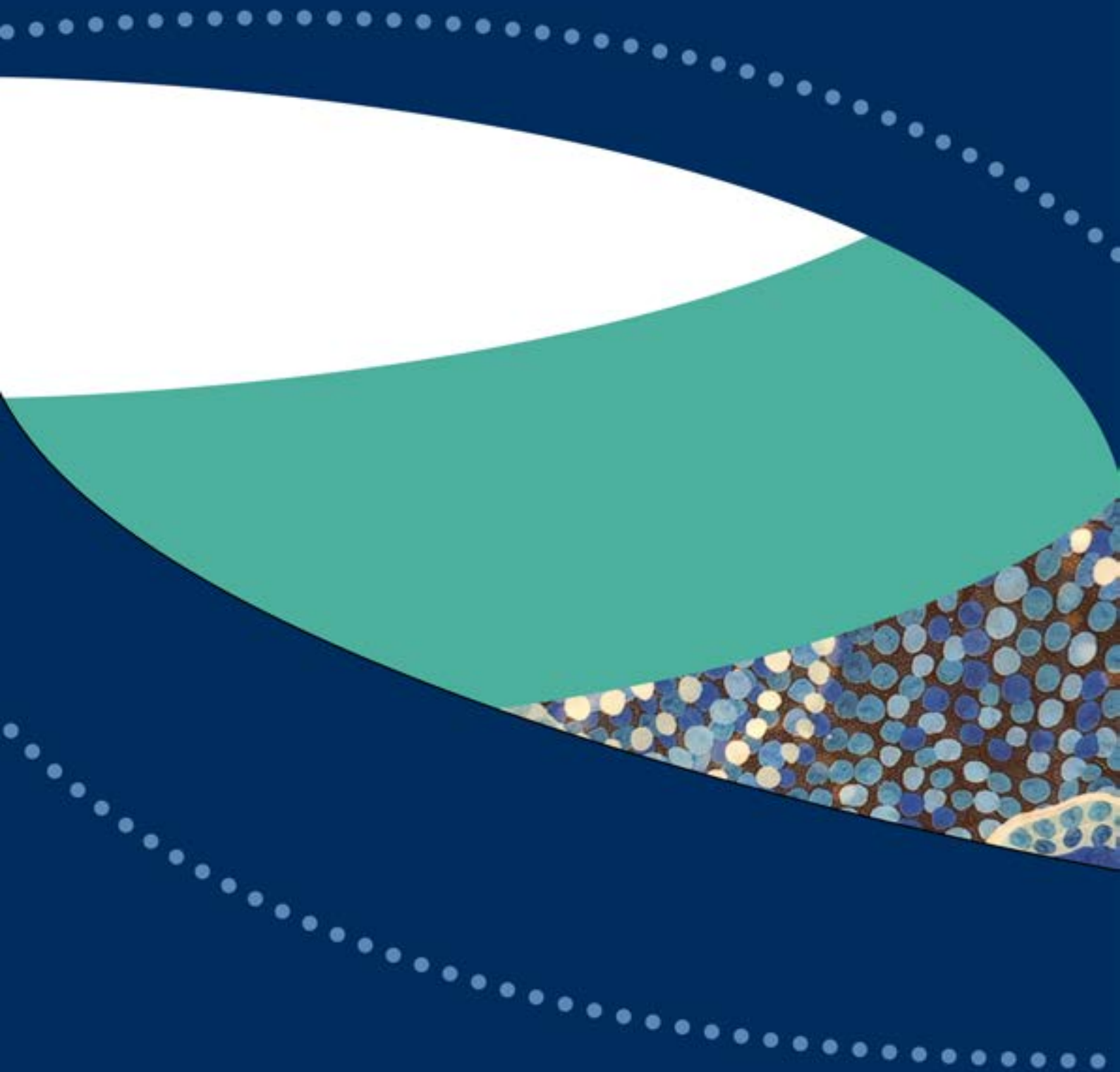




Millen Primary School
Learning Together

Class Placement *Policy*



Purpose

Millen Primary School has a process for forming classes each year that is designed to provide the best possible learning environment for all students.

Class placement decisions are based on teachers professional judgement, informed by relevant school-based information, and made in the best interests of students and the cohort as a whole.

Guiding principles

At Millen Primary School:

- class placement is an educational decision led by the school
- classroom teachers and relevant staff use their professional judgement and knowledge of students to develop class placements
- the needs of the whole cohort are considered, not only the preferences of individuals
- parent and student input may be considered as one source of information, but does not determine placement
- final class placements are made to support the strongest possible academic, social and emotional outcomes for students

For the purpose of this policy, **educational outcomes** include:

- academic progress and readiness to learn
- social development and peer relationships
- emotional wellbeing and capacity to engage positively at school

Class structure

The school leadership team determines class structures for the following year based on:

- anticipated enrolments
- staffing allocation
- class size requirements
- available resources and facilities
- the need for flexibility across the school

Class placement process

Once class structures are determined, classroom teachers and relevant staff work collaboratively to develop class placements.

Placements are developed using professional judgement and knowledge of each student's learning, behaviour, wellbeing, peer dynamics and support needs.

School leaders review proposed placements to ensure balance, consistency and alignment with whole-school requirements.

The final decision on class placement rests with the Principal.

Factors considered

In forming classes, the school may consider:

- academic progress and learning needs
- social and emotional needs
- behaviour and engagement
- peer dynamics and friendship considerations
- students who may benefit from separation
- gender balance
- students with disability or additional needs
- relevant recommendations from specialist staff
- previous class placements
- resource or facility considerations

Parent and student input

Parents and carers may provide relevant information about their child to support the class placement process.

The school will accept **one written parent request for each student** during the advertised timeframe each year. Requests must be linked to the child's educational needs and outcomes. This may include information related to academic, social or emotional needs.

The school cannot honour all requests.

Parent requests based on convenience, general preference, friendship alone, or a preferred teacher are unlikely to influence class placements.

Students may be invited to provide limited input about friendship groups. Student input may be considered but does not determine placement.

Communication with families

The school will communicate key timelines for class placement to families during the year.

Class lists will be shared with families once finalised.

In some circumstances, class structures or placements may need to change prior to the commencement of the school year due to enrolment movement or staffing changes.

Finality of placements

Once class placements are published, they are considered final.

The school will not move students between classes on the basis of parent preference, friendship preference, or a desire for a different teacher.

Requests for class changes will only be considered in extreme circumstances.

Following the student census at the end of Week 3, the school may review class structures if required due to fluctuating student numbers. Any class changes after this point would only occur where the school needs to restructure classes for operational reasons. Any such movement would be determined by the school.

Review

This policy will be reviewed annually with the School Board to ensure it remains clear, fair, transparent and aligned with the school's current context and operational requirements.

Status: Endorsed

Ratified by: Millen Primary School Board

Review date: Term 3 2027

Frequently Asked Questions

Why does the school have a class placement process?

Each year, the school forms classes to create the best possible learning environment for all students. This includes considering students' academic, social and emotional needs, as well as creating balanced classes across the school.

Who decides class placements?

Class placements are developed by classroom teachers and relevant staff, using their professional judgement and knowledge of students in the learning environment. School leaders review the proposed placements to ensure balance and consistency across the school. Final approval rests with the Principal.

What does the school consider when placing students?

A range of factors may be considered, including:

- academic progress and learning needs
- social and emotional needs
- behaviour and engagement
- peer dynamics
- students who may benefit from separation
- gender balance
- students with disability or additional needs
- relevant advice from specialist staff
- previous class placements
- whole-school organisational requirements

Class placement decisions are made in the best interests of students and the cohort as a whole.

Can parents make a class placement request?

Yes. Parents and carers may provide **one written request** for each student during the advertised timeframe each year.

Requests must be linked to the child's **educational needs and outcomes**. This may include relevant academic, social or emotional information that the school may need to consider as part of the placement process.

What is meant by “educational needs and outcomes”?

Educational needs and outcomes may include matters related to a child’s:

- academic progress and readiness to learn
- social development and peer relationships
- emotional wellbeing and ability to engage positively at school

Will all parent requests be accommodated?

Although all requests will be considered, unless they related to educational needs and outcomes, they are unlikely to influence class placements.

Parent input is one source of information only and does not determine placement. Class placements must take into account the needs of the whole cohort, not only the preferences of individuals.

Can I request a specific teacher?

No. Requests for a specific teacher will not be considered.

The school has an understanding of the strengths of all staff and works to place students in classes that best support their learning and wellbeing.

Can I request that my child be placed with a particular friend?

Parents may provide relevant information about friendship needs as part of their one written request. Students may also be invited to provide limited input about friendship groups.

However, friendship requests do not determine placement. The school must consider broader peer dynamics and the overall balance of all classes.

Why might my child not be placed with all of their friends?

When forming classes, the school aims to create balanced and positive learning environments for all students. This may mean that some friendship groups are separated. Students are supported to build and maintain friendships across classes and year levels.

Why are some classes composite or split classes?

Class structures are determined each year based on enrolment numbers, staffing allocation, class size requirements, available resources and whole-school needs. Composite classes are a normal part of school organisation and are formed to support balanced, sustainable class structures.

When will class lists be shared?

Class lists will be shared with families once they are finalised. In some cases, class structures or placements may need to change before the start of the school year due to enrolment movement or staffing changes.

Can my child's class be changed once class lists are published?

In general, no.

Once class placements are published, they are considered final. The school does not move students between classes on the basis of parent preference, friendship preference or a desire for a different teacher.

Are there any circumstances where classes may change after the school year starts?

Only in limited circumstances.

Following the student census at the end of Week 3, the school may review class structures if required due to fluctuating student numbers. Any changes after this point would only occur where the school needs to restructure classes for operational reasons.

What if my child is unsettled in the new class?

It is normal for some students to take time to adjust to a new class, teacher and peer group at the start of the year. School staff will support students through this transition.

If you have concerns, please speak with your child's teacher in the first instance.

Why doesn't the school make changes just because a parent asks?

Changing one student's class placement can affect the balance and composition of several classes. For this reason, placements are made carefully and changes are only made in exceptional circumstances or where the school is required to restructure classes.

Will students have an opportunity to prepare for the next school year?

Where possible, the school will provide transition opportunities for students prior to the end of the year. This may include visiting classrooms, meeting staff, or taking part in a transition lesson to support a smooth start to the following year.