



# CLASS FORMATION

## POLICY

### Rationale:

- A clearly defined, collaborative process for the placement of children into classes will lead to greater efficiency, increased understanding and improved opportunities for learning.

### Aims:

- To provide each child with the opportunity to be part of a class of children that will allow them the best opportunity to learn.
- To form well balanced classes of children that take into account the social, emotional, academic and physical characteristics of each child.
- To ensure that optimum use is made of the prior knowledge that teachers, parents and others have of each child prior to class placement.

### Implementation:

#### **Grade Structure**

- The Principal, following discussion with the teaching staff, will make the final decision regarding the structure of grades. These may change each year depending on the number of children at different grade levels.
- Teachers will be asked to list their preferences for teaching specific grades and specialist areas. The Principal will make the final decision regarding teacher placements.

#### **Student Placement**

- Teachers will split their current grades into the appropriate number of groups.
- They will take into consideration; friendship groups, gender, a range of academic abilities and specific talents or skills, students with specific needs, integration students and behavioural issues.
- The Principal, in consultation with the Assistant Principal and Leadership Team, will make the final decisions regarding the composition of the grades and which teachers will teach them.
- Reasonable parent requests may be considered if written and discussed with the principal.
- Students will visit their new grade for the following year in the last week of Term 4.
- Staff members will not disclose the composition of proposed classes prior to any formal announcements.

### Evaluation:

- The Leadership Team, in consultation with their teams, will present and record, a half year and end of year report on the effectiveness of the structure in their area and the cohesiveness of classes.
- The Welfare Coordinator will monitor individual students in classes who may have encountered social, emotional or academic difficulties.
- The leadership team and staff will discuss the strengths and weaknesses of various arrangements before the structure for the following year is decided upon.
- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in December 2013