



**In the formation of classes for students in Years 1-6 at Narwee Primary School, the following factors will guide decision making:**

- Department of Education staffing formula
- A balanced distribution of student abilities and genders
- Professional aptitudes of teachers
- Social, intellectual, emotional and physical needs of students.
- Arrangements for curriculum delivery and instruction in stage or cross stage classes.

**In the allocation of student to class groups in Years 1-6, the factors that guide decision making include:**

- Academic and student welfare information and data gained from the child's class teacher.
- Student's educational history (previous classes and special circumstances)
- Significant information provided by parents about their child which may be related to health, history, social or emotional factors.
- Needs of individual students. These needs may social, intellectual, emotional, physical.
- Most suitable class group to support educational, social, emotional and physical goals.
- Parent input regarding their child's educational needs (however it is not possible to request for individual teachers).

It is important for their social and emotional development that students make and retain healthy friendships at school. Teachers recognise that students are more comfortable starting a new class each year if they have at least one friend with whom they can transition with. This is an important aspect of class planning.

Quality teaching practices such as explicit teaching, formative assessment, flexible grouping strategies and, all of which are routinely implemented in quality teaching and learning programs at Narwee Public School, are equally effective in stage-based classes, single grade classes and multi-age classes.

Educational research does show that multi-age classes have positive impacts on students' social and emotional outcomes and wellbeing. Friendships and social connections across grade levels increase tolerance and social cohesion and provide students with more opportunities to make connections with students of a similar age, with shared interests or compatible personalities.

Older children in a multi-age class can receive a self-esteem boost from acting as role models for younger children. Younger children can aspire to achieve at the level of the older children in the class. Multi-age classes also create more class groups for each grade level, enabling teachers to strategically separate children who have an adverse effect on each other's learning or wellbeing. This greatly benefits the culture and learning environment of classrooms across the school

### **Student Placement Procedures in Kindergarten**

Kindergarten classes are determined following information ascertained from families during an initial school interview process and during Kindergarten Orientation. Early Stage One staff, with the Assistant Principal, collaborate to ensure a fair and equitable distribution of students is achieved.

Factors include but are not limited to:

- prior school experiences in preschool or childcare
- developmental milestones and achievements
- social groupings, gender and school readiness.