Subject acceleration allows a gifted student who has demonstrated sufficient subject ability to proceed to the next year level in that specific subject, for example, science. In most cases, the student continues to progress in other subjects at the age appropriate level.

A gifted and talented student being subject accelerated would remain with their regular class for the majority of their lessons and either attend another class in their strength area or continue with their advanced curriculum while the rest of the class works on the age-appropriate curriculum.

Principals decide how the subject acceleration will be managed, who will supervise the student’s progress, how the individual’s achievements will be documented, and future learning pathways and transition processes. This process should be completed in consultation with parents, students and relevant professionals.

The gifted student most likely to be successful with subject acceleration:

- is performing well above age peers in the specific academic area(s)
- enjoys a variety of methods of learning and challenges in the specific area(s) is self-directed, independent and motivated to learn
- has a strong passion in the specific area(s)
- reads extensively in the specific area(s).

Social and emotional development should also be considered when contemplating any type of acceleration. Monitoring the student should be frequent throughout the initial semester to ensure that: the student is keeping up; is actually learning the new skills and knowledge base adequately; and is working effectively alone, or in the older class; and, has sufficient opportunity to interact with like-minded and age peers.

Acceleration research shows that gifted students benefit academically and may also benefit socially and emotionally (Feldhusen, 1986). Acceleration allows students to progress in line with their natural or preferred rate of learning and provides them with the opportunity to be intellectually stimulated.
STEP 1 – Nomination
A parent, teacher or student approaches the principal about acceleration.

STEP 2 – Consultation
The principal provides the student and their parent/carer with school documentation pertaining to gifted students and acceleration.

STEP 3 – Collection of evidence
Parents, carers, principals and teachers collect evidence of giftedness and academic ability.

STEP 4 – Validation
The principal determines subject acceleration suitability of student, based on the evidence provided.

STEP 4a – Subject acceleration NOT recommended.
School explores appropriate educational opportunities for the student. Student may be nominated for consideration as a potential candidate for subject acceleration at a later date, based on new evidence.

STEP 4b – Subject acceleration recommended.
Student and parents do not accept recommendation.

STEP 5 – Placement and Modification Recommendation
The principal is required to consult with parents/carers and other professionals including school psychologist to determine the one or more provisions that will best meet the needs of the student. The School Network Leader (SNL) is consulted if acceleration placement is in a different school/sector.

STEP 5a – ILP
An Individual Learning Plan (ILP) is written as per the Policy.

STEP 5b – Transition
The school provides intense transition support for the student for one semester from commencement of placement.

STEP 6 – Evaluation
Evaluation of enrichment, curriculum, pedagogy, grouping and possible further acceleration occurs throughout schooling.