Whole grade acceleration or year skipping is a placement process for gifted and talented students who are advanced in all subjects compared to their chronological peers. It can occur at any stage of schooling.

Whole year acceleration for gifted and talented students is an important strategy with a good success rate. Acceleration is well supported by current research which demonstrates that gifted and talented students benefit from being with intellectually 'like-minded' peers rather than similarly aged peers.

Acceleration has the potential of enhancing:
- the learning challenge
- engagement with schoolwork
- motivation
- goal setting
- self-esteem social and emotional wellbeing
- success.

A key to the success of whole grade acceleration is careful evaluation of the evidence gathered about the student who is being considered for acceleration and continued monitoring and evaluation to ensure that it continues to be the appropriate educational strategy for the student.

A decision to accelerate should be a consultative process and involve all relevant stakeholders. A range of evidence may include but is not limited to:
- teacher/parent checklists
- student checklists
- psychological testing/standardised testing
- anecdotal evidence
- student work and school history
- curriculum-based assessments.

A tool, such as the Iowa Acceleration Scale may be used as part of the evidence.

Students who have a dual exceptionality should also be considered for acceleration. The type and severity of a disability or difficulty are important, but should not be the only focus to a discussion about whole-grade acceleration. Support for students with dual exceptionalities, as with all individuals, means considering the whole person: providing accommodations for the one or more disabilities or disorders together with appropriate academic challenges.
Whole-grade Acceleration Flowchart

**STEP 1 – Nomination**
Guided by the Education and Training Directorate’s Gifted and Talented Students Policy, the teacher, parent/carer or student notifies the principal of a gifted and talented student’s potential candidacy for whole-grade acceleration as outlined in the school documentation for all gifted and talented students.

**STEP 2 – Assessment for Identification**
Evidence is collected and reviewed, such as:
- Teacher/parent checklists
- Psychological testing/Standardised tests
- Self identification
- Interviews
- Anecdotal evidence

**STEP 3 – Validation**
Principal determines whole-grade acceleration suitability of student, based on the evidence provided.

Whole-grade acceleration
- NOT recommended
  - School explores appropriate educational opportunities for the student. Student may be nominated for consideration as a potential candidate for whole-grade acceleration at a later date, based on new evidence.
- recommended
  - Whole-grade acceleration recommended
  - School explores appropriate educational opportunities for the student. Student may be nominated for consideration as a potential candidate for whole-grade acceleration at a later date, based on new evidence.

**STEP 4 – Placement and Modification Recommendation**
Principal consults with parents/carers and other professionals including school psychologist, as required, 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 - Intervention**
Whole-grade acceleration: student advancement of one or more learning years actioned.

**STEP 5b - Intervention**
Developmentally appropriate modifications are made to the student’s program.

**STEP 5c - Intervention**
Additional educational options e.g. concurrent enrolment, mentoring arranged.

**STEP 6 – ILP**
An Individual Learning Plan (ILP) is required and completed. ILP includes specific skill training to meet potential gaps that result from whole-grade acceleration placement.

**STEP 7 – Evaluation**
Continued evaluation and identification occurs, throughout schooling, as an ongoing process with a diagnostic purpose.

**STEP 8 – Transition Process**
The school implements a transition process that lists and describes the developmentally appropriate educational provisions and strategies provided as the student progresses through their schooling.