



Class Allocation

Statement of Practice

Purpose

This Statement of Practice ensures a fair, transparent, and just process for allocating students to classes for the following year. The process is collaborative, involving students, parents, class teachers, Classroom Support Teacher, specialist staff, and the School Leadership Team.

At St Michael's, class groupings are created to foster the best possible learning and social environment for every child. Depending on enrolments, single stream or multi-age classes may be formed.

Considerations

In formulating classes, the following factors are considered to achieve a balanced distribution of student needs and strengths:

- Gender
- Additional Needs
- Work Habits
- Cognitive Ability
- Behaviour and Collaboration
- Health Considerations
- Social/Emotional Development
- Friendships
- Religion (particularly in Sacramental years)
- Common Names (to avoid confusion within classes)

The goal is to achieve an equitable mix of positive and challenging characteristics, ensuring that every child is placed in the best position to enhance both learning and social development.

Procedures

Student Input – Students complete the Friendship 5 activity, nominating five peers they would like to be with. They are guaranteed at least one of these friends in their class.

Professional Consultation – Teachers consult with the Classroom Support Teacher, School Counsellor, and specialist staff where appropriate. Friendship 5 is documented by Teachers in Compass Chronicle Entry – Student Check In. In the overview section, teachers document the current year and the 5 student's nominated, using their full name.

Class List Construction – Taking into account the considerations listed above, class teachers collaborate to draft class groupings during Term 4.

Leadership Review – Draft lists are submitted to the Principal, who reviews and may amend placements. Final lists are retained on school systems and shared with Leadership.

Parent Input – Parents wishing to raise concerns about class placement should put these in writing to the Principal by Friday of Week 4, Term 4. Concerns will be taken seriously, but no guarantees can be made.

Family Transition Support – Prior to Week 10, teachers and the Classroom Support Teacher may meet with families of students with additional needs to support transition.

Step-Up Session – In Week 10, students meet their new teacher and class. New students to the school are also invited to attend. If a student is absent, parents are notified of their class placement via email by the Office Manager. No changes are made after this point, except in exceptional circumstances.

Communication to Families – When staffing is finalised, class teachers and the grade they are teaching are shared with families via the newsletter.

Teacher Handover – Teachers participate in structured handover meetings at the end of the year and into early Term 1, ensuring important information is passed on to support continuity of learning and wellbeing.

Principal Authority – Throughout the process, after appropriate consultation, the Principal reserves the right to make final professional decisions regarding class placements.

Related Policies

[Catholic Education Canberra Goulburn \(CECG\) Accelerated Progression and Retention of Students Policy](#)

[CECG Supporting Students with Additional Needs Policy](#)

Approved by: Leadership Team and Staff

Implementation Date: 2025

Revision Date: 2028

This Statement of Practice reflects St Michael's Primary School's commitment to Class Allocation.