

It is disappointing to see that high ability or gifted students are currently not referred to once in the draft Education Evidence Base report by the Productivity Commission. Is there a reason these children are being left out? The OECD's PISA results clearly show that the academic results of Australia's high ability children are going backwards. The Australian Education system is not prioritising gifted students and developing productive evidenced based programs that ensure that the results achieved correlate with students' potential. Instead of the educational needs of these students being met, obstacles are continually being put in the road of their progress and development. A productive education system would treat these children as valued assets and develop them to their full potential. How would a productive education system identify and develop these children? There are over 2 million students currently enrolled in Australian schools and approximately 10% of these children are considered high ability learners. Without effective screening to identify these students, it is impossible to determine how many are currently unidentified and under achieving. As a result, there are potentially tens of thousands of students that could be achieving well above current levels. If these students were identified, rigorous programs could then be prioritised, developed and supported at a national level and rolled out in partnership with state and territory education systems and departments.

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