



# Curtin Primary School

## *Agreed Practices for Class Placement*



*We seek to inspire; we gather to support; we strive to succeed.*

### **Beliefs**

We believe the design of the class structure and placement of students into classes relies on strong professional knowledge of educational theory and individual achievement data. This enables classes to be effective learning communities.

We believe learning is most successful when classes are structured to cluster students with some similar characteristics to ensure the provision of learning resources, whilst also providing a balance of student profiles across a cohort.

We believe in the collective efficacy of teachers as a key strategy for effective student learning. Therefore all teachers on a grade will work together to plan, deliver and assess students. Collective efficacy is developed when a range of experience and areas of expertise is included within each team.

We believe parents/carers are valuable partners in each child's education and can add valuable information that school staff can use to shape the learning environment. We value the role of parents/carers as advocates of their children and welcome this contribution.

We believe every child deserves the optimal learning environment and the opportunity to grow and develop through school.

### **Procedures**

The process for designing the school class structure and class placements occurs in term 4. The Principal will oversee the process and ensure all sources of information are used and that consultation with staff occurs at all stages. Ultimately, class placement is at the discretion of the Principal.

### **Class Structure**

The Principal and school executive will consult with staff to design the structure of classes for the next year. While straight grade classes are preferred, this may involve multi-age classes. Based on knowledge of teacher interests and expertise from professional discussions, the Principal will lead the executive to assign teachers to classes. Staff assignment to classes will be strategic to ensure a range of experience and expertise across the school.

### **Information Collection**

#### *1. Parent Information*

During week 1-3 of term 4, parents/carers will be invited through the newsletter to submit written information if they believe special consideration is required for their child's placement. This must be sent directly to the Principal by email. Relevant information includes,

- Wellbeing factors (family circumstances, physical or mental health diagnoses or concerns)
- Personal learning needs and required adjustments (related to learning difficulties, behavioural needs or physical requirements)

Parents/carers are reminded that the majority of relevant information should be shared through the learning partnership that exists with their child's current teacher.

Information that will not be considered includes,

- Teacher preferences or requests to avoid a teacher (unless to avoid three consecutive years with one teacher)
- Friendship requests as this information is submitted by students,
- Requests to avoid a particular student. Emphasis on restorative practices means teachers will build learning communities and that student relationships change throughout their schooling.
- Preference for or avoidance of a particular classroom or straight/multi-age class.
- Preference for or avoidance of a particular staffing arrangement (e.g. part time staff, executive teachers or a double classroom).

For students commencing at Curtin, parents/carers will be asked for information relating to their child's development and prior learning through a discussion with a member of the executive.

## **2. Peer nominations (K-6)**

Early in term 4, students will be asked to nominate five peers they could be placed with in a class. Year groups will meet together for a session to complete this. The session will involve some orientation games to provide opportunities for interaction across classes. Students will be asked to consider the whole year group and name students who they could work with and feel they have a friend. The names will be recorded on a wheel so no priority is given based on order of names. Students will be told they are going to be placed with one of these peers. (If this is not possible or not appropriate, a conversation will occur with the parent and student to ensure a peer match that is suitable.)

As students in preschool do not have opportunities to build relationships beyond their class, preschool students are not asked to provide peer nominations. Instead, preschool and kindergarten teachers work together to create classes that provide opportunities for relationships to develop.

For students commencing at Curtin, any relationships formed outside of the school will be considered in class placement.

## **3. Teacher consultation**

Teachers will be asked to give feedback on peer nomination forms and provide insight based on observation of student work habits, learning preferences and wellbeing at school. This will be gathered through handover notes, assessment records and ongoing consultation throughout the process.

For preschool students moving into kindergarten, observations from the school orientation visits will also be sought to inform class design.

## **4. School data**

Student achievement, learning strengths, areas of need and individual learning plans provide learning profiles for each student and are referred to as the basis of clustering students whilst creating balanced profiles across classes. School assessment records, wellbeing data, observations of students and school reports are valued within this data collection. Any psychometric assessment data is also considered.

For students commencing at Curtin, previous school reports will be requested. These may be followed up by communication with previous schools.

## **Class Placement**

All relevant information is added to class placement software and classes are designed. The Principal and executive will adjust classes in consultation with staff until a successful balance is established for each cohort.

## **Acting Up Day**

In week 9 of term 4, an *Acting Up Day* is held where students spend time in their new class with their new teacher if possible. This is an opportunity for students to interact with their peers, identify existing and potential friends and to initiate a relationship with their teacher (if possible). Some adjustments to classes may occur during this day, based on teacher information. Changes will only be made by a designated executive staff member in consultation with the Principal.

At the end of the day, students will bring home a letter with the name of their class teacher. Class lists will not be sent home.

## **Resolution of Issues**

Should issues with class placement arise after the acting up day, they should be raised by parents/carers in writing to the Principal before the end of the school year. The Principal will review each case based on the information provided. At this point, it is highly unlikely a student will be moved as changes can cause disappointment or anxiety across a cohort.