

**What are the Departmental Guidelines?**

**1. Departmental Guidelines**

<https://education.nsw.gov.au/public-schools/going-to-a-public-school>

There are a number of policies that guide the formation of class groups. These include: Enrolment of Students in NSW Government Schools: <https://education.nsw.gov.au/policy-library/policies/enrolment-of-students-in-nsw-government-schools> along with a number of policies that identify particular student groups. The purpose of identification is always equity of outcomes.\_\_\_\_\_

**2. Projected enrolment numbers and staffing**

Staffing is allocated using the formula (right). Children in the early years receive a higher allocation so fewer students are required to be entitled to a full time teacher. However, staffing is calculated on the TOTAL number of enrolments in the school, not the number of students in a particular year. For example, a school with the following enrolments is not able to form straight classes because the numbers simply do not allow for it.

K x 0.0513	20 students = 1 teacher
Y1 x 0.0435	22 students – 1 teacher
Y2 x 0.0400	24 students – 1 teacher
Y3-6 x 0.0333	30 students – 1 teacher

Kindergarten	Year 1	75	Year 3	Year 4	Year 5	Year 6
66	60	50	67	70	76	68
3 x 20 + 5 over	2 X 22 +18 over	2 X 24 + 2 over	2 X 30 + 7 over	2 X 30 +10 over	2 X 30 + 6 over	2 X 30 + 8 over

**What if my child is in a composite/ multi stage class?**

Single-grade classes are an administratively convenient way to organise schools. However, single grade classes are made up of learners with a wide range of abilities, working at different developmental stages. In a sense, every class is a ‘composite’ class.

**How does the teacher cater for different year groups in the same class?**

The curriculum is based on stages of learning from Kinder to Year 10. Each stage builds on the next stage. Curriculum content is organised around key concepts and skills.

Students revisit the same concepts every year but it is expected that over time students will develop deeper understandings and greater proficiency and competence in applying the skills and processes.

At Balgowlah North we are in the process of creating a two-year scope and sequence cycle in all Key Learning Areas.

**What if the composite/ multi stage class is across stages?**

When we form a cross stage composite time is provided over the week for the students to engage with students from their own cohort. In our school organisational structures SEAT, 3 -6 Sport, library and assemblies time is created for our teacher to have targeted time with each grade.

## **What are the evidenced based practices that research show improves student learning?**

For the most part, it is the **quality of teaching**, combined with student interest and engagement that has a greater impact on learning than on class organisational structures.

Quality teaching that is differentiated to meet the needs of every student, well supported by mentoring, instructional leadership, teacher collaboration and professional learning, has a far greater impact on student achievement than the structure of classes.

Teaching practices such as explicit teaching, formative assessment, flexible grouping strategies and collaborative inquiry-based learning, all of which are routinely implemented across classes at Balgowlah North PS, are equally effective in composite classes as in single grade classes.

## **How are decisions made on students for composites/ multi stage classes?**

In forming class structures departmental policies, projected enrolments, staffing entitlements and educational research are taken into consideration along with equity issues such as

- decisions that ensure equity of outcomes for all students
- the social, emotional and academic learning needs of the students
- resources and space

## **What is the collaborative, consultative process used at BNPS?**

In Term 4 the Principal begins the consultation process with the school leadership team, the Diverse Learners Team and class teachers.

*Step 1.* All students social, emotional and academic needs are compiled individually by their class teacher.

*Step 2.* The cognitive and affective needs of individual students are considered in terms of their:

### *Cognitive needs*

- academic performance and support needs
- literacy and numeracy progress and achievement
- strengths, and areas of need in different subject areas

### *Affective needs*

- ability to work independently and co-operatively
- interpersonal and intrapersonal characteristics
- general observations from teachers about student groupings
- student leadership --- balance of the elected leadership is to be maintained in senior classes
- personalities

### *Step 3. Special consideration- Parents*

Parental requests for special considerations are to be made by Week 4 of Term 4.

#### *Please note:*

- Requests for special consideration should focus on the learning needs of the student.
- Selection of teacher is not an option.
- There is no guarantee that the school will be able to accommodate parental or student requests.

### *Step 4. Formation of classes*

Generally final structures cannot be decided until the total school enrolments are known in the following year. Class structures are formed in the best interests of ALL students and the school. The principal has the delegated authority and responsibility to determine the final make up of classes.