



EVANS RIVER K-12 SCHOOL

Review 2025

Whole school/school policy/class placement

Preamble

It is every student's right to safe, comfortable and positive learning experiences. These experiences should encourage personal, social and intellectual development and achievement.

There is significant research to indicate that the three major factors influencing student outcomes are:

- high but realistic expectations
- structured teaching focused on the learning needs of students, and
- engaged learning time.

It is the school's responsibility to structure classes in such a way as to provide these outcomes to the student.

Rationale

The process of structuring classes, i.e. developing criteria on which to base the composition of classes, varies within the school. The school has developed and established procedures for structuring the classes.

In developing these procedures the aim has been to structure the classes in such a way as to:

- allow students to progress at their own rate
- set expectations that are both high and realistic
- maximise the time engaged on task
- best enable the teacher to focus on the needs of all the students
- create a climate of achievement within the school
- allow flexibility in programming

and

- allow better structuring of learning for the individuals.

In order to inform decisions surrounding the class placement of a student, assessment procedures (K-6 & 7-12 KLA-based) have been developed to measure student achievement. These assessment procedures are designed to measure both academic and attitudinal aspects of the student's achievement.

Class Groupings

The numbers of students in various years predicate much of our grouping. Not infrequently the school will need to form composite classes in K-6 due to the number of students in a particular cohort and the formation of classes in groupings of a desirable size. Occasionally straight year classes are formed where numbers allow this.

Kinder

Depending on enrolment numbers the school may structure a straight Kindergarten or in addition a K/1. Placement of students in these classes is influenced by information from parents, pre-school, and information gathered during the transition program.

Years 1 – 6

Where possible, “straight” classes are formed. Where composite classes are formed they are formed on an upgraded basis. For example, classes 1/2 and 2/3. The year 2 students in these classes are balanced for academic ability, behaviour, gender balance, social aspects and individual needs.

Again, actual numbers are a significant factor. Where a small year group of 3 – 4 is attached to a larger year group we seek “volunteers” to make the smaller group as homogenous and attractive as possible.

Maths Groups – Years 2 – 6

Formed in ability levels Years 2 to 6.

Years 7-10 Class Placement

The placement of students in classes is intended to support quality teaching and learning experiences, social skill development, school attendance, learning styles of the class members and the building of student self-esteem.

At times composite groupings of classes will be formed where it is considered such arrangements better meet the learning needs of the students.

Furthermore, the practice of allocating two subjects to a particular teacher for a particular class (consequently reducing the numbers of teachers to which a class is exposed) may be put in place where it is considered such arrangements better meet the learning needs of the students and suitable qualified and/or experienced teachers are available.

Year 7

Semester 1

Emphasis at the beginning of Year 7 is on achieving a comfortable transition for the student into secondary school.

The class placement may be based on the following criteria

Criteria for Class Placement

- Academic Performance
- Attendance
- Attitude and Application
- Relationships with peers

- Disadvantaged by Current Placement
- Special Needs

The classes will be labelled 'J', 'N' and 'Y', a link to the colours of the school: jade, navy and yellow. If a fourth class is formed the class is labelled 'W' (white). It is intended that the J class will be an academically stronger group. Other class groupings vary between year cohorts and may be mixed ability or supported classes. From 2025, the 'J' class will be replaced with the ACT class.

Class placements are to be reviewed in Week 7 of terms 2 and 3. Any changes are to be implemented from the commencement of the following term (i.e. term 4 Week 5 or term 1). **At all times the overriding decision of the DP shall be final. (The challenge with any class placement policy is that there are always extenuating circumstances whether it be social, family or academic, which trumps any such policy to maintain the wellbeing of the student or relationships with the family. If a decision is made, communication with year advisor and class teacher around the circumstances is essential.)**

Year 7 ACT Class (Act, Commit, Thrive)

Class placement Year 6 to Year 7 based on the HPGE four domains: Intellectual, Physical, Creative, Socio-Emotional.

Students shall apply via the application form by W2 Term 4 submitted to the DP/ HT Special Education.

ACT class placements will be offered during Term 4 prior to the commencement of Year 7.

A panel comprising the DP, Year Adviser, ACT Class Coordinator and one other HT shall review and offer placements. The DP shall take responsibility for this process.

The class will be limited to 28 students in Year 7.

Years 8-10

The class placement may be based on the following criteria

Criteria for Class Placement

- Academic Performance
- Attendance
- Attitude and Application
- Relationships with peers
- Disadvantaged by Current Placement
- Special Needs

The classes will be labelled 'J', 'N' and 'Y', a link to the colours of the school: jade, navy and yellow. If a fourth class is formed the class is labelled 'W' (white). It is intended that the J class will be an academically stronger group. Other class groupings vary between year cohorts and may be mixed ability or supported classes.

Electives

- Yr9 W5 T1 deadline
- Yr10 changes - W4T4
- Some subjects 200hrs only (discretion of exec/ prior learning)

Years 11-12

Class placement will be based on student selection. Max 2 weeks after rollover for changes. Exception for maths and English.

Student Mobility

Class placements are to be reviewed by Year Advisor and Executive. Final decisions made by Executive, in Week 7 of terms 2 and 3. Any changes are to be implemented from the commencement of the following term (i.e. term 3 or term 1 respectively). The review of the class placement for a particular student at other times will only be considered on recommendation of the Year Adviser to the Deputy Principal. This will generally occur after the collection of evidence such as progress reports. If a potential class change from 'J' is considered, contact with the family via the Year Advisor is mandatory before the change is considered by the school executive. ACT class intakes after W6 Term 1, happen based on need.