



**RIVERTON
PRIMARY SCHOOL**

INDEPENDENT PUBLIC SCHOOL

Achieve Together

Riverton Primary School

Class Placement Policy

2025



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1. Rationale

At Riverton Primary School, we are committed to meeting the educational, social, and emotional needs of every student. A great deal of professional thought and care is invested in placing each child into a learning environment that will foster their academic growth, wellbeing, and success.

This policy outlines the principles, processes, and considerations that guide the placement of students into classes for the following school year.

2. Commitments

2.1 School Commitment

Riverton Primary School commits to:

- Applying **informed professional judgement** when forming classes.
- Considering the **operational and organisational needs** of the school.
- Aligning class structures and staffing with the **School Education Act Employees' (Schools and Public Sector) General Agreement 2023**.
- Striving to create **balanced and inclusive** class groups that optimise learning and promote positive relationships.

2.2 Parent and Carer Commitment

Parents and carers play an important role in supporting the class placement process by:

- **Trusting and supporting** the school's professional decision-making processes.
- **Communicating positively** with their child about the class placement outcome.
- **Respecting confidentiality** and understanding that decisions are made with all students in mind.

3. Background

Each year, the Riverton Primary School Executive Team (Principal, Deputy Principals, and Manager Corporate Services) establishes class structures for the following year based on **anticipated enrolments** and **available resources**, in line with Department of Education guidelines.

Class sizes are **used as planning guidelines** only and may vary depending on school context, student needs, and resource availability.



Year Level	Indicative Maximum (Guideline)
Kindergarten	20
Pre-Primary (non-purpose built)	25
Pre-Primary (purpose built)	27
Pre-Primary / Year 1 split	24
Years 1–3 (including splits)	24
Year 3 / Year 4 split	23
Years 4–6	32
Years 4–6 split	31

4. Considerations for Class Structure and Placement

4.1 When Determining Class Structures

The Executive Team considers:

- Educational needs and diversity of students.
- Projected student numbers across year levels.
- Gender balance and size.
- Social groupings.
- Historical and predicted enrolment trends.
- Availability of teachers and specialist staff.
- Resourcing, facilities, and physical space constraints.

4.2 When Allocating Students to Classes

Teachers use their collective professional knowledge and data to ensure well-balanced class groupings.

Considerations include:

- Academic progress, social-emotional development, and classroom behaviour.
- Previous class placements and peer relationships.
- Recommendations from the Student Services Team and School Psychologist.
- Diagnosed learning needs or disabilities.
- Work habits and ability to engage independently.

- Individual family or pastoral circumstances (as appropriate).

5. Planning and Process Timeline

- **Term 3:** Preliminary planning for class structures begins, based on predicted enrolments and operational requirements.
- **Term 4 (early):** Teachers collaborate to share information and discuss the needs of each student to inform placements.
- **Term 4 (mid-late):** Class lists are drafted and refined through consultation between classroom teachers, specialist teachers, and the student services team.
- **Monday Week 5, Term 4:** Final date for parents/carers to submit written requests (see below).
- **Term 4 (late):** Class lists are finalised, and made available via 'Connect', prior to the end of the school year for the following year. New families to the school will receive direct email notification of class placement.

Please note that **class structures and staffing may change** prior to the commencement of the school year due to enrolment fluctuations or staffing adjustments.

6. Parent and Carer Requests

Riverton Primary School welcomes communication from parents and carers regarding their child's learning needs.

Requests must:

- Be **educational in nature**, not based on preference for a specific teacher or peer group.
- Be **submitted in writing to the Deputy Principals** by **Monday of Week 5, Term 4** each year.
- Clearly outline the **specific learning or wellbeing considerations** relevant to class placement.

All requests received by this deadline will be **carefully considered**, but the school **cannot guarantee** that all requests can be accommodated.

The school reserves the right to determine whether a request is based on **valid educational grounds**.

6.1 Requests that Cannot Be Considered

- Requests for or against a specific teacher (by name or gender).
- Requests for placement in a "straight" or "non-split" class.
- Requests for classes with a particular friend or group of friends.



6.2 Requests for Pairing or Separation

Requests for particular student pairings or separations will be considered with great care. However, final decisions rest with the school and are based on the **overall balance and wellbeing** of all students.

At Riverton, we aim to promote **positive social interactions and inclusivity** across the year level, fostering resilience and adaptability.

7. Split / Composite Classes

It is common for students at Riverton Primary School to be placed in a **split** or **composite class**, which includes students from two consecutive year levels (e.g., Year 3/4).

These classes are an effective organisational approach used across Western Australian public schools to:

- Maintain **equitable class sizes**,
- Support **individualised and flexible teaching**, and
- Ensure **fair distribution of staffing resources**.

Teachers differentiate learning within these classes to meet the needs of all students, regardless of year level.



8. Review

This policy will be reviewed annually to ensure it remains current with Department of Education and School General Agreement updates, and reflects the evolving needs of Riverton Primary School.