Melbourne Archdiocese
Catholic Schools

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2027 Year 5 and Year 6 Class Structure

FREQUENTLY ASKED QUESTIONS

St Margaret's is committed to providing every student with a positive, engaging and challenging learning experience.

In 2027, our Year 5 and Year 6 students will be organised across five classrooms, including one Year 5/6 Multi-Age class. We understand that families may have questions about this arrangement and hope the following information provides some clarity about how the structure will operate.

1. Why is St Margaret's introducing a Year 5/6 Multi-Age class?

Like many Catholic schools, St Margaret's is responding to increasing financial and staffing pressures across the education sector. The introduction of a Year 5/6 Multi-Age class is part of our planning to ensure the school remains financially sustainable while continuing to provide a high-quality learning experience for all students. In developing this structure, we have carefully considered the learning, wellbeing and needs of our students and school community.

2. Are multi-age classes common in primary schools?

Yes. Multi-age classes are an established approach used in many primary schools across Victoria and Australia. They bring students from two year levels together, with teachers planning learning experiences that respond to students' different learning needs and stages of development.

Multi-age classrooms also provide opportunities for students to collaborate, develop independence, share knowledge and learn from one another. St Margaret's has a history of multi-age classrooms, with a number of current teachers and leaders bringing valuable experience in teaching and supporting these settings.

3. Are multi-age classrooms academically effective?

Yes. Research consistently indicates that students in multi-age classrooms achieve academic outcomes that are comparable to those of students in traditional single-age settings. It is important to recognise that student achievement varies considerably within any classroom, including single-age classes where students may be working across a span of several year levels.

Multi-age classrooms are designed to respond to this diversity by focusing on students' individual learning needs, progress and readiness, rather than age alone. This approach enables teachers to differentiate instruction and support each student to achieve appropriate learning growth.

4. Will students continue to learn the Year 5 or Year 6 curriculum?

Absolutely. Students will continue to be taught and assessed against the curriculum expectations for their respective year levels. Teachers will work collaboratively to plan and sequence learning that addresses the requirements of both year levels. Where appropriate, students will participate in shared learning experiences, with teachers differentiating instruction and learning tasks to meet individual needs.

At other times, Year 5 and Year 6 students will participate in separate, targeted learning experiences to ensure they are appropriately challenged and supported. Teachers will also have dedicated collaborative planning time and support from the school's Learning and Teaching leaders to assist with curriculum planning, assessment and teaching.

5. Will Year 6 students miss out on their usual activities and experiences?

No. Maintaining a positive and memorable Year 6 experience is a priority for us. All Year 6 students, including those in the Multi-Age class, will participate in the full range of Year 6 experiences, including:

- Year 6 Prep Buddy Program
- Year 6 Camp
- Interschool sport
- Leadership opportunities
- Confirmation
- Graduation
- Secondary school transition activities
- Mini-fete

There will be times when Year 6 students come together separately to participate in activities and learning experiences specifically designed for their final year of primary school. This will also provide opportunities to maintain connections and friendships with their Year 6 peers across the level. They will remain an important part of the wider Year 6 cohort and will continue to participate in year-level activities, celebrations and leadership opportunities with their Year 6 peers.

Year 6 students will continue to be challenged through learning experiences aligned with Year 6 curriculum expectations, with opportunities for extension and further learning growth. Learning alongside younger students does not mean that students will be limited in their academic progress or learning opportunities.

6. Will students receive the same level of individual attention and support in a Multi-Age classroom?

Yes. Teachers at St Margaret's plan learning experiences that respond to the different strengths, needs and abilities of students. This includes explicit instruction, flexible groupings, targeted support and extension opportunities to ensure all students are appropriately supported and challenged.

To further strengthen this support, a designated Intervention Support Teacher will work across both Year 5 and Year 6. Ms Maddison Daperis, our Senior Literacy Leader, will collaborate with classroom teachers to provide targeted learning support and extension in literacy and mathematics.

Learning Support Officers will also be deployed across both year levels, with allocations guided by individual student needs. This will be consistent with the support provided to students throughout the current school year. Student learning and progress will continue to be monitored so that teaching and

support can be adjusted to meet individual needs. These practices are an important part of effective teaching across all classrooms at St Margaret's.

7. How will students be allocated to classes?

Class placements involve careful consideration of a range of factors, including students' academic learning needs, independence, maturity, friendships and social relationships, wellbeing, individual strengths and the overall balance of each classroom.

The Multi-Age classroom is not an extension or remedial class, nor is placement based solely on academic ability. Students will be allocated to classes following careful consideration of their individual needs and the overall composition of each classroom.

We acknowledge the requests families have shared with us and will take these into consideration when developing class lists. While we cannot guarantee particular placements, all decisions will be made with the best interests of students in mind.

Families will be notified of their child's 2027 class placement at our Step Up Day on Monday 14 December 2026.

8. Who will be teaching the Year 5 and Year 6 classes in 2027?

CLASS	CLASSROOM TEACHER
Year 5A	Ms Dacia Obliubek (4 days) & Mr Tony Fimiani (1 day)
Year 5B	Ms Bridget Schroder
Year 5/6 (Multi-Age)	Mr Raymond Mammone
Year 6A	Ms Caitlin Grace (4 days) & Mr Tony Fimiani (1 day)
Year 6B	Ms Maddison Blake
Senior School Enhancement Teacher	Ms Maddison Daperis
Learning Support Officers	Yes - specific allocations to be confirmed. Arrangements will be similar to 2026.

Ms Maddison Daperis will provide dedicated Intervention and Enhancement Support across Year 5 and Year 6. Learning Support Officer arrangements will continue across both year levels, with specific allocations determined in response to student needs.

9. How will the school ensure the Multi-Age class is successful?

Teachers will work collaboratively to plan, assess and monitor student learning. The school leadership team, Learning and Teaching leaders and Learning Diversity team will provide ongoing guidance and support to ensure the needs of all students are being met.

Student progress will be monitored through St Margaret's established assessment and reporting processes. Teachers will use classroom observations, learning tasks, work samples and standardised assessments to track progress against year-level expectations and identify opportunities for additional support or extension.

School leaders will also regularly review the effectiveness of the classroom structure, considering student learning, engagement and wellbeing. This will help ensure that the needs of students are being met and that teaching and support can be adjusted where necessary.

Through careful planning, ongoing monitoring and collaboration, we will continue to work towards positive learning and wellbeing outcomes for all students.

10. What if I have further questions?

We welcome ongoing communication with families and understand that you may have questions about the arrangements for 2027. Please feel welcome to contact me directly at john.rudd@smmaribyrnong.catholic.edu.au if you would like to discuss any aspect of the proposed structure.

Melbourne Archdiocese of Catholic Schools (MACS) have also produced a document to support families who may have additional questions. Please see the link for access to the document

Thank you for your continued partnership and support. We look forward to working together to ensure a positive and successful year of learning for all students in 2027.

John Rudd
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