



CLASS/COURSE ALLOCATION POLICY

Rationale

1. Student Learning Outcomes and the opportunity for all students to maximise their learning potential drives class/course allocation decisions. A **high quality, consistent and uninterrupted teaching and learning environment for all students must be actively established.**
2. Teachers have both a right and a responsibility to increase the depth and breadth of their teaching experience and to engage in professional learning that supports and enhances their teaching capacity, however rationale 1 must always take precedence.

Outcomes

1. That high quality consistent and uninterrupted teaching and learning environments for all students are created and maintained.
2. That the teacher best qualified and positioned to deliver a particular course to a particular cohort is placed on that class.
3. That allocation is made in light of teacher availability in terms of attendance, leave and other individual teacher requirements.

Implementation

Senior Classes:

- Teachers allocated to senior classes undertake regular and continuous Stage 6 teacher professional learning and/or HSC marking prior to and during the senior allocation.
- Teachers should not be allocated to Year 12 classes if they intend to apply for Long Service Leave during the HSC teaching period. If a staff member wishes to take Long Service Leave, **the allocation will be adjusted to reflect the needs of the students, the individual faculty and staff capacity.**

Specialist Classes: (including but not limited to Advanced/Extension/Board Developed Courses)

- Teachers allocated to specialist classes must undertake regular and continuous teacher professional learning and/or marking prior to and during the class allocation.
- Teachers allocated to specialist classes should be highly experienced and/or highly motivated and demonstrate a commitment to specialist learning areas through team teaching, corporate marking and/or developing teaching and learning programs and resources.

Gifted and Talented Classes:

- Teachers allocated to gifted and talented classes must be highly experienced and/or have undertaken specific G&T training or have demonstrated a commitment to the teaching and learning of gifted and talented students through team teaching, corporate marking and/or developing teaching and learning programs and resources.

The Head Teacher will also consider the teacher's reliability (including attendance), professionalism, teaching experience and behaviour management skills when allocating classes.

Note: Allocations will prioritise the needs of students.

Evaluation

- Annually