

CLASS PLACEMENT POLICY

RATIONALE:

All students will be placed in a supportive class environment where teacher, parents/caregivers and students are in partnership to achieve their very best learning.

AIM:

Use a transparent process to gain information about the placement of the student. This information will ensure a positive and supportive learning environment.

IMPLEMENTATION:

- Parents/Caregivers will be given an opportunity in October to state, in writing, to the Principal, their serious concerns for their child's placement in relation to other class members (NOT class teachers) for the following year. This will be communicated via the newsletter
- Teachers will ask students to indicate in writing their preferred friendship group for the following year. A conversation between the teacher and the students may occur
- Class sizes to be as close to 1:21 in the Early Years (F -2) and 1:26 in the Middle Years (3 -6)
- The main considerations when placing a child in a future class group include:
 1. Gender balance
 2. Mixed ability groups using academic, social/emotional and behavioural considerations
 3. Student friendship groups
 4. Supported students – Program for Students' with Disabilities, English as an Additional Language, Language Support Program, intervention programs
 5. Parent/Caregiver input (letter to Principal)
 6. Retention students will be a priority
- Students will be placed with at least one of their preferred friends, where possible
- Where parents/caregiver requests could not be accommodated, the Principal will make contact with them
- Students will meet their new class and teacher/s (where possible) during the final weeks of school
- Parents/Caregivers will be formally notified about their child's placement in writing

EVALUATION

At the completion of this process every year, feedback will be sought from staff and policy review on 3 year cycle

REFERENCE