Renmark High School

2021 annual report to the community

Renmark High School Number: 0794

Partnership: Renmark Loxton

	Signature
School principal:	Mr Mat Evans
Governing council chair:	John Gardner
Date of endorsement:	**16 March 2022**

Government
of South Australia

Department for Education

Context and highlights

Catering for students from Year 8 to 12, enrolment of 460 students (including 6 FLO students) included 9% of Aboriginal students, 10% of students identified for IESP support, 37% of students eligible for school card assistance, and 7% NESB background.

Category 3 with an ICSEA score of 937, 53% of students are in the bottom quartile and 82% in the bottom and lower middle quartiles. The local DfE Partnership is Renmark Loxton. The school leadership team consists of Principal, 3 Assistant Principals, 8 Coordinators, the Business Manager and a Social Worker.

Despite COVID-19 our students have had another successful year taking advantage of opportunities in a range academic and extra-curricula activities. A successful swimming carnival saw a win for Tintra who then won the Sports Day most improved and championship shields (Sturt winning the ball games). We also won first place at the Riverland Interschool swimming event, Champions in the Interschool Cross Country, SA French video making competition (first prize,) recognised as best video at national level), third time world champions in the Language Perfect World Championship, third in the Royal Adelaide Show Merino Competition overall weight gain, a student received the prestigious Dame Roma Mitchell Award, and Renmark High School was a finalist in the Renmark Paringa Network Community awards. We also held an online student exchange with Hachioji School in Japan, Open days, Australian Business Week, student debate competitions, 9 aside football, Australian Computational and Linguistics Olympiad (OzClo), SA Cross Country, Cows create careers, SA Sheep Expo, Outdoor Education and Advanced PE camps and excursions, and painted a huge mural by local artist Kat Bell and students.

Staff have also been busy this year, including professional development in Curriculum, Moderation, Reading, Students with Disabilities, and Well-being for learning. Our work with Dr Rosie Kerin continued in developing teacher skillsets in teaching reading and vocabulary. Staff have also been busy preparing for Year 7s into High School. Jodi Long, won Secondary Teacher of the Year at the South Australian Public Teaching Awards.

Our student leaders for 2021 have demonstrated strong leadership and school representation in a challenging year. Our Governing Council has also been very supportive of the school in its journey of improvement. A significant development for our school this year has been the completion of $8 million of construction work.

Governing council report

2021 has been another year of challenges for our school's staff, students and the whole Community due to COVID. Due to good planning and the adaptability by staff and students, student-learning again continued as smoothly as possible. This can only occur if everyone is working together and have resilience.

As a result of the dedication, commitment and engagement by all school staff in ensuring best-practice and outcomes for both staff and students, the DfE external school review was again successful. The review panel acknowledged that our school has robust and appropriate measures and recording mechanisms to ensure students receive quality education, with adaptability to cater for individual needs and circumstances. The review findings included that targeted professional learning has built teacher capacity, newly established curriculum leadership and action planning teams have ensured a more focused approach, refinement of the school improvement plan has provided focus and clarity, and that leaders are to be commended for their vision and development of quality of teaching and learning. Thank you to Principal Mat Evans, school leaders, senior staff, all teachers and ancillary staff for ensuring our school is successful and will continue to be so in the future.

This year we successfully developed a Reconciliation Action Plan (RAP). Thank you to Daniel Giles for his leadership and drive, and to our school's RAP Committee for their terrific work and dedication. Their efforts are proof of our school's commitment to ensuring all students and community members are not only supported, but also involved. Another great outcome is the marvellous logo which will be displayed on school sporting tops, promoting inclusion, harmony and a sense of pride.

The renaming of our school buildings is ongoing. Buildings are being renamed after former students of RHS who have excelled in their chosen field. This instils a sense pride in our school and it exposes our students to some of our school's history.

Education Minister John Gardner attended for the official opening of our school's improvements. This was the Minister's second visit and he had high praise for our school's appearance and for the quality of the improvements and upgrades. We are now a far more modern and inviting education institution with terrific fit-for-purpose buildings and facilities. Yet to be completed is the firepit area next to the new front office and the junior agility course for year 7s and 8s.

Quality improvement planning

In 2021 staff continued to be highly engaged with both the SIP goals and the improvements we saw across students was celebrated.

Goal 1 saw the embedding of all staff using the Vocabulary Traffic Light System (VTLS) for the introduction of Tier 2 and 3 words for every unit in every subject across all year levels. Staff while keen to use this strategy still found it difficult to collect and analyse the improvement data. Zone work was continued in the Year 8 and 9 English classes using strategies from the Dr. Rosie Kerin professional learning that all staff engaged in twice a term. Staff have committed to providing a BDA reading activity at least once in each unit of work they teach. The reading progression data was collected and noted onto DAYMAP so that all teachers had access to student data. This proved very useful especially to staff teaching outside of English. There was growth in the PAT-R data and the NAPLAN results showed a 3% improvement. Interventions in the lower bands showed improvements but there continues to be a need for a stronger focus on achievement in the higher bands as we aim to maintain students in the High bands. Teachers considered Year 6/7 data in their planning so specific data collection and setting zones could occur more efficiently in the beginning of 2022.

Goal 2 was further improved by the inclusion of more focused multiplicative thinking in the year 8 and 9 Mathematics classes and the zone work was embedded in these years. Staff developed new engaging activities for these zone groups and data was captured that showed large shifts in many students especially in the lower bands where some students moved rapidly along the zones as learning gaps were filled. There was less evidence of development across other curriculum areas however staff are beginning to show an understanding of BIiN and looking for opportunities to use numeracy in contextualized learning within their subjects. Our NAPLAN results saw a 15% improvement across Numeracy in the Year 9 cohort which was very exciting to see. The school will continue to embed the Zone work across both year 7 and 8 Maths classes in 2022. Preparation and data collection to establish these zone groups for the incoming Year 7's was implemented.

Staff were more engaged with the collection and use of both big and little data. The availability of the Power BI learning tool meant that all staff could now see where each of their students was at and what growth they would like to achieve. This work will continue into 2022 as staff also reviewed the current SIP and were a part of the writing and development of the new SIP for 2022-2024. From this review it has been decided to add a further goal to improve student's writing. This goal will specifically focus on improved writing across the school in all subject areas. The four Curriculum Leaders were nominated as champions for each goal which will provide a sharper focus in all subject areas.

The new 2022-2024 SIP should provide a clear pathway for all staff to follow as they engage with student growth across all subject within the school.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading
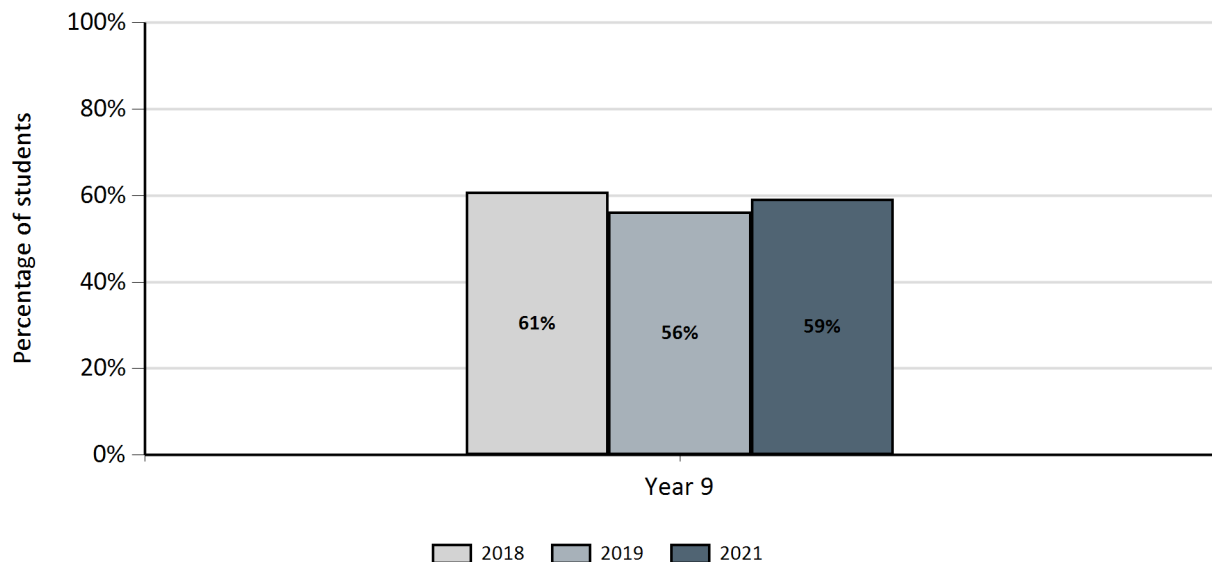
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.
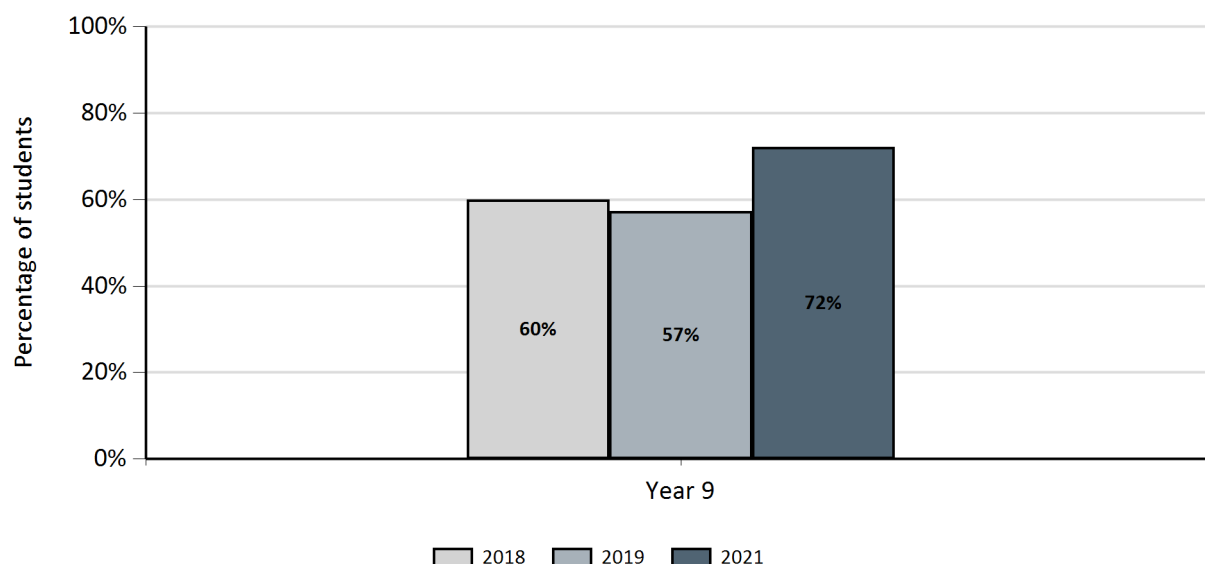
Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	45%	35%
Middle progress group	38%	48%
Lower progress group	17%	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	38%	34%
Middle progress group	53%	48%
Lower progress group	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	86	86	8	4	9%	5%
Year 9 2019-2021 Average	91.0	91.0	7.5	5.0	8%	5%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
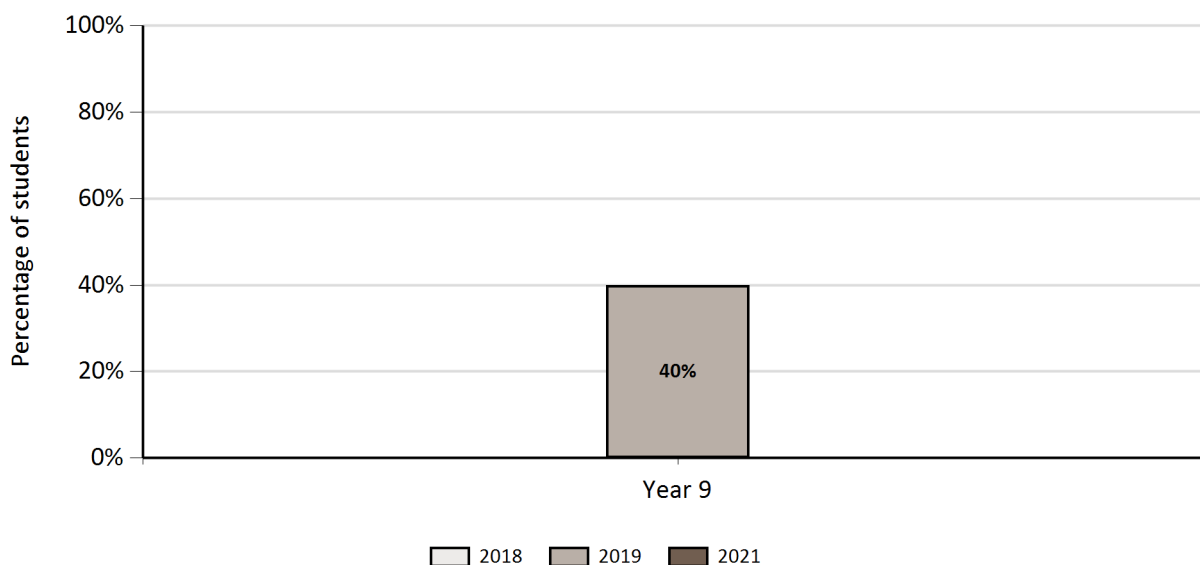Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
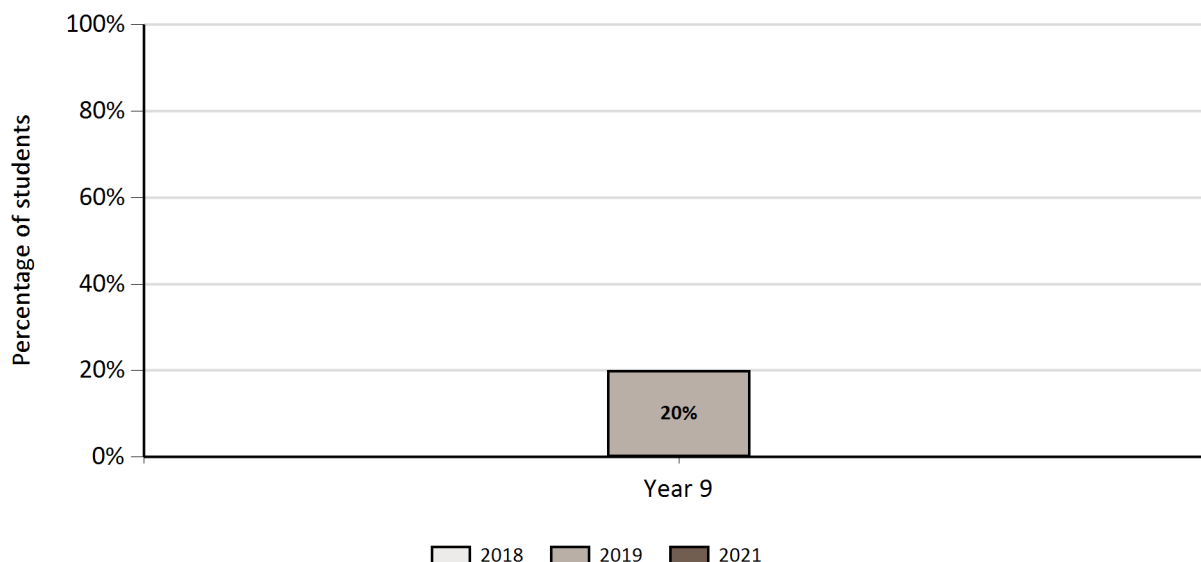Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	29%
Middle progress group	*	48%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.
Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	30%
Middle progress group	*	46%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.
Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	7.0	7.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

- Reading focus - all yr 7-9 Aboriginal and Torres Strait Islander students are progress assessed once per term.
- A greater focus on parent communication e.g. reports mailed home again for greater accessibility
- Science - focus on year 9's - Stage 1 - making the literacy of their science assignments more accessible – observations of students in class, their engagement in lessons is evident, the engagement in the written tasks is not. Weekly focus on what they are doing in class - work with teachers - aid in scaffolding of tasks - track and monitor the success of this
- Traffic light data for students at wave 1 or 2 were offered an extra lunchtime lesson in mathematics via teacher support
- High expectations of teachers – structured professional learning (including cultural awareness) each term for staff

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

- Vocabulary focus – Vocabulary Traffic Light System, more anchor charts up in classrooms, word breakdown especially in Science
- Year 11 - student achieving green progress reports in all areas except English - teachers met with students to identify issues - engagement, lack of technology. Teachers working with students to address these issues
- French – not all students were engaged with the literacy of French Curriculum in 2021 - the teacher engaged the students with access to the Aboriginal languages section of Education Perfect. Through this, one student, uploaded the Ngarrindjeri language onto this platform, for use by our Aboriginal Languages and Cultures class in 2022 and can now be accessed by any student in any school. This work is ongoing.
- Year 12 - a student in Year 12 who is also attending SAASTA on Tuesdays. The English and Mathematics teacher are making themselves available to her one lesson each per week to make improvements

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2018	2019	2020	2021
96%	91%	93%	100%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	2%	1%	0%	5%
A	6%	5%	12%	16%
A-	13%	14%	15%	44%
B+	13%	10%	19%	0%
B	16%	15%	8%	31%
B-	14%	14%	9%	38%
C+	11%	10%	11%	0%
C	12%	16%	17%	51%
C-	9%	6%	3%	15%
D+	2%	4%	3%	0%
D	2%	3%	3%	8%
D-	0%	1%	1%	1%
E+	0%	2%	0%	0%
E	0%	1%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2018	2019	2020	2021
100%	92%	96%	97%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	96%	100%	92%	100%
Percentage of year 12 students undertaking vocational training or trade training	74%	62%	58%	63%

2021
100%
63%

School performance comment

100% of 2021 students completed their SACE, with 97% of Stage 2 students achieving at least a C- grade in their subjects (up from 93% last year).

23% of students received an A (A-, A or A) in subjects studied with 14 Students achieving 2 or more A grades across their subjects.

81.3% of Stage 1 students achieved a C grade or above in their subjects. This has increased from 78.6% in 2017.

From analysis of the 2018 – 2021 SACE Indicators, the following points were noted:

There has been an increase in the number of results at A- and above

Our results between C- to B have also decreased along with results in the D and below category.

Of the 229 student grades submitted there was only a moderation effect of 4%

From analysis of the 2021 VET Results, the following points were noted:

63% of students who completed SACE in 2021 also completed VET qualifications.

24% of students completed their SACE as a result of VET participation. This has decreased over the years (less students are relying on VET to achieve their SACE)

There has been an increase in the number of students accessing VET as part of their SACE completion pathway.

From analysis of the 2021 SACE Schools Data, the following points were noted:

The overall Stage 1 results show some continued work to be done in 2022 regarding grades that aren't C or better. RHS has 18% D and E grades which is higher compared to the state average. We have also have more students achieving in the C grades compared to state, so need to continue pushing these into B and A grades, this is across all learning areas. For Stage 2 results the number of higher grades have increase between the B and A grades. As for stage 1, the area for improvement is to further minimise any grades which are not C or better.

Some areas to investigate and develop if required in 2022 include course counselling processes, parent communications and partnerships to support students at risk, the use of SACE flexibilities (eg Community Studies B), and reviewing how appropriate interventions for students identified at risk in stoplight reports and end of term reports are implemented.

ATAR Scores and Information

In 2021, 76% of students achieved an ATAR from the cohort of 59 SACE completers (up from 69%). The number of students achieving above 90 for their ATAR remained at a similar percentage and there was a significant increase in the number of students achieving in the 75-90 ATAR score levels.

Attendance

Year level	2018	2019	2020	2021
Year 8	88.7%	90.9%	88.7%	85.9%
Year 9	85.6%	85.8%	87.0%	88.9%
Year 10	81.8%	86.0%	78.2%	86.2%
Year 11	81.4%	87.3%	81.3%	85.9%
Year 12	86.3%	86.9%	81.9%	91.4%
Secondary Other	76.6%	100.0%	91.8%	N/A
Total	84.5%	87.4%	83.4%	87.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Daily attendance is monitored electronically, caregivers are notified of absence by SMS. If unauthorized absence for 3 consecutive days, contact is made by care group teacher. Continued absence is referred to SRT, a referral may be made to Student Support Services. Lesson absence is monitored by subject teachers and unapproved absences are followed up as truancy. Our Well-Being Leader monitors attendance data and enacts actions as needed. Last 5 years of annual attendance has a positive trend: 84.9%, 84.9%, 86.2, 2020 COVID saw a slight drop to 85.5% and, even with COVID, 2021 achieved 87.9.

Behaviour support comment

Suspensions and exclusion are managed within DfE SEE and school guidelines. In 2016 there were 193 reported behaviour incidents, through improved site management in the last 5 years this has reduced by 78% to only 42 reportable incidents in 2021. Only 3% of 525 students last year had a recordable behaviour (a reduction in 5 years from 10% in 2016). In 2021 only 5 students were reported for 7 incidents of violence compared to 33 students for 44 incidents in 2016. The school undertakes a site wide bully audit twice a year that highlights any concerns that are promptly followed up. Reports are given at Governing Council during the year including outlining the nature of concerns and processes used to resolve issues of bullying and harassment.

Parent opinion survey summary

The Department for Education conducted a new, centrally coordinated, school parent engagement survey in 2020 and 2021. The new set of questions were different to the previous ones so we are unable to compare the results to previous years. We have however included this year's results here compared to last year (2020-2021). We increased from 63 responses in 2020 to 109 responses in 2021 to the Parent Opinion Survey, the percentage of responses returned as "agree" and/or "strongly agree":
• I think that education at school is important to my child's future – 98-97
• I talk with my child about what happens at school (response = often) – 88-84%
• Teachers and students treat each other with respect at the school – 59-57%
• People respect each other at this school – 57-57%
• I receive enough communication from the school – 63-73%
• I feel like my child is important to the school – 71-63%
• The school communicates effectively with me – 60-66%
• Overall, my child has a good routine around reading, studying and learning at home – 71-73%
• I feel equipped to help my child plan what they will do after they leave school – 77-76%
• I know what standard of work the school expects of my child – 76-69%
• Teachers at this school provide my child with useful feedback about their schoolwork – 58-56%
• The school encourages parents to help students to learn – 43-42%
• I have useful discussions with the school about my child's learning – 58-54%
• The school provides an opportunity for me to have input about my child's learning – 47-46%
• The school provides me with useful tips on how to help students learn at home – 26-21%

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	17	11.9%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	3.5%
NS - LEFT SA FOR NSW	1	0.7%
OV - LEFT SA FOR OVERSEAS	1	0.7%
PE - PAID EMPLOYMENT IN SA	28	19.6%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	1	0.7%
SM - SEEKING EMPLOYMENT IN SA	25	17.5%
TA - LEFT SA FOR TAS	1	0.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	26	18.2%
U - UNKNOWN	30	21.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	0.7%
VI - LEFT SA FOR VIC	7	4.9%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

To work with young people in SA Government educational sites you must have a current working with children check (WWCC), updated every 5 years. RHS staff currency is monitored through our Human Resource Management program. Some volunteers also require a current WWCC. Administration staff maintain on-site records (including volunteers and third party service providers) ensuring WWCCs as required. For more details on the DfE policy visit https://www.decd.sa.gov.au/working-decd/relevant-history-screening/about-relevant-history-screening

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	62
Post Graduate Qualifications	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	36.4	1.0	15.2
Persons	0	38	2	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	$7,176,780
Grants: Commonwealth	$0
Parent Contributions	$162,724
Fund Raising	$2,859
Other	$297,477

Data Source: Education Department School Administration System (EDSAS).

2021 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Targeted funding for individual students Improved wellbeing and engagement FLO Program delivering programs and case management support, also some mainstream program students that are internally case management by our Soc	Increased retention of students in schooling. Students completing SACE units
	Improved outcomes for students with an additional language or dialect	Teacher support for EALD students by specialized language teacher in the learning hub	Successful completion of compulsory literacy SACE unit, successes in other subje
	Inclusive Education Support Program	Employs SSOs to work with identified students to engage as documented in the One Plans. 54 students individually supported through 154 SSO hpw, Support purchase of specific learning aids, some funding into learning hub f	Successful progress in one plan goals, Lit & Num skill development to meet SEA
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Rural and isolated funds are used to support travel for students to access learning that is not available because of relative geographic isolation, including a 35% subsidy for all trips to Adelaide. It is also used to fund open access delivery of curriculum to increase the range of subject available to students. Aboriginal Funding was used to employ an a teacher 0.4 FTE, 0.2FTE in a culturally focused strong future program for Aboriginal students and 0.2 Aboriginal Education Teacher, ASETO time for 4 days per week plus 3hpw for an Aboriginal Elder to support indig	More equitable access to the curriculum, Successful progress in one plan goals, Lit & Num skill development to meet SEA
Program funding for all students	Australian Curriculum	used to fund classes across the 8 learning areas year 8 to year 12	Progress to SEA goals
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	funding an extra class at year 8 this year to reduce class sizes allow more intensive teacher contact, Contribution to staffing Learning hub for teacher intervention support	increased teacher ability to differentiate, task design, integrate skill develpt
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A