



Department of
Education

Shaping the future

Applicant Guidelines

**Gifted and Talented Secondary
Selective Entrance programs for Years
7, 9, 10 and 11 entry in 2027**

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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 competitive and places are offered based on each student's performance in the selection tasks specific to each program. Children offered placement can enrol full-time 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 2027 open Tuesday 14 October 2025 and close 6 pm Friday 6 February 2026. 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. 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 (GAT) 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 2027 commence with applications opening Tuesday 14 October 2025. Applications close 6 pm Friday 6 February 2026 and testing occurs in Term 1 2026. Placements are generally finalised early Term 3 2026 for commencement in Term 1 2027.

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 (4) intake years into Gifted and Talented programs.

Year 7 entry in 2027

Children applying for Year 7 entry in 2027 should be in Year 6 at the time of testing and born within the date range of 1 July 2014 to 30 June 2015. 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/carers 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/carers 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 2027.

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 2027.

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 entry in 2027
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

School	Program	Vacancies for Year 7 entry in 2027
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	25
John Curtin CoTA	Music	50
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 entry in 2027

Limited places may 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/carers 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 Years 9, 10 or 11 in 2027.

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 Years 9, 10 or 11 in 2027.

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.

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:

- No online program intake for Year 11.

Arts limitations in the older years are as follows:

- No John Curtin College of the Arts Music Theatre vacancies for Year 10 entry
- No Churchlands Senior High School Music vacancies for the following instruments: electric guitar, bass guitar, drums and voice
- Churchlands Senior High School Music program violin applicants must be a Grade 4 AMEB minimum

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

Languages limitations in the older years are as follows:

- Only German and French available for Rossmoyne SHS Year 9 entry.
- There is no entry to GAT Languages programs in Years 10 and 11.
- 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 program 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.

Selecting the correct year group

It is a parents/carers 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 entry in 2027 cannot then sit the testing for Year 7 entry in 2028, 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 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 **6 pm Friday 6 February 2026**.

Lodging an application

Applications for entry in 2027 open on Tuesday 14 October 2025 and close 6 pm Friday 6 February 2026 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 most 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/address* 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/carers 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/carers 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 2026 testing schedule. Parents/carers 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 entry in 2026, may not then apply for Year 7 entry in 2027, 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 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/carers should 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 study

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 applying for 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/carers 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 program 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 language background

Gifted and Talented Languages programs are not intended for students who have the advantage of language background or exposure to a particular language during their critical period of birth to ten (10) 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 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](#).

The Department takes no responsibility for children who could be deemed by SCSA 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 lodged your child's application, you must phone 9264 4307 or email gtsu@education.wa.edu.au. The system does not allow parents/carers 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 requested program has not already occurred (e.g., if a parent/carer wishes to add Drama, but workshops have finished, the child cannot be considered).

Languages preference additions can be requested any time before Friday 22 May 2026. After this date, any languages program additions will only be considered for a potential round 2 or beyond offer.

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

Lack of consensus within separated families

Any parent/carer can lodge an application on behalf of their child, however the testing they undertake and whether they can take up any offer of placement is dependent on the following:

In the case of one parent/carer having sole custody, and in the absence of a court order which dictates educational decisions must be shared, the GTSU will always defer to the wishes of that person.

In the matter of shared custody, the GTSU will defer to the orders of the family court with regard to the authority over educational decisions. Where a court order is in place that stipulates authority over educational decisions be in the hands of one parent/carer, the GTSU will defer to the wishes of that parent/carer. Where a court order dictates that both parties have shared authority over educational decisions and does not stipulate one party who can make the decision in the absence of consensus, the GTSU will provide a deadline by which written consensus by both parties must be provided.

In the event a consensus is not possible by the deadline, a legal resolution must be obtained. The GTSU will take reasonable action to protect the ability of the child to take up the opportunity while not disadvantaging other students who may be on the reserve list. Where a court decision is pending, a certain amount of flexibility to placement deadlines may be considered. All extensions are at the discretion of the GTSU and the relevant school.

The GTSU will not cancel any application, testing or offer of placement without evidence of sole custody and/or a court order which shows the parent/carer in question has sole authority over educational decisions.

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 limited timeframe 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 for the duration of, or a significant part of, the available timeframe. To be considered, parents/carers 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 have the highest priority enrolment entitlement (i.e. the same non-fee paying local school 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 the 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 non-fee-paying 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 secondary 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 regarding 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:

- education.wa.edu.au/web/policies/-/enrolment-framework-for-students-with-a-visa-in-public-schools
- immi.homeaffairs.gov.au/visas/getting-a-visa/visa-finder
- 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 2025 for Year 7 entry in 2027).

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

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 2027.
- 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 on the [NZ Relo website](#).

Children born outside of the date range who do not provide evidence of equivalency by the 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 available to students who can provide evidence their child is enrolled and attending a school outside of 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 Australian Council for Education Research (ACER) 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. Invigilators 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. These charges cover secure courier, handling and secure storage. Payment must be made to ACER before any materials can be dispatched. If payment is not received by the deadline, ACER will notify approved applicants that testing will not proceed, and the application may be cancelled.

ACER charges for the 2026 testing are as follows:

- overseas applicants A\$250
- interstate applicants A\$200

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. Courier will commence from Monday 16 March 2026. 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 WA

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 parents/carers 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 evidence requirements vary according to your child's visa subclass. All applicants on a visa will need to provide their visa grant notice and some may also require a scholarship entitlements letter 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 this to the family, is the Gifted and Talented program 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 to ensure that, if eligibility requirements cannot be met, the placement can be filled from the Reserve List.

Where a visa is still under review, a certain amount of flexibility regarding 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 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 fairly 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 fairness to other students.

Decisions for Adjusted Testing Conditions are 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

must balance the needs of the affected child while ensuring they do not confer an unfair advantage or disadvantage on other applicants.

The below table should be referred to by parents/carers 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/carer supplied)
Anorexia nervosa	Smaller, quieter test centre with increased ratio supervision, non-working rest breaks, hospital exam
Arthritis	Non-working rest breaks, permission to take medication, alternate furniture or equipment (parent/carer supplied), permission to mark answers direct on test booklet,
Autism spectrum disorder	Smaller, quieter test centre with increased ratio supervision, permission for parent/carer 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/carer supplied)
Back injury	Alternate furniture or equipment (parent/carer 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
Broken or injured arm (writing hand)	Extra working time, device for the writing test (parent/carer supplied), scribe (where justified), permission to mark answers direct on test booklet
Broken leg	Specialised furniture or footrest (parent/carer supplied), alternate seating to maximise space
Carpal tunnel syndrome	Non-working rest breaks
Cerebral Palsy	Non-working rest breaks, extra working time (where justified), alternate furniture or equipment (parent/carer supplied), permission to mark answers direct on test booklet device for the writing test (parent/carer supplied), scribe (where justified)

Possible Adjustments for the ASET by condition	
Chronic fatigue syndrome (including post-viral syndrome, glandular fever)	Non-working rest breaks, permission to take medication and food
Chronic pain	Non-working rest breaks, permission to take medication and food
Depression (severe)	Non-working rest breaks or extra working time (if justified)
Developmental Coordination Disorder (DCD) (previously known as Dyspraxia)	Non-working rest breaks, enlarged answer booklet, extra working time in the writing assessment, device for the writing test (parent/carer supplied), permission to mark answers direct on test booklet, scribe (where justified)
Diabetes	Non-working rest breaks/rest breaks at discretion (where required), permission to take medication and food, glucose monitoring, parent/carer to remain onsite 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/carer supplied), permission to mark answers direct on test booklet
Epilepsy	Specified seating, permission to take medication, parent/carer to remain onsite
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
Head injury – severe (sustained within two years of ASET)	Non-working rest breaks, permission to take medication, heat pack, extra working time
Hearing loss	Specified seating, written instructions, 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/carer supplied)

Possible Adjustments for the ASET by condition	
Language disorder (does not include second-language students)	Smaller, quieter test centre with increased ratio supervision and additional guidance, extra working time
Medical conditions (cancer, recent organ transplant, etc)	Hospital exam, non-working rest breaks, permission to take medication and food, permission for parent/carer 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/carer supplied) OR scribe (where justified), alternate furniture or equipment (parent/carer supplied), extra working time (where justified)
Muscular problems (including Ehlers-Danlos Syndrome)	Non-working rest breaks, alternate furniture or equipment (parent/carer supplied), permission to take medication, use of a device in the writing section (parent/carer 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/carer supplied), permission to take medication, smaller, quieter test centre with increased ratio supervision, noise cancelling headphones during non-instruction time (parent/carer supplied)
Obsessive-compulsive disorder	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/carer supplied), specified seating, noise cancelling headphones during non-instruction time (parent/carer 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/carer supplied), use of a device for the writing test (parent/carer 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/carer 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/carer supplied)
Scoliosis	Non-working rest breaks, alternate furniture (parent/carer supplied), permission to take medication

Possible Adjustments for the ASET by condition	
Specific learning disorder in reading (includes Dyslexia) and / or mathematics	Extra working time, use of a C-Pen Exam Reader (or similar, parent/carer 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 (parent/carer supplied)
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 such as hand towel (parent/carer supplied), non-working rest breaks
Tendinitis	Non-working rest breaks, alternate furniture or equipment (parent/carer supplied), use of a device for the writing test (parent/carer supplied)
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 by comorbid diagnoses)
Tremor	Non-working rest breaks, specified seating, use of a device in the writing test (parent/carer 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), A3 enlarged test papers, permission to answer directly onto test book,), use of a device for the writing test (parent/carer supplied), alternate equipment (parent/carer 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. If your child would have qualified for one of the adjustments listed below in the ASET due to a specific condition, you can request the same adjustment for their arts testing.

Arts testing type	Adjustments possible
Drama workshop and call-back	Additional instruction/monitoring, permission for parent/carer 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/carer 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/carer supplied), alternate furniture or equipment (parent/carer supplied), permission to use a device for the Media Arts written task only (parent/carer supplied), use of a C-Pen Exam Reader (or similar, parent/carer supplied)
Visual Arts workshop	Additional instruction/monitoring, permission for parent/carer to remain onsite, permission to take medication, non-working rest breaks, choose own seat, comfort/fidget item, extra working time in the Visual Arts written task only (where justified), noise cancelling headphones during non-instruction time (parent/carer supplied), alternate furniture or equipment (parent/carer supplied), permission to use a device for the Media Arts written task only (parent/carer supplied), use of a C-Pen Exam Reader (or similar, parent/carer supplied)
Dance workshop	No specific adjustments. Permission for parent/carer to remain onsite.
Music auditions	No specific adjustments. Permission for parent/carer 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. Section C of this form 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 **12 pm Friday 13 February 2026**. You can contact the GTSU on 9264 4307 or gtsu@education.wa.edu.au prior to this date 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.*

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

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 (4) 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 (5) 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/carers 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/carers 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.

ASET testing process

Compulsory ASET testing for academic, arts and languages applicants

The ASET is the only instrument used for selection into Gifted and Talented academic programs and a mandatory part of selection for arts and languages programs.

All academic, arts and languages program applicants **must** sit the ASET unless:

1. They are an Arts program-only applicant who has requested and been approved for an ASET exemption on the basis of a disability, chronic illness or impairment.
- or
2. They are an Arts program-only applicant in Years 8, 9 or 10 who has completed the ASET in a previous year and has requested and been approved to have their previous ASET score carried over.

Applicants not required to complete the ASET will receive formal notification after their request has been approved.

What's in the ASET

The ASET is a purpose-built assessment designed for exclusive use by the Department by the Australian Council for Education Research. It is a paper-based test comprised of four (4) sub-tests of equal value: Reading Comprehension, Communicating Ideas in Writing, Quantitative Reasoning and Abstract Reasoning.

The tests aim to measure a candidate's aptitude for problem solving, reasoning, creative thinking, comprehension, interpretation and applying known concepts to new situations. These types of thinking skills – also known as higher-order thinking skills – are necessary to perform the sorts of tasks that will be expected of you in the tests.

Children must complete the ASET in a set order and according to strict timings.

Order	Test name	Time allowed	Test type	Number of questions
1	Reading Comprehension	35 minutes	Multiple choice	35
2	Communicating Ideas in Writing	25 minutes	Written	1
10-minute break				
3	Quantitative Reasoning	35 minutes	Multiple choice	35
4	Abstract Reasoning	20 minutes	Multiple choice	35

Reading Comprehension, Quantitative Reasoning and Abstract Reasoning are multiple choice tests that assess higher-order thinking and reasoning skills. Students will receive a separate question booklet for each test and will need to select the answer they think is correct for each question, out of four (4) alternatives. These tests are not curriculum-based and no specialist knowledge is required as the information needed to answer the question correctly is printed on the paper. For each question, the student's answer must be recorded directly into the relevant answer grid in their answer booklet.

The **Communicating Ideas in Writing (CIW)** test is designed to assess a student's ability to spontaneously generate and communicate compelling and original ideas based on a specific visual prompt. The CIW prompts are chosen for their ability to be broadly interpreted, however the connection must be clear and form a crucial part of the student's work. Works must be original and impromptu, not rehashed, memorised or based on a known template or another person's work.

Students will be given a writing sheet with a prompt on the back that they will not be allowed to view until the test time starts. The prompt will be an image, a piece of written text or a combination of the two and students are required to use it as the basis for a piece of writing. Students can choose to write in any style, genre or text type, providing it is unique, vivid and interesting writing that is coherent, organized and developed from the prompt. Students will have a section of their answer booklet to hand-write their response to the prompt. There will also be space for them to write a plan if they wish, however this will not be referenced by markers and will not contribute to the score.

Access to question booklets

The question booklets for each test are separate and are only accessible to students during the allotted time for that test. Applicants will only have the time permitted to work on each test. Children cannot start any test early, even if they have already finished the previous test before the

allotted time is up. Similarly, students can't go back and work on a previous test, even if they have finished the current test. This includes adjusting or editing a previous test's answers in any way.

Managing time

The test timings will be clearly communicated, however students need to manage their time effectively. The ASET test centres will have a visible time system such as clocks or electronic timers. Students are permitted to bring their own (non-smart) watches and silent exam timers. Students will receive a verbal warning when there are five (5) minutes remaining in any test.

Test rules and behaviour

Students must follow all rules and procedures within the test room. These measures ensure that all applicants complete the test under the same conditions and are essential for maintaining the fairness and integrity of the ASET.

Rules of behaviour and instructions for completing each test will be provided verbally on the day. Instructions are printed on the test question booklets and students will be given time to read them before each test starts. Supervisors are trained to monitor compliance closely and all breaches will be recorded. Students who commit repeated or serious breaches may have their test cancelled. The rules include, but are not limited to:

- Listen carefully and follow all supervisor instructions.
- No talking or attempting to communicate with other students in the test room.
- Keep your eyes on your own work. Do not attempt to view or copy answers from another student or allow another student to view or copy your work.
- Do not bring, use or attempt to use any unauthorised material such as notes, study guides, smart watches, mobile phones, digital glasses, hidden cameras or recording devices.
- Do not open, read or write on test materials until you are told to do so.
- Each time you answer a question, you must record the answer in your answer booklet.
- When the time for any test is up, you must stop work immediately. You are not allowed to go back and work on any test, even if you finish another test early. This includes going back and modifying answers.
- No calling out, getting out of your chair or leaving the test room without permission unless it is a genuine emergency. If you have a question or need something, you must raise your hand and wait for a supervisor to come to you.
- No taking or attempting to take test papers or test information out of the test room. This includes sharing answers or test content with others (individuals and/or educational business entities).
- No engaging in disruptive or attention-seeking behaviours that may distract others.
- Be respectful. Defiant, aggressive and/or abusive behaviours towards staff or other students will not be tolerated.

ASET breaches

All breaches identified by supervision staff will be documented for reporting back to the GTSU. Serious or repeated breaches may see a student removed from the testing room and disqualified from the test at the discretion of the Lead Supervisor. An ASET breach panel may be convened to investigate serious or repeated reported breaches after the test and may result in disqualification. Where a breach results in removal and/or disqualification, parents/carers will be informed. In cases of disqualification, children will not be offered a placement and any scores withheld. Parent/carers will be advised of an appeal process should they wish to appeal the decision.

Examples of breaches include, but are not limited to:

1. Failure to follow or refusing to follow the instructions of a supervisor.
2. Talking to another child in the test room.

3. Use of a mobile phone anywhere onsite.
4. Physically or verbally abusive behaviour towards other students or supervisors.
5. Damage of property.
6. Continuing to write after you have been told to stop work.

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

Preparing for the ASET

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 so there are limits to the value of most forms of preparation.

For students who are anxious or unfamiliar with timed tests, it can be useful to know what to expect on the day to help them feel more comfortable and ready. The best way to do this is to read carefully through the ASET Handbook and try the [Practice ASET](#).

It is important to know that coaching or tutoring for the placement test is not necessary. There is no credible research that shows coaching helps a child gain entry. A child who is coached and gains entry, is likely to have been placed without being coached. Also, many students who receive coaching still do not get offered a place. The test will not need your child to know any new or special knowledge. Therefore, extra paid coaching outside of school will not give your child an advantage. In fact, too much coaching can harm a student's wellbeing and create unrealistic expectations. Remember that any businesses or persons offering a paid service to help you get into a program will have no more knowledge than is freely available in these Guidelines, the ASET Handbook, the Practice ASET and the information available on [Gifted and Talented testing](#).

Practice ASET and ASET Handbook

All the resources students may need to prepare for the ASET are available for free on the website from the time applications open in October each year. They include:

- The ASET Handbook which goes into detail about the nature of the four (4) tests, how they are marked, useful tips and FAQs.
- The full-length Practice ASET with answer key that mimics the instructions, components, questions styles and timings of the real ASET.
- A printable Answer Booklet identical to the one they will use on the day.

These tools are useful for children who wish to gain a better understanding of the test and/or wish to practice their time-management skills. 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.

Families may also access practice tests for Department of Education selective entrance testing in New South Wales and Victoria:

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

It is important to note results in practice assessments cannot be used for placement and should not be interpreted as an indication of a student's performance in the actual ASET.

ASET test centres

Children will be allocated to a testing centre, date and time based on their *current school enrolment* and assigned testing conditions. The testing venue allocated is not related to, nor has any bearing on, a child's preference order.

Applicants living in the Perth metro, Albany and Bunbury areas applying for Year 7 entry in 2027 and are sitting the test with **standard** conditions will be tested on Saturday 7 March 2026.

Applicants living in the Perth metro area applying for Years 9, 10 and 11 entry in 2027 and are sitting the test with **standard** conditions will be tested on Sunday 8 March 2026.

All metropolitan applicants sitting the test with **adjusted** conditions will be allocated a testing date and time within the date range of Tuesday 17 to Friday 27 March 2026 at the Tuart College special test centre.

Applicants living in regional areas (excluding Bunbury and Albany area standard conditions applicants) will be tested at their closest regional centre on Monday 9 or Tuesday 10 March 2026. The exact date will be determined closer to the time by the Regional Assessment Coordinator depending on venue availability. This date window includes both **standard and 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 16 March 2026. 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.

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

ASET testing details emails

The ASET testing details emails which give the date, time and location of each student's test, will be sent to the emails listed on the application by the GTSU at the end of February each year, as per the Key Dates. This email will contain links to the *Student Identification Form* (that families need to complete) and to the *ASET Test Day Information Sheet for Parents/carers* which contains essential information about:

- Site restrictions
- Registration on arrival and sign-out on departure
- Compulsory, optional and prohibited items
- Test timings, breaks and toilet access
- Illness or misadventure leading up to or on the day
- Frequently asked questions

Both the *Student Identification Form* and *ASET Test Day Information Sheet for parents/carers* will also be available on the website from the close of applications each year.

Compulsory registration and identification on the day of the ASET

Students must be accompanied to the registration desk by a parent or nominated adult guardian over the age of 21 on arrival. Registration staff will:

1. Check to make sure the student's name appears on the registration list.
2. Ask to see the following hard-copy (printed) documents:
 - a. The ASET testing details email which shows the student's full name, 7-digit ASET student number and the date, time and location they have been scheduled to.
 - b. The completed Student Identification Form with the student's ASET 7-digit student number recorded and a recent photograph of the child's face securely attached (glued or stapled).
3. Check to make sure the photo on the Student Identification Form matches the child presenting for registration and that the fields on the form are completed.
4. Review the documents and, if complete, ask the parent/guardian to sign their child in.

5. Return documents to the student with instructions to take them into the test room with them.
6. Direct the student to the student-only waiting area
7. Tell the parent/carer what time to return to the site to sign-out at the end of the test and ask them to depart the site.

Registration cannot be completed and a child will be refused entry to the testing room for any of the following reasons:

1. They are not accompanied by a parent or adult guardian over the age of 21 who can sign them in.
2. They do not appear on the registration list and they do not have an ASET testing details email for that session.
3. They do not have a Student Identification Form or their Student Identification Form does not have a photo attached.
4. The photo attached does not resemble the child appearing for registration.
5. Staff observe the child to be unwell or the student tells staff they are unwell.

Compulsory sign-out and accompanying students offsite

At the end of the test, all students must be signed out by a parent or adult guardian over the age of 21. No child, regardless of year level, will be permitted to leave the test site without an accompanying parent or adult guardian.

Students who have not been signed-out will be required to wait at the registration desk until they are collected and signed-out.

Languages testing process

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 209.5 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. 227 minimum TSS for Rossmoyne SHS in Year 7, 2026).

The Languages interview will be an opportunity for students to demonstrate their interest in and commitment to the study of a second language. The Languages program is for students with no cultural background in the language who are genuine second language learners. No prior study or skill in any particular language is required and students will not be asked to demonstrate such as part of the interview. Languages applicants will be able to indicate a particular language of interest in the interview, but they are not guaranteed their language of choice if offered placement. All students in Year 7 will start the second language study as beginners.

Participating in a Languages interview means your child can be considered for an offer of placement, it does not guarantee an offer will be forthcoming, as this will depend on other factors such as score and other preferences. All students who attend a languages interview will be ranked for languages placement based on their combined interview (20%) and ASET (80%) scores.

Languages interviews will always be held at the program school and invitations and information about what to bring to the interview will come directly from schools at the end of May/early June each year.

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 process

Arts applicants are required to sit the ASET unless they have been formally approved for an ASET exemption or an earlier year TSS carry-over. In addition to the ASET, 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 where they will be able to demonstrate their interest in and commitment to the study of the particular arts program.

As with languages programs, arts applicants will only be considered for placement if they have progressed to, and completed, the interview stage.

Arts testing details email which detail the date, time and location of the specific arts workshop or audition, will be sent separately by the GTSU. These emails will also contain links to important information, such as what you will need to bring and how to sign your child in on the day. Venues are typically at the program school.

Arts interview invitations will come directly from schools in Term 2.

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 (except Music) comprised of 80% practical and 20% interview.

Note: Year 7, 2027 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.

Health policy, rescheduling and misadventure consideration

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

Changes in test date can only be requested under exceptional and unavoidable circumstances. All reschedules are at the discretion of the GTSU and will be limited due to the scale of the testing, test venues available and the limited testing time-frame. Parents/carers are expected to refer to the Key Dates and plan in advance and change of date or time requests will not be accepted for work conflicts, school camps/excursions/activities, non-state-level competitions, participation in entertainment, personal preference or anything that is voluntary and/or avoidable.

Accepted reasons for reschedule

- **Illness, injury or misadventure**

Students who are unwell or have sustained an injury that means they are no longer able to attend their original test date can apply for a reschedule. Parents/carers will need to obtain medical certificate that covers that day of the test and email it to gtsu@education.wa.edu.au within two working days of the scheduled test.

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

All reschedules are limited by the testing timeline and available venues and travel to an alternate location may be required.

- **Pre-booked travel**

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.

Children approved for a reschedule on the basis of a pre-booked travel will be limited to one change of date, regardless of any potential conflict.

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

- **State-level competitions**

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

Children approved for a reschedule on the basis of a state-level competition will be limited to one change of date, regardless of any potential conflict.

Test Illness, incident or misadventure review requests

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/carer who wishes to lodge a formal review based on illness, incident or misadventure will have seven (7) days from their child's testing date to lodge an [Illness, Incident or Misadventure Review Request](#).

Matters considered valid grounds for review include:

- suspected misalignment of answers in a multiple-choice test
- major disruptions or disturbances
- 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:

- failure to read, listen-to or follow instructions during the test
- minor, common or singular disturbances inside or outside the test room

- 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
- failure of the child to complete one or more tests
- finding the test difficult or confusing
- anything voluntary and/or avoidable such as excessive coaching resulting in stress, 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 a child skips a question and puts the rest of their answers out of order in their answer booklet. Misalignment investigations are labour intensive and time critical and are undertaken by Australian Council for Educational Research (ACER). For this reason, misalignment review 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 and supervisor statements, where required.

The outcome of all illness, incident or misadventure review requests will be communicated to families prior to the release of ASET performance reports.

ASET Results

All applicants who sit the ASET and have an active application (i.e., one that has not been withdrawn by a parent/carer) will receive an email with their ASET scores in early June.

ASET marking

All ASET marking is conducted by the Department's contracted testing provider the Australian Council for Education Research (ACER).

Reading Comprehension, Quantitative Reasoning and Abstract Reasoning marking

The three (3) multiple-choice ASET sections (Reading Comprehension, Quantitative Reasoning and Abstract Reasoning) are marked via computer scanner with an exceptionally high degree of sensitivity. Exceptionally faint or multiple marks are automatically flagged for manual oversight as part of a rigorous process to ensure accuracy in scoring and reporting.

Each question requires the student to select the answer they believe is most likely to be correct from four (4) alternatives and record it in their answer book. Only the multiple-choice grids on the answer booklet are marked and there is no reference to any rough working out.

Each correct answer is worth a single point making no one question worth more or less than any other. Correct responses are scored at 1 and incorrect at 0. There is no possibility of partial marks as an answer is either correct or incorrect. There is no point deduction for incorrect responses.

Communicating Ideas in Writing marking

The Communicating Ideas in Writing test is scored by two independent markers against secure descriptors designed specifically for the ASET by ACER. Unlike tests such as NAPLAN which assess a child's functional literacy skills against national standards, the CIW test is a test of thinking in writing

and is designed to assess a student's ability to spontaneously generate and communicate compelling and original ideas related to a specific prompt. A child's handwriting, spelling and punctuation, etc., have little impact providing the work is readable.

The CIIW prompts are chosen for their ability to be broadly interpreted; however, the child's response must be clearly and authentically built from the prompt they receive on the day of the test.

Depending on the prompt, the candidate might choose to write a narrative or persuasive text. They might focus on dialogue between characters or descriptions of a scene or scenes that are lively and imaginative. Whatever they choose, markers will be seeking unique, vivid and interesting writing that is coherent, developed and showcases the prompt.

The CIIW markers must be able to easily recognise the connection to the prompt. The connection must be a crucial aspect and make logical sense within the piece. It should not appear to be inserted into an otherwise unrelated work just to 'meet the brief'. In a successful response, the prompt will be central. Relevance to the prompt, originality in approach, and good communication skills will determine a student's score.

Each response will be scored by a minimum of two independent markers who have been specially trained to score the piece of writing against the marking criteria. Their scores will be based on:

- relevance to the prompt
- the complexity, freshness and interest of the ideas
- the style and form and how these aspects of writing enhance the ideas
- the strength of the plot, message, issue or information
- the organisation and coherence of the writing
- the distinctiveness of voice and tone
- the appropriateness, expressiveness and fluency of the language

Responses flagged by markers as off-topic

In fairness to all candidates, responses that bear no or very little relevance to the prompt will be heavily penalised.

In cases where one or both markers consider the response to be entirely unrelated to the prompt, the response will be escalated to adjudication by a panel of senior markers. If the panel agrees that the work is off-topic, it will receive a zero score. Responses that are recognisably based on ideas or works that are pre-existing or not those of the student (e.g. plagiarised) will also receive zero scores.

Responses in which the connection to the prompt is tenuous, appears inserted after the fact or forced, and/or offers no benefit or meaning to the work other than to prove a trivial link to the original test stimulus, will be assigned very low scores. Responses flagged as such will also be referred to the senior marking panel prior to final scoring.

ASET performance reports

Applicants will receive an email which contains their child's results in the four (4) 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 (4) 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.

In general, applicants must achieve a minimum ASET 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.

The ASET performance report will be emailed to the email address/addresses listed on the child's application.

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 round 1 offers, but is the 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 ten (10) confirmed enrolments 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 209.5 to 200 and, where necessary, school-based identification of suitable applicants to form a blended class from within the incoming Year 7 cohort. Engagement of the support strategy is assessed each year for at-risk programs.

Academic program Minimum entrance TSS	2019	2020	2021	2022	2023	2024	2025
Albany SHS	-	-	209.5	ALT	ALT	ALT	ALT
Alkimos College	-	-	209.5	ALT	ALT	ALT	ALT
Bob Hawke College	229.55	231.61	234.65	236.41	234.76	234.59	230.8
Bunbury SHS	209.5	209.5	209.5	209.5	ALT	209.5	209.5
Carine SHS	218.34	221.56	221.42	221.93	223.83	221.23	221.98
Comet Bay College	209.5	209.5	209.5	ALT	ALT	209.5	209.5
Duncraig SHS	219.73	217.73	220.76	216.12	215.19	216.2	216.71
Ellenbrook SC	-	209.5	209.5	ALT	ALT	ALT	ALT

Academic program Minimum entrance TSS	2019	2020	2021	2022	2023	2024	2025
Fremantle College	209.5	209.5	209.5	ALT	ALT	210.26	209.5
Governor Stirling SHS	209.5	209.5	209.5	ALT	ALT	209.5	ALT
Harrisdale SHS	-	220.26	222.17	227.05	226.15	227.64	226.57
Kelmscott SHS	209.5	209.5	209.5	209.5	209.5	209.5	209.5
Melville SHS	219.88	216.00	217.68	220.11	223.67	225.6	224.15
Perth Modern School	240.13	240.06	242.61	245.56	242.52	247.20	244.34
Shenton College	230.43	228.22	232.69	231.72	231.39	234.94	231.55
Willetton SHS	228.88	227.78	231.91	235.76	234.58	235.98	235.98
Online	209.5	209.5	209.5	209.5	209.5	209.5	209.5
Languages program Interview cut-off TSS	2019	2020	2021	2022	2023	2024	2025
Mount Lawley SHS	209.5	209.5	209.5	209.5	209.5	209.5	209.5
Rossmoyne SHS	225.00	225.00	227.00	227.50	227.50	230.00	227.00

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. Minimum entrance scores in previous years for the older years are not provided as they differ significantly each year and have no value as a predictor of likelihood. There is no alternative strategy for older years intakes and the minimum entrance score will not go below 209.5.

Obtaining an indication of likelihood

Once parents/carers receive their child's ASET results, they may contact the GTSU on 9264 4307 for an indication of what to expect from round 1 offers based on their child's score and current preferences. Indications will range from *highly likely* to *possible* to *unlikely*. While the GTSU will endeavor to provide this guidance, it may not always be possible, and any information received should be considered a guide only. Due to limitations of the marking schedule, advice on potential offers of placement will not be available until ASET Performance Reports are released in early June.

Changing preferences based on results

Parents/carers have seven (7) 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 1. 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/carers 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/carer 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 Friday 22 May 2026. After this date, any languages program additions will only be considered for a potential round 2 offer.
- **Academic preference additions** can be requested any time up until seven (7) days following the receipt of the ASET Performance Report for round 1 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 round 1 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 following the release of the ASET performance reports on [Gifted and Talented Results and offers of placement](#). 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 lodgment 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 round 2 offers as per the [Key Dates](#). Round one 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 parents/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 (7) 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.

Offers of placement and the enrolment process

There are two formal rounds of offers which occur in succession: round 1 followed by round 2. All available places are offered in round 1 and any that are not filled will then be offered in round 2. In this way it is possible for an applicant who was not successful in round 1 to qualify in round 2.

Applicants who qualify for an offer will receive an email and generally have a period of seven (7) 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 only based on the child's TSS*. 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 1

Round 1 offers commence after the release of ASET performance reports, once the preference changes deadline has passed.

On receiving a round 1 offer of placement, an applicant is required to respond with one of the following:

- **Accept**

Choosing ACCEPT in round 1 means you are committed to enrolling at the school and no other offers of placement will be made for Gifted and Talented programs for 2027. 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.

- **Decline**

Applicants who DECLINE their round 1 offer do so with the knowledge that this offer will be automatically passed on to the next highest ranked applicant in round 2. Applicants who DECLINE a round 1 offer that is not their first (highest) preference will be automatically considered for higher preference offers in round 2. Applicants who decline an offer for their first (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 2027.

- **Hold**

Applicants can use the HOLD option in round 1 if they have been offered a place that is *not* their first (highest) preference. Applicants who put their round 1 offer on HOLD will be automatically considered for a higher preference offer in round 2. If they are successful for a higher preference offer, their original round 1 offer will be automatically passed to the next eligible applicant. If they are unsuccessful for a higher preference offer, their original round 1 offer will be reissued. Applicants should use the HOLD option only if they are genuinely interested in their round 1 offer and intend to enrol at the school if they are unsuccessful for a higher offer in round 2.

- **Withdraw**

Applicants who 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 2027.

Round 2

Round 2 offers commence after all the responses for round 1 have been received. All those offers not accepted in round 1 will be offered in round 2.

On receiving a round 2 offer of placement, an applicant is required to respond with one of the following:

- **Accept NO higher preferences**

Choosing ACCEPT NO higher preferences in round 2 means you are committing to enrolling at the school and no other offers of placement will be made for Gifted and Talented Programs for 2027. Applicants who ACCEPT NO higher preferences 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 higher preferences**

Choosing ACCEPT YES higher preferences in round 2 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 higher preferences 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 higher preferences is not a HOLD option, and applicants who do not enrol by the deadline will be viewed as a WITHDRAW with the place automatically 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 2 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 2 offer that is not their first (highest) preference will be automatically considered for higher preference vacancies that become available based on Reserve Lists. Applicants who decline an offer for their first (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 2027.

- **Withdraw**

Applicants who 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 2027.

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 higher preferences in Round two – will need to complete an enrolment application at the school and have it accepted for their placement to be finalised.

Schools will generally send out enrolment packages within seven (7) days of the close of any round and will state a clear deadline by which parents/carers 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 which is mandatory for all GAT program enrolments.

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 early August 2026.

Applicants receiving an unsuccessful notification will remain on the Reserve List for the program preferences listed on their application until Tuesday 1 December 2026, provided they have met the benchmark requirements.

Reserve Lists

Once the two formal rounds of offers are complete, remaining places continue to be offered to applicants on the Reserve List. Reserve List offers are made by email and recipients will generally have 48 hours to accept or decline.

Most placements will be filled by the end of round 2. 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.

Students must have a program listed as a preference on their application to be considered for the reserve list. Applicants are automatically placed on a Reserve List based on their TSS (academic), or whether they have progressed to, and attended, an interview for the arts and languages programs. TSS requirements for academic programs vary depending on demand for the program. GTSU will communicate the minimum TSS required for Reserve List eligibility by program via email to families. Applicants who accepted an offer in round 2 that is not their (first) highest preference also have the option to request to remain on the reserve list. How to do this is explained in the offer email.

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 but a change in circumstances means the child can no longer take up the place, the GTSU and the relevant school must be notified immediately so the place can be offered to the next 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.

A child who withdraws from a program and enrolls at another school, for whatever reason, without a pre-authorised 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.

Where a child is removed from a GAT program or excluded from the school for ongoing breaches they are considered to have lost their GAT standing and will not be considered for transfer to another GAT program.

Deferrals

A parent/carer is entitled to request a deferral period of a maximum of six (6) 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. Deferment 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 (6) months must be formally requested in writing to the Gifted and Talented program school principal. Approval will be at the discretion of the Gifted and Talented Selection Unit and the school principal.

Parents/carers wishing a deferment 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 (6) 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 because of travel, enrolment at another Western Australian school, COVID-19 or parental work commitments.

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 equity, a parent/carer 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*. The placement of one multiple birth sibling does not guarantee the placement of the other/s.

Transfers between programs

The GTSU 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.

Where a child is removed from a GAT program or excluded from the school for ongoing behaviour breaches that put other students and/or staff at risk they are considered to have lost their GAT standing and will not be considered for transfer to another GAT program.

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 in the [School Education \(Student Residential Colleges\) Regulations 2017 \(WA\)](#).

Website: www.education.wa.edu.au/citybeachresidentialcollege
Email: CityBeach.ResCol@education.wa.edu.au
Telephone: 9237 7500
Address: 22 Kalinda Drive City Beach WA 6015

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.

Website: www.education.wa.edu.au/web/albanyresidentialcollege
Email: Albany.ResCol@education.wa.edu.au
Telephone: 9842 1007
Address: 8 Thomas Street Albany WA 6330

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

Website: www.rotaryresidentialcollege.com.au
Email: admin@rotaryresidentialcollege.com.au
Telephone: 9470 4177
Address: 85 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 for eligible applicants are available in November each year on [Gifted and Talented scholarships](#).

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 entry in 2027 open Tuesday 14 October 2025 and close 6 pm Friday 6 February 2026. 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 keep their 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 for children only applying for arts programs and requests must be submitted no later than 12 pm Friday 13 February 2026 accompanied by evidence. Exemption requests must be lodged separately to the online application for Gifted and Talented programs.

For more information see [Arts Testing Process](#).

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 by 12 pm

Friday 13 February 2026 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. For more information see [Adjusted Testing Conditions](#).

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
- at least two lead/graphite pencils, an eraser and sharpener
- a drink bottle and snack for break (and a secure bag to keep it in)
- any required medical equipment such as anaphylaxis kits or Ventolin inhalers

A full list of compulsory, optional and prohibited items will be listed in the *ASET test day information sheet for parents/carers* which will be available on the website once applications close.

For more information about the ASET see [ASET testing process](#).

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 is automatically 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, interstate and applicants on a temporary visa](#).

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

Overseas and interstate candidates must provide evidence of relocation to WA prior to being given clearance to enrol at the school. After 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 cancelled and offered to the next child on the Reserve List.

See [Overseas, interstate and applicants on a temporary visa](#).

Can I change my child's preferences?

Yes, however there are limitations depending on the time of year. See [Choosing preferences](#) and [Changing preferences based on results](#).

Is there a practice test for the ASET?

Yes. A full-length practice test for the Year 7 entry ASET is available on our website by the start of December each year. See [Practice ASET and ASET Handbook](#).

My child has a learning disability; can they get extra time in the test?

If your child has a disability, chronic illness or impairment which requires adjustments to standard testing conditions such as rest breaks or extra time, they will need to be tested on a different day. To qualify for adjusted conditions, you will need to [submit a formal request](#) by **12 pm Friday 13 February 2026**. Information about adjustments available and the form you will need to complete can be found on our [website](#). Perth metro students who are approved for adjusted conditions will be tested at the dedicated centre at Tuart College. Regional students will be assigned to the closest centre in their education region. For more information see [Support for Children with a Disability, Chronic Illness or Impairment](#).

What happens if my child gets sick or injured before the test?

If your child is unwell or has sustained an injury that means they are no longer able to attend, you will need to get a medical certificate that covers the day of the test and email it to gtsu@education.wa.edu.au within two working days. Please do not bring your child to the test if they are ill with respiratory or other contagious diseases. If your child presents a health risk to other students, they will not be allowed to sit the test. For more information, please see [Health Policy, Rescheduling and Misadventure Consideration](#).

Can I drop my child off at the test and let them do their own registration?

No. You must accompany your child to the registration desk and sign them in, or they will not be able to sit the test. For more information see [Compulsory Registration](#).

Can I take photos or video on the day?

No. For safety and privacy reasons, photographs, video and/or recordings of any kind are strictly prohibited.

Can my child catch the bus home without me?

No. Your child will not be allowed to leave unless you are there to sign them out and take them home. For more information see [Compulsory Registration](#).

What happens if my child's testing details are not received and we miss the testing?

Parents/carers are required to acknowledge and accept the [Key Dates](#) and [Applicant Guidelines](#) for the 2026 testing schedule at the time of application, which includes when testing information is emailed to applicants. Parents/carers are responsible for keeping their contact information current and checking 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 communications have been 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 can lodge a review request of your child's paper due to suspected misalignment. This will need to be submitted within seven (7) days of your child's testing date. See [Health Policy, Rescheduling and Misadventure Consideration](#).

Can I get some early advice to decide on placement at another school?

After you receive your child's ASET performance report you can request an indication of likelihood for round 1 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 early June 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 if 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 claims](#).

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 (7) 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 [Health Policy, Rescheduling and Misadventure Consideration](#).

Alternatively, you can request a results check within seven (7) 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/carer 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. ASET test question booklets and answer sheets are secure testing materials and their release, for any purpose, constitutes a risk to the integrity and confidentiality of the test. See [Results Check Requests](#).

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

No. Progressions through the Arts selection process are determined by 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](#).

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 and it is the person lodging the application's responsibility to ensure the correct year is selected. 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 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?

No. Submitting more than one application is not permitted. Doing so may result in your preferred application being deleted and could lead to 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?

Applicants must attend the same testing centre and time as other students from their school. Testing venues have limited capacity and a reschedule will only be considered under exceptional circumstances. Perth Metro test centres may be different for each year group.

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 must 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 See [Overseas, interstate and applicants on a temporary visa](#).

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