POLICY TITLE: Home Group Placement Policy

DATE RATIFIED: 2014

REVIEW DATE: 2017

ENPS MISSION: We maximise the potential of all; empowering independence, excellence, innovation and engagement with the world.

<table>
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<tr>
<th>Critical Engagement with the World</th>
<th>Academic Excellence</th>
<th>Inclusive Learning Environment</th>
<th>Personal and Social Wellbeing</th>
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RATIONALE
Belonging to groups provides opportunities for accountability to self and others through the development of independence and interdependence.

PURPOSE
The purpose for a Home Group Placement policy is to provide a consistent and transparent school wide process for the placement of students in home groups within a year level.

From 2015, year level cohorts will be identified as Learning Neighbourhoods, containing a number of Home Groups (formally known as grades).

Essential Principles
The following principles guide the decision making process when allocating students to groups across the school, including Home Group placement.

1. Connectedness to peers and opportunities for the development of constructive peer-to-peer relationships is imperative for all students in a Learning Neighbourhood over the course of their primary schooling.
2. Learning Neighbourhoods work in a variety of groups throughout the course of a year (including Home Groups, and flexible and fluid conference groups, workshop groups, intervention/enrichment groups and sporting groups).
3. Friendships grow, change and develop throughout the course of primary school years.
4. Continued development of collaborative learning environments and resources across Learning Neighbourhoods, support and promote the above principles.
5. Consideration given to the four ENPS Guiding Principles (Critical Engagement with the world, Academic excellence, Inclusive Learning Environment and Personal and Social Wellbeing) within the ENPS Guiding Statements.

These principles support the PYP key concepts of Connection, Change and Function.

IMPLEMENTATION
Throughout Term Four each year, Learning Neighbourhood teachers (Home Group and Specialist teachers), work in collaboration with School Leadership, in the organisation of Home Groups for the following year, to ensure and maximise the potential of all. The essential principles and key concepts of this policy provide the foundation for this process.
1. In order to maximise the potential of all, when placing students in Home Groups, the following criteria is implemented.

   • Individual learning needs for academic, social and emotional learning
   • A collective spread and appropriate balance of learning needs and gender in each home group.

Following this criteria, where appropriate, consideration may be given to student voice. (See Appendix A)

2. Further considerations may be made for special circumstances, which include:

   • Students who have specific identified educational needs.
   • Requests by parents/carers for consideration in relation to student learning needs.
   • Requests are to be made in writing to the Principal prior to the organisation of home groups, by the date as specified in the school newsletter.
   • Requests for students to repeat a year level, based on current research, this would only occur in exceptional circumstances, with the final decision resting with the principal, following appropriate consultation.

3. The School will compile home group lists following the criteria stated above. The Principal will consider professional advice provided by the Leadership team and the teaching preferences provided by staff, and will decide on the placement of teachers to Learning Neighbourhoods and Home Groups.

The Principal has the final decision in relation to the grade placement of students with teachers.

**Transition and Step-Up Process**

**Step-Up Day**: The purpose of Step-Up day is to provide an opportunity for students to meet their teacher and fellow home group members for the following year. Where possible this will take place in the allocated learning environment for the following year.

**Transition**: For students identified with specific transitional or learning needs, an individual transition program is developed in consultation with the student, parents, home group teacher/s and other staff as appropriate. The purpose of this transition plan is to identify and implement key strategies for a successful transition into the following year level.

**EVALUATION**

This policy will be reviewed by September 2017 or more often if necessary due to changes in regulations or circumstances.