

## Class Placement Guidelines

Endorsed by the School Council March, 2020 (Due for Review 2022)

### RATIONALE:

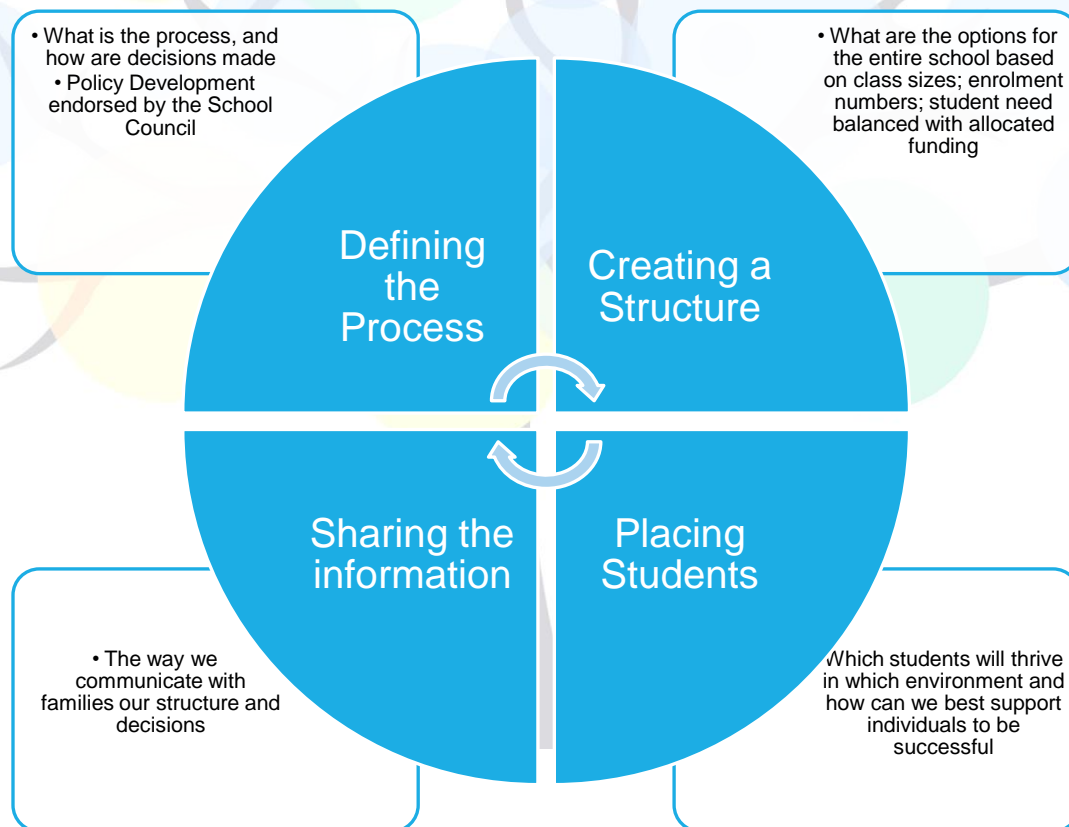
Clifton Park Primary School has at the forefront of its decision making, the needs of individual students to ensure they are successful in their endeavours at school. We create our class structure based on how we can best support our students' academic, social and emotional needs, within our available resources.

These guidelines aim to make a transparent process relating to the development of school structures (what classes we make) and how students are placed into these classes. The guidelines will also provide families with information about how these decisions will be communicated to them.

### PROCESS:

The administration team and teaching staff establish class structures for the following year based upon anticipated enrolments and estimated funds indicated by the student centred funding model. There is a balance of how to best meet student needs within the budget that must be achieved, and ultimately informs the decision making process.

Time is sanctioned for robust and valuable collaboration and consultation of teaching staff, to ensure that every voice is heard, and every child is discussed. Various scenarios and options are discussed, and the best fit for each child is considered.



### DEFINING THE PROCESS:

This policy has been developed in consultation with the Clifton Park PS community. It will be reviewed by the School Council every two years.

### CREATING THE STRUCTURE:

*Leadership team will:*

- Determine student centred funding income based on projected enrolments
- Develop scenarios which consider:
  - Labour relations guidelines with regards to class sizes
  - Spread of student need

- Class sizes which fit physical size of environment
- Creative responses to cohort need
- Strengths of staff recognised
- Sibling placements
- Prepare detailed options for staff to discuss, with clear rationale and analysis
- Sanction time for teaching staff to discuss options and contribute to the decision making process

*Teaching staff will:*

- Consider options from a whole school point of view
- Provide feedback and solutions-focused collaboration in decision making processes
- Contribute expertise of student cohort groups to build understanding of needs

**PLACING STUDENTS:**

*Leadership team will:*

- Facilitate collection of information about individual students for informed conversations between staff
- Match strengths of staff with student need
- Support robust conversation about placements, and ensure this policy is followed
- Consider all information provided and ensure each child has a justifiable class placement

*Teaching staff will:*

- Recommend placements within classes for individual students based on:
  - Friendships
  - Individual student learning behaviours
  - Numbers of male and female in each class
  - Student relationships – social and emotional needs
  - Consideration of academic range in each class
- Seek opinions from other staff to support decision making processes
- Justify their recommendations with valid evidence

New students to Clifton Park PS will be placed on information available against these criteria, unless only one class placement is an option due to numbers.

**SHARING THE INFORMATION:**

Having the correct information can significantly impact on the experiences of class placements for families and students.

*Leadership team will:*

- Provide information to families by 4pm on the working day prior to school commencing.
- Facilitate additional preparation time if possible to students with identified educational or emotional needs when support is required for transitions
- Respond to parent queries regarding class placements
- Communicate this policy clearly within the community

*Teaching staff will:*

- Ensure that correct information is provided via the communication strategy agreed within this policy

Families play a vital role in the preparedness of their children in the class placement process.

*Families can:*

- Support their child to transition into their new classroom, including discussion about the opportunities that come with change
- Be informed that there is a decision making process that is undertaken