

CLASS ALLOCATION POLICY

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Responsibility of:	Principal	Effective Date:	06/02/2019
Target Audience:	Staff and Parents	Next Review Date:	February 2020

1. RATIONALE

At Leanyer School, we encourage all children to achieve the fullest possible development of their intellectual, social, physical, emotional needs. We aim to provide the highest quality education underpinned by the Reggio Emilia Philosophy in a supportive, inclusive and caring learning environment for each individual child, working to their strengths and focusing on areas that need attention. As an integral part of the process of creating positive learning environments, we strive to achieve the best possible class placement for every child. Creating balanced classes according to the educational and social information we have about the students is a complex process requiring collaboration and trust between parents, teachers and the School leadership team.

2. PURPOSE

The purpose of this Policy is to ensure learners are allocated to classes

- based on a balanced consideration of individual and cohort needs
- through, fair, just and transparent processes

3. POLICY

This policy is underpinned by the school Innovation statement and values.

Innovation Statement

Leanyer School, in partnership with parents and community, will provide an education vital to students' achievement as individuals and citizens in the 21st century. Our curriculum will emphasise creativity, collaboration, innovation and leadership. Students will be provided rich and diverse opportunities to develop the broad cultural understandings and skills in social harmony necessary to contribute as successful global citizens.

Values

Achievement	Take responsibility for always doing your best.
Curiosity	Ask questions of yourself and others and listen to new ideas
Respect	Care for yourself, others and the environment.
Collaboration	Work and learn with others to achieve goal

3.1 The School will apply transparent, equitable and just processes for class allocation and review of class allocation decisions.

3.2 Decisions about class allocation will be made taking into consideration:

- Gender
- Diversity of Learners
- Class size
- Learning Styles/Teaching Styles
- Student interests
- ESL or EALD
- Cognitive ability
- Friendship groups
- Behavioral Traits
- Learner well-being /social and emotional considerations
- Health and medical considerations
- Personal / family background (if applicable)
- Common Names

3.3 A whole class group will not progress together from one year to the next.

3.4 Staff will not discuss individual learner's class allocation with parents, queries are to be directed to the Principal.

3.5 Should parent/family and learners have concerns over a class allocation they will have access to a fair transparent decision review process.

3.7 The principal has the final decision responsibility about class allocation.

4. IMPLEMENTATION

The Implementation of this policy will be managed by the Principal according to the Class Allocation Procedure.

5. DEFINITIONS

Fair	Treating people equally without favouritism or discrimination.
Just	Decisions made according to principles
Transparent	Clear, understandable and open processes
English as a Second Language (ESL)	ESL English is not a learning area from T – 9 and students are not allocated an A–E grade for this additional language learning. Students are learning English as an additional language or dialect (often referred to as ESL English) as they study learning area content
English as an Additional Language/Dialect (EAL/D) Learning Progression	The EAL/D Learning Progression describes four broad four phases of English language learning: Beginning, Emerging, Developing and Consolidating
Orderly Learning Environment	Orderly learning environment: the school maintains a learning environment that is safe, respectful, inclusive and promotes intellectual rigour. Classrooms are calm with minimum disruptions to teaching time. High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students

6. ROLES & RESPONSIBILITIES

All staff are to:	Observe the requirements of this policy.
The School Principal will work with the Leanyer Leadership Team to:	<p>Provide leadership in the application of fair, just and transparent class allocation and decision review processes</p> <p>Communicate the Class Allocation and Review of Class Allocation Procedures to parents</p> <p>Work in partnership with parents and the Leanyer School community to achieve the aims of this policy</p>
Teachers are to:	<p>Develop knowledge of the physical, social and intellectual development and characteristics of each learner and their learning preferences</p> <p>Develop knowledge of each learners diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>Develop strong and trusting relationships with their students and families</p> <p>Model and promote the School values, the Code of Ethics of NT Teachers and the Australian Professional Standards for Teachers</p> <p>Work with parents/families to help students adjust to their new class.</p>
Parents and families have the responsibility for:	<p>Provide the school with information which will support the best class allocation for their child</p> <p>Working in partnership with the school to support their children's learning and development</p> <p>Being aware of the significant influence they have on their children's learning, behaviour and wellbeing</p> <p>Work with the principal and classroom teachers to help students adjust to their new class.</p> <p>Follow the class allocation and decision review processes</p>

RELATED POLICY, LEGISLATION & DOCUMENTS

Leanyer School	Leanyer School Class Allocation Procedure
NT Bard of Studies	Curriculum-Pedagogy-Assessment-and-Reporting-Framework
Teacher Registration Board (NT)	Code of Ethics for NT Teachers
Department of Education	Enrolment Policy
Northern Territory	NT Education Act
National	Australian Professional Standards for Teachers Australian Professional Standards for Principals Melbourne Declaration on Educational Goals for Young Australians 2008 Australian Curriculum V 8.3
International	Rights of the Child