



Classroom Structure & Student Placement Policy



Woodvale Primary School

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Woodvale Primary School creates its class structure and student placement based on the professional judgement of staff, considering students' academic, social, and emotional needs.

Our Process

Classroom Structures:

The Executive Leadership team establishes classroom structures and staffing allocations for the following year based upon anticipated enrolments in accordance with the *School Education Act Employee's General Agreement*.

Determining Classroom Structures

There are several factors that influence classroom structure. These include:

- industrial implications around class sizes.
- the projected number of students in each year level.
- projected enrolments during the year based on past trends.
- the number of teachers employed permanently at the school, and
- the constraints of resources and facilities.

Composite Year Level (Spilt) Classrooms

As an Independent Public School, every student who resides in our boundary, between Years Pre-Primary and Year 6, is guaranteed an enrolment, so numbers will never balance perfectly for straight classrooms. As staffing is dependent upon the enrolment in each grade, multi-aged or composite classrooms may occur. This practice is well supported by research and our beliefs about how children learn. It is also often a practical necessity with our enrolment numbers and maximum classroom sizes, as per relevant *Industrial Awards and Agreements*. At times, composite classrooms are preferred to straight year level classrooms, as they:

- Provide more options for placing students and teachers.
- Provide flexibility in classroom structures to cater for the needs of individual children and identified groups.
- Enable balanced classroom sizes and factors such as gender, ability ranges, maturity and social considerations across classrooms.

Classroom structures are generally confirmed by mid Term 4. They are noted at the School Board, before being released to the school community.

Student Classroom Placement:

At the beginning of Term 4, the Principal advises parents that student placements are being considered for the following year.

Parent Requests

If parents have a specific placement request, this must be placed in writing, to the Principal – alex.difelice@education.wa.edu.au by Week 4 of Term 4. Requests should include specific information about their child's learning needs and not include a request for a particular teacher. Parents are advised that these requests are considered but not automatically accommodated. Parent should read this policy carefully prior to making a placement request.

Determining Student Classroom Placements

Teaching staff and the Executive Leadership team meet during Term 4 to determine student classroom placements for the following school year. Factors which are considered in the placement of students include:

- academic performance.
- work habits e.g. ability to work independently.
- behaviour.

- gender.
- social network and social maturity. Students are given an opportunity to nominate their social groups and students they learn best with.
- special considerations e.g. twins, siblings,
- medical needs or disability, and
- Previous classroom placements

Final student classroom placement lists are then submitted to the Principal for final approval. The final decision on student classroom placement remains with the Principal.

Communicating Student Classroom Placements

Parents of children in kindergarten are informed of their child's placement in Term 3. Parents of children in Pre-Primary – Year 6 will receive notification of your child's classroom placement via SMS text. This will be before the end of Term 4.

Student Transition

Students will participate in a session at the end of Term 4 in their new classroom groups. This will involve them visiting their new classroom and meeting their classroom teacher (where possible). Please note, this is the preferred model of transition for students. In some circumstances, due to late student number fluctuations and enrolment changes, this may not be possible in some years. In these circumstances, student classroom placements may not be known until the beginning of the following year.

Classroom Structure and Student Placement Timeline

Term 4 – Weeks 1 - 4	Parent student placement requests open. Submitted to the Principal
Term 4 Week 5	Classroom structures are finalised and communicated to the community
Term 4 Weeks 5 - 10	Executive leadership team and teachers meet to determine student classroom placements
Term 4 Week 10	Student classroom placements communicated to the community
Term 4 Week 10	Students participate in transition session in new classroom groups (if possible)
<i>* Please note that due to unforeseen circumstances, involving late student number fluctuations and enrolment changes, the times stated above may be subject to change</i>	

Frequently Asked Questions:

Can I request that my child be placed with another child? Or, not be placed with a child?

While some parents make a friendship request, the decision is complex. At times, a request is received from one family to place children together, while the second family requests that same children be placed in separate classrooms. Often, children placed with best friends will work and play exclusively with each other and this does not promote the social interaction we try to foster. If there is a genuine, documented reason why you believe your child would benefit from being with/not with another student, you may request this in writing to the Principal.

Can I request a specific teacher?

No. All teachers implement our consistent whole-school approaches and are highly competent.

What is a reasonable class size?

The Department has recommended maximum class sizes for various year levels, hence composite (split) classrooms become unavoidable. Our school always starts the year within these recommendations. If numbers increase during the year, additional support is provided to teachers, usually in the form of additional relief days during busy reporting periods. On very rare occasions, schools may need to restructure their classes to accommodate student growth throughout the year.

Maximum recommended class sizes:

Kindergarten	Pre-Primary	Years 1 – 3	Years 4 – 6
20	27	24	32

When I get my child's classroom placement, can I request that it be changed?

Classroom placements are considered final. Changes to placements are rare, due to the fact they often cause a chain reaction and impact on the classroom balance, which in turn is unfair to other students. If a change of placement is not appropriate or possible, your concerns will be passed onto the teacher, to ensure your child can be supported.