

Class Placement Guidelines

RATIONALE

Yanchep Rise Primary School has a clearly defined process for the placement of students into classes. When placing students into classes, the school will consider a range of information in order to form educationally and socially balanced classes. Class structures, class compositions and the allocation of students to classes are all developed through consultation with staff, the leadership team and together with the Department of Education Student Centred Funding Model.

PROCESS FOR PLACING STUDENTS INTO CLASSES

The administration team and teaching staff establish class structures for the following year based upon anticipated enrolments and estimated funds indicated by the student centred funding model to employ teaching staff.

Factors staff take into consideration when allocating students to classes:

- the educational needs of students
- the projected number of students in each year level
- 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
- spread of students with respect to academic performance, social development and classroom behaviour
- school psychologist recommendations

FORMING COMPOSITE (split) CLASSES

The school is funded on the number of students enrolled and student allocations are made based on the recommended class sizes. Therefore, depending on the number of enrolments for each year, it is likely there will be a number of composite (split classes). When formed considerations taken into account:

- Students work habits – the ability to work independently
- Student maturity and behaviour
- Academic performance
- Previous class placements

Research, which has been predominantly conducted in primary schools, suggests there is no discernible difference between composite and straight grade classrooms in terms of academic performance. However, benefits relating to student independence, responsibility and study habits have been highlighted. For example, younger children within a composite grade generally aspire to emulate older children in their work, whilst older children enjoy leadership and mentoring opportunities that lift their self-esteem. Some say composite classrooms are more flexible; allow children to work at their own pace; offer a wider range of friendship opportunities; and encourage more co-operation and tolerance. At Yanchep Rise composite classrooms adhere to the theory that children should be taught 'by stages, not ages', pointing out that in life, age stratification does not exist.

PARENT INPUT INTO THE END OF YEAR DRAFT CLASS LISTS PROCESS

When the staff is about to commence drafting class lists for the following year the Principal will notify parents in the school newsletter. Parents may write to 'The Principal', outlining in detail the important and relevant information they believe should be considered in the placement of their child or children for the following year.

The substance of the letter may be discussed confidentially with the current class teacher making the next year class placement recommendation. The letter is to be received by the close of business (3.30pm) Friday Week 3, Term 4, which can be either handed into Administration or emailed to Yanchep Rise Primary School.

It is important for parents to know:

- This is **not** an opportunity to choose a teacher by name or gender
- This is **not** an opportunity to request their child not be placed in a composite year level class (split year level class)
- They are to write to 'The Principal' outlining in sufficient detail the placement reasons they would like considered by staff in the drafting process

TRANSITION DAY

In Week 9 of Term 4, students will participate in a whole school transition. Students will be informed on the day which CLASS they will be in for THE FOLLOWING YEAR and move to this class for a teaching session (between recess and lunch). Class lists will not be shared with parents or student prior to this time. It should be noted that students will not be changed out of classrooms as a result of this session.