



Floreat Park Primary School | An Independent Public School

Class Placement Policy

Ratified by

Date

School Board

August 2023

Review Date

September 2024





CLASS PLACEMENT POLICY

PURPOSE

Floreat Park Primary School creates its class structure based upon the professional judgements of staff, with the aim of providing the best learning environment for each student.

PROCESS

The Administration team establishes class structure options for the following year based upon anticipated enrolments, in accordance with the Schools Education Act Employees' General Agreement 2019.

The Principal advises parents that student placements are being considered for the following year.

Once class structures have been finalised, generally late in Term 4, teachers meet to establish class lists for the following year. Current year level teachers work collaboratively to construct the future classes, this is followed by a consultation process involving all school staff.

FACTORS TAKEN INTO CONSIDERATION WHEN ALLOCATING STUDENTS TO CLASSES:

- The educational and emotional needs of each student.
- Equality of gender distribution.
- The creation of classes that are balanced with respect to academic performance, social development and behaviour.
- Special circumstances such as siblings or individual family matters.
- Equality of EAL/D student distribution
- Constraints of resources or facilities.
- Positive learning relationships. Students in Years 3, 4 and 5 are asked to identify 3 students whom they work well with. They are reminded that we will make every effort to ensure they are with at least one of these identified students, but that this is not always possible.

Should there be a need to form a split class, the teaching staff from the previous year and the Administration team will decide the placement of individual students. As was the above, the following will be taken into consideration when forming splits classes:



- Work habits e.g. the ability to work independently.
- Social maturity.
- Previous years class placement.

Parents of students with special needs may be consulted on class placement by the Principal or class teachers. Agreements and/or guarantees to honour requests parents have made for particular class placements cannot and will not be made by any member of staff.

Lists will be submitted to the Administration team for final ratification.

The Principal shall have a final decision on the individual placement of students.

Class lists will be shared with parents during the final weeks of Term 4. Once published, no changes to classes will be made. (proviso: the school receives a significant increase in enrolments over the holidays and a restructure of classes is required)

Parents will be provided with the Class Placement Policy FAQ sheet to help them with frequently asked questions, please see Appendix 1.

Class changes will not be made at any time. The school will work with parents to help them support their child if there are issues in class.



APPENDIX 1

Class Placement Policy - Frequently Asked Questions

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

All government schools are funded through a student-centred funding model. The amount of money we receive is dependent primarily on the number of students who enrol in our school. It is the responsibility of the Principal to determine the best possible structure of classes. Another major influence on the number of classes we form is the teachers' industrial agreement which states recommended maximum sizes for each class. These are as follows:

Year	Number of students per class
K	20
PP (purpose built)	27
1-3	24
4-6	32
Split grade 4 -6	31
Split grade 3-4	23

Sometimes enrolments in a particular year level do not fit nicely into a round number of classes. In these cases we may have to form a split or 'multi aged' class with the year below or above. This practice is well supported by research and our beliefs about how children learn, especially in the primary years. It is also often a practical necessity with our enrolment numbers.

The curriculum entitlement for each child will be the same as other children in that year level. Wherever practicable students placed in a split year level class will be provided with opportunities to participate in activities with their year level. If a child is placed in a split year level class in one year they will not be placed in one the following year without consultation with parents.

How do you decide which students will be placed in a split class?

Teaching and learning in a split grade class comes with its own set of opportunities and challenges. Split year level classes are commonplace in schools, particularly when there are low



numbers of enrolments. When a split class is unavoidable, we consider the following student attributes.

The first step as a school is to identify a highly skilled teacher, with strong pedagogical and curriculum content knowledge to take the class.

The next consideration would be based on the student's personal and social capabilities, and attitude, behaviour and effort. Then we consider the following factors:

1. The student's capacity to work independently
2. The student's capacity for collaboration and cooperation
3. The student's academic ability and learning needs
4. The social and emotional needs of the student, including friendship groups
5. If they've been in a split class previously
6. Consult with specialist teachers and the student's previous classroom teachers to discuss suitability of potential placement
7. The balance of the split class with respect to academic performance, social development and behaviour.

*We aim to fill a split class from the outset in order to best avoid having to add new students to it throughout the year.

What does it mean if my child is in a split class? Will they be taught the curriculum of the year above or below them?

No, in a split class the children will be taught and assessed against the curriculum at their year level. This is their entitlement and a mandatory reporting requirement.

An example of what this may look like:

In a Mathematics session looking at time, students in a Year 2/3 class will be both working on their curriculum outcomes:

Y2 Curriculum: Tell time to the quarter-hour, using the language of 'past' and 'to' (ACMMG039)

Y3 Tell time to the minute and investigate the relationship between units of time (ACMMG062)

The resources for these lessons would be similar, clocks, iPads, digital visual aids, the outcomes and activities of the lesson would be differentiated to ensure concept attainment for students matches the curriculum outcome.

In a Geography series of lessons looking at places, students in a Year 2/3 class will be working on their curriculum outcomes:

Y2 Curriculum: The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia (ACHASSK047)

Y3 Curriculum: The location of Australia's neighbouring countries and their diverse natural characteristics and human characteristics (ACHASSK067)



The class teacher may take an inquiry approach to these concepts, looking at Information Reports for Year 2 in relation to a student chosen country and its location in relationship to Australia. The Year 3 students may be restricted to the neighbouring countries to Australia. The timing of delivery of these concepts would be professionally decided in order to cater for both year level curriculum needs.

In all classes differentiation occurs based on student needs. Differentiation can look different at different year levels. Differentiation can be by content, process, product or physical environment. In a split class this may be evident by content, product and process.

Students in the split class will have opportunities to interact, collaborate and learn with the other students of their year level.

The students in a split class will participate in year level organised excursions, incursion, programs (1:1 iPads, IMS, ICAS) and assemblies with the rest of the students in their year level.

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 taking into account all the information we have to hand. Our teachers have been working with your child on a daily basis all year gathering information on preferred learning styles, interests, social groups, emotional needs as well as their academic ability.

Previous teachers and specialist teachers are also consulted for their input. While it is certainly true that parents know their children best, when a parent requests a specific placement for their child, they do not have all the relevant information. Teachers, on the other hand, have the academic, social and emotional information about all children in a particular year level.

When will I know my child's placement?

Parents of children starting Kindergarten are informed of their child's placement in Term 3.

Kindergarten students moving into Pre-primary will be advised at their orientation towards the end of Term 4, and parents of students in Years 1 – 6 will be advised the last week of Term 4 via CONNECT.

Parents of students who have special requirements or have twins will be contacted by the class teacher or a member of our Student Services Team to discuss their child's needs for the following year. Every effort is made to accurately plan for the following year, taking into account that we do lose and pick up enrolments throughout the year.

Class structures or teacher allocation may need to change if we have increased or decreased enrolments over the school holidays.



Can I request a particular teacher for my child either in writing or through discussion with my child's present teacher?

No, this is not part of the Class Placement Policy.

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

Class teachers for students in Year 3 and above, will ask children to nominate 3 students whom they work well with during Term 4.

While parents may make a request for particular students to stay together, 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 that same children be placed in separate 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 frequently throughout the year.

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

The final decision on placement rests with the Principal.

If your child is having difficulty with a student in his/her class, please inform the teacher so we can provide support to your child.

This is the aspect of the school experience that reflects 'real life'; where students learn to function socially with all kinds of people.

Can we assume our second child will get the same teachers?

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 one of the Deputy Principals or Principal about your concerns and be assured that those concerns will be shared with the teacher so your child's anxieties will be addressed.



Teachers run specific programs and activities at the beginning of the year to help children feel comfortable, get to know other students in the class and feel connected to the school. Class placements are considered final.

Changes to placements are not considered due to precedence and the chain reaction that this would create. 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 support your child. Parents need to talk firstly to the class teacher; if the matter needs to be referred on the class teacher can request additional support from Student Services Team, a Deputy Principal or Principal.

Changing classes is not part of the Class Placement Policy.

Please be assured that all information about children is valued and heard. Teachers work hard to make the transition between years a smooth process for all our students. Parents can help by being as positive and encouraging as possible when communicating with their children about this process.

If you have any further questions on the class placement process, please contact the Deputy Principal responsible for your child's year level first.

Mark Walters (Year Kindergarten – Year 2) Mark.Walters@education.wa.edu.au

Matthew Wright (Year 3 – 6) Matthew.Wright@education.wa.edu.au

Thank you in advance for your support of this policy and our procedures.

Jane Rowlands

Principal

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