



CLASS PLACEMENTS AT FREMANTLE

Dear Families

In the past, we have accepted parent requests as to which class their child is placed. After much consideration, given the significant time required of staff, and resources diverted from other school business, such as teaching and planning time, we will now modify this process.

Essentially, we will be limiting parent input into class placements. Classes are formed based on the professional judgement of staff **to ensure the best learning environment for each student** taking into account their academic, social and emotional needs, and all the resources available to us. The process is as follows:

1. The Administration decides the class structures for the following year based on available resources, and the anticipated enrolments according to the [School Education Act Employees General Agreement 2017](#) (Article 12).
2. Parents are encouraged to speak with teachers about particular arrangements or placements based on **academic needs**. Requests in relation to choice of teacher will not be considered as a placement factor.
3. Teaching staff then allocate students to classes based on factors including discussions with students, behaviour, gender, year levels and social factors as well as considerations around resources and facilities. While parents know their children best, in the school environment, teachers are most aware of all relevant academic and social information about all the children in their particular year level. This information is vital for a successful classroom and the good running of the school.
4. Teachers then provide their lists to the school administration to ratify the decision.
5. Parents will be notified of class placement in the final week of Term 4 of the preceding year.

I acknowledge that classroom placements can cause anxiety for some. At Fremantle Primary School children's wellbeing is a priority. If your child is having difficulty in relationships, please help us support them, and talk to the class teacher if needed. Rest assured that we are with your children every step of the way to help teach them the skills to adapt to change. We encourage you to support the school nurture this resilience which will serve them well in the school and beyond.

Frequently Asked Questions:

Can I request for my child to be (or not to be) with a particular child?

No. If your child is having difficulty with a student in class, please inform the teacher in the first instance, so that the matter can be resolved. Managing relationships is an aspect of the school experience where students learn to function socially with all kinds of people.

Can I request a particular teacher for my child in writing or through discussion with my child's current teacher?

No, this is not part of our school's policy.

When I get my child's class placement, can I request that it be changed?

You may talk with the teacher about your concerns and be assured that those concerns will be shared with the principal so your child's anxieties will be addressed. Teachers have the skills to help children adjust. Changes to placements are rare due to the fact they often cause a chain reaction across the school, impacting on the balance in other classes. While we take much care in catering for the individual child during the placement process, it is important to know that your child is part of a complex equation that involves a considerable number of other children.

Can my child repeat a year?

Parent requests and special circumstances will be given full consideration in consultation with classroom teachers, Learning Support Coordinator, the school psychologist and principal. However, we do 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.

Why do we have split classes?

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. Indeed, research shows that multi-age classes has a positive impact on social development. Also, as the size of classes are capped (see below) a split class of a 1/2 class for example, allows for future enrolments of Year 1 and Year 2 students without needing to restructure classes.

Recommended maximum class sizes

- Kindergarten – 20 students per group
- Pre-primary – 27 for purpose built early childhood classrooms (ours are purpose built)
- Years 1-3 – 24 students
- Years 4-6 – 32 students

What if my child is having difficulty in her/his new placement after school has started?

It is important to give your child time to adjust to her/his new surroundings, and we will do what we can in partnership to facilitate that adjustment. Parents need to talk to and work with the teacher, so that the child's needs can be addressed and the issue resolved. Parents play a significant part in this process by being as positive and encouraging as possible to their children. It can be daunting to be in a new class and new environment, which is why it is so important that both families and teachers work together to support this transition with patience and an open mind. Making new friends and adjusting socially to new spaces and situations are essential in successful schooling.

Please know that teachers deeply care about the students, and they strive to ensure the best learning conditions and smoothest of transitions for all of them. If you have any more questions, please feel free to contact one of the administration staff or your child's teacher.

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