

Formation of Classes

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Holy Spirit Community School Vision Statement

"... the fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control." Galatians 5:22

Holy Spirit Community School seeks to develop the Fruits of the Spirit by ...

Developing a sense of belonging where **love** of and **respect** for oneself, family, community (local and global) and our Earth will be nurtured, a love of learning fostered and individual needs recognised in an inclusive environment.

Working towards a deep knowledge of our students so that through personal reflection, prayer, knowledge of scripture and the example we (staff and parent/s) aspire to set in the school and wider community, **faith** is demonstrated as relevant to their lives today.

Actively promoting a sense of **peace** through the advocacy of justice, compassion, equity and reconciliation where honesty and open communication will be valued.

Challenging and nurturing all individuals to **grow** through **balancing** their lives spiritually, intellectually, emotionally, academically and socially in a constantly changing world.

Holy Spirit Community School North Ringwood

RATIONALE:

At Holy Spirit we believe that learning is influenced by the quality of the environment. The professional knowledge, judgement and discretion of all teachers is critical to the placement process of students. Class allocation should address the balance of social, emotional and academic needs of students.

AIMS:

At Holy Spirit we will:

- Allocate students to their new learning environment with consideration given to individual needs
- Allocate students to their new learning environment with consideration given to a balance of gender, social, emotional and academic groupings
- Allocate students according to information gained from professional dialogue with colleagues, consultation with the principal and data gathered from parents
- Maintain confidentiality throughout the entire process
- Ensure a rigorous process of information handover with fellow colleagues once the class placements have been finalised

IMPLEMENTATION:

- All attempts will be made for students to be placed with one friend or classmate they work well with. However, teaching staff will decide whether friendship groupings are suitable to the learning needs of the class
- Consideration will be given to the dynamics of particular groups of students or individuals
- Consideration will be given to a balance of:
 - academic ability
 - social, emotional and behavioural factors
 - gender; and
 - leadership qualities
- Student names are entered into a data base according to specific criteria which will be used to digitally create classes. Refer to **Appendix A**
- Levels will collaborate during an allocated meeting as they enter their student data into the Class Solver System
- The Student Services Leader will provide any relevant information to be considered prior to class placement level meetings
- The Principal will pass on any relevant information from parents to the level coordinator, however, these will only be considered in light of all class grouping criteria

- We encourage all students to build their resilience by moving to a new class teacher each year. In some cases, where it will benefit a student significantly, a teacher may retain that student for an additional year. This decision should be made in consultation with the Student Services Leader, Level Leader or Principal
- The Principal will ratify all class placements
- Class placements will be announced prior to the orientation session for the students in Years 1 – 6 during the final week of the school year. The parents of new Prep students will be informed of placement on the evening of the New Parents' Night
- For students with additional needs, placement may be discussed at Parent Support Group Meetings

EVALUATION:

- This policy will be reviewed bi-annually. Reviewed: September 2016

This policy was last endorsed by the School Board in ...

July 2005
Reviewed by School
Board:

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APPENDIX A

- The names of students are to be entered into the database to ensure that the class compositions are equitable (the aim being to strike a fair balance across the classes).

The following categories and criteria are to be adhered to:

- Behaviour Management * Highly Respectful Student
 - * Medium
 - * Low (Challenging Behaviour)
- Social/Emotional Intelligence * High (strong leader)
 - * Medium
 - * S and E Challenged
- Low Academic – Literacy and Maths
- High Academic – Literacy and Maths

Remember to include correct surnames on all cards when entering data.

Complete student data on requests (student needs and sibling separation)