



Connells Point Public School

Class Placement Guidelines



Connells Point Public School has clear guidelines for formulating classes. These guidelines apply to both the formation of classes for the beginning of a new school year and the placement of newly enrolled students throughout the year.

All decisions regarding class placements are student centred. The process of allocating students to classes is rigorous, collaborative and considers a range of information to ensure that classes are balanced and placements best support the academic, social and emotional needs of students.

Criteria Used to Form Class Lists

Factors influencing class structures are:

- the educational needs of the students
- the social/emotional needs of students
- the number of students in each year level (this will determine the number of classes formed)
- the ratio of girls to boys in each grade
- predicted enrolment fluctuations during the year based on past trends

Factors which are considered in the placement of students include:

- identified learning needs
- behaviour considerations
- gender
- social/friendship considerations
- emotional maturity
- parent/carer requests
- mobility/access considerations
- family situations e.g. twins in the same grade, siblings or cousins in the same stage
- data and evidence collected through observations, the Kindergarten Orientation program and the Best Start Assessment for students commencing Kindergarten the following year

Factors which are considered in the placement of newly enrolled students include:

- student numbers in current classes
- potential learning support needs of the newly enrolled child
- potential behaviour considerations for the newly enrolled child
- the gender of the child (to ensure a gender balance is maintained across the classes)
- the placement of other family members within the school (ie, cousins)
- a child's grasp of the English language where he/she is a new arrival to Australia

Class placement decisions for students who arrive at the school during the year are made by the Principal and stage supervisor, in consultation with the teaching staff for the applicable grade.

Process for placing students into classes

The following process is undertaken in Term 4 to ensure that class placement decisions for students entering Years 1-6 are finalised prior to the beginning of the next school year.

- teachers identify the academic performance level for each child in their class using Semester 2 report grades, internal and external assessment data
- teachers identify students with individual needs that must be considered when forming new classes, ie, students working from a Personalised Learning and Support Plan (PLASP), students with identified social/anxiety considerations, students accessing strategies from a Behaviour Management Plan (BMP), etc
- teachers ensure that each child is placed with at least one student that they have a close friendship/connection with. *For the formation of 2024 classes onwards, this is determined by teaching staff and not through 'friendship request forms', as were previously used at the school*
- teachers consider parent/carer requests (where appropriate and possible)
- teachers work collaboratively to ensure that class placements are carefully considered and supported by rigorous discussion
- once finalised, class lists are submitted to the executive team for further discussion and ratification
- identified students receive additional support to ensure a successful transition into their new class
- class placements are communicated to families prior to the end of the (Years 1-6) , to ensure that teaching and learning can commence from the first day of the new school year

Kindergarten classes are finalised at the beginning of the new school year, once the Best Start Assessment has been completed and all information is available to the teachers to support their decision-making. Parents/carers are then notified prior to the children commencing school.

Frequently Asked Questions

Why does the school have composite classes?

Composite classes are usually formed as a result of student numbers and the school's staff entitlement. Composite classes are evident in the vast majority of public schools.

Does the learning change for my child if he/she is in a composite class?

Students in a composite class access the same curriculum as peers in streamed (single grade) classes. Quality pedagogy, differentiation of the learning content and the quality of the learning environment are controlled by the teacher and are not influenced by whether a class is composite or streamed. In addition, the *NSW Education Standards Authority (NESA)* endorse a stage-based curriculum.

Can I provide information to support the informed placement of my child?

Yes, as long as the information aligns with the placement criteria stated above. The school will always consider information provided by the parents/carers, however, the ultimate decision on class placement rests with the school.

Can I request a particular teacher for my child?

No, this is not part of the class placement process. Parents/carers are not able to request a 'favourite' teacher, however, information/requests will be considered where there is a strong case for why a student would benefit from being in a particular class environment.

Why haven't my requests been actioned?

All family requests are seriously considered and recorded. At times, family requests can conflict with the information provided by other families or may not align to the professional opinion of staff. Where the request of a parent/carer is not actioned by the school, the school is happy to communicate the reasons for the decision.

Do teachers request certain student placements into their classes?

No, as teachers are not assigned to a class until after the class placement process. The teachers who are currently teaching the grade have the best knowledge of the students and are responsible for forming the classes for the following year. Teachers form the classes with a focus on the criteria listed above. The executive staff then align a teacher to each class once all of the students have been placed.

When I get my child's class placement, can it be changed?

The class placements are considered final. Changes to placements are rare, as a complex and rigorous process is undertaken before the classes are finalised. Making changes also has the potential to impact on the balance of other classes.

Changes may be considered under the following circumstances:

- the school receives additional information or becomes aware of a matter where it is seen as beneficial for a student to change classes or to be separated from a peer/group of peers
- class dynamics are not successful at the beginning of the new year and changes need to be considered for the benefit of all students in the class
- enrolment numbers change significantly between the time when the classes are formed and the beginning of the following year, resulting in a need to make adjustments in order to keep the class numbers balanced

If the school makes the decision to change a child's class after their placement has been published, the school will contact the family to discuss the reasons for the change.

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 about their new class and teacher are positive and encouraging.

Most recent review: December 2023

Next review date: December 2024

