



Department of
Education

Shaping the future

Applicant Guidelines

**Gifted and Talented Secondary
Selective Entrance programs for entry
to Years 7, 9, 10 and 11 in 2026**

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Introduction

The Department of Education in Western Australia offers suitably identified exceptionally able children a choice of secondary schools as part of Gifted and Talented Secondary Selective Entrance programs.

Selection is highly sought after and competitive and places are offered on the basis of each applicant's performance in the selection tasks specific to each program. Children offered placement can enrol at the school even if they do not live in that school's local catchment area.

Participation in the selection process requires the completion of an online application submitted prior to the published deadline. Parents/carers are responsible for the lodgement of their child's application by the due date. The Gifted and Talented Selection Unit (GTSU) coordinates and facilitates all aspects of the application, testing and placement processes.

Applications for entry in 2026 close at 11.59pm Sunday, 9 February 2025. Late applications can only be considered under *exceptional and extenuating* circumstances.

Children can apply for entry for Years 7, 9, 10 and 11, providing they are in the appropriate year group. Applications open in October each year.

Children with a disability, chronic illness or impairment can apply for adjusted testing conditions and, in some cases, an exemption from the Academic Selective Entrance Test (ASET).

There is no cost involved in the application, testing and placement processes for currently enrolled WA students tested at their closest available centre.

Overseas and Interstate applications are accepted, however there are costs involved and the ability to take up an offer of placement will be dependent upon the ability to meet essential residency criteria as part of the school enrolment process.

Applicants offered placement in a Gifted and Talented program are required to enrol at and attend the school in a full-time capacity. Country students offered placement in the Online program must enrol or be enrolled in a regional public secondary school.

All applicants must be able to meet essential enrolment criteria – including evidence of local school enrolment entitlement - at the school level before their enrolment can be accepted and their placement finalised.

Key dates

The application, testing and placement processes for Gifted and Talented programs in 2026 commence with applications opening in October 2024. Testing occurs in Term 1 of 2025 following the close of applications in February. Placements are generally finalised early Term 3, 2025 for commencement in Term 1, 2026.

Parents/carers are required to read and accept the full schedule of [Key Dates](#) at the time of application so they can plan their activities and be aware of what to expect and by what time.

The calendar of Key Dates is updated regularly as the cycle moves through from applications, to testing and later, placement.

The Department accepts no liability for missed opportunities published in the [Key Dates](#).

Entry points and available vacancies

Depending on their current school year, children can apply for one of four different intake years into Gifted and Talented programs. Applications open in October each year and close the following February. Testing occurs in March for the following year's entry.

Year 7 in 2026

Children applying for Year 7 in 2026 should be in Year 6 at the time of testing and born within the date range of 1 July 2013 - 30 June 2014. Applications will open when children are in Year 5.

Occasionally, children may be born outside this date range and yet still be in the appropriate year group to apply. Where a child is born outside this range, parents will need to upload the cover page of their most recent school report to their child's application to prove they are in the correct Australian intake year.

For children living overseas and engaged in schooling outside of the Australian system, parents must also supply one of the following:

Evidence Category 1:

Evidence of clear equivalency between the child's current schooling and the Australian system that demonstrates the child is in the appropriate intake to enter Australian Year 7 in 2026.

Evidence Category 2

Correspondence from a West Australian school that confirms that, should the child relocate to Australia and apply as a local intake student, the school would accept the enrolment to enter Australian Year 7 in 2026.

For any children with a birth date that is 180 days or more outside the standard date range, **Evidence Category 2 is mandatory**. All such cases will be reviewed by a panel to determine whether the evidence requirement has been met. Children born outside of the date range and who do not provide evidence of equivalency and or local intake enrolment will not be permitted to sit for the testing.

There are a set number of vacancies for the Year 7 intake each year:

School	Program	Vacancies for Year 7 in 2026
Albany SHS	Academic	32
Alkimos College	Academic	32
Applecross SHS	Visual Arts	32
Balcatta SHS	Visual Arts	32
Bob Hawke College	Academic	32
Bunbury SHS	Academic	32
Churchlands SHS	Music	50
Carine SHS	Academic	32
Comet Bay College	Academic	32

Duncraig SHS	Academic	32
Ellenbrook SC	Academic	32
Fremantle College	Academic	32
Governor Stirling SHS	Academic	32
Hampton SHS	Dance	32
Harrisdale SHS	Academic	32
John Curtin CoTA	Dance	50
John Curtin CoTA	Drama	60
John Curtin CoTA	Media Arts	40
John Curtin CoTA	Music	40
John Curtin CoTA	Music Theatre	25
John Curtin CoTA	Visual Arts	22
Kalamunda SHS	Visual Arts	32
Kelmscott SHS	Academic	32
Melville SHS	Academic	32
Mount Lawley SHS	Languages	32
Perth Modern School	Academic	225
Rossmoyne SHS	Languages	40
Shenton College	Academic	64
Willetton SHS	Academic	64
Online	Academic	*unlimited

* The Online program is only available to students living in country WA enrolled in a regional public school. Students from private schools may apply for entry, but participation in the program will be dependent on their enrolment at a regional public school. Country students offered placement in the Online program must enrol or be enrolled in a regional public secondary school.

Note: Country applicants within 56km of either Albany SHS, Bunbury SHS or Comet Bay College may not be eligible for placement in the Online program.

Years 9, 10 and 11 in 2026

Limited places may also be available for children going into Years 9, 10 and 11 with applications opening when they are in Years 7, 8 and 9. Testing occurs when they are in Years 8, 9 and 10.

There is no entry point at Year 8 or Year 12.

As with entry to Year 7, children applying for older years will need to be in the appropriate year group at the time of application and anyone born outside of the standard date of birth window will need to prove their eligibility.

For children living overseas and engaged in schooling outside of the Australian system, parents must also supply one of the following:

Evidence Category 1:

Evidence of clear equivalency between the child's current schooling and the Australian system that demonstrates the child is in the appropriate intake to enter Australian Year 9, 10 or 11 in 2026.

Evidence Category 2*

Correspondence from a West Australian school that confirms that, should the child relocate to Australia and apply as a local intake student, the school would accept the enrolment to enter Australian Year 9, 10 or 11 in 2026.

*For any children with a birth date that is 180 days or more outside the standard date range, **Evidence Category 2 is mandatory.**

All such cases will be reviewed by a panel to determine whether the evidence requirement has been met. Children born outside of the date range who do not provide evidence of equivalency and/or local intake enrolment approval will not be permitted to sit for the testing.

Children already in a Gifted and Talented program can apply to enter a different Gifted and Talented program without risking their current placement. Children sitting the test in a later year *do not need to reapply for the program they are currently in and should not list it as one of their preferences.*

The number of vacancies in Years 9, 10 and 11 varies each year as it is dependent on places becoming available after the initial Year 7 cohort is filled. In some schools there will be no reported vacancies.

Academic limitations in the older years are as follows:

- Online vacancies in Years 9 and 10 only.

Arts limitations in the older years are as follows:

- John Curtin College of the Arts:
 - No Music Theatre entry in Year 9, 10 and 11 in 2026
 - No Media Arts entry in Year 10 in 2026
- Churchlands Senior High School Music limitations:
 - Electric guitar, bass guitar and percussion (drums) not available
 - Violin applicants must be Grade 4 AMEB minimum
- Applecross Senior High School Visual Arts limitations:
 - No Year 11 entry in 2026

Applicants applying for Year 9, 10 and 11 music entry are required to have the ability to read music.

Languages limitations in the older years are as follows:

- Chinese (mandarin) will not be available at Rossmoyne SHS for the Year 9 in 2026 intake.

- To be eligible to enter the Mount Lawley SHS and Rossmoyne SHS languages program in Year 9, prior learning in the specific language at secondary school in Year 7 and 8 is required. It is strongly advised you contact the relevant school to discuss whether your child's language background is suitable, *before* finalising your child's preferences. Gifted and Talented take no responsibility for languages preferences selected where student's background study in the language is not sufficient.
 - Mount Lawley SHS Languages program contact: Louise Chapman – Louise.Chapman@education.wa.edu.au
 - Rossmoyne SHS Languages contact: Pat Young – Pat.Young@education.wa.edu.au
- Families who pursue Year 9 entry in Languages should note that the School Curriculum and Standards Authority (SCSA) have strict measures of eligibility for students wishing to enrol in Languages courses in Years 11 and 12. SCSA consider students based on education, residency and/or time spent in-country, and use of the language for communication outside the language classroom. Families should be aware that an offer of placement or participation in a GAT Languages program *does not guarantee or in any way imply* that your child will be approved for Year 11 and/or 12 by SCSA. Families seeking to understand the SCSA criteria for WACE languages course enrolment in Years 11 and 12 should contact SCSA at info@scsa.wa.edu.au *before* finalising their child's Gifted and Talented program preference order. More information is available on the [SCSA website](#). Gifted and Talented take no responsibility for Languages preferences selected by families whose children may be deemed by SCSA as a native or background speaker.
- There is no entry to GAT Languages programs in Years 10 and 11.

Selecting the correct year group

It is a parent/carer's responsibility to enrol their child for the correct testing intake, or to contact the GTSU if they require clarification.

Children are not permitted to sit the testing for any intake more than once. For example: a child who has applied and been unsuccessful for Year 7 in 2026 cannot then sit the testing for Year 7 in 2027, regardless of their date of birth.

Offers of placement and/or enrolment can be terminated if it is found that false or misleading information has been provided.

The Department accepts no liability for incorrect testing based on a lodged application which results in ineligibility for alternate intakes.

Application process

Registrations of Interest

Anyone can register their interest to receive further information about Gifted and Talented programs, including an email announcing the opening of applications, by visiting www.education.wa.edu.au/giftedandtalented. The Registration of Interest is open between March and October each year.

A registration of interest is not an application for Gifted and Talented programs. To be considered for placement, an online application must be completed and submitted by **11.59pm Sunday, 9 February 2025**.

Lodging an application

Applications for entry in 2026 open on 14 October 2024 and close at 11.59pm Sunday, 9 February 2025 at www.education.wa.edu.au/giftedandtalented. All applications must be lodged online.

Applications are open for the intake years of 7, 9, 10 and 11 for the majority of programs. There is no intake at Years 8 and 12. The onus is on the parent/carer to select the correct intake year for their child. It is important to note that The Department accepts no responsibility for the lodgement of incorrect applications that lead to testing for the wrong intake.

[You can use this calculator to work out the appropriate Australian school year level for your child based on their date of birth.](#)

A request for an application where a student's date of birth is outside the standard date of birth parameters for an intake year may be considered in extenuating circumstances with supporting evidence provided.

Once an application is successfully lodged, an automatically generated confirmation email will be sent to the email address/addresses* listed on the application. If you do not receive an email confirmation and you have checked your Spam and/or Junk folders, please contact the GTSU on 9264 4307 prior to the closing date.

**Applicants with a Hotmail email account are strongly advised to use an alternative email address for contact purposes. Due to previous issues reported by parents with Hotmail accounts, The Department cannot guarantee that correspondence sent to Hotmail email addresses will be received and will not be responsible for missed opportunities on this basis.*

In lodging an application, parents commit to providing information that is true and correct at the time of lodgement and to update the GTSU with any changes throughout the process. Offers and/or enrolments made based on false or misleading information will be terminated.

In lodging an application, parents/carers acknowledge that they have read and accept these Guidelines and the [Key Dates](#) for the 2025 testing schedule. Parents are asked to be mindful of the testing schedule and follow-up in the event an expected email is not received by the date published. The Department accepts no responsibility or liability for missed opportunities due to lack of awareness, missed or lost emails, technical issues or travel.

Number of applications

Applicants are not permitted to apply for any intake more than once. For example, a student who has applied and been unsuccessful for Year 7 in 2025, may not then apply for Year 7 in 2026, regardless of their date of birth.

An applicant may only lodge one application per intake year. If you make a mistake or wish to change your child's application, you will need to contact the GTSU on 9264 4307 or gtsu@education.wa.edu.au.

Do not enter more than one application as this may cause confusion regarding your child's preferences and jeopardise their placement opportunities.

Should more than one application per intake be received, the GTSU reserve the right to delete all but the first entered application.

Choosing preferences

An applicant may choose a maximum of three (3) preferences for Gifted and Talented programs from the academic, arts and languages options in their online application. Preferences can be a mixture of program areas (for example, academic and arts) or only one (for example, academic).

[Watch this video](#) for detailed information on adding preferences to your child's application.

Parents are advised to carefully consider their choice of preferences on the application form as these will determine the testing their child will be invited to attend. Children can only be considered for programs they have completed testing for.

While all programs are available for Year 7 entry, some programs may not be available to select as a preference in the older years if the schools have no vacancies available.

Music applicants

Applicants for the Gifted and Talented Music program must nominate one or two musical instruments that they currently play and which they will be invited to audition on.

Applicants cannot be selected for *piano/keyboard in the Music program. An applicant who only plays piano/keyboard can audition on the piano but will be expected to learn a second instrument if accepted into the program. Applicants who currently play piano/keyboard and play a second instrument are recommended by the Instrumental Music School Services (IMSS), Churchlands Senior High School and John Curtin College of the Arts to place their non-piano/keyboard instrument as their first instrument preference and piano/keyboard as their second instrument preference. The piano used as the second instrument piece at audition will show musicality.

*The exception being two funded placements for piano available at Churchlands Senior High School. Churchlands Senior High School recommend that to be considered for these two placements students will need to be AMEB Pianoforte Grade 7 or higher.

Singing (voice) is an instrument and can be nominated.

Languages applicants

Gifted and Talented Languages programs are intended for students with genuine passion and commitment to learning a second language. Children are required to sit the ASET and, if they score high enough, progress to a Languages interview at the school. These combined scores will determine whether they can be offered placement.

Previous language experience

While some children may have studied a second language in primary school, previous study in a particular language is not required for Year 7 entry.

Children who want to join an existing Languages program in Year 9, however, will need to have prior learning in the specific language at secondary school in Year 7 and 8 to be considered. Parents are strongly advised to contact the relevant school to discuss the languages available and whether their child's previous experience is sufficient, *before* finalising their child's preferences.

- Mount Lawley SHS Languages program contact: Louise Chapman – Louise.Chapman@education.wa.edu.au
- Rossmoyne SHS Languages contact: Pat Young – Pat.Young@education.wa.edu.au

The Department takes no responsibility for families selecting languages preferences without having sufficient prior study.

Applicants with linguistic background

Gifted and Talented Languages programs are not intended for students who have the advantage of linguistic background or exposure to a particular language during their critical period of birth to ten years. Furthermore, exposure may be considered advantageous if the child has lived in the language country of origin, or where the language is spoken within the home.

Children who already have a background in another language need to be aware their placement opportunities may be limited. Families should also note that enrolment into Languages courses in Years 11 and 12 are managed by the School Curriculum and Standards Authority (SCSA) who have strict measures of eligibility based on education, residency and/or time spent in-country, and use of the language for communication outside the language classroom. Families seeking to understand the SCSA criteria for WACE languages course enrolment in Years 11 and 12 should

contact SCSCA at info@scsa.wa.edu.au before finalising their child's Gifted and Talented program preference order. More information is available on the [SCSCA website](#).

The Department takes no responsibility for children who could be deemed by SCSCA as a native or background speaker selecting Languages preferences.

Changing preferences after lodging an application

If you wish to change your preferences after you have already lodged your child's application, you must contact 9264 4307 or gtsu@education.wa.edu.au. The system does not allow parents to change their own preferences on an existing application.

The following limitations for preference additions will apply:

Arts preference additions can be requested providing the testing for the particular program sought has not already occurred (e.g., if a parent wishes to add Drama, but workshops have finished, the child cannot be considered).

Languages preference additions can be requested any time before 22 May 2025. After this date, any languages program additions will only be considered for a potential second round of offers. No languages preference additions will be accepted after 19 June 2025.

See the [Key Dates](#) for specific deadlines for new preference additions.

Separated families/custody issues

Any parent/carer is able to lodge an application on behalf of their child, however the testing they undertake and whether they can accept any offer of placement is dependent on certain factors.

Where a split custody arrangement is in place as a result of a separated family, it is up to the parents/carers to come to a consensus regarding their child's preferences and lodge a single application. Where a consensus cannot be reached and/or multiple applications are lodged, the GTSU may need to request a copy of the custody Court Order and/or defer to the preferences selected by the parent who can provide evidence of majority custody.

The GTSU will not cancel any application, testing or offer of placement without evidence of majority custody and/or a court order which shows the parent in question has sole authority over educational decisions. Where an offer of placement is made and parents cannot agree on a course of action, the GTSU will either defer to the parent with majority custody or – in the case of 50-50 custody – require evidence of a court order to progress the placement.

Where a court decision is pending, a certain amount of flexibility with regard to placement deadlines may be considered. All such extensions are at the discretion of the GTSU and the relevant school, however in the interests of transparency, equity and forward-planning will not exceed 31 October in any testing year.

Late applications

Each year the Department engages in a diverse and multi-faceted marketing campaign aimed at informing WA families of their secondary schooling options. Ultimately, however, it is the responsibility of a parent/carer to be proactive in researching options and lodging applications for their child/children by the published deadline.

The placement process operates on a very tight schedule and involves the use of external contractors. For this reason, rare exceptions to the application deadline can only be made where evidence can be provided to show that extreme circumstances beyond control prevented both parents/carers (if applicable) from lodging an application within the available timeframe. To be considered, parents must contact the GTSU to obtain a *Request for Late Application Form*. Once this has been completed and submitted with accompanying evidence, it will be reviewed by a panel who will determine whether there are sufficient grounds to approve a late application.

Evidence in the form of personal medical documents may be required.

Compassionate exceptions for a late application can only be considered *prior* to the formal commencement of testing.

The Department accepts no responsibility for missed applications based on technical issues or missed correspondence.

Late application requests made based on 'not knowing about the program' or similar will not be granted.

Overseas, Interstate and applicants on a temporary visa

Participation in Gifted and Talented programs is only available to students whose usual place of residence is Western Australia and who have local school enrolment entitlement (i.e. the same enrolment entitlement as an Australian Citizen).

Families living overseas or interstate at the time of application should only consider lodging an application for their child if they expect to meet this criteria in time for school enrolment.

Families on a visa already living in WA should only consider applying if their visa qualifies them for local enrolment entitlement *or* they expect to hold a qualifying visa in time for school enrolment.

While a GAT program offer of placement supersedes the need for an applicant to live within the school's local intake zone, it does **not** cancel out the need to provide evidence of local school enrolment entitlement and usual place of residence at the school level as part of the enrolment process.

Applicants who are Australian Citizens and Permanent Residents automatically have local school enrolment entitlement. Enrolment entitlement differs for applicants on a temporary visa, depending on their visa subclass. Such applicants are strongly advised to contact [TAFE International Western Australia](#) for advice regarding their enrolment entitlement *before* lodging a Gifted and Talented application to avoid potential disappointment. The process for enrolling students on a visa, including the compulsory evidence required by schools to accept an enrolment, is dictated by the *Enrolment Framework for Students with a Visa in Public Schools*.

Where failure to meet enrolment conditions results in the school rejecting an application for enrolment, the offer of placement will be withdrawn and offered to the next ranked student on the reserve list.

Note: International students on an independent 500S student visa and Secondary Exchange Students will *not* be able to take up GAT program placement and should *not* lodge an application unless they have the *reasonable expectation* that their circumstances will change and they will have a qualifying visa by the time of the placement process.

The Department accepts no responsibility for failure to do due diligence with regard to essential residency and enrolment criteria which results in the withdrawal of an offer of placement and the cancellation of a child's application.

Useful links:

- [Enrolment Framework for Students with a Visa in Public Schools](#)
- immi.homeaffairs.gov.au/visas/getting-a-visa/visa-finder
- www.tafeinternational.wa.edu.au/western-australian-government-schools

Evidence of equivalent year level

Western Australian schools primarily consider date of birth when placing students in year levels. Applications will be accepted from any overseas or interstate child whose date of birth is in the appropriate range for the intake year they are applying for.

[You can use this calculator to work out the appropriate Australian school year level for your child based on their date of birth.](#)

A request for an application where a student's date of birth is outside the standard date of birth parameters for an intake year may be considered in extenuating circumstances where supporting evidence is provided.

Interstate applicants born outside the standard date range will need to provide the child's most recent school report or evidence of enrolment from their current school clearly showing that the child's current year level is appropriate for the Gifted and Talented intake they are applying for in Western Australia (for example Year 5 in 2024 for Year 7 in 2026).

Overseas applicants born outside the standard date range will need to provide both:

1. Their child's most recent school report or evidence of enrolment from their current school clearly showing your child's school and year level; and
 2. Evidence of clear equivalency between the child's current schooling and the Australian system that demonstrates the child is in the appropriate intake to enter Australian Year 7 in 2026.
- OR
3. Evidence from a Western Australian public school confirming their child's enrolment would be accepted as a local intake non-fee-paying student for the relevant year level and intake year.

Note that the third option is mandatory for any child born 180 days or more outside the standard date range for an Australian intake year.

This information will then be assessed by a panel to determine whether the application can progress.

Information for New Zealand applicants on equivalent school years can be found [here](#).

Children born outside of the date range who do not provide evidence of equivalency by a deadline set by the GTSU may:

- be directed to apply for the intake appropriate for their date of birth
- have their application cancelled.

Testing outside of Western Australia

Overseas and interstate testing is only available to students who can provide evidence their child is enrolled and attending a school outside of Western Australia (WA).

To qualify, you will need to upload your child's most recent school report or a letter from the school showing their enrolment in a school outside WA at the point of application. Where overseas or interstate school enrolment and/or attendance cannot be verified, testing will be offered in WA only.

Overseas/interstate testing process

Once an overseas/interstate applicant has been approved for testing, details will be passed to ACER and who will contact the primary carer with the next steps.

Parents/carers will be required to source the services of an appropriate third-party testing invigilator who will administer the testing at their child's current school. Persons must have a relevant qualification and have no personal or professional affiliation with the student or their family. The nominated invigilator may be required to show evidence of employment that has no ties to tutoring companies or any other service that might present as a conflict of interest. Invigilators will need to sign a Confidentiality Agreement and agree to set terms and conditions.

Parents/carers will be required to meet all costs associated with testing from their nominated invigilator and ACER. ACER charges cover secure courier, handling and secure storage. Payment must be

made to ACER in full before any materials can be sent. If payment is not made prior to the deadline ACER will communicate to applicants approved to test, testing will not occur and the application may be cancelled.

ACER charges for the 2025 testing are as follows:

- overseas applicants to be confirmed
- interstate applicants to be confirmed

Note that interstate applicants approved for testing may be able to complete the test at ACER offices in Melbourne, Sydney, Brisbane or Adelaide. Information regarding this option will be communicated to families by ACER where appropriate.

Only once all information has been provided and approved, and full payment made to ACER can secure test papers be couriered. This will commence on a date to be confirmed. Testing will need to occur within three (3) business days of the arrival of the testing package with the approved supervisor.

It is important to note that the overseas/interstate testing schedule cannot be postponed or delayed for any reason.

All offers of placement are based on a child's performance in the selective tests.

Proving usual place of residence

In the event an overseas or interstate applicant receives an offer of placement that they wish to accept, they will need to provide evidence of relocation or return to WA before they will be permitted to apply for enrolment at the school. The following information and supporting evidence will be requested:

1. Details of a primary carer.

Must be a parent, a person with legal custody, or close family relative over the age of 21 living in Western Australia with either Australian Citizenship, a permanent visa or a substantive temporary visa for the duration of the child's secondary schooling, or until they turn 18, who will:

- Live with the child full time
- Provide them with appropriate accommodation
- Support them
- Provide for their general welfare
- Not leave WA without the student or without approval of an alternative primary carer.

2. Proof of WA residential address connected to the primary carer.

Enrolment in Gifted and Talented programs requires that a child and their primary parent/carer's usual place of residence be in WA at the time of commencing enrolment. Successful OSIS applicants will be required to provide evidence of a WA home address connected to the child's existing primary parent/carer that will be the usual place of residence for the duration of secondary schooling.

Residential Colleges and/or boarding houses cannot be used as a substitute for a verified WA home address and/or primary parent/carer.

Enrolling at the school

Providing suitable evidence of WA place of residence is received, an applicant will be approved to progress to the school enrolment stage. This is the final stage before a placement is finalised.

Acceptance of any enrolment will still be subject to the ability to meet essential enrolment criteria.

For children on a visa, school enrolment processes are dictated by the [Enrolment Framework for Students with a Visa in Public Schools](#) and vary according to your child's visa subclass. All applicants

on a visa will need to provide their visa grant notice and some may require a statement from TIWA confirming their local enrolment entitlement to have the enrolment accepted by the school.

Families who do not or cannot provide the evidence required by the school to demonstrate enrolment criteria is met by the stated deadline will have their enrolment rejected. Where an enrolment is rejected, the child's offer will be cancelled and passed on to the next applicant on the reserve list.

Only once a school has formally accepted the enrolment and communicated the acceptance to the family, is the placement finalised.

Failure to engage in the enrolment process by the stated deadline will result in any offers of placement being revoked and passed on to the next child on the reserve list.

The GTSU reserves the right to set an appropriate deadline for OSIS and non-permanent resident candidates that allows the placement to be filled from the Reserve List in the event eligibility cannot be met.

Where a visa is still under review, a certain amount of flexibility with regard to the enrolment deadline may be considered. All such extensions are at the discretion of the GTSU and the relevant school, however in the interests of transparency, equity and forward-planning will not exceed 31 October in any testing year.

Any offer and/or enrolment will be terminated if a place is offered or a school enrolment is accepted on the basis of false or misleading information.

Relocation to WA outside of the testing cycle

Outside of the annual cycle, we may consider placement for overseas or interstate children relocating to WA who have not sat the ASET if:

- a vacancy exists that *could not otherwise be filled by a child with an ASET score*, and
- ASET-comparable testing has been undertaken resulting in an offer of placement to a Selective School

All decisions are made at the discretion of the Gifted and Talented Selection Unit.

Support for children with a disability, chronic illness or impairment

There are two ways in which children with a diagnosed disability, chronic illness or impairment which may affect test performance can be supported within the Gifted and Talented application process:

1. ASET Exemption (for arts applicants only)
2. Adjusted Testing Conditions (available for the ASET and, where possible, arts testing)

ASET Exemption

Children who are only applying for arts programs and have a diagnosed disability, chronic illness or impairment can request an exemption from sitting the Academic Selective Entrance Test (ASET). Where an ASET Exemption is granted, children will not be required to sit the ASET and will be selected for arts programs based solely on their scores in the arts workshops and interviews. Without an Exemption, all children must complete the ASET, even if they are only applying for arts programs.

Note: Families granted an ASET Exemption are also able to request Adjusted Testing Conditions in the arts workshops and auditions to support their child.

Adjusted Testing Conditions

The Gifted and Talented Selection Unit is committed to supporting individual students who may need assessment adjustments to allow them to demonstrate their knowledge, understanding and skills.

Appropriate, fair and reasonable adjusted testing conditions can be accessed where it is demonstrated that a diagnosed disability, chronic illness or impairment may prevent a child from demonstrating their knowledge, understanding and skills under standard testing conditions. Families can request adjusted conditions for the ASET and, where possible, arts testing, however due to the nature of individual assessments, reasonable limits in adjusted testing conditions will apply. Adjustments are considered 'reasonable' where the needs of the child with the condition are balanced alongside the integrity of the assessment and the interests of all other students.

Decisions for Adjusted Testing Conditions will be made by a panel and based on the nature of the condition/s, the type of assessment and the demonstrated functional impact of the condition both in the context of the assessment to be undertaken and at the current school level. Requests will need to be accompanied by relevant medical and school-based evidence and will be considered on their current merits, independent of any adjustments accommodated in previous years under superseded policy.

You do not need to request special conditions for your child to bring glasses, anaphylaxis kits or asthma medication, etc. These are allowed under standard test conditions and should be presented at the Registration Desk upon arrival.

Possible adjustments for the ASET

The below adjustments are guided by the principles set out in the School Curriculum and Standards Authority's [Equitable Access to Assessment Policy](#) to create fair and reasonable adjustments within the unique context of the ASET. The adjustments listed have been designed to facilitate access for affected children, while not undermining the rigour or intent of the ASET. Permitted adjustments balance the needs of the affected child while not conferring unfair advantage or disadvantage on any other applicant/s.

The below table should be referred to by parents who wish to submit a request for ASET **Adjusted Testing Conditions**. You can also use this table to see which adjustments you might request for the different arts workshops and auditions.

Possible Adjustments for the ASET by condition	
Allergies	Permission to take medication
Attention-deficit/hyperactivity disorder	Smaller, quieter test centre with increased ratio supervision, permission to take medication, non-working rest breaks, noise cancelling headphones during non-instruction time (parent supplied)
Anorexia nervosa	Smaller, quieter test centre with increased ratio supervision, non-working rest breaks
Arthritis	Non-working rest breaks, permission to take medication, alternate furniture or equipment (parent supplied), permission to mark answers direct on test booklet,
Autism spectrum disorder	Smaller, quieter test centre with increased ratio supervision, permission for parent to remain onsite, permission to take medication, non-working rest breaks, specified seating, comfort/fidget item, extra working time (where justified by functional impact only), noise cancelling headphones during non-instruction time (parent supplied)

Back injury	Alternate furniture or equipment (parent supplied), specified seating, non-working rest breaks, permission to take medication
Bowel problems / Crohn's disease / Irritable Bowel Syndrome	Non-working rest breaks, specialised seating, permission to take medication and food
Developmental Coordination Disorder (DCD or Dyspraxia)	Non-working rest breaks, device for the writing test (parent supplied), scribe (where justified), extra working time
Diabetes	Non-working rest breaks, permission to take medication and food, glucose monitoring, parent to remain onsite, extra working time (where justified) Note: extra working time will not be permitted for Diabetes unless significant functional impact is evidenced through recent CGM transcripts
Dysgraphia (motor-based)	Non-working rest breaks, extra working time in the writing assessment, device for the writing test (parent supplied), permission to mark answers direct on test booklet
Epilepsy	Specified seating, permission to take medication
Fine motor disabilities	Non-working rest breaks, permission to mark answers direct on test booklet, use of a device for the writing test, use of a scribe (where justified), extra working time in the writing test only
Gynaecological conditions	Permission to take medication
Hand / arm injury	Non-working rest breaks, extra working time in the writing test only, permission to mark answers direct on test booklet, use of a device in the writing test (parent supplied), use of a scribe (where justified)
Head injury – severe (sustained within two years of ASET)	Non-working rest breaks, permission to take medication, extra working time
Hearing loss	Specified seating, smaller, quieter test centre with increased ratio supervision, supervisor to wear FM device (supplied by parent)
Immune system disorders	Non-working rest breaks, smaller, quieter test centre with increased ratio supervision, permission to take medication
Irlen Syndrome (scotopic sensitivity)	Specified seating, non-working rest breaks, coloured overlay (parent supplied), coloured test paper (where possible)

Language disorder (does not include EAL/D)	Smaller, quieter test centre with increased ratio supervision, extra working time
Medical conditions (cancer, recent organ transplant, etc)	Non-working rest breaks, permission to take medication and food, permission for parent to remain onsite, smaller, quieter test centre with increased ratio supervision OR one-on-one testing (where justified), extra working time (where justified)
Muscular dystrophy	Non-working rest breaks, use of a device in the writing test (parent supplied) OR scribe (where justified), alternate furniture or equipment (parent supplied), extra working time (where justified)
Muscular problems (including Ehlers-Danlos Syndrome)	Non-working rest breaks, alternate furniture or equipment (parent supplied), permission to take medication, use of a device in the writing section (parent supplied), extra time in the writing section only (where justified)
Neurological disorder not separately listed (stroke, nerve damage, etc)	Non-working rest breaks, extra working time (where justified), alternate furniture or equipment (parent supplied), permission to take medication, smaller, quieter test centre with increased ratio supervision, noise cancelling headphones during non-instruction time (parent supplied)
Obsessive-compulsive disorder and/or severe depression	Non-working rest breaks, extra working time (where justified), smaller, quieter test centre with increased ratio supervision, permission to take medication, alternate furniture or equipment (parent supplied), specified seating, noise cancelling headphones during non-instruction time (parent supplied)
Panic attacks	Smaller, quieter test centre with increased ratio supervision, specified seating, non-working rest breaks, comfort item
Paraplegia / Quadriplegia	Non-working rest breaks, extra working time (where justified), alternate furniture or equipment (parent supplied), use of a device for the writing test (parent supplied) OR scribe (where justified)
Psychological / clinical anxiety	Smaller, quieter test centre with increased ratio supervision, specified seating, non-working rest breaks, permission to take medication, comfort item, permission for parent to remain onsite OR one-on-one testing (where justified)
Rheumatism	Non-working rest breaks, use of a device in the writing test with extra time in the writing test only, alternate furniture or equipment (parent supplied)
Scoliosis	Non-working rest breaks, alternate furniture (supplied by parent), permission to take medication
Specific learning disorder in reading and / or mathematics	Extra working time, use of a C-Pen Exam Reader (or similar, parent supplied), smaller, quieter test centre with increased ratio supervision

Specific learning disorder in written expression	Extra working time in the writing test only, use of a device for the writing test OR scribe (where justified)
Stutter or speech impediment	Extra time for oral arts auditions only. Permission to write/type responses to questions within a live interview scenario.
Sweaty palms (Hyperhidrosis)	Alternate equipment (parent supplied), non-working rest breaks
Tendinitis	Non-working rest breaks, alternate furniture or equipment (parent supplied), use of a device for the writing test (parent supplied) OR scribe (where justified)
Tourette syndrome	One-on-one supervision (where justified), smaller, quieter test centre with increased ratio supervision, non-working rest breaks, extra working time (where justified)
Tremor	Non-working rest breaks, specified seating, use of a device in the writing test (parent supplied) OR scribe (where justified), extra time in the writing test only (where justified)
Urinary disorders	Non-working rest breaks, specified seating, smaller, quieter test centre, permission to take medication and food
Vision impairment	Non-working rest breaks, extra working time in the Reading Comprehension and Quantitative Reasoning tests only (where justified), modified test papers, permission to answer directly onto test book, alternate equipment (parent supplied)

For advice on any conditions not listed above, please contact gtsu@education.wa.edu.au or 9264 4307.

Possible adjustments for Arts workshops and auditions

Due to the different nature of the workshops and auditions, specific condition-related adjustments that are suitable for the ASET are not always transferable to the arts testing. The below table shows the different kinds of arts testing and the adjustments possible. Where an adjustment listed below is what your child would have qualified for in the ASET on the basis of a particular condition, you can request it for your child's arts testing.

Arts testing type	Adjustments possible
Drama workshop and call-back	Additional instruction/monitoring, permission for parent to remain onsite, permission to take medication, comfort/fidget item, noise cancelling headphones during non-instruction time, additional reading time
Media Arts workshop	Additional instruction/monitoring, permission for parent to remain onsite, permission to take medication, non-working rest breaks, choose own seat, comfort/fidget item, extra working time in the Media Arts written task only (where justified), noise cancelling headphones during non-instruction time (parent supplied), alternate furniture or equipment (parent supplied),

	permission to use a device for the Media Arts written task only (parent supplied), use of a C-Pen Exam Reader (or similar, parent supplied)
Visual Arts workshop	Additional instruction/monitoring, permission for parent to remain onsite, permission to take medication, non-working rest breaks, choose own seat, comfort/fidget item, extra working time in the Media Arts written task only (where justified), noise cancelling headphones during non-instruction time (parent supplied), alternate furniture or equipment (parent supplied), permission to use a device for the Media Arts written task only (parent supplied), use of a C-Pen Exam Reader (or similar, parent supplied)
Dance workshop	No specific adjustments. All parents are able to remain onsite.
Music auditions	No specific adjustments. All parents are able to remain onsite.

How to apply for Exemptions and Adjusted Conditions

Families wishing to apply for an ASET Exemption or Adjusted Testing Conditions for the ASET or arts assessments must complete the [Adjusted Testing Conditions and ASET Exemptions Request Form](#) in addition to the formal online application for Gifted and Talented programs. The School Statement section will need to be completed by the child's current teacher or suitable involved person at your child's current school.

Completed requests need to be submitted by email no later than **12pm Monday, 17 February 2025**. You can contact the GTSU on 9264 4307 or gtsu@education.wa.edu.au prior to this date to if you are unsure of your child's particular needs or need assistance submitting a request. *Requests received after this date will only be considered under exceptional circumstances and may be limited due to the tight testing timeframe.*

Requests for ASET extra working time

Requests for **extra working time** in the ASET need to be supported by compelling, recent evidence from both a treating health professional and the child's school that demonstrates significant decline in academic productivity and performance that cannot be rectified by non-working rest breaks. The GTSU will not automatically accept a medical/psychological provider's and/or school's advice where a request for an adjustment falls outside of the recommended ASET adjustments for a particular conditions/s for the following reasons:

- Medical providers vary in their recommendations as to the specific adjustments suggested for a given condition. It would be inconsistent and potentially unfair to other candidates with a similar condition to simply follow each individual recommendation.
- Medical providers are often not aware of the School Curriculum and Standards Authority's *Equitable Access to Assessment Policy*, which underpins the ASET adjustments permissible.
- The functional impact of a candidate's condition and its effect on the ASET may vary from other assessments or within the four different tests which make up the ASET.
- Each school applies its own policy for adjustments in school-based assessments and/or class work. Information from the school is used to support formal diagnostic evidence and/or medical records and show current and ongoing support on a day-to-day basis.

Children allocated extra working time will receive an additional five minutes in each of the Reading Comprehension, Quantitative Reasoning and Communicating Ideas in Writing tests. Extra time will not be permitted in the Abstract Reasoning test under any circumstances.

A note on children with medical and/or behavioural conditions

It is important that parents notify the GTSU in advance about any medical condition that may affect their child's safety in the test so appropriate arrangements can be approved. In some cases, parents may be requested to remain onsite for the duration of the test to manage their child's condition.

Please advise the GTSU if your child has a condition that could possibly result in disturbance to other children during the test so they can make the most appropriate arrangements for all applicants.

Children who have not yet received a formal diagnosis

If your child is in the process of being assessed for a condition, but has not yet received a formal diagnosis, parents/carers are still able to apply for an ASET Exemption or Adjusted Testing conditions. It will be important to provide as much supporting evidence as possible to show the timeline and the expectation of a formal diagnosis once diagnostic assessments are complete. This information, together with the section completed by the child's school, will be considered by a panel.

Appealing the outcome of a request

The outcome of ASET Exemption and Adjusted Testing Conditions requests will be communicated by email. Families can request a review of the outcome of their request by emailing Joanna.Kemps@education.wa.edu.au within three (3) business days of receiving their notification.

Early notification greatly assists our ability to cater for a child's specific needs.

Testing process

ASET testing for academic, arts and languages applicants

The Academic Selective Entrance Test (ASET) is the sole instrument used for selection into Gifted and Talented academic programs and a mandatory part of selection for arts and languages programs.

The ASET is comprised of four sub-tests of equal value: Reading Comprehension, Communicating Ideas in Writing, Quantitative Reasoning and Abstract Reasoning. An applicant's combined score in each of the sub-tests makes up their ASET Total Standard Score (TSS) and is the number by which they will be ranked for academic placement.

In general, applicants must achieve a minimum Total Standard Score (TSS) of 210* (rounded up from 209.50) to be considered eligible for possible academic program placement. A child who scores below 210 is unlikely to be placed in a Gifted and Talented academic program and will not be placed on any academic program reserve lists. All children who score at or above 210 can be considered for potential placement depending on their program preferences.

**Where a program receives an exceptionally low number of acceptances for a Year 7 intake putting the program at risk, the GTSU reserves the right to implement an alternative strategy which may include the discretionary lowering of the minimum TSS and/or school-based identification.*

All applicants who sit the ASET and have an active application (i.e., one that has not been withdrawn by a parent) will receive an email with their ASET scores at the end of May.

ASET testing venues

Children will be allocated to a testing centre, date and time on the basis of their *current school enrolment*. The testing venue allocated has **no bearing** on a child's preference order.

Applicants living in the metro, Albany and Bunbury areas applying for Year 7 in 2026 and who have not been approved for Adjusted Testing Conditions will be tested on Saturday, 15 March 2025.

Applicants living in the metro area applying for Years 9, 10 and 11 in 2026 and who have not been approved for Adjusted Testing Conditions will be tested on Sunday, 16 March 2025.

All metropolitan applicants approved for Adjusted Testing Conditions will be allocated a testing date and time within the date range of 25 March - 4 April at Tuart College.

Applicants living in regional areas (excluding Year 7 in 2026 Bunbury and Albany students) will be tested at their closest regional centre on either 17 or 18 March. The exact date will be determined closer to the time by the Regional Assessment Coordinator depending on venue availability. This date window includes those applicants approved for Adjusted Testing Conditions.

Testing papers for overseas/interstate applicants who have had their third-party supervisor details approved by ACER will be dispatched by secure courier **from** Monday, 24 March 2025. Testing will need to occur within three (3) business days of the arrival of the testing package with the approved supervisor. Parent/carers must meet all costs associated with the testing, including the courier of secure test papers.

Regional applicants unable to travel to their closest regional centre will be required to follow the GTSU overseas/interstate testing processes in which they obtain the services of an approved third-party test invigilator at their own cost. Contact 9264 4307 or gtsu@education.wa.edu.au for further information.

Applicants who have requested and been approved for an ASET Exemption will not be required to sit the ASET.

The Department takes no responsibility for any costs associated with travel to and from testing venues.

Mandatory Identification

All children attending the ASET are required to bring a completed printed copy of the *ASET Student Identification Form* with a small, recent photo clearly showing the child's face attached. This document is used as both identification in the event of a suspected breach, and as an emergency contact measure. The link to the form will be emailed to applicants in their testing details email. *The GTSU reserve the right to refuse entry to children who arrive to testing without the completed ASET Student Identification Form.*

Breaches of conduct

Applicants who attend the ASET need to understand and abide by certain rules that are designed to ensure no child receives an unfair advantage or causes disadvantage to other children. The *Candidate Information Bulletin* contains the codes of conduct children must follow within the test room. Children will also be given the rules verbally on the day of the test as part of the set instructions. Breaches of conduct will be identified by supervision staff who will document the incident for reporting back to the GTSU. All reports of a breach will be investigated by a Breach of Conduct panel and may result in the child's disqualification from testing. Severe or ongoing breaches of conduct may result in a child's instant removal from the test room and disqualification from the test at the discretion of the Lead Supervisor. Where a breach is confirmed, parent/carers will be informed. In cases of disqualification, children will not be offered a placement and their scores will be withheld. Parent/carers will be advised of an appeal process should they wish to appeal the decision.

Examples of breaches of conduct include, but are not limited to:

1. Continuing to answer questions after the allocated test time. All students will be given a five-minute warning towards the end of each test but are expected to manage their time either with the clocks around the room or by bringing in their own watch*.
2. Communicating with other children in the testing room – verbal or non-verbal.
3. Collaboration and/or copying.

4. Using or trying to use unauthorised materials in the testing room or at break times. A full list of permitted materials will be listed in the *Candidate Information Bulletin*. *Mobile phones, smart watches and/or any device that can function as a calculator, communications device that can access the internet are strictly prohibited on the day of the test.
5. Disruptive behaviour or failing to follow the instructions of a supervisor during testing.
6. Attempting to take information about the test out of the test room or off the site.

Parents/carers should note that taking photographs or videos onsite is strictly prohibited.

Languages testing

Languages applicants must sit the ASET and attend a languages interview to be considered for placement. Not all applicants will be invited to an interview, as it is based on how well they perform in the ASET and their listed preferences. In general, applicants who score at or above 210 in the ASET and have listed Mount Lawley SHS as one of their preferences will be invited to a languages interview. For Rossmoyne SHS, the minimum score to qualify for interview will be considerably higher (e.g. 230 minimum TSS for Rossmoyne in Year 7, 2025).

Applicants will be ranked for languages placement based on their combined interview (20%) and ASET (80%) scores.

Parents/carers should be mindful that if they want their child to be invited to an interview, they will need to observe the relevant deadlines in the [Key Dates](#) to add a languages program to their child's preferences.

Arts testing

Arts applicants are required to sit the ASET unless they have been granted an ASET Exemption based on a disability, chronic illness or impairment. Arts applicants will also need to complete a variety of arts assessments depending on the specific program. Assessments may include auditions, workshops and call-backs and applicants who perform well will be invited to an interview. As with languages programs, arts applicants will only be considered for placement if they have progressed to, and completed, the interview stage.

The details of a child's test venue, date and time and what they will need to bring will be emailed to the email addresses listed on their application as per the [Key Dates](#).

Applicants for dance, drama, music theatre and media arts programs are ranked using a score that is comprised of 65% practical (audition/workshop etc), 15% interview and 20% ASET (humanities index only). Visual arts applicants are ranked by 60% practical, 20% interview and 20% ASET. Music applicants are required to complete the ASET but are ranked for placement based on aural and practical tests and the interview only.

Applicants who have obtained an ASET Exemption will be ranked by a score comprised of 80% practical and 20% interview.

Note: Year 7, 2026 applicants unsuccessful for music program placement may have the opportunity to re-audition in Term 3. Term 3 auditions will be subject to instrument availability.

Testing details emails

You will receive a separate email for each test your child is required to attend. The Key Dates on our website details when these are scheduled to be sent. Testing details emails will contain the date, time and venue of the test in addition to what children need to bring, arrival instructions and links to compulsory paperwork that must be completed and brought on the day.

Practice ASET and tips for the test

The ASET is designed to identify students with learning potential most suited to Gifted and Talented programs. Unlike school-based assessments and NAPLAN, etc., the ASET does not assess a child's acquired knowledge and is largely preparation-neutral.

A sample ASET which reflects that same format and sub-test categories as the formal ASET will be available online along with the *ASET Tips Sheet* by the end of November each year. These tools are useful for children who wish to gain a better understanding of the test format and timings ahead of the test. Having an idea of what to expect can be beneficial for children who are anxious or who find the prospect intimidating due to a lack of experience in timed tests.

A link to the *Year 6 Sample Test* and the *ASET Overview and Tips* will be emailed to all applicants in February 2025 once applications close.

You can also choose to access sample papers used in the Eastern States as per below:

- [Victorian Sample Questions \(for Year 9 entry\)](#)
- [NSW practice tests](#)

It is important to note that the Department does not endorse nor accept liability for the usefulness and/or cost of these sample tests, or any other company or product which promotes the enhancement of ASET performance.

The Department is not affiliated with, nor endorses/recommends any form of private professional coaching or tutoring services and parents are advised to exercise caution in forming expectations of performance on this basis.

COVID

Children must not attend the test if there is a risk to their health or the health of others by exposure. Children who are ill with signs of respiratory illness will not be admitted to any test under any circumstances and will be referred for a reschedule.

All applicants will be required to follow the most current WA health advice which can be found [here](#).

Reschedules for temporary illness or misadventure

Illness or misadventure leading up to the test

Parents of children who become ill or experience misadventure that will make them unable to sit the test on their scheduled date must contact the GTSU on 9264 4307 prior to the test to discuss the potential for an alternate testing date.

Requests for an alternate testing date based on illness/misadventure will be considered on a case-by case basis and must include supporting evidence.

Illness or misadventure on the morning of the test

Parents whose children are sick or otherwise unavoidably unable to attend on the day of testing, must email gtsu@education.wa.edu.au *within 48 hours* of the original testing date to request an alternative date where possible. Evidence in the form of a medical certificate or appropriate alternative for the date in question must be supplied. Additional travel to an alternate venue may be required due to the tight timeframe and limited venues.

Pre-booked holidays

Reschedules may be considered for pre-booked trips on the weekend or within the school holidays where evidence can be provided that shows the booking was made prior to the application being lodged.

Rescheduling for holidays on weekdays during term time, regardless of when the booking was made, will not be considered outside of exceptional circumstances.

All reschedules are limited by the testing timeline which will not be extended to accommodate families travelling overseas or interstate.

State-level sporting commitments

Reschedules may be considered on the basis of state-level sporting commitments where appropriate evidence can be provided to show the nature of the event, the child's participation and that attendance at both the sporting event and testing are logistically impossible.

Children approved for a reschedule on the basis of a state-level sporting commitment will be limited to one change of date, regardless of any potential conflict with additional similar commitments.

All reschedules are at the discretion of the GTSU and will be limited due to the scale of the testing and the limited testing time-frame. Parent/carers are expected to plan in advance and reschedules will not be available for work conflicts, school camps/excursions/activities, non-state-level sporting events, participation in entertainment, personal preference or anything that is voluntary and/or avoidable.

Unexpected illness, incident or misadventure during the test

A request for review based on sudden illness, incident or misadventure (including the misalignment of multiple-choice answers) can be made if there were *unforeseen* factors which occurred during the test which could have prevented the applicant from performing to the best of their ability.

A parent who wishes to lodge a formal review based on illness, incident or misadventure will have seven days from their child's testing date to lodge an [Illness, Incident or Misadventure Review Request](#).

Matters considered valid grounds to lodge a request include:

- suspected misalignment of answers in a multiple-choice test
- test centre problems such as disruptions
- unforeseen illness or injury occurring during the test
- difficult family circumstances and/or bereavements in the immediate period leading up to the test where the impact could not be reasonably managed with a reschedule

Matters which are not considered valid grounds to lodge a request include:

- a known disability, illness or impairment for which a reschedule and/or Adjusted Testing Conditions could have been sought prior to the testing (includes any decision not to accept/utilise permitted adjustments on the basis of a known condition)
- lack of familiarity with the placement process, the English language, Australian culture and/or the WA education system
- age or background of the student, lack of test preparation or failure of the child to complete one or more tests
- anything voluntary and/or avoidable that stopped the child from sitting the test or doing their best in the test, such as participation in entertainment, sporting events, attendance at excursions, camps, or a holiday trip, etc.

Misalignment requests involve a rigorous examination of response patterns on a child's answer sheet corresponding to the answer key in conjunction with the Lead Supervisor's Report. Misalignments usually occur when child skips a question and puts the rest of their answers out of order on their answer sheet. Misalignment investigations are labour intensive and time critical and are undertaken by Australian Council for Educational Research (ACER). For this reason, Misalignment requests must be initiated no later than seven (7) days after a child's test.

All other reviews will be conducted by an ASET Review Panel who will consider the evidence provided in conjunction with the Lead Supervisor's Report. The outcome of all *Illness, Incident or*

Misadventure Review Requests will be communicated to families prior to the release of ASET Performance Reports.

A review based on sudden illness, misadventure or suspected misalignment *may or may not* result in a change to a child's scores and impact a current or future offer of placement.

ASET Results

ASET results will be sent by email to applicants with a current application at the end of May each year.

ASET performance reports

Applicants will receive an email which contains their child's results in the four sub-tests which make up the ASET. This ASET Performance Report will also show the applicant's Total Standard Score (TSS) by which they will be ranked for placement for academic programs. The TSS is the sum of the four equally weighted test components: Reading Comprehension, Communicating Ideas in Writing, Quantitative Reasoning and Abstract Reasoning.

The scores shown are standardised scores which are calculated by comparing individual raw scores to the entire cohort. Standardised scores do not represent a percentage or a percentile rank.

The ASET Performance Report will be emailed to the email address/addresses listed on the child's application in late May as per the [Key Dates](#).

Note: performance reports for arts and languages assessments/interviews are not provided, however parents/carers can contact the GTSU on 9264 4307 or gtsu@education.wa.edu.au to obtain feedback if their child has been unsuccessful.

Year 7 previous minimum entrance scores

Parents/carers seeking to understand their child's likelihood for placement in Year 7 can compare their child's TSS with the previous year's minimum TSS for the programs they are interested in. Parents/carers should be aware that the previous minimum TSS is *not* representative of the cut off score for the first round of offers, but represents the very lowest score that resulted in an offer of placement for a program by the close of the reserve list in December of that testing year.

Previous minimum entrance TSS's can be very different to the cut-offs for rounds one and two in subsequent years and should be referred to with caution. Parents/carers should manage their and their child's expectations carefully and, when in doubt, contact the GTSU on 9264 4307 or gtsu@education.wa.edu.au for advice.

The below table represents the previous minimum entrance scores for academic programs, and the previous minimum benchmark required to progress to a languages interview, in previous testing years.

Entries marked 'ALT' represent those programs for which an approved support strategy was utilised to assist schools struggling to attain a viable cohort in Year 7. The strategy is engaged when the number of accepted placements following the normal cycle of offers sits at less than 50% of program capacity which will affect a school's ability to run a viable program. The strategy typically involves the discretionary lowering of the standard academic program minimum TSS from 210 to 200 and, where necessary, school-based identification of suitable applicants from within the incoming Year 7 cohort. Engagement of the support strategy is assessed each year for at-risk programs.

Academic program	2018	2019	2020	2021	2022	2023	2024
Minimum entrance TSS							
Albany SHS	-	-	-	209.5	ALT	ALT	ALT
Alkimos College	-	-	-	209.5	ALT	ALT	ALT
Bob Hawke College	-	229.55	231.61	234.65	236.41	234.76	TBC
Bunbury SHS	209.5	209.5	209.5	209.5	209.5	ALT	TBC
Carine SHS	-	218.34	221.56	221.42	221.93	223.83	TBC
Comet Bay College	209.5	209.5	209.5	209.5	ALT	ALT	209.5
Duncraig SHS	229.47	219.73	217.73	220.76	216.12	215.19	TBC
Ellenbrook SC	-	-	209.5	209.5	ALT	ALT	ALT
Fremantle College	209.5	209.5	209.5	209.5	ALT	ALT	TBC
Governor Stirling SHS	209.5	209.5	209.5	209.5	ALT	ALT	200
Harrisdale SHS	-	-	220.26	222.17	227.05	226.15	TBC
Kelmscott SHS	209.5	209.5	209.5	209.5	209.5	209.5	209.5
Melville SHS	218.25	219.88	216.00	217.68	220.11	223.67	TBC
Perth Modern School	237.78	240.13	240.06	242.61	245.56	242.52	247.20
Shenton College	230.42	230.43	228.22	232.69	231.72	231.39	TBC
Willetton SHS	229.27	228.88	227.78	231.91	235.76	234.58	TBC
Online	209.5	209.5	209.5	209.5	209.5	209.5	209.5
Languages program	2018	2019	2020	2021	2022	2023	2024
Interview cut-off TSS							
Mount Lawley SHS	209.5	209.5	209.5	209.5	209.5	209.5	209.5
Rossmoyne SHS	220.00	225.00	225.00	227.00	227.50	227.50	230.00

Families applying for the older years should note that the above table is Year 7-specific and should not be used to predict entry for Years 9, 10 and 11. Older years' scores fluctuate significantly due to the changing number of available vacancies each year.

Obtaining an indication of likelihood

Once parents/carers receive their child's ASET results, they will be able to contact the GTSU on 9264 4307 to ask for an indication of what to expect from the first round of offers based on the child's score and their current preferences. Indications of likelihood will range from highly likely to possible to unlikely. While the GTSU will endeavor to give an indication of likelihood, it may not be possible, and information received should be viewed as a guide only. Due to the limitations of the marking schedule, advice on potential offers of placement will not be available until the release of ASET Performance Reports at the end of May.

Changing preferences based on results

Parents/carers will have seven days from receipt of their child's ASET Performance Report to request changes their child's preferences/preference order prior to the start of round one. Preference order is important as applicants will only be offered the highest preference they qualify for, not a choice of schools.

The system does not allow parents to change their own preferences once an application has been submitted. Amendments must be requested by contacting the GTSU on 9264 4307 or gtsu@education.wa.edu.au.

Parents/carers have the choice to change the order of existing preferences, remove preferences, add preferences or swap existing preferences for new ones within the following limitations:

- **Arts preference additions** can be requested provided the child has completed the relevant testing. (e.g., if a parent wishes to add drama, but auditions have finished and the child did not complete the auditions, the preference cannot be added).
- **Languages preference additions** can be requested any time before 22 May 2025. After this date, any languages program additions will only be considered for a potential second round of offers. No languages preference additions will be accepted after 19 June 2025.
- **Academic preference additions** can be requested any time up until seven days following the receipt of the ASET Performance Report for the first round of offers, providing the child has completed the ASET.

See the [Key Dates](#) for specific deadlines for new preference additions.

The deadline for preference changes in time for the first round of offers will be clearly communicated in your child's performance report email and published in the [Key Dates](#).

Results Check Requests

Although errors in marking and reporting are exceptionally rare, parents/carers will have the opportunity to lodge a request for a Results Check once they have received their child's ASET Performance Report. The Results Check process is for parents/carers who genuinely believe an error has occurred in the marking and/or reporting of their child's scores and who are prepared to accept that the discovery of such an error may *increase or decrease* their child's score and potentially impact an offer of placement.

The *Results Check Request Form* will be available on the [website](#) following the release of ASET Performance Reports. A link to the form and the deadline for submission will be included in the email that contains their child's scores. The deadline for the lodgement of a Results Check is typically seven (7) days from the release of ASET reports.

What does a Results Check involve?

The Results Check process is one of verification in which:

- A student's data is hand-checked to ensure it is matched correctly to their test.
- Computer marked answer sheets are hand-checked to ensure that there were no errors in the scanning or marking processes.
- Examiner-marked components are reviewed by a senior examiner to ensure that the marking criteria have been appropriately applied.

In requesting a Results Check parent/carers acknowledge and agree to accept that:

- Their child's TSS may remain the same.
- Their child's TSS may increase.
- Their child's TSS may decrease.

The outcome of all Results Check Requests will be emailed prior to the second round of offers as per the [Key Dates](#). The first round of offers will proceed based on original scores.

Where a child's TSS is lowered, any existing offer may be withdrawn. Where a child's TSS is raised, and the raise in score makes a child eligible for an offer they were previously deemed ineligible for in Round One, this will be honoured in Round Two.

Results Checks are free of charge, however parent/carers should note that once a Results Check is initiated, *it cannot be cancelled or disregarded in favour of previously reported scores*. Any changes in score will automatically supersede originally reported scores.

A Results Check is separate to and cannot be used to request an investigation into a potential misalignment or ask for a review based on illness or other incident/misadventure, and which must be lodged as part of the *Illness, Incident and Misadventure Review Request* process within seven days of any child's original testing date. Investigations into these incidents occur after testing and are reported on before the release of scores.

Under no circumstances will parent/carers be permitted to view their child's question and/or answer papers as part of the Results Check Request process.

Overseas/interstate: families whose results have been delayed due to non-payment of invoices will be held to the same deadlines with regard to Results Checks and preference changes as all other applicants and will be granted no further extensions.

Offers of placement and the enrolment process

There are two formal rounds of offers which occur in succession: round one followed by round two. All available places are offered in the first round and any that are not filled will then be offered in the second. In this way it is possible for an applicant who was not successful in round one to qualify in round two.

Applicants who qualify for an offer will receive an email and generally have a period of seven days to respond.

All offers of placement are conditional on the ability to meet school enrolment criteria.

Students who accept are bound to abide by the school's behaviour policy.

How do offers work

An offer of a placement is based on the *highest ranked preference for which the applicant qualifies*. Children will be ranked for all the preferences listed on their application form (providing they have completed the testing). Where a child qualifies for only one of their preferences, this is the offer they will receive. Where a child's ranking qualifies them for placement in two or more of their preferences, they will still receive only one offer of placement per round: the highest listed preference they qualify for. Applicants will never receive a choice of offers/schools in any given round regardless of their test results.

[Watch this video for a detailed walk-through of the Gifted and Talented offers process.](#)

Academic programs

An offer of placement into an **academic** program is solely based on the child's TSS*. In order for children to be considered for academic programs only, they must score a minimum TSS of 210 (rounded up from 209.50). However, due to high competition for specific schools or programs, the actual TSS required for entry is often higher. All TSS scores are ranked from the highest to the lowest and places are offered from the top down until all vacancies are filled, or until the benchmark score of 210* is reached.

*It should be noted that the benchmark for some programs will be considerably higher than 210 and that programs deemed 'at-risk' may be approved for a discretionary lowering of the minimum TSS as part of an approved support strategy.

Languages programs

Offers of placement into a **languages** program is based on the combined TSS (80%) and languages interview (20%). These scores are then converted into a single Languages Total Score out of 100, ranked from highest to lowest. Places are offered from the top down.

Arts programs

Offers of placement into **arts** programs (excluding music) is based on the combined practical, interview and TSS (humanities index only). These scores are then converted into a single Arts Total Score out of 100, ranked from highest to lowest. Places are offered from the top down. There is no minimum TSS benchmark for arts programs as it is a combined score using only a portion of the ASET.

Music applicants are ranked based on their instrument selection/s using the combined score from their audition, aural testing and interview. Music applicants offered a placement will be allocated their instrument separately by the school. The allocation will be based on the needs of the program and may differ to the audition instrument/instruments.

Round one

The first round of offers commences after the release of ASET performance reports, once the preference changes deadline passes.

On receiving a round one offer of placement, an applicant is required to respond with one of the following:

- **Accept**

Choosing ACCEPT in round one means you are committed to enrolling at the school and no other offers of placement will be made for Gifted and Talented programs for 2026. Applicants who ACCEPT are bound to abide by the enrolment deadline that will be communicated to them by the school and acknowledge that their child will adhere to the school's behaviour policy. Applicants who do not enrol by the deadline will be viewed as a WITHDRAW and the place will automatically be offered to the next ranking applicant. All acceptances are conditional on the ability to meet essential enrolment criteria at the school level.

- **Hold**

Applicants can use the HOLD option in round one if they have been offered a place that is *not* their first (highest) preference. Applicants who put their round one offer on HOLD will be automatically considered for a higher preference offer in round two. If they are successful for a higher preference offer, their original round one offer will be automatically passed to the next eligible applicant. If they are unsuccessful for a higher preference offer, their original round one offer will be reissued. Applicants should use the HOLD option only if they are genuinely interested in their round one offer and intend to enrol at the school if they are unsuccessful for a higher offer in round two.

- **Decline**

Applicants who **DECLINE** their round one offer do so with the knowledge that this offer will be automatically passed on to the next highest ranked applicant in round two. Applicants who **DECLINE** a round one offer that is not their highest preference will be automatically considered for higher preference offers in round two. Applicants who decline an offer for their highest preference without requesting a change to their preference order will be viewed as a **WITHDRAW** and no further offers of placement will be made for Gifted and Talented programs for 2026.

- **Withdraw**

Applicants who opt to **WITHDRAW** do so with the knowledge that their child will no longer be considered for any other offers of Gifted and Talented program placement for 2026.

Round two

The second round of offers (round two) will commence after all the responses for round one have been received. All those offers not accepted in round one will be offered in round two.

On receiving a round two offer of placement, an applicant is required to respond with one of the following:

- **Accept NO Reserve**

Choosing **ACCEPT – NO RESERVE** in round two means you are committing to enrolling at the school and no other offers of placement will be made for Gifted and Talented Programs for 2026. Applicants who **ACCEPT – NO RESERVE** are bound to abide by the enrolment deadline that will be communicated to them by the school acknowledge that their child will adhere to the school's behaviour policy. Applicants who do not enrol by the deadline will be viewed as a **WITHDRAW** and the place will automatically be offered to the next ranking applicant. All acceptances are conditional on the ability to meet essential enrolment criteria at the school level.

- **Accept YES Reserve**

Choosing **ACCEPT – YES RESERVE** in round two means that you are committing to enrolling at the school however should a higher preference vacancy become available for which the applicant is the next in line, you wish to be contacted and given the choice to accept the new offer, or continue with the current enrolment. Applicants who **ACCEPT – YES** are still bound to abide by the enrolment deadline that will be communicated to them by the school and acknowledge that their child will behave in a manner appropriate to the school environment. An **ACCEPT – YES RESERVE** is not a **HOLD** option, and applicants who do not enrol by the deadline will be viewed as a **WITHDRAW** with the place automatically be offered to the next ranking applicant. All acceptances are conditional on the ability to meet essential enrolment criteria at the school level.

- **Decline**

Applicants who **DECLINE** their round two offer do so with the knowledge that this offer will be automatically passed on to the next highest ranked applicant on the Reserve List. Applicants who **DECLINE** a round two offer that is not their highest preference will be automatically considered for higher preference vacancies that become available based on Reserve Lists. Applicants who decline an offer for their highest preference without requesting a change to their preference order will be viewed as a **WITHDRAW** and no further offers of placement will be made for Gifted and Talented Programs for 2026.

- **Withdraw**

Applicants who opt to **WITHDRAW** do so with the knowledge that their child will no longer be considered for any other offers of Gifted and Talented Program placement for 2026.

Enrolment at the school

A Gifted and Talented program offer of placement does not supersede the need to meet essential enrolment criteria at the school level, which includes evidence of local school enrolment entitlement.

Applicants who accept an offer of placement – including those who Accept Yes Reserve in Round Two - will need to complete an enrolment application at the school and have it accepted for their placement to be finalised and participate in the program.

Schools will generally send out enrolment packages within seven days of the close of any round and will state a clear deadline by which parents need to submit their completed application. Where enrolments are not completed by the deadline, the offer will be withdrawn and extended to the next suitable applicant on the reserve list. This also applies to applicants who do not meet enrolment criteria and have their enrolment application rejected.

Schools assess each application for enrolment against essential enrolment criteria, including local school enrolment entitlement.

Unsuccessful applicants

Applicants who did not qualify for an offer of placement in rounds one or two and who have completed the ASET or been approved for an ASET exemption will receive an email notification at the end of July.

Applicants receiving an unsuccessful notification will still remain on the Reserve List for the program preferences listed on their application until 1 December, provided they have met the benchmark requirements.

Reserve Lists

Once the two formal rounds of offers are complete, any remaining places can continue to be offered to applicants on the Reserve List up until the final date of 1 December 2025. No more offers will be made after this point. Reserve List offers are made by email and recipients will generally have 48 hours to accept or decline.

The vast majority of placements will be filled by the end of round two. Following the close of this round, a Reserve List for each program will be formed to fill any places that either remain available or become available for that intake year.

Applicants will automatically be placed on a Reserve List based on the TSS (academic), or whether they have progressed to, and attended, an interview stage in the arts and languages. TSS requirements for academic programs vary depending on the program's minimum entrance score in previous years. Where a program consistently goes to 210 for minimum entrance, that is the cut-off for Reserve List consideration. Where a score is typically higher, so too will be the TSS to be included on the Reserve List. Parent/carers can contact the GTSU to find out if their child will be included on any Reserve List based on their score.

Applicants who have accepted an offer in round two that is not their highest preference also have the option to request to remain on the reserve list. How to do this is explained in the email of offer.

Offers from the Reserve List will be made by email and applicants will generally be required to respond within 48 hours.

Reserve Lists will remain active until 1 December in each testing year, at which point any vacancies that become available will go into the pool of vacancies for the next round of applications.

Withdrawal from programs

If an offer is accepted, followed by a change in circumstances that results in a child no longer being able to take up the place in the program, the GTSU and the relevant school must be notified immediately so that the placement can be offered to the next ranked applicant on the Reserve List.

Important: Families should note that accepting a placement they do not intend for their child to fill does not in any way improve their child's standing on any Reserve Lists for higher preference schools and only serves to limit the ability of another child to take up the opportunity in the time available. The window for Reserve List offers closes on 1 December.

A child who withdraws from a program and enrolls at another school, for whatever reason, without a pre-authorized deferral of placement from the school principal and the GTSU, is deemed to have terminated their standing and has no guarantee of future access to Gifted and Talented programs.

Children who withdraw from programs and who wish to re-join their old program or take part in a new one will need to re-apply and re-sit the appropriate testing to be considered for placement.

Breaches of behaviour standards

Acceptance of an offer of placement requires the child to commit to the behaviour standards expected of the school. Students who breach behaviour codes will be subject to consequences at the discretion of the school principal.

The school principal has full discretion within the school to manage all breaches of conduct and determine appropriate courses of action that ensure the safety and wellbeing of staff and students – including removal of a student from a particular class or program.

Deferrals

A parent/carer is entitled to request a deferral period of a maximum of six months from the commencement date of their child's offered place or from an agreed date within their current enrolment in a Gifted and Talented program. This includes families affected by COVID-19. Deferral will only be considered for successful applicants residing in regional Western Australia, outside of Western Australia or who will be doing so *temporarily*. All deferrals within six months must be formally requested in writing to the Gifted and Talented program school principal. Approval will be at the discretion of the school principal.

Parents/carers wishing a deferral from the commencement date of their child's offered place or from a date within their current enrolment in a Gifted and Talented program that is greater than six months may make a formal request in writing to the GTSU stating the exceptional and extenuating circumstances. Approval will be at the discretion of the GTSU and the relevant school. Approval will not be given on the basis of travel, enrolment at another Western Australian school, COVID-19 or parental work commitments.

Acceleration

A child is eligible to be considered for acceleration into a higher year group if their ASET TSS places them in the top 1% of all assessed applicants for that year. Any accelerations are at the discretion of the school and will be the result of negotiations between the GTSU, parents and the school principal.

Family placement claims

A family placement claim only comes into effect where there are two applicants with *identical scores* – one with a sibling already in the program – and only one place available. In this situation, the GTSU will give priority to the applicant with a previously placed brother or sister. Family placement claims are identified automatically by the GTSU in the process of offers and acceptances.

Twins

Due to high demand for places in Gifted and Talented programs and the need for consistency and equity, a parent should not expect places for multiple birth siblings if only one has been successful. Consideration *may* be given where multiple birth siblings have very close ASET scores and *no other higher scoring applicants would miss out on a place*. It should be noted that the placement of one multiple birth sibling does not guarantee the placement of the other/s.

Transfers between programs

We only accept transfer requests from children currently in a WA Gifted and Talented program. A child wishing to transfer from their current WA Gifted and Talented program place to another has two options:

1. The child can apply for entry to their preferred program through the annual testing which involves sitting the ASET for the selected intake year.
2. The child can lodge a *Request for Transfer form**. Transfers can only be considered where the previous ASET TSS/arts/languages score would have qualified for placement at the requested school had they listed it as a preference.

*The transfer option only applies to applicants wishing to transfer to a like program (that is, from one academic program to another academic program and not from an academic program to an arts program, for example).

Exception: Where a child is within their first Semester of Year 7 and can show a change in circumstances that justifies a necessary transfer between non-like programs and providing the applicant qualified for the program at the time of testing, a transfer can be considered by **the** GTSU.

Current ASET scores are the most accurate measure of a child's suitability for program placement. Where a transfer is requested during an active intake cycle, priority for available vacancies will be given **to** current applicants. Once the placements for the transfer year are complete, transfer requests can be considered. Where there is a compatible score and available vacancy that could not be filled by a child with a current ASET score, the decision to accept a transfer request will be at the discretion of the individual school. Children may be asked to attend an interview and/or provide additional information to the school.

Transfer request forms are available on request by emailing gtsu@education.wa.edu.au.

All transfers requests are dependent on available vacancies.

Boarding facilities for regional students

City Beach Residential College provides boarding services for WA's regional students enrolled in Gifted and Talented programs in the metro area. The full regulations for boarding at City Beach Residential College can be found [here](#).

W: www.education.wa.edu.au/citybeachresidentialcollege

E: CityBeach.ResCol@education.wa.edu.au

T: 9237 7500

College Manager: Mr Shaun Breukelaar

Albany Residential College provides boarding services for WA students with priority given to students offered placement in the Albany Senior High School Gifted and Talented academic program.

W: www.education.wa.edu.au/web/albanyresidentialcollege

E: Albany.ResCol@education.wa.edu.au

T: 9842 1007

College Manager: Andrea Hearn

Rotary Residential College is situated at Kent Street Senior High School and provides boarding services for WA students in secondary school.

T: 9470 4177

A: Manager

Rotary Residential College

Kent Street

EAST VICTORIA PARK WA 6101

Overseas/interstate families should note that residential colleges will **not** be accepted as a valid WA address, which is part of the essential GAT enrolment eligibility criteria.

Olive A Lewis Scholarship

Children who will be studying in a Gifted and Talented academic program in Years 7, 8, 9 and 10 are eligible to apply for this annual scholarship. The Olive A Lewis Scholarship provides financial support to children whose participation in a Gifted and Talented academic program may be restricted or put at risk due to financial need. Scholarships are means-tested and application forms are available on the [website](#) for all eligible applicants in November each year.

Scholarships are awarded for a single year of study. Eligible applicants can apply in consecutive years up to Year 10 level, providing their child remains in the program. Previous recipients are also able to reapply.

Successful applicants must commit to the timeframe indicated on the scholarship. Failure to meet the requirements of the scholarship will result in immediate termination of the scholarship and the return of unexpended funds to the Department.

It should be noted that previous recipients are not guaranteed to receive the scholarship in subsequent years due to the ever-changing nature of the scholarship funding and the applicant pool.

Frequently asked questions

How do I apply?

Go to www.education.wa.edu.au/giftedandtalented. Applications for 2026 open on 14 October 2024 and close at 11:59pm Sunday, 9 February 2025. Applications can only be lodged online.

My child is already in a Gifted and Talented program, do I need to reapply for the same program?

No. If the child is already in a program you do not need to reapply to retain your placement in subsequent years. You can, however, lodge an application to apply for different programs that you have never applied for or for which you were unsuccessful in a previous year. Applying for alternate programs does not affect your current standing in the program.

If my child has only applied for arts programs will they need to sit the ASET?

Yes. Unless you have applied and been approved for an ASET Exemption on the basis of a disability, chronic illness or impairment the ASET is a compulsory part of selection for all Gifted and Talented programs.

*ASET Exemptions are limited to those children only applying for arts programs and requests must be submitted no later than Monday, 17 February 2025 accompanied by evidence. Exemption requests must be lodged separately to the online application for Gifted and Talented programs.

My child has a diagnosed condition which will affect their test performance, will they automatically get extra time in the ASET?

No. We rely on families notifying us of their child's particular needs and lodging a formal request for Adjusted Testing Conditions. All requests for Adjusted Testing Conditions must be submitted no later than Monday, 17 February 2025 accompanied by evidence. The form will be available on the website after applications open. Adjusted Conditions requests must be lodged separately to the online application for Gifted and Talented programs.

What should my child bring to the ASET?

Children will need to bring:

- a printed copy of their testing details email with their 7-digit Student Number
- a printed copy of the completed *ASET Student Identification Form* with a small, recent photograph of the child's face attached
- writing materials including pencils (graphite/lead), a pen (optional), an eraser and sharpener
- any items approved to manage a condition such as anaphylaxis kits, etc.

A full list of approved and prohibited items will be listed in the *Candidate Information Bulletin*.

When will the testing take place?

Testing occurs in Term 1 each year. Please refer to the [Key Dates](#) for the full testing schedule.

How do I know my application has been submitted successfully?

All successfully lodged applications will receive an email confirmation. The confirmation will automatically be sent to the email/emails listed on the application. See [Lodging an application](#).

Can my child take the testing overseas or interstate?

If your child is currently enrolled in school overseas or interstate, the Department of Education can make allowances to have your child tested through a third party. You will be required to provide proof of out-of-WA enrolment and source an appropriate third-party supervisor to administer the testing. You will also be required to meet all costs associated. See [Overseas and interstate applicants](#).

My overseas child has received an offer of placement, what do we need to do to enrol?

Overseas and interstate candidates will be required to provide evidence of relocation to WA prior to being given clearance to enrol at the school. Once clearance has been granted, families will still need to meet all essential enrolment criteria required by the school – including evidence of local school enrolment entitlement. Children who are already living and/or completed testing in Australia will be required to show evidence of a visa that qualifies for local intake enrolment entitlement at the time of enrolment to secure their placement. Inability to meet enrolment criteria will result in the child's offer being rescinded and offered to the next child on the Reserve List.

See [Overseas and interstate applicants](#).

Can I change my child's preferences?

Yes, however there are limitations depending on the time of year. See [Preference Changes](#).

Is there a practice test for the ASET?

Yes. A sample test for the Year 7 entry ASET is available on our website by the end of November each year. See [Practice ASET and Tips Sheet](#).

What if my child is sick on his/her testing date?

It is important you do not send your child to any testing while they are unwell. See [Reschedules for temporary illness or misadventure](#).

What happens if my child's testing details aren't received and we miss the testing?

Parents/carers are required to acknowledge and accept the [Key Dates](#) and [Applicant Guidelines](#) for the 2025 testing schedule at the time of application, which includes information on when testing information is emailed to applicants. Parents/carers are responsible for keeping their contact information current and keeping track of the timeline so they can follow up where they believe correspondence should have been received but hasn't. As with all email correspondence, parents/carers should regularly check their Junk folder to ensure all correspondence is received. The Department accepts no liability for missing or misplaced correspondence resulting in missed test opportunities.

My child told me they got their answers out of order during the test. What can I do?

You will need to lodge a request for review of your child's paper based on suspected misalignment. This will need to be submitted within seven days of your child's testing date. See [Illnesses, incidents and misadventures during the test](#)

Can I get some early advice to make a decision about placement at another school?

Once you receive your child's ASET Performance Report you can request an indication of likelihood for the first round of offers based on your child's score and current preferences. Due to the limitations of the marking schedule, no indications are possible prior to this time. Performance Reports will be emailed in late May each year.

My elder child is in a Gifted and Talented program, can I get the younger sibling in the same program on the basis of their brother/sister?

Placement into programs is based strictly on an applicant's results. Only in the event that applicants have identical scores and one child has a sibling in the program will a family placement claim be considered to prioritise an applicant. See [Family placement claim](#).

I do not believe the results from the ASET are correct. Can I appeal the results?

There are two stages at which you can ask for a review of your child's results depending on the reason for your request. You will have seven days from the date of your child's test to lodge a request for review if there was a sudden illness, incident or misadventure which occurred without forewarning during the test and which you believe may have unfairly impacted your child's performance. See [Unforeseen illness, incident or misadventure during the test](#)

Alternatively, you can request a Results Check within the seven days following receipt of your child's ASET Performance Report. A Results Check is purely a verification process to confirm the scores you have received are correct for your child. See [Results Check Requests](#).

If I lodge a Results Check, is it possible for my child's scores to go down?

While score changes are exceptionally rare, it is possible for a TSS to be reduced if a marking error is found that makes the original score invalid. Where a reduced score affects an offer of placement, that placement may be withdrawn. Equally, it is possible for a score to increase, which may result in a higher preference offer than originally achieved. Where a parent requests a Results Check they agree to accept the outcome whether positive, negative or neutral. See [Results Check Requests](#).

Can I view my child's ASET answer sheet?

No. See [Results Check Requests](#).

Can I obtain a report for my child's Arts testing?

No. Progressions through the Arts selection process are on the basis of a moderated panel. You can however contact the GTSU on 9264 4307 for feedback in the event your child is unsuccessful.

Can my child request a transfer to a different Gifted and Talented program?

Possibly. See [Transfers](#).

Can my child be accelerated a year in Gifted and Talented programs?

Possibly. See [Acceleration](#).

I filled in the wrong application form and now my child has sat the ASET for the wrong year group – what can I do?

Selecting the correct application intake is important. See [Selecting the correct year group.](#)

Can my Year 5 child sit the Year 6 test as a ‘practice run’?

No. Children can only complete the testing for any particular intake once – this includes children who have been accelerated or who have a date of birth outside the standard range. Children found to be repeating a test for an intake they have already sat for will have their applications withdrawn and any test results and/or offers extended will be invalid. Children wishing to complete a practice test should use the one on the website that was created for this purpose.

Can I enter more than one application?

Entering more than one application is not permitted and may result in a preferred application being deleted and missed testing opportunities. See [Number of applications.](#)

My child’s ASET testing venue is further away than I expected – can my child be tested somewhere closer by?

Flexibility with testing venues is extremely limited. See [ASET testing venues.](#)

My child wants to take a break from the Gifted and Talented program – is this possible?

Possibly. See [Withdrawal from programs](#) and [Deferrals.](#)

My child wants to stay at their Gifted and Talented program school but I have to temporarily travel overseas for work. Are they able to board at City Beach Residential College until my return?

Possibly. Any changes in circumstances which may affect a child’s ability to continue in their current program will be managed on a case-by-case basis by the GTSU, the City Beach Residential College and the relevant school. For more information, contact the GTSU on 9264 4307.

We live overseas and my child wants to come to Australia to participate in a GAT program, can they live at a Residential College while we remain overseas?

No. Overseas/interstate families will need to meet essential enrolment eligibility criteria to take up placement, part of which is proof that WA is the child and their primary carer’s usual place of residence. For more information see [Overseas and interstate applicants.](#)

For any other questions, please contact the GTSU on 9264 4307 or email gtsu@education.wa.edu.au.