

CLASSROOM PLACEMENT GUIDELINES

Purpose

Ardross Primary School has a process for allocating students into classes each year. This procedure ensures that the professional judgement of both the teaching and executive leadership staff is informed and that all available information is applied to the placement process.

Classes are formed to provide all students with the best possible learning environment within the budgetary constraints and Department of Education guidelines.

SCHOOL COMMITMENT

The school commits to supporting the Class Placement Guidelines by:

- Using informed professional judgement when deciding class placements; and
- Considering all available information to assist the process.

PARENT AND CARER COMMITMENT

Parents and carers commit to supporting the school's Class Placement Guidelines by:

- Supporting and accepting the school's professional decisions and
- Being positive with their child about the class placement decision that has been made.

PROCESS

1. The Executive Team determines structure options for the following year based on anticipated enrolments, trends, and the need for flexibility.
2. Parents and carers are invited to provide specific information about their child's learning needs that may not be known to the school. This information must be provided in writing to the Principal by COB Friday, Week 3, Term 4. Parents are informed that requests for a particular teacher will not be considered. The information parents provide is referenced alongside other relevant information during the class placement process. It's emphasised that while these requests are considered, they are not guaranteed to be accommodated.
3. Staff members in each year level meet to determine the placement of their current students for the following year, taking into consideration the criteria below:
 - Classes are to be homogenous to academic performance, social development and classroom behaviour
 - Special educational needs of a student
 - Gender balance
 - School psychologist's recommendations
 - Friendships – classes will be set to both enable the fostering of existing relationships and integration of new students and provide opportunities for students to broaden their friendship group.

- Previous class placements are reviewed, including consideration for students who have been in composite classes multiple times. Composite classes may be necessary based on class structures.
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- Constraints of resources or facilities

4. Class lists will be formed and then reviewed by all staff.

5. Class lists are submitted to the Executive team for further review.

If there is a need to form a composite class within a year level, the Principal, Executive team, and relevant teaching staff from the previous year will use their professional judgment to determine the placement of individual students.

The final decision on class placement remains with the principal.

On the morning of the first day of school, the Executive team will be available to direct parents to their child's assigned class. Class formation in the new school year will remain as published subject to exceptional circumstances, i.e., a significant increase in the overall school population or within year groups. In the advent of any alteration, all relevant parties will be notified before any change.

DISPUTES

Parents or guardians will be instructed to write down all concerns regarding individual class placement to the principal. However, given the process as outlined is adhered to, alterations to class lists will only be considered in extreme cases.

FREQUENTLY ASKED QUESTIONS

Why does the school have some split grade classes instead of all straight classes?

As a Public School, every student who resides in our boundary, between Years Pre-primary and 6, is guaranteed an enrolment place, so numbers will never balance perfectly for straight classes.

As staffing is dependent upon the enrolment in each grade, multi-aged or combined classes may occur. This practice is well supported by research and our beliefs about how children learn. It is also often a practical necessity with our enrolment numbers and maximum class sizes, as per relevant Industrial Awards and Agreements

What is a reasonable class size?

The Department of Education has recommended maximum class sizes for various year levels, hence split class become unavoidable. Our school always starts the year within these recommendations. If numbers increase during the year, additional support is provided to teachers, usually in the form of additional relief days or education assistants. On very rare occasions, schools may need to restructure their classes to accommodate student growth throughout the year.

Maximum recommended class sizes

Kindergarten - 20
32

Pre-primary - 27

Yr. 1-3 - 24

Yr. 4-6 =

How do teachers cover multiple year level curriculums?

The curriculum acts as a guide of what teachers must cover in a given year. More importantly however, is that students receive the curriculum content that allows them to progress and achieve. This might mean modifying or extending the curriculum. It is quite common that in any given class, a teacher will need to support, or extend students who may be up to two years ahead, or behind the given curriculum. This is done through group or individual plans. As such, being in a split class is less of a factor, than receiving the curriculum content that is needed and teachers are highly skilled and supported at achieving this.

When will I know my child's placement?

Parents of children in Kindergarten are informed of their child's placement mid-term 4. The Pre-primary to Year 6 will receive a Connect notice notifying them of their child/ren class. Classes are always subject to change as new enrolments are common in the first weeks of the year.

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

While some parents make a friendship request, the decision is complex. A number of times a request is received from one family to place particular children together, while the second family requests that same children be placed in separate classes. The final decision on

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placement rests with the principal. Teachers also ask children to compose friendship lists at the end of each year and these lists are factored in when making new classes. Often, children placed with best friends will work and play exclusively with each other, and this does not promote the social interaction we try to foster. We also find young children change best friends. When allocating children to classes, we endeavour to foster positive social interaction across a year group, by making socially balanced classes.

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

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?

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

My child has been in a composite class this year; will they avoid one next year?

Teachers will consider factors such as history of split classes, but research does show there is no negative impact academically, from being in split classes. Parent concern regarding consecutive years in split classes, tends to focus on friendship groups, hence staff will consider this each year.