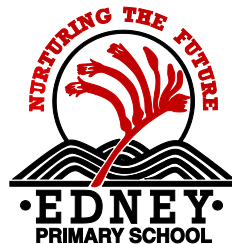


EDNEY PRIMARY SCHOOL

CLASS PLACEMENT POLICY AND PROCEDURES



Classes at Edney 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 Edney 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 will make recommendations regarding the most suitable placement of students for the following year. The final decision about placement will rest with the school administration.

Parents will have an opportunity to request particular arrangements or placements based on educational needs. These requests must be made in writing and addressed to the Principal. Requests will be called for in September of the previous year, and considered and accommodated where possible, based on the strength of the educational need of the student.

Draft lists will be developed and shared with the teachers for the following year. Parents may view the draft lists by appointment with the Principal.

Parents will be notified of class placement in the final week of the preceding year. Adjustments will only be made in extenuating circumstances, by personal appointment with the Principal and teacher.

Special Needs

Special needs students 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.

Repeating

Edney 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.

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.

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.

Consideration should be given to:

- Preparation for transition
- Links between sending and receiving settings
- Facilitation of access to the new environment
- Participation in the new environment
- Peer group allowances
- Communication with past teachers and parents
- Transport of resources
- Collaboration on past programs
- Transition of IEP's etc.

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.

Date of Policy: October 2020

Endorsed by the Edney Primary School Board 27th October 2020