

Class Placement Procedure

This procedure is applicable to: all Department for Education employees at Paringa Park Primary School.

Document control

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Contact person: Tracey Bennett	Approved by: Governing Council	File path: K drive/ns/policies/Class Placement Policy
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Revision Record

Date	Version	Revision description
07/07/2020	2	Addition of Roles & responsibilities, Definitions and abbreviations, Associated documents, references.
15/09/2021	3	Changed handing Class Placement Parent Input form to teachers to handing in Class Placement Parent Input forms to front office.

1. Title

Paringa Park Primary School Class Placement Procedure

2. Purpose

Paringa Park Primary School creates its class structure within the department policies and funding allocations, and in line with enterprise agreement conditions. Class structures are based on the professional judgement of staff taking into account the children's academic, social and emotional needs.

3. Scope

This document governs the class placement of all children, reception to year 7.

4. Objectives

The class placement process is extremely complex and site leaders and teachers take their responsibility to all children very seriously. Parent input is considered, however it is not always possible to meet every request. We use our knowledge of expertise of how children engage at school and in classes to make decision for the benefit of all children.

There are a range of factors that influence class structures:

- the educational need of the children
- the projected number of children in each year level
- the ratio of females to males
- projected enrolments during the year based on 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 children include:

- learner achievement (based on school assessment data and teacher judgements)
- work habits e.g. ability to work independently
- behaviour
- gender
- social and emotional needs
- special needs
- family situations e.g. twins, siblings.

Friendship groups

Friendship groups are also taken into consideration, but cannot always be guaranteed. Teacher and children's input with this aspect is crucial. Teachers will invite children to complete a confidential friendship survey early in term 4, in which children will be asked to nominate up to 4 children with whom they learn best. This may include children who are currently in another class. Every effort will be made to place children with at least one nominated child.

Parent Input

Parent input regarding friendship groups can sometimes be inconsistent with children's nominations. Additionally, parent friendship requests can clash, where one family may request a friendship which conflicts with the second family. Friendships often change for many children from year to year. We

encourage children to develop new friends, which is a life skill and helps build resilience. Friendships are supported and encouraged at play times. Good friendships thrive and grow in these times and beyond school times. Parents are well placed to support these friendships beyond the school day. Often a child placed with a 'best friend' will work and play exclusively with that friend, which does not promote the social interaction we try to foster. This is very much the case with young children whose friendship groups change.

Composite classes

In the Paringa Park Primary School community there is a preference for straight classes, however due to enrolment numbers composite classes may and will occur. Composite classes are a practical solution to managing the varied enrolment numbers at each year level without creating classes that exceed the department recommended class sizes, and whilst providing flexible options in which to place children. For some families, there may be anxiety about placement in a composite class. Research continues to confirm that there is no discernible difference in academic performance between composite or single year level classes and those children in multi-age classes may benefit socially and emotionally.

Teacher requests

Requests for a specific teacher will not be considered in the placement process. Similarly, requests not to have a specific teacher will also not be considered. Teachers are in the best position to place children according to the factors considered in the placement process.

5. Procedure detail

By the end of term 3 enrolment predictions are finalised and class structures are determined in consultation with staff. At the beginning of term 4, parent input is invited via a 'Class Placement Parent Input Form' and must be lodged with the front office by the due date. A letter with this information is emailed to families and also provided in the newsletter.

Teachers input data into the class creator software program including information from children and parents, following which teachers of the current and past year levels make the decision about where to place each child for the following year. Teachers ensure each new class has:

- a balance of academic ability
- gender balance
- socially balanced groups (children are not always put with best friends so new friendships can be formed).

Final approval of class placements rests with the principal. During the last week of term 4, children will meet their new teacher and classmates. Class placement information is then communicated to parents in writing.

6. Extra information

Given the complexity and comprehensive nature of our class placement process, changes to children in classes are rarely able to be accommodated. Should parents have a grievance regarding their child's placement, parents are encouraged to follow the parent grievance procedures.

7. Monitoring, evaluation and review

This policy will be reviewed as required when any changes to the Department for Education policies relevant to this procedure are made.

8. Roles & responsibilities

Parents	<ul style="list-style-type: none"> • Support the class placement procedure • Support their child in managing transitions to new classes • View each placement as an opportunity for their child to develop new relationships, friendships and build resilience. • Provide timely input to the process if they choose, using the documented process.
Teachers	<ul style="list-style-type: none"> • Follow this class placement procedure • Accurately input relevant data about each child • Take into account a range of factors in class placements • Thoroughly check all placements throughout the process • Accept professional respect for placement of children in classes.
Leadership	<ul style="list-style-type: none"> • Clearly communicate class placement process to parents • Provide timeline and time for class placement process to be implemented • Support teachers in their placement of children • Communicate class placement decisions to parents in writing at end of each year.

9. Definitions and abbreviations

Composite class	A multi-age classrooms with children from more than one grade level
Class creator	Software program

10. Associated documents

Raising a Complaint with DECD - <https://www.education.sa.gov.au/department/feedback-and-complaints/raising-complaint-department-education>

Parent complaints and grievance procedures - <http://www.paringpkps.sa.edu.au/school-policy-2/>

Composite class information to parents - [Paringa Park Primary School](#)

11. References

<http://planningwithkids.com/2010/09/16/composite-classes>

Cornish, Linley Are mixed-grade classes any better or worse for learning?

<https://theconversation.com/are-mixed-grade-classes-any-better-or-worse-for-learning-38856>

<https://www.det.nsw.edu.au/.../composite-and-multiage-classes.pdf>

Hattie J 2009 Visible learning USA Routledge pp 188-89

https://www.qcaa.qld.edu.au/downloads/p_10/ey_lt_multi-age.pdf

