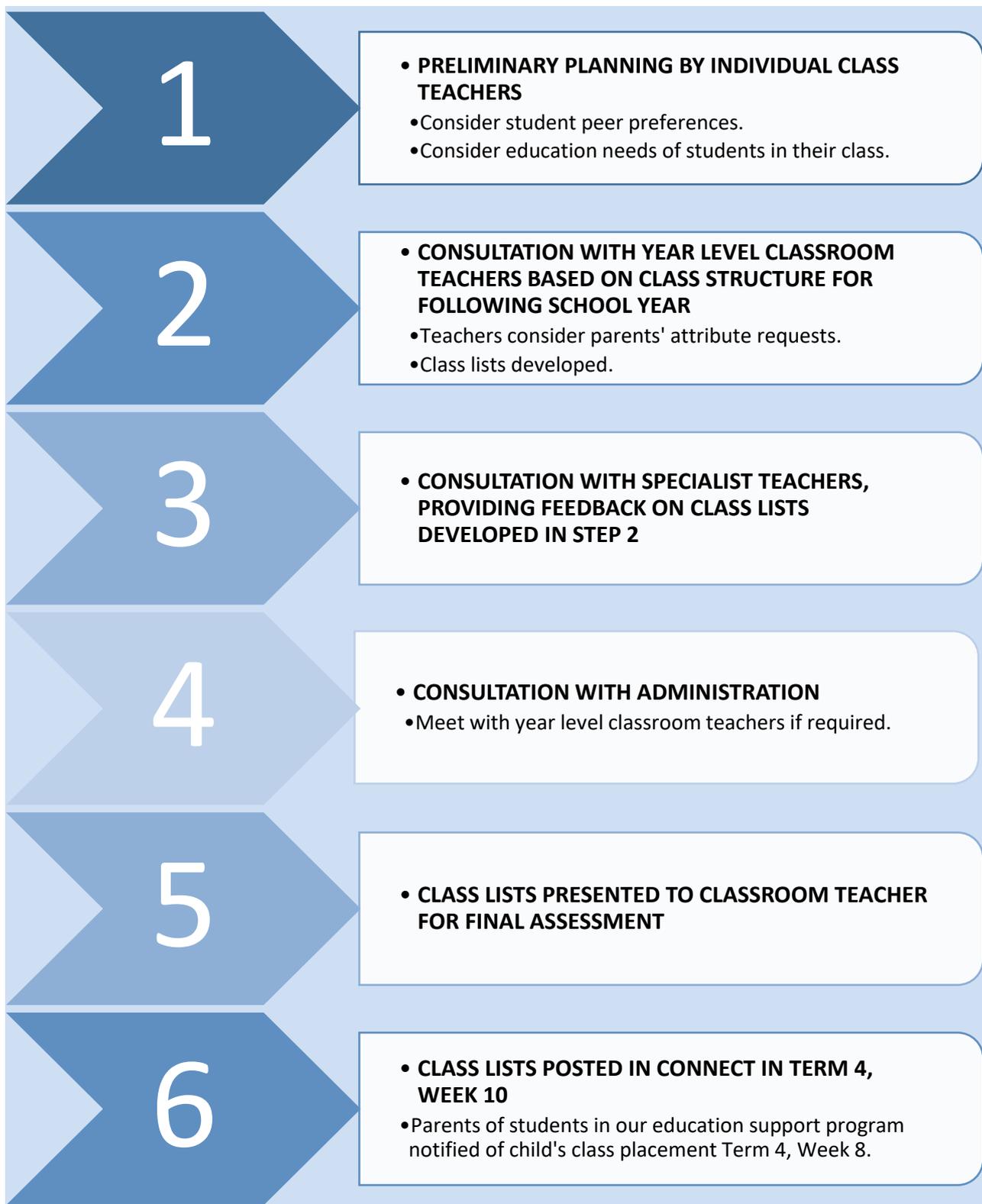




CLASS PLACEMENT POLICY



Our school culture promotes teacher collaboration in year level teams, high expectations and routines in our classrooms with strong classroom management strategies embedded into daily practice. Our teachers are reflective practitioners, who seek peer feedback to inform and improve the teaching and learning opportunities for our students. We focus on student well-being and meeting the emotional needs of our students through the Zones of Regulation, Protective Behaviors Education, and other whole school programs.

PROCESS

The administration team establishes class structures for the following year based upon anticipated enrolments in accordance with the school Education Act Employee's General Agreement 2014. Once class structures have been finalised, generally late Term 4, teachers meet to establish class lists for the following year.

What are the criteria that we use to make up class lists?

Factors influencing class structure are:

- The best educational and emotional needs of each student.
- The projected number of students in each year level.
- The ratio of boys to girls.
- The number of teachers the school can employ.
- Resources or facilities available.

Factors which are considered in the placement of students include:

- Academic performance.
- Social development.
- Behaviour.
- Work habits, e.g., ability to work independently.
- Social network.
- Social maturity.
- Special circumstances, e.g., twins or individual family matters.
- Diagnosed learning difficulties or disability.

Parents will have an opportunity to request attributes in a teacher that best meets the educational needs of their child (Please see Common Questions, Page 3). These requests must be made in writing and can be emailed to Success.PS@education.wa.edu.au by the end of Term 3. Please write "**Class Placement**" in the subject line when emailing. The request is not an opportunity to request a class placement based on their child's friendships or a specific teacher (Please see Common Questions, Page 3). It is NOT assumed that information provided in the past in relation to class placement will be considered in current discussions.

Parents will be notified of class placement in Week 10, Term 4. The lists will be posted on Connect. Adjustments will only be made in extenuating circumstances, by personal appointment with the Principal/Deputy Principal and/or teacher.

Parents can help also by being as positive and encouraging as possible to their children in this process.

SPECIAL NEEDS

Students who require significant teaching and learning adjustments will be allocated to classes considering the physical layout of the class and the number of adults in the room. All staff involved in transition, past and present, will be given opportunity to share information, past strategies, and plans. The allocation and deployment of Education Assistants is a decision made by the school Principal and Deputy Principals. Education Assistants are allocated to the school, not to individual students.

REPEATING

SPS does not encourage the repeating of students in a year level. This is based on current research that indicates it is not beneficial to the student to repeat a year level. Parent requests and special circumstances will be given full consideration in consultation with classroom teachers, the Principal/Deputy Principals and School Psychologist.

COMPOSITE CLASSES

This school is funded on the number of students enrolled and student allocations are made based on the recommended class sizes. Therefore, depending on the number of enrolments for each year, it is likely there will be a number of composite (split) classes.

When forming composite classes at SPS, other factors are considered:

- A student's work habits; for example, the ability to work independently.
- Behaviour.
- Social maturity.
- Academic performance.
- Previous class placements.

What are the positives about composite classes?

Research, which has been predominantly conducted in primary schools, suggests there is no discernible difference between composite and straight grade classrooms in terms of academic performance. However, benefits relating to student independence, responsibility and study habits have been highlighted. For example, younger children within a composite grade general aspire to emulate older children in their work, and older children enjoy leadership and mentoring opportunities that lift their self-esteem. Some say composite classrooms are:

- More flexible.
- Allow children to work at their own pace.
- Offer a wider range of friendship opportunities.
- Encourage more co-operation and tolerance.

Proponents of composite classrooms adhere to the theory that children should be taught "by stages, not ages", pointing out that in life, age stratification does not exist. Many acknowledge, however, that composite grades suit some students more than others and that positive outcomes are more dependent upon quality teaching than anything else. Therefore, our teaching staff will make the decisions on which students are suitable to be placed in composite classes.

For further information regarding composite classes, please refer to the SPS Composite Class Groupings Rationale available on the school website: www.successprimary.wa.edu.au

COMMON QUESTIONS

Why do we ask parents to leave class placement in the hands of the teaching staff?

As professional educators we strive to make the right choices, considering all the information we have. While it is certainly true parents know their children the best, often not all relevant information is considered when requesting a specific placement for a child. Teachers have a holistic understanding of all students, in particular academic and social information. This knowledge facilitates a class composition (or placement) that is favourable to all students.

Can I request my child's placement with another child in the classroom? Or, can I request my child not be placed with another particular child?

While some parents make a friendship request, the decision is complex. A number of times we have received a request from one family to place particular children together, while the second family requests the same children be placed in separate classes. The final decision on placement rests with the Principal/Deputy Principals.

When allocating children to classes, we can endeavour to foster positive social interaction across a year group, by making socially balanced classes and to help prevent non-constructive relationships.

Can I request a particular teacher for my child?

No, as this restricts the composition of classes when trying to accommodate this type of request. However, we will consider attributes of teachers that you feel meet the educational needs of your child. When writing your request, you may write: 'Please consider for my child a teacher who is nurturing and has strong pastoral care' or 'a strong math background to support my child's problem solving development' or 'a strong literacy background to support my child's reading development'.

Do teachers request certain student placements in their classes?

No, as teachers are not assigned to a class until after the class placement process. Teachers focus on class balance to ensure a successful year for all classes. However, once the classes are created, we do consider teacher personality and strengths and match them to a class.

We really like the teacher one of our children had. Now our other child will be entering that year level. Can we assume our second child will get that teacher?

It is a coincidence if this happens as the school does not use historical records when placing children. New relationships are constructive and help us grow. All children are different and may respond well to a different teacher.

When I get my child's class placement, can I request that it be changed?

You may talk with either the Principal or Deputy Principals about your concerns and be assured that those concerns will be shared with the teacher so your child's anxieties will be addressed. Teachers are expected to have the skills to help children adjust.

The class placements are considered final. Changes to placements are rare due to the fact they often cause a chain reaction and impact on the class balance, which in turn is unfair to many students within the group. While we feel we consider the individual child during the placement process, parents must realise their child is part of a complex equation in school placements.

What if my child is having difficulty in his/her new placement after school has started? Can we request a change then?

We will do everything we can to problem solve. Parents need to talk to the teacher, the Principal or Deputy Principals, so the child's needs can be addressed.

I have noticed that a small group of my child's friends have been together in classes for a few years in a row, but my child has been in different classes. Is favouritism going on here?

If this is happening, it would be a coincidence. Please inform the Principal or Deputy Principals if this is the case.

Finally, we want to stress that all information about children is valued and heard. Teachers want to construct the smoothest transitions possible for all students.

What if my Year 6 child is in a Year 5/6 class?

Often, we have a Year 5/6 class. Please be assured that the Year 6 students in this class participate in all the Year 6 activities, e.g., graduation ceremony/lunch and camp with the other Year 6 classes.

DOCUMENT HISTORY

DATE	REV	APPROVED
28 July 2022	1.1	Deputy Principal and School Board
2 August 2021	1.0	Principal

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