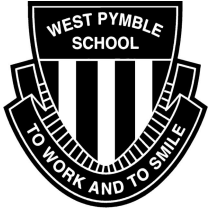


WEST PYMBLE PUBLIC SCHOOL



To work and to smile

CLASS FORMATION POLICY

The following policy has been developed with reference to the DSE policy *Leading and Managing the School*.

Rationale:

There needs to be a clear and consistent policy 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 and Training 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 factors will guide the decision making process.

- A balanced distribution of students abilities and genders across all classes.
- Student relationships and friendship networks.
- The needs of individual students, these may be social, intellectual, emotional or physical.
- If a student is moved from one class to another a swap with a child of roughly equivalent level is to take place to maintain the comprehensiveness of the classes.
- Consideration is given to whether a teacher and student have been together before.
- Consideration is given to sibling placement within a stage.
- In Year 6 a balance of the elected leadership is to be maintained across grade classes.
- The child's previous history in multi-aged classes.

Identification of Needs:

The identification of these needs 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 of 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 use their knowledge gained from student assessments (academic, personality, learning needs, peer relationships etc.) to form classes.

Multi-Age Classes:

Multi-aged classes are formed when numbers of children in the grade are such that complete classes cannot be formed. An attempt to form classes within a stage is desirable. Classes will be formed using the same criteria as the comprehensive classes using data from the current year's assessment. The teachers forming the classes will give consideration to the independent work habits of the children and their ability to work in a multi-aged environment. Consideration is also given to those children who have been in a multi-aged class in the previous year.

Confidentiality:

Class structures are to 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.

Although specific parent requests will be considered, the principal will have the final decision as to the placement of a student.

drafted by	BE Wilson	approved	Executive	review	Executive
date	November 2004	date	November 2004	date	December 2005
