

# ALLENBY GARDENS PRIMARY 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 AGPS's student population, together with the Department for Education (DfE) Student Centred Funding Model, informs our class structures.

Outlined below is the process we use at AGPS 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. AGPS 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 within the constraints of 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 that we use to make up class lists

#### Factors influencing class structure are:

- the educational needs of the students
- the projected number of students in each year level
- the ratio of girls to boys
- projected enrolments during the year based on past trends
- the number of teachers employed at the school
- 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 for placing students into classes

Based on the criteria listed, AGPS staff meet early 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. Student class placements will be communicated to families in conjunction with Term 4 Student Reports.

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, within 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.

### **Why do some classes operate as an open unit?**

There are particular learning environments within the school that lend themselves to a more collaborative type of teaching and learning (Areas 8/9, 11/12, 13/14, 15/16). Highly collaborative practices and continuity of learning is an expectation of all classes at AGPS. The more collaborative learning environments are a fantastic opportunity for students to be exposed to a range of different teaching and learning styles.

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

All children are placed with one of their four nominated friends – this may differ from the requests of families. Students are asked to nominate 4 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 either in writing or through discussion with my child's present teacher?**

No, this is not part of the class 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 class placement, can I request that it be changed?**

The class placements are considered final. Changes to placements are rare 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 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.