

POLICY NO. WEL004 Class Structure and Student Placement Policy

RATIONALE

Students' learning is enhanced when *staff skills are optimised and classes are arranged with due cognisance of the students' individual abilities and behaviours.

*Staff refers to teachers and Integration Aides

AIMS

1. To give each student the opportunity to be part of a class in which everyone's learning is optimised.
2. To form well balanced classes that take into account the social, emotional, academic and physical needs and characteristics of each person.
3. To ensure optimum use is made of factors known by teachers, parents and other personnel in developing class groupings.

IMPLEMENTATION FOR FOUNDATION:

- Expressions of interest will be sought from staff to determine for which classes they would like to be considered
- The Principal will seek input from our feeder kindergartens regarding *factors to be considered in relation to the placement of students.*
- A five session Transition Program will be held between August and December of the year prior to commencement of school for enrolled students
- Throughout transition and in the final class placement, the school will always attempt to place children with other students from their kindergarten group.
- If a child attends CHPS and is the sole enrolment from a particular kindergarten or child care centre the school will attempt to place them with a known student if there is one.
- A presentation during Foundation information sessions will cover the Grade Placement process.

IMPLEMENTATION FOR LEVELS 1 TO 6:

- Expressions of interest will be sought from staff to determine for which classes they would like to be considered
- The Principal will seek input from parents regarding *factors to be considered in relation to the placement of students* via the Newsletter.
- Parent input to be considered must be directed in writing to the Principal by the end of October. These factors must be based on **individual student needs, not on preferred teachers or integration aides.**
- Written requests are recognised in writing by the Principal and filed in the class placement folder for the following year.
- The Principal will make these written requests available to the relevant staff prior to the formation of the classes.

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- Written information from parents indicating factors for consideration will help inform the process – it does not guarantee student placements.
- Letters received after the end of October will not be considered.
- Letters from parents will be considered **for the following year only.**
- Under **exceptional circumstances** the Principal may re-organise classes throughout the year.
- After considering the educational philosophies of the school, the year group student numbers and the effective balance of social, emotional, academic and physical needs of the students, the Principal and *staff will determine the number of classes, the structure of class groupings and the class sizes for the following year. Decisions about class structures will be based upon student enrolment numbers, staffing allocations and available funding.
- Student placements will be based upon academic, social, emotional needs, gender, previous class and any other relevant factors. **Whole school and individual needs must be considered.**
- The allocation of students and class composition are the responsibility of the Principal and *staff.
- *Staff members will not disclose the proposed class structure prior to formal announcements.
- *Staff members will not disclose student placements in classes prior to formal announcements.
- Students who enrol in the school during the year will be temporarily allocated to a class where there is a possible need to alter the placement once further information regarding the student is known.

EVALUATION

This policy will be reviewed every four years during the school's year of review.

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