

# Freeling P-6 School

## CLASS PLACEMENT GUIDELINES



### RATIONALE

A clearly defined process for the placement of students into classes will lead to increased understanding of class formation and greater efficiency. The nature of Freeling P-6 population, together with the Department for Education student centred funding model, informs our class structures.

Outlined below is the process we use at Freeling P-6 school to place students in their respective classes for the start of the year. Also included are frequently asked questions that families have asked about class placement. Freeling P-6 school staff are committed to meeting the educational needs of all students. A great deal of thought, planning and time goes into placing children into classes each year.

When placing students in classes, the school will consider a range of information in order to form educationally and socially balanced classes. Classes will be formed to best meet the needs of the students with the resources provided. Class structures, class compositions and the allocation of students to classes, are all developed through consultation with staff, and the leadership team.

### CRITERIA

#### Criteria that we use to make up class lists

##### Factors influencing class structure are:

- Educational needs of the students
- Projected number of students in each year level
- Ratio of boys to girls
- Projected enrolments during the year based on past trends
- Resources and facilities

##### Factors which are considered in the placement of students include:

- Learning needs
- Behaviour
- Gender
- Learning and social networks
- Social and emotional maturity
- Family situations eg twins, siblings

The leadership team and teaching staff will decide the placement of individual students. Family input regarding their child's educational needs will be considered when it aligns with the placement criteria.

### PROCESS

#### Process for placing students into classes

Based on the criteria listed, Freeling P-6 school staff meet early in term 4 to establish classes for the following school year. During this process, changes and adjustments are made. Each change may trigger a chain reaction of other changes. Proposed class lists are then submitted to the leadership team for final ratification.

The successful implementation of these guidelines ensures smooth transition from year to year with the learning and wellbeing of every student in the school being paramount.

## FREQUENTLY ASKED QUESTIONS

### **Why does the school have some composite classes instead of having all straight year level classes?**

Staffing is dependent upon the enrolment in each grade. The class distribution is considered on the basis of student numbers. The distribution of classes may change each year according to enrolments in the school and the effects of different numbers in each class or year group.

### **My child is in a composite class, will they be disadvantaged?**

No, with any classroom setting there is a diverse range of abilities where the teacher is required to differentiate. In accordance with the Australian Curriculum, all students are assessed according to their assigned year level.

### **My child has not been placed with one of their nominated friends:**

All children are placed with one of their friends – this may differ from the requests of families. Students are asked to nominate people in their year level that they work well with and support them with their learning.

### **Can I request a particular teacher for my child?**

No, this is not part of the placement process.

### **Can I provide information to support the informed placement of my child?**

Yes, as long as the information aligns with the placement criteria stated.

### **Why haven't my requests been actioned?**

All family requests are seriously considered and recorded. At times, family requests can be conflicting (to another family's request, to the student's requests, from the professional opinion of the teacher).

### **Do teachers request certain student placements into their classes?**

No, as teachers are not generally assigned to a class until after the class placement process. Teachers focus on class balance to ensure a successful year for all classes.

### **When I get my child's placement, can I request that it be changed?**

The class placements are final. Changes to placements are not possible, due to the fact they cause a chain reaction and impact on the class balance. We consider the learning and wellbeing of each individual during the placement process and families must realise their child is a part of a complex equation in school placements.

### **How can I help my child during this process?**

Families can help by supporting the informed decisions of the staff and ensuring all conversations with their children are positive and encouraging.

### **When will we receive class placement information?**

For a number of years now, Freeling has been a growing community. As a result, we will often receive requests for enrolments during the holidays and right up until school recommences.

The class placement process is extremely complex, and involves significant collaboration between staff. This process continues throughout term four and often into the week after students finish their school year, with all of the data used to generate class lists, cross-checked and adjustments made as required.

Significant increases or decreases in enrolment can impact class structure. Within the staffing formulas and guidelines, we make predictions based on past enrolment trends. We will consider annually, whether we are able to inform families of class placements before the end of the school year or by post at a time during the holidays.