



2025 Classes

Dear Parent and Carers,

Preparation for the 2025 school year has commenced. However, to allow our students and staff to remain focussed on the learning that takes place in Term 4, we are keeping discussions in regard to next year, to a minimum. We are also currently working through a staff recruitment process and as I am sure you can appreciate, this takes time. We will provide our students with more than adequate time to become familiar with their new grade, teacher, and classroom in the last couple of weeks of this term.

At this point in time, I would like to take the opportunity to emphasise the paramount importance of trusting the class placement process. Our school takes enormous care in the thoughtful consideration of various factors when assigning students to classes, and this process plays a crucial role in fostering an environment that supports each child's unique journey. The class placement process involves a comprehensive assessment of each child's academic strengths, learning needs, and social dynamics. By trusting this process, you enable us to create classrooms that cater to diverse needs, ensuring that each student receives the support and challenges necessary for their individual growth.

In the coming weeks, teachers and leadership will collectively spend over 100 hours (approx. 2.5 weeks' worth of work) carefully arranging classes for 2025. We use a specific software program, *Class Creator*, that considers the children's preferences to ensure that they are in a class with at least **one** of their selected friends from their list. From there, our staff analyse the groupings and consider a multitude of factors such as academic abilities, social dynamics, and the diverse learning needs of each child. This process is very complex and time consuming. Last year, we received an unprecedented number of parent requests for class placements, which required us to constantly review and assess placement options. This influx of requests transformed the process into a more than usual, exhaustive task for our staff.

While we value your input as parents, we ask that, you consider the potential impact of individual requests on your child's overall growth. Our teachers work diligently to create balanced classrooms that fostered a positive learning environment for all students. The educational, social, and emotional needs of all children will remain at the forefront of any decision.

Diversity in Learning Needs

Our classrooms are intentionally diverse to accommodate different learning needs. Placing children with a mix of abilities and strengths fosters an environment where they can learn from each other, collaborate, and develop a broad range of skills.

Social Growth

Interacting with peers of varying abilities and backgrounds is an essential aspect of a child's social development. Placing children in diverse classrooms encourages them to build relationships, develop empathy, and learn how to collaborate with others who may have different perspectives.

Individualised Attention

Our teachers are skilled at differentiating instruction to meet the needs of all students. They carefully observe each child's progress and adjust their teaching methods accordingly. Placing children in heterogeneous classes allows teachers to tailor their approach to the unique needs of each student.

Summary

In the real world, individuals must learn to work with people of different abilities and backgrounds. Our school aims to prepare students for future success by providing experiences that mirror the diversity they will encounter beyond the classroom. If they are only ever placed with their close friends, they miss out on the opportunities to build their capacity to make new friends and widen their friendship circles. Some degree of discomfort can propel students to get to know others and develop confidence and strength in their abilities to cope in different situations. And of course, we have caring teachers who will facilitate and support our students to grow in these situations, particularly as each of our students transition to their new grades.

Please trust the process that is undertaken by our teachers and be considerate of the dedication of staff throughout this process.

With the above in mind, if you have information that may be pertinent to 2025 arrangements, please provide it via email by **Friday 25th October** to janene.worsam@education.vic.gov.au

Requests beyond this date will not be considered.

Requests for specific teachers will not be considered.

Please advise Ali or Michelle as soon as possible if you are planning to transfer your child/ren to another school in 2025.

Please refer to the Child Placement Policy [here](#) for further information.

We are pleased to announce that in 2025, all classes will be structured as straight grades. Thanks to the stable and consistent enrolment numbers due to zoning regulations, this change is now possible. Additionally, upcoming changes to the state-wide curriculum make straight grades even more feasible for the year ahead.

Total grades – 18

2025 Grade structure will be as follows:

Foundation classes x 3

Grade 1 classes x 2

Grade 2 classes x 2

Grade 3 classes x 3

Grade 4 classes x 2

Grade 5 classes x 3

Grade 6 classes x 3

Should you require any further information, please do not hesitate to contact me.

Kind regards,

Janene Worsam

Principal

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