

Boroondara Park Primary School Policies	Ratified	November 2013
CLASS PLACEMENT POLICY	Review	November 2016

Rationale:

Student learning and development is enhanced by quality teaching and strong relationships between their peers, parents and teachers.

Aims:

To establish class groupings that:

- promote optimum learning for each student while fully utilizing the skills, expertise and experience of staff members and available facilities and resources
- develop students' academic, social and personal skills
- include students with a balance of gender, academic, social, emotional and behavioral support student to maximize well-being

Guidelines:

- Toward the end of each year when feasible, the grade structure for the following year will be identified detailing the breakdown and number of grades and specialist programs to be covered. This is part of the routine workforce planning process.
- When classes are being formed for the following year, the process will involve classroom and specialist teachers and may also involve relevant staff from the team into which the students are progressing.
- Students have input into class placements by selecting peers who they regard as positive to their learning. We will endeavor to place them with at least one of their selected peers.
- Groupings aim for straight classes but may include both single year level groups and multi-age groups. The school views both approaches to be valid and acceptable as the students, regardless of the grouping structure, are taught as individuals.
- The following criteria shall apply when students are being allocated to class groups.
 - The age and maturity of individual students
 - The abilities of, and difficulties encountered by, individual students
 - The emotional, social and behavioral characteristics of individual students
 - The effect of social groupings on individual students
 - The number and gender of students at each year level
 - Implications for timetabling and whole-school organization
 - Students who need to be separated for reasons or to foster independent growth
 - Where it is considered socially and/or emotionally beneficial for a child to be placed with a particular teacher
 - A specific request made by a parent within the guidelines provided by the Principal (see below)
- The Principal will be the contact person if there are circumstances that we need to be aware of and will give consideration to input from parents toward the end of the year for specific requests for student placements. This is not an invitation to request a particular teacher. It is important that the balanced composition of the grade takes precedence in this process in order to enhance ALL students' learning opportunities.
- Wherever possible, advice regarding children's academic, personal and social development will be sought from the previous educational setting and parents
- The school will make optimum use of available human and physical resources with consideration given to DET guidelines on class sizes
- Students will be promoted automatically through the seven year levels except in exceptional circumstances which will be examined by the Principal on a case-by-case basis
- Retention or acceleration will only be recommended after extensive consultation between parents, staff and appropriate professionals

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.