

| Questions | Response |
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| Process | |
| In relation to the HPGE policy - why did the school choose to mislead the community into believing that its recommendations require a lifting of standards for all without mention of its key focus, high potential and gifted children? | The school's discussion about future planning has included our external validation, the school capital works program, the High Potential and Gifted Education policy and our 2021 – 2024 School Improvement Plan. |
| Is this sudden change of approach in meeting the needs of high potential and gifted students being endorsed by the Department of Education? | The Department of Education is supportive of our decision-making process. We have been in conversation with our Director, Educational Leadership Andrew Stevenson throughout the year about this. |
| As it is the school's intention to abolish the extension classes can you clarify how the cluster model better aligns with the HPGE policy in a school of this size? | The cluster model allows us to determine classes with a consistent grouping structure; ie. Groups of 8-10 students of similar ability and less of a range of abilities in classes. |
| Who makes the decision to implement such a change and what is the required process to arrive at this decision? | This process has been discussed and endorsed by the school executive; principal, deputy principals and assistant principals. Throughout the year, teachers have been involved in the research, evaluation and analysis of data. Grades have worked collaboratively all year, particularly since returning to face to face teaching in Term 2. |
| <p>What consultation has been undertaken with a representative parent body prior to presenting this information at the P&C?</p> <p>What consultation has been undertaken with the broader teaching body, in particular those with special training in extension or gifted and talented?</p> <p>When will there be a consultative discussion with extension class parents where their thoughts and views can be heard and shared?</p> | <p>To date we have:</p> <p>Presented our research on school data to P&C; answered questions and responded to emails; phoned individual parents and discussed their concerns; communicated via the school newsletter about what we are currently focusing on; we held a Zoom webinar in Week 10 Term 3, presented the new High Potential and Gifted Education (HPGE) policy at P&C; held a class parent meeting (limited numbers due to COVID). Thursday November 5 at 7:30pm there will be an information session for all families (via Zoom)</p> <p>Many of our teachers have attended the two-day UNSW Gifted and Talented professional learning course, however it is interesting to note that these teachers may not necessarily be on the extension classes. Sarah Bryce is our school expert in HPGE. Sarah is an accredited coach in Gifted and Talented education and she had very much been a part of the process. Additionally, we have met with Carmela May, one of the HPGE policy developers to discuss our research and evidence. Our school will become a Tier 2 school, meaning that we will all receive additional professional learning for our whole staff.</p> |

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| | <p>We have listened to the thoughts and opinions of our school community and respect that there are varied opinions about this issue. We have received a large amount of correspondence on this: with equal amounts of parents in support; those with further questions and those who are opposed. We are basing all of our decisions on data, research and evidence.</p> <p>Links to newsletters: https://sway.office.com/ZmNppNE6KOSCADOD https://sway.office.com/fl6Oxuw15FejLLux https://sway.office.com/wEJRLIIMa4hliWDD https://sway.office.com/OgFLedcRXNrQyGkY</p> |
| Can the presentation be shared? | We are going to re-run the presentation and will share the presentation with the community. |
| Does the school acknowledge that consultation with the community is required prior to any restructuring being confirmed? | The school is committed to consultation. The Department of Education does not require a formal process about class structures however we have engaged in a number of conversations about this topic. |
| No consultation was carried out with the parents, why was this consideration not made? | Please see above responses |
| Why not allow greater opportunity for a longer timeframe for consultation, planning, training and implementation? | <p>The school has spent 12 months evaluating our learning, teaching and leading practices. Throughout 2020 our teachers have been required to adapt and adjust their teaching practices in a manner unseen in our history. They have been supported to do this by their grade leaders and school executive. We have identified opportunities for planning along the way. All of this is presented in our external validation submission which was uploaded on Monday.</p> <p>The consultation phase commenced last term and has continued into Term 4. Many of our teachers are trained in Gifted and Talented education, and all of our teachers plan and evaluate their teaching programs collaboratively. This includes understanding how models of differentiation can allow all students to be extended in their learning. In 2020 – 2021 our school will focus on differentiation of content, process, environment and outcomes.</p> |
| Is the 'new structure' going to be implemented in 2021? | We have a number of models for consideration. This includes timeframes for implementation. These will all be presented with opportunities for reflection on advantages and disadvantages. |

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| <p>How will the consultative parent committee be invited/selected?</p> | <p>Our focus group was initially class parents. If a class parent was unable to attend or thought that there was a parent who would be a better representative they were invited to come along. In addition, when we spoke to individual parents who had contacted us, we also asked them to come to the meeting. We were unable to have an open invitation due to COVID.</p> |
| <p>Is there a working timetable for implementation?</p> | <p>Yes there is.</p> |
| <p>If changes must be made would it be possible to consider at least phasing out the extension classes from next year's Year 3 rather than disrupting the current Year 3 and 5 class set up?</p> | <p>Yes it is possible to consider this. There is an option for this in the proposed models.</p> |
| <p>It is concerning to note that the apparent attempt to announce such a monumental change effectively failed at the limited audience forum of a P&C meeting. Why has a letter not been sent out to all parents?</p> | <p>The school is yet to make a final decision on this. Once we have done so, it will be communicated to all families.</p> |
| <p>Can you please provide the details on how this recommendation has been thoughtfully implemented when the parent body have been excluded from the details and given the additional challenges teaching staff have been facing?</p> | <p>The school has undertaken vigorous evaluation of our student learning data using (both internal and external assessments) as well as engaged in research about how we can ensure every student achieves their potential. Our research has involved Department of Education resources such as the 'What Works Best' (CESE); Leading Collaborative Learning Environments; High Potential and Gifted Education professional learning. Dr Williams, after a request from the school, has provided us with research on neuroscience. This research has been beneficial for our teachers to understand and reflect upon. His presentation to parents was intended to provide an overview and spark conversation of all of the above. I can appreciate that parents had questions afterwards and we have been working really hard to address these questions.</p> <p>The intention is not to disadvantage any student, it is quite the opposite. Our aim is to equip all students with the knowledge and skills to engage in high quality learning opportunities. Through differentiation, teachers are able to adjust the content, environment, processes and outcomes of the curriculum. This means that all students are learning in their 'challenge' zone. Our teachers currently use a combination of these strategies to meet the needs of students in their classes.</p> |

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| | <p>Differentiation will become a more focused area of professional learning for our school.</p> <p>As part of the High Potential and Gifted Education policy, we have used the first step; evaluate (https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate#Evaluate1) to determine the impact of our current class structures. This policy also discusses the merits of both forms of grouping: extension and cluster grouping. We have generated some models of implementation that will allow us to use both grouping strategies in 2021.</p> <p>The Department has also introduced a new school planning policy https://www.education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/2021-school-excellence-in-action/school-improvement-and-excellence and we have been engaging in the professional learning about this throughout the year.</p> |
| Teachers | |
| <p>What does the school identify as the challenges for teaching staff in implementing this model schoolwide and how does it seek to address these?</p> | <p>We have high quality teachers at our school. Our teachers are already differentiating the curriculum to meet the needs of the students in their class. Our proposed model will reduce the broad range of students in our classes and allow our teachers to challenge and extend students. The challenges teachers face will depend on their career point. Our school has excellent systems of support for beginning teachers and strong mentoring.</p> <p>The challenges will be addressed through professional learning; ongoing collaboration;</p> |
| <p>What specific resources and supports are required and will be provided for the successful implementation of this model schoolwide?</p> | <p>High quality assessment data and a rigorous process for identifying student learning needs. Ongoing systems for analysing individual and grade/cohort growth Professional learning and ongoing support for teaches Personalised learning goals for all students and strong communication with families from classroom teachers</p> |
| <p>Will MVPS train staff to manage the extra classes containing high potential students?</p> | <p>Yes.</p> |
| <p>What is the level of training that is thought to be appropriate to deliver this model? What is the evidence base for this level?</p> | <p>We will be engaging in blended delivery of training: face to face whole day workshops; online modules to support; collaboration sessions for grades. Differentiated professional learning dependent on career progression and teacher needs/expertise</p> |

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| Does MVPS have the resources to supply these trained personnel and continue their development? | Yes |
| How will class teachers continue to accelerate and extend the learning of extension students on a day to day basis in a class with a much wider range of mixed abilities? | This question requires a more detailed response than can be provided here. Could the author of this question please email me: shannan.judge@det.nsw.edu.au so I can call you directly? Additionally, we will discuss this at the information session next Thursday night. |
| How will the teachers cope with teaching to the top level for all the kids? | Our teachers are trained professionals. Teachers who have taught K-2 already do this well and provide for the varied needs of students in their class. Ongoing Professional Learning in the HPGE policy and the implementation of the recommendations will support teachers. |
| How will you deal with the increased stress level put on the teachers who are not qualified to teach to this model? | Our teachers will be supported through school systems for professional learning, mentoring, leadership development and strong and rigorous procedures in curriculum implementation and assessment of student learning. |
| Do the teachers truly believe in this model? Are all teachers across all the proposed changes? | Our teachers are all part of the process of decision making in our school. Ultimately a collective staff voice is considered and forms our final decision. |
| History has shown that in the cluster model there are instances of bullying towards the gifted and high potential students | We do not tolerate bullying and have a specific school policy about this. We would expect any incident of bullying to be reported and addressed following this policy. A culture of high expectation will form the basis of our classrooms. |
| What will MVPS do to ensure that the teachers of the new clustered classes are increasingly trained, able and held accountable to cater for the different clusters within each class? | Please read above responses. |
| Will every teacher now be trained in how to support and emotionally care for these 'odd bods', beyond their academic needs? | Our school will focus on differentiation of the curriculum in order to meet student learning needs. Additionally, we are already engaged in ongoing conversations about the personal and social needs of students. Our Learning and Support team play an important role in this. |
| I am concerned that it may be more difficult for teachers as they have a wider range of students in their class. So how is making it more difficult for teachers going to help our students? | We are actually planning for a reduced range of needs in our classes to support effective teaching and learning. |
| Given the tumultuous change teachers have managed in 2020 can you please provide details on how development of staff would ensure appropriate management of clusters and the differentiated requirements, as well as the need to understand the needs and requirements of GAT students, especially their socio-emotional well-being? | Please read above responses. |
| How, exactly are the teachers going to manage the proposed 'teach to the top' model? | Our teachers will continue to teach students in their challenge zone (Vygotsky's Zone of Proximal Development is important research here). Teachers will receive ongoing |

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| <p>What training and experience will the Mona Vale teachers received to teacher 'cluster groups'?</p> <p>When/how will this be done in time and to the right level/standard?</p> | <p>professional learning and support. Teachers already adopt a cluster group approach to their classrooms. Reading groups are an example of this.</p> <p>We have a number of proposed models for consideration which will ensure high quality teaching and learning will benefit all students.</p> |
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| <p>Meeting needs - extension</p> | |
| <p>What evidence can the school present to the extension class parents to assure us that our children's needs will still be meet?</p> | <p>Our teachers who have taught students in K-2 have experience and skills in meeting the needs of students. The results of our Year 3 students over time have shown how well this has occurred. The Value-Added judgement for the learning growth of students from K-3 is 'Excelling'.</p> <p>The needs of all students are the absolute focus of our school. Our teachers are committed to all students flourishing.</p> |
| <p>Will high potential students be asked to assist less capable students with learning the curriculum?</p> <p>Will low/average students be encouraged to request or expect to receive assistance from higher potential students?</p> | <p>It is not expected that students will be teaching each other, this is the role of the classroom teacher. Classrooms are social environments. Teachers and students ask questions engage in discussion and share their thoughts and ideas. Students engage in group work, with and without teacher support. Throughout and at the end of the lesson teachers check in to determine student understanding. As part of this students learn with and from one another. Students all bring different skills, interests and experiences to the classroom which provides a rich tapestry of conversation. From time to time teachers will use partner work. This strategy benefits both students. It may be that the students are of the same ability in the learning and are working together, or it may be that one student has stronger knowledge and is explaining their learning. In discussing what we know, concepts are strengthened, language is enhanced, and deeper connections are made. It is important to note that this occurs already in our OC and extension classes as well as all of our parallel classes.</p> |
| <p>How will their (ext students) potential be met?</p> | <p>Our teachers will continue to teach students in their challenge zone (Vygotsky's Zone of Proximal Development is important research here). Teachers</p> |
| <p>How will creative students be identified and have their particular talents developed?</p> <p>What areas of creativity will the school include?</p> | <p>We are updating our assessment processes to allow us to identify students across all four domains. We acknowledge the complexities in 'measuring' creativity and are currently in discussion with the Department about identification and assessment processes.</p> |

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| Have additional teachers and support staff been employed to provide continuation of educational tutorage in the event current teachers need to undergo further training or qualification during school time? | Should teachers attend professional learning, the class is always replaced by a casual teacher. The classroom teacher in this instance will leave the learning program for the casual teacher to follow. |
| Will all MVPS teachers' qualifications be transparent to the community prior to the end of T4? | You can see the level of qualification of teachers via the Annual Report. For privacy reasons individual teacher qualifications will not be made public |
| If clustering goes ahead, will there be a dedicated Gifted and Talented teacher at MVPS? | We already have a qualifies Gifted and Talented teacher, Sarah Bryce. |
| Can you explain exactly how the school will provide opportunities for enrichment for extension students? | Classroom teachers engage in explicit teaching of concepts. They assess and plan extensively to understand the current level of understanding. If a student already meets the stage outcome, they will plan the learning for this student (or group of students) at the appropriate stage outcome. This is called acceleration. In certain cases, where a student is significantly advanced in a curriculum area, it may be appropriate to consider organising for the student to attend classes in a higher grade. Additionally, teachers focus on a deeper understanding of concepts and connections between concepts. Our inquiry-based learning is an example of this. |
| How will OC students interact collaboratively with their peers? Given joint projects between OC and extension classes have been at the forefront of learning at MVPS, will this continue? | This has been discussed with the OC teachers already and opportunities for students to interact both socially and academically will be collaboratively planned by 2021 Year 5 and Year 6 grade teams. |
| How will the extension kids be better off with the new combined class model? | Extension class students will benefit as they will continue to have the rich opportunities in learning and the additional benefit of a wider social network. In 2021 we will work on developing understanding of metacognition and increased student autonomy in their learning. |
| How will this change benefit our child (ext)? | Please see above |
| How will we keep the gifted and talented/high performing kids engaged and motivated? | Classroom environments are developed by teachers and students through positive and respectful relationships. These environments engage and motivate students. Teachers who know their students well, set challenging goals with students and support students to reach these engage and motivate students. Providing students with an avenue to develop their skills and interests motivate and engage students. |
| Can you please provide information on how our children will feel supported and encouraged in your proposed structure compared to the high level of support and encouragement they currently feel? | Please see above. |

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| Clustering | |
| The restructure is aimed at the average and low students to 'pull them up' but as of yet there has been no information as to the advantages to extension class children? Are their working examples? | The structure is for all students to improve. This is not exclusive of any learner or group of learners. We have maintained that our thinking must have a place for every student. |
| What specific literature has the school referenced that supports a schoolwide cluster grouping model as favourable over our current model? | Our school website is currently being updated with research and literature. In the meantime, please refer to: https://www.cese.nsw.gov.au/publications-filter/what-works-best-2020-update https://www.cese.nsw.gov.au/publications-filter/revisiting-gifted-education as two sources of information. Our teachers have trained in various aspects of the above research throughout the year to bring a balance of information to the discussion. |
| What NSW primary schools are currently utilising this model schoolwide and what is the feedback from teachers, parents and students? | Most schools organise their classes with a wide range of students in each class. (i.e students who require considerable support to students working beyond their age/stage) The feedback about this is around the challenges and benefits. Challenges are ensuring equity of access to the teacher's time and attention, significant adjustments to the teaching and learning program or a focus on 'teaching to the middle'. Benefits includes students developing respectful and inclusive relationships, teamwork and acceptance of a diverse range of ideas and thoughts. Our school is aiming to reduce the broad range in the classrooms and draw upon the benefits for all students. |
| What hard evidence is there of a school wide cluster grouping model working well? | Our Year Two classes have been formed based on the concept of reducing the range of student learning needs in each class. Whilst not true clustering, this model has worked well for our students. The new HPGE policy identifies cluster grouping as an appropriate grouping strategy for schools to consider. https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement#Grouping5 This is off the back of extensive research. |

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| What does the school acknowledge as the potential limitations and challenges? Will the school discuss these challenges and what measures will be put in place to address them? | Please see above responses. |
| Per year group, can you clarify how many students fall into each cluster group? | There would be an equal number of students in each group, determined by the number of students in the class. |
| In the proposed cluster groupings, we note that high potential students are grouped with average and low average students. Why will the above average students be excluded from this cohort? | Please see attached document for more specific information about cluster grouping. |
| Can the proposed restructure guarantee the same percentage of MVPS students achieving positions in OC, high school ext, and selective schools? | It is not possible to guarantee this, regardless of the model used. Access to these opportunities are dependent on demand for places, changes to the selection processes and high school decisions about their class offerings. |
| Did the school carry out research with a range of consultants or at least consider different models of streaming? | Absolutely. We have engaged in extensive conversations with experts about this, most of whom are internal Department of Education employees. |
| Will clustering happen across all grades/schoolwide or only from Year 3 upwards? | We are confident in our K-2 practices and are looking at this from Year 3 – Year 6. |
| How will the extension class students be divided into clusters? | Our Learning and Support team, headed by Shirlee-Ann Curtis have already developed an assessment schedule to better allow us to identify high potential and gifted students. If clustered, students would be in a group of equal proportion (in a class of 30, there would be 10 students identified as high potential or gifted) |
| Membership of the current extension class is well-defined. Will membership of the clusters be similarly well-defined? Will it be reviewed? If so, how? | Interestingly, the current school policy does not allow for regular review of the needs of students outside of the initial assessment in Year 2. We are proposing a more rigorous form of assessment and evaluation to make sure that the learning needs of students form the decision making. |
| In response to the concept of ‘fluid movement’, is the school proposing a cluster grouped class where the students remain in the same class or are, they proposing that students move classes for particular subjects? | Evidence suggests that grouping within the classroom provides greater benefit for students. The reading committee reflected on this as part of their spiral of inquiry and the change in grouping for students K-2 has already shown benefits. |
| Is this method of grouping also going to be applied to other curricular areas such as PDHPE? If it is beneficial for all students to be clustered, will the PSSA continue, or should those high potential and gifted sports students be used to ‘pull up’ the rest of the students? | At this point we are looking at class groupings. PSSA is a competition entered in to at school discretion. It is not our intention to withdraw from this. We do acknowledge that the limitation on teams means that not all students are able to participate in this. |

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| How will you manage the pressure put on the kids in the lower levels of the cluster classes, who may feel unable to keep up with the teachers teaching to the top of the class? | Students will not be 'pressured' – they will receive the appropriate challenge for their ability. Please see the section on Teaching and Meeting Needs – extension. |
| With the proposed clustering structure, the group 4 students are still not exposed to the group 5? | Please see attached document for more specific information about cluster grouping. |
| Of our group 5 students aren't streamed, then how can we ensure that their results won't drop? | I am not sure of what this question is asking, could the author please contact me on Shannan.judge@det.nsw.edu.au so I can speak with you directly? |
| If we 'teach to the top' how will our low achieving students cope? | It is not the intention to place students who require additional support to access the curriculum in a situation where the learning is above their zone of challenge. |
| Could the school explain what the differences will be in the new class structure and teaching methodology compared to the current MVPS mainstream (parallel) classes? | Yes we can and we will. Please |
| How will the ex-extension kids be split up into clusters? The structure is aimed at the average students to pull them up but as yet there has been no information as to the advantage to our ex extension class children. Can this concern please be allayed? | The structure is for all students to achieve their potential. |
| Is the proposed class clusters, we note that High Achieving (ex extension) are grouped with average and low average students. Why are the above average students, who to date have been excluded from extension class, continue to be excluded from this cohort? This surely is denying the Above Average students the additional enrichment and exposure to higher learning with they would benefit from greatly? | This is an excellent question – and one we are currently working through. Please see attached document for more specific information about cluster grouping. A rich and well-planned curriculum meets the needs of all learners. This, along with the quality of our professional learning will determine the success of all students. |
| Are you referring to cluster grouping or total school cluster grouping? | We are referring to total school cluster grouping (applicable for Years 3-6) |
| Can you provide why this approach will be beneficial when the resources and expertise aren't available? | The resources and expertise are available. Our teachers are well able to plan, implement and assess high quality teaching and learning programs. We already have access to a vast array of summative and formal assessments. |
| Can the school provide assurances that our children will still receive the same level of teaching in a cluster group? | Yes. Our aim is to have classes that allow for all students to flourish. We have school policies for assisting students who are experiencing challenges. |

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| <p>Will children from an extension class be placed into a new class with children than have learning difficulties or are highly disruptive?</p> | |
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| <p>Data/evidence</p> | |
| <p>Can the school clarify the external validation process that has been undertaken? What data was collected, analysed and presented as evidence to provide a clear understanding of where we need to go next?</p> | <p>It is our intention to share the findings from external validation with community but we need to wait until after the panel meeting on November 10. We have collected, annotated and analysed evidence in: reading, assessment, enrichment opportunities, Performance and Development plans, inquiry learning, pre-service teacher programs, Aboriginal Education, wellbeing and the responses we have led to the many challenges of 2020.</p> <p>All teachers were involved in selecting, annotating and analysing the evidence, as well as determining the where to next and the judgement against the SEF.</p> |
| <p>The trajectory in the NAPLAN graphs shown was upwards. Should there be an analysis of why the overall results are increasing? What are the risks that a restructure will impact the very reasons for the recent increased trajectories?</p> | <p>There are many graphs to use when looking at school improvement. The Department is particularly interested in two sets of information: the number of students in the top two bands and the number of students achieving at/above expected growth.</p> |
| <p>Why were previous year's results inconsistent and what local factors may have influenced these? E.d. how were the students prepared for the test each year?</p> | <p>Could you please provide further information about which specific result this refers to?</p> |
| <p>During the presentation it was stated that MVPS NAPLAN progressions (3-5) is below par from the Executive team's perspective and below comparable school progression (we are not meeting expected growth). Is the data for the extension classes available to share? Are students working above band included in the data?</p> | <p>We cannot share the extension class graph for privacy reasons. We assure you that we have looked at the growth of all of our students. Please note, this is not just from the executive team's perspective. The improvement targets have been set for all schools by the Department.</p> |
| <p>NAPLAN results presented on the My School's website and in the MVPS annual report 2019, do not suggest a significantly or consistently low performance. The majority are well above or above SSG schools with upward trajectories in many areas.</p> | <p>Schools do not use My School website. We use a comprehensive data suite provided by the Department. It would be expected that our school is above state average. Our level of advantage is commensurate with this. When looking at our school's progress we look at our trend data over time. In the case of this conversation, we have looked at data over 5 years.</p> |

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| Can the school clearly explain in what areas this has occurred and what measures have been taken to date to address this? What are the outcomes of these measures? | The improvement in reading is a result of work over a long period of time. The information about this will be shared at P&C soon to give you an example of how we have addressed reading as a school. |
| Can the school provide evidence that a whole school restructure will achieve the desired results? | Our improvement in K-2 is strong evidence to suggest that we are well equipped to teach students well. |
| Ermington West PS 2019 had a similar restructure, however, results have fallen to below or close to other SSG schools. Were there any other co-benefits to the students of this school outside of the published results? Is the expectation that similar educational approach will provide sustained consistent growth at MVPS, a larger, more complex school? | Ermington West is a very different school to Mona Vale PS. The structure we are looking at was not used at Ermington West. Under my leadership, Ermington West PS moved from the bottom 10% of the state in value-add to the top 10% in three years. The approach taken at Ermington West was highly contextual, however all steps along the way were researched and determined by student learning needs. |
| Can Ms Judge explain why she does not place the same value on the extension class model as the previous Principal? | This is not a question of what I value or believe. This is a question of what the current Department policies, proven research, school evidence and assessment data inform us. |
| Can you explain the teaching model that is currently used in mainstream classes? | Our teachers across the grade all collaborate to plan and assess their teaching and learning programs. They differentiate the learning to meet the needs of students. Teachers engage in many strategies depending on the |
| Does an assessment of NAPLAN provide a sophisticated understanding of MVPS performance? | We have evaluated our internal assessment data as well as NAPLAN. The data suite provided by the Department is extremely comprehensive. We appreciate the NAPLAN assessments are a hot topic politically however there are many consistencies with our assessments. |
| With the issues surrounding the move to online assessment for NAPLAN and the COVID pandemic, how reliable are any results at the moment? | We have used data from 2015 – 2019 (inclusively) as part of our research. The check in assessments completed by Year 3 and Year 5 |
| What other assessments were used to inform planning? | Our school uses formative assessments (assessment during the learning); summative assessment (after the learning) and high-quality external assessments. These include PAT, Torch, Read Write Inc, Benchmark assessments, Dalwood. We also use more formal problem-based assessments in maths. |
| What assessments and evidence are currently available to establish a benchmark and provide parents with a baseline for regular comparison against same? | Please see response to question above |
| What areas have the school focused on before reaching such a fundamental change in their approach to structure? | The responses in this document provide detail to this question. |

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| <p>If results are not as expected, has the school looked into why this is. Have teaching programs been investigated?</p> | <p>Yes we have. This year, teachers have been working more collaboratively in the development of teaching programs.</p> |
| <p>How will we know the new model is working? What are the metrics of success for the clustering grouping and when will the success of this approach be measured?</p> | <p>Our school has developed a comprehensive plan of assessment which will allow our teachers to triangulate learning information on a regular and systemic basis.</p> |
| <p>What if it doesn't work, will we revert?</p> | <p>We are confident in our ability to make this a success. It is well researched and evidence-based. Evaluation will be built in and ongoing.</p> |
| <p>What metrics will be in place to monitor and ensure enrichment/extension is indeed taking place in each classroom for the above average and high potential students?</p> | <p>Our assistant principals lead their grade in the development of teaching and learning programs. In 2020 our APs have developed the capacity of the team to use multiple sources of learning evidence to determine where they need to focus their attention to benefit students. They look at individual student results and progress and collaborate to differentiate the learning. This process will continue in 2021.</p> |
| <p>What accountability mechanisms will be in place for any decrease in student performance particularly that of high potential and gifted students?</p> | <p>As above</p> |
| <p>What metrics will be in place to monitor and ensure enrichment/extension is indeed taking place in each classroom?</p> | <p>As above</p> |
| <p>What specific concerns is there with the NAPLAN results? What analysis has been undertaken on the impact of the introduction of the Australian Curriculum and other significant changes in analysis of NAPLAN? What is the reasoning for recommending major structural changes to classes based on what could be interpreted as correlation, not causation?</p> | <p>Detailed analysis has occurred. We are specifically looking at the expected growth of students from Year 3 – Year 5 and then from Year 5 – Year 7 as well as the students achieving in the top two bands. Geoff Masters led a review of the Australian Curriculum. You can read the findings here: https://nswcurriculumreview.nesa.nsw.edu.au/ This change mostly impacts four of our classes. We have 44 classes across our school in total. In each of these classes, particularly in K-2, our teachers have shown how they can differentiate the curriculum to meet the needs of learners.</p> |
| <p>Can you please provide a rationale why your proposal would go against the Government's recommendations and research?</p> | <p>I am unsure of which recommendations and research. If you are referring to the Latham review of the review into the Australian Curriculum, this has been widely criticised by the NSW Teacher's Federation and the NSW Primary Principal Association and the Secondary Principal's Council. If you are referring to different recommendation and research could you please let me know so I can respond.</p> |

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| Do we have any clear stats/proof to show that the proposed change will benefit the children who are currently in the extension class? | Yes, the information we have referred to provides detail analysis of benefits to students. I refer you to a document called <i>What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K–12 Students’ Academic Achievement: Findings of Two Second-Order Meta-Analyses</i> as just one example of research papers we have read. |
| Research | |
| Can we assume that international educational models will be successful in Australia? | We should never form a decision off an assumption. Our processes include research into learning from international and national experts; evidence of student learning in our school and evaluation of current teaching practices. |
| What psychological research will be provided to parents that identifies the impact cluster classes will have on students of low/average, low and high achieving students? | Please refer to attached documentation for further reading. |
| Where is the evidence to support statement ‘whole group performs better’? | Please refer to attached documentation for further reading. |
| Did the school carry out research with a range of consultants or at least consider different models of streaming | Yes – this has absolutely occurred. |
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| HGPE Policy | |
| Why is this policy being used as a vehicle for fundamental change when its recommendations are already in place at MVPS? | The recommendations are not already in place at our school. |
| The HPGE policy promotes 4 educational domains. The presentation only focussed on one – intellectual. With direct reference to the policy what intellectual recommendations are MVPS currently NOT meeting? | <p>There are a number of aspects including the identification of underperforming students; further extension of students with a disability; and provisions for the fluidity of students as learners. In addition, I refer you to our existing extension class guide which is attached to the email. This guide only highlights students performing highly on tests. We know that some students do not always perform well on tests and we need to ensure we are taking this into account.</p> <p>The guiding principles of the policy are:</p> <ul style="list-style-type: none"> • All students, regardless of background or personal circumstances, require access to learning programs that meet their learning needs and support to aspire to, and achieve, personal excellence. |

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| | <ul style="list-style-type: none"> • Our commitment to high expectations for all students includes high potential and gifted students. • Achieving excellence for high potential and gifted students is underpinned by effective school environments including quality teaching, learning and leadership. • Potential exists along a continuum, where differing degrees of potential require differing approaches and levels of adjustment and intervention. <p>https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/about-the-policy</p> |
| <p>What else needs to be implemented by Jan 2021 to meet policy recommendations?</p> | <p>All staff need to be trained in the policy. This will occur on the Staff Development Days.</p> |
| <p>Can you please advise what steps are required for MVPS to meet the requirements of the new policy?</p> | <p>Of course, the steps are detailed in the policy.</p> <p>5 key actions</p> <ul style="list-style-type: none"> • <u>Evaluate</u> school procedures, programs and practices, and analyse student growth and achievement data to inform school planning and policy implementation. (this is what we have been doing) • <u>Assess and identify</u> the specific learning needs of all high potential, gifted and highly gifted students. (this is what are working on) • <u>Implement</u> evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development. (based on the above this is what we intend to do) • <u>Collaborate</u> with families, school communities and the wider community to enhance growth and achievement for all high |

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| | <p>potential and gifted students. (this refers to an ongoing conversation with teachers and the school about how your child's needs are being met)</p> <ul style="list-style-type: none"> • <u>Build teacher and leadership capacity</u> through engagement with quality research and ongoing professional learning on effective practices to improve growth and achievement for all high potential and gifted students. (we have provision and plans for this) |
| <p>Could you please clarify your interpretation of high-potential students?</p> | <p>I don't have an interpretation – I refer to the definition in the policy: High potential students are those whose potential exceeds that of students of the same age in one or more domains. Their potential may be assessed as beyond the average range across any domain. They may benefit from an enriched or extended curriculum and learning opportunities beyond the typical level of students the same age.</p> |
| <p>Other</p> | |
| <p>Is the School Improvement Plan (2021-2024) available to the community? What are the specific targets and how were these established?</p> | <p>This plan will be developed off the back of our External Validation. When the panel meeting occurs on 10 November we will then develop our situational analysis to inform the plan.</p> |
| <p>Can the school advise the community on the predicted timeline (for the school build)? Why is the school rushing to implement change before this is completed?</p> | <p>The timeline for the school build is determined by Schools Infrastructure. We are not looking to rush change. The suggested change is a result of detailed analysis. As part of the build we were required to develop a change management procedure. This is a mandatory requirement as in the past schools did not prepare teachers and students for the new learning environments. This is why we have engaged in professional learning from the Department. https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change I can also suggest the Environmental Scan developed by CESE in reference to the NSW DoE goal that 'Every student is known, valued and cared for'. This is attached to the email.</p> |
| <p>Can the school explain what social, psychological or other wellbeing measures were undertaken to support assertion (some</p> | <p>The statement was in reference to global research into gifted and talented students. We are always looking for ways to support our student's wellbeing and have a number of processes for doing this.</p> |

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| <p>ext class students feeling academic pressure and less included in broader school community)? Was this statement the result of a survey or just anecdotal? Has action been taken to date to address the experiences of such children to help them with perceived pressures and exclusion?</p> <p>Where is the data that informed the statement 'stress in top group?' Why has a survey not been carried out?</p> <p>Can you clarify how changing to clustering resolves this 'negative self-belief in other groups?' Has the school assessed how this awareness will affect their self-esteem as differences in potential are more pronounced? What additional psychological resources be employed by MVPS and what percentage of time will be dedicated to each class to cater for needs of students, i.e. low achievers feeling inadequate or high achievers feeling they need to downplay their potential?</p> | <p>This is in reference to widely available research into gifted and talented students.</p> <p>A survey gains information about opinion and does not allow us to consider the research objectively.</p> <p>I would like to have a further conversation with you about this. If the author of this question could get in touch with me that would be appreciated.</p> |
| <p>Does the school acknowledge that other children are not experiencing any academic pressure and are in fact, thriving socially, emotionally and academically in the ext environment?</p> | <p>We do acknowledge that many of our students are in extremely positive learning environments. It is our intention that all students experience this.</p> |
| <p>Does the school recognise that for many children, the extension environment has directly contributed to increased engagement in learning and improvements in their own emotional regulation, social development, behaviour and wellbeing?</p> | <p>We do acknowledge this.</p> |
| <p>Does the school acknowledge that extension classes have been offered by invitation and parents have always had the option to decline participation or have their child removed from the program if it was not suitable to their specific needs?</p> | <p>Yes. This is part of our current extension class policy.</p> |
| <p>Can the proposed model include a class for high potential and gifted learners?</p> | <p>We already have two of these classes, our OC classes in Year 5 and Year 6. The Department does not offer a similar program for younger students. Within any future structure we will be catering for the individual needs of all students.</p> |

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| <p>Is this really the best time to be implementing more change on our children's learning experiences considering the cluster grouping model has differing and polar opposite perspectives on its success?</p> | <p>Change can be daunting. If we consider that we are not ready to implement the proposed changes then we won't proceed. I can assure you of this.</p> |
| <p>Can Ms Judge share her views on how this restructure has been risk assessed to ensure that there won't be further detriment and disruption to its students learning experience in 2021?</p> | <p>The many responses within this document outline how we have assessed the challenges and benefits to our proposed model. 2020 has shown that no matter how well prepared we are, life has a way of taking us in a different direction. We have all had to learn how to be adaptive and resilient.</p> |
| <p>Our local high schools have extension programs. Why is MVPS not being consistent with these schools?</p> | <p>Whilst the High Schools may have extension programs, this is not to say they will always have these. Most primary schools moved away from the extension class model many years ago. We are the only primary school in the PCS to have them.</p> |
| <p>MVPS recently stated in a teaching position advert – 'embracing diversity, we offer a range of programs for children. We are a regional centre for gifted and talented education and special education.' Is Classes 2021 and its proposal to dismantle the extension class model supportive of 'diversity' or reflective of a 'regional centre for gifted and talented education and special education?</p> | <p>The regional centre for gifted and talented education is the Opportunity Class. This is a Department run class which is hosted at Mona Vale. As far as the school are aware, there are no plans for the OC not to be at Mona Vale in the foreseeable future.</p> |
| <p>How does the school envisage co-teaching working in Y3-6 with class sizes of 30 students?</p> | <p>The co-teaching model that we are looking to implement, involves two classes and two teachers. The easiest way to visualise this is that you have two classes next to each other and open the connecting doors. The teacher to student ratio, the number of students in the class and the physical space, remain the same. Further explanation of co-teaching will be provided in the meeting next Thursday (5 November)</p> |
| <p>Why are extension classes being abolished?</p> | <p>Please read through the responses in this document.</p> |
| <p>The separation of the Y5/Y6OC and extension classes from a flexible learning space where both classes collaborate seems to indicate a long-term plan to undermine the current model.</p> | <p>Very careful consideration was given to the classroom placement of all classes in 2020, including the OC and extension classes. The Year 6 OC and Year 6 extension are in adjoining classrooms with concertina doors which open up, in exactly the same manner as the rooms in Q Block. This is the same with the Year 5OC and Year 5 Ext, who regularly open their doors to enable co learning opportunities.</p> |
| <p>Will class allocations (with full student lists) be completed and issued to parents prior to the end of T4?</p> | <p>We do not share class lists with parents due to confidentiality issues.</p> |
| <p>If a student has had previous poor interaction or experiences with either a proposed teacher or fellow class member that has been</p> | <p>Our school has comprehensive information on student learning, wellbeing and social needs. This information will be used by the grade to create appropriate class groupings. Where a</p> |

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| detrimental to their well-being, is there an opportunity for parents to make representations to MVPS for a request to change classes into a similar ability cluster? | student has significant needs, the school will be in contact with families to organise a smooth transition to the new year. |
| Will IQ testing be rolled out to the entire school body to ensure no students have been overlooked for their capacity to be deemed a high potential or gifted student? | We are looking at using the Raven's Assessment for students in 2020 Year 2, Year 4 and Year 5 classes. We cannot use it for this year's Yr 3 group as there must be a two year gap between testing. |
| Is the new structure an optional one, or something that the Department of Education is rolling out? | Schools have the responsibility and authority to structure their classes based on best practice and the needs of all their students. |
| How does the lack of extension class fit in with the OC class model or prepare kids for High School extension classes? | Our model will prepare all students for high school, irrespective of the class or school they attend. |
| What will be the class sizes in 2021 and how many ex-extension students will be in each class? | Class sizes will remain the same as in previous years, in line with Department guidelines. We have not decided on class structures for next year so are unable to state how many students from any of our class will be in a (2021) class together. |
| Given in creative arts and with sport, there are talented groups identified that form their own talented group/team, can the school please explain why is this acceptable to continue and yet no longer acceptable to maintain extension/high performing classes? Will OC continue to run at MVPS? | All aspects of our enrichment and extension programs have been reviewed as part of our school evaluation. The Opportunity Class and Support Unit at our school are highly valued classes in our school. They are classes that the Department of Education have placed at our school. They are not part of this model and will continue at our school. |
| Can you please provide your reasoning for the upcoming school build to be a rationale for making significant structural changes to classes? | The Opportunity Class and Support Unit at our school are highly valued classes in our school. They are classes that the Department of Education have placed at our school. They are not part of this model and will continue at our school. |
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| Mark's Presentation | |
| What ethical issues arise when a school parent becomes engaged in school consultation and a significant driver of change to a model allied with personal business and research interests? Does Dr Mark Williams have a teaching or educational background? What qualifies a cognitive neuroscientist to make recommendations regarding school structure? | This is not a correct statement. Our school was already discussing cluster grouping after it was raised by Sarah Bryce in a school executive meeting. Mark shared research on this with the senior executive and then the school exec team. We asked Mark to discuss the research with the parent community. Please note that our school has always benefited from parents sharing their expertise. Recent examples are parent representatives on our communication strategy review; parents assisting us to set up our gardening program; and volunteers in the classroom. |

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| As a parent in 3 Green, is it not a conflict of interest to hire Mark as a paid consultant to the school? | Mark has not been employed by the school. |
| The other research Mark presented us with placed us almost last in educational performance rankings worldwide. Were you able to confirm if all the research was done exactly the same number/ratio to a similar demographic, was there any consistent manner in which these studies were done? | The OECD information is widely available. The following links will be able to provide more detailed information: http://www.oecd.org/pisa/ https://www.oecd.org/education/education-at-a-glance/ |
| Can you please provide the rationale why a neuroscientist has been contacted to evaluate the research given the plethora of educational specialists and GAT psychologists? | Please read above. |