



Guidelines for the Acceleration of Students Pre-primary–Year 10

The following guidelines are provided to assist schools when they are considering the acceleration of a gifted student into a higher year curriculum.

Schools, in consultation with parents, may wish to consider:

- whole-year acceleration, or
- acceleration of a student in one or more learning area (if the school has capacity within its organisational structure).

Decisions to accelerate students should be based on information about the student derived from a range of sources, including the student's achievement. This information can then be compared and used to make the best decision in the interests of the student.

A checklist entitled *Checklist for acceleration of students Pre-primary–Year 10* is available from the Authority website for schools to use in making decisions. School systems/sectors may also have policies or guidelines on acceleration and be able to provide additional advice.

Some examples of data sources that schools may use in making decisions about student acceleration are:

- performance in classwork and classroom teacher observation
- school assessments
- information from other sources, such as parents and peers
- IQ tests and psychological assessments
- other standardised achievement tests
- NAPLAN performance
- Iowa Acceleration Scale
- information about social-emotional readiness.

Not all data sources may be relevant, depending on the type of acceleration being considered and the circumstances of the student. A partial acceleration may not require as much information as a whole year acceleration when making a decision to accelerate. Some information will not be available for students in early grades and on-entry information, both formal and informal, can be used to supplement the available data. A gifted student may be disengaged from learning and may, therefore, not currently be viewed as high achieving, but there is the potential to re-engage the student with more challenging work. In this case, the other forms of identification become key.

The Iowa Acceleration Scale is a helpful resource, which has an accompanying manual (Assouline, Colangelo, Lupkowski-Shoplik, & Lipscomb, 1999). The Iowa Acceleration Scale includes a framework to assess a student's social readiness for acceleration, which a school may find useful.

The International Guidelines on Suitability for Accelerated Progression may give further information to assist a school to make a decision to accelerate a student. These guidelines are adapted from Feldhusen, J. F., Proctor, T. B. & Black, K. N. (1986) Guidelines for grade advancement of precocious children, *Roeper Review*, 9 (1), 25-27 and listed in the GERRIC Module 6 Appendix 1 (University of NSW).

Schools should identify and address any gaps in a student's knowledge, academic skills and social-emotional skills. It is important that the school provide ongoing support to accelerated students to ensure that issues arising during and beyond the initial acceleration are dealt with promptly and constructively. The student's progress should also be monitored. An individual education plan would allow this to be documented and for parents to sign off on the plan.

Where schools, in consultation with parents, determine that a student requires specific curriculum content which may be affected by acceleration, curriculum compaction (covering curriculum more quickly than usual) should be considered.

Registration of Academic Year

Students should be registered with the School Curriculum and Standards Authority (the Authority) according to the year level of curriculum in which they are mostly enrolled. For example, a student who is studying mostly Year 5 curriculum, but is studying Year 6 Mathematics, should be registered as a Year 5 student. A student who would normally be in Year 5 but is studying mostly Year 6 curriculum should be registered as a Year 6 student.

Schools should carefully plan for a student's pathway into Year 11 and 12 when a partial acceleration puts them ahead of their academic year. Problems can occur when a student has completed, for example, Year 11 English in Year 10. Students are required to complete four WACE units of English post Year 10, two of which are in Year 12. This is possible but needs to be planned. Consideration of the student's ability to complete an appropriate number of List A and list B courses in Year 12 also needs to be planned.

Where students have been accelerated, the Authority must be informed of the change and the reason for the change. Schools can submit the online form entitled *Application to request to change academic year Pre-primary to Year 10* and use the *Checklist for acceleration of students Pre-primary–Year 10* in considering the acceleration.