

Hazel Glen College is committed to ensuring we foster a culture whereby all students feel valued, supported and recognised as an individual in a safe, secure and inclusive learning environment. In order to maintain this culture, one important aspect is the formation of classes.

### Rationale

A clearly defined, collaborative process for the placement of children into classes will lead to an enhanced learning environment both socially and academically.

### Aims

This policy aims to:

- provide each child with the opportunity to be part of a class of children that will allow them the best opportunity to learn.
- form well balanced classes of children that take into account first and foremost the academic needs of each child and then emotional, physical characteristics and social balance for each child.
- ensure that optimum use is made of the prior knowledge that teachers, relevant educational professionals, allied health professionals and parents have of each child prior to class placement.
- allow for each child's individuality and maximum growth.

### Implementation

#### 1. Class Formation (Prep)

- 1.1. The process of forming classes in Prep commences in October / November of the previous year.
- 1.2. Information on student academic ability is gathered by Prep teachers during the College's 'Prep' transition program.
- 1.3. The Prep transition coordinator is required to create draft classes of students to present to the College leadership team.
- 1.4. The College aims to maintain an average class size of 21 in Prep.

#### 2. Class Formation (Junior and Middle School)

- 2.1. The process of forming classes for Junior and Middle School commences in November of the previous year.
- 2.2. Existing staff members are required to work collaboratively to create draft classes of students.
- 2.3. The College aims to maintain an average class size of 23 in the Junior School (1 to 4) and an average class size of 25 in the middle school (5 to 8).
- 2.4. Junior and Middle School students participate in a 'Meet the Teacher – Student Orientation' session where Junior School students meet their new class teacher and grade for the following year and Middle School students are introduced to Middle School staff and students for the following year.

- 2.5. As part of the transition from Year 6 to Year 7, students in government secondary schools participate in an orientation day. All government schools hold this orientation day on the same day – often the second Tuesday of December.
- 2.6. All students entering Year 7 are required to complete academic placement testing prior to commencement.

### 3. Class Formation (Considerations)

- 3.1. In establishing a balanced class structure, consideration is first and foremost given to academic progress. Considerations are then made for gender, behaviour and friendship groups etc. Individual needs and a whole College perspective must also be considered.
- 3.2. While the allocation of children to various classes, class structures and class compositions are ultimately responsibilities of the Principal, a collaborative process is employed.
- 3.3. The Principal, in consultation with the College Leadership Team and after considering student numbers, determines the number of classes and sizes for the following year.
- 3.4. To support an optimal learning environment, teacher appointment to a class is to be based on a full time allocation where possible.
- 3.5. Through consultation, teachers are allocated to both a class level and individual class.
- 3.6. Preferred class composition is single year level or where required a dual class level.
- 3.7. Once draft classes are completed, the Assistant Principals/Heads of School may make any necessary final alterations.
- 3.8. Under exceptional circumstances the Principal may reorganise classes throughout the year.
- 3.9. Composition of proposed classes are to remain confidential and are not to be disclosed prior to any formal announcements.
- 3.10. Children who enrol at the College during the year are inducted by their Year Level Leaders/Heads of School according to the above criteria.
- 3.11. Any parent concerns regarding the academic placement of specific children in classes must be directed to the Principal in writing. If practicable, the Principal will inform staff of parent input prior to the formation of classes.
- 3.12. This policy takes into account many variables. Whilst we consider the social and emotional needs of all our children, it is our priority to ensure academic balance across all grades. Where possible, the College endeavours to meet friendship requests, however, this may not always be appropriate.

### Related Policies / Documents

### Evaluation

This policy was created in term 3 of 2015

This policy will be reviewed as part of the College's annual review cycle