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About the VAGTC

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 endeavours
- 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.

VAGTC President's Report 2024

"If you want to lift yourself up, lift up someone else." - Booker T. Washington

"The greatness of a community is most accurately measured by the compassionate actions of its members." — Coretta Scott King

Recently, I was reading an article in the World Council for Gifted and Talented Children journal about difficult conversations between teachers and parents. The idea which leapt out to me was, although a collaborative dialogue could be achieved, often there were also emotions attached to the situation. Common feelings were frustration, helplessness and not being heard. We can certainly empathise being educators and parents of gifted children.

So often, we reduce our advocacy to the facts of the matter. We believe that if we inform or educate people, be they teachers or parents, then all will fall into place. However, the emotions associated with watching and feeling helpless while your child or student struggles are significant too. Empathy is just as important as understanding what best practice looks like. I feel honoured to work with a team of people who care deeply about the people we encounter, whether they are teachers, parents or students. They certainly understand the profound difference compassion can make.

This culture of care sets a wonderful tone for the work of VAGTC. In the task group reports, details of what the Committee has achieved in the past year are outlined. In my report, I hope to inform you of the wonderful behind the scenes advocacy.

Executive

In between committee meetings, the Executive (Susan, Victoria, Claire and myself) attend to a wide range of duties and requests that are urgent. There is always an expert available to discuss matters, offer wise counsel and support. It really is a "dream team". However, it should be noted that this requires a lot of time, effort and flexibility.

Without a treasurer, the Executive has been doing a magnificent job in managing the financial side of our organisation, ably supported by our Administrator, Julia Sale, who ensures that all is recorded and reconciled via Xero. It is a joy to work with such talented individuals.

Consult

Heartwarming stories from parents and teachers of how VAGTC has made a difference in their lives has been a highlight for me in the past year. Articles from Vision, especially the issue on student voice, have touched, inspired and encouraged gifted students. Parents have found that they are not alone. I have had personal communication from several schools sharing with me how parents in their community have learnt so much from our seminars. They have been able to work in creative ways with their child's teachers. As a result, the school community has been strengthened. This is in no small part due to the extra support provided through our consult line.

The consult line has helped so many on an individual basis. It has been incredibly encouraging to hear from families and teachers. Sometimes years down the track, they let us know how much lives have improved following advice from us. What people may not know is that our volunteers often spend a lot of extra time making sure that the person asking for help is heard and feels valued. My thanks to Susan, Victoria, Claire, Amy and Bernadette. It is a joy to lead this team.

I have continued to liaise with the Student Excellence Unit regarding provision of parent seminars. Each time we meet, I make sure that another member of the team is involved. This is also an opportunity to discuss a range of topics to do with gifted education, hear what the current thinking is from the Department and offer our perspective. Maintaining positive dialogue with as many stakeholders as possible is the goal.

With the demise of the planned professional development for HAPLs in State Schools, we decided to step in and run a series of educator seminars to provide for teachers who were looking for shorter sessions in a timeslot that made it easy to participate. Our twilight series had a modest number of attendees, but many came to all sessions and followed up by participating in An Exceptional Exchange. The committee is committed to engaging in current literature in gifted education, but meetings are already very full, so we decided to have a separate reading meeting at least once a term. This opportunity is too good to keep to ourselves so we will be inviting members and interested educators to join in or suggest relevant research.

Publications

An enormous amount of time and energy goes into the production of Vision, and we are grateful to Laura Wilcox, Ruth Evans and Karen Glauser-Edwards for their passion to bring us this resource. Mel Mulligan has been working on updating all links in the Resource Book and we are close to publishing the next edition in digital format. This will be a wonderful resource especially for schools. The ability to directly click on a link to the relevant organisation is time saving. We have had many requests from schools for this.

Other Opportunities

Approaches from the media are a mixed blessing. While it is wonderful to see the issues and interests of gifted students promoted, the desire by media outlets to create a debate or sensationalise an issue rather than explore creative solutions has made us cautious. The approaches this year have been timed for the holidays, which has created logistical problems. However, with Amy's help we have been able to provide relevant contacts, and I have put together briefing notes. Our priority is to have accurate information about the needs of gifted children in the public arena whilst making sure that individual students are not misrepresented in order to create a sensational headline.

The staff of CHES (Centre for Higher Educational Studies) welcomed us to their facility to run An Exceptional Exchange again. This new school is growing rapidly as they provide courses for high ability Education Department students who can't access University courses through their local school. We appreciated the collaboration. It was wonderful to have some CHES students along with students from independent schools on our panel at An Exceptional Exchange.

Dialogue and cooperation across the school sectors is something that I love to see and be involved in. Some see "conflict of interest" and competition but those of a generous disposition see opportunities to enhance the lives of all gifted children, no matter where they come from. The networking opportunities are so valuable.

This is a wonderful opportunity to congratulate two of our committee members on their higher degrees. Victoria Poulos was awarded a Masters of Gifted Education from UNSW. Her article 'Factors that Influence the Motivation for Teachers to Differentiate Curriculum for Gifted Students' published in the Australasian Journal of Gifted Education along with conference presentations at the Asia Pacific Federation of Giftedness conference in Japan, and the European Council of High Ability conference in Greece, allowed her to share her insights. Although technically outside of our reporting period, it is exciting to congratulate Dr Bernadett Sheedy on gaining her PhD.

Kathy Harrison
President VAGTC

VAGTC Co-Vice President's Report 2024

"Gifted children need guidance from well-informed parents and teachers who can help them channel their abilities toward becoming happy, productive adults." James T. Webb

Reference: Webb, J. T., Gore, J. L., Amend, E. R., & DeVries, A. R. (2007). *A Parent's Guide to Gifted Children*. Scottsdale, AZ: Great Potential Press.

Acknowledgements and thank-you:

Universal Security Services

A big thankyou to Bronwen Bennett for donating a hot desk letterbox for the VAGTC at no cost. A gifted advocate herself, some of the committees have had Bronwen's security systems installed which are incredibly secure! Once again, we thank Bronwen Bennett from Universal Security Services. Without her generosity we would not have a 'home.'

Our President - Kathy Harrison

Our president has been a leader, a mentor, an expert in the field and an innovator. You have read all we have achieved in Kathy's thorough and informative report. She has not given herself the credit that is due because she is humble and keeps the gifted child at the centre of everything the VAGTC pursues. Her constant interactions at a high level with the DET staff is also inspirational. She leads a hardworking volunteer group of individuals and together we have achieved so much for gifted education, parents, teachers, and students.

"True leadership stems from humility and requires the ability to listen and learn. Expertise alone does not make a leader; the willingness to serve and guide others defines great leadership." John C. Maxwell

Reference: Maxwell, J. C. (1998). *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You*. Nashville, TN: Thomas Nelson

Our secretary - Claire Reid

As the VAGTC moves from strength-to-strength, Victoria and Susan together have supported not only Kathy, but our incredible Secretary, Claire Reid. After losing our treasurer, Claire jumped into the breach with Kathy, so our finances are up to date.

Our committee members

Laura Wilcox, Ruth Evans, and Amy Horneman have all been instrumental in producing our informative magazine Vision, and Mel Mulligan has started to update our resources book so we can digitise it. Dr Bernadette Sheedy gained her doctorate, and of course we could not survive without our marvellous admin assistant Julia Sale. What patience!

It has been such a privilege and pleasure to serve the committee this year as co-vice presidents. The committee has demonstrated exceptional teamwork throughout the year, marked by a strong sense of shared responsibility and mutual support beyond our individual roles. Our combined efforts have allowed us to achieve remarkable results, evidenced in the successful parent and educator seminars, producing the high-quality Vision magazine, managing a consult line, starting professional reading initiatives, and organising an in-person student event. This collaborative spirit has been the foundation of our ability to consistently deliver these valuable services to the gifted community.

Retiring Committee member

Karen Glauser-Edwards.

After close to two and half years on the committee, Karen resigned early in 2024. Her role as co-editor of Vision will be greatly missed, not only for her ability to secure contributions from leading experts, but also for her thoughtful editorial insights and significant contributions to the overall quality of the publication. Her tireless advocacy for often overlooked students, especially in the home education sector helped broaden our focus and sense of justice for all.

We are grateful for her contribution and wish her well in her future pursuits.

"Alone we can do so little; together we can do so much." Helen Keller

Reference: Keller, H. (1920). *The Story of My Life*. New York, NY: Doubleday, Page & Company.

Dr Susan Nikakis & Victoria Poulos
Co- Vice-Presidents

VAGTC Consult Report 2024

Introduction

The multifaceted nature of giftedness and talent is certainly reflected in the multifaceted approach VAGTC takes in its support of gifted and talented children, their parents, and educators. The various Task Groups have endeavoured to deliver a large number of services and supports for our gifted community. From the Consult's parent and educator seminars to the student voice events, to providing a platform for the many stakeholders through VISION magazine, to improving communications through targeted emails, termly newsletters and social media posts, the 2023-2024 (financial) year has been a busy and productive one for the Committee.

Consult Help Line

The number of parents and educators accessing our free help email has increased substantially over the past year, ranging from one or two enquiries a week in quiet weeks to five to seven in peak weeks. Some of these requests for help are from parents who have attended or registered for our seminars. The nature of the enquiries are varied with some needing advice regarding advocating for their child's needs, some who are just starting on their gifted journey, wondering where to start. An increasing number are seeking help with quite complex situations involving twice exceptionality. Poor understanding by schools of individual needs and the feeling of not being heard are also common themes. We are fortunate to have a team with a diversity of experience and skills so that if a situation is out of our area of expertise, there are others that we can refer the inquiry to. On occasions, a request is so specialised that we seek to help the person find appropriate specialist help. Educator enquiries have centered on ideas for professional development in schools or how to set up gifted programs. With the cancelling of HAPL professional learning for 2024, we are starting to get enquiries from State schools regarding professional development. While they can access recordings, resources and ideas from the High Ability Tool Kit, the main difficulty that they are having is translating the theory into practice. They are not sure where to start and the discussion with another educator who understands the practical issues that they face is helpful in finding a starting point, setting achievable goals. Again, the wide variety of teaching experience on the team is invaluable.

Parent Seminars

2024 has certainly been another busy year for VAGTC and the committee has been hard working and responsive to our community's needs. At the forefront of our advocacy are our parent seminars, which have been very well attended and garnered plenty of positive feedback. In the 2023-24 financial year, we delivered 15 parent seminars: 14 online and one face-to-face event, supporting hundreds of individuals and families in the process.

Record of seminars offered.

Date	Presentation Title	Type	Presenter(s)	Attended by
13/07/23	Supporting executive functioning	Parent Seminar (online)	Ruth Tesselaar (Claire Reid)	Number Attending: 40 logins
15/07/23	Choosing a good fit school	Parent Seminar (online)	Kathy Harrison & Victoria Poulos	Number of Registrations (trybooking tickets sold): 27 Number Attending: 20 logins (~25 attendees)
24/07/23	Interpreting school reports	Parent Seminar (online)	Victoria Poulos	Number Attending: 18 logins (~25 attendees)
24/08/23	ILPs (Advanced)	Parent Seminar (online)	Kathy Harrison	Number of Registrations (trybooking tickets sold): 86 Number Attending: 40 devices - estimate 60 people. One from WA, one SA, 2 NSW
07/09/23	Identifying Gifted Students - Assessment Tools other than WISC	Parent Seminar (online)	Dr Susan Nikakis & Claire Reid	Number of Registrations (trybooking tickets sold): 20 Number Attending: 16 logins (~30 attendees)
12/10/23	Parent Discussion Night 2E	Parent Seminar (online)	Victoria Poulos & Bernadette Sheedy	83 tickets sold. Number Attending: 50

Date	Presentation Title	Type	Presenter(s)	Attended by
16/10/23	Youth Forum "Exceptional Exchange"	Parent and student forum (face-to-face)	Facilitator Amy Horneman	Number of Registrations (trybooking tickets sold): 93
14/11/23	Visual Puzzles and Games for all ages	Parent Seminar (online)	Victoria Poulos & Kathy Harrison	Tickets sold 66. Attendance 45
25/01/24	Smooth Transitions	Parent Seminar (online)	Susan Nikakis & Claire Reid	51 booked. 15 logins, 20 participants
6/3/24	ILPs and IEPs	Parent Seminar (online)	Kathy Harrison Victoria Poulos	72 booked, 40 attendees
18/3/24	Communicating with your child's school	Parent Seminar (online)	Amy Horneman Bernadette Sheedy	45 booked, 22 attendees
23/4/24	Discussion Night: Riding the Roller Coaster - supporting your child through the ups and downs	Parent Seminar (online)	Kathy Harrison Claire Reid	127 booked, 90 attendees
22/05/24	What's possible in schools?	Parent Seminar (online)	Amy Horneman Bernadette Sheedy	Bookings: 169 85 devices connected at peak
28/05/24	Discussion panel: School Reluctance/refusal	Parent Seminar (online)	Alison Brown (Psychologist), Victoria (parent), and Isabelle (past student)	Bookings: 92 62 at peak
13/06/24	Supporting Twice Exceptional students	Parent Seminar (online)	Host/organiser: Ruth Evans and Susan Nikakis (Tech support Bernadette)	Bookings: 157 74 devices at peak (100)

Snippets of positive feedback from attendees

Absolutely fabulous information session today. Thank you both!!

Thank you so much Kathy and Claire, a most helpful and insightful session!

I cannot thank you enough for running this seminar (and offering it for free). This has been the most helpful and supportive session I have experienced in our daughter's educational journey so far. 🙏

I just wanted to say thank you to VAGTC for your support and seminars! You've really empowered us to advocate for our child at school and after a rough term we're so happy to see a light at the end of the tunnel. We really appreciate your information and guidance 💖

Suggested topics for future seminars (based on parent feedback and requests)

- More specific information on social and emotional support including
 - Self-regulation
 - Anxiety, Perfectionism, imposter syndrome
 - Supporting gifted students to develop a growth mindset
 - Self-harm
- Opportunities for parents to discuss their own situations
- Catering for younger children
- What are schools required to do?
- Supporting gifted children at home

Educator Seminars

At the end of 2023, the Department of Education put out a tender for professional development in state schools. It was for the second year of a four year cycle, the first year's content having been developed and delivered by the University of New England. The scope of the tender was too wide for us alone, so we joined with UNE in the tender. Thanks to Kathy, Claire, Amy, Victoria and Bernadette for pivoting at a hectic time of year to contribute. We were particularly interested in partnering with individual schools to develop targeted professional learning for staff and follow-up evaluation. Unfortunately, the tender was withdrawn with no explanation early in 2024, leaving HAPLs (high ability practice leaders) with no professional learning support other than the online resources through the high ability toolkit. In order to support teachers, we began a series of short seminars. This was initiated at short notice and our presenters did a fabulous job of putting together sessions that were responsive to the participants' needs.

Educators from all sectors (independent, government and Catholic education) have participated in the seminars, all of which have been online. As the DET did not fund educator seminars, we have charged a fee for participants to attend each of these seminars, with discounts being offered for multiple educators from schools and for multiple seminar registrations. Our goal has been to cover the costs of presenters only, keeping seminars as affordable and accessible as possible, therefore ensuring that support and knowledge in gifted education is available for any teacher who seeks it.

Record of seminars offered.

Date	Presentation Title	Type	Presenter(s)	Attended by
12 March	Beyond the Data - qualitative measures of giftedness in the classroom	Educator seminar	Amy Horneman Claire Reid	24 booked, 22 attendees
5 June	Who is gifted and why does it matter?	Educator seminar	Amy Horneman Bernadette Sheedy	15 booked, 16 attendees
12 June	So, my student is gifted ... what now?	Educator seminar	Amy Horneman Kathy Harrison	17 booked, 16 attendees
17 June	Gifted Students... who, what, why?	Educator seminar	Susan Nikakis Laura Wilcox	9 booked, 8 attended

Snippets of feedback from these sessions

██████████ to Everyone 6:17 pm

Fantastic use of my time, Thank you :)



1

██████████ to Everyone 6:17 pm

This was SO helpful!! Thank you SO much!

██████████ to Everyone 6:17 pm

Great information - I've taken loads of notes. You have provided further reading too - thanks.

██████████ to Everyone 6:18 pm

Agreed

██████████ to Everyone 6:18 pm

Great information. Thanks very much!



Attendees also provided the following suggestions about sessions they would like to see in the future

- Different types of giftedness in the primary classroom
- Suggestions for rich tasks to meet the needs of gifted and high ability students
- Developing social skills of gifted students
- How to support profoundly gifted students who work significantly ahead of their peers
- What else can be done in schools to support gifted students?
- How to run Tournament of Minds
- Twice exceptionality
- How teams of teachers in different areas can work together to support students
- How to construct tasks without a ceiling
- The online gifted toolkit - what is in it and how to use it
- Supporting gifted students experiencing stress
- Acceleration as a provision for gifted students
- Professional readings you recommend for a study group on high ability

The Academy of Accredited SEAL Schools (TAASS) enlisted our help to run a professional learning day for coordinators of SEAL programs across Victoria hosted at Balwyn Secondary College. Kathy Harrison presented sessions on engagement, knowing your students and differentiation with both Kathy and Bernadette Sheedy facilitating subject specific workshops in an afternoon session.

VAGTC Publications Report 2024

Vision

This year, the Publications task group produced the biannual magazine VISION. Volume 34(2) explored the theme 'Enriching Gifted and Talented Minds' and featured a variety of contributions from students, parents, teachers, and academics from across Australia and internationally. These submissions focused on the distinct needs of gifted children and the opportunities that enrichment offers and offered practical strategies for educators in differentiation and teacher collaboration, and for parents supporting their gifted child.

Volume 35(1), themed 'Student Voice', was published in August and focused on the experiences of past and present students, ranging in age from eight to twenty-four, from all school sectors. It featured personal student reflections and interviews based on their experience of giftedness, as well as showcasing student artwork and poetry. Positive feedback was received from a parent about the impact of hearing from students with similar experiences.

Submissions for Volume 35(2), titled 'Creativity and Holistic Education', are currently being prepared for publication. This volume is expected to be published towards the end of 2024. The first edition of VISION for 2025 is themed 'The Diverse Faces of Giftedness', with articles due for submission in April.

Currently, all VAGTC members receive a print copy of VISION as part of the membership, with TAG (Tasmanian Association for the Gifted) also ordering copies for their members. The VAGTC has a goal of publishing VISION in digital format so that it can be distributed more easily and reach further afield, increasing its impact and reducing costs and environmental impact. We are on track to achieve this goal by the end of 2024. A print copy will be available at an extra cost, with two membership options available to members. Additional copies of the magazine can be purchased from the VAGTC's online store.

Resource Book Digitisation

Committee member Melanie Mulligan has worked industriously to check, audit and update the offerings and recommendations in the Resource book, with the goal of publishing a digital version with embedded links to enable us to deliver our members a user-friendly and UpToDate resource. We are delighted to report that this project is on track for completion by the end of 2024.

Website

At the time of the AGM in 2023, our website had just been launched. Feedback from users has been positive with information easy to find. Traffic on the website has increased and return visits feature. With monthly analytics from Snugsite, we can track the effectiveness of our advertising. There is a significant increase in hits following parent seminars as people check for more upcoming events and download our FAQ Resource. There has also been a spike in both visits and registrations following social media posts and the bulk emailing of our newsletter. Non-members can sign up for the newsletter via the website. The website has been developed as a dynamic site. We have entered into a maintenance agreement with the developers of the site, Snugsite. They are also available to assist in adding functionality especially in our members area as we expand offerings on the site. However, the regular updating of information about our events is undertaken by our Administrator.

Newsletter and Social Media

This year one of our many initiatives has been the instigation of at least one newsletter per term. They contain professional news from the committee, publicise parent and teacher seminars and occasionally include an academic reading or reference.

Our presence on social media has increased. We use a Facebook page and a LinkedIn Page to let our followers know about upcoming events, seminars, publicise relevant texts and celebrate academic success. We often have messages sent via Messenger which are then sent to various committee members who usually respond promptly via email. Our parent seminars are also shared on other pages such as Parents of Gifted Australia. This means that our profile has been raised on the national stage as well as within Victoria.

Having a social media presence allows us as a not-for-profit organisation to build awareness and showcase what we stand for to teachers, parents even students. Often this may introduce teachers and parents to the VAGTC and give them insights into catering for giftedness. Social media is an ever-evolving tool. And we are keen to use it where appropriate.

Advantages of Social media for the VAGTC

- Improved Communication; multiple ways for people to access our information.
- Information Dissemination especially timing and topics of seminars.
- Educational Resources can be shared.
- Building Communities of learners and teachers; meeting like-minded people.
- Advocacy. Probably our most important aspect! We see catering for gifted students as a matter of justice.

VAGTC Finance Report 2024

As was foreshadowed in last year's report, our treasurer of several years stepped down at the 2023 AGM. No one stood for the position so the Executive have been sharing the responsibilities throughout this year, ably supported by our administrator, Julia Sale. Unfortunately, the promised pro bono bookkeeping assistance mentioned in last year's report did not eventuate. Pre-existing processes such as making sure that all invoices and communication of a financial nature went through the accounts email address proved helpful. Secretary, Claire Reid organised payments which were checked and authorised by Co-vice president, Susan Nikakis and President, Kathy Harrison. All accounts were reconciled by Julia in Xero. We found that payments could be made promptly. Outstanding liabilities at the end of the financial year were due to lack of notification. It is hoped that a suitably skilled treasurer will be found within our membership as the extra load on the Executive, the President in particular, is not sustainable. We are exploring options for pro bono support in bookkeeping or employing a bookkeeper to assist.

The accounts continue to be prepared on an accrual method of accounting for income and expenditure. This provides consistency.

The one exception is in how to treat the website. Previously, it was considered an asset with annual amortisation. Now it is included only in expenses as maintenance and development of the site occur as needed. We have a maintenance contract with Snugsite who also provide additional functionality to the site on demand.

The exclusion of the website from our fixed assets represents a \$9144 reduction in our total equity.

Our financial position is relatively stable with total equity after adjustment for the website down by just over \$2000, with total net current assets of \$60,568. Note that last year's loss of just under \$200 was anomalous as we did not have to return to DET \$8000 of unspent grants. This one-off event was in acknowledgement of volunteer hours donated by committee members. Previous losses were over \$10,000 a year. It is a priority to ensure that we don't incur such losses in the future.

Our major expenses are Vision magazine, Administrator costs and website expenses. In the new contract for our administrator, we are ensuring that award rates commensurate with her level of expertise along with appropriate superannuation allowances are paid. This represents an increase of nearly 20%. We aim to move to a digitised version of Vision in the next year, allowing people to purchase a hard copy if they desire, but no longer providing this free to members. The digital copy will be provided but members will have the option to purchase hard copies at cost. We will continue to provide Vision to TAG. The savings will offset administration costs, but other forms of revenue will need to be found if we are to avoid significant increases in membership fees. It is anticipated that demand for educator seminars and school based professional learning could provide some revenue. Our funding agreement with the Department of Education is in its second of three years with \$24,100 available to support the needs of parents of gifted children through seminars and events. A portion of our website maintenance is paid through this funding.

Sincere thanks to the Executive and our Administrator for all the extra hours spent ensuring accurate record keeping, prompt payments and invoicing and good planning for the future.

Kathy Harrison
(On behalf of the Executive of VAGTC)

Our Financial Performance 2024

Victorian Association for Gifted & Talented Children Inc

Reg No: ADO 10359P ABN: 93 904 346 896

Income & Expenditure Statement for the Year Ended 30 June 2024

	2024	2023
	\$	\$
Income		
Advertising revenue	0.00	1,200.00
Government Grants	23,050.00	28,550.00
Interest Income	1,246.27	1,386.87
Membership	246.00	0.00
Memberships - Individual/Family	5,469.54	5,200.00
Memberships - School/Institution	5,775.00	6,500.00
Memberships - Student (full time)/Health Care Card Holder	430.95	225.00
Sales - Books, DVD, Magazines	4,913.95	3,938.42
Seminars & Workshops	1,650.00	2,407.96
Shipping	45.00	0.00
Subscriptions - AAEGT	2,173.00	1,860.00
VAGTC Membership & AAEGT Journal	220.00	0.00
Total Income	45,219.71	51,268.25
Expenses		
Administration	15,691.20	14,889.60
Amortisation of website costs		1,400.00
Bank Fees	380.87	283.61
Committee Expenses	283.00	72.73
Computer Expenses	658.00	609.00
Consulting & Accounting	0.00	1,700.00
Depreciation of office equipment	77.00	77.00
General Expenses	753.05	278.14
Meeting Expenses	130.91	506.37
Postage	1,512.78	434.32
Printing & Stationery	9,994.76	10,164.29
Seminar/ Conference Expense	12,098.89	15,977.28
Subscriptions & Memberships	2,607.12	4,774.53
Website maintenance costs	2,720.02	0.00
Workcover	330.00	227.00
Total Expenses	47,237.60	51,393.87
(Loss) Profit from Ordinary Activities	(2,017.89)	(125.62)

Victorian Association for Gifted & Talented Children Inc

Reg No: ADO 10359P ABN: 93 904 346 896

Statement of Assets & Liabilities as at 30 June 2024

Account	30 June 2024	30 June 2023
	\$	\$
Assets		
Bank		
Stripe AUD	518.13	0.00
VAGTC Operations	23,278.58	17,695.06
VAGTC Paypal	152.05	4,095.36
VAGTC Term Deposit	55,040.33	53,180.58
VAGTC TryBooking	2,275.65	1,006.27
Total Bank	81,264.74	75,977.27
Current Assets		
Accounts Receivable	(13.75)	13,906.75
Accrued interest on term deposit	0.00	613.48
Other accrued income	0.00	1,474.00
Trybooking account		0.00
Total Current Assets	(13.75)	15,994.23
Fixed Assets		
Less accumulated amortisation	0.00	(4,787.00)
Less Accumulated Depreciation on Office Equipment	(580.00)	(503.00)
Office Equipment	580.00	580.00
Website	0.00	10,987.50
Total Fixed Assets	0.00	6,277.50
Total Assets	81,250.99	98,249.00
Liabilities		
Current Liabilities		
Accounts Payable	5,712.63	8,199.83
Accrued expenses	885.00	2,215.60
Government Grants received in advance	9,798.50	9,950.00
GST	6,250.17	4,184.50
Income Tax Payable	(3,319.00)	0.00
Membership fees received in advance	982.00	982.00
Sponsorship - Scholarship	373.83	373.83
Total Current Liabilities	20,683.13	25,905.76
Total Liabilities	20,683.13	25,905.76
Net Assets	60,567.86	72,343.24
Equity		
Current Year Earnings	(2,017.80)	(125.82)
removal of website from fixed assets	(9,144.10)	
Retained Earnings	72,343.24	72,469.06
adjustment to 22/23 retained earnings duplicate interest entry	(613.48)	
Total Equity	60,567.86	72,343.24

VICTORIAN ASSOCIATION FOR GIFTED & TALENTED CHILDREN INC

ABN 93 904 346 896 REG NO. 10359 P

Notes to and forming part of the Financial Statements for the year ended 30 June 2024

1. Statement of Significant Accounting Policies

Financial Reporting Framework

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 as the users of the financial statements are able to obtain additional information to meet their needs.

Statement of Compliance

The financial report has been prepared in accordance with the requirements of the Associations Incorporation Reform Act 2012 and the basis of recognition and measurement specified by all Australian Accounting Standards and interpretations.

Basis of Preparation

The financial statements have been prepared on an accrual basis and are based on historical costs. They do take into account changing money values or, except where stated specifically, current valuations of non-current assets.

The following significant accounting policies, which are consistent with the previous period unless stated otherwise, have been adopted in the preparation of these financial statements.

- a) Grant Income - Grant monies received are recognised as income over the period services are delivered.
- b) Goods and 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.

3. Mortgages Charges and Securities

No mortgages, charges or securities affect any property of the association at the end of its financial year and no association assets are held in a trust by a person or body on behalf of the association.

VICTORIAN ASSOCIATION FOR GIFTED & TALENTED CHILDREN INC

ABN 93 904 346 896 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 a true and fair view of the financial position of the Victorian Association for Gifted & Talented Children Inc as at 30th June 2024 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:



Kathy Harrison
President



Victoria Poulos
Co Vice-president

8th November 2024

Our Team 2023/2024

Ms Kathy Harrison - President

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.

Dr Susan Nikakis – Co Vice President

Dr Susan Nikakis, currently works for Melbourne Archdiocese Catholic Schools (MACS) where she recommends improvements such as pedagogical changes to cater for the education of gifted students. She supervises Doctoral students at the University of Melbourne and is the current Vice President of the Victorian Association for Gifted and Talented Children (VAGTC). Susan has written and edited four books centred on the education of gifted students. She has delivered papers and keynote addresses at both international and national conferences. She believes that catering for the learning needs of gifted is a matter of justice.

Ms Victoria Poulos – Co Vice President

Victoria comes with a Masters in Gifted education (UNSW) and is an experienced teacher of gifted education and Japanese. She is the Gifted and Talented Leader at Crest Education and a researcher at UNSW. As a parent of gifted children Victoria is an enthusiastic advocate for gifted students and their families and formerly ran a local support group. Many have benefited from hearing Victoria present at State conferences, National Symposiums, Professional Development seminars and at the World Conference of the WCGTC of which she is an Australian delegate.

Ms Claire Reid - Secretary

Claire has a BA, BEd, and an MA (Gifted). She has a long-term interest in the area of Gifted Education, and several years of experience writing programs, running events and teaching in the area. During her master's thesis in 2015, she researched the positive social and emotional "flow on effects" of grouping gifted students together for academic purposes. She has a particular interest in supporting the "whole child" when it comes to educating gifted students. More recently she has worked teaching gifted English students right across Victoria in the Victorian High Ability Program. She was also involved in writing the program.

Ms Amy Horneman – General Committee

Master of Arts (Applied Linguistics), Bachelor of Arts/Education (Secondary). Amy started her career in education as a Secondary English and German teacher and has ended up delving deeply into the field of Gifted and Talented Education. She is passionate about mentoring gifted and highly able students; developing students in leadership; collaborating with key stakeholders to implement schoolwide provisions; and fostering positive and effective home-school partnerships, including supporting parents in the joys and challenges of parenting their gifted children. She is currently the coordinator of the gifted education program at Scotch College, and is an active committee member (consultant, seminar writer and presenter, and magazine editor) of VAGTC.

Ms Bernadette Sheedy – General Committee

Bernadette has been the gifted coordinator at two secondary schools in Melbourne St Monica's in Epping and Mount Scopus in Burwood. She has presented seminars and papers around the state and the country for the VAGTC and the AAEGT. She is currently working on her PhD with a focus on gifted education at Deakin University.

Ms Laura Wilcox – General Committee

Laura has experience in mentoring gifted and talented secondary students in both school and external opportunities. She would bring her perspectives on fulfilling student potential including encouraging collaboration between like-minded students. She believes in triangulating data to identify gifted students. She has a BA (hons) from the University of Melbourne, a Post Grad specialising in Gifted education from Monash University and a Diploma in Prof Communications from the UNE.

Ms Ruth Evans – General Committee

I am Mum to identical twin girls aged 14, who are both twice exceptional. I have a master's degree in Inclusive and Special Education from Monash University, with a minor in Gifted Education. I also have postgraduate qualifications in publishing and communications from the University of Melbourne and a Grad. Dip. in Primary Teaching from La Trobe University. I have worked at Mentone Grammar as a Gifted Programs Facilitator for 3 years. During the Covid-19 lockdowns, I decided the best way to add value was by ensuring that my students felt engaged, inspired, and connected. I still make this the focus of my programs, making them as fun and interactive as possible. Previously, I worked for G.A.T.E. ways as a Gifted and Talented Program Coordinator and ran a consultancy in gifted education, founding the Ignite program and supporting homeschooled students. I coached students for scholarship exams and worked as a NAPLAN marker. I also taught English to students from other language backgrounds and worked as an Early Childhood Early Intervention Coordinator, helping families access the NDIS.

Ms Mel Mulligan – General Committee

Melanie first of all and most importantly a mum of 2 beautiful boys. She is not a teacher or a psychologist but with a gifted child she is slowly learning the basics of both. Melanie wants to be able to give back to the community and most of all help shape the future for these beautiful but at times misunderstood children.