Floreat Park Primary School | *An Independent Public School*

Class Placement Policy

Ratified by	Date
School Board	Term 4 2025
Review Date	Term 4 2028

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 2023. The Principal advises parents that student placements are being considered for the following year. Once class structures have been finalised, 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, social 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.

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 with 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.

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

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?
A major influence on the number of classes we form is the teachers' industrial agreement which states recommended maximum sizes for each class.
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.
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. If a child is placed in a split year level class in one year, every effort is made this does not happen in concurrent years.

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 for the school is to appoint a teacher with strong curriculum knowledge and proven approaches to teaching and learning to take the class.

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

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

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:

Mathematics (Measurement – Time)
Year 2 Outcome: Recognise and read the time represented on an analogue clock to the hour, half-hour and quarter-hour (AC9M2M04)
Year 3 Outcome: Recognise and use the relationship between formal units of time, including days, hours, minutes and seconds, to estimate and compare the duration of events (AC9M3M03)

Teaching and Learning Approach:
Shared resources such as analogue clocks, iPads, and digital visual aids support both year levels. Lessons would be differentiated to ensure each student engages with content aligned to their year level outcome. Activities may include practical time-reading tasks, problem-solving with elapsed time, and digital practice to reinforce understanding of duration.

Humanities and Social Sciences (Geography)
Year 2 Outcome: Explore how places can be represented in geographical divisions from local to regional to state/territory, and understand how people and places are interconnected across those scales. (AC9HS2K03)

Year 3 Outcome: Investigate the representation of contemporary Australia as states and territories, recognise the Countries/Places of First Nations Australians prior to colonisation, and identify Australia's neighbouring regions and countries. (AC9HS3K03)

Teaching and Learning Approach:
An inquiry-based approach could be used to develop geographical understanding across both year levels. Year 2 students will examine how places are organised and connected at different scales (local, state, national, global). Year 3 students will extend this by identifying Australia's states, territories, and neighbouring countries, as well as exploring First Nations' connections to Country/Place prior to colonisation.

Students may consolidate their learning by creating an Information Report. Year 2 students may focus on a city or state within Australia, while Year 3 students may research one of Australia's neighbouring countries. The sequence and timing of lessons may be adjusted to ensure both year levels are working towards their specific curriculum outcomes within a cohesive learning program.

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 also 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 early in Term 4. 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. Whilst we do carefully plan for the next year, unavoidable changes in enrolments do occur which may at times affect class structures or teacher assignments.

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 is placed with another child in the same classroom? Or, can I request my child <u>not</u> be placed with a particular child?
When forming classes, we aim to promote positive social interaction by creating socially balanced groups and minimizing unhelpful dynamics.
Occasionally, requests are made to place certain students together, but these decisions are complex. Sometimes one family asks for children to be together, while another requests they be separated. When children are placed alongside close friends, they may rely on each other exclusively, which can limit broader social interaction. Young children also tend to change friendships frequently during the year. This is the aspect of the school experience that reflects 'real life'; where students learn to function socially with all kinds of people.
The final decision on class placement rests with the Principal.

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.
Class placements are 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 understand that class placement are very important, and change can be unsettling. Please know that once classes are decided, changes are not part of our Class Placement Policy. We are committed to doing everything possible to support your child during this process.
If you have concerns, the best first step is to talk with your child's teacher. We're also here to help through our Student Services Team, Deputy Principal, or Principal.
To manage student anxieties, specific programs and activities are run 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.

Be assured, we value every piece of information you share about your child. Our teachers work carefully and thoughtfully to make the move from one year to the next as smooth as we can for all students.
Parents can help too, through your positive and encouraging words, when discussing this transition, make a big difference in how your child experiences it.