



# Henley High School

## 2022 annual report to the community

Henley High School Number: 809

Partnership: Western Adelaide Shores

Signature

School principal:

Mr Eddie Fabijan

Governing council chair:

Debbie Moore

Date of endorsement:

27 March 2023



Government  
of South Australia  
Department for Education

# Context and highlights

Henley High School is a vibrant co-educational secondary school, attracting approximately 1400 students from a range of cultural and linguistic backgrounds. We actively promote our values of To Strive, To Seek and Not To Yield underpinned by Respect and Responsibility. The school upholds strong traditions of quality learning, achievement, standards of excellence and positive learning outcomes. The school has a very strong middle school program that has been established over the last decade and this strong foundation is evident in our successes at Year 12.

Local and international students share the benefits of an international education delivered within a challenging and supportive environment. HHS continues to provide opportunities for internationalisation, and with COVID restrictions easing, we have begun to build up the number of International students on site. These programs will eventually get back to pre COVID levels.

Henley High School has a Sports Academy with 402 students enrolled in 11 different sports. 50% of students in the Year 12 Sports Academy received an A band grand, 11 A results and 2 merits. The school also achieved 9 State wide Knockout Championships and the school supported 86 State Representatives and 12 National Representatives.

HHS also houses a Disability Unit on Campus with 24 students, with a range of intellectual and physical disabilities. In 2022 and extensive amount of work was done by leaders, teachers and SSOs to cater for new students with complex needs.

2022 began with 24 International students in a range of programs but predominately online, 54 ATSI students and 50 ICAN students. There are over 350 students whose parents were born outside of Australia and over 45 different cultures. The population of the school also comprises of 14% school card holders and 16% of students identify as having English as Another Language or Dialect. 8% of students have a Negotiated Education Plan and this includes those students in the Supported Learning Centre (SLC).

Henley High School seeks to improve the opportunity for students to have a greater say in their school and education. We have worked with current student leaders to review our current student leadership and student voice vehicles and processes and developed new structures to increase and broaden student input into their own schooling journey. This process has been student led and we look forward to seeing an improvement in this area when we implement those plans in 2023.

There were a significant number of highlights in 2022 including:

14 Merits awarded to our Year 12 students in 9 different subject areas.

Our Year 12 students achieved 308 A Grade and 56 A Grades

99.4% of all SACE Stage 2 grades were C- or better

SACE Completion rate improved to 100%

100% of students from the Supported Learning Centre achieved Modified SACE

The Arts department successfully organised our bi-annual Arts Festival with students across a range of year levels and disciplines participating and performing. This was an initial step in reconnecting our families with the school after the impact on COVID.

The \$12m building works was completed and we started using our new spaces.

# Governing council report

This was a year where we again saw a higher number of student absences and staff shortages, than we would normally expect. Thank you to the Leadership Team for how they managed these difficult times, particularly ensuring that our students and especially Year 11 and 12 students, were still supported with the minimum of disruption to their study.

Governing Council progress includes:

Improving Learning Outcomes – Governing Council reviewed the school's academic performance, in order to identify areas of improvement to enable the school to continue to move forward.

School Policy Development – Governing Council continued to review and update existing policies, and to implement changes to benefit the needs of students, staff and the school community as a whole.

Development of the School Improvement Plan – Governing Council reviewed the School Improvement Plan as it continues to further develop more holistic and specific targets.

Governing Council has also worked with the various subcommittees. The subcommittee reports consist of :-

Canteen - Working with Rory's to improve the layout of the Canteen and develop a seating area for students. A review was undertaken of the Canteen Price List, which saw an increase due to increasing costs of supply and demand.

School Uniform - Both students and Governing Council agree that there should be a gender-free uniform policy and that this should be conveyed to Devon Clothing Uniform Shop when our students are purchasing their uniforms. The Rugby Tops are now included into the school uniform.

School Buildings - Staff began learning how to use the 22 new spaces that have been created and the new Front Office. 2022 also saw the redevelopment of the Year 12 study area into a spacious, practical and work-friendly environment for students.

School Grounds - The Grass Roots Program is underway and is currently seeking the building of pathways through the garden. The goal is to have this completed by the end of Term 1.

Finance - The Finance Committee and the Governing Council reviewed and approved the School Budget, Finances and Debt-Write Off for 2022.

Finally, it has been my absolute privilege to Chair this Governing Council and to work collaboratively with Eddie, his staff, and all of our GC members to ensure the very best outcomes for our Henley High school students.

Special thank you to the Deputy Chair, Sean; our Treasurer, Kerry; and our Secretary Charmaine for all of their support and help last year.

Debbie Moore - GC Chairperson

# Quality improvement planning

The School Improvement Plan (SIP) and the External Review directions continue to drive improvement at Henley High School. Although the SIP goals and the associated challenges of practice are collaboratively reviewed each year, the focus has generally remained the same to ensure all staff are able to articulate the school's priorities and develop improvement strategies that align to these. The PDP processes have been strengthened to align with the SIP and ensure a consistent approach amongst staff to quality improvement. Each goal is directly linked to our Henley High School vision and motto: To Strive, to seek, not to yield.

**GOAL1 (General Capabilities) - To Strive to develop all students into assessment capable learners.**

There have been strategies and actions implemented to build knowledge, skill and understanding through the Capabilities in both the general curriculum and the Care Group program. The new timetable structure developed for full implementation in 2023 has consideration for an extended care group whose curriculum will be heavily capability driven, and hence support to increase numbers of high achieving students in Year 11 and 12 in all curriculum areas. Despite a year where COVID had its greatest impact on student and staff absences, our Year 12 results remained strong with 14 merits and 35 students with an ATAR over 90. Developing more capable students has had a positive impact on our results over the 3 years of the SIP. We will continue to focus on capabilities through the new iteration of the Australian Curriculum and the greater focus on capabilities and the Thriving student in the SACE.

**GOAL2 (Pedagogy) - To Seek to improve academic results in SACE Stage 2**

At Henley High School the focus has been on the development of a pedagogical practices across the site with an intentional focus on setting goals, lesson structure, feedback and differentiation. These 4 areas form part of the High Impact Teaching Strategies we are focussed on. It is these areas which allow students and teachers to work together and ensure lesson intentions are clear, success criteria is visible, students have the opportunity to provide the teacher with feedback and this feedback is used to support individual growth in classes. Faculty areas have developed differentiated learning tools for students to engage in ownership of their own learning, making their own choices and be continuously challenged. We have also implemented our assessment processes and moderation of student work with a focus on explicitly identifying how tasks are assessed, the language of the rubrics and worked examples, to once again give students greater opportunity to be involved in the learning process.

**GOAL3 (Literacy and Numeracy) - Not to Yield on increasing the number of students in the higher bands in numeracy and literacy.** In focussing on high yield Literacy and Numeracy to improve achievement growth of all students PAT-M and PAT-R data was used by teachers to inform the learning programs and individual needs of students. Funding has been utilised to provide one to one support for students with identified literacy and numeracy needs with data indicating all of which had significant increases in their accuracy and fluency of reading.

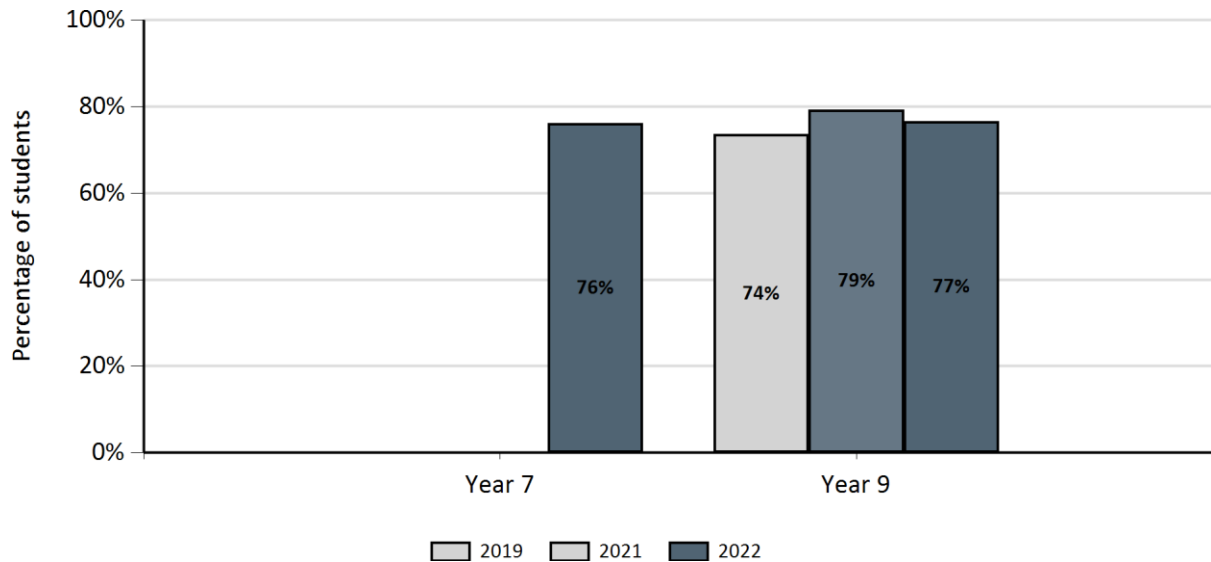
Literacy and numeracy data and data literacy amongst staff are key aspects to driving improvement in classes. Ensuring teachers have access to up-to-date data to inform planning, sequence, ability levels, tasks and assessment will enable us to continue to drive improvement in this area. We have developed a tool with UniSA in Power BI to allow easier access to all student data for our teachers accessible by class groups. Access to this data is available to all staff and we will endeavour to get feedback from our teachers to ensure the tool meets the needs of teachers in the classroom. We have employed a new leader who is working with students at risk and ensuring supports and interventions strategies are employed in particular in the area of literacy and numeracy.

# 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

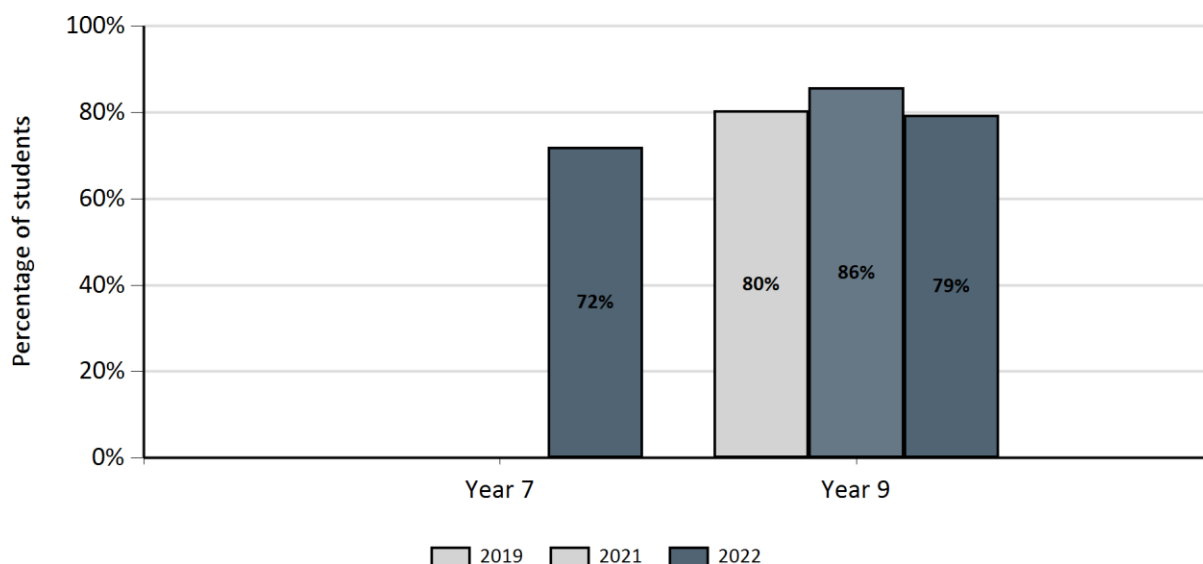


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

\*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 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	189	189	34	48	18%	25%
Year 07 2021-2022 Average	189.0	189.0	34.0	48.0	18%	25%
Year 09 2022	223	223	27	27	12%	12%
Year 09 2021-2022 Average	220.5	220.5	31.0	31.0	14%	14%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

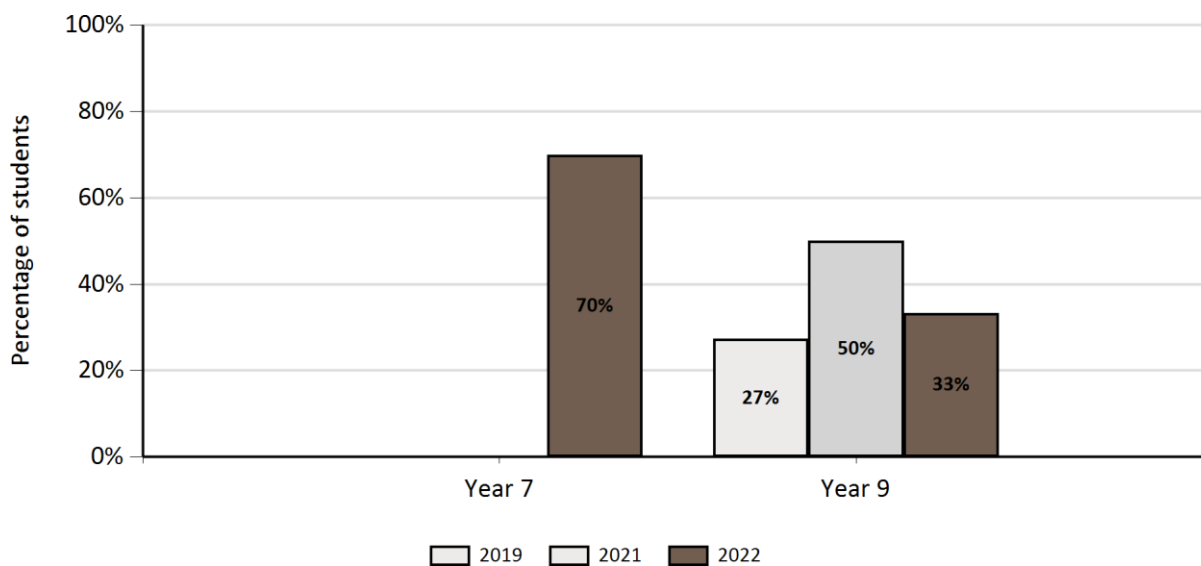
<sup>^</sup>includes absent and withdrawn students.

\*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



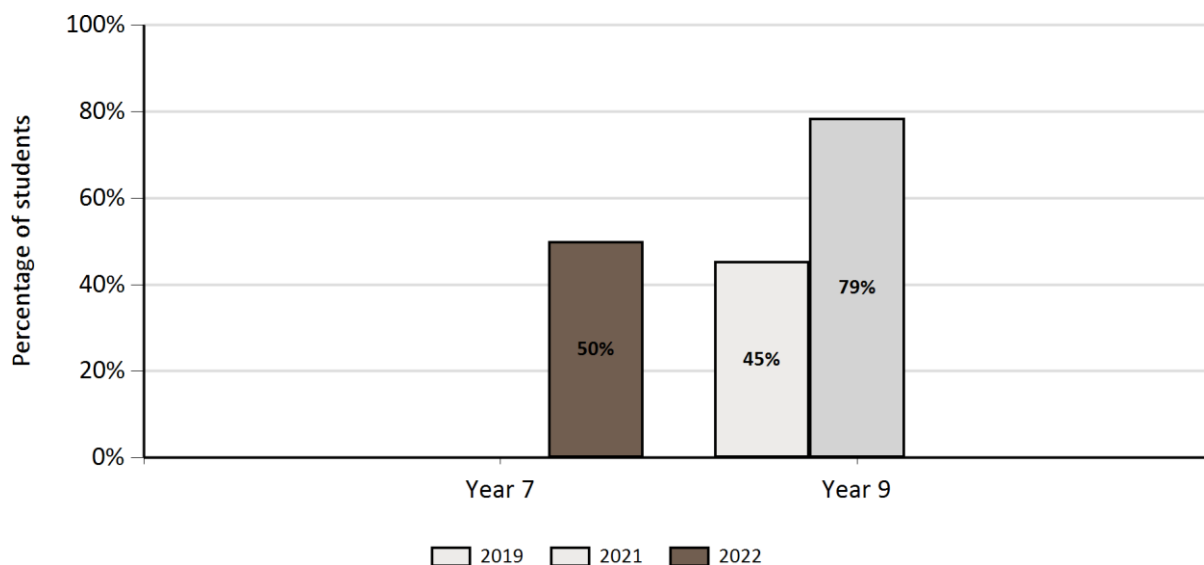
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	10	10	0	2	0%	20%
Year 07 2021-2022 Average	10.0	10.0	0.0	2.0	0%	20%
Year 09 2022	6	6	1	0	17%	0%
Year 09 2021-2022 Average	10.0	10.0	0.5	0.5	5%	5%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>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 2022: Tracking & Monitoring

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

Data including interim growth, Academic Reports, PAT testing, NAPLAN, MacqLit, Quick Smart, Math Pathways, behavioural reports and attendance reports were unpacked by staff to inform student growth and achievement. This data was collated and used by staff to inform their planning. The data informed the wave of interventions required to support Aboriginal and Torres Strait Islander students to be successful and promote growth in literacy and numeracy. The data informed the learning goals and strategies for individual student One Plans and Quality Differentiated Teaching Practice to be delivered in each classroom. The data was used to inform the implementation of student intervention programs and the process determined allocation of in class support for Aboriginal learners targeting the areas of literacy and numeracy development. . The AET provided wave 3 literacy intervention to targeted students using the MacqLit literacy program. Wave 2 literacy intervention was provided by literacy staff to targeted students based on the tracked data. Guided reading intervention was provided to identified year 7 and 8 students during English twice a week.

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

As a result of the implementations made in line with the ALALR to raise literacy and numeracy achievement there was an improvement in student grades as a result of their increased literacy and numeracy skills. The literacy intervention program MacqLit was implemented for targeted students and guided reading to improve literacy outcomes, these programs were targeted at students based on the collated data. In order to raise numeracy achievement we implemented Quick Smart, a small group numeracy intervention program. One targeted year 8 student went from performing well below standard receiving an E grade in English in first semester to achieving at standard at a C grade after participating in guided reading literacy intervention and teacher Quality Differentiated Teaching Practice. The student also moved from a D grade to a C grade in History and Geography due to their increased literacy skills. The literacy intervention programs including MacqLit and Guided reading improved student reading confidence, oral reading fluency and comprehension of text.



# South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
98%	98%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022

\*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	2019	2020	2021	2022
A+	4%	6%	5%	6%
A	9%	12%	11%	12%
A-	14%	16%	14%	13%
B+	14%	14%	19%	16%
B	15%	15%	12%	15%
B-	15%	11%	14%	15%
C+	12%	11%	12%	13%
C	11%	10%	8%	8%
C-	4%	3%	3%	3%
D+	1%	1%	0%	0%
D	1%	0%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

\*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

2019	2020	2021	2022
99%	99%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2019	2020	2021	2022
Percentage of year 12 students undertaking vocational training or trade training	40%	13%	43%	37%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	98%	98%	98%	98%

## School performance comment

Despite COVID absences impacting the continuity of learning in 2022, our SACE Stage 2 results remained high. With a 99.4% of total number of As, Bs and Cs with an improved overall completion rate at 100%. We achieved 14 Merits in 2022. We achieved 56 A Grades in a wide variety of subjects, with our highest ATAR being 99.65. Of the 184 students in SACE Stage 2, 35 (19%) achieved an ATAR over 90, 68 (38.9%) achieved an ATAR over 80 and 105 (57%) achieved an ATAR over 70.

COVID absences may have impacted our NAPLAN results with reduced numbers of students achieving the SEA and remaining in Higher Bands. The number of students achieving at or above SEA in Year 9 NAPLAN Reading is 77% (a decrease of 2%). Year 7 NAPLAN Reading has 76% of students achieving the SEA. The number of students achieving at or above SEA in Year 9 NAPLAN Numeracy is 79% (a decrease of 7%). Year 7 NAPLAN Numeracy is 76% of students achieving the SEA. Students maintaining the Higher Bands is quite high at Year 7 at 18% for Reading and 25% for Numeracy however maintenance of Higher Bands from 7 to 9 has dropped 4% for both Reading and Numeracy.

## Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	N/A	N/A	89.5%
Year 8	92.6%	93.3%	93.3%	87.4%
Year 9	90.4%	91.2%	91.1%	87.2%
Year 10	90.9%	89.4%	88.8%	84.0%
Year 11	90.7%	89.0%	87.1%	82.6%
Year 12	95.4%	88.8%	88.0%	85.0%
Secondary Other	91.8%	91.0%	94.9%	79.3%
Total	91.9%	90.3%	89.6%	85.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

The overall attendance rate for 2021 was 84% from Year 8 to Year 12. This is down 5% and is explained by the continued impact of the COVID-19 pandemic and the directive to stay home when unwell, where in the past, students may have attended school. COVID-19 has had its biggest impact on attendance in 2022. The requirements of both staff and students to stay away if unwell significantly impacted our overall figures. We also experienced higher than normal absence rates in the weeks leading up to the holidays as families didn't want to expose their children unnecessarily and impacting booked trips. The Learner Management System 'Compass' is being used to support teachers and parents to be able to resolve absences. The school continues to maintain electronic systems that report unexplained absences to parents at a designated time each day. The role of the Care Group Teacher and House Leader has been updated to explicitly outline the role of teachers and leaders in the recording and resolving of absence data.

## Behaviour support comment

As a school, we are continuing to strive to change our culture and are working through restorative processes to repair harm caused in any incident. We have developed and implemented a Behaviour Management Policy, procedures and processes in line with the Department for Education's updated Suspensions, Exclusions Expulsions policy. This supports our school vision of developing flourishing resilient learners. In 2022, 60 students warranted a suspension (4.4%) This is down by 1.4% on 2021. There were 3 exclusions. At Year 7, eight students were suspended for a range of incidents, Year 8 had 11 suspensions, Year 9 had 23 suspensions, Year 10 had 15 suspensions, Year 11 had 3 suspensions and Year 12 had 0 suspensions. Suspensions in the senior years was significantly reduced since 2021. 31 of those students being suspended for violence or threatening the safety or wellbeing of another student. Overall our suspension numbers are down and still remain relatively low given the size of the school.

## Parent opinion survey summary

The 2022 Parent Survey showed an overall positive view on most aspects, although there appeared to be a slight drop in satisfaction since 2021. Although some of our negative responses increased, some of our bigger changes were in the "don't disagree or agree" category of response. Once again our data indicated a need to improve communication. The data, however, indicates that parents would like to be more informed on all matters pertaining to teaching and learning and that parents know the means by which to contact teachers and build the school/home partnership to help parents and caregivers to support their child. This may be highlighted more due to the impact of COVID-19 and the occasions when students needed to become more independent learners and parents and caregiver wanting to support their child through these times. Parents have indicated her that they would like more useful tips on how to support their child to learn at home. This is also reflected in the data for Learning at School. The school is endeavouring to rebuild connections with families more as we emerge from a difficult 3 years impacted by COVID in one way or another. We are also in our third year of our new Learner Management System and more of our processes and procedures have been merged with Compass to help improve communications. The school climate questions indicate that there is a high rate of satisfaction in relation to this area. Our School Climate results are similar when compared with all schools however, as a school, we are working on developing a strategic plan which focusses on school culture, climate and community.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	20.0%
NS - LEFT SA FOR NSW	3	5.0%
NT - LEFT SA FOR NT	1	1.7%
OV - LEFT SA FOR OVERSEAS	10	16.7%
PE - PAID EMPLOYMENT IN SA	11	18.3%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	1	1.7%
QL - LEFT SA FOR QLD	2	3.3%
SM - SEEKING EMPLOYMENT IN SA	2	3.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	14	23.3%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	2	3.3%
VI - LEFT SA FOR VIC	2	3.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

Henley High School is compliant with DfE regulations in regard to Working with Children Checks for all staff, coaches, mentors and volunteers in the school. Staff are aware of the requirements of the Child Protection Policies. Procedures are in place, at Reception, to ensure that contractors or any outside agencies will be required to provide their WWCCs when they initially enter the site. Governing Council members do not require screening but all current members have completed the current RRHAN-EC online training up date. All Home-stay parents and families that support Henley High School's co-curricular programs by hosting students from overseas are also compliant with DfE policies in relation to Working with Children Checks.

# 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	159
Post Graduate Qualifications	80

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	0.8	94.3	1.0	31.7
Persons	1	105	1	42

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$77,300
Grants: Commonwealth	\$22,250
Parent Contributions	\$1,148,439
Fund Raising	\$2,011
Other	\$0

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

## 2022 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 2022 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	Implemented new Capability focused Care Group Program designed to work on low WEC data categories and improve student connectedness to school, significant adults in student lives and resilience.	WEC data for focus categories have remained stable but there have been no significant improvements at this early stage.
	Improved outcomes for students with an additional language or dialect	EALD funding was used to support students who speak an additional language and this also enabled our international students to benefit.	Creation and staffing of EALD specific courses in the Senior School.
	Inclusive Education Support Program	IESP Grants used to support wave 2 interventions through one on one and small groups to support literacy, numeracy, social and reading needs in a newly developed intervention space.	Dibels – Maze and ORF fine grain data sets used to develop specific interventions and to monitor progress.
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	Developed and filled a B3 leadership position for the creation of Intervention space to develop a more cohesive strategy to support all students in literacy and numeracy interventions including indigenous students. ASETO employed to build connections for learning with indigenous students. Measures in place to develop processes to ensure funding sought to support improved outcomes.	Strong focus on pre and post data to determine whether intervention strategies are working and make adjustments as we progress. Aboriginal team focussed on student data through learner strategy.
Program funding for all students	Australian Curriculum	Curriculum leaders are developing consistent approaches to developing high quality curriculum through the use of DfE documentation for whole school curriculum, year level curriculum, learning area curriculum and teacher developed curriculum.	The strategy is to identify areas a high quality curriculum and practice and use these strategies to focus on areas for improvement.
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	N/A
	Better schools funding	Developed "Loft" intervention strategy incorporating, onsite FLO, intervention, Aboriginal learner strategy, literacy and numeracy intervention, wellbeing support,	Improved process to support those students whose data indicates they would benefit from targeted interventions strategies provided by a team of teachers and SSOs.
	Specialist school reporting (as required)	Funding contributes to the Specialist Sports Program and Athlete Support Manager who monitors and provides intervention to students at risk or develops Individual Athlete Plans for students with high training commitments outside school.	Students in the program complete the SACE and achieve high ATARs while achieving success in their chosen sport both in and out of school.

	Improved outcomes for gifted students	No Specialist Program in this area.	N/A
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