



Rosalie Primary School

STUDENT PLACEMENT GUIDELINES



Department of
Education



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Rationale

Outlined below is the process we use at Rosalie Primary to place students in classes for the start of each year. Rosalie Primary staff are committed to meeting the educational needs of all students and a great deal of thought goes into placing each child in a learning environment that will allow them to be happy, productive and successful.

Background

Class sizes in WA primary schools are set by government regulation as follows:

Year Level	Maximum Class Size
Kindy	20
Pre-primary	27
Kindy/Pre-primary Composite	20 (on a given day)
Pre-primary/Year 1 Composite	24
Years 1-3, including composite classes	24
Years 3/4 Composite	23
Years 4-6	32
Years 4-6 Composite	31

Criteria

Considerations influencing class structure are:

- the projected number of students in each year level
- the ratio of girls to boys
- projected enrolments during the year based on past trends
- the number of teachers employed at the school
- the constraints of resources and facilities.

Considerations influencing student placement are:

- classes are to be homogenous with respect to academic performance, social development and classroom behaviour
- friendships – classes are set to enable both the integration of new students and provide opportunity for students to broaden their friendship group
- class placements in previous years
- special educational needs
- school psychologist's recommendations.

The process

The school leadership team determines structure options for the following year based upon anticipated enrolments, enrolment trends and the need for flexibility.

In Term 4, the Principal will advise parents and carers via the school newsletter and a Connect Notice that student placements are being considered for the following year. Parents and carers may provide the Principal with specific information about their child's learning needs using the Google Form provided by the school. Requests for a particular teacher are not accepted. We will not accept requests after this time or via any other means of communication.

Staff members in each year level meet to determine the placement of their current students for the following year, taking into consideration the criteria listed on page 3.

During this process, changes and adjustments are made. Each change may trigger a chain reaction of other changes.

It is acknowledged by all that friendships are important. However, to ensure balanced classes as outlined above, friendship groups are not a primary determining factor in class placement.

Proposed class lists are submitted to the Principal and school leadership team for ratification.

Student placement requests

We encourage parents to leave class placements in the hands of our teaching and school leadership staff. As professional educators we work hard to ensure all children are placed in classes that meet their needs and help them to achieve their full potential. Our teaching staff have knowledge of all the important factors that make up class placements, including academic performance, work habits, behaviour, social networks and special needs.

Please note that whilst we will consider all requests, the school will make the final decision on student placements. The class placements are considered final. Changes to placements are rare due to the fact they often cause a chain reaction and impact on the class balance, which in turn is unfair to many students within the group.

Composite classes

Background

Composite classes have existed in WA schools since schools were established.

Schools aim to deliver a high quality education whilst making efficient use of resources. A student centred funding model is used in conjunction with class size guidelines. In order to support these objectives, schools must put in place a class organisational structure which may include composite classes.

FAQs

What is a composite class?

Composite classes are where children from two or more year levels are grouped together. They can be found in schools of all sizes. In small schools, multi-year composites are common.

Where possible our school will try to have a minimum of 6 pupils at a year level within a composite class.

When will I be informed if my child is to be in a composite class?

The Principal will inform you about which class your child will be in as soon as possible once the class organisation has been finalised. Normally this would take place a few days prior to the commencement of the new school year (end of January/early February). Circumstances, such as late enrolments, may arise where the Principal will have to adjust the class organisation at short notice.

Will my child have a different learning experience in a composite class?

No. Traditionally, teachers have grouped students of similar ability for learning and teaching purposes within straight classes. Teachers have always been expected to organise learning in a way which meets the needs of individuals who have a range of ability levels within any one class.

If my child is placed in a composite class will this continue throughout their primary school education?

A child placed in any class will not necessarily progress through school with the same group of pupils. Class organisation is likely to change from year to year. This can result from a change in student numbers, or from the maximum class sizes that can be formed at different year levels.

If my child is placed in a composite class will there be opportunities for my child to continue to work and socialise with their friends?

Yes. Your child will continue to meet and interact with previous classmates at social times during the school day or during class times through teaching arrangements. There may also be opportunities for children to work together on projects, camps, choir, sport and class events.

Can I refuse to have my child taught in a composite class?

No. The management of class organisation in schools is the responsibility of the Principal. Our school staff consult regularly with parents regarding their child's progress. Where there are specific concerns about a child's learning or progress we communicate with individual parents on a more frequent basis.