

St. Therese's School, Essendon

Annual Re-Grouping Policy



Rationale

St. Therese's School is committed to providing our students with a safe and conducive learning environment. Effective learning occurs when students feel happy and safe, and effective teaching occurs when individuality is respected and good classroom relationships can be established. A stringent process for regrouping children is vital to ensure that an effective learning environment is established for all.

Goals

It is the policy of St. Therese's for our students at each level to be re-grouped each year. Our understanding of student's learning and our experiences at St. Therese's, has led us to see the many benefits re-grouping offers to the students;

- the opportunity to make new friends
- the opportunity to work co-operatively with a number of different students
- to become accustomed to dealing with changes which are a part of all our lives
- to expose students to the many different values, talents, skills and ideas that are in abundance in our students
- the opportunity to share their many different values, talents, skills and ideas with others.

As stated before, we believe that effective learning occurs when students feel happy and safe, and effective teaching occurs where individuality is respected and good classroom relationships can be established. Therefore, it is important to consider the following factors when re-grouping students:

- That there be a balance of:
 - differing intellectual and academic abilities
 - differing social and emotional behaviours
 - personalities and temperaments
 - differing talents and skills possessed by students
 - gender.
- Student's friendships and relationships and their impact on learning.
- That where a student would be likely to respond to a particular teacher's personality/style of teaching, this would be given due consideration.

For students with special needs such as a learning disability, social or emotional problems, integration, etc. even greater care will be taken when re-grouping. The principal will make the decision on the placement of the student after initial consultation with the class teacher, the special needs teacher and the deputy principal and any other relevant person. It is extremely important that these students' teachers (present and future) have time to meet and exchange information to ensure a smooth transition for the following year. After all processes have been followed, and the decisions are made, no changes to class lists will be made.

Obviously, when re-grouping up to 30 students with their many personalities, traits and abilities, it is impossible and highly undesirable to aim to create the perfect classroom.

Phases in the Re-Grouping Process

The Year Level teachers present draft sets of groupings for the following year to the principal. The principal will add any additional and relevant information to the process for consideration and some adjustments may result. These lists are **confidential** to these persons only at this stage.

The principal will confer with other relevant persons eg. the deputy principal and the student wellbeing leader. Some more adjustments may result and these adjustments will be communicated to the current level teachers. **Confidentiality** is to be maintained.

The principal will confer with the following year's teachers to be sure all factors have been considered. Some additional adjustments may result. Any adjustments made will be communicated to the current year level teachers. **Confidentiality** is to be maintained.

The class groupings for the following year will be communicated to the students prior to break-up week. Any parental concerns that follow will be managed by the principal, in conjunction with the relevant staff members.

With regard to grouping incoming Prep students, the orientation sessions are used to form initial groupings. The penultimate groupings are communicated to parents at the information evening in the November of the year prior to the students starting. It is made clear that these groupings are fluid for the first 4 weeks of school, allowing teachers to the opportunity to regroup some students to balance a class. The groupings may change or may remain as set in November, depending on the personalities and abilities that emerge within the first weeks of the year.

Guidelines

To ensure that the class groupings are balanced, could you please adhere to the following criteria:

- division of classes to be based on whole Year Level i.e. the three classes
- where possible, a balance of boys and girls
- balance of academic abilities
- smaller rather than larger friendship groups.

Please Note:

- some communication with previous teachers may be prudent
- surnames are to be written first
- list needs to be in alphabetical order
- the following Year Level teacher is irrelevant at this stage
- the principal, at their discretion, may change these lists
- list needs to be completed by designated date each year.

Evaluation

This Policy will be reviewed as part of a cyclical process in accordance with the School Improvement Plan (SIP).

Document Control

Version	Author	Purpose/Change	Date
0.1	Various STS L'ship Members	Initial policy drafting	Pre 2018

0.2	STS Leadership Team	Various updates throughout policy	Mid 2018
1.0	STS Leadership Team	Policy reviewed	Mid 2019