

Class Placement Policy



Millen Primary School
Learning Together

Endorsed by the School Board - February 2023

CLASS PLACEMENT POLICY

Purpose

Millen Primary School has developed a process to allocate students into classes each year. The process ensures that the professional judgement of both the teaching staff and administration team is informed, and that all available information is applied to the placement process. All decisions are centred around what is in the best interests of the children.

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

SCHOOL COMMITMENT

The school commits to supporting the Class Placement Policy 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 Policy by:

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

PROCESS

1. The administration team determines structure options for the following year based upon anticipated enrolments, enrolment trends and the need for flexibility.
2. Each year, during Term 3, the principal advises parents via the school newsletter that student placements requests are being considered for the following year. Parents and carers are invited to provide the principal with specific information about their child's needs that they believe the school may not be aware of. See Appendix 1 for further information about placement requests.

Parents are advised that these requests are considered but only under exceptional circumstances.

3. Classroom teachers complete a survey on each child in their current class on Class Creator (student placement software). The survey then provides information on each child's academic performance in literacy and numeracy, behaviour, support requirements, their friends, children who would benefit from a separation and their gender.
4. The administration team enter parent requests onto Class Creator.
5. The classes are then generated by Class Creator. The program creates classes balanced across behaviour, academics, gender, support requirements and social dynamics.

6. The administration team review the classes and make changes if they are required to ensure:

- Classes across the same year level and composite classes are equal with respect to academic performance, social dynamics and classroom behaviour
- Students with special educational needs have been placed in the most suitable setting
- Gender balance
- School psychologist's recommendations
- Friendships – classes will be set to both enable the integration of new students and provide opportunity for students to broaden their friendship group.
- Class placements in previous years
- Constraints of resources or facilities

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

The final decision on class placement remains with the principal.

Class Lists will be sent to families on Connect the day before children commence school. The class lists will also be displayed in the undercover area on the morning children start school.

CONCERNS

Parents / carers will be instructed to direct all concerns to the principal regarding individual class placement in writing or in person, upon appointment. However, given the process as outlined is adhered to, alterations to class lists will only be considered in extreme cases with mitigating circumstances.

APPENDIX 1

CLASS PLACEMENT REQUESTS

The school advises parents of the opportunity to submit a placement request during Term 3 each year. These close at the end of Term 3.

Parent requests can be made via email or at a meeting with the principal. Further details are provided to parents through the Katijiny. The parent placement requests will be referenced, along with other available information, during the class placement process.

The admin team will carefully consider all parent requests.

REQUESTS FOR PLACEMENT WITH FRIENDS

Millen Primary School recognises the importance of fostering and maintaining friendship groups. We also understand that it is equally important for children to mix and learn with peers who have different interests.

If you would like to request that your child is placed in a class with a particular friend, please ensure that you make this request as outlined above.

STUDENT INPUT

Children will be asked to give input by nominating up to 3 friends they would like to be with. The teachers of younger children identify up to 3 friends for each child based on their observations.

REQUESTS FOR PLACEMENT WITH CERTAIN TEACHERS

All teachers at Millen Primary School are caring and committed educators.

Whilst we appreciate that you may believe that your child would benefit from being placed in a class with a particular teacher, we are unable to consider these requests. Our administration team has an in-depth understanding of each teacher's strengths and will always endeavour to place children with teachers who are best placed to suit their needs. We do not re-allocate children to different classes during the school year unless exceptional circumstances arise.

REQUESTS TO BE IN A STRAIGHT YEAR LEVEL CLASS

The parents of children placed in a composite (split year level) class in the past two years can request a single year level class for their child. This must be done via a class request during Term 3.

REQUESTS TO HAVE ONLY ONE CLASS TEACHER

The parents of children placed in a class with tandem class teachers in the past two years can request a class with one teacher for their child. This must be done via a class request during Term 3.

REQUESTS FOR STUDENTS TO REPEAT A YEAR LEVEL

Children are only able to repeat a year level in exceptional circumstances where Millen Primary School considers it is required for the long-term benefit of the student by considering their social, wellbeing and academic needs.

APPENDIX 2

FREQUENTLY ASKED QUESTIONS

Q1 Why does the school have some composite (split) classes instead of all straight year level classes?

Government schools are funded through the Student-Centred Funding Model. The amount of money we receive is dependent primarily on the number of students we have enrolled at our school when the Student Census is completed (usually Week 3 of Term 1). The second consideration to determining the class structure is the teachers' industrial agreement which states recommended classes sizes as follows:

Year level	Number of students per class
K	20
P	27
Years 1 – 3	24
Years 4 – 6	32
Split classes Years 1 – 3	23
Split class Year 3/4	23
Split classes Years 4 - 6	31

Q2 Why do we have to wait (the day prior to the start of the school year) so late to find out where our child has been placed?

Millen Primary School has a growing population. We have a transiency rate of approximately 25%. We always receive enrolments throughout the school holiday period. We cannot predict how many we will receive, and we cannot predict the year levels the children will be in. This means that some years we have had to restructure our planned classes before school starts.

Q3 What if my child is having difficulty in his/her new placement after school has started? Can I request a change of class?

We will do everything we can to solve problems and work with you. In the first instance, parents are advised to talk to their child's teacher. If the matter continues, parents are advised to meet with the principal.