentiation ensures that curriculum delivery is tailored to individual strengths, fostering deeper engagement and understanding. Targeted interventions, such as accelerated learning opportunities and enrichment programs, have been shown to significantly enhance the outcomes for gifted and talented students, enabling them to reach their full academic potential.

FOSTERING A CULTURE OF EXCELLENCE

This framework is designed to cultivate a culture of high expectations, engagement, and academic excellence. By setting clear goals and providing the necessary resources and support, we aim to inspire both students and teachers to achieve their best. High-potential learners thrive in an environment where their abilities are challenged and celebrated, contributing to a school culture that values achievement and perseverance.

DEFINITIONS

- **HIGH POTENTIAL LEARNER:**

A student who demonstrates the capacity for exceptional performance in one or more academic areas but may require specific support and opportunities to realize their potential. These learners often exhibit advanced cognitive abilities, creativity, or problem-solving skills.

- **GIFTED LEARNER:**

According to Gagné's Differentiated Model of Giftedness and Talent (DMGT), a gifted learner possesses outstanding natural abilities or aptitudes in one or more domains (e.g., intellectual, creative, socio-emotional, or physical) that are in the top 10% of their age group.

- **TALENTED LEARNER:**

Building on the DMGT framework, a talented learner has developed their natural aptitudes (gifts) into systematically developed skills that demonstrate outstanding performance in a specific field or domain.

IDENTIFICATION & REFERRAL

Characteristics of high-potential students can be observed through:

- **BEHAVIOURAL TRAITS**

High curiosity, strong sense of independence, and an ability to concentrate deeply on areas of interest.

- **ACADEMIC TRAITS**

Advanced problem-solving skills, rapid acquisition of knowledge, and a tendency to ask complex questions.

- **SOCIAL TRAITS**

Leadership potential, sensitivity to social issues, and an ability to collaborate effectively.

- **EMOTIONAL TRAITS**

Heightened emotional sensitivity, strong moral reasoning, and an awareness of their own and others' emotions.

CONSIDERATION OF UNDERACHIEVING GIFTED STUDENTS AND TWICE-EXCEPTIONAL LEARNERS

Special attention will be given to students whose potential may be obscured by external factors, such as lack of motivation, learning disabilities, or social-emotional challenges. Identifying these students ensures that appropriate support strategies can be implemented.

HOW ARE HIGH POTENTIAL AND GIFTED & TALENTED STUDENTS IDENTIFIED?

MULTIPLE DATA POINTS

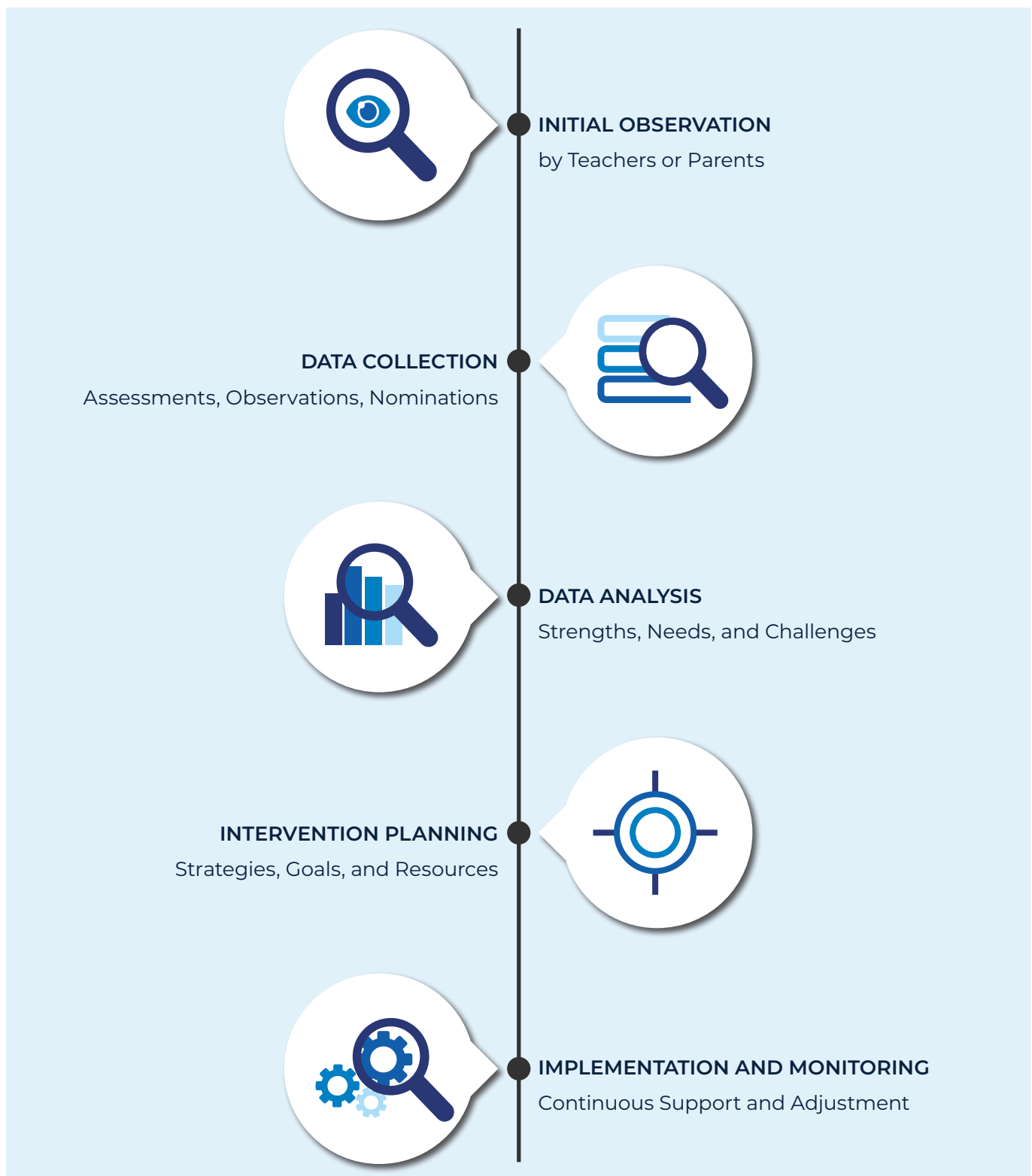
Identification involves a holistic approach using standardised assessments, teacher observations, parent nominations, and student self-nominations.

TOOLS AND METHODS

Psychometric tests, standardised tests: PAT, WRAT5, Brigance Screener, NAPLAN Data, portfolios showcasing student work, and structured interviews with students and parents help to assess strengths and potential.

IDENTIFICATION & RESPONSE

Our flowchart for identifying and supporting high potential, and the gifted and talented students.





RESPONDING TO THE NEEDS

WITHIN THE CLASSROOM

- **Strategies for Differentiation:** Curriculum compacting, tiered assignments, and higher-order questioning to engage and challenge high-potential learners.
- **Inquiry-Based Learning:** Incorporating problem-solving tasks, inquiry-based projects, and collaborative group work to foster critical thinking and creativity.

BEYOND THE CLASSROOM

- **Extracurricular Opportunities:** Participation in academic competitions, specialised clubs, and mentorship programs to extend learning beyond the curriculum.
- **Community Engagement:** Encouraging involvement in community projects or partnerships with external organisations to develop real-world skills and social responsibility.

BEYOND THE YEAR-LEVEL CURRICULUM

- **Enrichment Activities:** Providing tailored enrichment and extension activities aligned with students' individual interests and abilities.
- **Specialised Workshops:** Access to masterclasses, workshops, or online courses designed to deepen expertise in specific fields.

ACCELERATION

- **Types of Acceleration**
 - » subject-specific acceleration.
 - » whole grade acceleration.
- **Decision Criteria**
 - » Collaborative processes to assess readiness and suitability for acceleration, ensuring decisions are informed by multiple data points.

EARLY ENTRY

- **Readiness Assessment**
 - » Clear guidelines to evaluate a student's academic, social, and emotional readiness for early school or subject entry.
- **Support Structures:**
 - » Implementation of robust support mechanisms to assist younger students in navigating advanced settings.

STAKEHOLDER RESPONSIBILITIES

CLASSROOM TEACHER

- Identify high-potential learners and implement differentiation strategies to meet their needs.
- Maintain regular communication with support staff, students, and parents to ensure a collaborative approach.

HIGH POTENTIAL SUPPORT TEACHER

- Collaborate with classroom teachers on differentiation strategies and support implementation.
- Analyse data and set goals for targeted intervention programs.
- Lead enrichment programs and facilitate team teaching to enhance learning opportunities.

PRINCIPAL

- Provide leadership in fostering a school culture that supports high-potential learners.
- Oversee resource allocation and ensure policy alignment to meet the needs of these students.

TEACHING AND LEARNING COORDINATOR

- Oversee curriculum modifications and ensure alignment with high-potential learner needs.
- Coordinate professional development for staff, focusing on best practices for differentiated instruction.

INCLUSIVE EDUCATION COORDINATOR

- Support twice-exceptional students and those with additional learning challenges alongside their high-potential needs.

SCHOOL PSYCHOLOGIST

- Conduct additional testing as required to support identification and understanding of student needs.
- Provide insights into the emotional and social requirements of high-potential learners.

STUDENTS

- Encourage self-advocacy and active participation in setting and achieving personal learning goals.
- Provide opportunities for input into their personalised learning plans.

PARENTS

- Actively engage in the identification and support processes.
- Partner with the school to nurture their child's talents at home and in the community.

PROFESSIONAL DEVELOPMENT

- Hilliard Christian School commits to providing ongoing professional learning opportunities for staff to enhance their understanding of differentiation and high-potential education.
- Professional development will focus on equipping teachers with advanced strategies to identify, nurture, and support high-potential learners within diverse classrooms.
- Opportunities will include workshops, external courses, peer collaboration, and access to current research and resources in gifted education.
- Professional development will focus on equipping teachers with advanced strategies to identify, nurture, and support high-potential learners within diverse classrooms.

CONCLUSION

This framework offers a comprehensive structure for supporting high potential learners, ensuring clarity, accountability, and strategic implementation.





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