



Annual Report

November 2025

Collaborative advocacy for gifted and talented learners since 1978

www.VAGTC.org.au

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Contents

About the VAGTC.....	5
Introduction.....	6
VAGTC President’s Report 2025	6
VAGTC Co-Vice President’s Report 2025	9
VAGTC Consult Report 2025	11
VAGTC Publications Report 2025.....	16
VAGTC Finance Report 2025.....	18
Our Team 2024/2025	23

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.

Introduction

The multifaceted nature of giftedness and talent continues to be reflected in the breadth of initiatives undertaken by VAGTC to support gifted and talented children, their families, and educators. During the 2024–2025 period, the various Task Groups have collaborated to deliver a comprehensive range of services and programs for the gifted community. These have included parent and educator seminars facilitated by the Consult Group, student voice events, and the continued publication of *VISION* magazine as a platform for sharing research, practice, and advocacy. Communication with stakeholders has been further strengthened through targeted emails, termly newsletters, and an active social media presence. The Committee remains committed to advancing understanding, fostering connection, and promoting best practice in gifted education across all sectors.

VAGTC President's Report 2025

The role of VAGTC is to encourage identification and nurturing of gifted children and students across Victoria. As a professional association, we empower educators and families through research-informed learning, collaboration, and advocacy to ensure gifted and twice-exceptional learners can thrive. Working with educators, parents, academics, psychologists, government, and community partners, we promote awareness, influence policy, and advance best practice. Our goal is to encourage a culture that values creativity, excellence, and diversity of talent so every gifted learner can realise their potential and contribute to a better future.

Our achievements and challenges over the financial year 2024-2025 can be summarised:

Achievements

- Exceeding expectations in delivering DET funded parent seminars
- Excellent Executive team
- Progress in digitizing resources – Vision and Resource Book
- Professional reading meetings opened up to all interested educators
- Educator seminars online and in person
- Consult help line for educators and parents

Challenges

- No treasurer and issues with NAB
- Time poor committee members, leading to incomplete or delayed projects
- President overloaded
- DET funding into the future unknown

VAGTC continues to “punch above its weight” as a small band of volunteers to produce resources, Vision magazine, parent and educator seminars and offer individual help to parents and educators alike. All of this serves to advance the goals of our organisation despite the challenges that we have

faced. The information in the task group reports only scrapes the surface of the impactful work that the VAGTC committee does. In each of the areas below, I would like to highlight some insights from my perspective.

Executive

The executive (Dr Susan Nikakis, Victoria Poulos, Claire Reid and myself) met monthly to plan upcoming initiatives and to respond to urgent requests in between committee meetings. It is a delight to work with such creative and kind souls!

Our achievements have been hard won as all the Executive Committee have had major illness or challenging personal circumstances at one time or another during the year. The ability to tag team and support one another has been vital. It certainly is a “dream team”!

That said, it has been an extremely challenging year for me personally. Many of the committee are extremely talented but time poor. As we embarked on projects, some were left unfinished or delayed. As president, there was an expectation that I would step in to help. This resulted in an enormous workload and the need to juggle multiple projects at once.

Furthermore, the increasing demand for expert knowledge or skill in areas outside of our skillset has meant that more hours were needed to complete the regulatory tasks required for a not-for-profit organisation. The executive is grateful for the advice and help that Graeme Harrison has offered in this area.

An ongoing battle with NAB to update VAGTC contact details, access records and ensure that only current executive members have access to our banking has taken up a lot of time. Each time we have interacted with the bank; they have only partially rectified the situation. They have acknowledged their error, but errors persist. Thanks to Claire and Victoria for their patience and diligence in sorting it out. Thanks also to Claire for setting up payment of all accounts and to the rest of the Executive for checking and authorising payments. Reconciliation of accounts is done by our Administrator, Julia Sale, ensuring multiple eyes on our finances. Other than reconciling bank statements, the bulk of the remainder of the treasurer’s role has fallen to me. I look forward to relinquishing many of these responsibilities to free me up for roles more in line with my passion and talent.

The Executive oversees the role and work of our contracted Administrator, Julia Sale. Julia works up to 40 hours a month supporting the Executive through administrative tasks such as maintaining membership records, monitoring emails, setting up bookings and updating our website regarding seminars and posting to social media. With the digitisation of some of our resources, the nature of her work will change. So, a review of her workload is due to occur early in 2026. Julia’s contribution is greatly valued by the Executive, and we appreciate her many years with us and extensive experience.

It is with enormous gratitude that we acknowledge the ongoing work of Dr Susan Nikakis over many years in many roles on the VAGTC committee, but especially in her executive roles as Vice President and more recently, co-Vice President. Whilst she will be stepping aside from an executive role, Susan will continue to serve on committee and offer her considerable expertise, advice and support.

Publications

This is a pivotal time for our publications task group as we resolved to move more resources to digital format, following the success of the FAQ Parent Resource. The Resource Book was the first to be transformed into an e-book or clickable PDF. Many members and purchasers of the resource had

requested a digital copy as so many of the resources had website links. To make a clickable resource was completely logical. Unfortunately, multiple delays to the finalisation of the resource book meant that when it was finally finished and submitted to Douthat Design for professional layout, a huge number of errors were detected. Graeme Harrison and I spent several days concentrating on cross-checking pages of errors. I am relieved to say that whilst it was not completed in this reporting period, it will be ready to go into our member's area on the website during term 4 2025 for members to access and download. We plan to formally launch it early in 2026. Non-members will be able to purchase access through our website. Thanks to all those who contributed to this edition: Mel Mulligan (previous committee member) for the initial check of web links, Graeme Harrison and myself for updating links and assessing the viability of many sites, Amy Horneman for overseeing the final edit and Susan Nikakis, Amy Horneman and myself for new content.

Vision was planned to be digitised in the first edition in 2025. The process of digitisation was simple as our proofs are provided in digital form. However, there were many other issues to resolve such as how to provide print copies for those who still wanted a print copy. Also how to restructure membership to allow both digital and print access and how to make sure that we know how many copies to print each edition. The financial implications of a reduced print lot and accurate estimates of the cost of production proved challenging. The publications committee needed a lot of support to work through these issues. It was decided to embark on a yearlong transition period as members renewed their membership. That meant that the first 2025 edition was still totally printed. We look forward to our first digital edition at the end of 2025.

Producing Vision is a very time-intensive endeavour. Many of the committee have supported the Vision team by providing ideas and contacts but it is the team that follows through with emails, providing feedback and ensuring that all permissions are received. The Vision team (Laura Wilcox and Ruth Evans, supported by Susan Nikakis) are to be congratulated on not only producing a high-quality magazine, but in engaging in the surrounding logistics of ensuring that it can be done in a financially sustainable way. Vision continues to be the only magazine of its kind in Australia and is valued by schools, teachers, parents and students alike.

Consult

VAGTC has continued to provide a beacon of hope to parents through our parent seminar series funded by the Victorian Education Department. This (2025) is the last year of funding in the current agreement. We hope to secure future funding as the feedback from parents and carers is overwhelmingly positive. This is one area where we clearly see the difference that our work makes in the lives of families of gifted children. Our seminars are well attended. We were given the goal of attracting 50 registrations but seminars often approach or exceed our capacity of 100. More importantly, participants tell us that the insight that they have gained is of huge value. It has been a pleasure to interact with various teachers and parents through our consult emails. The team takes turns to respond to general requests for help from teachers and parents. In addition to contributing to general requests, I respond to enquiries from the press and requests for consultations from schools.

The Press – the experience of providing information and advice only to have it misrepresented in newspaper articles has made us cautious about what we say. I have had three different approaches this year. One was very positive, where the journalist was genuinely seeking background information on the needs of gifted children. I was able to brief her and advise her of current practice in Victoria. Others have been seeking contact with children and/or their families. Whilst we are keen to see gifted education on the agenda in public discussions, we are also mindful of not exposing individuals to ridicule. We have provided general advice and information but where we felt the journalist was seeking to generate an unwarranted public drama or treat a family disrespectfully, we rejected their

requests.

Schools/Educators

Each term, we are approached by schools seeking help with professional development or setting up a gifted program. My role is to have an initial conversation with them to plan how we can best help them. It is interesting to hear why they are embarking on this and helping them to hone their goals so that they can make effective use of their professional learning budgets. This may mean that simply referring them to (free) resources may be the most helpful strategy. Our free professional reading meetings are also a good first step. For some, I arrange for one of our consult team members to work with them to design and deliver targeted professional learning. Most often, this is a one-off seminar but, in a few circumstances, it is ongoing. I hope that by providing an initial conversation that we are helping schools more effectively.

I have thoroughly enjoyed the opportunity to visit a couple of schools in person to participate in panel discussions and to deliver professional learning. Another personal highlight for me was to participate in the annual Exceptional Exchange, hearing from students about their perspectives on giftedness and what helps them to thrive. This has been hosted at CHES (Centre for Higher Educational Studies) and is a great opportunity to network with educators and parents across the educational sectors.

Website

We were delighted to launch our new website a few years ago. The initial site was a shell which could be shaped and added to. It has been great to have Catherine Cross take a role in reviewing the current site and identifying impactful additions and updates. The current area of priority is uploading resources to our member's only section. This will help address our need to attract new members and provide more resources to current members.

Membership

Each year, we get new members, some who stay for a considerable amount of time but others who join for the time in their family's life where they need more support. Schools and educators tend to have longer membership. This year's net decline in membership of 34 raised the question of how we retain members along with attracting new members. I recommend that we investigate this over the next year. At the end of the financial year financial membership was 124.

Kathy Harrison
President VAGTC

VAGTC Co-Vice President's Report 2025

It has been such a privilege and pleasure to serve the VAGTC this year as co-vice presidents, united by a common purpose—to support, advocate for, and empower gifted and talented young people across Victoria. We would like to make some public acknowledgements and thank-you:

Acknowledgements and thank-you:

Universal Security Services

A big thank you to Bronwen Bennett for donating a hot desk letterbox for the VAGTC at no cost. A

gifted advocate and friend to the VAGTC, we thank Bronwen Bennett from Universal Security Services. Without her generosity we would not have a physical 'home'.

Our President - Kathy Harrison

"A leader is one who knows the way, goes the way, and shows the way." —John Maxwell

We would like to express our sincere appreciation to our President, Kathy, whose vision, tireless commitment and leadership continue to underpin all that VAGTC achieves. Kathy works diligently behind the scenes in collaboration with the Department of Education, navigating complex administrative and financial matters, providing pastoral care, and offering ongoing support to both parents and educators through the Consult service and more - all while overseeing the broader operations of the organisation. Kathy has the courage to face challenges, the ability to make tough decisions, and the wisdom to adapt when necessary. Her dedication and steady guidance are deeply valued.

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. Claire has been holding down the executive position of Secretary this year, whilst also taking on part of the Treasurer responsibility by paying bills. She has been ably assisted by Kathy and Graeme Harrison, who have done the lion's share of the Treasurer role.

Graeme Harrison in his capacity as a volunteer

Graeme Harrison is not a VAGTC committee member, but he has stepped into multiple problem areas as they arose to assist us this year. From sorting out the status of VAGTC as a not-for-profit, to working out the logistics of lodging our statements with Consumer Affairs, even assisting with checking entries in the Resource Book - Graeme has given his time and expertise to further our goals and assist with our running. Thank you, Graeme; we are so lucky to have had your support!

The Vision Team

Our publication, VISION magazine, remains one of VAGTC's greatest strengths. The consistently high standard of its articles and the depth of insight it provides are a true reflection of the expertise and passion within our community. It continues to be a vital platform for sharing research, advocacy, and best practice in gifted education. Thank you to the Vision team!

Another highlight of the last year has been the progress toward digitising our Resource Book. Although this project has taken longer than initially planned, it represents an exciting step forward in improving accessibility for families and educators across the gifted community. Once completed, it will serve as a valuable and enduring resource. Thank you to Amy, Kathy and Graeme for all of their time and effort on this project!

The Committee remains a team of individuals who bring unique strengths, experiences, and perspectives to the table, and we thank each committee member for the time and effort they have contributed over the past year. The team's diversity is one of our greatest assets. Looking ahead, our goal is to further strengthen this collaborative approach by ensuring that each committee member has a clear area of responsibility or task. This shared ownership will promote sustainability, distribute workload more evenly, and ensure that VAGTC continues to deliver these valuable

services to the gifted community.

Dr Susan Nikakis & Victoria Poulos
Co-Vice Presidents

VAGTC Consult Report 2025

Significant Correspondence this year

- In 2025, there was an unfortunate overlap between Gifted Awareness Week (24 May - 1st June, as set by the AAEGT) and National Reconciliation Week (26 May - 3rd June, including National Sorry Day). This overlap was communicated to AAEGT, and suggestions for correcting the error were made, but AAEGT chose to continue with the published dates for GAW. VAGTC felt strongly that this was an erroneous choice and chose to use the opportunity presented by the overlap to highlight gifted indigenous understandings and individuals.

Committee involvement - From the VAGTC committee role description, it is an expectation that all committee members will contribute actively to at least one task group.

Overview of task groups

- Exec - Kathy Harrison, Victoria Poulos, Dr Susan Nikakis, Claire Reid
 - o Extra role of treasurer - Kathy with support from exec
- Vision - Ruth Evans, Laura Wilcox with support from Susan Nikakis (Vision is one of the most time intensive tasks...)
- Publications
 - o Newsletter - Executive
 - o Resource book - Amy Horneman, Kathy and Graeme Harrison
- Consult - Kathy Harrison and Victoria Poulos
 - o Help line - from log: Kathy Harrison, Claire Reid, Victoria Poulos, Dr Susan Nikakis, Dr Bernadette Sheedy, Amy Horneman
 - o Parent seminars - presenters: Kathy Harrison, Victoria Poulos, Dr Susan Nikakis, Amy Horneman, tech help and co-presentation Claire Reid, Dr Bernadette Sheedy
 - o Educator seminars - Amy Horneman, Kathy Harrison, Dr Bernadette Sheedy,
 - o On site professional learning - Kathy Harrison, Claire Reid
- Professional reading sessions - Kathy Harrison, Dr Susan Nikakis, Victoria Poulos
- Website – Catherine Cross

Help Line

Our consult email continues to have high traffic during term time and following parent seminars. Over the last half of 2024 and the first half of 2025, we responded to over 100 requests, some

involving multiple conversations. It is astonishing how many requests would have been answered if the person had attended the most recent seminar. However, many are keen to sign up for the next one. Our FAQ resource is of enormous help to parents as a first step in their journey. We included a more explicit statement on our website regarding the opportunity to read the FAQ before asking for more targeted advice. If you are seeking advice, please check out our [FAQ](#) and see if your question has been answered effectively there. Brief and simple advice may be given to non-members, but if you require details or ongoing advice, we recommend becoming a [member](#). VAGTC is staffed by volunteers so please be patient whilst waiting for our reply. It is anticipated that this will help people hone their enquiries. Different committee members have different preferences in providing help, with some sending an email with advice and further reading while others excel at providing emotional support via a phone call. The diversity of talent on the team is a great asset.

In keeping with past years, educator enquiries have included starting a gifted program and whole school planning for gifted provision. A few schools have been responding to an individual, usually highly gifted. In the process of seeking advice, they have realised that there are many others who could benefit from the type of education that helps a gifted child to thrive. It is very rewarding to see how responsive these schools are and the genuine care and concern that they have for their students. We have also encouraged educators to join us as we engage in professional reading once a term. Several have expressed their gratitude for such collegial contact. Our goal in providing advice free of charge is to help schools make the most of their professional learning budget. If we can direct them to free services and helpful preliminary reading, we do so. We then offer them the opportunity for a referral to a consultant who can help them in a more targeted intensive way.

Parent Seminars Summary

The year 2025 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 2024-25 financial year, we delivered 14 parent seminars: 13 online and one face-to-face event, supporting hundreds of individuals and families in the process. The AGM was a face-to-face event allowing interested people to join us for an informal meet and greet.

Record of Parent seminars offered in the 2024-2025 financial year:

Date	Presentation Title	Topic	Presenter(s)	Attended by
23/07/24	Positive Advocacy	This seminar will give you practical suggestions and ideas for WHAT to advocate for - what types of provisions schools could and do make for gifted children, regardless of the sector of education your child's school is in from the classroom to external activities. It will also provide you with HOW to advocate.	Presenter: Amy Presenter support: Kathy	Bookings: 87 Number Attending: 70
12/08/24	Ask a psychologist: Mental health in gifted children	How do we support our gifted children socially and emotionally? It can be particularly difficult when our children become bored and disengaged with their learning, and there are other challenges	Guest: Joe Santoro Host: Claire	Bookings: 113 Number

		arising. Our visiting psychologist will give a short presentation on some of these challenges and will then respond to your questions with advice and strategies for how to best support your child. The session will be highly interactive, so please bring your questions!	Tech support: Amy (if needed)	Attending:
12/09/24	An Exceptional Exchange: Growing Up Gifted	Theme: Growing up Gifted Keynote Speaker: Professor John Munro, Professor of Educational Psychology and Exceptional Learning, School of Education, Australian Catholic University. Alongside Professor Munro's presentation, we will hear from a panel of students from around Melbourne about their own experiences of 'growing up gifted'.	Guest: John Munro Presenter: Amy	Number of Registrations (trybooking tickets sold): 82 Number Attending: 52
10/10/24	Bibliotherapy	What is bibliotherapy? How can we learn from the lives and stories of others to gain a deeper understanding and acceptance of ourselves? What books could we be reading/ recommending? What stories could we be telling? How can we help gifted children identify with characters in a story and gain insight in their own life in order to solve their own problems?	Presenter: Victoria Poulos	Number of Registrations (trybooking tickets sold): 32 Number Attending: 25
15/10/24	VAGTC AGM	Face to face drinks and nibbles before the AGM (Hawthorn Community centre): meet the committee, hear about the work of VAGTC this year. Informal opportunity to talk about gifted ed and meet other parents/ educators.		Number of Registrations (trybooking tickets sold): 13 Number Attending: 13
13/11/24	Enrichment / Games / Holiday ideas (using the Resource book)	What can we access from home to enrich our child? What opportunities are available out there? Highlights from our Resource Book will be shared featuring new opportunities that have been added recently. We will also share our love for games, puzzles and offer some ideas that are wonderful for gifted children especially heading into holiday time! Puzzles and games provide a platform for cognitive growth by stimulating critical thinking, problem-solving, and decision-making skills.	Presenters: Kathy Harrison/ Victoria Poulos	Number of Registrations (trybooking tickets sold): 42 Number Attending: 30
03/03/25	What's possible in schools? (Repeated due to demand and online	As parents of a gifted child, it can help to know what types of provisions schools could and do make for gifted children. This seminar will take you through some options for gifted programming, regardless of the sector of education your child's school is in (government,	Presenter: Kathy Harrison and Victoria Poulos	Number of Registrations (trybooking tickets sold): 162 & 70

05/03/25	room capacity)	independent, Catholic), from the classroom to external activities and competitions. The session will be interactive, so please bring your questions!	Tech: Kathy	Number Attending: 80 & 50
27/03/25	Communicating effectively with your school: (and what do we do when it all seems to be going wrong?)	It can be challenging navigating the complexities of making sure your gifted child has access to appropriate schooling and educational provisions. This seminar will give you practical tips and advice for proactively building positive relationships with the staff at your child's school, as well as effective communication strategies for handling difficult situations. We will also discuss the importance of documenting dialogue with the school in the form of keeping records of important discussions and decisions. The seminar will be interactive, so please bring your questions!	Presenter: Amy Horneman Presenter Tech: Claire Reid	Number of Registrations (trybooking tickets sold): 100 Number Attending: 42 at peak
30/04/25	ILPS, incl interpreting psych reports	ILP/ IEP/ PLPs.... Individual learning plan/ Individual educational plan/ Personal learning plan What is an ILP/IEP/PLP? Which gifted students require one? What does a gifted ILP/PLP look like? What does an ILP seek to achieve? How does the psychologist's report (if you have one) inform the ILP? What does success look like? These are a few of the questions that will be explored as we look at models for developing ILPs and some sample ILPs that identify interventions for an individual learner's needs. There will be time for Q&A during the session.	Presenter: Kathy Support: Bernadette	Number of Registrations (trybooking tickets sold): 101 Number Attending: 46
12/05/25	Is it me or them? Navigating social life as a gifted child	This seminar takes participants through some of the common social challenges faced by gifted children, including finding belonging, making (and keeping!) friends and navigating stressful situations such as teasing and bullying. Stories and strategies will be shared, along with common emotional experiences and predispositions which factor into the social development of gifted children. The session will be interactive, so please bring your questions and stories to share!	Presenter: Amy Horneman Support: Claire Reid	Number of Registrations (trybooking tickets sold): 116 Number Attending: 55 at peak
29/05/25	Choosing a good fit school incl explaining zones, questions to ask	How do I decide which school will be best for my child? What research do I need to do? What information can schools provide? What questions should I ask? How do school zones work? Can we apply out of zone?	Presenter: Kathy and Victoria	Number of Registrations (trybooking tickets sold): 119

				Number Attending: 60
18/06/25	Twice Exceptionality: Presentation and Panel discussion including people with lived experience.	An engaging and practical session designed specifically for parents of twice-exceptional students (children who are both gifted and have a learning difference or disability). This session will explore how to recognize and nurture your child's unique strengths while understanding and addressing their challenges.	Presenter: Victoria Panel: Susan, and Brigitta	Number of Registrations (trybooking tickets sold): 120 Number Attending: 75

Snippets of feedback from attendees:

8:14 PM

EJ @Victoria Poulos VAGTC @Claire Reid (VAGTC) We're not even through the webinar yet but I just want to say a heartfelt thank you for this content... As the parent of a gifted child, there have been so many times that I've wondered if I was going mad because the mismatch between what school saw in my son and what I saw in my son was so great. It's still hard. Really hard. But I gain hope and positivity whenever I learn something new and can share with my son that the challenges he faces are not unique! I think that's quite comforting!

Collapse all ^ ❤️ 7

You 8:15 PM

CR You have found your tribe, [redacted] :-)

❤️ 2

8:16 PM

CE I agree [redacted] Parenting different children can be so so isolating. It's nice to know it's not just us.

❤️ 2

8:17 PM

ED It feels less isolating knowing this is a shared experience.

Educator Seminars

Throughout 2024–2025, VAGTC continued to strengthen its professional learning offerings for educators across all school sectors. A series of online seminars was delivered to support teachers in building their understanding of gifted education and in developing practical strategies to meet the needs of high-ability students in their classrooms. These sessions were designed to be responsive to participant needs, providing opportunities for reflection, discussion, and the sharing of effective practice.

Educators from government, Catholic, and independent schools participated in these seminars, reflecting the broad reach and relevance of the topics presented. While participant fees were necessary to cover presenter costs, VAGTC maintained a strong commitment to affordability and accessibility by offering discounts for multiple attendees from the same school and for educators

registering for several sessions.

The aim of these professional learning opportunities remains to equip teachers with knowledge and confidence to identify, support, and extend gifted students in their care. Through these initiatives, VAGTC continues to uphold its mission of ensuring that high-quality support and expertise in gifted education are available to every educator seeking to enhance their practice.

Record of Educator seminars offered:

Date	Presentation Title	Type	Presenter(s)	Attended by
23 July 2024	Supporting the social and emotional needs of gifted learners	Educator seminar	Bernadette Sheedy	Number of Registrations: 12
13 August 2024	Engagement: Knowing your students/ presentation and workshop	Educator seminar	Kathy Harrison	Number of Registrations: 8
17 Sept 2024	Professional Reading discussion group		Susan Nikakis	Number of Registrations: 18
18 March 2025	Professional Reading discussion group		Kathy Harrison	Number of Registrations: 46
26 June 2025	ILPs/ IEPs	Educator seminar	Kathy Harrison	Number of Registrations: 13

VAGTC Publication's Report 2025

Vision

The VAGTC is the only gifted association in Australia that provides a printed magazine for its members. We also supply printed magazines to members of the Tasmanian Association for the Gifted. Our magazine aims to showcase the work of the VAGTC and disseminate emerging ideas and information on best practice in gifted education to a wider audience, to assist families and educators in supporting gifted young people. We also showcase student voices through interviews, student reflections and artwork, enabling them to advocate for themselves.

The Vision subcommittee produces two issues of Vision each year. Earlier this year we produced Vision 36(1), The Diverse Faces of Giftedness, which showcased a wide range of voices, including

twice exceptional students and educators, and a keynote article from Professor Emerita Dr June Maker of the University of Arizona, USA. We enjoyed interviewing Dr Dave Camilleri, from the University of Melbourne, who discussed his work with disengaged youth. We were pleased to have Dr Camilleri participate in our Exceptional Exchange seminar in September.

We are currently working on the second issue for 2025, Vision 36(2) Giftedness in the Digital Age, which is due for publication by the end of the school year. We have received submissions so far from Dr Michelle Ronksley-Pavia of Griffith University, John Munro of The University of Melbourne, and Adriano de Prato of LCI Melbourne — Institute of Higher Education. The first edition of Vision for 2026 will be titled Unlimited: What Can I Do with My Giftedness? Articles for Vision 37(1) are due in March.

This year we experienced some communication issues which resulted in a change of publisher. After pursuing a range of quotes, we are now working with Snap Printing in Moorabbin, who are also managing the mailout of the printed magazine.

As planned, we have now swapped over to a digital magazine delivery to reduce printing costs and wastage and enable us to reach a wider audience. We investigated various formats and decided on an e-book with an option of a hard copy magazine provided to members who pay an additional fee. Extra copies of the magazine will be printed and sold in our online shop. The new fee structure is available on our website and in our newsletter.

We would like to thank the VAGTC's Co-Vice President Dr Susan Nikakis for joining the Vision subcommittee this year. Susan's wealth of knowledge and extensive connections have been very helpful. She provided encouragement and empathy as we struggled to overcome hurdles. We can't thank her enough for the warmth, energy and wisdom she has provided.

Laura Wilcox and Ruth Evans, *Co-Editors*

Resource Book Digitisation

We worked with Ann and Michael Douthat at Douthat Design and Print (DDP) on digitising the Resource Book, after years of feedback from schools and parents that it would be helpful to have this resource available in digital format. Ease of hyperlink access as well as sharing within staff teams were two of the strongest arguments for digitising from the user point of view. From the producer point of view (VAGTC), reducing printing costs was an important factor. We want our members and the wider community to access the resource without unnecessarily high costs for production. The process was relatively smooth with DDP improving the layout and accessibility features, as well as checking all links for security and accuracy. Kathy Harrison, Graeme Harrison and Amy Horneman did final edits and corrections (thank you in particular to Kathy and Graeme, who spent many hours doing this). The digitisation project cost \$971.25, but any subsequent editions will be much cheaper as minor adjustments will need to be made, rather than full typesetting and setup. The next step is to determine how we go about making the resource available to members and non-members through our website. We are looking to do an official launch early in 2026, for both educators and parents.

Website

As of mid 2025, the website has been undergoing an update. A particular focus has been ensuring visual consistency with the presentation of the biographical summaries of committee members, in conjunction with adding new committee members details. Effort has been focused on ensuring

consistency with the flow, tone and style of the site, updating event details, entering additional professional papers and member resources. Proof-reading each area of the website and listing sections for amendment remains an ongoing task, as does adding resources to the members' area.

Newsletter and Social Media

The newsletter is published twice per term if needed. It is succinct with upcoming teacher and parent seminars, special interactive sessions led by committee members, competitions and news concerning AAEGT. Our presence on social media is positive and affirming without being overwhelming. The newsletter aim is to keep members up to date with the various offerings of the VAGTC.

VAGTC Finance Report 2025

In the absence of a treasurer, the Executive have continued to share the responsibilities throughout this year, ably supported by our administrator, Julia Sale. Secretary, Claire Reid organised payments which were checked and authorised by Co-vice presidents, Dr Susan Nikakis and Victoria Poulos, and President, Kathy Harrison. All accounts were reconciled by Julia in Xero. We explored the possibility of getting help from a volunteer bookkeeper, interviewing several applicants. Unfortunately, most applicants did not have the required experience with Xero, and we were not in a position to train them. However, an accountant who declined to volunteer with us while we did not have a treasurer, did assist us with valuable advice on completing paperwork for the ATO.

The accounts continue to be prepared on an accrual method of accounting for income and expenditure. This provides consistency. We would like to simplify the accounting going forward so that a volunteer treasurer can easily manage the bookkeeping.

VAGTC continues to be in a strong financial position with considerable reserves to cover our losses. As anticipated, losses returned to previous levels with an operating loss of \$9583. The main expenses are the printing of Vision magazine and employment of an administrator. Both of these expenses have increased in the past year. With the digitisation of Vision, our printing costs will reduce significantly. We intend to offer the print version of Vision at cost to members. However, it will take a year to transition membership to the new system, where they can purchase print copies of Vision along with their renewal of membership. Our plans to be fully digitised in 2025 were delayed but the process of transition started at the end of the financial year (2024/2025). Other reductions in revenue were associated with low sales of the Resource Book as we depleted print copies in anticipation of a new digital edition. The revision of the Resource Book took a lot longer than expected but will be available late in 2025. Finally, a net loss in membership meant reduced income in that area too.

Our agreement with the Department of Education for funding of seminars expires at the end of 2025. If a new agreement is not offered, we will need to identify other sources of revenue or offer seminars at cost to participants.

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		
AGM REPORT 2025		
	2025	2024
		\$
Income		
Advertising revenue	0.00	0.00
Government Grants	22,100.00	23,050.00
Interest Income	1,771.72	1,246.27
Membership	300.00	246.00
Memberships - Individual/Family	4,242.72	5,469.54
Memberships - School/Institution	5,550.00	5,775.00
Memberships - Student (full time)/Health Care Card Holder	340.95	430.95
Sales - Books, DVD, Magazines	2,721.42	4,913.95
Seminars & Workshops	2,100.00	1,650.00
Shipping	15.00	45.00
Subscriptions - AAEGT	1,650.00	2,173.00
VAGTC Membership & AAEGT Journal	480.00	220.00
Total Income	41,271.81	45,219.71
Expenses		
Administration	14,383.60	15,691.20
Bank Fees	344.87	380.87
Committee Expenses	267.15	283.00
Computer Expenses	704.00	658.00
Consulting & Accounting	1,900.00	0.00
Depreciation of office equipment	0.00	77.00
General Expenses	1,394.46	753.05
Meeting Expenses	0.00	130.91
Postage	0.00	1,512.78
Printing & Stationery	10,950.87	9,994.76
Seminar/ Conference Expense	14,598.12	12,098.89
Subscriptions & Memberships	370.90	2,607.12
Superannuation	3,503.10	0.00
Website maintenance costs	2,078.30	2,720.02
Workcover	360.00	330.00
Total Expenses	50,855.37	47,237.60
(Loss) Profit from Ordinary Activities	(9,583.56)	(2,017.89)

Victorian Association for Gifted & Talented Children Inc Reg No: ADO 10359P ABN: 93 904 346 896 Statement of Assets & Liabilities as at 30 June 2025 AGM 2025			
Account		30 June 2024	30 June 2023
		\$	\$
Assets			
	Bank		
	Stripe AUD	518.13	518.13
	VAGTC Operations	15825.6	23,278.58
	VAGTC Paypal	0	152.05
	VAGTC Term Deposit	56,812.05	55,040.33
	VAGTC TryBooking	75.15	2,275.65
	Total Bank	73230.93	81,264.74
	Current Assets		
	Accounts Receivable	(13.75)	(13.75)
	Accrued interest on term deposit	0.00	0.00
	Other accrued income	0.00	0.00
	Trybooking account		
	Total Current Assets	(13.75)	(13.75)
	Total Fixed Assets	0.00	0.00
Total Assets		73,217.18	81,250.99
Liabilities	Current Liabilities		
	Accounts Payable	7,144.00	5,712.63
	Accrued expenses	885.00	885.00
	Government Grants received in advan	11,050.00	9,798.50
	GST	2,067.00	6,250.17
	Income Tax Payable	0.00	(3,319.00)
	Membership fees received in advance	713.05	982.00
	Sponsorship - Scholarship	373.83	373.83
	Total Current Liabilities	22,232.88	20,683.13
	Net Assets	50,984.30	60,567.86
Total Liabilities	Current Year Earnings	(9,583.56)	(2,017.80)
	removal of website from fixed assets	0.00	(9,144.10)
	Retained Earnings	60,567.86	72,343.24
	adjustment to 22/23 retained earnings	0.00	(613.48)
Total Equity		50,984.30	60,567.86

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 2025

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

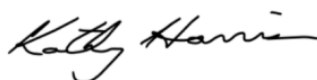
STATEMENT BY MEMBERS OF THE COMMITTEE

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 2025 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

28th October 2025



Victoria Poulos
Co Vice-president

28th October 2025

Kathy Harrison
(on behalf of the Executive of VAGTC).

Our Team 2024/2025

Ms Kathy Harrison - President

Master of Education (ICTE), Diploma of Education, Bachelor of Science.

Kathy is a curriculum writer for the Victorian High Ability Program and teaches VHAP Mathematics through Virtual School Victoria. With 15 years as Coordinator of Gifted Education at the Compass Centre and Exemplary Teacher at Methodist Ladies' College, she brings a wealth of experience to gifted education. Kathy was awarded the Australian Mathematics Trust Teaching Award in 2018 and has completed postgraduate research on the use of ICT with gifted learners. She is a skilled presenter, coach, and consultant, regularly contributing to seminars and conferences. A passionate advocate for gifted students and broader social justice, Kathy volunteers across various causes and strives to inspire students to think critically, act ethically, and use their talents to create meaningful change.

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 lecturer and 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 International and 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

BA, BEd, and an MA (Gifted).

Claire 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 Ivanhoe Grammar, and is an active committee member (consultant, seminar writer and presenter, and magazine editor) of VAGTC.

Ms Bernadette Sheedy – General Committee

Dr Bernadette Sheedy has been specialising in gifted education for nearly 20 years. In 2024, she graduated with her PhD which focused on gifted education in Victoria during the COVID-19 lockdowns in 2020-21. She is currently the High Ability Learning Specialist at Box Hill High School and had been the Gifted and Talented Coordinator at her two previous schools. Bernadette has delivered presentations for organisations including the VAGTC, VATE and the Teacher Learning Network. She is a passionate advocate for highly able students and is actively involved in gifted networks across Melbourne. Bernadette has also published articles in IDIOM, the journal for VATE, and VISION, the journal for the VAGTC.

Ms Laura Wilcox – General Committee

Laura Wilcox (BA (Hons), BTeach (Hons), PGDipEd (Gifted Education), DipProfComm)

Laura teaches senior English at Hume Anglican Grammar. She designed the Ariston Extension and Enrichment project for St John's College Preston, providing both internal and external opportunities for gifted students, and was its first co-ordinator. She has also developed accelerated curriculum for the Humanities classroom. Laura co-edits Vision magazine with her colleague Ruth Evans, where she commissions and edits contributions from academic stakeholders and shares practical ideas and resources for teachers and parents of gifted students. Her interests include the identification of gifted students, provision of meaningful internal enrichment opportunities within schools, and exploration of innovative approaches to curriculum design.

Ms Ruth Evans – General Committee

GDipEd(Prim), GDipPubCom, BA(Hons), MEd (InclSpec).

Ruth Evans is an experienced educator currently working at Mentone Grammar School, where she designs and delivers gifted education programs for primary students. She previously ran an educational consultancy and facilitated programs for G.A.T.E. WAYS across Australia. Ruth co-edits Vision magazine with Laura Wilcox, sharing valuable insights and resources with educators and parents in the gifted education community. She is deeply committed to advocating for gifted learners and supporting them to become curious, lifelong learners. Outside of her professional life, Ruth enjoys reading, gardening, printmaking, family games nights, and walking her dog.

Mrs Catherine Cross – General Committee

CertND, DipCoun, BTeach, BEd, MEd-Gifted (Exc)

Catherine Cross is an experienced educator with 30 years of teaching expertise and currently leads, coordinates, and teaches the Gifted and Talented program at an independent college in Melbourne. Passionate about gifted education and neurodivergence, she is committed to supporting students not only academically but also psychosocially, emotionally, and behaviourally. Catherine has strategically shaped her postgraduate studies to specialise in best practice for high-ability learners, earning her the Academic Excellence Award for her Master of Gifted Education. Recognised for her warmth, humour, innovative, and strength-based approaches, Catherine continues to write, present, and contribute to professional publications, establishing herself as a respected voice in the field of gifted education.

Michele Linossier – General Committee

Michele has worked in Gifted and Talented Education for thirty years and has been a member of the VAGTC for much of that time, working in student programs, advocacy, the resource book and association needs. She has served as the Victorian representative on the AAEGT for two terms. Michele has coordinated Gifted Education whole school programs in the Independent and Catholic systems and has co - chaired the Melbourne and Beyond Gifted Network (MBGN) of schools for 10 years, a service volunteer-based group providing activities, professional learning and a positive space that encourages teachers to share their ideas and offer support.