SUPPORTING TEACHING AND LEARNING

CLASS FORMATION

GENERAL STATEMENT
Every student has the right to an education which will provide the best educational opportunities for the individual. It is acknowledged that educational opportunities for students with disabilities and impairments must be non-discriminatory and in accordance with the relevant Acts.

RATIONALE
A clearly defined, collaborative process for the placement of students into classes will lead to increased understanding and improved opportunities for learning.

BROAD GUIDELINES
• While the allocation of students, class numbers, structures and compositions are all ultimately the responsibility of the Principal, a collaborative process with the school community will be employed.
• Class groupings of students should be well balanced and take into consideration the social, emotional, physical and academic needs of each student.
• Consideration will be given to age, gender, student ability, behaviour, previous class, friendship groups, teacher recommendations and parent/carer requests. Individual needs as well as a whole school perspective will be considered.
• The Principal, in consultation with staff, and after considering student numbers, will determine the number of classes, and their sizes, for the following year.
• Throughout the school year, under exceptional circumstances, the Principal may choose to reorganise classes taking into account the above considerations.

IMPLEMENTATION:
• The process of forming classes will commence in October of the previous year.
• Expressions of interest will be sought from staff members to teach in learning areas and specialist areas.
• Staff members will be required to work collaboratively within their learning area to create draft classes of students. Team Leaders have the overall responsibility for overseeing and implementing this with their area.
• Students’ previous learning area teaching staff, specialist staff, student wellbeing staff and principal class will provide input to the draft class lists before they are finalised.
• Our Lower Primary area of the school, the Watsonia Campus, has nine classrooms and can cater for 80 students. When placing students into primary classes, our 80 youngest students (no older than 10 years of age) are placed in Lower Primary. Regardless of the age of the student when they move between Lower and Upper Primary, they will not lose a year of schooling. Where possible the learning area compositions are based on the following age groups;
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  \begin{align*}
  \text{Lower Primary} & : 5 – 9/10 \text{ years of age} \\
  \text{Upper Primary} & : 9/10 - 12 \text{ years of age} \\
  \text{Secondary 7-8} & : 12 - 14 \text{ years of age} \\
  \text{Secondary 9-10} & : 15 - 16 \text{ years of age} \\
  \text{Secondary 11-12} & : 17 - 18 \text{ years of age}
  \end{align*}
  \]
• The number of students in classes will aim to be kept at a maximum of ten students in Lower Primary and an average of twelve students in all other learning areas. Class sizes may increase or decrease due to enrolment movement in the area. The Principal will formally seek input from parents/carers regarding their requests for student placement. All parent/carer input must be directed to the Principal, or Assistant Principal, in writing.
• The Principal, or Assistant Principal, will inform Team Leaders of parent/carer input prior to the formation of classes. These will be taken into consideration when considering class compositions.
• Once draft classes are completed, the Principal may make any necessary alterations in consultation with Team Leaders.
• Staff members will not disclose the composition of proposed classes prior to any formal announcements.
• Students who enrol at the school during the year may be temporarily allocated to classes, with the possible need to alter the placement once further information regarding the child is known.

Ratified by School Council: 13.12.16
Review Date: 13.12.19
Details relating to the classes of students and the roles of teachers will be communicated to parents/carers in the last week of Term Four.

Students moving to another learning area of the school will be provided with opportunities to orientate themselves to that area.

Orientation opportunities will be organised for new students who will be attending the school in the following year.

All parents/carers, including those of students who have moved into another learning area of the school, will be given the opportunity to attend a “Meet the Teacher” session early in the school year.

All classes are trialled for a period of one month.

REFERENCES

Racial and Religious Tolerance Act 2001

Equal Opportunity Act 2010

DET School Policy and Advisory Guide

EVALUATION

This policy will be evaluated as part of Concord School’s cycle of policy review.