



Learner and Teacher Agency

ACCELERATION POLICY

Acceleration is defined as the promotion of a student to the year level above her present one in a single subject or all subjects. This is an educational decision taken to enable gifted students to aspire to excellence and reach their full potential.

The school policy is that acceleration will take place where appropriate.

The Circumstances for Consideration of Acceleration:

Each case will be considered on its own merits and respond to the social, emotional, physical and intellectual needs of the student. Please see Acceleration Checklist on page 2.

The Process of Decision Making

Under the guidance of the Head of School, the following people will be consulted:

- the student,
- her parents,
- her classroom teacher and the receiving teacher (Junior School) and the Head of Extended Curriculum
- an Educational Psychologist, who will be asked to assess the cognitive and affective readiness of the student for acceleration.

Follow-up

When a student is accelerated, it is possible that she will need assistance with making the adjustment to a more challenging educational program and to her new peer group. Her progress will be monitored carefully.

- Junior School: the Head of School and the classroom teacher
- Middle and Senior School: the Heads of Schools, the Head of House and the Head of Extended Curriculum



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Acceleration Criteria Checklist (subject and year level)

	Criteria	YES	NO
1	A comprehensive body of evidence exists supporting high intellectual functioning. A psychological report by an accredited Psychologist is a requirement.		
2	The student has a Performance IQ of 140+, (or 130+ with issues), as indicated by her psychological report		
3	The student is achieving well above her chronological age.		
4	The student is demonstrating an academic skill level at or above the average of the year level being entered.		
5	The student is in good health.		
6	The student has an excellent attendance record.		
7	The student is socially and emotionally mature as evaluated by the student's parents, her teachers and the psychologist. Note: Gifted students may not have developed close friendships in their current placement and this should not be confused with social immaturity.		
8	The student wants to be accelerated and does not feel pressure from others, for example, parents, peers and teachers.		
9	The student is highly motivated, enjoys the challenge of advanced work and has a love of learning.		
10	Parents are in favour of the acceleration.		
11	The receiving teacher has a positive and constructive attitude to the placement.		
12	The student has the ability to cope with course expectations of the new placement, for example, NAPLAN, examinations and extended assessment tasks.		
13	The student has demonstrated effective time management and organisational skills.		

Note: In using this checklist, it is acknowledged that the student may display few of the characteristics described above because of boredom, frustration and other issues. The advice of the Psychologist will be considered carefully.

Reference: The Acceleration Criteria Checklist has been adapted from:

Henderson, L., & Farrall, J. (2015). *Supporting your gifted and talented child's achievement and well-being: A resource for parents*, pp 44-46

<https://www.janetfarrall.com.au/parent-resources>