

Class Placement Policy

Policy Statement

Classes are to be formed in such a way as to best meet the educational needs of the students within the constraints of the resources provided. Individual class placements are based on professional judgements about meeting the student's educational needs, circumstances and interests.

Policy Scope

The Administration team establishes class structure options for the following year based upon anticipated enrolments.

Class placement procedures follow a four-stage process where the academic, health and social/emotional needs of every student are considered.

The process that Duncraig Primary will use is detailed below:

- Class teachers, specialist teachers and education assistants work collaboratively to place all students into proposed class structures. Teachers may not be assigned to all individual classes at this stage.
- Amendments to initial class placements occur based on the needs of students at educational risk. This could include consideration of health, social, emotional and academic requirements. These amendments occur at administration level.
- Parent/carer requests are considered.
- Finalised lists are approved by the principal and published on the school website (first names only).

Definitions

'Composite Classes' refers to:

- A classroom where two or more-year levels are taught, and the curriculum is differentiated to cater for multi-year levels. Differentiation will occur through the use of student work groups, collaborative teaching (team-teaching with teaching colleagues), and utilising Education Assistants where available.

'Educational Reasons' refers to:

- Reasons where the educational outcome of the student is of the highest priority, such as:
- The opportunity to access physical resources and educational programs.
- Catering for student well-being to improve outcomes.
- Catering for special needs and/or disabilities.

Student Placement Considerations

When determining student class placements, the following aspects will be considered by staff:

- Classes are to be homogenous with respect to academic performance, social development, behaviour and gender balance.
- Social network.
- Special needs such as twins and family situations.
- Student services recommendations.

Composite Classes

From time to time, composite classes are required due to specific student numbers and the physical resources available to cater for them. In these cases, staff will make considerations for student placement in composite classes based on:

- Independent students.
- Student maturity and behaviour.
- Social development.
- Social network.
- Previous class placements.
- Special needs such as twin and family situations.
- Student services recommendations

Parent/Carer Communication Processes

- The principal advises parents/carers in the school newsletter in Term 4 that student placements are being considered for the following year.
- The four-step class placement procedures are shared with the community in the school newsletter in Term 4.
- Parents/carers are invited to submit written submissions with respect to class placements by a date advertised in the school newsletter. The submissions must be based on educational reasons addressed to “The Principal” and marked “Confidential”. All written requests are acknowledged in writing, via email, by the principal with the four-step class placement procedure outlined.
- All written parent/carers requests that arrive by the due date will be considered based on individual and school needs. There is no guarantee that all requests will be met and, after the due date, changes to class structures will not be made.
- Lists published. The date for publication will be advertised to the community on the school website prior to the commencement of the school year.

Roles and Responsibilities

Principal:

- Inform parents/carers of the opportunity to make special requests for class placement.
- Make available the Class Placement Policy to parents/carers and teachers.
- Work with the Leadership Team to determine best placement for students with disabilities and their assigned Education Assistants.
- Provide an opportunity for staff to discuss the needs of the students they are placing.
- Acknowledge the requests of parents/carers via email.
- Approve and make final adjustments to class lists.
- Publish future class lists at the end of the year, on the website.

Parents/Carers:

- Submit written submissions with respect to class placements by a date advertised in the school newsletter.
- Submit written requests based on educational reasons, not based on personal teacher preference.
- Understand that a request cannot be guaranteed.

School Staff:

- School staff work collaboratively to determine best placement of a student based on social, emotional and academic needs.
- Ask students to complete a friend inventory to ensure that students will be placed with one or two friends in their social group.
- Ensure that class groups are evenly balanced by gender, educational and behavioural needs.
- Refer to the Class Placement Policy for guidance.

Related Documents

Department of Education – Enrolment in Public Schools Policy, July 2022.

Monitoring and Review

Annually, class teachers should work collaboratively with their peers to ensure that a consistent process is followed to create classes for the following year. Teachers should provide feedback on the process to the Leadership Team.

Responsibility of Staff Members

Policy Manager	Principal
Responsible Staff	All Teachers
Approval Authority	Staff (with School Board endorsement)
Next Evaluation date	June 2025

Revision History

Version	Approved Amended Rescinded	Date	Authority	Key changes/notes
2	Amended & approved	10/10/2023	Principal Staff School Board	Policy reformatted. Definitions included. School Board input