



CLASS PLACEMENT GUIDELINES

Background

Classes are to be formed in such a way as to best meet the needs of the students within the constraints of the resources provided for or available at North Cottesloe Primary School. The Department of Education allocates funding based on total enrolments from four year olds to year six students. Depending on student numbers at each level, it is often necessary to have some composite classes.

Rationale:

Individual class placements can have significant effects on a student's attainments and should be based on professional judgements by the staff about the student's educational needs, circumstances and interests.

Process:

- The Principal establishes class structure options for the following year based upon anticipated enrolments, historical data and the need for flexibility.
- The Principal advises parents of proposed class structures.
- Some parents choose to submit written submissions, with respect to class placements, to the Principal. Submissions are to be based on educational reasons or any of the criteria listed below.
- All parent submissions will be given consideration but will not necessarily be accommodated.
- The staff members currently teaching particular year groups confer regarding placements for the following year. Staff endeavour to form classes that are homogeneous with respect to academic performance, social development, behaviour and gender balance.

Criteria for Placing Students in Classes

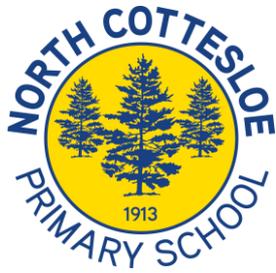
Children are placed in classes after considering and reviewing the following:

- A child's development in curriculum areas.
- Specific educational needs of the child.
- Child's ability to work with certain peers.
- The need to separate some children.
- Child's ability to work independently.
- Class placement in previous year.
- Social needs such as twins or family situation.
- Written parent requests

Composite Classes

Class size recommendations often result in schools having to form composite classes.

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



Teachers cater for a wide range of abilities within every classroom. They do this by differentiating the learning program to meet the needs of each individual student.

Research, which has been predominantly conducted in primary schools, suggests there is no discernible difference between composite and straight grade classrooms in terms of academic performance. However, benefits relating to student independence, responsibility and study habits have been highlighted. For example, younger children within a composite class generally aspire to emulate older children in their work, and older children enjoy leadership and mentoring opportunities that lift their self-esteem.

Publication

- Final class lists will be published prior to commencement of school year.
- Fluctuations in student enrolments may result in the re-structuring of classes.
- Once published, any changes to lists requires moving a number of children and will only occur in extenuating circumstance.