



# BEAUMARIS PRIMARY SCHOOL COMPOSITE CLASSES

*Part of the Overall School Vision and Collaborative Culture*

*“Often parents are concerned about the placement of their children in composite classes. This placement offers huge advantages to the child.”*

The Curriculum Framework is the guiding force behind education since the Education Act of 1999. The achievement of outcomes commensurate with each child’s phase of development is of paramount importance. Whereas in the past the child had to fit the curriculum as he or she progressed through the school, today the curriculum has to fit the child – fit the child’s developmental phase regardless of age, year level or ability. Each child is then moved on towards outcomes that will promote further development and success.

The Beumaris school structure aligns developmental phases with the Curriculum Framework and combines current successful teaching and learning practises. These include: collaborative & team teaching; Lifelong Learning competencies; Middle Schooling culture; composite classes; values; and Productive Pedagogy to drive our vision and goals.

*...to be the leader in excellence, embracing challenge, shaping the future...*

## **Strategic Goals:**

- To develop a whole school learning, thinking & caring community
- To promote high standards of student academic & social achievement

## **How do multi age classes benefit children?**

The Western Australian Curriculum Council Curriculum Framework challenges schools to provide quality education for all students. Composite grouping is one strategy that supports teachers in doing so.

## **Composite Classes provide opportunities for children to:**

- work together and learn from each other
- work at their own developmental level and rate
- experience success and acknowledge the success of others
- accept, value and care for others as individuals.
- foster a sense of responsibility for learning
- remain with the same class teacher over a period of more than one year, enabling: teachers to develop a realistic and detailed understanding of each child, their ability and potential; longer and stronger relationships between teachers – student – parents
- benefit from the shared expertise, enthusiasm and involvement of collaborative teaching teams in each sub school, who plan, evaluate, moderate and provide opportunities to support and extend learning for students through flexible organisation and groupings

- develop skills in cooperative learning, role modelling, peer tutoring, leadership, collaboration, flexibility and inclusivity – all of which are essential foundations to Lifelong Learning

**Composite classes assist schools in meeting student needs by:**

- providing more options for matching student, staff and school needs
- providing flexibility in class structures to meet needs of individual children and identified groups
- enabling even class sizes and even distribution of gender, special needs, staff expertise and resources

**In a composite class there is an encompassing view of curriculum:**

- it is a dynamic and often the experiences from which children learn are more diverse with more variety of input from children in a range of ages
- it is flexible and open and can be responsive to children's needs
- the interconnectedness of learning can be emphasised and children gain a broader grasp of the various forms of knowledge
- the developmental learning approach is supported as students construct new knowledge and understandings and make links
- collaborative processes are encouraged as students work together

**In a composite class the core values of the Curriculum framework are supported:**

- the pursuit of knowledge and achievement of potential is still the greatest importance as teachers consider the varied needs of individuals. In a modern classroom much importance is placed upon collaborative learning and shared information
- children learn self acceptance and respect of self in the context of a phase of development where children are typically similar
- respect and concern for others is developed within the a sharing and supportive class environment
- social and civic responsibilities are developed as the children in composite classes work together
- environmental responsibility is developed within the context of more experienced and younger students working together to show respect and concern for their environment

**In a class with a range of ages, social considerations are met:**

- in families, people of all ages interact
- in the workplace, a variety of ages work together
- children from smaller families gain a supportive family in their class
- children learn from one another and a variety of needs are supported