



Class Formation and Teacher Allocation Procedures

Rationale

The school structure and formation of classes at Casula Public School is constrained by the Department of Education policies, staffing entitlement and formula. These procedures will ensure class formation, teacher allocation and student placement is equitable and considerate to the individualised needs of both students and staff.

Class formation and teacher allocation is a collaborative process between teaching staff and executive members. The Principal has the delegated authority to determine the final class formations and teacher allocations, including student placement.

Class Formation Procedures

At the end of each year the executive team analyses student enrolment numbers and makes a reasonable decision about the school structure for the following year. The reasonable decision is subject to change as families leave the area or new enrolments enter the intake zone. Every effort is used to base decisions on known and historical data. For this reason, the school will ask parents and carers to alert our administration staff if you intend on moving or leaving the school.

Teacher Allocation Procedures

The allocation of teachers to classes or roles across the school is determined in Term 4 for the following year. Teaching staff have the opportunity to nominate which year or stage groups they would like to teach, in preferential order. The Principal will take the following into consideration when placing teaching staff into roles:

- Student and school needs.
- Past experience, professional skills and expertise of teachers.
- The creation of effective, balanced year teams.
- Professional learning goals and aspirations.
- The needs of new teachers to the school.

Student Placement Procedures

Kindergarten staff, with the Assistant Principal, collaborate to ensure a fair and equitable distribution of students is achieved. Factors include but are not limited to; academic achievement (for effective and appropriate grouping), social groupings, gender and school preparedness. Kindergarten will begin full day schooling in their classes after a few days of flexible groupings to determine the best mix for classes.

Years 1-6 classes are determined the prior year by teaching staff in collaboration with Assistant Principals. Data is collated and used to form classes that are fair and equitable according to gender, behaviour, social and emotional needs, friendships/peer relationships, student-teacher relationships and academic achievement. Students are allocated to a class, not a teacher, as teachers are not assigned a class until after class lists are completed. Proposed class lists are reviewed by executive staff at the end of the school year in preparation for the following year.

Students will be assigned their classes once final numbers are confirmed. Class placements will be reviewed in Week 4, Term 1 each year by the executive team. This allows for students to settle into their new classes and routines. Student placement changes will only be considered under exceptional circumstances on a case-by-case basis.

Composite classes, or multi-age classes are formed based on school numbers and actual enrolments. Every class is a composite of children with various skills and abilities and the spread in any given composite class is no greater than our year-based classes.

Parent Requests

The staff at Casula Public School are exceptional professionals and place students in classes for a wide variety of reasons. We value parent input where appropriate or necessary, as we know when home and school work in partnership, the outcomes for our young people are significantly enhanced. Please email the school, if you have significant information to share before student placement procedures begin mid Term 4.

Special consideration of class placement is focused only on the learning needs of the student and the **selection of teacher is not an option.**

Please note not all requests will be able to be fulfilled and that the school is required to maintain the privacy of the needs of other students and is not able to outline the particular reasons as to why other students have been placed in particular classes.

Class structures are formed in the best interests of ALL students and the school. The principal has the delegated authority and responsibility to determine the final make up of classes.

ML Predl

Megan Predl
Principal (Rel)
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