

COLAC SECONDARY COLLEGE

CLASS PLACEMENT POLICY

PURPOSE

To explain to our school community how we manage requests for class placements, for the following school year.

RATIONALE

The class placement policy is designed to prioritise the holistic development of each student, fostering a supportive and inclusive learning environment that encourages academic excellence, social growth, and emotional well-being. The policy is guided by the following principles:

- *Promoting Inclusivity and Diversity:* By grouping students with different academic abilities, social backgrounds, and genders together, we encourage a collaborative learning environment where students can learn from one another and build a sense of inclusivity.
- *Catering to Individual Learning Needs:* A data-driven approach in class placement ensures that each student's unique learning requirements are considered. The provision of learning challenges and support cater to students at different levels of academic proficiency.
- *Facilitating Positive Social Dynamics:* Recognising the importance of social connections and emotional well-being in the learning process, our policy aims to foster positive social interactions and meaningful relationships within the school community. By considering student and parent preferences (submitted via written request, see page 3) regarding friendships, we aim to create a supportive network that promotes a sense of belonging.
- *Encouraging Academic Growth and Challenge:* Offering acceleration opportunities in English and Mathematics challenges students to reach their full potential while providing necessary support for those who require it.

Class groupings

In the pastoral care program, humanities, science, HAPE (Health and Physical Education), and auxiliary subjects, varied groupings allow students to benefit from a diverse range of perspectives and experiences. This arrangement fosters a collaborative learning environment where students can develop a deeper understanding of different subjects and engage with their peers, nurturing critical thinking and a comprehensive approach to learning. In English and Mathematics classes, the purpose of different groupings is to cater to individual learning needs, ensuring that each student receives the appropriate level of challenge and support.

Homegroups

Specific class groupings are guided by the following considerations:

- *Mixed Academic Ability:* Homegroups facilitate collaborative learning, promoting inclusivity and a deeper understanding among students of varying academic capabilities. This approach encourages peer-to-peer support and fosters a culture of academic collaboration, where students learn from one another and develop a comprehensive understanding of diverse academic concepts.
- *Mixed Social and Emotional Dynamics:* A balanced mix of students in homegroups nurtures strong interpersonal skills and fosters a positive school culture, promoting empathy, resilience, and a sense of belonging. This dynamic environment encourages students to develop a deeper understanding of their peers and fosters the development of essential social and emotional skills crucial for their overall growth and well-being.
- *Gender Balance:* Ensuring a fair representation of genders encourages diverse perspectives and experiences, contributing to a respectful and inclusive learning environment. This balance fosters an environment where all students feel valued and respected, promoting a sense of equality and mutual understanding.
- *Consideration of Student and Parent Preferences:* Valuing the significance of social connections and support networks, the policy welcomes input regarding specific friendship considerations, thereby reflecting the importance of the student's social interactions and support systems in their overall learning experience.
- *Input from Previous Year-Level Coordinators and Homegroup Teachers:* Leveraging the expertise and insights of former coordinators and teachers, their input plays a crucial role in informing thoughtful and strategic class placement decisions, ensuring a comprehensive understanding of each student's academic progress and social dynamics.

English and Mathematics

Specific class groupings are guided by the following considerations:

- *Data-Driven Approach:* Class placement decisions are based on thorough analyses of student learning data, ensuring alignment with their academic capabilities and areas for growth. This data-driven approach ensures that students are placed in an environment that is conducive to their individual learning needs and promotes academic development based on their specific strengths and challenges.
- *Opportunity for Acceleration:* The policy supports academically advanced students by providing them with the opportunity for accelerated learning, while simultaneously ensuring that necessary assistance and support are available for students in need. This approach fosters an intellectually stimulating and supportive learning environment, encouraging students to reach their full potential.
- *Individual Learning Plans:* Integrating individual learning plans into the class placement process ensures that students' unique learning goals and requirements are effectively addressed. By tailoring the learning experience to the specific needs of each student, the policy promotes personalized academic success and fosters a sense of individual growth and achievement.

Requests for placement with friends

Colac Secondary College recognises the importance of fostering and maintaining friendship groups. We also understand that it is equally important for students to mix and learn with peers who have different interests.

Requests for class placements must be made in writing, outlining who you would like your child to be placed with and why. We will not always be able to accommodate class placement requests, but will endeavour to take your wishes into consideration where possible. These requests should be made prior to orientation day.

Requests for placement with certain teachers

All teachers at Colac Secondary College are caring and committed educators and Colac Secondary College strives to ensure that all students are provided with a high quality education.

Whilst we appreciate that you may wish that your child would benefit from being placed in a class with a particular teacher, we are [generally] unable to accommodate these requests. Our school's Leadership Team has an in-depth understanding of each teacher's strengths and will always endeavour to place our students with teachers who are best placed to suit their needs. We do not re-allocate students to different classes during the school year, unless exceptional circumstances arise. Parents will be advised of the situation if it arises.

Requests for students to repeat a year level

Our school will follow the Department of Education and Training policy in the School Policy and Advisory Guide on Year Level Movement – see Attendance policy.

We will regularly promote students to the next year level and will exercise our professional expertise and judgment in relation to these matters. Students are only able to repeat a year level in exceptional circumstances where Colac Secondary College considers it is required for the long-term benefit of the student e.g. considering their social, wellbeing and academic needs. We will ensure that parents/carers are advised of the options that we consider best meet individual student needs. Students will not repeat a year level without the consent of parents/carers.

EVALUATION

This policy will be reviewed every three to four years or more frequently if necessary due to changes in regulations or circumstances.

Council Approval date	December 2023
Review date	2026
DET/VRQA required	Yes