



Information in relation to our class configurations

Goodwood Primary School is committed to

- Recognising and building on children's diverse backgrounds, understandings and experiences
- Understanding how children learn
- Building connectedness between learning experiences
- Acknowledging children as unique individuals with diverse and complex identities
- Recognising children as active "agents" of their own learning.

"Research has highlighted the **benefits** for both teachers and children when learning and teaching in a multi-age classroom. Benefits include more holistic, child-responsive curriculum practices that consider the understandings, capabilities and dispositions that children need for future work, e.g. working in diverse environments that seek workers who are multi-skilled, literate, cooperative, creative, adaptable, independent and resourceful." ('Multi-age teaching', Queensland Studies Authority).

Composite Classes

What are the benefits of a composite class?

Children in a composite class have the opportunity to mix socially and academically with a wider range of students. Children are able to work at their own rate within a community of learners and are able to learn from, and with each other. Articulating our learning to others demonstrates high level understandings and complex thinking skills.

How do teachers cater for a range of abilities?

Teachers are trained in differentiating the curriculum to meet the varying abilities of their students. We have a very clear understanding of the curriculum requirements and expectations for each year level. Effective assessments of student learning ensure we know students' needs, strengths and future learning points. Here are some strategies that we use:

- Planning open-ended tasks that cater for a range of different abilities and allow learning to be demonstrated in different ways.
- Planning tasks that allow for different entry points and provide further opportunities for extension and problem solving.
- Provide targeted small group and individual instruction based on learning needs and specific teaching points.
- Setting individual goals, challenges and projects which encourage children to demonstrate independence and responsibility in their Learning.
- At times students will separate into groups for instruction to meet specific learning needs; this may include linking with another composite class.

Teachers work collaboratively as teams (Early Years, Middle Primary and Primary Years) to ensure we have consistency of practice across cohorts of children.

Does the placement of a child in a composite class mean they are more or less able?

In every year level children have diverse needs, skills and abilities. When placing children into class groups we aim to represent the full range of student abilities from a given year level, whether in a single year level class or a composite class.

Team Teaching

We are very fortunate to have several teachers who team teach together collaboratively in one space. There are many benefits to this situation. All teachers come with specialist skills associated with the curriculum and this supports collaboration between the teachers, expanding learning opportunities. Research (McKinsey) shows that teachers working collaboratively together positively impacts on student learning outcomes. At Goodwood teachers with like year levels are released to work collaboratively together, to ensure we have consistency of skill and concept development through the Australian Curriculum. Often the learning design for Inquiry may vary between classes however the expectations for the achievement standards are adhered to. Having pairs of teachers collaborate as well on a daily basis adds value to this.

Should you have any further questions in relation to these two aspects of school life please don't hesitate to contact a member of the leadership team. We value meeting with people in person to discuss the learning experiences and opportunities your child/ children have at Goodwood.

Deb Brassington,
Principal



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