



Singleton
Primary School

Class Placement Policy and Procedures

Date of Policy: October 2020

Endorsed by the Singleton PS School Board 5th November 2020.

Classes at Singleton Primary School Primary School are formed each year for the year ahead with a view to what will be in the best educational interests of children, given the available resources and classes able to be formed within the school.

The staff of Singleton Primary School will recommend allocation of students to classes to ensure there is a balance of ability, behaviour, gender, year levels and friendship groups across the classes. The current year Classroom Teacher knows your child well and will make recommendations regarding the most suitable placement of students for the following year.

Parents who consider they have relevant information pertaining to the placement of their child will have an opportunity to write to the principal, particular arrangements or placements must be based on educational need only, requests for individual teachers or non-composite classes will not be considered. The school does not view these arrangements as detrimental to student social or academic development. Requests must be made in writing and addressed to the Principal. Requests will be called for in Term 4 of the previous year, and considered and accommodated where possible, based on the strength of the educational need of the student. The final decision about placement will rest with the school administration.

Draft lists will be developed and shared with the teachers for the following year. Parents will be notified of class placement at the beginning of the following year. This will allow for classes to be finalised with possible new enrolments with the least disruption to families. Adjustments after this date will only be made in extenuating circumstances, by personal appointment with the Principal.

Students with Special Needs

Students with Special needs will be allocated to classes taking into account the physical layout of the class and the number of adults in the room. All staff involved in transition, past and present, will be given opportunity to share information, past strategies and future plans. The allocation and deployment of Education Assistants is a decision made by the school Principal. Education Assistants are allocated to the school, not to individual students.

Multi Aged / Split Classes

Multi-Aged and Split classes are formed where there are insufficient numbers in a single year level to maintain single grade classes. These classes are formed to have a similar spread of abilities to a single grade class, and represent no disadvantage or advantage over single grade classes.

Repeating

Singleton Primary School does not encourage the repeating of students in a year level. This is based on current research that indicates it is not beneficial to the student to repeat a year level. Parent requests and special circumstances will be given full consideration in consultation with classroom teachers, the Principal and School Psychologist.

Transition

Each year in Primary school, children are faced with a new environment of buildings and classrooms, new teacher expectations, new academic challenges, and acceptance into a new peer group and sometimes a whole new school. The child who makes a satisfactory initial adjustment to school is more likely to be successful in their future progress than a child who has difficulty adjusting to the school situation. They are required to function independently, develop relationships with staff and peers, and to behave in ways that are appropriate for their class and school and involve conforming to rules. Therefore, it is important to identify school factors associated with children's transition to school that may influence the learning community and to implement strategies that promote rather than hinder learning. Teachers should plan for and be supported to have efficient transition and handover procedures in place to prepare both students and staff for the year ahead.