

Woodlands Primary School

Class Placement – Frequently Asked Questions

Purpose

Woodlands Primary School follows a clearly defined process for allocating students to classes each year. This process ensures that the professional judgement of teaching staff and the executive leadership team is informed by all available data, and that decisions are made in the best interests of students.

Class structures are designed to provide the most effective learning environment possible, while operating within the Department of Education guidelines and school resourcing parameters.

Why does the school have split-grade (composite) classes?

All WA public schools are funded through a student-centred funding model. Class structures must be formed within the staffing and budget allocations available to the school, based on total enrolments. Sometimes enrolments in a particular year level do not fit nicely into a round number of classes. When this happens, split classes may be required. This is a common and effective practice in both small and large schools.

An additional consideration is the *Teachers' Industrial Agreement*, which outlines recommended maximum class sizes:

Year Level	Maximum Students per Class
Kindergarten	20
Pre-primary	27 (in purpose-built rooms)
Years 1–3	24
Years 4–6	32
Split Years 4–6	31
Split Years 3–4	23

Parents can expect that split classes may be formed each year depending on enrolment patterns. The curriculum entitlement remains the same for all students, and students in split classes continue to engage in teaching and learning at their appropriate year level. Teachers differentiate instruction and provide opportunities to work with same-year peers when possible.

Who determines class placements and why?

Class placements are determined by teaching staff, supported by the executive leadership team. Teachers are best placed to make these decisions as they work with students daily and have detailed insights into their academic progress, learning styles, interests, peer relationships, and emotional needs. This knowledge allows staff to create well-balanced, inclusive, and productive classroom environments.

Can I request a specific teacher for my child?

No. Requests for specific teachers are not part of the school's Class Placement Guidelines and will not be considered.

Can I request for my child to be with or apart from another student?

Parents are welcome to provide information about their child's social or learning needs, particularly if the school may not already be aware of it. This information must be submitted in writing to the Principal for consideration during the placement process.

Please note that:

- Requests will be considered but not guaranteed
- The goal is to create socially balanced classes that support positive peer relationships and reduce non-constructive interactions.

When will I be informed of my child's class placement?

- Kindergarten: Parents will be notified before the end of the year to support childcare planning
- Pre-primary to Year 6: Parents will usually be notified via Compass two days before the school year begins.
- Families of twins or students with specific learning needs may be contacted directly prior to class lists being released.

Can I request a change after receiving my child's placement?

Class lists are considered final once released and are only changed in exceptional circumstances. If you have concerns, you may contact the Principal. The concerns will be reviewed in consultation with staff to ensure your child feels supported and settled.

What if my child is struggling to settle into their new class?

Please speak with your child's teacher in the first instance. If further support is required, the matter can be escalated to a member of the executive team. Changing classes is not part of the Class Placement Guidelines, but we will work with you to support a smooth transition.

Parents play a key role in promoting a calm and confident mindset during this time.

Will my child's learning be impacted in a split-grade class?

No. All students are taught the curriculum for their year level, with lessons tailored to their needs. Students in split classes often benefit from peer modelling, flexible groupings, and greater independence. Teachers ensure every child is challenged, supported, and progressing.

Will my child be expected to help younger students?

Students may occasionally work collaboratively across year levels, but they are not expected to take on teaching roles. These opportunities help consolidate understanding and build leadership and communication skills. The teacher remains responsible for all learning.

What about my child's social development?

Split classes promote social flexibility and often lead to increased friendships across year levels. Teachers plan regular opportunities for students to interact with their same-age peers through classroom tasks and whole-school events.

What does the research say about split classes?

Research, including work by Professor John Hattie, shows that the structure of a class (straight vs. split) has no significant impact on student achievement. The most influential factor on learning is teacher quality. Split classes can foster stronger independent learning skills, social competence, and confidence.

Still have questions?

Please contact:

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