

ST PATRICK'S PRIMARY SCHOOL GYMPIE



Class Allocation Process

2015

St Patrick's Primary School, Gympie is a two-stream plus multi-age groupings primary school, thus enabling an annual reallocation of class groupings. In partnership with the parents of the school, the task of drafting the following year's class groupings is the responsibility of the current Year level teachers in association with the School Leadership Team and the Student Support Admin Team. The main contributors to this process are the current classroom teachers given they are the ones who spend every day with the students and know them best in the classroom setting. The principal's role in this task is to oversee the process and verify the final groupings.

There are many considerations taken into account in putting the students into new class groupings. These include –

- A mix of academic abilities (we do not 'stream' according to ability levels)
- Social and emotional maturation and mixings
- Gender

The Process

1. In the newsletter for weeks 3 and 4 of fourth term, parents are invited to discuss with the Principal or Assistant Principal, any particular educational concerns which may assist the decision-making involved in class groupings by making an appointment to meet. This will then be followed by a letter from the parent confirming this conversation. (It is important to note that this is not a 'teacher shopping' exercise and that this is more of an information sharing exercise. This part of the process is **only necessary** if a parent has information that they believe we may not be aware of and that we need to consider in the class allocation process). **Giving us this extra information is not a requirement and should only be given in extenuating circumstances.** This part of the process will be completed by the end of Week 5 (November 6).
2. During Week 5 of the last term, the children are asked to nominate four peers they would like to be with in the same class the following year. We will then try to make sure that they will be with at least one of the four nominated. (This may inadvertently be negated if a parent has requested in writing an arrangement that does not allow for one of these four peers to be in this group). Also during this week, 'Homework' for the whole school is for the children to discuss these choices with their parents. Nominations are written on the Friday of that week.

3. In weeks 5 & 6, the Principal will meet with the teachers in each year level to discuss any particular issues that need to be considered in class allocations. The classroom teachers will then work through the matrix 'class allocations' which is a framework which assists in creating balanced class lists. The classroom teachers will consult with Student Support personnel, in particular the Support Teacher Inclusive Education (Chrissi) as part of this process to assist in allocating children with specific learning needs.
4. The process of class allocation is lengthy, difficult and finely balanced. (It would be simple if we just drew names out of a hat)
Some of the factors that are considered in the weeks prior to a final decision:
 - Classroom teachers are consulted.
 - Student Support Team Personnel are consulted.
 - Parental information
 - Students are asked to nominate 4 friends they would like to have in their class so they end up with at least one friend.
 - A balance of males and females.
 - A balance of academic needs
 - Twins who may or may not need to be separated.
 - Friends who may need to be separated rather than placed together.
5. Draft class lists are given to the Leadership Administration Team in Week 8 so that new students can be added to the lists and final checks can be made.
6. Class lists will be sent home with report cards to families on the last Tuesday of term.

Principles of the Process

Every effort is made to ensure that each child's needs within an educational setting are 'at the heart' in this decision-making process. Three weeks are set aside for parents to meet, if they wish to, with a member of the School Leadership Admin Team to assist in this effort.

There is no such thing as a perfect combination so we use all the factors above to reach the best possible decision for all students.

At the end of the day we end up with what we endeavour to be finely balanced lists where one change may involve many changes in every class. For this reason we will not be able to make changes to the lists after they have been finalised.

4th October 2015

CURRENT STUDENT INFORMATION

Name: _____ Current Class: _____

Current Teacher: _____

REASONS FOR CLASS PLACEMENT REQUEST

- | | |
|--|--|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Special Needs |
| <input type="checkbox"/> Specific learning style | <input type="checkbox"/> Social Needs |
| <input type="checkbox"/> Behavioural suitability | |

EXPLANATION OF REASON (Reasons must be elaborated upon)

Parent/guardian's name

Signature

**PLEASE RETURN THIS FORM TO THE SCHOOL OFFICE NO LATER THAN
FRIDAY November 6 2015**

PRINCIPAL'S COMMENT

Approval Yes No

REASONS: _____

Principal's signature

Date

<p>OFFICE USE ONLY</p> <p><input type="checkbox"/> Principal approval</p> <p><input type="checkbox"/> Computer imputed</p>
