Class Placement Guidelines

Purpose

At Glengarry Primary School, we are committed to creating positive, inclusive and effective learning environments in which every student can learn, develop and experience success.

Considerable care, professional discussion and planning are involved in forming classes each year. Our goal is to create balanced classes that support the learning, wellbeing and social development of all students.

Class placement decisions are made using the professional knowledge of staff and information about each student, while also considering the needs and organisation of the school as a whole.

Our Approach

When forming classes, we aim to create balanced learning communities rather than grouping students on the basis of any single factor.

Teachers and school leaders consider a range of information, including:

- academic achievement, learning progress and individual learning needs
- student strengths and areas requiring support or extension
- social and emotional development
- positive peer relationships and friendship connections
- student independence, work habits and approaches to learning
- behaviour and classroom dynamics
- gender balance, where practicable
- previous class placements and student groupings
- information and professional observations provided by current and previous teachers.

No single consideration determines a student's placement. Decisions are made by considering the overall learning environment and what will support each student, alongside the needs of the broader group.

Friendships and Peer Relationships

Positive relationships are an important part of children's experience at school. When developing classes, staff consider students' friendship networks and endeavour to ensure that students have opportunities to maintain positive and supportive peer connections.

This does not necessarily mean that a student will be placed with a particular best friend or friendship group. In some situations, separating particular students may support independence, broaden social connections or create a more successful learning environment.

Our aim is for every student to enter their new class with opportunities to develop and maintain positive relationships.

Professional Knowledge of Staff
Teachers know their students as learners and as members of a social group. Their professional knowledge is therefore central to the class placement process.

Current teachers, previous teachers where appropriate, specialist staff and members of the leadership team may contribute information when classes are developed.

This collaborative process provides a broader understanding of each student's academic, social and emotional needs and assists the school to make informed decisions about class placement.

Class Structures
The number and structure of classes established each year are influenced by a range of factors, including:

- confirmed and projected student enrolments
- the number of students within each year level
- staffing allocations
- whole-school organisation

For these reasons, class structures may vary from year to year.

At times, it may be necessary or educationally appropriate to establish split or multi-age classes containing students from more than one year level.

Composite classes are a normal part of primary school organisation. When these classes are formed, the same careful placement process is used, with consideration given to academic, social and emotional needs, independence, peer relationships and the overall balance of each class.

Placement in a composite class should not be viewed as an indication of a student's academic ability.

The Placement Process
Class formation generally commences mid Term 4.

Teachers and school leaders work collaboratively to develop proposed class groupings for the following year. During this process:

- projected enrolments and possible class structures are considered

- teachers provide information about the learning, social and emotional needs of students
- balanced class groups are developed
- proposed classes are reviewed by relevant staff and the leadership team
- adjustments are made where necessary to achieve the best possible balance across the year level or school
- classes are reviewed again as enrolments change.

Changes may be required before the beginning of the school year because of new enrolments, students leaving the school or changes to staffing and school organisation. For this reason, class arrangements remain provisional until they are formally communicated by the school at the beginning of 2027.

Requests for Changes After Classes Are Announced
It is natural for students and families to have hopes about class placements. A child may initially be disappointed if they are not placed with a particular friend or teacher. Where possible, we encourage families to respond positively and help children approach their new class with confidence and an open mind.

Class changes following the announcement of placements will only be considered where there are significant educational, social, emotional or wellbeing circumstances that may not have been available to the school when the original decision was made.

Requests based solely on teacher preference, friendship preference or comparison with another student's placement will not result in a change.

Any concerns should be directed to the principal rather than individual classroom teachers.

Final Decision Making
The Principal has responsibility for the organisation of classes and final approval of student placements.

While parent information forms an important part of the process, class placement decisions must consider the learning and wellbeing needs of all students and the effective operation of the school.

Once classes have been finalised, students are expected to remain in their allocated class unless the Principal determines that exceptional circumstances warrant a change.

Supporting Students With Transition
Our aim is for every child to begin the new school year feeling welcomed, supported and confident.

Staff provide opportunities for students to become familiar with new teachers, classmates and learning environments as part of the school's transition processes.

Families can support this transition by speaking positively about the year ahead, reassuring children that friendships can continue across different classes and encouraging them to see a new class as an opportunity to strengthen existing relationships and develop new ones.

Through careful planning, professional knowledge and collaboration, Glengarry Primary School works to establish classes that provide the strongest possible learning environment for all students.