1. PURPOSE

Armadale PS uses a collaborative process to place children in the best possible learning environment that allows an engaging program to be delivered in a consistent, equitable and effective manner.

2. OBJECTIVES

2.1 To provide each child with the opportunity to be part of a class of children that allows them the best opportunity to learn
2.2 To form classes based on a balance of intellectual, social and emotional needs
2.3 To ensure a gender balance exists in all classes (where possible)
2.4 To form classes using a collaborative process with input from students, present and future teachers, Specialist teachers, the Principal & Assistant Principal and parents (if necessary).

3. IMPLEMENTATION

3.1 The School will

3.1.1 Support teachers with appropriate resources and time to effectively allocate students to new classes
3.1.2 Ensure that teachers utilise agreed criteria for profiling each student (refer 3.2.1) to assist with the formation of balanced classes
3.1.3 Engage its leadership team to allocate classes to staff.

3.2 Staff will

3.2.1 Place students into classes, taking into consideration the following in priority order: 1. Achievement levels 2. Learning orientation (behaviour & attitude) 3. Peer preferences 4. Special needs
3.2.2 Compile teacher assessment folders for each child during the course of a year. These will be forwarded on to new teachers during the transition process
3.2.3 Refer parents to consult with the Principal/Assistant Principal regarding any extenuating circumstances that may impact on a child’s grade placement
3.2.4 Take into consideration the careful placement of students who have been with the same teacher for two years.

3.3 Students will

3.3.1 Select peer preferences from other students who support their learning and connectedness to school

3.4 Parents will

3.4.1 Respect the complexities of this process and appreciate the considerable time undertaken to carefully place each child
3.4.2 If necessary, contact the principal in writing with any specific considerations regarding their child prior to the commencement of the placement process (which will be advertised in the school newsletter)
3.4.3 Recognise that the class placement of each child ultimately rests with the Principal
3.4.4 Positively support their child’s transition to new classes each year.

4. EVALUATION

The policy will be evaluated by the Curriculum and Policy Sub-Committee and the Principal through observations and feedback regarding the objectives of the policy.