

Woodlands Primary School

Class Placement Guidelines and Process

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At Woodlands Primary School, we are committed to providing every student with an optimal learning environment that supports their academic, social, and emotional development. Our class placement process is guided by informed professional judgement, data, and a deep understanding of student needs. It aligns with Department of Education guidelines and school resourcing parameters.



Purpose

This document outlines the process used to determine class placements each year. Our goal is to ensure that each class:

- Offers a balanced, supportive, and effective learning environment
- Reflects the best interests of students
- Operates within the staffing and resourcing framework provided by the Department of Education

School Commitment

Woodlands Primary School is committed to:

- Applying informed, professional judgement when determining class placements
- Considering all relevant and available information to support the placement process
- Ensuring decisions are consistent, transparent, and student-centred

Parent and Carer Commitment

Parents and carers are asked to support the class placement process by:

- Respecting and supporting the professional decisions made by the school
- Promoting a positive attitude toward class placement decisions when discussing them with their child

Class Placement Process

1. Determining Class Structures

The executive team reviews anticipated enrolments and school trends to establish class structures for the following year. Class groupings may include straight or split-grade (composite) classes depending on student numbers and available resources.

2. Parent Input

Parents and carers may provide written input relating to their child's learning, social or emotional need, particularly information that may not be known to the school.

Please note: Requests for specific teachers will not be considered. While all parent input is reviewed, placement decisions are based on a broad range of factors, and specific preferences cannot be guaranteed.

3. Initial Student Placement

Year level teaching teams collaboratively place students into draft class lists using the following considerations:

- A balance of academic achievement, behaviour, and social development
- Gender balance
- Individual needs, including students requiring educational or behavioural support
- Social dynamics and friendships, aiming to maintain positive relationships while also promoting new social opportunities
- Frequency of previous split class placements
- Input from specialist staff
- Facility and resource constraints

4. Review and Moderation

Draft class lists are reviewed by all relevant staff and refined as necessary to ensure balance and fairness.

5. Executive Review and Finalisation

The finalised class lists are reviewed and approved by the executive team.

Where a split-grade class is required, the executive team and teaching staff use professional judgement to ensure placements support learning and wellbeing.

The final decision for all class placements rests with the Principal.



Split-grade (Composite) Classes at Woodlands

Split-grade classes are those that include students from two year levels and may be formed when enrolment numbers do not allow for even distribution across straight year groups. This approach is a standard and widely accepted part of primary school education, and parents can expect that such class structures may occur each year depending on enrolment patterns.

Split classes are formed to:

- Provide more placement options to meet individual needs
- Maintain manageable and equitable class sizes
- Consider social dynamics, gender, ability levels, and maturity

Teaching in Composite Classes

Teachers are experienced in differentiating the curriculum and cater to the full range of abilities within every classroom.

They:

- Use explicit instruction, small group work, cooperative learning, and individual support
- Align teaching and assessment to each student's year-level curriculum
- Monitor progress and provide targeted support

Changes to Published Class Structures

Once class lists and structures are published at the beginning of the school year, they will remain unchanged unless there are exceptional circumstances, such as significant changes in enrolments. If changes are necessary, affected families will be informed prior to implementation.

If parents or carers have concerns about an individual class placement, they may contact the Principal. The school will work in partnership with families to support their child's wellbeing and engagement in the classroom.

