



Allambie Heights Public School

RESPECT

RESPONSIBILITY

RESILIENCE

165 Allambie Road, Allambie Heights NSW 2100 P:9451 5440 F:9975 5046
E: allambieht-p.school@det.nsw.edu.au W: www.allambieht-p.schools.nsw.edu.au

Class Formation Procedures

The following Class Formation Procedures for Allambie Heights Public School have been developed with reference to the Department of Education's *Leading and Managing the School* policy.

Rationale:

To provide clear and consistent procedures in the formation and structure of classes at Allambie Heights Public School so that each student is treated equitably, according to their needs, within the organisational structure decided by the school's leadership team.

Aims:

- To provide a clear procedure for forming membership of classes
- To ensure the privacy of individual students

Class formations and teacher allocations is a collaborative process between teaching staff and leadership team members. The Principal has the delegated authority to determine the final class formations and teacher allocations, including student placement.

The organisation of classes considers current research on learning and best practice. Classes provide opportunities for:

- Different learning styles
- Cooperative learning
- Development of life-long learners
- Development of students taking responsibility for their own learning
- Encourage the development of a broad circle of friends
- Encourage the development of social, emotional and academic development

Procedures:

In term 3 and term 4 each year, the leadership team will analyse student enrolment numbers and make a reasonable decision about the school structure for the following year. The reasonable decision is subject to change as families leave the area or new enrolments enter the intake zone. Every effort is used to base decisions on known and historical data. For this reason, the school asks parents and carers to alert our administration staff if you intend on moving or leaving the school as soon as possible.

- **Teacher allocations:**

The allocation of teachers to classes or roles across the school is determined in term 4 for the following year. Teaching staff have the opportunity to nominate which year or stage groups they would like to teach, in preferential order. The leadership team will take the following into consideration when placing teaching staff into roles:

- Student and school needs
- Past experience, including accreditation status
- Professional skills and expertise
- Professional learning goals and aspirations

- **Student allocations:**

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

- A balanced distribution of students' abilities and genders across all classes
- The needs and strengths of individual students, these may be social, intellectual, emotional or physical
- Student relationships, eg: inclusions and separations
- Consideration will be given to clustering students of similar ability or 'like mindedness' in small groups within a class
- The child's suitability for multi-aged classes, if required in the class structure determined By the school's leadership team
- Consideration is given to whether a teacher and student have been together before and to the best match for teacher and student
- Recommended separations and/or pairings
- No class group is graded or streamed, eg: an accelerated class per grade

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

- Professional deliberations of staff who are familiar with the students in the cohort
- Academic and wellbeing data
- A student's educational history, eg: previous classes or special circumstances
- Significant information supplied by parents and carers, eg: history, social or emotional factors

Kindergarten classes:

Children commencing their school life are grouped in comprehensive classes. Teachers who have participated in the transition to school program will use their knowledge gained from transition, discussions with pre-schools and enrolment information, including the 'Allambie Heights Public School starting school' survey, to form classes.

Composite, stage or multi-age classes:

Composite, stage or multi-age classes are formed when it is deemed to be in the best educational interests of the particular student cohort or as determined by enrolment numbers when evaluated by the school's leadership team. 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 composite, stage or multi-age environment. Every class is a composite of children with various skills and abilities and the spread in any given composite class is no greater than our year-based classes.

Students will be assigned their classes once final numbers are confirmed. Once Kindergarten to year 6 classes have been formed, there will be no changes to student placement unless exceptional circumstances are evident. These will be assessed by the school's leadership team on a case-by-case basis. *Please note: friendship networks do not constitute exceptional circumstances.*

Parent and carer considerations:

Many factors are considered prior to the placement of a student. Class placement is based on a wide number of factors, first and foremost, the professional judgement of teachers. Staff have an excellent knowledge of our students and put an enormous amount of time and effort into forming classes to meet the needs of all students. All our classes are mixed ability and cater for the wide range of needs among students. If it is felt necessary, parents and carers may submit considerations each year they feel the request applies as they do not carry over from year-to-year. Any enquiries about class placements should be communicated in writing to the class teacher. Only if necessary, should follow up communication be provided to the relevant Stage Assistant Principal:

- Considerations for specific teachers or friendship groups will not be considered
- Considerations for special consideration should focus on the learning needs of the student
- There is no guarantee that the school will be able to accommodate considerations

Please note: the school is required to maintain the privacy of the needs of other students and is not able to outline particular reasons as to why other students have been placed in particular classes. Although specific parent and carer considerations relating to compelling and valid learning and wellbeing concerns that have been submitted for their own child may be taken into account, requests that have no educational or social emotional validity will not be considered. The school's leadership team will have the final decision as to the placement of a student. This will be done in consultation with the teaching staff who best know the student.

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. Classes for the new school year will be formed once numbers for the new school year are confirmed. At Allambie Heights Public School, it is hoped that we can form classes for the new school year at some time on the day students return to school.