

CLASS FORMATION POLICY

Preamble

A clearly defined, collaborative process for the placement of children into classes will lead to greater efficiency, increased understanding and improved opportunities for learning.

Rationale

At Mount Ridley Prep – 12 College, we acknowledge that each child is an individual and a unique range of variables will affect their social, emotional and academic development. When forming class placements for the ensuing year, it is imperative that the best possible learning environment is created for each student. Consideration must be given to a range of critical factors.

Guiding Principles

When formulating class placements and mentor groups at Mount Ridley Prep – 12 College, the best possible learning environment is considered for each student. In order to do this, consideration is given to:

- The spread of abilities in each class;
- The spread of behavioural, social/emotional and other special needs;
- Gender balance;
- Equal number of students in each year level within composite classes;
- Positive student working relationships and potential conflict situations, and
- Previous class placements.

Within the overall framework of class formation, it is recognised that certain provisions may take precedence (for example, behavioural and social/emotional considerations).

Whilst students at the College are not asked to list friendship groups, teaching staff members take these into consideration when formulating class placements.

In the Senior Years (Years 10 – 12) all selected subjects are electives and, as such, class formation will depend on the blocking of subjects and combinations chosen by students.

Implementation

- The College Principal, in consultation with the College Leadership Team and the Consultative Committee, will consider student numbers and determine the number of classes and class sizes for all year levels from Prep – Year 9.
- In the Senior School (Years 10 – 12), the availability of electives will be determined annually, subject to demand and resourcing.
- Parents may provide input regarding class formation for the following year in relation to special circumstances that may have a significant impact on the child's educational development. This should be provided to the relevant mini School Principal in writing no later than Week 1 of Term 4.
 - No requests for particular teaching staff members will be entered into.
 - No requests for student placement will be considered after Week 1 of Term 4.
 - No changes will be made after class placements have been finalised.
 - Any input provided by parents may be shared and discussed openly with relevant staff members.

- The College will make best use of available staff and rooms to form classes.
- With the exception of specialized programs such as ACED, ESP, STRETCH and LINCS classes should not be formed solely on the basis of academic ability and should consist of students with varied abilities. Class placements should aim to foster positive friendships and cooperative groups, which lead to a harmonious learning environment.
- Consideration should be given to reducing the number of students in classes where there are children with emotional, social, intellectual or physical difficulties.
- Once all factors stated above and information has been considered, relevant Engagement Team members in consultation with Curriculum Team members compile class lists. This must commence as early in Term 4 as possible.
- Mini school Teams must follow the College process for class formation. This is outlined in the *College Class Formation Timeline*.
- The College Principal and Mini-School Principals consider professional advice provided by Mini –School Team Leaders, as well as the Directors of Teaching and Learning, Directors of Student Engagement and Well-being and Director of Student Services.
- Once class placements are finalised, they are posted in a central area that is only accessible by staff members.
- All teaching staff members, particularly specialist teachers, look at the final class placements in order to identify any student combinations, which may need to be reconsidered, or where considerations have been made in prior years.
- Staff members will not disclose the composition of proposed classes prior to any formal announcements.
- In term 4 new prep students will take part in the Prep Familiarisation Program, where possible this will be with their proposed class and teacher.
- All students from Year 1 – Year 4 participate in a Transition Program and Transition Morning in Term 4. Students meet their new teacher and familiarise themselves with their new room. Students transferring to the College from other educational settings are invited to attend this transition morning, as are new teaching staff.
- All students who will be in Years 5 and 6 for the following year participate in a Transition Day, which occurs on the same day as the Year 7 Orientation Day.
- Year 6 students moving up to Year 7 will participate in a special Orientation Day, which is determined each year by Northern Metropolitan Region. To facilitate a successful program and ensure the availability of relevant staff, this may necessitate the dismissal of certain year levels for this day to accommodate the influx of new students. The affected classes will be determined by the College Leadership Team.
- The College will endeavour to provide parents with information about the class formation process.
- Parents will be notified of class placements for the next year with December reports, or as early as possible before the end of the preceding school year.
- Under exceptional circumstances, the College Leadership Team may reorganise classes during the school year.
- Students who enrol at the College during the year will be allocated to a class, with the understanding that there may be a need to alter the placement once further information regarding the student is known.

Whilst all of the above shall be considered when forming classes, the final decision on class composition will rest with the College Principal.

Supporting Documentation

- Class Formation Timeline

Evaluation

As part of the College review cycle, this policy will be reviewed every three years.

Date policy ratified: March 2015
Date of next review: 2018

Date policy ratified: May 2018
Date of next review: 2021