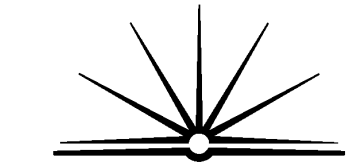
Guidelines for Accelerated Progression

(Revised 2000)



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Introduction

All children need to receive an education that takes account of their special characteristics as learners.

Gifted students possess such superior intellectual abilities and potential for outstanding achievement in comparison with the total student population that, like other groups, they need differentiated educational opportunity if they are to realise their unique potential.

When advanced skills exist and can be identified they should be nurtured. Development of special talents cannot occur, however, unless specific plans are made to provide educational challenges.

Gifted children are generally eager to move faster than their grade peers and they do so with ease and pleasure. This combination of great ability and personal eagerness to accelerate educationally should virtually guarantee success if the students have been selected carefully, and an appropriate program developed to suit their particular needs.

Accelerated progression is one of many strategies that schools may employ to respond to the academic and social needs of gifted students. When stated simply, it involves the promotion of a student to a level of study beyond that which is usual for their age. As an intervention tool acceleration has long been supported by research literature.

The Board of Studies Guidelines for Accelerated Progression were first issued in July 1991 and were revised in 1993 and 1997. The 2000 revision reflects further research in the field, updates the bibliography and embraces Board of Studies policy changes associated with reforms to the School Certificate and the Higher School Certificate. The Board of Studies acknowledges the valuable contributions to this revision of Professor Miraca Gross and Dr Katherine Hoekman of the Gifted Education Research, Resource and Information Centre, University of New South Wales.

The early sections of the revised Guidelines deal with the topics of Giftedness and Talent, Flexible Progression and Accelerated Progression. Part 4 refers particularly to Board of Studies policies on acceleration in the context of the Board's responsibilities in curriculum development and accreditation of students for the secondary credentials.

The implementation of flexible progression, including accelerated progression, is a matter for individual schools and school systems.

Board policies relating to accelerated progression focus on such issues as demonstrating the achievement of Board syllabus outcomes and meeting the requirements of the secondary credentials. Decisions about acceleration of students seeking these credentials will be made by principals within Board guidelines.

Schools do not need to inform the Board of accelerating students except when the proposed advancement is to be two or more cohort Years ahead of the student's present cohort and is likely to lead to early entry for the secondary credentials.

Part One: Giftedness and Talent

1.1 Definitions

When addressing the issues involved in accelerated progression it is essential to consider those students who would benefit from such a program. The terms 'gifted' and 'talented' need to be clarified.

In the recent research of educators such as Gagné, it is argued that giftedness is the potential to perform at a level considerably superior to one's age-peers in one or more domains of ability. Talent, by contrast, is defined as significantly superior achievement or performance in one or more fields of human performance.

An underachieving child of high potential can thus be acknowledged as a gifted student whose abilities have not yet developed as talents. The translation of giftedness into talent can be either facilitated or impeded by variables including the student's motivation and self-esteem, socioeconomic and cultural factors, and the school's capacity to identify and foster his or her gifts. (Gagné, 1995).

1.2 Characteristics of the Gifted and Talented

'Giftedness' is a many faceted concept but implies an 'exceptional' ability well beyond the level typical of age-peers. Early identification of gifted (and talented) students is important, as gifted students frequently learn to conceal their abilities for peer acceptance. (Tannenbaum, 1983; Harrison, 1999). A student may also exhibit talents in one area or in a combination of areas. (Marland, 1972; Gagné, 1995). Highly talented students may be advanced in all aspects of their development/learning.(Gross, 1993 Silverman, 1998).

Superior abilities and dedication to task are not always displayed by gifted and talented students. Nor do their responses always meet the accepted classroom behavioural norms. This means, therefore, that their gifts or talents can be overlooked in the school setting and not reveal themselves until later stages in their lives. Since gifted and talented students may be found in all societal groups, some may indeed require remediation in certain areas of learning. Schools should be alert to the needs of these students and intervene with appropriate programs as early as possible.

1.2.1 Some typical attributes

Some typical attributes of gifted and talented students include:

- a large, advanced vocabulary for their age;
- the ability to discuss complex ideas and concepts;
- quick mastery and recall of factual information;
- creativity and imagination;
- enjoyment of reading;
- the ability to work independently, to be self-critical, and to strive for perfection;
- an interest in and concern about world problems;
- the ability to apply learning and knowledge from one situation to another;
- the ability to grasp relationships and principles, and draw sound generalisations;
- initiation of their own activities and absorption in them, with little external motivation;
- wide interests, often in art, music and drama;
- the ability to relate well to older students/adults and enjoy learning from them;
- the ability to use two or more languages.

1.2.2 Core characteristics

Cohen (1994) suggests seven core characteristics of the gifted and talented:

- a rich memory storehouse
- intense curiosity
- reflectivity
- openness to experiences
- an ability to make relationships, generalise, and abstract
- an ease and speed of problem solving
- acute sensitivity.

Milne (1996) makes a distinction between the 'creative productive' students — the bold divergent thinkers — and the 'schoolhouse gifted' who do well on school tasks. The latter are often identified as 'high achievers' in the school setting. At school, 'gifted learners' tend

to ask the difficult or obscure questions; daydream or appear to be inattentive and yet score well on teacher tests; need little repetition for mastery; give elaborate and detailed answers to simple questions; are highly inquisitive; display strong opinion.

1.3 Identifying the Gifted and Talented

Research has shown that although the talents of some gifted students survive and grow unsupported, in others lack of support produces insecurity and anxiety. Gifted students may very well achieve some degree of academic success on their own, but it is unlikely that they will reach their maximum potential without the provision of specialised individualised educational provisions that are designed and implemented to foster the enhancement of their truly exceptional abilities and talents (Silverman, 1989; Tannenbaum, 1991). Research shows that at least 60% of gifted students underachieve in school to a considerable degree (Marland, 1972; Gross, 1993). A significant percentage of gifted students drop out of high school. Seeley's USA research (1987) places the figure as high as 15%–20%.

It is important that gifted and talented students are recognised early and challenged to their full capacity in the most appropriate way during their progression through Kindergarten to Year 12 including, where appropriate, early enrolment in school and into high school.

1.3.1 Areas for consideration

Following Gagné (1995), a gifted or talented student will possess, to an outstanding degree, potential or demonstrated ability in one or more of the following areas:

- general intelligence
- specific academic fields
- creativity
- psychomotor activities, such as sport, visual and performing arts
- social abilities such as leadership, capacity to understand and empathise with others, and sensitivity in social situations.

1.3.2 A balanced approach to assessment

A balance of objective and subjective approaches is most appropriate for the assessment of the gifted and talented. These may include:

- professional observation of performance
- parent observation
- peer observation
- checklists of traits and characteristics
- cumulative school history
- anecdotal evidence
- interviews
- interest surveys
- standardised achievement tests
- tests of cognitive/intellectual ability
- teacher-devised tests.

The syllabus statements of expected outcomes will provide a framework to assist teachers in identifying talented students in particular areas and in adopting special provisions, eg accelerated progression, as a means of meeting the needs of these students.

In the school setting, the students must be considered as 'whole' students and be socially and emotionally ready for acceleration as well as intellectually advanced. Care should be exercised not to build up excessive expectations from grade advancement which would make the student feel that they are a failure if it does not go well. Variables other than student readiness are involved in accelerated progression.

1.4 Options for Providing for the Gifted and Talented

A wide range of educational options is required to cater for students with exceptional ability. Possibilities include lateral extension, acceleration, mentor programs and specialist classes. (Van Tassel-Baska, 1998)

Enrichment, extension and acceleration are the three main methods of catering for the intellectually gifted child. 'Enrichment' activities add greater breadth to curriculum content and are suitable for all students. 'Extension' activities allow students to explore areas of study or interest in more depth. Most students will benefit from these activities. 'Acceleration' permits a limited number of students to move through content at a faster rate. 'Enrichment' should be a feature of both 'acceleration' and 'extension'. (Pohl, 1994)

Gifted and talented students should be challenged through the provision of learning experiences that provide the most appropriate combinations of:

- enrichment at the same level of challenge;
- more work at a higher level of challenge;
- work that meets the specific needs and interests of the particular student;
- the opportunity to spend time, where possible, with others of like ability and interests. (Benbow, 1998)

For a very small number of high ability students — the outstanding and the exceptional — this may mean acceleration beyond their enrolment cohort into a higher cohort, either:

- in all subject areas (ie grade advancement), or
- in one or more subject areas in which the student is particularly talented (ie partial acceleration).

Part Two: Flexible Progression

Flexible progression is a means by which each individual student, as far as possible, is able to progress through the years of schooling according to their achievement, capacities and needs.

The following ideas on flexible progression suggest organisational approaches that might assist schools in catering for the needs of the full range of students. These approaches can be introduced within existing class structures and within existing timetabling arrangements.

It is generally recognised that there should be a degree of individualisation of teaching programs for each student, or at least that students should be grouped in relation to the level of the work they are undertaking. In each class there might well be four or five groups with at least one of these working beyond the others.

In secondary schools, particularly, it is also possible to employ alternative timetabling arrangements. The following suggestions can operate within existing class structures in secondary schools. For some years, some schools have used vertical grouping arrangements to facilitate curriculum progression. Structures that are based on semesterisation also facilitate flexible progression (though it should be noted that the Board will only credential courses that comprise a minimum of 100 hours (indicative time) in Stage 5).

There are also structures that go beyond vertical grouping and that do not necessarily relate to class structures at all; rather, they are based on the grouping of children, with the groups being of different sizes and for different purposes.

2.1 Within Existing Class Structures

It is quite feasible to implement flexible progression within existing classes. Most teachers already achieve this through the use of group work and/or special programs for individual students. In one-teacher schools, this type of group/individual programming has been successfully employed as the norm for many years.

There will always be, in any class, several groups of ability levels and generally at least one or two students to whom teachers give 'extension' work because those students are capable of working at levels well ahead of the other groups. The approaches being suggested simply build on this premise.

Gifted or talented children might, by group or individual programs, move ahead of their colleagues by studying topics in the next 'stage'.

Similarly, students who are having difficulty achieving the outcomes of a program might be given additional units of work at the same or an easier level of achievement.

Teaching strategies designed to meet individual needs usually follow these broad principles:

- Teaching should allow for differences in learning styles as well as for the different abilities of the students.
- There should be an emphasis on encouragement and positive expectation; an emphasis on success, not failure.
- Students' programs may be conveniently organised into 'units' that can be worked through by each student independently.
- The units of work can allow for 'branching' to introduce supplementary content and remedial support where necessary.
- The units should include as much visual stimulus and have as much active, varied student participation as possible. (Sosniak,1997; Gross, Sleap and Pretorius,1999).

2.2 Vertical Grouping

Vertical grouping is a method of school organisation that involves significant variations to the conventional timetable. It applies more to secondary schools than to primary schools.

Vertical grouping is the system in which students in different Year groups are timetabled to be taught together for particular courses. Classes are not based, therefore, on age or on the student's enrolment cohort. For example, a block of Years 7, 8 and 9 English classes might be timetabled so as to allow the formation of a number of classes each containing students from Years 7, 8 and 9.

Vertical grouping can enable younger gifted and talented children to work with older students of a similar intellectual and emotional age. It can also enable a school to offer a wider curriculum choice through drawing students interested in a particular unit or course from more than one cohort year.

Vertical grouping may occur across the curriculum in a school or may be combined with traditional timetabling methods. For example, it could operate in some courses but not in others, in mandatory studies as well as additional studies, or in one to two courses only within a school.

In secondary schools vertical grouping is most commonly applied in Years 8–10. It is less common for Year 7 and Years 11–12 to be

involved in a large-scale way. In principle, however, vertical grouping could operate through the K–6 years, and through Years 7–12.

Vertical grouping is, in many schools, combined with a 'unitised' or 'semesterised' curriculum. Such an organisation is predicated upon the curriculum being organised into small units of study (or, for example, 10 weeks, a term, or a semester), and classes grouped vertically to undertake the units of study. Such organisation of students, of course, involves careful tracking and record-keeping. This method of organisation is often called Vertical Semester Organisation (VSO).

2.3 Semesterisation

'Semesterisation' is generally regarded as applying to any system of timetabling that is based on courses that run for less than the full school year. While usually applying to courses of 20 weeks, or half a school year in duration, the term 'semesterisation' is also applied sometimes to courses of less duration, eg 15 or even 10 weeks.

Semesterisation as a timetabling and curriculum approach need not be combined with vertical grouping of students, though, as stated above, the two are often employed together.

Semesterisation of the curriculum can lead to more clearly defined goals within concrete, achievable time frames; can allow progression based upon the successful completion of units of work; and can allow students to work through small curriculum units at their own pace.

Semesterisation requires careful 'tracking' of students, detailed recording of students' individual progress and may, if not monitored, lead to some lack of coherence in the program of an individual student. Its advocates, however, argue that these potential difficulties are easily overcome and that the planning and 'tracking' of students' programs should occur no matter what type of school organisation is in place.

2.4 Flexible Grouping

A variation on semesterisation is to base the organisation of the school's curriculum on 'units' of work which are carefully prepared from the syllabuses. This places the emphasis in the school's structure on the grouping of students, as they work through these units.

2.4.1 Structures and role of teacher

Central to this organisation is the allocation of students to Base Groups. (Age criterion groups are preferred but with variations possible, as research indicates that the social and emotional needs of students are based more on intellectual age than chronological age). These Base Groups may also be used for pastoral care, for course and progress counselling, and for courses such as personal development and living skills. Base Groups usually meet daily for these purposes. Base Groups may also be used for administrative purposes.

Under flexible grouping, each student has an individual timetable that shows courses, current unit within each course, and location when undertaking that unit. Each student's timetable would be in three parts: Base Group Sessions, Unit Workshops and Study Time.

A timetable showing Base Group meetings, Workshop Sessions and Study Time/Counselling is no more difficult to construct than a traditional timetable, once units have been devised and teaching allocations made.

The role of the teacher involves an emphasis upon the preparation of units of work, conducting group sessions of students taking particular units, marking students' work, overseeing Base Groups and providing assistance and counselling to students.

This type of organisation is similar to a distance education mode of delivery, but applied at the school level.

While such a system introduced without sufficient planning may have serious disadvantages, a well-planned system can facilitate flexible progression, and avoid disadvantages such as lack of continuity in study.

2.4.2 Unit of work approach

The units of work should be of a length that encourages both student satisfaction and natural cohesion in terms of the course. While units may include a great deal of individual work, they would also require group interaction, specific teacher demonstration, and teacher-led explanation and discussion.

A fully operational flexible system would require:

- careful advice to students on the selection of units, to ensure a satisfactory, planned program of study; and
- careful tracking of students and record-keeping.

The emphasis in unit workshops should be on those activities that require student/student interaction, teacher/student group interaction, demonstration, group viewing and student practical activity where this requires teacher supervision.

Work that is to be undertaken individually by students may properly be left for private study sessions, unless supervision is required. It is important in workshop sessions for students to relate to a particular teacher who will take them for several units. Such continuity will engender firm student/teacher relationships and allow the personal influence and enthusiasm of good teachers to be passed on to their students in the same way that the best teachers traditionally gain the respect and loyalty of students.

2.4.3 Study time

Study time allows students to work at their own rate through those aspects of units that are not included in workshop sessions. The actual proportion of time between workshops and study will vary with each course. Some courses may have a high proportion of workshop activity.

Study time should be clearly structured and should be an integral part of the unit. Students must have precise instructions on what work they are to undertake in relation to the objectives of the unit.

During the study time it is desirable that students have access to a teacher or teachers for assistance and counselling as required.

2.5 Accelerated Progression

The Board of Studies views accelerated progression as part of the wider process of flexible progression. Parts Three and Four of these *Guidelines* are devoted to the principles and processes related to accelerated progression.

Part Three: Accelerated Progression

3.1 General Principles

Accelerated progression in its various forms can provide a suitable framework around which schools can facilitate the education of talented learners. It is a readily available educational alternative if based on a comprehensive assessment of the readiness of the individual students and their attainment of defined outcomes.

If the student has demonstrated an outstanding level of achievement of the outcomes, there is no point in their remaining at the same stage any longer, provided all the important learning that may be expected in the outcome statements has been achieved. Again, this is also provided that the student is socially and emotionally ready for advancement, and that lateral extension would not be sufficient.

Research reviews indicate that acceleration is a highly effective intervention technique with intellectually gifted learners, yet misunderstandings and misinterpretations persist regarding its efficacy. Neither the research literature nor effective practice can support these misunderstandings. (Pollins,1983; Feldhusen,Proctor and Black,1986; Southern and Jones,1988; Bragett,1992; Sayler and Brookshire,1993; Gallagher,1996; Gross,1998).

Accelerated progression should provide a challenging and satisfying educational environment without disadvantaging the student educationally, emotionally or socially. (Southern, Jones and Stanley,1993; Benbow,1998)

3.1.1 Likely social and emotional outcomes of accelerated programs

Appropriate and carefully planned programs for accelerated progression should improve the motivation, confidence and scholarship of gifted students, prevent the development of habits of mental laziness, and allow the gifted students access to older students who are more likely to share their abilities and interests.

Young gifted students need opportunities to challenge their abilities and develop to the next level of their skills. The student's existing level of competence should be matched by corresponding educational experience, enhancing student self-esteem in a positive learning environment. Enrichment or lateral extension may well be appropriate for many very capable students. For others — the gifted rather than the highly able — acceleration matched with enrichment may be the most appropriate action.

Children are likely to achieve intimate and supportive relationships with other children with whom they have things in common. It has often been noted that intellectually gifted children tend to seek out the companionship of others who are at similar stages of intellectual development. This search for like minds for companionship appears to begin at an early age. (Janos and Robinson,1985; Harrison,1999).

Educational and psychological research shows that young students' levels of social and emotional development are more closely correlated with their mental age than with their chronological age. (Hallahan and Kaufman, 1982; Tannenbaum, 1983). Gifted students' enhanced capacity for abstract reasoning, coupled with their frequently accelerated capacity to obtain and process information, often leads them to become familiar with ideas not normally encountered until a much later stage. Serious difficulties of communication can arise if they attempt to share their particular interests with age peers.

Accelerated students should be able to handle anxiety and perseverance at reasonably accelerated levels without evidence of stress or obsessional behaviour. There should be a readiness by the students to separate from the friendship groups though this may not be an actual or full separation. It will, however, be a separation from common work conditions and habits.

Much of the emotional trauma experienced by intellectually gifted young people arises from the conflicting psychosocial needs of intimacy and achievement. The gifted student has to choose between acknowledging and using their exceptional potential, or conforming to the attitudes, values and achievement levels of the social group of which they are a member. Many deliberately underachieve to conceal their advanced emotional and social development in an attempt to win social acceptance from classmates and teachers. Others who are less able or less willing to compromise can become loners, preferring to invent solitary, intellectual stimuli. This results in lack of motivation and low self-esteem. (Tannenbaum,1983; Gross,1989).

Personal self-esteem is a concern for a gifted student who is not stimulated in the area(s) of talent. To assume that academically gifted students have high self-esteem is an error. Social and general self-esteem can be extremely low in gifted students who have little access to other gifted young people who share their abilities and interests. (Janos and Robinson,1985; Gross,1997). Boredom is a danger that can occur if the student is only stimulated by horizontal enrichment. For highly precocious young students, acceleration seems to be vastly preferable to most types of enrichment, as such

students will be appropriately challenged and will regain enthusiasm for work. (Passow,1996). For such students, lateral enrichment will only put off the boredom for a while and virtually guarantees that it will eventually be more severe. (Borland,1989). Accelerated progression is one of the options that research suggests can assist students who suffer emotionally from being held back. It is a matter for the school to consider the structure within which acceleration occurs and to monitor the students who are involved in acceleration in one or more areas of study.

Researchers who have examined the issue of the student's social and emotional development being jeopardised find no evidence to support the notion that socioemotional problems arise through well-run acceleration programs. They suggest that we should concern ourselves rather with the maladjusting effects that can arise from inadequate intellectual challenge. (Schiever and Maker, 1991; Gross,1993; Silverman,1998).

3.1.2 Making decisions about accelerated progression

The accelerated progression of an appropriate student should be possible at any stage during their formal schooling. From Kindergarten to Year 12, decisions on the acceleration of a student will generally be made by the school principal in consultation with relevant staff, the student and the parents.

In determining the appropriateness of acceleration as a strategy for the education of gifted and talented students, the individual progression of each student must be considered. If a class or group of students is being considered for acceleration, each student within the class or group should be considered individually and comprehensively.

While academic attainment and capacity are the principal criteria for acceleration, they are not the only ones. Regard should also be paid to the student's emotional and social development and general wellbeing. Acceleration should not be permitted if the student is likely to be disadvantaged because of these aspects.

When considering the student's level of maturity and suitability for acceleration, the following additional factors should be borne in mind in considering all-round intellectual and emotional readiness:

- the student's age
- the student's extracurricular and out-of-school activities
- the interpersonal relationships of the student.

Even if a student has achieved all the required outcomes of a particular stage, it should be established that acceleration is in the best educational interests of the student. It is possible that extension or lateral enrichment experiences may be more appropriate than acceleration.

3.1.3 Types of acceleration programs

Successful educational programs for accelerated students should contain elements such as content acceleration to the level of the student's abilities; thoughtfully planned, relevant enrichment; guidance in selected courses and directions; special instruction with the opportunity to work closely with other students of a similar level of ability; and the opportunity to work with mentors who have high level expertise in the student's area of giftedness. (Van Tassel-Baska,1998)

Appropriate and specific strategies that form a solid basis for the education of the talented student should be implemented in the regular classroom. Ability grouping is one method that could provide the opportunity for students to advance at their own pace with others of similar ability.

Students who have been identified as being suitable for acceleration will generally be keen to advance more quickly than their age cohort and to break from lockstep grade progression. If appropriately selected, these accelerants will cope with ease, enthusiasm and satisfaction.

3.1.4 Choosing appropriate acceleration programs

Gifted students need not demonstrate excellence in all areas. If a student is of such high ability in one or more areas that extra attention is required over and above what is reasonable to expect from the regular teaching, there is an obligation to provide this. For students to receive specialised educational attention is not for them to receive more than their fair share. They are simply receiving what in their individual circumstances is appropriate. (Braggett, 1985)

Assessment of students should determine in which area of the curriculum they are gifted and the program should cater for the acceleration in this area only. Grade advancement decisions, ie advancement in all courses from one cohort to another, should be based on a comprehensive individual assessment.

The needs of the individual should be considered above all. Fulfilment of these needs should not be jeopardised by narrow

concerns of productivity of the student or the speed at which they can complete individual stages. The needs of the 'whole' child must be taken into account in any decision to accelerate.

The development of a wide range of characteristics should be facilitated, with gifted students being led to develop in areas where they are able to grow in their personal talents, helping them to acquire the skills and confidence necessary to take increasing responsibility for their own actions and to grasp the opportunities that assist them to learn and develop their own potential. Exploration of the areas of knowledge should be to the depth that their interest takes them, and they should be taught to cope with struggles against failure or unsuccessful experiences.

3.2 Selection of Students for Accelerated Progression

(See also Appendix 1: International Guidelines on Suitability for Accelerated Progression)

Accelerated progression is a placement strategy available only to appropriate students as determined by the school principal, drawing upon the advice of others and of these guidelines as appropriate. Clearly, acceleration is a strategy appropriate for outstanding or exceptional students. The great majority of students will progress with their enrolment cohort in the usual way, enjoying enrichment and extension activities according to need.

3.2.1 The basis for selection

In selecting appropriate students for accelerated progression, a wide range of factors need to be considered including:

- academic capacity;
- school performance;
- early achievement of the required outcomes stated for their particular curriculum stage in Board of Studies syllabuses;
- social adjustment;
- emotional readiness for the acceleration proposed;
- future patterns of study; and
- issues centred on school staffing and resources.

3.2.2 Statewide indicators of capability

As a general guide the following statewide percentages are indicators of the proportion of students capable of acceleration:

- Grade Advancement (acceleration in all subjects)

  On a statewide basis, it is probable that only one in 200 (0.5%) students would be capable of acceleration in all subjects.

- Acceleration in one subject, or in one or more subjects

  On a statewide basis, it is probable that the most capable 5% of students could be appropriate for acceleration in one subject of special interest and expertise. Some students may be appropriate for acceleration in more than one subject, if not in all of the subjects they are studying.

These statewide percentage indicators mean that some schools may not, at any time, have any students of a truly outstanding or exceptional ability level warranting either single-subject or whole Year acceleration.

3.2.3 How much acceleration is appropriate?

In determining how much acceleration is appropriate, due regard should be paid both to the outcomes for the curriculum stage the student is currently undertaking, and the outcomes for the next curriculum stage. Questions such as the following would be appropriate:

- Has the student demonstrated a comprehensive achievement well in advance of the enrolment cohort when performance is assessed against the outcomes for the current curriculum stage?
- What level of achievement of the outcomes for the next curriculum stage is the student already demonstrating?
- Has this comprehensive achievement been demonstrated in one subject, in more than one subject, or in all subjects?

3.2.4 Assessing capacity for acceleration

Measures that may be used to assess capacity for acceleration may include:

- standardised tests of achievement and general ability
- multidimensional testing
- behavioural checklists
- reports from class teachers
- products and performance
- class grades
- a report from the local school counsellor
- recommendation of a psychologist

- interviews with the student
- interviews with the student's parents/guardians
- anecdotal records
- evidence of any academic prizes or awards the student has received
- evidence of the student's extracurricular and out-of-school activities, interests and abilities.

Other documentation that might be considered may include, for example, a report from an independent person with expertise in the education of gifted and talented students.

3.2.5 Determining emotional and social readiness

The emotional and social readiness of a student for acceleration should be determined in a number of ways including:

- observation of interactions with peers over a reasonable time period;
- evidence of the student's maturity, social skills and participation in activities beyond the school environment, eg out-of-school hobbies, interests, participation;
- the student's level of self-esteem and motivation;
- consideration of the student's adjustment to problems and decision-making skills;
- the student's participation in extracurricular school activities;
- the relative benefits of acceleration versus enrichment;
- anecdotal evidence from teachers and parents.

3.2.6 Recording student progress

A comprehensive record of any student who has been accelerated should be maintained. Supporting documentation on each record should show evidence over time of the suitability/necessity for accelerated progression. That is, it should reveal a trend extending back beyond the current year, without requiring an exhaustive dossier over too long a period of time.

The process of selection of appropriate students for accelerated progression can be represented by the flow chart in Appendix II.

3.3 Early School Entry

Early entry to school is a particular case of acceleration.

A review of the research reveals a consensus that, for successful outcomes, a child should be within six months of the approved entry age, and that there should be a comprehensive psychological evaluation of the child's intellectual functioning, academic readiness and social-emotional maturity.

The parents must be in favour of early entry but should not pressure the child; the child should express the desire to begin school; the receiving teachers should have positive attitudes towards early admission.

3.4 Individual Progression within the Same Student Group

The one-teacher primary school exemplifies a relatively natural form of acceleration in which exceptional students can progress to a higher stage without moving class.

This individual progression within the regular classroom can be achieved by teachers in larger schools and may be preferable in some cases to a child advancing to another grouping of students all working at a higher level. In some cases, however, the range of enrolment may not allow the gifted student the opportunity to work with others of similar ability and interests.

3.5 Whole-group/Whole-class Acceleration

It is important in any program of accelerated progression that is based upon the acceleration of a total group of students that the principles of individual progression are not lost in the timetabling and administrative arrangements.

Accelerated progression is based upon the proposition that students learn at different rates and in different ways and should be able to progress according to their ability, readiness and motivation. Keeping a whole group of students together and providing a program that ensures that they all 'accelerate' together may limit the possibilities for some students.

The acceleration of students should be on an individual basis, ie each student should be separately and carefully considered for accelerated progression, whether in single subjects or for grade advancement.

3.6 Transition from Primary to Secondary (Stage 3 to Stage 4)

Consideration should be given to the most appropriate method of transition from Stage 3 to Stage 4. This is essential if students are to have natural progression from Kindergarten to Year 12. The concept of learning as a continuous individual process, occurring at different rates, certainly raises questions about the traditional division of schooling into years and into infants/primary, secondary and tertiary (Committee of Review of New South Wales Schools 1989).

Schools that allow for flexibility across the traditional primary/secondary gap would obviously provide many advantages. In such a context, the central school structure that can take all students from Kindergarten to Year 10, or to Year 12 in some cases, provides an excellent educational environment in which to implement accelerated progression. There are, however, many productive ways in which the transition from primary to secondary (Stage 3 to Stage 4) can be achieved for accelerating students.

Where a highly talented student, still in Stage 3, is ready and able to undertake study in some subjects at Stage 4 level, but is not to move to a higher cohort and where extension work is no longer appropriate, a suitable arrangement would seem to be for the student to remain in the primary school and for primary teachers, within the normal classroom, to provide the student with experience in the secondary syllabuses. To this end the Board of Studies provides copies of the major secondary syllabuses (Years 7–10) in each Key Learning Area to all primary schools. Where appropriate the Board builds into K–6 syllabuses opportunities for students to achieve outcomes beyond those typically achieved in Stage 3.

Liaison between primary and secondary schools is vital to ensure that the achievements of students coming from primary schools are known and allowed for by the students' secondary teachers. Accordingly, the Board provides secondary schools with copies of all new K–6 syllabuses.

The Board adopts a K–12 perspective when developing syllabuses and ensures liaison between those developing K–6 and 7–12 syllabuses.

If a school plans to accelerate a student from primary to secondary, a trial period might be advantageous during which the student attends secondary school in their areas of exceptional talent, and Year 6 for the other subjects. At the end of this trial period the student may then move full time into secondary school. This ensures that, if the

trial is not a success, there is no risk of the student having to go back to primary school after having been full time in secondary.

In acceleration from primary to secondary it is absolutely necessary that the receiving teachers be supportive. Decisions on early entry to high school should be shared jointly by the primary school principal and the high school principal.

Part Four: Board of Studies Policies on Accelerated Progression

4.1 General Policies K–12

The Board of Studies views accelerated progression as part of a wider process of flexible progression within NSW schools.

School principals will determine suitable students for acceleration subject to the requirements of these guidelines, as appropriate.

Students who are accelerated must be able to demonstrate completion of the Board of Studies syllabus outcomes, ie they must attain the outcomes required in the Board's syllabuses earlier than other students. It follows therefore that they should not be accelerated at all if they have not achieved at a high standard in the required outcomes. This need not mean that every outcome has been fully attained; however, the student should have demonstrated a very high standard of achievement. This is a matter for professional judgement by the teachers in identifying students for acceleration. The emphasis must be on required outcomes rather than the content of courses.

Acceleration must be on the basis of compression of the curriculum, or curriculum 'compacting', not omission, ie accelerating students should be outstanding or exceptional students who attain the Board's curriculum outcomes in less time than other students.

Appropriate students may be accelerated at any time once they have achieved the Board's outcomes.

Acceleration is possible in all subjects (grade advancement), in one subject (single subject acceleration) or in a number of subjects. Within each subject, acceleration should generally occur in the highest level course available.

Accelerating students, as with all other students, must meet Board of Studies curriculum and credentialling requirements. When credentialling requirements have been completed, the result will be accumulated and incorporated into the secondary credentials.

4.1.1 Notifying the Office of the Board of Studies, especially through Years 7–12

When the proposed advancement, whether whole-grade or single subject, is to be two or more cohort Years ahead of the student's present Year cohort and is likely to lead to early entry for the

secondary credentials (eg when the proposal is for a Year 8 student to accelerate to Year 10 in Mathematics or a Year 9 student is to accelerate to Year 12 in Japanese) the principal must inform the Office of the Board of Studies. A proforma, included as Appendix IV, is provided for this purpose.

It must be emphasised that this proforma does not take the place of the entries that are required to be submitted by schools to enter accelerants for the secondary credentials. See Board of Studies ACE Manual 6.1 and 12.1.

4.2 Acceleration in Years 7–10

The decision to accelerate a student in one or more courses should take into account the balance of the student's achievement in all courses.

Students who have been accelerated in all courses to a cohort ahead of their enrolment cohort (grade advancement) will be exceptional students.

Students who are accelerated in one or more courses will be outstanding students within the subject candidature. It is expected that these students will present at the highest level course in the accelerated subject when they sit the HSC. For example, a student may not accelerate into a standard or general course such as English Standard or General Mathematics.

Students may only accelerate into Board Developed courses.

Students should be entered for their Stage 5 accelerated course in the calendar year in which they will complete it.

Where a student has accelerated in English, Mathematics, Science or History/Geography for the School Certificate, the student will be required to sit for the relevant School Certificate Test(s) in the year in which he/she completes the course(s).

Students who are accelerated into Year 10 or from Year 10 into Year 11, will be outstanding or exceptional students whom the school can confidently expect will receive 'A' gradings in Stage 5. An 'A' grading, however, does not of itself equate to exceptional ability requiring acceleration, ie there will be many more students receiving 'A' gradings than those who should be accelerated. This will be true, for example, at a selective high school as well as a comprehensive high school, although it would be expected that more students at a selective high school would be capable of acceleration. If a student

does not receive an 'A' as expected and decides to repeat the course, they should be made aware that the grades for all attempts are reported on the cumulative Record of Achievement. Students who are not expected to receive an 'A' grading should not be accelerated unless there are exceptional and compelling circumstances.

Students who are accelerants in terms of these guidelines, and for whom the school confidently expects a grade 'A' to be awarded in Stage 5, may begin studying Stage 6 courses while still in Stage 5.

Where a student has demonstrated a genuine talent in a particular subject(s) and has completed all Stage 5 requirements for that subject(s), eg Advanced Mathematics, the student may begin studying Stage 6 in an appropriate course, eg Preliminary Mathematics.

Similarly, where a student demonstrates a genuine interest in and aptitude for a Stage 6 course, for which there is no corresponding Stage 5 course, the student may begin studying the Stage 6 course when all requirements in that particular KLA have been completed.

An appropriately selected student might commence Stage 6 Preliminary course study in one course, for example, and compact the Preliminary and HSC course work into approximately fourteen months or five terms, thereby undertaking the HSC examination in that course at the end of the following year.

Students accelerating into Stage 6 Preliminary course work will need to be entered with the Board for the higher level study.

Where it is proposed to accelerate a student two or more Years ahead of their Year cohort and the acceleration is likely to result in early entry for the secondary credentials, the procedure under 4.1.1 above also applies.

4.2.1 Key Learning Area requirements

Students accelerating in one or more courses, but not in all courses, should be assessed by the school in the year in which they complete Stage 5 in that course or courses. This means that the usual enrolment cohorts for such students will vary considerably. For example, students may be enrolled in Year 8 or Year 9 and be completing a Year 10 course, or have completed a Year 10 course early and gone on to study a Stage 6 Preliminary course while in Year 10.

In Years 7–10, students studying in the English, Mathematics and Science KLAs who have been assessed as meeting the requirements

of acceleration for one (or more) of these subjects, and who are confidently expected to be awarded an 'A' in that subject by the school in accordance with the Board's advice on grade descriptors, may, provided they have met the mandatory requirements in the relevant KLA, advance to a higher Year level within the Years 7–10 curriculum.

Where a student has demonstrated a genuine talent in English, Mathematics, or Science, and has completed all Stage 5 requirements for that subject, and is expected to receive an 'A' grading in the subject, the student may begin studying Stage 6 in an appropriate course (eg Preliminary Mathematics).

A number of accelerated progression options are available in English and Mathematics.

Where the school decides that the needs of the student are best met by acceleration in English, as indicated in 4.2 above, it is expected that the acceleration will be in the English Advanced Preliminary Course. The accelerant would then progress to the English Advanced HSC Course. Students may also study English Extension Courses 1 and 2.

Where a student is considered appropriate for acceleration in Mathematics, acceleration should be in the Mathematics Preliminary Course, not the General Mathematics Course. The accelerant would then progress to the HSC Mathematics Course. Students may also study Mathematics Extension Courses 1 and 2.

For Science, it is expected that the acceleration would be in Physics, Chemistry, Biology, or Earth and Environmental Science, but not in Senior Science.

Students undertaking a 200-hour Stage 5 course in Human Society and Its Environment, who have been assessed as meeting the requirements for acceleration, and who have been awarded an 'A' in that subject by the school in accordance with the Board's advice on grade descriptors, may, provided they have met the mandatory requirements in Human Society and Its Environment, either:

- begin a Stage 6 course in that subject, or a related subject (see 4.2.2.1)

or

- select and study a 100-hour Stage 5 course (or another 200-hour course) in Human Society and Its Environment.

Students undertaking a 200-hour Stage 5 course in Languages Other Than English, Technological and Applied Studies, Creative Arts or Personal Development, Health and Physical Education, who have been assessed as meeting the requirements for acceleration, and who have been awarded an 'A' in that subject by the school in accordance with the Board's advice on grade descriptors, may, provided they have met the mandatory requirements of the relevant Key Learning Area, either:

- begin a Stage 6 course in that subject or a related subject (see 4.2.2.2, 4.2.2.3, 4.2.2.4 and 4.2.2.5)

or

- select and study a 100-hour Stage 5 course (or another 200-hour Stage 5 course) in any Key Learning Area of Languages Other Than English, Technological and Applied Studies, Creative Arts or Personal Development, Health and Physical Education.

Where a student demonstrates a genuine interest in and aptitude for a Stage 6 course for which there is no corresponding Stage 5 course, the following advice on possible course progressions may be used as a guide when allowing students to accelerate. Courses in related vocational education options that suit student needs and interests may be included.

Board Inspectors are available to offer advice on sequences of courses for accelerants.

4.2.2 Some Possible Course Progressions for Accelerants

4.2.2.1 Human Society and Its Environment (HSIE)

For this KLA there are a number of possible course sequences that could be followed after completion of the mandatory requirements. Some of these are shown in the following table:

HUMAN SOCIETY AND ITS ENVIRONMENT

Mandatory Requirements

Human Society and Its Environment is to be studied substantially throughout each of Years 7–10. 400 hours are to be completed by the end of Year 10 and must include the 100-hour mandatory courses of History and Geography plus further study (from one or two of the subjects in this Key Learning Area) to satisfy the remainder of the 400 hours indicative time requirement across Years 7–10. From and including the 1999 Year 7 cohort, HSIE must be studied in each of Years 7–10 and must include the study of 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.

Additional studies may include the following :

Aboriginal Studies Studies in Society Studies of Religion Asian Social Studies	History	Commerce	Geography

Stage 6 Courses

Society and Culture, Aboriginal Studies, Studies of Religion (I/II) Legal Studies,	Modern History, Ancient History, Legal Studies Society & Culture, Aboriginal Studies, Studies of Religion (I/II)	Economics, Business Studies, Aboriginal Studies,	Geography, Society and Culture, Studies of Religion (I/II)

4.2.2.2 Languages

A student in Stage 5 may be permitted to begin study of a Stage 6 language course where the student has been accelerated in the Stage 5 course in that language and has been awarded a grade 'A' by the school, or where the school is confident that a grade 'A' will be awarded.

There could be circumstances where the student can demonstrate proficiency in the language, across the range of skills in listening, speaking, reading and writing, of a standard that meets or exceeds the outcomes of the Stage 5 course. This could occur, for example, in the case of a background speaker in a particular language. In such a circumstance the principal may decide to permit the student to accelerate to Stage 6.

Where acceleration to Stage 6 is being contemplated the following points should be noted:

- the normal eligibility rules for languages courses continue to apply;
- students may not be accelerated into Stage 6 courses for which they are ineligible;
- students cannot be accelerated into a Beginners Language course;
- reference should be made to Section 9 (Recognition of Prior Learning for Languages) in the document *Recognition of Prior Learning for the Higher School Certificate*, Board of Studies, 2000.

4.2.2.3 Personal Development, Health and Physical Education (PDHPE)

In accelerating a Stage 5 student into a Stage 6 course in either PDHPE or Community and Family Studies, principals should take account of the student's maturity and ability to cope with the more sophisticated personal development issues raised in the Stage 6 courses. Schools offering acceleration in this area should note the Board's requirement to maintain physical activity for fitness outcomes throughout Stage 5.

4.2.2.4 Technological and Applied Studies

For this KLA, as for HSIE, there are a number of possible sequences of courses that may be followed after completion of the mandatory requirements. See the following table for some suggestions.

TECHNOLOGICAL AND APPLIED STUDIES

Mandatory Requirements

200 hours within the Key Learning Area, incorporating a minimum of 50 hours of computing studies. Schools must use the Design and Technology syllabus to meet the 200-hour mandatory requirement.

Additional studies may include the following :

200-hr course Agriculture, Sheep Husbandry and Wool Science, Design and Technology (additional)	**200-hr course** Technics, Technical Drawing, Design and Technology (additional)	**200-hr course** Computing Studies, Design and Technology (additional)	**200-hr course** Food Technology, Design and Technology (additional)	**200-hr course** Textiles and Design, Design and Technology (additional)
↓	↓	↓	↓	↓
Stage 6 Courses				
Agriculture, Design and Technology	Design and Technology, Engineering Studies, Industrial Technology	Software Design and Development, Information Processes and Technology	Food Technology, Design and Technology	Textiles and Design, Design and Technology

4.2.2.5 Creative Arts

After completion of the mandatory requirements a student may choose to follow a course sequence such as appears in the table presented below:

CREATIVE ARTS

Mandatory Requirements

100 hours Visual Arts (mandatory course); and 100 hours Music (mandatory course) taught as coherent units of study and not split over a number of years.

Additional studies may include the following :

200-hour course Visual Arts (additional)	**200-hour course** Music (additional)	**200-hour course** Drama	**200-hour course** Dance
Potential accelerants must satisfy all of the course requirements and demonstrate excellent achievement (Grade 'A') in making, critical study and historical study.	Potential accelerants must satisfy all of the course requirements and demonstrate excellent achievement (Grade 'A') in performing, composing and listening.	Potential accelerants must satisfy all of the course requirements and demonstrate excellent achievement (Grade 'A') in improvisation, play building and acting; ability to manipulate appropriately the elements of production; a sound understanding of the cultural, historical and stylistic contexts of forms of drama and theatre; well developed written and oral skills	Potential accelerants must satisfy all of the course requirements and demonstrate excellent achievement (Grade 'A') in performance, composition and appreciation.

Stage 6 Courses

Visual Arts	Music 2 and Music Extension (or Music 1 determined on a case by case basis)	Drama	Dance

4.3 Acceleration and the Higher School Certificate

Students may undertake Preliminary and/or HSC courses in advance of their usual Year cohort in accordance with the principles contained in these *Guidelines for Accelerated Progression.*

Decisions about acceleration of HSC students will be made by school principals within Board requirements.

Students may accelerate in all courses (grade advancement) or in one or more courses.

Acceleration must be based on the principle of compression or compacting of study, not omission of work. Students who accelerate in one or more courses must achieve the required outcomes for the courses, but in a shorter time frame, ie one or more years in advance of their cohort.

Accelerating students may count towards their Higher School Certificate results obtained in advance of their cohort. This means that acceleration, other than whole grade advancement, can be regarded as a form of accumulation. However, it is a particular form of accumulation, achieved through meeting required outcomes in less than the Board's stated indicative time. A student who may have achieved Board outcomes early through the provision of additional study time is not an accelerant.

For students accelerating by less than two cohort Years, schools should enter students for their accelerated course(s), viz Preliminary or Higher School Certificate entries.

Where the proposed advancement is for two cohort Years or more and is likely to lead to early entry for the Higher School Certificate the matter must be referred to the Office of the Board of Studies. Appendix IV shows the proforma to use in such cases. See also 4.1.1.

The main principle governing the issue of assessment tasks for accelerating HSC students is the Board of Studies policy that accelerating students must be capable of compressing required study rather than omitting requirements. Therefore, in terms of the formal assessment program for the HSC, a student accelerating in a subject should complete all assessment tasks (or the equivalent) that are undertaken by students completing the usual HSC program in the subject.

This does not mean that accelerating students must complete every assessment task at the same time as other students. In some instances this will clearly be impossible as it depends on the time at which the student is accelerated and the amount of work that has been covered.

There may need to be flexibility in the order and timing of assessment tasks. This also means, however, that accelerating students may have to do additional work at certain times and that, to some extent, programs of work may have to be specifically tailored for the student's needs.

4.4 Options for Accelerating Students at HSC Level

Accelerating students, as with all HSC students, will have open to them a range of alternative pathways to the HSC.

Accelerating HSC students, having completed HSC courses in advance of their Year cohort, may:

- undertake additional units for the HSC;
- undertake an HSC extension course, if requirements are met;
- undertake a university level course, eg a Distinction Course or University Extension Course;
- undertake external or part-time study at University or TAFE;
- commence part-time work in addition to their studies
- undertake a combination of some of the above options.

4.5 Repeating of Courses by Accelerants

The issue of accelerants repeating courses, particularly courses for the secondary credentials, is a complex one. An accelerating student may be permitted to repeat a course in which they have been accelerated, though this would not be the expectation. If a student is accelerated, it should occur in the educational interests of the particular student, and with a strong probability of success in that accelerated subject or subjects. It may be desirable for principals to ensure that a student has a trial period of enrichment and limited acceleration before formal acceleration is confirmed.

The Universities Admission Index (UAI) rules specify that, while a student may repeat a subject at the HSC, only the most recent result may be counted for UAI purposes.

APPENDIX I

International Guidelines on Suitability for Accelerated Progression

Some of the guidelines used internationally to assist school principals in determining gifted students' suitability for accelerated progression include the following:

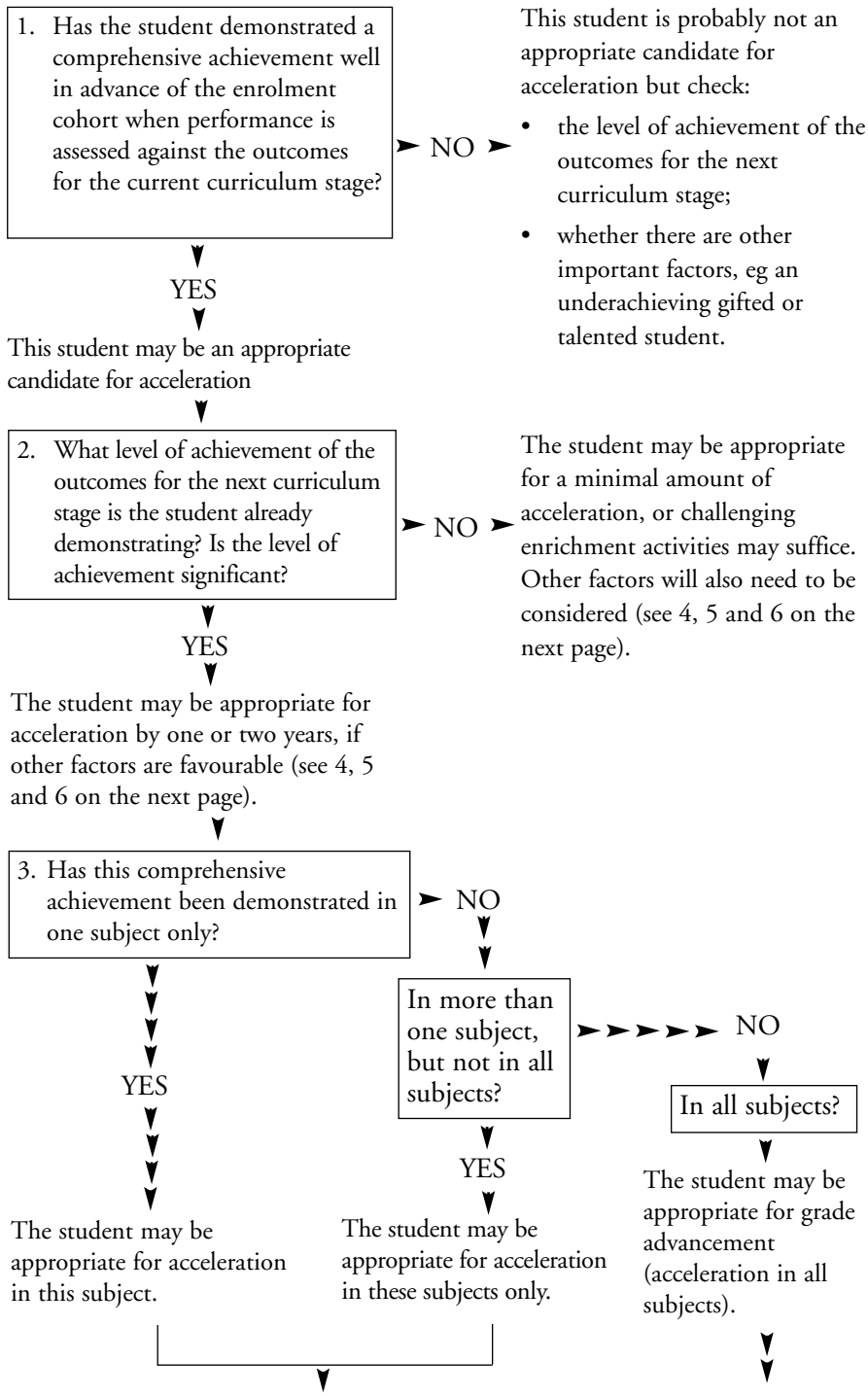
1. It is not necessary for every gifted student to be psychometrically tested. However, in the case of students who are being considered for accelerated progression, there should be a comprehensive psychological evaluation of their intellectual functioning, academic skill levels and social-emotional adjustment by a trained psychologist.
2. Academically, the student should demonstrate skill levels above the average of the class they desire to enter.
3. Socially and emotionally the student should be free of any serious adjustment problems. Principals should be aware, however, that in some gifted students social or emotional difficulties may have been caused by inappropriately low grade placement. In such cases the problem may be alleviated by accelerated progression.
4. The student should be in good physical health. The student's size, however, should be considered only to the extent that competitive sports may be viewed as important in later years.
5. It is important that the student should not feel unduly pressured by parents/guardians. The student themselves should be eager to move ahead.
6. The receiving teacher must have positive attitudes towards the grade advancement and must be willing to help the student adjust to the new situation.
7. Judgements about the student's social and emotional maturity should include input from the student's parents/carers and the psychologist. Gifted students are sometimes rejected by their classmates. It is important that teachers do not confuse the absence of close peer relationships with social immaturity.
8. Ideally, grade advancement should occur at natural transition points, such as the beginning of the school year. However, mid-year advancement may sometimes be desirable where the student's prior teacher and receiving teacher may more easily confer about how best to help the student make a smooth transition.

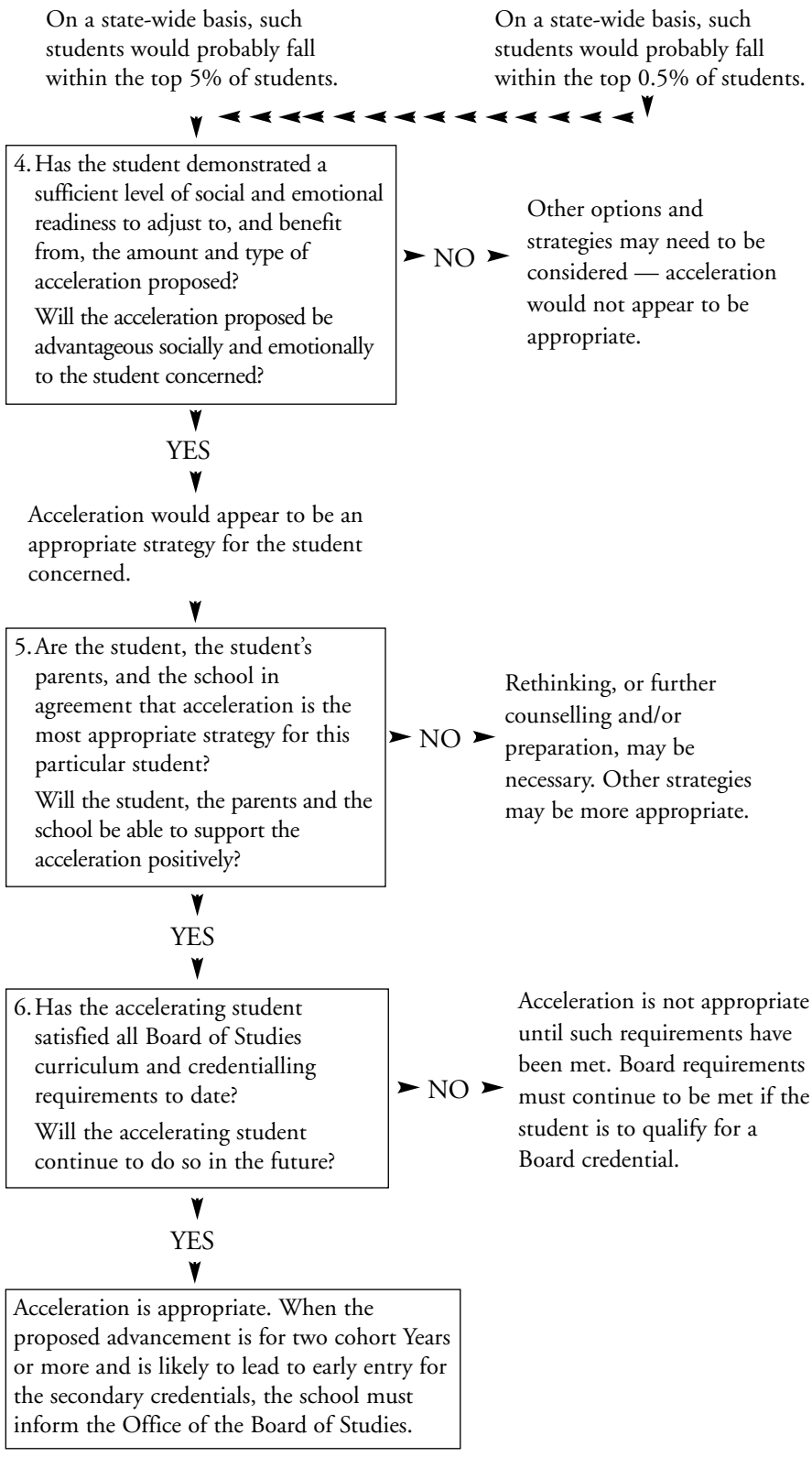
9. All cases of accelerated progression should be arranged on a trial basis of at least six weeks. The student should be aware that if the trial period is not a success, they will return to the original grade placement. It is important that in such a circumstance the student should not be made to feel that they have 'failed'.
10. Care should be exercised not to build up excessive expectations from grade advancement. A small minority of gifted students are so advanced in their intellectual or academic development that one year of accelerated progression may still leave them bored at school. For such students further advancement may be advisable at a later period in their schooling.
11. Decisions regarding accelerated progression should be based on facts rather than myths. The research literature on acceleration reveals that accelerated progression benefits the gifted student both academically and socially. Conversely, failure to advance a highly gifted student may result in poor study habits, apathy, lack of motivation, and maladjustment.

Adapted from: Feldhusen, J F, Proctor, T B & Black, K N, 'Guidelines for grade advancement of precocious children', *Roeper Review*, 19 (1), 1986, pp 25–27.

APPENDIX II

Flow Chart: Selection of Appropriate Students for Accelerated Progression




On a state-wide basis, such students would probably fall within the top 5% of students.
On a state-wide basis, such students would probably fall within the top 0.5% of students.
4. Has the student demonstrated a sufficient level of social and emotional readiness to adjust to, and benefit from, the amount and type of acceleration proposed?
Will the acceleration proposed be advantageous socially and emotionally to the student concerned?
NO
Other options and strategies may need to be considered — acceleration would not appear to be appropriate.
YES
Acceleration would appear to be an appropriate strategy for the student concerned.
5. Are the student, the student's parents, and the school in agreement that acceleration is the most appropriate strategy for this particular student?
Will the student, the parents and the school be able to support the acceleration positively?
NO
Rethinking, or further counselling and/or preparation, may be necessary. Other strategies may be more appropriate.
YES
6. Has the accelerating student satisfied all Board of Studies curriculum and credentialling requirements to date?
Will the accelerating student continue to do so in the future?
NO
Acceleration is not appropriate until such requirements have been met. Board requirements must continue to be met if the student is to qualify for a Board credential.
YES
Acceleration is appropriate. When the proposed advancement is for two cohort Years or more and is likely to lead to early entry for the secondary credentials, the school must inform the Office of the Board of Studies.

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APPENDIX IV

PROFORMA FOR INFORMING THE OFFICE OF THE BOARD OF STUDIES

(The use of this form does not replace the need for submission of entries for the Board of Studies secondary credentials)

ACCELERATED PROGRESSION

PROPOSED ADVANCEMENT FOR TWO OR MORE YEARS AHEAD OF YEAR COHORT

Student Name_____
(first names) (surname)

Date of Birth: _____/_____/_____

Gender (please tick) Female Male

Current (cohort) School Year (eg Year 9) Year_____

School Name : _____

School Address : _____ Postcode _____

School Phone : _____ School Fax: _____

School Contact Person : _____

Designation: _____

Student's History of Acceleration (including when student first commenced acceleration, whether single subject or grade advancement)

Proposed Acceleration (tick appropriate descriptor)

☐ Single subject

☐ A number of subjects

☐ All subjects (Grade advancement)

Planned Program of Study

Current Year

(List subjects/courses and levels and clearly identify any being accelerated)

Calendar Year Study Year Course Course Level

Future Years

(Indicate year and list subjects/courses, clearly identifying those proposed for acceleration)

Calendar Year Study Year Course Course Level

Reasons for acceleration currently proposed

Principal's recommendation:

Principal's
Name_____Signature_____Date_____

Please send to:
Manager, Planning and Development Branch,
Office of the Board of Studies
GPO Box 5300, Sydney NSW 2001