



CLASS FORMATION PROCEDURES

The following procedures have been developed with reference to the DoE policy *Leading and Managing the School*.

Rationale:

There needs to be clear and consistent procedures in the formation of classes at West Pymble Public School so that each student is treated equitably, according to their needs within the organisational structure decided by the school.

Class Structures:

In the formation of classes and teacher allocation at West Pymble Public School the following factors will guide the decision making;

- Department of Education staffing formula.
- Teaching staff's experience and expertise.

The principal has the delegated authority to determine the final make up of classes.

Student Allocation Process:

In the allocation of students to particular classes the following prioritised factors will guide the decision making process **where possible**:

1. A balanced distribution of students' abilities and genders across all classes;
2. The needs and strengths of individual students, these may be social, intellectual, emotional or physical;
3. Student relationships, ie inclusions and separations;
4. Consideration will be given to clustering students of similar ability or "like mindedness" in small groups with a class;
5. The child's suitability for multi aged classes;
6. Consideration is given to whether a teacher and student have been together before and to the best match for teacher and student;
7. Recommended separations and/or pairings;
8. In Year 6 a balance of the elected leadership is to be maintained across grade classes.
9. No class group is graded or streamed.

Identification of Needs:

The identification of these needs and strengths will be achieved through:

- Professional deliberations of staff who are familiar with the student.
- Academic and welfare data.
- Students educational history (previous classes, special circumstances)
- Significant information supplied by parents (history, social or emotional factors).

Allocation of Teachers:

The allocation of teachers to classes is determined after a consultative process that takes into consideration;

- Teacher preferences.
- Past experience of teachers.
- Professional skills and expertise.
- Professional learning goals of staff.

Kindergarten Classes:

Children commencing their school life are grouped in comprehensive classes. Teachers of Kindergarten who have participated in NSO (New Student Orientation Program) will form classes based on their knowledge gained from student assessments (academic, personality, learning needs, peer relationships etc) and information provided by the student's preschool followed by information provided by parents.

Stage or Multi Age Classes:

Stage or multi age classes are formed when it is deemed to be in the best educational interests of the particular student cohort. Classes will be formed using criteria similar to the comprehensive classes using data from the current year's assessment. In addition to this, teachers forming the classes will also give consideration to the independent work habits of the children and their ability to work in a stage or multi age environment. Students who are selected for inclusion in a stage or multi age class are considered to be those who will gain maximum benefit from the enrichment and extension opportunities provided in a stage or multi age environment.

Confidentiality:

Class structures will remain confidential until released by the school at the start of the coming year. This is due to the unpredictability of enrolment numbers, staffing and subsequent class formations.

Parent Enquiry:

Whilst any parent is entitled to know how their own child came to be placed in a particular class, the school is required to maintain the privacy of the needs of other students and is not able to outline the particular reasons as to why other students have been placed in particular classes. Once classes have been formed, no child will be moved unless for valid and/or emerging learning issues.

Many factors are considered prior to students' placement. Class placement is based on a wide number of factors, first and foremost, the professional judgement of teachers. Any parent requests must be based on compelling and valid learning issues that have been submitted to and approved by the Learning Support Team and must be made in **writing to the principal only prior** to end of Term 3. As a general rule, no parent requests will be considered unless they are made through the proper channels within the specified timeframe and fulfill accepted requirements. Requests that have no educational or social/emotional validity will not be considered. The principal will have the final decision as to the placement of a student.

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