

CLASS PLACEMENT POLICY

INTRODUCTION: Our school caters for children from Kindergarten through to year 7. The number of classes we form and the amount of children in each class is determined by departmental policy and includes a staffing formula that determines how many teachers we are allocated. We usually have two types of classes.

1. "Straight" classes where all children are in the same year level.
2. "Composite" classes where children are from two year levels: eg Year 2/3

Composite classes are a traditional feature of many Western Australian Primary Schools. They are often formed for strategic educational benefits, but are also done due to operational constraints.

There are many social and academic advantages to be gained for students in composite classes. The development of co-operative behaviour patterns, leadership skills and independent study habits are examples of these advantages. The majority of children selected for composite classes already display the traits of self-discipline, a willingness work cooperatively with others and a degree of independence in work habits.

Educational research indicates that general co-operation, self regulatory behaviour and participation levels all tend to improve in students placed in composite classes. If possible, the number of children in composite classes is kept lower than those in straight classes.

No class, composite or straight, should be viewed as being better than another. Children are placed into classes after due consideration and review of their development in the eight learning areas, with special attention to language and mathematics. It is the policy of this school that current class lists are carefully scrutinised in December before drawing up lists for the following year. New students are placed on lists based on information from their previous school and on class numbers.

The following are the main factors used when working out class placement for all students; but particularly for composite classes:

- 1) the ability to work with certain peer groups;
- 2) the ability to work independently;
- 3) the special academic and social needs of the child;
- 4) the need to separate some children;
- 5) class placement in previous years; and
- 6) the need to have children working at their own level of challenge.

At the end of every year parents are reminded that they can write to the school requesting student placement based on EDUCATIONAL ISSUES; not friendship groups or choice of teacher. Whilst the requests are considered, the final decision is made by the school.

The selection of students for all classes requires background knowledge and time. Our staff commits to doing the very best they can to working out the best class placement for your children. Once these lists are drawn up, we stand by them and children are usually **not** moved on parent request.

Be assured that we have the best interests of your children at heart and that we will work to ensure that he or she is best placed in a class that will meet their educational needs. Should you require any further information regarding the above, please do not hesitate to contact the school principal who will be happy to elaborate on any of the points raised above.

Repeating a year level

Department policy strongly suggests not to repeat students. Current research shows there is no benefit to repeating and that, in fact, the long term effects are detrimental. Parent requests will be given full consideration in consultation with the principal, school psychologist, learning support coordinator and other key staff.