



# Aberfeldie Primary School

## Class Placement & Creation Procedure

### **Overview:**

Aberfeldie Primary School has a procedure in place for allocating students into classes each year. The procedure ensures that the professional judgement of the staff is informed by input from students, parents and carers and that all available information is applied to the placement process. Although class placements can be a sensitive issue, the interests of all children are paramount to the decisions taken by the school.

This procedure aims to:

- provide clarity to the Aberfeldie PS community regarding the process for class placement of students;
- ensure an equitable outcome for all students;
- provide each student with the opportunity to be part of a class that will allow them the best opportunity to learn;
- form well-balanced classes of students that take into account the social, emotional and academic characteristics of each student;
- ensure classes are formed to provide the best possible learning environment for students within the structure of the school, Department of Education guidelines and within the constraints of the resources available to the school;
- provide a clear framework to be applied by the School Leadership Team and staff when determining class placements for students; and
- provide parents and carers with information on the procedure, and opportunities for their input to the process.

### **Rationale:**

Class placements are based on professional judgments about meeting a student's educational needs, circumstances and interests.

Individual class placements can have significant effects on a student's attainments and must be based on professional judgements about the student's educational needs, circumstances and interests. The nature of Aberfeldie's student population, together with the Department of Education's teaching staff formula, often necessitates the inevitability of forming both composite (different year levels working within the one classroom) and non-composite classes.

A clearly defined process for the placement of students into classes will lead to greater efficiency, increased understanding and improved opportunities for learning. In order to ensure we produce the best classes possible, Aberfeldie Primary School uses specialised software (Class Creator) to facilitate the gathering of student data and class creation. Class Creator ensures the data is consistent across the school, student history is not overlooked/forgotten, classes are balanced, individual student requirements are considered and limits the possibility of human error.



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## Process:

1. The Principal makes decisions about the number and structures of classes for the forthcoming year based on student enrolments.
2. The Principal presents the staff with the anticipated class groupings (i.e. the number of year level classes and class sizes).
3. Staff members will be asked for expressions of interest as to which year level they wish to teach.
4. The allocation of staff to classes is determined after consideration of the following:
  - a. Teacher preferences
  - b. Past experience, professional skills and expertise of teachers
  - c. Professional learning goals of staff
  - d. The creation of effective, balanced teams
  - e. The need for new teachers at the school
  - f. The strategic plan and goals of the school
5. Parents are informed of the class creation process via Compass, explaining how parents can support their child in selecting positive peers they wish to be in a class with. Parents are invited to inform the school of any requests for separations or conflicts that need to be considered during the placement process. All requests will be considered based on individual and school needs. If parents/carers have relevant information regarding the special needs of their children during the placement process, they are asked to contact the Principal/ Assistant Principal via email or letter.
6. All students at Aberfeldie Primary School are required to write a list of 5 peers who have a positive influence on their learning and social development, and in no particular order. All students will be guaranteed to be placed with at least 1 of their 5 preferences for 2023 providing that they are appropriate and align to the criteria, e.g. If students list a peer who they have had significant difficulty learning alongside, they may be asked to list a new peer that supports their learning more positively.
7. Staff members currently teaching particular cohorts complete a survey for each child on Class Creator, recording each child's academic performance in literacy/numeracy, behavioural/wellbeing/emotional needs, any disabilities or special abilities, their gender, peer requests (from the student), separations (from parents &/or teachers) and more.
8. Teams of teachers then meet and generate classes using the Class Creator software. Staff draft a range of classes for the following year, taking into consideration the criteria listed below:
  - i. Gender balance
  - ii. Behaviour and wellbeing needs
  - iii. Academic performance in literacy and numeracy
  - iv. Special abilities and needs
  - v. Social and physical maturity
  - vi. Special needs such as siblings, custody and family situations
  - vii. Needs of children for whom English is a second language
  - viii. Information supplied by parents and/or relevant support personnel
  - ix. Information supplied by students - list of 5 positive peers
  - x. Balanced class sizes including each year level in a composite class.
9. Decisions are made with a view to establish balanced and equitable class groups that will work well together and provide the highest possible educational outcomes for each child.



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10. Class lists are submitted to the Senior Leadership Team for review and final ratification. Any changes or alterations will be made in consultation with PLC teams.
11. Once recruitment is complete and the consecutive years Annual Implementation Plan is complete, the Senior Leadership Team will create teams of teachers and assign teachers to classes. All handover information will be transferred from current to new teachers.
12. The school will schedule a "Meet the Teacher" session whereby the new classes will meet their teacher. This is an opportunity for students to meet their teacher, but also for the school to review the new classes and make any relevant adjustment. Until the "Meet the Teacher" session, staff members will not disclose the proposed classes or individual placement of students unless it is part of an individual's transition plan in consultation with leadership, families and allied health professionals.
13. Once class lists are published, given the rigorous nature of the placement process, requested changes will not be made. The ultimate decision for student and teacher placement rests with the Principal and Assistant Principal. Under exceptional circumstances, the Principal may re-organise classes throughout the year.
14. Where students enrol after classes have been established, they will be allocated to a class based on class numbers and availability. The Principal is responsible for placing students in classes in this instance.

## **PARENT AND CARER COMMITMENT**

Parents and carers commit to supporting this procedure by:

- supporting and accepting decisions made by the School; and
- being positive with their child about the class placement decision that has been made.

## **SCHOOL COMMITMENT**

The School commits to supporting this procedure by:

- using informed professional judgement when deciding class placements; and
- considering all available information, including that received from parents and carers, to assist with the process.