



CLASS PLACEMENT POLICY



Help for non-English speakers

If you need help to understand this policy, please contact the school office on 9870 3050 or ringwood.heights.ps@education.vic.gov.au

PURPOSE

To provide guidelines and processes that support the establishing of class groupings based on the learning needs of all students

To conform to relevant Department of Education directives on the composition and size of classes

To ensure the process is transparent and parents are aware of the guidelines used to support the formation of classes

RATIONALE

The social, academic, physical and social needs of students within class groupings requires careful consideration to ensure that learning opportunities are optimised for all students of Ringwood Heights Primary School. Multi age groupings foster cross year level friendships which impact positively both in and outside the classroom. Deliberate differentiation occurs to meet the developmental needs of all students to ensure all students are challenged and extended from their individual point of need.

POLICY

- The number and arrangement of classes will be formulated on anticipated enrolment numbers and staffing resources
- Class groups are determined by the Learning Teams with the input of specialist teachers, Assistant Principal and Principal
- All teachers at Ringwood Heights are caring and committed educators and Ringwood Heights strives to ensure that all students are provided with a high quality education. Whilst we appreciate that you may wish that your child would benefit from being placed in a class with a particular teacher, we are generally unable to consider these requests. Our school's leadership team has an in-depth understanding of each teacher's strengths and will always endeavour to place our students with teachers who are best placed to suit their needs.
- If a parent has a legitimate concern regarding the placement of their child, then they must communicate this information in writing to the Principal
- The desirable school structure is multi-age with single Foundation classes
- The class groupings will be structured into 4 learning teams (Prep, 1/2, 3/4, 5/6)
- A whole school transition activity will be scheduled for students to participate in prior to the following year
- Notification of forthcoming class groupings will be known for all students in LT2,LT3 & LT4 in the final week of the school year for the following year.



The following factors will be considered in the formation of classes:

- Students will be asked to nominate 3-4 'Learning Buddies' with whom they would like to be placed with. Teachers will discuss the situation with parents if a student's preference creates a learning risk.
- Teachers will consider a range of factors which will include, but are not limited to; establishing a group with a range of learning needs, behavioural factors, students who require additional support, and friendship groupings.
- Students may be allocated to the same class grouping with the same teacher for 2 years if this is considered beneficial to the student to meet their ongoing learning needs.
- We do not re-allocate students to different classes during the school year, unless exceptional circumstances arise. Parents will be advised of the situation if it arises.
- Foundation students will be placed in class groupings by the Learning Team 1 teachers after observations from transition sessions and discussions with Kindergarten teachers.
- Foundation students will be placed in their class groupings on the final transition session and will meet their classmates and (the *likely teacher* for the following year).

ACHIEVEMENT MEASURES

- Individual student achievement
- Student engagement and wellbeing
- Parent response to the process
- Class cohesion

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website

POLICY REVIEW AND APPROVAL

Policy last reviewed	2023
Approved by	Principal
Next scheduled review date	2027