



## WHOLE YEAR ACCELERATION PROCEDURE

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## 1 AUTHORITY AND APPLICATION

Date of approval	8 December 2020
Source of approval	Catholic Education Commission Tasmania
Start date	14 December 2020
Date of review	December 2023
Date of amendments	N/A
Previous procedures replaced by this Procedure	N/A

**SIGNED:**



**DATE:**

9/12/2020

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## 2 RELATED DOCUMENTS

This Procedure should be considered in conjunction with the following related documents:

<b>Policies and Procedures</b>	<ul style="list-style-type: none"><li>• The Archbishop's Charter for Catholic Schools in Tasmania</li><li>• Student Equity Policy (04:2019)</li><li>• Pastoral Care Policy (02:2014)</li><li>• Enrolment Policy (01:2014)</li><li>• Learning Plan Guidelines</li><li>• Gifted Education Guidelines</li><li>• Gifted Education Support Package</li><li>• Early Entry to School for Children who are Gifted Cross Sectoral Guidelines</li></ul>
<b>Applicable Laws</b>	<p>All laws in connection with the carrying out of work or the Workplace including:</p> <ul style="list-style-type: none"><li>• <i>Ministerial Instruction No 15 Early Entry to School</i></li></ul>

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## 3 PURPOSE

Catholic Education Tasmania focuses on creating an environment that supports and nurtures all students. Equity in Catholic education is founded in the Catholic tradition and informed by current research and legislation. Acceleration is a well-researched provision available to schools for meeting the needs of gifted students. The purpose of this procedure is to provide clear advice and guidance on the process approved for Catholic Education Tasmania regarding the acceleration of gifted students.

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## 4 DEFINITIONS

### **Acceleration**

A range of strategies and options to enable gifted students to progress at a faster pace and a younger age through educational programs and curriculum, consistent with their abilities. Common forms of acceleration include early entry to kindergarten, year level acceleration (grade skipping) and subject acceleration.

### **Catholic Education Tasmania**

Catholic Education Tasmania (CET) covers Catholic Education Commission Tasmania (CECT) controlled workplaces including the Tasmanian Catholic Education Office

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(TCEO), Archdiocesan Schools and adjunct business undertakings such as child care operations as well as Congregation Schools operating in Tasmania.

### **Gifted Students**

Gifted students possess natural abilities or aptitudes at levels significantly beyond what might be expected for one's age.

### **Subject Acceleration**

Students are promoted to a higher year level for one or more of the subjects in which they excel.

### **Year Level Acceleration (Grade Skipping)**

Students are promoted to a higher year level for all subjects. It is usual for only one year level to be skipped at a time. If a highly gifted student needs more than one year level skip there is usually a settling in and reassessment period before the second (or third) skip is affected.

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## **5 COVERAGE**

This procedure covers and applies to CECT, CET Archdiocesan Schools and Congregation Schools and the TCEO.

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## **6 OBLIGATIONS AND ACCOUNTABILITIES**

### **Tasmanian Catholic Education Office**

- Provide current and relevant procedures relating to the acceleration of gifted students.
- Provide an Education Officer: Extended Learning to support and guide acceleration procedures of gifted students in Catholic Education Tasmania schools and colleges.

### **Schools and Colleges**

- Establish processes and systems that promote the development of student learning plans and highly adjusted educational programs.
- Provide a learning environment that supports students learning at a pace commensurate with their abilities.

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- Follow the CET Whole Year Acceleration Procedure when considering year level acceleration options for students.

### **Teachers**

- Facilitate a classroom culture that fosters inclusion and learning for all.
- Identify students who are not being challenged and extended at their year level, through rigorous curriculum differentiation processes, and consider whole year level acceleration as a possible provision.
- Liaise with other teachers, parents/guardians and the student to support a smooth transition.
- Implement a Learning Plan for accelerated students.
- Monitor and review student Learning Plans as outlined in the CET Learning Plan Guidelines.

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## **7 GENERAL PRINCIPLES**

- Catholic Education Tasmania is committed to creating a culture of equity and excellence that supports learning for all.
- Catholic Education Tasmania recognise gifted and highly able students are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum aligned with their individual learning needs.
- Catholic Education Tasmania recognises that academic acceleration can enable a more appropriate match between a gifted student's capabilities and level of challenge in the curriculum.

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## **8 PROCESS**

Whole Year Level Acceleration (see appendix for flowchart).

- 8.1 Student demonstrates academic abilities that are distinctly above same age peers as ascertained through a differentiated curriculum, class and school-based assessments and above level testing.
- 8.2 Stakeholders consulted in regards to the possibility of a whole grade skip (student, parents/guardians, school leadership, class teachers, school counsellor, psychologist).
- 8.3 If stakeholders are in agreement, the nominated key teacher collates relevant data, including administering the IOWA Acceleration scale for Prep to Year 8 students, to ascertain the student's suitability for a whole year level skip. It is

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recommended that the student complete an educational assessment with a educational psychologist.

- 8.4 If results indicate the student is a suitable candidate for whole year level acceleration then a transition period is recommended. For example, in primary school, during term 4 the student spends one day a week in the year level above, before moving into this cohort of students fulltime the following year.
- 8.5 Develop a Learning Plan for the student that includes specific skill training to meet potential academic, social and emotional gaps that result from year level acceleration.
- 8.6 If the student is not recommended for whole year level acceleration consider other options, such as subject acceleration.

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## 9 APPENDIX

- Whole Year Level Acceleration Procedure Flowchart.

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# CET Whole Year Level Acceleration Procedure

## 1. Nomination

A student who is performing distinctly above their year level may be flagged by parents/carers or teacher/s as a candidate for whole year level acceleration. The nominated school contact person e.g. Extended Learning Key Teacher consults with key stakeholders (e.g. parents/carers, school leadership, teachers, school counsellor).

## 2. Critical Items

Before proceeding ask:

- Does the student feel positive about a possible year level skip?
- Is there a sibling in the receiving year level?
- Is the student's ability (measured by IQ) at least one standard deviation above the mean? *It is recommended the student undergo an educational assessment with a psychologist.*

## 3. Assessment

Collection of academic achievement and ability data as well as consideration of social and emotional development. See examples below:

Tool: IOWA Acceleration Scale (IAS) for P-8 candidates.

### Assessments of Ability

- AGAT
- K-BIT
- OLSAT
- WPPSI
- WISC

### Assessments of Achievement

- PAT
- NAPLAN
- BASE
- Above level testing
- PM Benchmarks
- Curriculum-based assessments
- Competition results

### Social/Emotional Factors

- Interpersonal skills
- Attitude towards learning
- Motivation
- Suspected/Evidence of Underachievement

## 3. Evaluation and Communication

Evaluation of evidence collected. IOWA Acceleration scale completed (Prep - Year 8 candidates). Results discussed with key stakeholders.

Whole year level acceleration  
NOT recommended

Explore appropriate educational opportunities for the student, e.g. subject acceleration.

Whole year level acceleration  
recommended

## 4. Implementation of Accelerated Placement

A transition period is actioned. For example, one day a week in the receiving class for a term.

Developmentally appropriate modifications are made to the student's program.

A Learning Plan is completed and includes specific skill training to meet potential gaps that result from year level acceleration.

Continued evaluation and monitoring of the student's progress.