

**RIVERTON PRIMARY SCHOOL**

ACHIEVE TOGETHER

# **CLASS PLACEMENT** **GUIDELINES**

**A GUIDE FOR FAMILIES**



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**RIVERTON  
PRIMARY SCHOOL**

INDEPENDENT PUBLIC SCHOOL

## CLASS PLACEMENT GUIDELINES



### **RATIONALE**

Outlined in this document is the process we use at Riverton Primary School to place students in classes for the start of each school year.

Riverton 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 become successful learners.

### **COMMITMENTS**

#### **SCHOOL COMMITMENT**

The school commits to supporting the Class Placement Guidelines by:

- Using informed professional judgement when deciding class placements
- Considering operational needs of the school
- Adhering to Department of Education guidelines

#### **PARENT AND CARER COMMITMENT**

- Supporting and accepting decisions made by the school; and
- Being positive with their child about the class placement decision that has been made

### **BACKGROUND**

The executive team establishes class structures for the following year based upon anticipated enrolments in accordance with the Western Australian School Education Act Employee's General Agreement 2019.

Class sizes in Western Australian primary schools are set by government regulations as follows:

YEAR LEVEL	MAX STUDENTS
Kindy	20
Pre-Primary (non purpose built)	25
Pre-Primary (purpose built)	27
Pre-Primary / Year 1 split class	24
Year 1 / Year 2 / Year 3 (including split classes)	24
Year 3 / Year 4 split	23
Year 4 / Year 5 / Year 6	32
Years 4 - 6 split	31

## CONSIDERATIONS FOR CLASS STRUCTURE & PLACEMENT



### **Considerations influencing class structure are:**

- Educational needs of the students
- Projected number of students in each year level
- Ratio of gender
- Projected enrolments during the year based on past trends
- Number of teachers employed at the school
- Constraints of resources and facilities

### **Considerations influencing student placement are:**

- Academic performance, social development and classroom behaviour
- Class placements in previous years
- School-based psychologist recommendations
- Special circumstances, e.g., twins or individual family matters
- Diagnosed learning difficulties or disability
- Work habits e.g., ability to work independently

## **PLANNING AND PREPARATION**

### **THE PROCESS**

- Planning and preparation begins in Term 3 for the following school year
- The Riverton Primary School Executive Team (Principal, Deputy Principals and Manager Corporate Services) establishes class structures for the following year based upon predicted enrolments in accordance with the Western Australian School Education Act Employee's General Agreement 2019
- Riverton PS uses student class placement software 'Class Creator' to support the development of classes
- Highly qualified classroom teachers work collaboratively to ensure as much information as possible is available to support the development of classes based on the information outlined in the considerations above
- Anticipated class structure is then developed
- Mid / late Term 4, teachers enter student information into Class Creator to support the development of class lists
- When class lists have been created, teachers in the current cohort, in collaboration with specialist teachers and the student services team, review and edit class lists if required. Modifications are sometimes necessary to allow for new enrolments or new information
- Parents and carers of children in Kindergarten are informed which group and what days their child/ren will be attending, at the Kindy information sessions, in Term 4, the year before starting Kindy
- Class lists are made available just prior to the end of the school year for the following year. The notification of class allocation is sent via Connect, the Department of Education communication platform. New families to the school will receive direct email notification of class placement
- Families need to be aware of the following: From Pre-Primary to Year 6, as enrolments increase or decrease over the summer holiday period, this may require changes to our predicted class structure, or due to unforeseen circumstances impact staffing and class lists may need to be adjusted

## PARENT / CAREGIVER REQUESTS

Should parents or carers wish to make a request with specific information about their child's learning, for consideration for the following year, this information needs to be related to educational needs and emailed to the Deputy Principal. Parent and carer requests will be considered, however, there is no guarantee the request will be acted upon.

Requests submitted by parents and carers based on valid educational reasons will be taken into consideration by the school in decision making. The school reserves the right to determine valid educational reasons.

It is important for parents and carers to know that requests cannot be made:

- For a specific teacher, by name or gender
- For a student not to be placed in a split year level class
- For a student to be placed in a class with only one teacher

### **Requesting for student pairings or separations**

While some requests are for students to be paired with or separated from, the decision is complex. A number of times we have received a request from one family to place particular children together, while the second family requests the same children be placed in separate classes. The final decision on placement rests with the school. When allocating students to classes, we endeavour to foster positive social interaction across a year group, by making socially balanced classes and to help prevent non-constructive relationships.

## SPLIT / COMPOSITE CLASSES

It is highly likely, that at some point in your child's schooling at Riverton PS, as for all Western Australian public schools, they will be placed in a "split" class. This is a class made up of two consecutive year levels, e.g: 3/4. These classes may also be labelled as:

- Split classes
- Multi-age groups
- Composite classes
- Mixed classes or
- Vertical groups



We are often asked about why and how children of different ages are grouped together. Grouping of students of various ages into classes is not new. Primary schools have traditionally used this organisational arrangement to ensure equity in class sizes and as a strategy to support children's learning.

Schools are staffed based on enrolment numbers. Split classes are a practical response to the problem of uneven year level enrolments; e.g. when there are too many students to form one "straight" year level class but not enough to create another straight year level class.