Submission to the Education & Training Committee’s Inquiry into the Education of Gifted and Talented Students
1. Introduction

A commitment to equity and excellence

The Department of Education and Early Childhood Development (the Department) is committed to providing a high quality, coherent learning and development system that builds the capability of all Victorians, from birth, through school and higher education and training and throughout adulthood. *The Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA, 2008) commits all Australian governments to promoting equity and excellence in education, and seeks to:

- promote a culture of excellence in all schools, by supporting them to provide challenging and stimulating learning experiences and opportunities that enable all children and young people to explore and build on their gifts and talents
- promote personalised learning that aims to fulfil the diverse capabilities of each young Australian.

As part of this commitment to equitable learning opportunities the Department recognises that it is important to focus on the particular needs of gifted and talented children and young people. The needs of children and young people with high levels of ability or potential can often be overlooked when developing targeted support in early childhood services and schools. Failure to provide appropriate support and challenge can result in gifted and talented children underachieving and potentially disengaging from learning over a sustained period.

Ensuring consistent expectations and support

The approach to gifted education in Victoria has varied over time. In the past there has been a number of specific strategies and programs aimed at gifted and talented children, but more recently this has shifted to a broader focus on learning strategies that benefit all children, including the gifted and talented. As a result, the importance of ensuring equitable outcomes for gifted and talented children is not widely understood in the community and expectations about what schools and early childhood services should provide can be unclear.

Strengthening Victoria’s performance

International assessments such as the Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) focus particularly on the how young people apply their knowledge in real world contexts and give valuable insights into the ways we can improve learning and teaching in our schools.

While Victorian children currently perform well in these international assessments, there are a number of high performing jurisdictions that have a greater proportion of children achieving the highest levels. A strengthened focus on meeting the needs of gifted and talented children will contribute to improved performance in assessments of this kind, which are an important indicator of the capabilities of our young people in this globalised environment.

Outline of this submission

In this context, this submission addresses the primary elements of the Inquiry’s Terms of Reference (see Appendix) by outlining:

- a broad definition of gifted and talented children
- Victoria’s curriculum frameworks as structures for extension and enrichment in learning and pathways to higher education and training
- the range of programs and approaches currently provided in Victorian government schools
- opportunities for further action to support gifted and talented children, their families and their schools.
2. Defining gifted and talented children and young people

The Department supports an inclusive definition of ‘gifted and talented’ that incorporates:

- both children and young people with outstanding levels of performance and those that have outstanding potential but are currently underachieving or disengaged
- all areas of human endeavour including: academic disciplines, vocational education, sports, leadership, creativity, innovative thinking and problem solving capabilities
- children and young people from all backgrounds, including those that experience educational disadvantage or have a disability
- the varied ways of thinking, knowing and disposition that are displayed by gifted and talented children and young people.

As a result, the Department has not established specific definitions of ‘gifted’ and ‘talented’ as individual concepts.

François Gagne’s Differentiated Model of Giftedness and Talent (2003) is acknowledged as providing a clear framework for understanding the concepts of giftedness and talent, and has been widely adopted by researchers and jurisdictions both within Australia and internationally.

Gagne broadly defines gifted children as possessing outstanding natural intellectual, creative, physical or social abilities. This acknowledges that while some gifted children perform to outstanding levels in their area/s of ability, others may find it difficult to demonstrate their skills and knowledge for a variety of reasons. Talented children are those who demonstrate outstanding mastery of systematically developed skills and knowledge in one or more of the major discipline areas and/or in sport, leadership, creativity, innovative thinking or problem solving.

The level of a student’s ability may be considered on a scale of mildly to extremely gifted/talented, with high to extreme levels of giftedness only prevalent in a very small proportion of the population. Gagne indicates that around 10 per cent of people may fall within the full range of gifted and talented abilities.

Providing for the specific needs of gifted and talented children and young people

Underpinning this broad definition is the recognition that gifted and talented children have particular learning needs that require targeted strategies and efforts to address. These include:

- daily challenge in their specific areas of ability or interest
- learning experiences that are differentiated in terms of pace, depth, complexity, repetition and teaching method
- opportunities to socialise and learn with peers of like-ability as well as work independently on areas of interest
- connections to people and opportunities beyond school that support children’s particular passions and talents while also connecting to the broader curriculum (Rogers, 2007).

When high-ability children are in educational settings where these conditions are not present, they typically experience boredom, frustration, and decreased motivation (Neihart, 2002). This can result in sustained underachievement, with children becoming unwilling or unable to demonstrate their full potential.

Gifted and talented children from specific groups, for example children from low socioeconomic backgrounds, often require specific attention to ensure their potential is identified and they receive appropriate learning experiences.
3. Victoria’s curriculum frameworks and pathways

Victoria’s learning frameworks give educators a common structure to develop challenging learning opportunities for their gifted and talented children and young people. The frameworks are easily accessible and create shared language and understanding of learning and development across early childhood services and schools. These frameworks also provide a platform for gifted and talented young people to transition into higher education, training and employment.

**Victorian Early Years Learning and Development Framework**

The Victorian Early Years Learning and Development Framework advances all children’s learning and development from birth to eight years. It does this by supporting all early childhood professionals to work together and with families to achieve common outcomes for all children. This framework links to the Victorian Essential Learning Standards and extends the National Early Years Learning Framework to incorporate learning and development outcomes for school aged children aged five to eight. The framework sets the highest expectations for all children in every community across Victoria, including gifted and talented children.

**Victorian Essential Learning Standards (VELS): the P–10 Curriculum**

The VELS outlines what is essential for all Victorian children and young people to learn during their time at school from Prep to Year 10. The VELS gives a set of common state-wide standards which providers use to plan learning programs, assess children’s progress and report to parents.

The VELS curriculum encourages a flexible approach to teaching and learning that is inclusive of all children including those that are gifted and talented. It recognises that children learn at different rates and that learning occurs along a developmental continuum rather than by age-based stages. It is designed so that curriculum content need not be constrained to a particular age.

**Extension through senior secondary certificates**

**Victorian Certificate of Education (VCE)**

The Higher Education Studies within the VCE Program allows high achieving young people to include a first year higher education study in their VCE program. This is offered at the University of Melbourne and Monash University. It provides academic challenge and intellectual stimulation in a broad range of studies, credit towards an undergraduate qualification and experience of higher education institution life and access to those facilities. Students may choose one subject from 18 study areas, including languages, history, mathematics, philosophy, sciences.

**Victorian Certificate of Applied Learning (VCAL)**

Gifted and talented young people can elect to enrol in the Senior Level of this certificate. At the Senior Level, the VCAL curriculum builds on and further develops the application of abstract and technical skills, complex problem solving, specialisation of knowledge and the application of generic and employability skills to complex tasks and contexts. It focuses on a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership.

**Vocational Education and Training (VET)**

VET in the VCE or VCAL enables young people to pursue excellence in vocational studies within their senior secondary certificate. VET programs include structured workplace learning that can enhance the skill development of gifted and talented young people.

Please refer to the Victorian Curriculum and Assessment Authority’s submission to the Inquiry for further information on Victoria’s curriculum frameworks.

**Pathways into higher education**

Each Victorian university has its own admissions policy which may create opportunities available to gifted young people. For example Monash University students must be 17 years of age for entry to an undergraduate degree but gifted young people may, with the Dean’s permission, be admitted at 16 years of age.

In addition to the Higher Education Studies programs offered through the VCE, the University of Melbourne also runs the Kwong Lee Dow Young Scholars program, in which up to 700 young people from schools in Victoria are selected to participate each year. The program provides Year 11 and 12 students the opportunity to engage with the University, staff and each other through an extensive program of events, activities and access to facilities at the Parkville campus. At the end of Year 12, the University invites Young Scholars and their parents to an evening event which recognises the students’ membership in the program and celebrates their completion of Year 12.
4. Current government school provision for gifted and talented students

Within the Victorian government school system the following opportunities are currently provided for gifted and talented students:

- Selective entry secondary schools
- Schools offering specialised programs
- The Select Entry Accelerated Learning (SEAL) Program
- School-level programs

**Selective entry secondary schools**

Selective entry high schools provide an educationally enriched environment for high-achieving children. There are four selective entry high schools in Victoria for students in Years 9 to 12:

- The Mac.Robertson Girls’ High School (girls only)
- Melbourne High School (boys only)
- Nossal High School (co-educational)
- Suzanne Cory High School (co-educational).

These schools provide a clear example of Victoria’s specialist provision of gifted education, by providing a curriculum that is tailored to meet the needs of high achieving students. Students are educated within an environment of academically gifted peers by teaching staff experienced in providing a challenging curriculum for high achieving students. All students attending selective entry high schools complete the VCE.

Both new selective entry high schools, Nossal High School and Suzanne Cory High School, have developed strong partnerships with local tertiary providers, Monash University and Victoria University respectively, creating further opportunities for students to interact with higher education institutions. Students are able to attend lectures and draw on the expertise of university staff for specific school projects.

A centralised selection process is used to admit students to the four schools, with students sitting a common entrance examination in order to be considered for the following school year. Some 3000 students complete the examination each year. In 2011, 933 applicants were selected to attend one of the four schools.

Students from any Victorian school, as well as home-schooled students, are eligible to apply. Current policy allows for a maximum of 5% of students in Year 8 from any one school to be accepted solely on their performance in the examination each year. For each selective entry high school, 85% of the Year 9 enrolment will be filled in this manner. A further 10% of enrolments will be filled through an Equity Consideration category. Students whose parents have a Commonwealth Health Care Card or pension card, or Koorie students are eligible to apply under this category. The final 5% of the enrolment will be filled through the Principal’s Discretion category.

**Schools offering specialised programs**

Several schools in Victoria offer a specialised education in a specific curriculum area and undertake a selective enrolment process.

**John Monash Science School**

John Monash Science School is Victoria’s first specialist secondary school for students in Years 10 to 12 devoted to the sciences, mathematics and associated technologies and fields of endeavour.

The school has been established in partnership with Monash University, and students have access to the university’s extensive facilities and research expertise. This allows the latest application of scientific developments in the university to be integrated into the curriculum to enrich the students’ experiences in science and mathematics.

The school runs an independent entrance examination with selections based on students’ academic potential, scientific aptitude and their high levels of literacy, mathematics and numeracy. The maximum number of students admitted to the school in Year 10 must not exceed 3% of any one school’s Year 9
There is no cap on enrolments from any one school at any other year level. The school reserves up to 10% of its available places for Koorie students and students from remote or rural locations, judged on the merit of the applicants.

**Victorian College of the Arts Secondary School**
The Victorian College of the Arts Secondary School provides a nationally and internationally recognised specialist program for the training of talented young dancers and musicians, alongside a high quality academic education.

The school has been developed in collaboration with the University of Melbourne Faculty of The Victorian College of the Arts, and students spend approximately half of their day in their academic studies and half of their day in their specialist area being taught by musicians and dancers from the university.

Positions are open to students in Years 7 to 12 throughout Victoria, Australia and the international community. Selection occurs through competitive auditions, which take into account both a student's potential as well as his or her talent.

**Maribyrnong Sports Academy**
The Academy is a sub-school at Maribyrnong College that offers specialist programs for students in up to twenty sports.

Specialist Sport programs are conducted by highly experienced and credentialed coaches in partnership with the relevant State Sporting Organisations. The program focus is on the development of individual athletes along existing state pathways rather than team based development. Core elements of the programs include: technical training in the relevant sport, physical preparation, performance analysis, personal development, and a flexible and supportive academic program from Years 7 to 12.

The college has close associations with the Victorian Institute of Sport, Victoria University, Western Bulldogs Football Team and a number of state and national sporting organisations. Students have access to world-class facilities on-site, as well as utilising a range of facilities across Melbourne through partnership arrangements.

Select entry to the program is made on the basis of an application which must meet academic and sporting criteria. An interview and selection trials are a normal part of the selection process. Both able bodied athletes and athletes with a disability are eligible to apply.

**The Select Entry Accelerated Learning (SEAL) Program**
The SEAL Program aims to address the learning needs of gifted and talented students who are capable of working at a significantly faster pace and in greater depth than their age peers.

SEAL program students usually complete Years 7 to 10 in three years, giving them an extended range of options for their final years of schooling. Options include choosing to complete additional VCE units, undertake VCE Extension Studies or enter tertiary education after only five years of secondary schooling.

Secondary schools that have gained accreditation as SEAL schools remain open to all students but will set their own criteria for student entry into their SEAL program. SEAL school programs are situated throughout metropolitan (24 schools) and rural regions (13 schools). Each school is responsible for determining its own curriculum and assessment for SEAL students.¹

The Department facilitates a SEAL network to provide: mutual support between SEAL program schools; opportunities for sharing of resources and curriculum initiatives; professional learning and peer quality assurance.

**School-level programs**
Central to Victoria’s education approach is the responsibility placed on all schools to develop curriculum, pedagogy and assessment practices that place students at the centre of learning and development. This includes giving schools the autonomy to create programs and strategies for gifted and

¹Further information on the SEAL program can be found at:
talented students that suit their particular context, student cohort and broader teaching and learning program.

Many primary and secondary schools in Victoria have sourced external programs or developed their own approaches to extend students’ learning within the classroom, school and community environments. However, research conducted by the Department also indicates that there is significant variation in the level of targeted gifted education programs and many schools feel their support for gifted and talented students could be strengthened.

This research indicated that the main forms of programs and activities currently offered in Victorian government schools can be categorised as follows:

- **Ability grouping** – students are grouped based on their level of ability and appropriate content and pace of learning is tailored to each group. This allows gifted and talented students to learn and to socialise with peers within their cohort who have similar abilities and levels of interest. This may occur for specific subjects, multi-age learning programs or a separate program may be established for high-ability students for entire years of schooling.

- **Enrichment programs** – supplement the curriculum with additional activities, excursions or opportunities to provide greater breadth and depth of learning. They are often one-off or short term activities that focus on applying classroom learning to real world experiences and building broader interpersonal, leadership and other life skills. These programs may be offered for all students or particularly targeted at gifted students.

- **Acceleration** – single-subject acceleration allows a student who has demonstrated that they have advanced knowledge and skills in a particular area to access curriculum at least one year in advance of their current year-for-age level. The SEAL Program provides acceleration across all subject areas.

- **Extension** – students might extend their classroom learning through participation in external programs (such as The Maths Olympiad or Model United Nations Assembly) or working with external experts in a particular area (such as an Artist in Residence).

- **Mentor programs** – mentoring may be organised through external programs such as Growing Tall Poppies or through school-managed student-student and student-adult arrangements. Mentoring may focus on a student’s particular area of interest or ability, or offer more general support. Mentoring can be particularly beneficial for gifted students who may be at risk of disengaging from school.

- **Differentiating the curriculum** – an inclusive and differentiated curriculum will ensure that all students have the opportunity to progress to their full potential. Responding to diverse needs through planning additional support, or varying the teaching methods for those students who require it, is part of the whole school planning process.

The Department provides point-of-need advice to educators and schools, through evidenced-based information about effective gifted programs on its website. A range of assessment tools are also available, such as English Online Interview and Mathematics Online Interview, that assist in the identification of each student’s strengths and support educators to better understand their learning needs.

**Private providers**

Alongside school-level offerings there are a number of private providers that offer assessment services and out-of-school programs to support gifted and talented students. Providers include commercial tutoring companies, not-for-profit organisations, universities and national and international competitions. Families seek out these programs, or may be referred to them by schools. However the areas of focus and costs of these programs can limit the capacity of gifted and talented students in non-traditional areas and from disadvantaged backgrounds to take up these opportunities.
5. Key opportunities for further action

The Committee invited the Department to comment on a range of issues related to the education of gifted and talented children. This section outlines key challenges and opportunities in meeting the needs of children, educators, parents and the system.

Creating a common understanding and focus

Recent engagement with schools has highlighted that the attitudes of the broader community, parents, educators and children can be a barrier in meeting the needs of children who are gifted and talented. There is a need to focus more on creating a shared understanding across the community of what is meant by ‘gifted and talented children’ and why they need targeted support as part of a broader commitment to equitable outcomes for all children and young people. Shared understandings could enhance the capacity of early childhood services and schools to develop effective strategies and engage parents and the broader community in determining the needs of their children.

It is also not clear to many educators, school leaders and families how best to cater for gifted and talented children. Approaches to issues around curriculum and structure (such as differentiated curriculum planning and separated classes) are varied and there is limited evidence about their efficacy.

Opportunities for further action include:
- establishing clear statements that create common understanding in defining gifted and talented children;
- promoting evidence-based strategies and best practice and clarifying what is expected from early childhood services and schools in providing appropriate learning experiences.

Identifying gifted and talented children and young people

There is currently a range of tools and mechanisms that schools can use to assess students’ abilities. However, there are challenges in identifying not only students who have demonstrated outstanding performance but also those who are not currently achieving at high levels (for a variety of reasons) but have outstanding potential. In the field of early childhood learning services, assessment of a child’s abilities in regards to outstanding performance or the potential is also limited.

Although gifted and talented children come from all backgrounds, research indicates that educators without specific training in this area predominately identify gifted and talented children from a narrow range of student groups (Croft, 2009). Identifying gifted and talented children from groups that experience educational disadvantage or who have high levels of ability in areas not traditionally focused on (such as vocational education or leadership) can be a particular challenge.

Opportunities for further action include:
- build on existing approaches to further support early childhood services and schools and families in identifying gifted and talented children, such as professional learning and ensuring access to a range of assessment tools that have appropriate capacity for children to demonstrate the breadth and depth of their knowledge and skills. This could include strategies that allow gifted and talented children to be identified by a range of parties, including educators, parents, professionals in relevant fields and the children themselves.

Targeting children and young people who experience educational disadvantage

Evidence from Australia and internationally indicates that gifted and talented children and young people who experience educational disadvantage are less likely to have their high levels of ability identified and gain access to appropriate support, challenge and extension in their learning (Parliament of Australia, 2001; Reis, 2008). Specific strategies are needed for these gifted and talented children to ensure they can access opportunities that recognise and build on their potential.

Gifted and talented children who are more likely to experience educational disadvantage and who may benefit from more targeted approaches include Koorie children, children from low socioeconomic communities, refugees, children experiencing homelessness and those that live in rural areas. Tailored support is also important for the small number of gifted and talented children who have a disability, additional learning needs or Autism Spectrum Disorders, as they may have impairments that create specific challenges in identifying and addressing their high levels of ability and potential.

Gifted and talented children from high socioeconomic backgrounds often have greater capacity to access extension and enrichment outside their school through a range of private providers, while educationally disadvantaged children tend to depend largely on their school to offer sufficient challenging and stimulating learning experiences to meet their needs (Parliament of Australia, 2001).
Opportunities for further action include: targeted strategies to identify gifted and talented children who experience educational disadvantage; increasing the range and accessibility of experiences for gifted and talented children from all backgrounds; increasing the support provided to schools and children in rural areas, including greater access to professional learning for educators, and ready access to face-to-face and online opportunities for gifted and talented children.

Supporting children and young people across all learning domains

Research suggests that educators and families often associate the term ‘gifted’ with academic performance and ‘talented’ with the arts and sporting pursuits (Winner & Martino, 2009). Traditionally, many gifted education programs in schools have focused on a limited range of curriculum areas. As a result, a key challenge is to build the community’s understanding of giftedness and talent in different areas and ensure that opportunities are offered for children across a wide range of areas. Early childhood educational settings offer a broad range of learning experiences which are tailored to individual and group abilities and interests, however children with high performance may not be stimulated or catered for in specialised fields of interests.

Opportunities for further action include: increasing the programs and activities in areas not traditionally associated with ‘gifted programs’, such as vocational education, ICT or creative industries.

Effectively utilising learning technologies

The pace of globalisation and technological change in the 21st century continues to present educators and learners alike with different opportunities and challenges. New technologies and approaches to learning provide the means for greater personalisation and greater power to connect and share with learners and experts across the world. It is vital that children, early childhood services and schools across the state are able to access these benefits to offer experiences that motivate and extend gifted and talented children.

The introduction of the Ultranet in all Victorian government schools provides a key platform for facilitating collaborative learning between children with shared interests and abilities, giving them access to student-centred learning content and the capacity to engage with experts in the field. It also creates new ways to extend children in a range of areas.

Opportunities for further action include: expanding and developing new virtual learning programs and communities for gifted children, their families and educators.

Ensuring educators have sufficient resources and capacity

Ensuring that educators have the time, support and resources required to develop and implement programs and strategies for gifted and talented children remains a challenge for many early childhood services and schools. Research conducted by the Department indicated that a lack of time, resources and knowledge were primary reasons cited by many schools for being unable to strengthen their provision for gifted and talented children.

Discussions with schools have also indicated that most educators do not have specific training in gifted education or ready access to resources and professional learning in this area. As a result, many educators struggle to identify and support gifted children effectively. Successfully differentiating teaching and learning in multi-ability classes is particularly challenging in relation to the highest performing children.

Opportunities for further action include: strengthening professional learning programs and encouraging educators to establish networks related to gifted education (both face-to-face and virtual), to enable the sharing of resources and expertise. This includes ensuring professional learning, coaching and support are provided at the point of need for educators – allowing them to develop their capabilities quickly when they have gifted and talented children in their classes.

Providing appropriate information and support structures for families

Families and the broader community also play a key role in providing a supportive environment that ensures the specific needs of gifted and talented children and young people are recognised and their potential is realised.

A number of parent groups exist in Victoria that look at the specific challenges faced by families of gifted and talented children. A range of information is also provided through the Department’s website to support the parents of gifted and talented children.

Early childhood services and schools often lack the capacity to effectively engage and support the parents of gifted children, particularly in meeting the broader emotional, social and wellbeing needs of
the child. Engaging families who experience educational disadvantage and who may require additional support to access the full range of opportunities available is particularly important.

**Opportunities for further action include:** new forms of direct information and support for the families of gifted and talented children (both face to face and online), particularly those who experience educational disadvantage.

**Creating coordinated opportunities that connect with a range of partners**

Given the range of activities and programs already available to some gifted and talented children and their families, there is significant benefit in creating a coordinated approach that ensures these offerings are of maximum benefit to all children and families.

Greater coordination across the state would provide greater capacity to: create clear expectations about the roles of schools and early childhood providers, expand existing quality programs and give access to quality-assured tools and resources to support teaching and learning in schools.

There is also the potential to collaborate further with higher education institutions, business, cultural and community organisations, which have an important role in providing gifted and talented children with access to expertise, perspectives and experiences that may not be provided in early childhood services or at school.

**Opportunities for further action include:** strategies for engaging partners outside the education sector in developing new experiences and opportunities for gifted and talented children, such as mentoring or programs in specific areas to respond to children strengths and abilities, coordinated approaches to ensure children from disadvantaged backgrounds are able to access a range of programs.
6. Conclusion

All children and young people deserve an education that is engaging, challenging and helps them reach their full potential. It is vital to acknowledge the differences between children and tailor appropriate learning opportunities and support to ensure each individual child and young person develops fully throughout their education.

The specific needs of gifted and talented children can often be overlooked. As a result, there is a need to more effectively communicate the importance of providing targeted approaches for gifted and talented children and young people across all domains, in the context of supporting equitable outcomes for all children. We need to build the understanding and support of communities, families, school leaders and educators for actively meeting the needs of these children throughout their learning and development.

There are clear opportunities to build on Victoria’s current provision for gifted and talented children. A range of actions could be explored for supporting schools and early childhood settings to more effectively cater for the needs of gifted and talented children, without adding undue burden on educators.

In particular, greater coordination across the state could contribute to increased support of existing quality activities, more effective use of learning technologies in the area of gifted education and enhanced capacity of educators and families. Strengthening existing programs could particularly focus on providing increased experiences for gifted and talented children across a range of domains and from disadvantaged backgrounds. This will help ensure that all children and young people from across Victoria can access challenging and effective learning experiences that help them to reach their full potential as successful learners, confident and creative individuals and active and informed citizens.
Appendix: Inquiry’s Terms of Reference

To the Education and Training Committee — for inquiry consideration and report no later than 31 January 2012 on the education of gifted and talented students and the Committee is asked to consider:

a. the effectiveness of current policies and programs for gifted and talented students, with particular consideration of, but not limited to:
   i. identification of gifted and talented students;
   ii. equity of access to quality educational choices for gifted and talented students and their families; and
   iii. impact on the learning, development and wellbeing of gifted and talented students;

b. the scope, coverage and effectiveness of current policies and programs for students from both metropolitan and regional school communities, school leaders, teachers and parents and carers to support gifted and talented students;

c. opportunities and strategies for enhancing support for gifted and talented students, their parents and carers, teachers and school leaders; and

d. opportunities for improved educational offerings for gifted and talented students through collaboration across all school sectors and with community, business and industry.
References


Parliament of Australia, 2001 Senate Committee report on *The Education of Gifted and Talented Children*.

