



# CLASS PLACEMENT POLICY AND PROCESS

## PURPOSE

To explain to our school community how we manage requests for class placements, for the following school year.

## POLICY

Each year teachers face the very challenging and complex task of placing students in classes for the following year. Each year we follow a clear process aimed at providing a balance of talents, abilities, social issues and behavioural challenges in each class.

The role of each teacher is to make professional judgments following the complex criteria detailed below. The role of each parent is to discuss their child's placement with them and explain that if they are not in the same class as their 'best friend' then there is a good reason for this and that they can still meet in the yard. Each new year is an opportunity for your child to make new friends. We ask you to model resilience to your child/children.

When thinking about next year, please do not presume teachers will be teaching the same year level as they did in the current year, as there will be changes.

### Student placement process

1. Explanation of the process and the Optional Special Consideration Request proforma are included in our newsletter.
2. Special Consideration Request forms are read and considered by members of the principal class. Requests may be approved for consideration, however this does not guarantee they can be implemented.
3. Any approved Special Consideration Requests, without specific reasons detailed, are placed in the confidential care of the leader of each year level.
4. Teachers (class and specialists) use the process detailed below to construct a draft of the classes for the following year.

To ensure '*a fair go for all*' in terms of the structure and membership of classes, we plan for, **as far as is practicable:**

- equal size classes in the year level
- equal spread of boys and girls in each class
- equal spread of student abilities in each class
- teacher and student welfare staff recommendations about separation of children because of behavioural issues
- the sensitive placement of children who are on the Program for Students with a Disability
- the sensitive placement of identified gifted children
- the sensitive placement of children consolidating (repeating) or accelerating a year level
- placement of twins according to parent request and teacher recommendation
- placement of children who have worked with the same teacher for two or more years and who request a change
- placement of children whose parents request not to have a specific teacher because of a previous unsatisfactory relationship
- teacher requests not to have a child because of a previous unsatisfactory relationship with a parent.

5. Drafts are presented at a School Improvement Team meeting, (team consists of leadership staff at each year level, and senior staff members) where we review all lists and check the placement of students. Draft lists are also checked paying particular attention to students with special needs (intellectual, physical, social or emotional) and any recommendations or changes are discussed.
6. Units (class and specialist teachers) review class lists to make any further recommendations and check any changes made by the Leadership team.
7. The Leadership team review class lists again.
8. The Leadership team draft a plan of classes and teachers for each year level and in each specialist area for the following year.
9. Final recommendations to principal class.
10. If a teacher feels they need to discuss any aspect of the placement process with a parent, they will contact them prior to the official notification.
11. Students and parents notified of new class.

Please be assured that *respect* and *care* will be shown by teachers when placing children and please *trust* that teachers do know your child and will make the best possible decision for them, even if it is not the one you would have chosen.

To help prepare your child for the next year of school we continue to set up many transition activities, including our whole school Transition Experience where the children spend time with the staff in the next year level. Your year level unit will inform you of the transition activities your child will experience to help them with the move into the next year level. Our aim is to ensure the children move smoothly to their next year level and that there is *a fair go for all*.

We seek parent support to follow the PPPS process. If a child is not placed in a class with their best friend, we ask parents to help them to become more *resilient* and *tolerant* of others so they can make additional friends. Children can still meet their special friend and play together every recess and lunchtime. Even when children are in the same class they do not necessarily sit with their friend nor do they necessarily learn best with their friend. Friends may be in quite different learning groups. Sometimes it is better to have learning partners in class and special friends for playtime.

It would also be wonderful if children could make additional friends each year. This is a very beneficial life skill for children to learn so that they are not timid about going to a new school, to secondary school, to new sporting clubs, to TAFE, to University and when entering the workforce.

A copy of the Optional Special Consideration Request proforma is attached (Appendix 1)

## EVALUATION

This policy will be reviewed in line with best practice, new legislation and guidelines.

## REVIEW CYCLE

This policy is scheduled for review in **August 2023**.

**Endorsed by School Council on 20<sup>th</sup> October 2020**

## HOME GROUP PLACEMENT PROCESS

### **Optional** Special Consideration Request proforma for student placement for 2021

**Due back to the Principal by** *(late requests will not be considered)*

***Please note that we do not guarantee that requests will be met. Please remember that parents are not able to request specific students or teachers. Please complete this proforma each year even if the request is the same.***

Name of student \_\_\_\_\_

Name of 2020 teacher/s \_\_\_\_\_ 2020 home group \_\_\_\_\_

#### **Name of the teacher you do not want your child to have again**

**a) because your child has already had the teacher for two years** and you would prefer they did not have that teacher for a third year. (This is a reasonable request)

**b) because of a previous unsatisfactory relationship.**

Name of teacher \_\_\_\_\_

Reason \_\_\_\_\_

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#### **Sometimes children have very special needs which have an impact on home group placement (i.e. twins)**

*Please elaborate if applicable.*

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