



Kinross Primary School

Class Placement for Students Policy



Students will be placed in classes using the following procedures.

The LSC and the SAER deputies will allocate students to classes to ensure there is a balance of ability, behaviour, etc across the classes in each year level. 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 these people in consultation with the Principal.

Parents will have an opportunity to request particular arrangements or placements based on educational needs. These requests will be in writing and considered by the placement committee.

Draft lists will be developed and shared with the teachers for the following year. Any amendments will be made in consultation with the placement committee.

All placement information will be placed on classroom doors and office windows from 3.00pm on the Friday preceding the first day of school for students. This is to allow maximum time for possible adjustments to class list.

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. Only in extenuating circumstances will a special needs student be placed into job share classes. (eg. Where there are several job share arrangements in a year level.) To ensure continuity, special needs students will not be allocated to job share Education Assistants. All staff involved in transition, past and present, given opportunity to share information, past strategies and future plans.

Repeating

The DET policy is suggested: not to repeat students. 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 by the placement committee in consultation with 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 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.

Date of Policy: December 2002

Date of Review: December 2005

Reviewed August 2006

Next review date December 2008

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