



Kensington Public School

Class Formation and Teacher Allocation Procedures

The following procedure has been developed with reference to the Department of Education's *Leading and Managing the School* policy.

Rationale

There needs to be a clear and consistent policy in the formation and allocation of classes at Kensington Public School so that students and teachers are treated equitably, according to their needs within the organizational structure of the school.

Class Structures

The school structure and the formation of classes at Kensington Public School is constrained by the Department of Education and Communities staffing formula. A school structure that best meets the needs of students and teachers will be designed by staff and ratified by the Principal.

The principal has the delegated authority to determine the final make up of classes.

Student Allocation Process

Students will be allocated to classes by the school executive, in consultation with the relevant teachers.

The following criteria are considered when classes are formed so that the best interests of **ALL** students are taken into account. These criteria are not in order of importance.

- Academic - classes are academically balanced
- Learning Support - ability to withdraw students in small groups for specialist support (social, intellectual, emotional or physical)
- Language and Culture - opportunity for students to provide language support for each other and learn from a range of nationalities and cultures
- Friendships - students who need support from another close friend, or students who are best separated so they may concentrate on their studies
- Past Teachers and Classes - Consideration is given to whether a teacher and student have been together before. If possible, no student is placed in a composite/multi-grade class in consecutive years

Identification of Needs

The identification of needs will be achieved through:

- Professional deliberations of staff who are familiar with students
- Academic and welfare data
- Students educational history (previous classes, school(s), special circumstances)
- Significant information supplied by parents (history, social or emotional factors)

Allocation of Teachers

The allocation of teachers to classes is determined after a consultative process that takes into consideration the following factors (not in priority order):

- Teacher Year/Stage group preference
- Past experience, professional skills and expertise of teachers
- Professional learning goals
- The creation of effective, balanced Stage teams
- The needs of the school
- The needs of graduates new to the teaching profession. (Where possible, new graduates are allocated a class upon which they feel most comfortable and where they can be mentored by an experienced colleague).

Kindergarten Classes

Children commencing their school life are grouped in comprehensive classes. Teachers of Kindergarten undertake a series of observations during Kindergarten Transition days, and the first days of school. The information gained – English language proficiency, academic skills, personality, learning needs, social skills etc will be used to form classes that are as even as possible.

In some cases, pre-school information, when available, will also be used to ensure the most appropriate class placement.

Composite Classes

Composite or multi-aged classes are formed when numbers of children in the grade are such that two complete classes cannot be formed. Classes will be formed using the same criteria as the comprehensive classes using data from the current year's assessment. The teachers forming the classes will give consideration to the independent work habits of the children and their ability to work in a multi-aged environment. Consideration is also given to those children who have been in a

composite class in the previous year.

[Link: More about composite classes](#)

Parent Enquiries and Privacy

Whilst any parent is entitled to know how their own child came to be placed in a particular class, 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.

Although specific parent requests can be made, due to the complexity of the placement process, these requests are not a priority when placing children in classes. The principal will have the final decision as to the placement of a student. If you have information you would like taken into consideration for the following years class placement please send an email to the school marked "To the Principal RE: Confidential Class design." This should be received by the school by the close of school business the last Friday Week 4 of Term 4 the year prior.

Timeline

- During Term 4, information is collected from class teachers regarding the class placement needs and recommendations for the following year.
- Students resume the school year in the classes from the previous year, until all new enrolments are finalised
- As soon as possible, new classes are formed
- Once a child is placed in a class they will not be moved on a request from parents

This document was reviewed by staff and relevant stakeholders in February 2025.