Equity of access for regional students, like most areas of education, are far below that of metropolitan counterparts. A good deal of this disadvantage comes from:

- The difficulty in attracting staff to regional areas, let alone those with particular ability and knowledge in the area of Gifted and Talented;
- Retaining and valuing committed teachers is something that should be acknowledged through favourable timetabling and promotion. We lose gifted staff too often;
- Not every family wants to outsource their parenting to boarding schools. Local regional communities deserve the best, too, and public schools promote excellent values. Their clientele is not sanitised and students work well to get along together (mirroring their future workplaces and neighbourhoods);
- Students from government schools often take on the jobs requiring altruism, particularly in the Science field. Private schools often have students wishing not to value add to communities but to their own purses;
- Regional communities are changing quickly with the influx of migrant families and ESL students. Some funds have come our way for this;
- There are G & T students in every classroom – the ones who were 26, 27, 28 etc on the testing ranking for entry. Classroom teachers across the board need much support in this area. Often the presenters who come to the region are excellent, but the follow up just isn’t there and the learnings are not embedded in practice;
- Teachers don’t really know the VELS well enough to explicitly teach the personal learning that is of great benefit to SEALP students. Their assessments have nowhere to go when anyone over Level 6 cannot be recorded, no matter whether the teacher has aimed for this level of learning;
- Little or no funding for teachers to receive Professional Learning in the area of Gifted and Talented or the flexibility for a Professional Learning Team with G & T as its focus;
- Our school has one exchange day with [redacted] for SEALP students to interact and have friendly competition. Low funding means this cannot happen with other schools or more than once each year;
- Students and their families need an online learning space such as Moodle. While the Ultranet has the capacity to provide this, the reality is that the technology is taking time to become second nature.

Many staff believe elitism is not a positive thing for schools when they choose to offer a SEALP. We know the drawing power (and subsequent weight of expectations) of our program;

- Many staff think that by pushing students through to the curriculum of the next year level that this is the purpose of SEALP. They have little understanding of the strategies for successfully teaching a SEALP class e.g. student directed learning/goal based assessment, plenty of Emotional Intelligence, community based learning, group research projects, global online forums, cross age tutoring of peers etc;
- We have had situations where the dynamic of the SEALP group has been hijacked by the personalities of one or two students, but because they are in the SEALP group they have been left there to poison the relationships with teachers, parents and other students thereby undermining the effectiveness of that particular class;
Many SEALP students have not gone on to achieve their potential in VCE because they are practically burnout from the extra homework and expectations from the previous years in the program. These students need more career counselling and targeted studies and links to universities early on to motivate them to continue to do well;

- There are difficulties with internal policy to restrict SEALP students from doing too many VCE units in Yr 10. This is exactly the stimulation some of these students need. By restricting their subject selection to 2 units, students can’t find out their strengths before units 3 & 4 arrive;

- Our SEALP did have to all do Yr 11 Literature. This was nonsense, since some SEALP students’ strength was in Maths and Science alone. A SEALP yr 10 course would be beneficial or an English Language option – again, funding and staffing become the big issues;

- The main concern for SEALP curriculum has been the core four: Humanities, English, Maths and Science, but what about those who are talented in The Arts, Technology, IT, Physical Education, music or LOTE?

- Parents at our school were irate over the policy that all SEALP students will study a language until the end of Year 9. Chinese is their language this year. Convincing parents and students of the worth of studying a language has been difficult. Many wanted to drop Chinese, but they were told they would need to drop out of SEALP for this to happen. The inconsistency of Chinese teachers, retaining them and trying to build their classroom management skills has been a real challenge;

- SEALP students should be supported to travel overseas or to remote communities to broaden their perspectives. Often they are more definite in their opinions and less open to bigger social issues. Within the local community, they should be involved in Local Council, doing work placements with legal firms, DPI, UB or developing a Reconciliation Action Plan (RAP) for the school. They have the capacity to make a difference, even at their tender age – it is a matter of empowering them, preventing them from becoming conceited that they are in the accelerated group and encouraging their families to add to the value of their community.