



Class Placement Policy

Rationale

In an environment where equity plays such an important role, all classes should have an even spread of abilities, behaviour and gender at each grade level.

Guidelines

1. All classes are evenly distributed in equal numbers of males and females where possible.
2. Behavior and academic abilities **and current peer groupings** are taken into consideration and spread evenly in each allocated class OR to allow best learning across the cohort.
3. Friendship is a consideration but **the impact on student learning** is the most important factor to be considered.
4. Teacher's general observations of students' social interaction is important.
5. Class list should be developed without a teacher name attached.
6. An equitable spread of Disability and Inclusive funded students and IEPs across cohorts is an important consideration.
7. Management of Education Support staff should be discussed with Wellbeing co-ordinator.

Responsibilities

- 1) **Current** class teachers formulate the groupings for the following year.
- 2) Other teachers who might have prior knowledge regarding child clashes or inappropriate combinations.
- 3) Principal and/or Assistant Principal. AP will oversee parent requests.

Implementation

All students are to be graded by their class teacher in the areas of general academic progress and behaviour.

Using the following as a standard guide to allow even allocation.

Behaviour		Academic		Include these initials if required
Always	A	A	Very Good	IEP – DIF
Usually	U	B	At standard	IEP - Indig
Sometimes	S	C	Just below	IEP - OoHC
Rarely	R	Orange	Requires additional support	IEP – ASD IEP - low

Eg

Jayden Smith R IEP - DIF

Students who have assistance should also be appropriately distributed to the future classes. Consideration should also be given to the number of IEPs to be completed by the class teacher.

If there are to be any changes following the original selection using the guidelines set out above, there must be consultation with the class teachers and if possible the student is to be replaced with another student of a similar standard. **Sufficient time is to be allocated for all parties to view the suggested class lists prior to distribution.**

At Eastbourne Primary School, students may be placed in multi-age groupings across the school. This allows students to remain with class teachers over a two year period (if that supports the best learning for the student). Consideration needs to be given to the core groups that will be combined to make up the new class. In individual cases, teachers should not be expected to have the same children in the following year if they feel a change is beneficial for the student or the teacher. Conversely, in some cases, students can be matched to individual teachers to maximize their learning potential.

Order of class composition meetings

In the case of composite classes, the lower (or odd number) groupings for the following year will be completed by the last Friday of November. So that means developing lists for Grade 1,3 and 5 will happen first. Then the older (or even number) groupings will be added the following week. So that means Gr 2, 4 and 6 will be added. **Meeting time will be provided** and AP and Wellbeing Co-ordinator will be in attendance.

Specialist staff will be consulted about groupings.

REVIEW CYCLE

This policy was last updated November 2023 and is scheduled for review in November 2025.