CLASS PLACEMENT POLICY

Guiding Principle
The child’s educational interests will be the basis for class placement ahead of all other considerations.

Rationale
Individual class placements can have significant impact on student achievement and must primarily be based on the school’s professional judgements of the child’s educational needs, circumstances and interests.

Policy Guidelines
Placement Criteria and Considerations
- The child’s academic, social, physical and emotional needs.
- Creating gender balanced class groups across the school (when feasible).
- Whole of school organisational needs.

Communication
- Parents will be provided with a copy of the policy “Class Placement Policy”.
- Parents are advised that letters from parents will not drive the placement process.
- Class lists will be posted on the staffroom veranda on the Friday prior to the start of Term 1.

Placement Procedures
Teachers and administrators spend a great deal of time considering the best placement of all students. Teachers prepare individual profile sheets, year level teachers meet, specialist teachers are consulted and the administration team reviews all of the drafted lists prior to the preparation of final class groups.

Special Placements
- ‘At Risk’ children or those with special needs will be identified and recommended for placement first.

General Placements
- Projected numbers for the new year are estimated and possible class groupings considered by administration.
- Staff are consulted on the preferred class groupings and whole of school structure.
- Pupil Profile Sheets are prepared by teachers to assist with placement decisions.
- Year level teachers to meet to formulate proposed classes using criteria focusing on academic and social emotional aspects of each individual student.
- Specialist teachers consider class groups to provide their input.
- School administration makes a final review of the class groupings.