CLASS PLACEMENT – COMPOSITE CLASSROOMS

Inglewood Primary School creates its class structure using staff expertise and professional judgement, considering a range of factors to create the most supportive and effective learning environment for every student. These factors include:

- the educational and emotional needs of students,
- the creation of classes that are balanced with respect to academic performance, social development and behaviour,
- equality of gender distribution,
- constraints of resources or facilities, including the necessity for composite (split grade) classes,
- special circumstances such as siblings or individual family matters and,
- positive learning relationships.

UNDERSTANDING THE NEED FOR A COMPOSITE CLASSROOM

All government schools are funded through a student centered-centered funding model. It is the responsibility of the Principal to determine the best possible structure of classes that meet both student needs and the recommended class sizes outlined in the teachers' industrial agreement:

Year	Number of students per class
K	20
PP (purpose built)	27
1-3	24
4-6	32

When enrolment numbers in a particular year level don't fit neatly into these limits, a composite (split year) class may be required.

Composite classrooms help schools manage enrolment numbers effectively, ensuring balanced class sizes. This approach allows schools to maintain important teacher-student ratios that support effective learning and engagement.

UNDERSTANDING MY CHILD'S PLACEMENT IN A COMPOSITE CLASS

Classroom teachers and administration use information about each child to determine which students are placed in a composite class. In addition to the factors listed above, when selecting students for a composite class, consideration is also given to each student's work habits, such as their ability to work independently and collaboratively, as well as their social maturity.

Students will not be placed in a composite classroom **for two consecutive years** without consultation with parents. They may, however, be placed in a composite class again in future years depending on enrolment numbers and class structures.

UNDERSTANING HOW COMPOSITE CLASSES WORK

This practice of composite classes is a well-established and research-supported practice, especially in the primary years. They offer several benefits, such as the development of leadership skills, enhanced problem-solving abilities, increased independence and confidence.

Students in a composite class will be taught and assessed against their year level curriculum and achievement standards. Teachers, supported by admin, will cater the learning for the students by differentiating through content, process, product and physical environment. Teaching and learning will focus on each child's stage of development, ensuring that every child is supported and challenged at their point of need.

Teachers are provided with regular opportunities to collaborate and plan as a year level team, including teachers of composite classrooms. At Inglewood Primary School all year level teams have dedicated collaborative time built into the timetable and this supports connection of teaching and learning experiences across the cohort. Over the course of the year teaching and admin staff will make every effort to plan for students in a composite class to connect, interact and engage in activities and events as a year level. This includes year level sport, excursions, incursions and other initiatives that are planned each term.