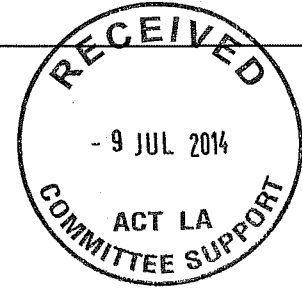




LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2014-2015

Brendan Smyth MLA (Chair), Mary Porter MLA (Deputy-Chair),
Giulia Jones MLA, Yvette Berry MLA



ANSWER TO QUESTION ON NOTICE 32

Asked by Mr Doszpot on 25 June 2014

1. Why does the Directorate not collect specific data on the number of G&T students in ACT public schools?
2. How do you determine who can access the Teacher Scholarship program if you don't know what the demand for such teachers might be?
3. Why does the Directorate not assess school based G&T programs?
4. If G&T classes are not assessed, how do you determine whether they are cost effective or deliver better educational outcomes for the student compared to mainstream classes?
5. How does a parent determine what school their child should attend if they believe they may be a candidate for a G&T class but their local school does not offer such a program?
6. If no assessment is done on the success of G&T programs, and each school is able to determine an agreed process for the nomination and identification of G&T students and the programs and educational strategies adopted, how do you know that each school is genuinely offering a G&T program?
7. Is there additional funding available for those schools that conduct a G&T stream?
8. Is there any connection between students who are part of a G&T primary school class and their eligibility for entry into G&T equivalent programs in high schools such as Campbell and Lyneham, both of whom offer a G&T stream for years 7-10?

MS BURCH - **the answers to Mr Doszpot's questions are as follows:**

1. Gifted and talented students are not a homogeneous group and a raw number would not enhance the Directorate's knowledge or capacity to meet the needs of these students. Schools maintain information on individual students to ensure they are providing a curriculum to meet each student's needs.
2. All teachers are eligible to apply for Teacher Scholarships. The criteria used to assess the Teacher Scholarship applications include alignment with the Directorate's current strategic plan and operational priorities.

3. Principals are responsible for evaluating the effectiveness of programs funded from school resources.
4. See response to 3 above.
5. ACT public school principals are responsible for ensuring developmentally appropriate educational provisions and strategies for all gifted and talented students enrolled at the school.
6. The *ACT Education Act 2004* requires all stakeholders involved in the education of children in the ACT to apply the principle that every child has a right to receive a high-quality education. The Education and Training Directorate has a well established process to assist where there are concerns or complaints about the application of any Directorate policies. School Network Leaders are responsible for leading, managing and supporting a network of ACT government schools, for school improvement programs and initiatives.
7. No additional funding is provided for gifted and talented programs.
8. Schools determine the entry criteria for specialist gifted and talented classes for students enrolled or seeking enrolment at their school. Schools must, in the first place, comply with the *Education Participation (Enrolment and Attendance) Policy*.

Approved for circulation to the Select Committee on Estimates 2014-2015

Signature:



Date:

8.7.14

By the Minister for Education and Training], Joy Burch