

# VAGTC



## Annual Report

### October 2020

Collaborative advocacy for gifted and talented learners since 1978

[www.VAGTC.org.au](http://www.VAGTC.org.au)

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## About the VAGTC 2020

The VAGTC is a parent and educator led, not-for-profit incorporated body that is committed to advocating for the identification and appropriate support, education, and development of gifted potential in children across the state of Victoria. One of the aims of the VAGTC is to raise the awareness in the educational community of the research evidence that underpins gifted education, creativity, and talent development, and to develop community (families, educators, and policymakers) knowledge and understanding of gifted potential and best practices inside and outside the classroom. The VAGTC is committed to raising community awareness and knowledge of the needs of children diagnosed as twice exceptional — gifted potential and with learning challenges or disabilities — including appropriate teaching strategies for their talent development. The VAGTC provides professional development programs, conferences, publications and seminars for educators and families across Victoria. The VAGTC promotes collaboration between academics, educators, and psychological experts as well as government agencies and relevant organizations to build awareness and acceptance and advise on educational policies that support the needs and potential of children and students in Victoria.

As a not-for-profit incorporated body, the VAGTC operates under a constitution and is committed to the following:

- To recognize and identify the existence and needs of the gifted potential of children and students in Victoria and enable their talent development
- To act as a professional association for educators and families interested in supporting and developing gifted potential in children and students
- To encourage and support professional learning for educators and families across Victoria through our DET-supported training programs, as well as our collaborative endeavors
- To raise the awareness in the educational community of the research evidence that underpins gifted education, creativity, and talent development
- To develop educators' knowledge and understanding of gifted children and best practices inside and outside the classroom
- To raise awareness and knowledge amongst educators and parents of the needs of gifted students diagnosed as twice exceptional (high potential and with learning challenges) including appropriate teaching strategies for their talent development
- To develop and support educational programs for gifted students
- To promote collaboration between academics, educators, and psychological experts as well as government agencies to encourage awareness, acceptance, and support of the needs and potential of children and students in Victoria
- To collaborate with appropriate organizations and agencies to advise on educational policies for gifted children and students
- To lobby key stakeholders in Victoria including politicians, universities, and schools
- To collaborate and facilitate research on the nature of giftedness to further develop the field of gifted education both in Australia and internationally
- To maintain contacts with similar organizations and associations within Australia, as Victorian affiliate with the Australian Association for the Education of Gifted and Talented (AAEGT) and the World Council for Gifted and Talented Children (WCGTC)
- To do all other things which are incidental or conducive to the attainment of the above purposes

The VAGTC is committed to upholding best practices and abiding by policies as set out by our Constitution and the laws and regulations of Australia. Ours is a shared commitment to maintain the highest standards of ethics and to reflect the values of the VAGTC in everything we do.

## Our vision for the future 2020 and beyond

We have acted on the recommendations from the 'Strategy Days' in 2019 with Debra Masters, which provided us with key insights into the skillset of our volunteers, our strengths as a team, our strengths as a brand, and the gaps we need to fill to continue to do great work and grow as an organization. In 2020 we have reviewed and developed a range of policy documents related to key operational areas, restructured our document storage and retrieval resource on DropBox, and revamped our website to make it user friendly to members and improve it as a communication tool. Policy documents related to key operational areas were developed or reviewed and updated.

### VAGTC VISION – Internal use

- To be an enduring and self-sustaining organization which strategically and collaboratively advocates for gifted and talented learners.

### VAGTC PURPOSE/MISSION STATEMENT – For broad public use

- To advocate for gifted learners as they explore and develop their talents.

### VAGTC TAG LINE – For broad public use

- Collaborative advocacy for gifted and talented learners since 1978.

The Future Actions Day also saw us focus on Organizational Sustainability Streams and Areas of Strategy as we look to what the VAGTC needs to focus on in 2021 and beyond. This was analyzed considering our Finances now and into the future, the Services that we provide, our approach to Marketing, the need for ongoing Policy Development, and the need for Seminars and the Partnerships, and strategies required to enable the effectiveness and growth of these ongoing.

Mark Smith

President VAGTC

## VAGTC President's Report 2020

In a year of extraordinary and unexpected change the Victorian Association for Gifted and Talented Children continues to impact gifted and talented children in Victoria through our advocacy and support of those that assist these children the most, namely educators, parents and broader support networks.

During August and September last year, in partnership with the Department of Education and Training (DET), the VAGTC facilitated a one-day Educators Course in Gifted and Talented Education focusing on Understanding, Identifying and Supporting gifted children. This important course was run at two metropolitan and two regional centers. The course was free to Victorian Institute of Teaching (VIT) Educators, and was designed to build awareness, understanding, and provide a range of practical skills for developing programs, and serving the needs of gifted and talented children in our schools.

Additionally, the VAGTC supported the DET with recommendations for Parent Resourcing via the DET website. Two Parent Seminars were also delivered, one at Albert Park College on October 24 and one at Ashwood High School on October 31. It was exciting to be able to support the education sector and our parent advocates through these services last year.

Since July 2019 two editions of our VISION publication have been completed and distributed. The first focusing on Leadership within Gifted and Talented Education, and the second on Student Wellbeing and Voice. Both were extremely informative including journal articles, student, parent and educator narratives, and samples of student work.

The combined Xavier College, Catholic Education Melbourne (CEM), and VAGTC seminars were again a wonderful resource to Educators over the last twelve months. These professional learning opportunities greatly challenged our views about teaching Gifted students. Those present grappled with the rigors of differentiation and the thoughtful drawing out of our students, their ways of knowing, and their talent, through carefully, well planned teaching, and the consequent work produced by the thinking students. Our thanks go to Professor John Munro and other presenters who generously gave their time free of charge to this important cause.

Some from our Committee were also fortunate to attend and present at the World Council for Gifted and Talented Children (WCGTC) Conference in Nashville, USA in July 2019. This was a wonderful time of learning and networking for those that attended, and we continue to be challenged in our future work and collaborations from the knowledge gained in Nashville.

2020 has presented many challenges to the VAGTC Committee and the way we function as an organization. Covid-19 challenges have meant we have had to work with our members and supporters in the online space, rather than face to face. With some flexible thinking and creativity on the part of our Committee we have still had an extraordinary year of contributions. In February, we went live with our Website upgrade, which has provided a hub for communicating with our Members and the broader public providing ongoing information regarding our seminars, publications, and resources. Since February to the end of June we have delivered 3 Parent Seminars and 1 Educator Seminar, with a further 6 Parent Seminars and 3 Educator Seminars set to take place between July and the end of 2020. Since the end of June 2019 to the end of this year, based on attendance and bookings, we will have delivered seminars to almost 500 attendees, with about half being Educators and half being parents.

I would like to thank the VAGTC Executive and Committee who have worked tirelessly during 2019/2020. Your hard work and dedication for our cause is greatly appreciated, and to our VAGTC Members, we thank you for your loyalty and ongoing support during the last 12 months and as we work towards ongoing progress in 2021.

We are excited about the future and the many possibilities ahead of us. As we consider our Gifted Awareness Week themes, we are reminded that these are really our themes for the year. In 2020 our theme has been: 'Well Being: A No Limits Approach'. How fitting this theme has been in a COVID-19 year, with all that our Gifted children have had to contend with. In 2021, our theme will be: 'Thriving as Gifted'. May this too be a fitting theme as we turn to our VAGTC Purpose and Mission Statement, and in doing so, strive to advocate for gifted learners as they explore and develop their talents.

Wishing you all well for the year ahead.

Yours sincerely,



Mark Smith  
President VAGTC

## VAGTC Vice Presidents Report 2020

I think 'Christopher Robin' sums up a difficult corona virus year. The VAGTC was indeed strong, brave, and smart as we went digital, remote, and virtual. Our own gifted President, Mr. Mark Smith, led his always dedicated committee to yet another successful year.

Our achievements reflect the dedication of the committee plus the wonderful support of teachers, parents, and students. Between July 1, 2019 and June 30, 2020, we facilitated six Educator Seminars and five Parent Seminars. An additional six Parent Seminars and three Parent Seminars are planned between July 1, 2020 and the end of October.

We launched our new easy to navigate website and, most excitedly, increased our membership. Three of our committee members produced a most informative webinar which has underpinned many of our seminars. Well done to Kathy Harrison and Amy Horneman. Amy Horneman also facilitated our excellent journal 'Vision', and it has been widely read by many educators and parents. Our articles written locally and from overseas have been widely quoted at professional learning meetings. Thanks to committee members led by Dr Anna Pollard we published our new and improved Resource Book.

Kathy Harrison also conducted in-house professional learning for our committee to cope with online learning and presenting. Even one troglodyte Vice President can now organise breakout rooms on Zoom. Our Gifted Twilight conducted at Xavier College early in 2020 (pre-pandemic) was well supported by educators from around Melbourne, our consultation sub-committee responded to queries from parents and teachers. Michael Bond updated our policies and Catherine Frost delivered budgets which would make our federal treasurer envious.

We continue to advocate for gifted students and support both parents and teachers. As we began with Christopher Robin, we shall allow Tigger our final word on being gifted "I've found somebody just like me. I thought I was the only one."

Dr Susan Nikakis  
Vice President  
VAGTC

## Our Events

### Gifted Awareness Week (GAW) Annual Report – 2019 / 2020

The second half of 2019 saw significant activity in the life of the Victorian Association for Gifted and Talented Children. Working around the Gifted Awareness Week theme of: ‘Belonging’, we worked to deliver a range of activities for students, educators and parents in the hope that our gifted children would indeed feel a sense of belonging in their lives and learning. In addition to us facilitating many educator and parent seminars, we also facilitated activities including the Young Naturalist Conferences at Healesville Sanctuary in July.

These Conferences really appeal to the young naturalists and environmentalists within our gifted and talented cohorts and enable these students to immerse themselves in their love of nature and endangered species. A highlight of these Conferences is the students being able to view the breeding programs and observe species where only a few hundred still exist globally being supported to build up their numbers again. Species such as the Northern Corroboree Frog and the Orange-Bellied Parrot. Students are encouraged to arrange awareness campaigns that alert people to these endangered species, and to provide advice and actions that enable us all to be proactive in the preservation of these species.

The goals of GAW are:

- To promote awareness of issues for gifted individuals and to offer some possible tools and solutions for navigating these issues.
- To model ways of providing for gifted students through advice, practical solutions, and offerings.
- To promote networking opportunities for participants, teachers, and students alike.

Selected activities and events are offered to engage our Gifted and Talented learning community, which focus on a range of academic and passion areas, and appealing to the wide range of our stakeholders, be they students, teachers, or parents. Below is a list in calendar order of the activities that took place in the second half of 2019:

(Key Throughout: **Black**: Seminars & **Blue**: Publications)

#### Term 3

- Friday, July 19 – Maths Talent Quest Registration Closes.
- Wednesday, July 24 – Young Naturalist Conference Year 3 and 4 at Healesville Sanctuary 10am to 2pm.
- Wednesday, July 24 to Sunday, July 28 – WCGTC Conference, Nashville USA.
- Friday, July 26 – Young Naturalist Conference Year 5 and 6 at Healesville Sanctuary 10am to 2pm.
- Thursday, August 1 – Tournament of Minds Regional Rounds Commence and run throughout August, Foundation to Year 10.
- Thursday, August 15 - Academic Conference Year 7 to Year 8 at Siena College 9.30am to 2.30pm.
- **Thursday, August 22 – VAGTC DET Educator Seminar 1 at Flemington 8.40am to 4.15pm.**
- Tuesday, August 27 – Model UN Conference Year 10 and 11 at Mentone Grammar 9am to 2.30pm.
- Thursday, August 29 - CEM/VAGTC Twilight Seminar 3 Xavier College, Burke Hall 4.30 to 7pm.
- **Friday, August 30 – VAGTC DET Educator Seminar 2 at Geelong 8.40am to 4.15pm.**
- **Wednesday, September 4 – VAGTC DET Educator Seminar 3 at Dandenong 8.40am to 4.15pm.**
- **Wednesday, September 11 – VAGTC DET Educator Seminar 4 at Bendigo 8.40am to 4.15pm.**



## Term 4

- **Tuesday, October 15 - CEM/VAGTC Twilight Seminar Werribee 4.30 to 7pm.**
- **Thursday, October 17 - CEM/VAGTC Twilight Seminar 4 Xavier College, Burke Hall 4.30 to 7pm.**
- Friday, October 18 – Stories of the Gifted, Year 5 to 12 at Mentone Grammar, 7pm to 9pm.
- **Thursday, October 24 - VAGTC Parent Seminar at Albert Park – 6pm to 8.30pm.**
- Tuesday, October 29 – VAGTC AGM – 6 to 9pm.
- **Thursday, October 31 – VAGTC Parent Seminar at Ashwood High School – 6pm to 8.30pm.**
- **VISION 2, 2019 Published: Gifted Educational Leadership, Gifted Student Leadership**

Gifted Awareness Week has historically been during a week in late March, but for the Australian Association for the Education of Gifted and Talented, and the State and Territory affiliates across the country, the GAW theme is very relevant for the full year. This 2020 theme was: 'Well Being: A No Limits Approach,' and what a fitting theme that turned out to be in a year dominated by a global pandemic. Unfortunately, due to COVID-19 restrictions in 2020 many of the planned activity were either moved online, postponed or in some cases even cancelled.

The first half of 2020 took some time to adjust to, especially with the reality that as a Committee we would barely see each other face to face, and any impacts we were going to have were going to need to be through our Publications or what we could do online. During Term 1 we adjusted our course and plans and varied our approach. Please see below for our events in Term 1 and 2, 2020:

## Term 1

- Wednesday, January 22 – VAGTC Committee Meeting 1 – 6.30 to 9pm.
- Wednesday, February 5 – VAGTC Committee Meeting 2 – 6 to 9pm.
- **Monday, February 17 – CEM/VAGTC Twilight Seminar 1 Xavier College, Burke Hall 4.30 to 7pm.**
- Wednesday, March 4 – VAGTC Committee Meeting 3 – 6 to 9pm.
- Sunday, March 15 to Saturday, March 21 – Gifted Awareness Week – Theme: Well Being: A No Limits Approach.
- Wednesday, April 1 – VAGTC Committee Meeting 4: 6 to 8pm via Zoom.

## Term 2

- **Thursday, April 23 – Catering for Gifted Students with Remote Learning Online PL via Zoom 4 to 5pm**
- Thursday, April 30 – Debbie Youd Seminar POSTPONED to 2021
- **Thursday, April 30 – Parent Seminar Online 6.30 to 8.30pm**
- Wednesday, May 6 – VAGTC Committee Meeting 5 – 6 to 8pm via Zoom
- Saturday, May 30 – VISION Magazine Deadline for VISION 1, 2020.
- Wednesday, June 3 – VAGTC Committee Meeting 6 – 6 to 8pm via Zoom
- **Tuesday, June 10 - Region 1 North-West Rural Parent Seminar Online PART 1**
- **Wednesday, June 11 - Region 1 North-West Rural Parent Seminar Online PART 2**
- **Monday, June 22 - Region 2 North-West Metro Parent Seminar Online PART 1**
- **Thursday, June 25 - Region 2 North-West Metro Parent Seminar Online PART 2**
- **VISION 1, 2020 Published: Student Wellbeing and Voice**
- **RESOURCE BOOK, Edition 8 Published**

As we look towards the second half of 2020 there is still much work to do. The dates below outline our Calendar schedule from July 1 to the years end:

## Term 3

- Wednesday, July 1 - VAGTC Committee Meeting 7 – 6 to 9pm.
- **Monday, July 20 - Region 8 South-East Metro Parent Seminar Online PART 1**
- **Thursday, July 23 - Region 8 South-East Metro Parent Seminar Online PART 2**
- **Thursday, July 30 – Catering for Gifted Students with Remote Learning 4 to 5pm plus Q&A**

- VISION 1 Published: Student Wellbeing and Voice
- **Monday, August 3 - Region 4 South-West Metro Parent Seminar Online PART 1**
- **Thursday, August 6 - Region 4 South-West Metro Parent Seminar Online PART 2**
- Wednesday, August 12 - VAGTC Committee Meeting 8 – 6.30 to 8.30pm.
- **Monday, August 17 - Region 5 North-East Rural Parent Seminar Online PART 1**
- **Thursday, August 20 - Region 5 North-East Rural Parent Seminar Online PART 2**
- Friday, August 28/Saturday, August 29 – National Education Summit – City. POSTPONED to 23<sup>rd</sup> and 24<sup>th</sup> July, 2021
- **Monday, August 31 - Region 6 North-East Metro Parent Seminar Online PART 1**
- **Tuesday, September 1 – Catering for Gifted Students with Remote Learning STEAM - Online PL via Zoom 4 to 5pm plus Q&A**
- Wednesday, September 2 - VAGTC Committee Meeting 9 – 6.30 to 8.30pm.
- **Wednesday, September 2 – Catering for Gifted Students with Remote Learning Humanities - Online PL via Zoom 4 to 5pm plus Q&A**
- **Thursday, September 3 - Region 6 North-East Metro Parent Seminar Online PART 2**
- Monday, September 7 – CEM Twilight Seminar Western Region, Online 3 to 4pm
- Saturday, September 12 – AAEGT Conference All Day – Online 9am to 4pm
- **Monday, September 14 - Region 7 South-East Rural Parent Seminar Online PART 1**
- **Thursday, September 17 - Region 7 South-East Rural Parent Seminar Online PART 2**

#### Term 4

- **Monday, October 5 - Region 3 South-Rural Parent Seminar Online PART 1**
- **Thursday, October 8 - Region 3 South-West Rural Parent Seminar Online PART 2**
- Wednesday, October 7 – VAGTC Committee Meeting 10 – 6.30 to 8.30pm.
- Wednesday, October 28 – VAGTC AGM and Committee Meeting – 6.30 to 8.30pm.
- Friday, October 30 - VISION Magazine Deadline for VISION 2, 2020.
- Wednesday, November 4 – VAGTC Committee Meeting 11 – 6 to 9pm.
- Wednesday, December 2 – VAGTC Committee Meeting 12 – 6 to 9pm.
- **VISION 2, 2020 Published: Practical Intelligence and Wisdom**

Looking to 2021, we will look to our members providing feedback through surveys, and other forms of feedback, as with this assistance, we can continue to explore better ways of communicating and reaching our clients.

We are happy with our new website which has enabled us to promote and advertise much of our work, whilst also resourcing those that get online, both VAGTC Members as well as the general public. We have also been pleased with our Publications, both VISION and the 8<sup>th</sup> Edition of the Resource Book published in July.

Thanks very much to the VAGTC Committee, for supporting and assisting with the planning of the Activities and Events that have been on offer this year.

Mark Smith  
President VAGTC

## VAGTC DET Partnership/ VAGTC Seminars 2020 – Annual Report 2020

Report Period: July 2019 - July 2020

Please note that the first months of this report cycle were covered in last year's report. This report tracks the reporting period but also refers to events in the first months of the 2020-2021 cycle.

July 2019 - December 2019

### DET Website - Parent Resources

VAGTC was engaged in 2019 to consult regarding online resourcing of parents through the DET website. An initial audit was undertaken by Kathy Harrison with input from Amy Horneman and Susan Nikakis. Kathy Harrison proposed a new structure for the website, and this was shared with the Student Excellence Unit of DET along with suggestions for expanded and updated content. The timeline for completion of this initiative was set for the end of 2019, but was revised due to staff changes at DET. Discussions continued between Kathy Harrison (VAGTC) and Louise McDonald (DET) during Term 4 of 2019, with completion expected early in 2020. However, as the demands of the VHAP and subsequent reallocation of resources during the COVID-19 response drew heavily on the resources of the Student Excellence Unit, it was decided to postpone consultation until further notice. Louise McDonald was seconded to another department and Byron Fiske took over in her role at the start of the first lockdown. Consequently, DET staff were unfamiliar with progress so far and needed to be briefed. Payment was made on the contract in recognition of the progress so far. Consequently, there may be further opportunity to contribute further to the DET website.

Semester 2 of 2019 saw the delivery of **Educator Seminars** in fulfillment of the partnership with DET.

The delivery of the Educator Seminars was completed in Semester 2 of 2019. A comprehensive report was prepared for last year's meeting (see end of this report). Overall, the seminars were very well received. The flexible nature of the resources and the ability of presenters to be responsive in tailoring each seminar to the needs of the participants was highly regarded. We were able to model our value of individualised learning, and intent to target the unique needs of participants. This flexible approach proved to be one of the characteristics most valued in evaluation meetings with DET representatives.

Recommendations from the 2019 report included:

- There should be a minimum of 6 months' (two clear terms) lead time between approval of funding and delivery of seminars
- Provision for administrative support at each seminar
- Policy for minimum numbers. (VAGTC to specify the minimum number of participants required for a seminar to go ahead as scheduled)
- Provision for follow-up is a vital component of effective resourcing of schools and personnel but is currently not viable with the available man-power and budgetary constraints on the committee. Much of the post-seminar survey feedback showed that participants would like follow-up professional support for their own contexts but there is currently no provision for follow-up communication with these participants and their schools:
  - VAGTC should advertise services for professional learning sessions with school staff in response to interest and need of participants from the seminars.
  - The demand for PL targeted at school-based practitioners, VAGTC should develop a list of presenters along with their expertise to match to professional learning requests

Other Potential Future Initiatives:

- Two rounds of seminars could be offered in a year at times when teachers and other educational stakeholders have the appropriate headspace to consider new knowledge and understanding, and to implement new programs, provisions, and strategies. We suggest for example Term 1/early Term 2 and Term 4.
- Provision could be made for VAGTC to create a professionally designed website to help us scale gifted education for the entire state of Victoria.

### **Response to recommendations from 2019**

The recommendation that administrative support be made available at each seminar was fulfilled. With face to face meetings, this would have meant an extra person attending events. However, with online delivery, this involved Julia Sale (VAGTC administrative assistant) setting up meetings and contacting participants. It was resolved that online seminars should have a technical support person (who could also present) and at least one other presenter where numbers were more than 30 participants. However, as some rural events were smaller, it was agreed that one of our presenters who was proficient in technical aspects could fulfil both roles.

To address some of the recommendations from 2019, VAGTC has developed a Consultancy team where committee members voluntarily offer advice to people who initiate contact via our website or Facebook page. One consultation via phone is free but extended coaching etc. is available. Similarly, schools can book a presenter to deliver a range of seminars advertised on our new website. Advertisements for additional presenters were placed in VISION, on our Facebook page and via our website. However, the suspension of PL budgets in schools during the pandemic has curtailed the expansion of the presenter team.

### **2020 Partnership with DET - Parent Seminars**

The announcement of the DET \$60 million funding of the Student Excellence Program over the next three years (2020-2022) changed the nature of VAGTC's role in supporting DET with reference to provision for gifted students. As professional learning was to be part of the funding structure, DET would no longer be funding regional educator seminars. Instead, VAGTC was engaged to develop and deliver support seminars for parents over the three-year life of the program, being funded \$75,000 over the three years. Mark Smith negotiated the contract.

A schedule of seminars to be delivered in all regions was proposed allowing for return visits each year but to different towns or suburbs from the same region. A presentation based on previous VAGTC parent presentations was expanded and developed by Kathy Harrison, Amy Horneman and Mark Smith. Before any of these could be delivered, lockdown meant that we had to move to online provision. The first online delivery of the seminar was undertaken by Mark, Kathy, and Amy, delivering the PowerPoint presentation via Zoom. To support remote delivery and potential failures in technology, Kathy, Mark, and Amy were involved in producing a flipped video to introduce all the themes in our parent presentation. This allowed participants to view material before participating in an online session. So, they were able to pose questions at the start of a session and presenters could tailor the seminar to the needs of the attendees. In recognition of the greater cognitive load of online interaction, the remainder of the seminars were split in two and delivered over two nights in the same week.

To accommodate online delivery, VAGTC subscribed to Zoom and Vimeo (to host any videos of presentations). This required rapid upskilling of our team with Kathy Harrison initially taking responsibility for the technical aspects of delivery. Amy Horneman also provided tech support in sessions and in Semester 2 of 2020, Kathy will be delivering training to other VAGTC committee members to ensure flexibility in providing technical support in seminar delivery. Presenters recorded early sessions to engage in professional reflection, which provided excellent professional development for our team.

### **Participant Response to 2020 Parent Seminars:**

Participants in the seminars were predominantly parents of gifted children with some also being teachers. There were also a small number of other family members including grandparents and aunts/uncles. Most had some knowledge of issues surrounding educating and parenting gifted children. However, all reported an increase in their awareness of the various topics covered. Areas generating the greatest increase in knowledge included school-based strategies for catering for gifted students, early childhood identification of giftedness, ILPs and not surprisingly in the COVID environment, supporting the emotional wellbeing of gifted students.

Over 90% of participants had viewed the video prior to attending the seminar. All reported that it was helpful. Attendees also appreciated the time devoted to answering their individual questions. All but one participant found the seminars helpful in increasing their confidence in advocating for their children and understanding issues from both school and parent perspectives.

**Issues arising:**

Not surprisingly, the move to online delivery with screen fatigue and the need for people to upskill rapidly in the online environment took a toll on attendance. Non-attendance at free events was at a rate of about 25% prior to the pandemic. In the first months, rural events had relatively poor sign up rates and the Mildura seminar was combined with the following seminar. This was not such an imposition on attendants as it was online. However, the aim of forming local networks following each event was compromised as people signed up according to convenience of scheduling rather than geographical location. The seminar including Kyneton had enough participants interested to form a network based at Kyneton Secondary facilitated by a teacher.

**After July - between the reporting period and AGM:**

As the lockdown was extended, non-attendance rates increased. This meant that it was hard to determine how many presenters were needed at each seminar or whether to run seminars with a handful of participants, especially from rural areas. As these regions were already reeling from fires in summer and restrictions to accessing support during the pandemic, we made sure that seminars were available to rural participants.

During the latter half of the year, people who registered but did not attend will be surveyed to gain further insight into this issue.

**Other Initiatives undertaken by the VAGTC Consult Team:**

Tailored professional learning sessions were first piloted in 2019 with Mark Smith engaged to deliver professional learning at St. Anne's Grammar School in Sale. Kathy Harrison delivered a seminar on Perfectionism at Taylor's Lakes SC. Several PL sessions were booked for 2020 but had to be postponed or cancelled due to COVID.

In addition to the online parent seminars, free educator and parenting seminars were designed and delivered in April with the aim of supporting teachers and parents who were struggling with catering for gifted students during remote learning. Mark and Kathy delivered the parenting support seminar and Kathy, Amy and Susan delivered the educator seminar.

**Between July and AGM:**

Online professional learning with fees to cover costs were piloted in the second lockdown. A repeat of the April educator seminar was offered in July with Amy and Susan. Kathy presented a STEM online resource seminar and Susan and Anna a Humanities online resource seminar. While numbers were relatively low, all were greatly appreciated.

**Recommendations:**

1. That the delivery of parent seminars for 2021 be revised, taking into consideration the need to deliver predominantly via Zoom and:
  - a. screen fatigue - requiring shorter sessions and less sessions
  - b. requests for some specialised short sessions
  - c. not restricting attendance to regions for online but rather allowing participants to select according to scheduling needs or to interest areas, depending on the topic of the seminar
2. Make available a list of network contacts, for both parents and educators, via our website, in response to multiple requests from seminar participants.
3. Ongoing consultation with DET to include discussion of development of parent resources not limited to their website.
4. VAGTC to further expand teacher professional learning seminars online, under the model of charging fees to cover services.

**END REPORT**

**2019 report:****Part 1: Educator Seminars****Seminar Team:**

Presenters: Mark Smith, Kathy Harrison, Amy Horneman, Susan Nikakis

Support:

**Background and preparation:**

Detailed background information on the process of developing the model for seminar proposals and gaining approval for the funding from DET can be accessed on the VAGTC Dropbox, as can detailed reports from each seminar venue. All VAGTC committee members have access to the Dropbox account. Due to the tireless and thorough efforts of Mark Smith (President) and Mariko Francis (Vice President), the committee was able to build on the success of last year's seminars through the funding provided by DET in 2019. Four seminars were scheduled in the following locations, with two seminars hosted by metropolitan schools and two in regional/rural areas: Mount Alexander, Dandenong, Geelong, and Bendigo.

Mark Smith reviewed the content of last year's presentations and selected and reorganised material that fit this year's brief. Kathy Harrison wrote a new case-based workshop on differentiation, and along with Wendy Scott and Amy Horneman (committee members) expanded on the overall framework by adding further content drawn from current research and from their own areas of expertise. As the refining process progressed, it became evident that participants were likely to be diverse in their interests and needs as practitioners in the field, so the afternoon session was split into two workshops: one session (developed by Mark) was aimed at schoolwide program development, while the other (developed by Kathy) was a scenario based workshop on differentiation for classroom practitioners.

**Engagement and participation:**

There was a discrepancy between the goals of VAGTC (through observations and priorities recommended by last year's presenters) and DET in terms of location of seminars, which meant that we were not supported in our desire to revisit venues such as Traralgon and Horsham; we were certain that there would be repeat attendees where follow-up work could be done in these locations, however DET determined the regions to be covered by the 2018 rural seminars. (Parent seminars were not included in the brief, though VAGTC will provide parent seminars later in the year independently.) It was valuable to be able to provide workshops in Flemington and Dandenong which ensured that outer metropolitan, especially western suburbs, schools could attend. There was also a 50-participant target for all venues. While 50 had registered for Flemington and close to that at Dandenong, none of the venues had the target numbers. There was a non-attendance rate of about 20% at most venues, possibly due to the seminars being free of charge. Discussions with Louise McDonald from DET indicated that they were not concerned that targets had not been met at all venues other than Bendigo. Bendigo had 10 participants registered but only 4 attended on the day, which was a disappointing and puzzling outcome, considering the amount of effort that had gone into promoting the seminar in the various education sectors in the region.

There was significant diversity in the expertise, interests and needs of participants at all venues. Expertise ranged from novice to expert, as ascertained by polling at the start of each seminar, and contexts included: all sectors (Independent schools, Catholic Education, Department schools); all sizes and compositions (large, medium, small and very small city and rural schools; co-educational and single-sex); and a variety of roles: school leadership, classroom teachers, CRT teachers, specialist educators (e.g. from Ecolink), pre-service teachers, and one psychologist seeking to improve her recommendations for provision for gifted children. Presenters differentiated the content, the pace, and the intensity of focus on certain topics according to the interests, needs and questions of the participants, and the after-lunch workshops gave an even greater opportunity for differentiation according to need.

Many participants were desperate for information and support and were keen to have the VAGTC follow up with their individual schools for support or professional learning. Several schools have approached VAGTC for additional professional learning and many who expressed urgent needs at the time of the workshop have been followed up by presenters (e.g. advice on acceleration at Fairfield PS).

Many participants filled the dual roles of teachers and parents of gifted children. The parental needs of these participants gave rise to the most emotionally-invested questions during the sessions, and follow-up conversations between the presenters and the participants about the parenting challenges and needs further highlighted the importance of parent seminars and advocacy support.

### **Overview of participant survey results:**

Wendy Scott developed a survey to evaluate participants' professional growth and development against key learning outcomes for the presentations. Learning intentions were rigorously adhered to by the presenters throughout each of the sessions. These surveys were available to participants via an online platform, which most participants used, or via back up paper versions, which a smaller number of participants chose to use.

All participants reported growth in their understanding of key concepts along with a growth in confidence in advocating for the needs of gifted and talented children, which is a very encouraging result, considering the focus and aims of the seminar initiative. Many conversations between participants and presenters highlighted the value of the seminars for the participants in their unique contexts, with many participants expressing deep gratitude for the input and for the equipping they felt they had received as a result of attending the seminars. Many participants shared parting inspiration and ideas they were keen on applying once they shared the learning from the day with their colleagues and superiors.

Across all four seminars, 27 schoolwide program framework plans were developed for a variety of contexts, from large P-12 schools, to very small metropolitan schools, and to individual subject areas (e.g. instrumental music programs), showing a range of applications of programming frameworks. These framework documents will be presented to the DET to showcase the direct applicability of the content covered in the seminars.

### **Administrative considerations:**

Liaison and administrative support at each of the venues was vital to the successful operation of each of the seminars. Having a designated VAGTC 'administration' person responsible for each venue allowed more effective communication with the venues and ensured that when problems did arise during the day of the seminars, presenters were able to focus on their roles as presenters and workshop facilitators, while the logistical issues were dealt with by the dedicated administrative personnel. This enabled much smoother running of the educational provisions of each seminar.

Julia Sale's (administrator) handling of all accommodation bookings was greatly appreciated as she managed to select cost effective alternatives that suited presenters' needs perfectly. Again, the value of presenters being able to focus on the preparation and delivery of educational materials rather than on administrative tasks was significant in terms of the quality of the overall product.

### **Challenges:**

The timing of DET's approval and funding was challenging; significant time and effort went into contacting schools (in many cases via phone, which is a cumbersome and frustrating process in schools) and into strategic email blasts, in an attempt to promote the seminars within a very short time frame, which meant that the turnaround of the logistics required for staff to attend a professional learning activity at short notice was simply not possible. This meant lower numbers of registrations and much frustration on the VAGTC committee's behalf due to the burden that was placed on their shoulders to meet registration targets of 50 per seminar location.

DET's stipulations about location of venues made meeting registration targets challenging, considering that certain 'returning' locations would have guaranteed significant interest and therefore attendance. Mount Alexander College was a challenging venue logistically, due to several factors, one of the most significant being the difficulty in accessing Wi-Fi for both presenters and participants. There was stress involved in administering the day onsite due to some of these issues (proximity of catering to function, wireless and technical support, onsite liaison with school staff) which will require careful consideration in future years as we keep a positive relationship with this venue as a host school for seminars.

### **Feedback and Recommendations:**

Based on this year's experiences and on reflection of the successes and challenges of the seminars, the following feedback and recommendations have been put together:

### Immediate Recommendations

- There should be a minimum of 6 months' (two clear terms) lead time between approval of funding and delivery of seminars; ideally seminars would be advertised late in Term 4 of the year prior to delivery to allow schools to plan professional learning schedules and budgets. This has been communicated to Louise McDonald but needs to be reiterated as future funding proposals are developed.
  - In the state school sector in particular, parents and schools would benefit from a published plan of DET provision for gifted education in state schools, and if provision is changing (e.g. closure of SEAL programs), it would be beneficial to parents to be notified of replacement provision including how AITSL standards are to be met in lieu of these programs. This should include social and emotional provisions, gifted education budgets for schools, including PL budgets, and mandated entries on individual school websites so parents have some idea what is being provided by whom. An outsourced provider such as the VAGTC should be equipped with current DET funded research to fully accomplish the task including marketing of workshops to educators.
- Provision for administrative support at each seminar should be maintained as it enables smoother and more focused delivery of educational content by the presenters, rather than presenters having to also undertake administrative tasks.
- Policy for minimum numbers. VAGTC to determine a guideline for minimum numbers for viability of a seminar or workshop, possibly based on a presenter to participant ratio, to ensure efficient utilisation of resources. (Note that in the case of Bendigo, we were in a difficult position where we did not want to disappoint people who had registered. An advertised minimum participant policy or back up of a single presenter for the day with reduced workshop options are potential solutions.)
- Provision for follow-up is a vital component of effective resourcing of schools and personnel but is currently not viable with the available man-power and budgetary constraints on the committee. Much of the post-seminar survey feedback showed that participants would like follow-up professional support for their own contexts but there is currently no provision for follow-up communication with these participants and their schools:
  - Follow-up emails could be sent to each participant who indicated that they would like to have ongoing support from the VAGTC. Ideally this should happen within a week of the seminar. Note that when this was discussed with DET representatives, there was no expectation that VAGTC would or should do this under the current funding structure. This would be a VAGTC initiative.
  - VAGTC should advertise services for professional learning sessions with school staff in response to interest and need of participants from the seminars.
- Considering the demand for PD targeted at school-based practitioners, VAGTC should develop a list of presenters along with their expertise to match to professional learning requests
  - expressions of interest to be invited from practitioners in gifted education indicating their qualifications, areas of expertise, experience and what they could offer in PD.

### Other Potential Future Initiatives:

- Two rounds of seminars could be offered in a year at times when teachers and other educational stakeholders have the appropriate headspace to consider new knowledge and understanding, and to implement new programs, provisions, and strategies. We suggest for example Term 1/early Term 2 and Term 4.
- Provision could be made for VAGTC to create a professionally designed website to help us scale gifted education for the entire state of Victoria.



## **Part 2: DET Website - Parent Resources**

The DET have an online resource freely available to parents of gifted and talented children through their website. They are in the process of updating the content and structure of this website and have engaged the VAGTC to consult with them and to give advice about the information available to parents as well as the structuring of the various categories of information and internal and external links. Critique of the existing resource has been given by the VAGTC consultation team, and initial feedback and recommendations have been made.

The timeline for completion of this initiative was initially to have been by the end of 2019, however with a key staff member change from Gerard O'Shaughnessy to Louise MacDonald during Term 3 this year, a revised timeline has been proposed; this timeline involves continued discussion between Kathy Harrison (VAGTC) and Louise McDonald (DET) during Term 4 of this year, with completion expected early in 2020.

Kathy Harrison and Amy Horneman  
Seminar Leaders

## VAGTC Secretary's Report 2020

The work of the VAGTC Committee has progressed smoothly throughout 2020 and we have made significant inroads into improving and expanding the range of services we offer to our members, including the development of teaching resources, advocacy and advisory services to schools and families, delivery of online conferences and seminars, the upgrading of our website, and the publication of the VAGTC Resource Book and Vision Magazine.

It has been my pleasure as secretary of the VAGTC to document the deliberations of the VAGTC Committee this year. My goal has been to maintain accurate records of the meeting minutes and to disseminate that information in a timely manner. I believe we have achieved this goal. This year we were forced by the COVID-19 pandemic restrictions to conduct meetings online. Thanks to the support of our administrative staff member, Julia Sale, these meetings have been set up efficiently and were conducted without problems using Zoom. A future goal, after the pandemic, will be to continue the use of Zoom to enable committee members who cannot attend face to face meetings to do so using this form of social media.

In 2020 the VAGTC website has been restructured to make the site more visually engaging and user friendly for our membership and other interested persons. A web host provider and IT support manager have been engaged to further improve the site and to provide ongoing maintenance and technical support. Other improvements include an upgrade to the online payment system for services provided to our membership and the establishment of categories within the site for the various stakeholders allowing them to access the information, reading materials relevant to advocacy and provision of programs for Gifted students and services relevant to them and their parents. The VAGTC website now comprises a 'News' section which outlines upcoming events including conferences and seminars, press releases and collaboration sites. The children's section includes news and events of interest to students and younger children and their parents. The parent portal provides information to parents on identifying giftedness in their children and advocating on behalf of gifted children. Our teacher site contains teaching resources and how to access professional development, professional reading, and support for program implementation in schools. The book resources site provides access to publications relevant to gifted education theory and practice.

Possible areas of growth in 2021 will be:

- Further refinement of the credit card payment process for services offered
- Establishment of an online version of the VAGTC Resource Book
- Establishment of a payment system for subscriptions to VAGTC online publications

In 2020 we have achieved our goal of editing and publishing the 8<sup>th</sup> edition of the VAGTC Resource Book and two further editions of Vision Magazine. The purpose of the Resource Book is to provide a range of enrichment resources including student competitions, programs, opportunities, and ideas. It also includes useful web sites for research into areas of interest and a list of bibliography and contact details of professional service providers for gifted children.

Vision Magazine is published twice yearly, and this year has focused on Wellbeing in the Semester 1 edition, and Practical Intelligence and Wisdom in the Semester 2 edition. Our editor for Vision Ms. Amy Horneman has collected a range of articles from experts in the field of gifted education who have written and published on these topics.

Possible areas of growth in 2021 will be:

- Continue to investigate and incorporate new programs and resources to be included in the 2022 edition of the Resource Book.
- Establish an online version of the Resource Book to be uploaded to the VAGTC web site.
- To investigate the establishment of a subscription payment system for the online version of the Resource Book.

Overall, 2020 has been a productive and rewarding year for the VAGTC Committee and I commend fellow members on the excellent work that has been done on behalf of gifted children, their families, and their teachers. It has been a privilege and pleasure to be involved with the work of the VAGTC this year. The committee is a productive and purposeful team and has an excellent track record of achieving its goals.

Anna Pollard  
Secretary VAGTC

## Our Partnerships 2020

The VAGTC seeks to work with other organisations to identify mutually beneficial opportunities to reach a wider audience and spread the message about educating gifted and talented children, generally and in specific domains. These have included education networks, schools, teacher professional organisations, parent groups, and business partners.

For the last six years we have partnered with the Victorian Department of Education and Training to deliver the Seminars in gifted education. Over the last two years we partnered with the Catholic Education Melbourne to present the Twilight Seminars with Professor John Munro, Dr Susan Nikakis (committee member), and other guest speakers.

Schools are an important partner in our efforts, and we thank the many schools that have collaborated with us in previous years to organise and/or host events and we look forward to continuing our partnership with host schools after the COVID-19 restrictions have been lifted, hopefully, in the near future.

We also hope to further develop existing relationships with teachers' professional organisations to share research and practices in specific subject domains.

We historically have worked closely with parent groups such as Parents Victoria and Victorian Parents Council to support their efforts to advocate for best practices in family-school relationships. Business partners include Hawker Brownlow, Eastern Press, Universal Securities, CHIP Centre Geelong, Tournament of Minds and Education HQ, who have donated in-kind to our organisation – from ongoing office space to promotional goods and services.

We will continue to build our current partnership relationships and seek to establish new partnerships over the coming year.

Mark Smith  
President VAGTC

## Governance Committee Report 2020

The VAGTC Governance Committee was established in November 2017 and has been a standing committee since this time. This subcommittee is responsible for identifying governance standards and practices applicable to the VAGTC, reviewing the existing governance practices of the organisation, and considering promotion and enhancement of governance practices within the VAGTC.

The VAGTC Committee highlighted governance as a key focus area for improvement in 2018. The VAGTC Committee is committed to maintaining a high standard of governance and recognises the importance of governance for the overall operation of the VAGTC. The Governance Committee has made a considerable effort to identify and formalise best practices during the past year with the development of a number of new policies. Furthermore, the Governance Committee makes reports and recommendations to the VAGTC Committee on new and evolving compliance matters. The Committee regularly updates the VAGTC Committee about its activities and make appropriate recommendations to the VAGTC Committee. The development of sound and effective governance practices is fundamental to the smooth, effective, and transparent operation of the VAGTC and its ability to attract members, protect the rights of members and stakeholders and enhance the overall image of the organisation.

During the past year, a broad range of policies and resources have been formulated or reviewed by the Governance Committee in support of the VAGTC's governance framework including the Complaints Handling Policy (Policy No. 10), Media Policy (Policy No. 8), Conflict of Interest Briefing Digital Video, Committee Performance Review Policy (Policy No 11), development of an updated Policy Planning Calendar for 2021 and 2022 and the publishing of a VAGTC COVID Safe Plan. These documents will be reviewed regularly by the VAGT Committee and the Governance Committee and will be updated in line with the amendments of applicable legislations, relevant guidelines, and good practice. The policies developed during 2020 build on the work completed during 2018 and 2019.

The Governance Committee has identified priority areas for 2021 including:

- The development and implementation of a risk management framework.
- Further implementation of the Child Safe Standards and the National Principles for Child Safe Organisations; and
- The Ongoing reviewing of existing policy and procedures.

I wish to acknowledge and thank the members of the Governance Committee for the past year: Ms Anna Pollard and Mr Mark Smith. Their expertise has been most beneficial in the enhancement of the governance practices of the VAGTC.

Michael Bond  
Chair, Governance Committee

## Treasurer's Report 2020

As a non-profit organisation our goal is to generate enough income each year to provide services to our current members and to cover our organisation's annual operational costs. It is not our aim to generate a surplus for the benefit of future members, however we do still need to ensure that our organisation has enough surplus funds set aside to ensure that we are able to continue to operate and support our members should our profit decrease dramatically due to circumstances outside of our control.

This year is the first year that shows a true picture of our profit (loss) for the financial year since we changed back to the accrual method of accounting for income and expenses. This is because last year's figures included timing differences related to the change in accounting methods. The reason we reverted to the accrual method of accounting for income and expenses is that it allows income generated to be matched with the corresponding expenses therefore giving our members a clearer picture of our financial position.

As an organisation we are aiming to get to a point where we are able to generate enough income through memberships, sale of publications and presenting seminars to cover our organisation's annual operational costs, the publication of our Vison magazine twice a year and the publication of our Resource book every two years.

This year, whilst we have made a small loss of \$4,743, we have seen many positives. Our memberships have increased by 14% compared to the 2019. Without any increases in membership or publication prices our operational expenses have remained steady when the timing differences from changing accounting methods are considered. Our major additional expense this year was the upgrading of our website. This was a necessary investment to raise our profile and retain our members. Our cash reserves have decreased during the year however we have finished the year in a solid financial position with total net assets just under \$100,000.

During the year, we have signed a three-year funding agreement with the Department of Education and Training to support parents of gifted and talented children between 2020 and 2022.

I have thoroughly enjoyed my second year as Treasurer of the VAGTC and look forward to continuing to assist with the good work that the VAGTC is doing in the future.

Catherine Frost  
Treasurer, VAGTC

## Administration Report – 2020

My role as Administrator is to be the support for the Executive Committee Members, our General Committee Members and to manage posting to our Social Media Accounts.

While this year began as a normal year, 2020 quickly changed with the VAGTC having to adapt to change due to COVID-19 by working remotely to conduct meetings, seminars, and a range of other services we offer. We have also adopted Mailchimp as a platform to communicate with our members.

My role has primarily been to manage the VAGTC memberships and assist with member queries. I have also managed seminar bookings and setting up the Zoom Links for the seminars and committee meetings throughout the year. The use of Zoom has been a learning curve for everyone, but we have found it to be a great success.

A new website has been created and maintenance of this has also been a part of my role. We hope that members have benefited from the improved communication that has resulted from these updates.

Thank you to Mark and the entire VAGTC Committee for the constant support and look forward to what 2021 brings.

Julia Sale  
Administrator, VAGTC

## Our Team 2020

### ***Mr Mark Smith – President***

Master of Education: (Gifted and Talented), completed via course work and research (Monash University). Most passionate about mentoring and inquiry learning programs that engage and inspire gifted learners, enabling passion research, processes for learning, and ultimate student autonomy. Presenter and writer of VAGTC seminars. Former Head of Gifted and Talented at Carey Grammar and Mentone Grammar.

### ***Dr Susan Nikakis – Vice President***

Doctor of Education. Thesis title: “What Makes an Expert Teacher of the Gifted”. Senior Gifted Education Officer for Catholic Education Melbourne. Supervisor, Doctoral students, Australian Catholic University. A passionate advocate for gifted children, with the mantra ‘different not more. Vice President VAGTC 2020.

### ***Ms Catherine Frost – Treasurer***

Chartered Accountant, working in public practice for more than 20 years. Catherine brings a wealth of knowledge in relation to accounting, taxation, and strategic planning to the organisation. She is also a parent who is passionate about gifted education and the wellbeing of our gifted students, as well as raising awareness in the general community.

### ***Dr Anna Pollard – Secretary***

B.Ed. [La Trobe], Grad Dip Secondary (Sec) [La Trobe], Bachelor of Arts [La Trobe], Ma Ed, [University of Melbourne], PhD [RMIT University]. Anna has taught in both State and Catholic school sectors as a leading teacher and gifted education program manager. She has also provided teacher professional development for teacher associations and has been past a lecturer in the pre-service teacher education program at RMIT University Melbourne. Anna’s passion is program development, change management and Gifted Education program design. 2020 Secretary VAGTC. Past VAGTC Regional Seminar Leader 2018.

### ***Mr Michael Bond - Policy***

Bachelor of Information Systems (University of Tasmania), Master of Science in Education (Troy University). Fellow of the Australian Institute of Company Directors. Passionate about meeting the unique needs of all students. Chair of VAGTC Governance Subcommittee. Areas of expertise include governance, policy development and implementation, strategy development and implementation, working with a wide range of stakeholders. Vice President of the VAGTC in 2010 and 2011. Served on the VAGTC Committee since 2009.

### ***Ms Kathy Harrison - Seminar Developer & Leader***

Master of Education (ICTE), Diploma of Education, Bachelor of Science. Curriculum writer for the Victorian High Ability Program and teacher of VHAP Mathematics through Virtual School Victoria. Former Coordinator of gifted education in the Compass Centre and Exemplary Teacher at Methodist Ladies’ College. 2018 recipient of the Australian Mathematics Trust Teaching Award. A passionate gifted student advocate, enthusiastic about social justice and a community volunteer. Expertise and experience in developing and presenting VAGTC seminars, providing coaching and individual consultancy, and exemplar of theory to practice in gifted education.

***Ms Irene Anderson***

Master of HRM (Charles Sturt University), Bachelor of Education (Australian Catholic University), Diploma of Education – Primary (ACU – previously Christ College). Experienced primary and secondary teacher and lecturer in Bachelor of Education and Bachelor of Teaching (ACU). Extensive experience as a Senior Education Advisor and Digital Content Manager at Independent Schools Victoria, providing professional learning and support for leadership and staff in schools. Committed to advocating for, and supporting, education opportunities for all students.

***Ms Amy Horneman - Seminar Leader***

Master of Arts (Applied Linguistics), Bachelor of Arts/Education (Secondary). Gifted education practitioner (Northside Christian College) and VAGTC seminar presenter. Passionate about fostering positive home-school partnerships, advocating with and for parents of gifted children and seeing all (but particularly gifted) children happy and loving learning inside and outside of school.'



## Our Financial Performance 2020

### VICTORIAN ASSOCIATION FOR GIFTED & TALENTED CHILDREN INC

Reg No: A0010359P ABN: 93 904 346 898

#### INCOME & EXPENDITURE STATEMENT FOR THE YEAR ENDED 30 JUNE 2020

	2020 \$	2019 \$
<b>INCOME</b>		
Memberships	9,454	8,315
Sales - Books, DVD & Magazines	2,661	2,439
Government Grants	36,625	5,000
Interest	713	1,186
Conference, Seminars & Events	1,164	2,652
Other Income	1,410	1,600
<b>TOTAL INCOME</b>	<u>\$52,027</u>	<u>\$21,192</u>
<b>EXPENSES</b>		
Audit & Accounting Fees	1,700	1,900
Administration Expenses	15,642	18,227
Amortisation & Depreciation	679	-
Conference/Seminar Expense	21,005	29,867
Committee Expenses	1,835	2,345
Computer Expenses	1,936	344
Fees & Charges	235	373
Insurance	192	1,256
Memberships & Subscriptions	4,359	494
Other Expenses	58	2,355
Printing & Stationery	8,873	7,697
Postage	257	486
<b>TOTAL EXPENSES</b>	<u>\$56,770</u>	<u>\$65,342</u>
<b>PROFIT FROM ORDINARY ACTIVITIES</b>	<u>(\$4,743)</u>	<u>(\$44,150)</u>
<b>RETAINED PROFITS AT START OF YEAR</b>	<u>\$103,245</u>	<u>\$147,395</u>
<b>RETAINED PROFITS AT END OF YEAR</b>	<u>\$98,502</u>	<u>\$103,245</u>

# VICTORIAN ASSOCIATION FOR GIFTED & TALENTED CHILDREN INC

Reg No: A0010359P ABN: 93 904 346 898

## STATEMENT OF ASSETS & LIABILITIES AS AT 30 JUNE 2020

	2020	2019
	\$	\$
<b>CURRENT ASSETS</b>		
Nat Aust Bank - Cheque Account 12-157-9485	25,636	46,298
Paypal Account	2,761	5,208
Nat Aust Bank - Term Deposit	<u>52,043</u>	<u>51,255</u>
<b>TOTAL CASH AT BANK</b>	<b>80,439</b>	<b>102,761</b>
Accounts Receivable	24,419	15,000
GST Refundable	-	58
Sundry Debtors & Accruals	<u>3,913</u>	<u>2,880</u>
<b>TOTAL CURRENT ASSETS</b>	<b><u>\$108,772</u></b>	<b><u>\$120,699</u></b>
<b>FIXED ASSETS</b>		
Office Equipment	399	-
Less Accumulated Depreciation	<u>(92)</u>	<u>-</u>
	307	-
Website	7,000	-
Less Accumulated Amortisation	<u>(587)</u>	<u>-</u>
	<u>6,413</u>	<u>-</u>
<b>TOTAL FIXED ASSETS</b>	<b><u>\$6,720</u></b>	<b><u>\$0</u></b>
<b>TOTAL ASSETS</b>	<b><u>\$115,492</u></b>	<b><u>\$120,699</u></b>
<b>CURRENT LIABILITIES</b>		
Accounts Payable	1,508	1,237
GST Payable	3,278	-
Income Received in Advance	10,570	13,801
Sundry Creditors & Accruals	1,364	145
Sponsorship - Scholarship	<u>271</u>	<u>2,271</u>
<b>TOTAL CURRENT LIABILITES</b>	<b><u>\$16,991</u></b>	<b><u>\$17,454</u></b>
<b>NET ASSETS</b>	<b><u>\$98,502</u></b>	<b><u>\$103,245</u></b>

# VICTORIAN ASSOCIATION FOR GIFTED & TALENTED CHILDREN INC

ABN: 93 904 346 898 REG. No. 10359 P

## Notes to and forming part of the Financial Statements for the year ended 30 June 2020

### 1. Statement of Significant Accounting Policies

These financial statements are a special purpose financial report prepared in order to satisfy the financial reporting requirements of the Associations Incorporation Reform Act 2012. The committee has determined that the association is not a reporting entity.

The statements have been prepared in accordance with the requirements of the Associations Incorporation Reform Act 2012 and the following Australian Accounting Standards and other mandatory professional reporting require.

Australian Accounting Standards or other mandatory professional reporting requirements have not been fully been applied.

The following is a summary of the accounting policies adopted in the preparation of its financial statements.

#### (a) Accrual Basis of Accounting

The statements are prepared on an accrual basis of accounting.

The statements use historical costs and do not take into account changing money values. Prior year accounts were prepared on a cash basis of accounting with all grant monies reported as income even though related expenses have not yet been incurred.

#### (b) Good & Services Tax

The Association is registered for GST.

#### (c) Income Tax

The Association is exempt from income tax under section 50-5 of the Income Tax Assessment Act 1997.

### 2. Association Liabilities

The Association has not incurred liabilities other than in the ordinary course of its activities. Such liabilities can be met from available funds.

The Association funds have not been offered as security and no financial guarantees have been given in the name of the Association.

# VICTORIAN ASSOCIATION FOR GIFTED & TALENTED CHILDREN INC

ABN: 93 904 346 898 REG. No. 10359 P

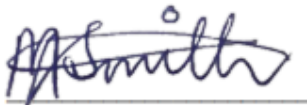
## STATEMENT BY MEMBERS OF THE COMMITTEE

The committee have determined that the Association is not a reporting entity.

In the opinion of the committee the financial report:

1. Presents fairly the financial position of the Victorian Association for Gifted & Talented Children Inc as at 30<sup>th</sup> June 2020 and its performance for the year ended on that date.
2. At the date of this statement, there are reasonable grounds to believe that the Victorian Association for Gifted & Talented Children Inc will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the Committee and is signed for and on behalf of the Committee by:



**Mark Smith**  
President



**Catherine Frost**  
Treasurer

26<sup>th</sup> October 2020

# VICTORIAN ASSOCIATION FOR GIFTED & TALENTED CHILDREN INC

ABN: 93 904 346 898 REG. No. 10359 P

## Independent Audit Report for the year ended 30 June 2020 to the Members of Victorian Association for Gifted & Talented Children Inc

### Scope

We have audited the financial reports, being special purpose financial report for the year ended 30 June 2020 comprising Income & Expenditure Statement, Statement of Assets & Liabilities, Notes to Financial Statements and the Statement by Committee Members.

The committee is responsible for the financial report and has determined that the accounting policies used are appropriate to meet the requirements of the Associations Incorporation Reform Act 2012 and the needs of members. The committee's responsibilities also include establishing and maintaining internal control relevant to the preparation of and fair presentation of the financial report that is free of material misstatement, whether due to fraud or error, selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

We have conducted an independent audit of the financial reports in order to express an opinion on them to the members. No opinion is expressed as to whether or not the accounting policies used are appropriate to the needs of the members. We conducted our audit in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements relating to audit engagements and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluation the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the committee, as well as evaluation the overall presentation of the financial report. The financial report has been prepared for the purpose of fulfilling the requirements of the Associations Incorporation Reform Act 2012. We disclaim any assumption of responsibility for any reliance on this report or on the financial report to which it relates to any person other than the members, or for any purpose other than that for which it was prepared. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Audit Opinion

In our opinion the financial report presents fairly, in all material respects the financial position of the Victorian Association for Gifted & Talented Children Inc as at 30<sup>th</sup> June 2020 and the results of its operations for the year then ended.



**Lindsay Coster FCA**  
**Coster Galgut Pty Ltd**

ABN 66 005 054 866

26/10/2020