

Question that were addressed in the presentations
Having read DOE reports/relevant literature I cannot conclude the cluster model supports every student to achieve educational potential. Convince me otherwise?
Please explain the other models of class structure that have been investigated?
How will the needs HPGE students be met under the new proposal? In classes of 60 with teachers teaching across an even wider range?
Where is the proposal?
Will the school consider a phased approach or is it definitely all of yrs 3-6 2021?
What performance monitors will be implemented to measure the success/short comings of these classes?
Why is this proposal being rushed through?
Why not stay with mixed ability classes, given both whole school streaming and clustering are linked to impact student self-confidence due to labelling?
Recently published research (2020) concluded 'don't establish fixed within class (Cluster) groups. So why is this being proposed for our school?
Why can't this wait till the new school build so infrastructure is set up correctly?
For how long are you going to trial this new system before you decided if it's a success or not?
After the year that the teachers and students have just had, why is this being pushed to start next year?
MVPS has made so many poorly communicated changes on top of changes this year! Why make this change? What is wrong with the structure as it is?
Many children will fall through the cracks and won't be identified as needing help in class of this size. What is MVPS ultimately trying to achieve by this change?
Have other schools in the area adopted the same structure? Could we get their principal and teachers to come and present their experiences? Are there other public schools in AU currently using the proposed structure and is there any data on how the children are progressing academically/emotionally?
How can overall performance be lifted if high achieving kids leave?
Given that OC classes, selective high schools and extension classes in local high schools exist, why is MVPS looking to do away with extension classes?
Please articulate how differentiation will play out in practice? Will the curriculum stay the same but levels of difficulty and complexity vary??
Why do you not refer to Hattie meta-analysis of over 800 studies given it is more up-to-date and comprehensive than the 100-year paper you refer to?
Are there go/no go decision points that you have defined (or will define) in the event that it doesn't appear to be working?
In the short term, how will you measure the effectiveness of this class structure approach? How will you communicate the effectiveness?
How can you ensure that under the proposed model all students are educated to their max potential (especially if class sizes increase)?
What's the rationale for making this change? What are the educational outcomes we are looking for?
Can you describe the consultation process and parents capacity to influence the final outcome?
How will the proposed model of classroom structure improve student engagement and reduce distractions, leading to better learning outcomes for students?

Why don't we have a say in the restructuring of the classes?
Given the upheaval of 2020, what data will you be using to group students?
How to group students based on ability if some might be high achieving in maths but low achieving in English?
Why hasn't Hattie's Visible Learning been referenced in your materials?
What are the 4 models you are considering?
Can you provide your timeline for implementation?
'Follow the data and evidence of what works in schools' and 'avoid education experiments and uphold standards' S Mitchell, given the data, are we an experiment?
How does labelling a child average (or low average) give them high expectations?
You refer to the CESE doc as best practice – why aren't you focussing on the 8 themes in that report rather than large disruption and labelling of students?
If the school has looked at this for 12 months, why has it just been communicated to us?
With clusters of 8-10 how do you manage differences in skills between maths and English etc?
Why are we looking at implementing such a big change now?
What is the data for comparing mixed-ability classes (MVPS currently) & TSCG? The data presented to date only presents streaming vs within-class grouping.
Given that Hattie shows cluster grouping is likely to only have a small effect why would we label our children for something so inconsequential?
NBCS are opting out of open-plan/co-teaching. Why is MVPS introducing a 70s model with limited sustained success?
Re the comment of 'misinformation about 60 kids in class' - that number came directly from Ms Judge when asked in the focus group. Has this changed?
What additional training will the staff be given to facilitate co-teaching?
Research shows that co-teaching has a significant workload increase on teachers. What extra training and support are the teachers going to be offered?
How are you planning on pairing the teachers?
Is it being implemented in all PCS schools. Are all teachers supportive and enthusiastic? How many teachers have training/experience in co-teaching?
How many schools in Australia have adopted this practice of large class sizes and what are the results?
Will teachers require greater RFF time given the time it takes to work with the co-teacher? What will this mean for the kids?
Co-teaching requires large collaboration between teachers, how will you ensure they are compatible to work together?
Is every room setup for team teaching? How do you propose that 60 students will fit into classrooms which have not been designed for this style of teaching?
Given the noise of combined classrooms, how will they be inclusive for all students and provide equity of learning?
This concerns me, why make the change? https://theconversation.com/students-struggle-to-hear-teacher-in-new-fad-open-plan-classrooms-37102
Research states 'as class size became larger, so did the amount of noise tolerated, non-academic management and teacher lecturing or explaining' – so why change?
How will 60+ people in such small spaces work in our COVID world?

Co-teaching requires a high level of collaboration and time for our already busy teachers, what are the benefits over our current class size?
Open classrooms have been demonstrated to have a small impact and the Government is moving away from them, given the negatives, why would we shift to them knowing this?
How will the children be assessed to determine their 1-5 rank and when will this assessment take place? Will teachers have input as to how the child is ranked?
How much of this has been communicated to the kids as they realise they have been doing lots of tests but don't know what is happening?
How often will children be assessed to ascertain their 1-5 ranking for class placements?
What is the cost per student to process the aptitude test?
Could the school please outline the weighting applied to the aptitude test vs all the other assessments (PAT, Torch and others) to determine cluster groups?
Regarding the aptitude test. This is a non verbal skill test primarily mathematically orientated? Is there some more information on the test?
How are the tests being conducted? If online Ravin, those results are kept forever and other organisations can access.
What will the aptitude test results be used for? This is something that has not been done at MVPS before and once again no clarification has been given.
Why have we received an aptitude test note when we don't know what is being proposed?
How will our teachers get the professional development to be well equipped to manage the change whilst still teaching the last 6 weeks of 2020?
What professional training is being provided for the teachers (initially and ongoing)?
Please share the detail around the teacher transition and training plan. Given we are in week 4 Term 4. How can this be implemented for 2021?
Is it true the Principal will receive a pay increase based on the outcomes of these changes but not our hard working teachers?
Is this being done given directive to reduce school numbers down to a sustainable level, thereby creating need to up NAPLAN in order to maintain pay of leaders?
If we are strongly opposed to this model will we have permission to move our children to an out of area school whose teaching methods we believe in?
What happened to the creative arts community building which MV parents and the community have been fundraising for years? Is this new rebuild in place of that?
With 6 weeks left, why so many significant changes being proposed with very poor consultation and lack of discussion with both staff and parents?
First the extension classes, then co-teaching classes of 60, now the band and strings program is to be taken over by the school – is creative arts next to go?
Can I ask if there is any truth to the rumours that a higher number of MVPS staff have applied for transfers? Unrest within the ranks?
How many of our current teachers will not be returning next year? We have a high % of excellent part-time teachers – will we lose them under these changes?
What tools will be given to casual teachers who have to cover for a sick or absent teachers? I can't imagine having to walk into a class of 60 to teach for a day.
How would specialist classes be incorporated into this structure, i.e. music lessons?
Are composite classes being considered in this proposal?

What opportunities were the staff given to anonymously express their concerns?
Have the teachers been given the chance to give anonymous feedback on the changes?
If NSW model open classroom schools are now reporting sharp declines in NAPLAN results why is the class structure being recommended?
Why have we been left in the dark for so long?
Can you please provide details on how the exec team is managing confirmation bias, i.e. not just finding evidence to support prior beliefs?
Researchers are required to get ethics approval to test outside of best practice, why are we testing on our kids without these standards?
Was the building funding granted on condition of co-teaching/larger classes being implemented at MVPS, regardless of parental and community endorsement?
If the proposed changes do not deliver the stated outcomes, what will the school do with new buildings that are no longer fit for purpose?
Does the leadership team have the courage to make the call to revert the structure back if it is not working?
Why does it feel so much of this is based on the views of an expert, who it appears doesn't have specific qualifications or experience in this specific area?
Are our kids 'guinea pigs' for this region? If so, why?
We had stability under previous principal. Why do we now have polar different approach leading to instability for students, parents and staff?
MVPS have a large proportion of teachers who are not permanent. How can you ensure that our fantastic quality of teachers will be retained?
What proportion of the teachers support this change, and how has that data been gathered?
How can we host OC classes but say extension doesn't work? Don't the 2 work closely together?
What feedback have the teachers provided on the proposed training plan and what it requires of the teachers?
What proportion of the teachers support this change, and how has that data been gathered? KPIs/metrics are in place prior to implementation to provide parents with confidence the plan is ready for implementation?
When will the school have time to 'listen, value and consider all of your ideas, thoughts and opinions form parents, if we already in week 3?
Why are we labelling all children when experts said this was bad for their mental health?
Is there concern that without a majority of teachers favouring the proposed classroom restructure, we will lose some of our fantastic teachers to other schools?
I don't want my child to be labelled 'low-average' can I opt out of testing?
Can you record the webinar?

Questions not addressed in presentations	
Where is the proof that the suggested method works?	Please see links to some of the research that we have engaged with.
Provide honest pros and specially cons for proposed structure so we can support our kids in the transition and identify clues for difficulties/not adapting?	
What guarantees that this model actually lifts performance in those (HP) students?	
Can the school identify any concerns of potential problems regarding the proposed models?	
How much of this has been communicated to the kids as they realise they have been doing lots of tests but don't know what is happening?	Our assessment schedule has not increased or changed this year. Summative assessments always occur at the end of a unit of work in preparation for reporting and informing future teaching and learning.
What key target areas will be used to measure efficacy of the model? Can parents have transparency with the 'before and after' results readily available?	There are some results that are already available through the annual school report and parents get individual reports on their child's progress. Due to privacy reasons we cannot share all or our data.
Recent research highlights that the way teachers give feedback and the type of feedback is hugely important, why not focus on this, rather than labelling?	Effective feedback is part of our teachers' everyday practice. As part of our 2021-2024 school plan we are drawing upon the 'What Works Best' document. (ADD LINK)
Why did we receive a note from Deputy advising principal would present at the last P&C, when it ended up Ms Judge was in fact absent from that meeting. Why hasn't anyone from the exec committee acknowledged and/or apologised for misleading parents regarding the expected presentation at the last P&C meeting?	The email to parents said that Shannan would provide an update. That email went out before the focus group meeting had happened so we could not predict what that update would be. Shannan was there for the first part of the meeting but unfortunately due to technical difficulties, was unable to be

	<p>heard. The update from the focus group meetings as Shirlee-Ann said, was that we would be having a further presentation.</p> <p>The school absolutely acknowledges that people had joined the P&C meeting to hear an update and we apologise for any misunderstanding caused.</p>
<p>With many students having ADHD, SPD, anxiety or are just very shy, how will they be supported in such a large, overwhelming learning environment?</p> <p>My child, who struggles at school, cannot possibly be better off in a larger class. Why would you do anything to make things worse for kids like her?</p> <p>How does a child with attention and focus difficulties benefit in this type of large group structure and what will be put in place to help them?</p> <p>My child is quiet and doesn't like loud noises, how will this be taken into consideration with 60 kids in the class?</p> <p>What is the plan/option if some kids do not fit the new scenario?</p> <p>How will the new structure affect our kids in terms of learning/emotional/creative and physical aspects?</p>	<p>We take considerable care placing all of our students in classes. This won't change. We will continue to provide the high level of support that we currently have in place for our students with additional needs.</p>
<p>Last year at P&C the buzz was inquiry-based learning now cluster grouping and co-teaching; what will we do next? Won't stability be good for teachers and students?</p>	<p>Inquiry based learning has continued to grow in the school. We have had co-teaching in the school for the last 10 years.</p>