



# FORMATION OF CLASSES AND CLASS PLACEMENT PROCEDURES

## Formation of Classes and Class Placement Procedures as well as Split Grade Information 2017

*This document has two major parts:*

- 1. The Formation of Classes Procedures; and the*
- 2. Class Placement Procedures and Split Grade Information*

### **Part 1: Formation of Classes Procedures**

#### **Rationale:**

There needs to be a clear, consistent and transparent policy in the formation of classes at West Leeming Primary School so that students and teachers are treated equitably within the organisational structure decided by the school.

#### **Aims:**

- To provide a school structure that offers students the best possible range of learning experiences.
- To provide a school structure that provides students with an equal opportunity for learning.
- To form evenly balanced classes in which the social, emotional, academic and physical needs of each child are taken into account.
- To provide the fairest selection process in the allocation of students to classes.
- To ensure that optimum use is made of prior knowledge about a student from teachers, parents and relevant others before class placement.

#### **Responsibility**

- The Principal has final responsibility to determine school and class structures, class composition and the allocation of children to various classes.
- In exercising his/her responsibility, the Principal will employ a collaborative process with staff and parents.



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## Procedure

### Step 1 - Class Structure and Specialist Subjects

A. The Principal, in consultation with staff and after considering student numbers, will determine school structure which includes the:

- Number and structure of classes in the school. Please note careful consideration of gender balance will be given for split grades.
- The type and teaching time (FTE) of specialists and learning areas, and
- Class sizes.

B. In the formation of class structure and the determination of specialists learning areas, the following factors will guide the decision making:

#### *Factors for Consideration*

- The educational interests/learning opportunities for the students.
- Department of Education resourcing allocation.
- Teaching staff's experience, expertise and preferences.
- The Australian Curriculum and Western Australian Curriculum as per the School Curriculum and Standards Authority (SCSA).

### Step 2 - Student Allocation Process

A. Students will be allocated to classes once class structure has been determined.

B. In the allocation of students to particular classes, the following factors will be considered.

#### *Factors for Consideration*

- Student's abilities.
- Gender balance\* especially if the class has spilt grades.
- Individual student needs – academic/social/emotional/physical/medical/behavioural.
- Student relationship and friendship network.
- Previous class placements/teachers.
- Parental requests:
  - Parental requests need to be made yearly as previous requests are not considered.
  - Parents who have children with particular needs are invited to state their concerns in writing to the Principal for consideration. An invitation for this will be advertised in the newsletter and must be submitted to the Principal via email. Only requests received in writing will be considered.
  - All parental requests will be considered, but a guarantee will not be given.
  - Requests for specific teachers and/or classes are not accepted, as there must be an educational reason based on individual student needs.
  - The Principal will inform staff, if s/he considers it applicable, of parent input prior to the formation of classes.



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- C. A variety of factors will be taken into consideration when allocating the students into classes. Teachers will use their professional knowledge, school report data, NAPLAN data and behaviour records for each individual student and factors will include:
- Professional deliberations of staff who are familiar with the student;
  - Academic and behavioural data;
  - Students educational history (previous classes/special circumstances); and
  - Significant information supplied by parents about a child's educational history, social/emotional/physical/medical/behavioural factors.
- D. Taking into account these factors, staff will work collaboratively to prepare first draft class lists of students in which:
- Both individual needs and a whole school perspective are considered;
  - The overall composition of all classes caters for mixed abilities; and
  - The classes are fair.

### ***Step 3 - Allocation of Teachers***

- A. The Principal will seek expressions of interest from teaching staff for their preferred teaching role including specialist subjects.
- B. When teaching roles/class structures (Step 1) and draft class lists (Step 2) have been decided, the Principal will allocate teachers to particular classes and specialists areas.

### ***Step 4 – Final Class Lists***

When draft classes have been completed, the Principal will make any necessary alterations having regard to the following factors:

#### *Factors for Consideration*

- Confidential valid parental requests.
- The understanding that moving one child will necessarily mean altering the balances already considered when placing students.

### ***Step 5 – Publication of Class Structure and Class Lists***

- A. Staff members will not disclose the composition of proposed classes prior to any formal announcement made by the Principal.
- B. Details relating to the school organisation will be released to parents at the commencement of the school year.
- C. Parents will be notified of their child's placement two days, before school commences. This enables any enrolment changes over the Christmas vacation to be accommodated.



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## ***Step 6 – Parent Enquiry/Alteration of Class Lists***

A. Only in exceptional circumstances will children will be moved across classes once they have been formed. In these cases:

- Parents will be encouraged in the first instance to nurture children through events which may not be their first choice.
- Consideration will only be given to the movement of a child after the lapse of one term.
- A case conference chaired by the Principal and the School Psychologist will be required to establish exceptional circumstances.
- The Principal will make the final decision and inform the class Teachers, Parents and Manager of Corporate Services, to action changes.



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## Part 2: Class Placement Procedures and Split Grade Classes Information

As per the Department of Education's Enrolment Policy and Procedures  
15 March 2013

### RATIONALE

- Individual class placements can have significant effects on a student's attainments and must be based on professional judgments about the student's educational needs, circumstances and interests.
- Whilst the individual is always to be considered this cannot dictate or be seen to over-ride what is in the best educational interests of the majority of students.

### PURPOSE

- Classes are to be formed in such a way as to best meet the educational needs of the students within the constraints of Department policy, industrial agreements, the resources provided and consistent with the values and principles of the SCSA Curriculum Outline.

### GUIDELINES

- The Leadership Team establishes structure options for the following year based upon anticipated enrolments, historical data, school priorities and the need for flexibility (Term 4).
- The Principal consults personnel on staff and the class structure for the following year is decided (this may change if enrolments change).
- The Principal advises parents, via the school newsletter, that student placements are being considered for the following year.
- Parents are invited to submit written requests with respect to class placements. The submissions must be based on educational reasons, addressed to "The Principal" and marked "Confidential" via email.
- All written parent submissions will be given consideration but will not automatically be accommodated.
- Students are not streamed into ability classes. The aim is to make each class as fair as possible.

### Other Considerations

- Classes are to be as diverse, as far as practical, with respect to academic performance, social development, behaviour and gender balance.
- Special circumstances such as twins and family situations.
- School Psychologist recommendations.
- In a split grade class, at least six students from a year level in any class, from the same gender.



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## Split Grade Classes

Parents often ask why we need to split year levels and wonder why we can't have 'straight' year levels throughout the school.

The answer is because West Leeming Primary School is an inclusive school with an open enrolment policy; we don't have control over the number of students in each age group.

This means some age groups may have 30 students while other age groups may have 40 students. Obviously we can't have 40 students in a class so we need to 'split' the classes.

Experience tells us that it doesn't make any difference in academic or social outcomes if a child is in a split or straight class. Teachers are required to differentiate the curriculum for all their students (based on ability not age).

**Please refer to the research document below for more information, by double clicking:**



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