

GUIDELINES FOR THE CLASS PLACEMENT OF STUDENTS

Beldon Primary School 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. Every effort is made to place each child in a learning environment that will be happy, productive and successful.

Classes at our school are not streamed but are heterogeneous to mirror the diverse nature of our society. Creating equitable and functioning class groups is of paramount importance when classes are formed.

The school needs to plan classes so that as far as possible they do not exceed the recommended class sizes outlined in the relevant industrial agreements, but at the same time do not exceed the resource allocation made to the school.

Generally speaking, classes for the coming year are formed by the school leadership team using the information provided by the child's current teacher. The current class teacher provides information concerning each child's academic performance and behaviour. The teacher will also provide the school leadership team with notes about any relevant individual needs that need to be considered when placing an individual student into a class.

The school leadership team will also need to consider other factors during the process of allocating students to classes. These include:

- The balance of male and female students in each class
- The number of students at each year level when composite classes are formed
- The need for support for students with special needs or learning difficulties
- The social dynamics of the cohort of students
- The creation of equitable class sizes

Although each factor is important, each is weighted differently depending upon the individual circumstances under discussion.

The following are not factors considered when allocating students to a class:

- Parent preference or non-preference for a specific teacher
- Child's previous placement in a composite or single grade classroom
- Teacher preference for a particular student

Parents are able to inform the school of any special circumstances that they believe need to be considered when placing their child in a class. Communication regarding matters requiring special circumstances should be submitted in writing to the principal before the end of the school day on Friday 6 November 2020.

Correspondence that will be accepted for consideration may include factors such as:

- Issues relating to learning disabilities or difficulties
- Issues relating to medical need or physical impairment will be considered
- Emotional issues which **dramatically** impact the learning environment
- Requests for a particular teaching style that would best match your child's learning style
- Placement of multiples (twins, triplets, etc.) or defacto/step siblings in the same year level

Correspondence of the following nature will not be considered:

- Requesting or not requesting a teacher by name
- Requesting a teacher of a particular gender
- Requesting that two students be placed in the same class unless there is a documented, valid need for special consideration

Class lists are made available to parents on the business day immediately preceding first day of the academic year for students.

Parents may request a review of their child's class placement. However, changes to placements are rare due to the fact they often cause a chain reaction and impact on the class balance, which in turn is unfair to many students within the group. Additionally, a child cannot be moved if the alternative class is already at capacity. While we strive to consider the individual child during the placement process, parents must realise their child is part of a complex equation in school placements. In any case, our past experience with this process has shown that parent and student anxieties about a particular class placement usually resolve within the first week of school.