

Frequently asked questions	Response
Process	
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. In addition, we have consulted with the High Potential and Gifted Education team and Learning, Teaching and Leading Coordinator (School Services)
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?	<p>This process has been discussed and endorsed by the school executive; principal, deputy principals and assistant principals.</p> <p>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> <p>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.</p>
<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>

	<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>
<p>Why not allow greater opportunity for a longer timeframe for consultation, planning, training and implementation?</p>	<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>
<p>Is the 'new structure' going to be implemented in 2021?</p>	<p>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.</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</p>

	<p>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. 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	
What does the school identify as the challenges for teaching staff in implementing this model schoolwide and how does it seek to address these?	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. The challenges will be addressed through professional learning; ongoing collaboration;
What specific resources and supports are required and will be provided for the successful implementation of this model schoolwide?	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 teachers Personalised learning goals for all students and strong communication with families from classroom teachers
What is the level of training that is thought to be appropriate to deliver this model? What is the evidence base for this level?	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
Does MVPS have the resources to supply these trained personnel and continue their development?	Yes
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.
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.
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

<p>What training and experience will the Mona Vale teachers received to teacher 'cluster groups'?</p>	<p>professional learning and support. Teachers already adopt a cluster group approach within their classrooms. Reading groups are an example of this.</p>
<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 have experience and skills in meeting the needs of students. Our K-2 classes do not have extension classes and differentiate the curriculum to scaffold and extend learning. The results of our Year 3 students over time have shown how well this has occurred. 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? 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).</p>
<p>How will creative students be identified and have their particular talents developed? 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>
<p>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?</p>	<p>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.</p>
<p>Can you explain exactly how the school will provide opportunities for enrichment for extension students?</p>	<p>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</p>

	appropriate stage outcome. This is called acceleration and is a suitable strategy for highly gifted students. For students who are high performing, 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 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.
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 there any 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

	<p>developing respectful and inclusive relationships, teamwork and acceptance of a diverse range of ideas and thoughts.</p> <p>Our school is aiming to reduce the broad range in the classrooms and draw upon the benefits for all students.</p>
What hard evidence is there of a school wide cluster grouping model working well?	<p>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.</p>
Per year group, can you clarify how many students fall into each cluster group?	<p>There would be an equal number of students in each group, determined by the number of students in the class.</p>
Can the proposed restructure guarantee the same percentage of MVPS students achieving positions in OC, high school ext, and selective schools?	<p>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.</p>
Did the school carry out research with a range of consultants or at least consider different models of streaming?	<p>Absolutely. We have engaged in extensive conversations with experts about this, most of whom are internal Department of Education employees.</p>
How will the extension class students be divided into clusters?	<p>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)</p>
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?	<p>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.</p>
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?	<p>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.</p>
Is this method of grouping also going to be applied to other curricular areas such as PDHPE?	<p>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 (set by PSSA) means that not all students are able to participate in this.</p>

<p>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?</p>	
<p>Are you referring to cluster grouping or total school cluster grouping?</p>	<p>We are referring to total school cluster grouping and the applicability of this Years 3-6.</p>
<p>Can you provide why this approach will be beneficial when the resources and expertise aren't available?</p>	<p>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.</p>
<p>Can the school provide assurances that our children will still receive the same level of teaching in a cluster group? Will children from an extension class be placed into a new class with children that have learning difficulties or are highly disruptive?</p>	<p>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.</p>
<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 the 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>During the presentation it was stated that MVPS NAPLAN progressions (3-5) is below par from the Executive team's</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</p>

<p>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>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. 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?</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. 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.</p>
<p>Does an assessment of NAPLAN provide a sophisticated understanding of MVPS performance?</p>	<p>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.</p>
<p>With the issues surrounding the move to online assessment for NAPLAN and the COVID pandemic, how reliable are any results at the moment?</p>	<p>We have used data from 2015 – 2019 (inclusively) as part of our research. The check in assessments completed by Year 3 and Year 5</p>
<p>What other assessments were used to inform planning?</p>	<p>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.</p>
<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</p>

	students. They look at individual student results and progress and collaborate to differentiate the learning. This process will continue in 2021.
<p>What specific concerns is there with the NAPLAN results?</p> <p>What analysis has been undertaken on the impact of the introduction of the Australian Curriculum and other significant changes in analysis of NAPLAN?</p> <p>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.</p> <p>Geoff Masters led a review of the Australian Curriculum. You can read the findings here: https://nswcurriculumreview.nesa.nsw.edu.au/</p> <p>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>
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.
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. • Our commitment to high expectations for all students includes high potential and gifted students.

	<ul style="list-style-type: none"> 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 at the end of 2020.</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"> Evaluate 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) Assess and identify the specific learning needs of all high potential, gifted and highly gifted students. (this is what are working on) Implement 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) Collaborate with families, school communities and the wider community to enhance growth and achievement for all high potential and gifted students. (this refers to an ongoing conversation with teachers and the school about how your child's needs are being met) Build teacher and leadership capacity 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)
Could you please clarify your interpretation of high-potential students?	Please 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.
Other	
Is the School Improvement Plan (2021-2024) available to the community? What are the specific targets and how were these established?	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.
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?	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.
Can the school explain what social, psychological or other wellbeing measures were undertaken to support assertion (some 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? Where is the data that informed the statement 'stress in top group?'	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. This is in reference to widely available research into gifted and talented students.

Why has a survey not been carried out?	A survey gains information about opinion and does not allow us to consider the research objectively.
Can the proposed model include a class for high potential and gifted learners?	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.
Our local high schools have extension programs. Why is MVPS not being consistent with these schools?	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.
How does the school envisage co-teaching working in Y3-6 with class sizes of 30 students?	Co-teaching has been a strategy in place at Mona Vale PS for the past 15 years. The co-teaching model involves two classes and two teachers. The teacher to student ratio, the number of students in the class and the physical space, remain the same. The teachers determine when they want the classes to work together, the grouping strategies and the role of the teacher within the lesson. Further information will be outlined on the Webinar on November 5 at 7:30pm.
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.	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.
If a student has had previous poor interaction or experiences with either a proposed teacher or fellow class member that has been 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?	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 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 an external aptitude test 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. This is just one of our assessment tools.
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. The Department sets class sizes for OC and Support Unit classes, and schools are staffed on formulae based on student enrolment.