SHELLEY PRIMARY SCHOOL
CLASS PLACEMENT POLICY

RATIONALE:
Classes are formed to best meet the needs of students within the constraints of the resources provided. There is a need to acknowledge that the determination of classes, prior to confirmation of enrolments at the commencement of the school year, is not always reliable as student numbers may change. If enrolments change, then the class structure may change.

Shelley Primary School creates its class structure based on the professional judgement of staff, taking into account the students’ academic, social and emotional needs.

POLICY:
- Individual class placements can have significant effect on a student’s attainment and are based on professional judgements about the student’s educational needs, circumstances and interests.
- Teaching staff organise class placements under the direction of the Administrative Team which includes the Principal.

OPERATIONAL PROCEDURES AND GUIDELINES:
The Administration Team determines structure options for the following year based upon anticipated enrolments, historical data and the need for flexibility. The Principal advises parents via the school newsletter that student placements are being considered for the following year and parents are invited to submit written inputs based upon educational reasons to the Principal. These requests are considered but not automatically accommodated. Staff currently teaching particular cohorts confer regarding placements taking into account factors below.

Factors influencing class structure are:
- The educational needs of students;
- The projected numbers of students in each year level;
- The ratio of girls to boys;
- Projected enrolments during the year based upon past trends;
- The number of teachers employed at the school; and
- The constraints of resources and facilities.
- Factors which are considered in the placement of students include:
  - Academic performance
  - Work habits e.g. ability to work independently
  - Behaviour
  - Gender
  - Social network
  - Social maturity
  - Special needs e.g. twins, siblings

Forming two or more classes from one cohort:
- Classes are to be homogenous with respect to academic performance, social development, behaviour and gender balance
- Social network
- Special needs such as twins, family situation and teacher-parent issues
- School Psychologist recommendations
- Written parent submissions regarding a student’s educational needs

Should there be more than one class in a particular year level, or the need to form a composite Year level class, the professional judgement of the Principal, administration team and relevant teaching staff from the previous year will decide the placement of individual students.

Parent input regarding their child’s educational needs will be considered. Requests in relation to choice of teacher will not be considered as a placement factor.

PROCESS:
Based on the criteria listed above, teaching staff and administration meet mid term 4 to establish classes for the following school year. Teachers of the current year level confer regarding the class groupings (i.e. Year 2 teachers decide Year 3 placements, and so on) Lists will be submitted to the Principal and administration team for final ratification.

Class lists are subject to change due to a range of factors including student enrolments and/or availability of staff. **The final decision on class placement remains with the Principal.**