Mount Pleasant Primary School
Class Placement Guidelines

Working Together

Respect, Responsibility, Gratitude and Kindness

CLASS PLACEMENT GUIDELINES

RATIONALE

These guidelines outline how Mount Pleasant Primary School develops class structures and places students in classes for the start of each school year.

Staff work collaboratively to provide learning environments that support the learning, wellbeing and individual needs of all students. Decisions balance the needs of each child with those of the class, year group and whole school.

COMMITMENTS

SCHOOL COMMITMENT

- Use informed professional judgement and relevant student information when deciding class placements.
- Consider information about student's educational and wellbeing needs.
- Balance student needs with enrolments, staffing, facilities and available resources.
- Follow Department of Education requirements and applicable industrial agreements.

PARENT AND CARER COMMITMENT

- Provide relevant information within the timeframe communicated by the school.
- Respect the professional judgement of staff and support class placement decisions.
- Speak positively with their child about their new class and work with staff to support a successful transition.

BACKGROUND

The Executive Team determines class structures based on projected enrolments, available staffing and resources, in accordance with the applicable *School Education Act Employees' (Teachers and Administrators) General Agreement*.

The following notional class sizes guide this process and reflect the class size targets that Western Australian public schools aim to achieve. While every effort is made to meet these targets, they are not guaranteed, as class structures must be established within the staffing, resources and operational constraints of each school.

YEAR LEVEL	NOTIONAL CLASS SIZE
Kindergarten	20
Pre-primary — non purpose built centre	25
Pre-primary — purpose built centre	27
Pre-primary / Year 1	24
Years 1–3 including composite classes	24
Year 3 / Year 4	23 recommended
Years 4–6	32
Composite classes within Years 4–6	31

CONSIDERATIONS FOR CLASS STRUCTURE AND PLACEMENT

Considerations Influencing Class Structures

When determining class structures and student placements, the school considers a range of factors to support balanced classes and positive learning environments. These include:

- Educational needs of students and the balance of each class
- Projected enrolments in each year level, including likely changes during the year
- Individual learning, social, emotional and wellbeing needs, including appropriate support and extension to help every student make progress and experience success.
- Gender balance, where practicable
- Placement with at least one friend to support belonging and a positive transition
- Available staffing, funding, resources and facilities.

Placement in a composite class, whether in the younger or older year group, is not an indication of a child's ability, achievement or potential. All classes, whether single-year or composite, include students with a diverse range of abilities, strengths and learning needs. Composite classes are not streamed or ability-based groupings.

Teachers plan and differentiate learning to meet the individual needs of students, providing appropriate support, challenge and extension regardless of class structure. The focus is always on ensuring every student is supported to learn, make progress and experience success.

Considerations Influencing Student Placements

- Academic achievement, learning needs, social and emotional development, and behaviour.
- Student relationships and opportunities to develop positive social connections.
- Previous class placements and work habits, including independence.
- Disability, learning difficulties, language needs and required adjustments or support.
- Relevant advice from the school psychologist, student services staff and other professionals.
- Individual family circumstances, including considerations relating to twins or sibling.
- Relevant educational information provided by parents and carers.

PLANNING AND PREPARATION

THE PROCESS

- Planning begins in Term 3 for the following school year. The Executive Team develops proposed structures using projected enrolments, staffing and resources.
- During Term 4, classroom teachers work collaboratively and enter relevant student information into Class Solver to support the development of balanced classes.
- Current classroom teachers, specialist teachers and the student services team review proposed lists. Adjustments may be made as new information or enrolments are received.
- The Principal approves final class structures and student placements in consultation with relevant staff. These placements are considered final.
- Kindergarten families are advised of their child's group and attendance days during the Term 4 transition process, subject to any necessary changes.

NOTIFICATION OF CLASS PLACEMENTS

Class placements are finalised and communicated at the beginning of each school year. This allows the school to accommodate any changes in enrolments over the summer holiday period and make necessary adjustments to class structures, staffing or individual student placements.

Class allocations will be communicated to families via Compass by midday on the first School Development Day of the new school year, prior to students returning to school. This is the first of two

student-free days allocated annually in all schools for staff preparation and planning that occur at the start of each year.

All families will be provided with the necessary information to access their child's class allocation and locate their classroom.

PARENT AND CARER REQUESTS

Parents and carers who have important information about their child's learning or wellbeing that may assist class placement are invited to provide it in writing to **mountpleasant.ps.wa.edu.au** within the timeframe communicated by the school each year.

Requests should explain the educational or wellbeing need and provide any relevant supporting information. All requests will be carefully considered, however, the school cannot guarantee that a request will be accommodated. Previous requests are not automatically carried forward and must be resubmitted each year if they remain relevant.

REQUESTS THAT CANNOT BE ACCOMMODATED

Requests cannot be made for:

- A specific teacher
- Exclusion from a composite (split) class
- Placement in a class with only one teacher

STUDENT PAIRINGS AND SEPARATIONS

Information about student relationships will be considered where it relates to learning, safety or wellbeing. We value student voice and provide opportunities for students to identify their friends and peers with whom they work well. Teachers also bring a strong understanding of the social dynamics within classrooms and the playground, including relationships that support learning, cooperation and a sense of belonging.

Staff use this information aiming to ensure that every student is placed with at least one friend, providing a familiar connection as they settle into their new class. This may not be their closest or "best" friend, but it provides a positive foundation from which to strengthen existing relationships and develop new friendships.

Friendship preferences form part of the placement process, alongside students' learning and wellbeing needs and the balance of each class. Requests from different families may conflict, and it may not be possible to accommodate all requested pairings or separations.

FINAL DECISIONS

Teachers bring professional expertise and detailed knowledge of students' learning, wellbeing and social dynamics to the class placement process. Their informed judgement is central to developing balanced classes that support the needs of all students.

Final decisions about class structures and student placements rest with the Principal, in consultation with relevant staff. Decisions draw on teachers' recommendations and consider all students' needs, alongside information that may not be available to individual families. The school will respect the privacy of other children and families when discussing placement decisions.

CLASS PLACEMENT DECISIONS AND CONCERNS

Class placements are considered final. Requests for changes to class placements will rarely be considered and only in exceptional circumstances, at the discretion of the Principal. Considerable care is taken to establish balanced classes, and moving one student can have implications for the balance and placement of students across several classes.

If parents or carers have concerns about their child's placement, they are encouraged to work collaboratively with the classroom teacher in the first instance to discuss and address these concerns, recognising that students' needs are best met through a positive partnership between home and school.

The school's priority is to work collaboratively with students, families and relevant staff to address concerns within the allocated class, rather than consider a change of placement. This may involve identifying appropriate strategies, providing additional support and monitoring the student's wellbeing and progress, with the Deputy Principal, Principal or Student Services team involved where appropriate.

Our focus is on working in partnership with families to resolve concerns constructively and ensure every child feels safe, connected, supported and successful in their learning environment.

COMPOSITE (SPLIT) CLASSES

During their time at Mount Pleasant Primary School, students may learn in a class comprising two consecutive year levels, such as Year 3/4. These classes are known as composite or split classes, and are a regular part of all school's organisation.

Class structures are carefully planned each year, taking account of enrolments, student needs, staffing and available resources. Our focus is on creating balanced classes that support learning, wellbeing and positive relationships.

TEACHING AND LEARNING

Every class brings together students with a wide range of strengths, interests, abilities and learning needs. Teachers use their professional expertise and assessment information to plan explicit teaching, guided practice and learning experiences that build on what students know and help them take their next steps. This approach is consistent across single year and composite classes, as all classes include students working at different stages of learning and development.

In composite classes, teachers plan for the Western Australian Curriculum requirements of both year levels. Students are taught and assessed against the requirements for their enrolled year level, with appropriate adjustments where needed. Being in the younger or older group does not determine a student's ability or potential. Students in both groups receive support and extension to help them make progress and experience success.

SUPPORT AND EXTENSION

Teachers use flexible grouping, targeted instruction and differentiated tasks to provide support and extension. Assessment and classroom observation help teachers identify when students need further explanation, additional practice or a new challenge.

Teachers also work collaboratively across year levels to share expertise and support consistent teaching, assessment and learning opportunities. Our aim is for every student to make progress and experience success, whatever their class structure.

RELATIONSHIPS AND TRANSITION

Composite classes offer opportunities to develop independence, cooperation and leadership. Older students can build confidence and consolidate their understanding by explaining ideas, modelling routines and supporting younger peers. Younger students can learn from these examples and contribute their own strengths and perspectives.

Working with classmates of different ages helps children develop communication skills, empathy and respect for individual differences. It also creates opportunities to broaden friendships, solve problems together and become confident working with a range of people. Students continue to connect with friends and others in their year level through recess, lunch, shared activities and school events.

Families can help build enthusiasm for the year ahead by speaking positively about the new class and encouraging their child to get to know their classmates. Teachers will work with families to support a smooth transition and help each child feel welcomed, connected and ready to learn.

WORKING TOGETHER

At Mount Pleasant Primary School, we value the knowledge families bring about their children and the professional expertise of our teachers. Through open communication, respect and trust, we work together to help every student develop positive relationships, grow in confidence and achieve their learning goals.