Class Placement Policy

Effective: 2027

Overview Statement

At Osborne Primary School, we recognise the importance of parents and carers understanding how and why class structures are developed, and how students are placed in classrooms. We also recognise that families want the best for their children and need confidence in the school decision-making processes. The planning processes involved in creating class structures and placing students in classrooms is a thorough process that typically begins at the start of Term 4 of the preceding year.

Key Principles

CLASS STRUCTURES

A range of factors are taken into consideration when determining the number of classrooms and their composition (e.g. straight and composite classes).

These include student enrolments, funding and the maximum class sizes for the year level (i.e. Kindy – 20, Pre-Primary – 27, Yr 1-3 – 24, Yr 4-6 – 32).

Schools are funded per student. The school's budget needs to be distributed to meet staffing requirements and operational matters (e.g. running costs, resources and materials to support learning).

The number of teachers that can be employed is dependent on the school budget that is available and the need to ensure that classrooms do not exceed the maximum class sizes. Subsequently, schools cannot always have straight year-level classrooms, and it is necessary to have composite classes.

Teachers deliver teaching and learning programs in accordance with the Western Australian Curriculum, which sets out teaching and learning expectations for each year level. In both straight and composite year-level classes, curriculum content is adjusted to students' abilities to support their progress and achievement. Teachers use assessment data to identify the learning needs and abilities of their students, and to plan for improvement and growth. Teachers are highly skilled at modifying or extending (known as '*differentiating'*) the curriculum to support or extend students. As a result, being in composite year-levels has no negative impact on student learning, achievement or progress.

STUDENT PLACEMENT

As stated above, careful thought is given to placing students in certain classrooms. Teachers use assessment data and their professional knowledge of individual students to make their decisions. Factors that are considered include:

- academic performance
- work habits (e.g. ability to work independently)
- student behaviour
- social networks and social skills

PARENT AND CARER REQUESTS

By the end of Week 1 Term 4, parents and carers may request for their child to be placed or not to be placed with other students. Whilst efforts are made to accommodate requests, there will be times that the above criteria will remain the priority when making such decisions.

Requests for changes to class lists cannot be accommodated due to the impact of moving students from one class to another. Teachers spent considerable time planning and setting up their classrooms.