Student Placement Guidelines

Rationale

These guidelines provide families with clarity regarding the principles, processes and considerations that guide student class placements at White Gum Valley Primary School.

Our approach aligns with the Western Australian Department of Education's Aspirations for all (2025), which emphasises every student achieving their potential, quality teaching and learning in every classroom, and purposeful school leadership.

Our teaching staff have a deep understanding of their students and consider a range of factors when developing class placements, including academic achievement, learning behaviours, social relationships, emotional wellbeing, individual learning needs, disability adjustments and recommendations from support staff or allied health professionals.

Teachers work collaboratively with the administration team to create balanced class groups that support the learning, wellbeing and development of all students. The class placement process is complex and requires careful consideration of every student, every class and the school as a whole. Decisions are informed by evidence, student needs, teacher expertise and the collective experience of teaching staff and the leadership team.

While parent and carer information is valued and carefully considered, final decisions regarding class structures, teacher allocation and student placement rest with the principal.

Class Formation Process

The school aims to create balanced learning environments that support the academic, social, emotional and wellbeing needs of all students.

When developing class groups, the following factors are considered:

- Projected enrolments and class sizes.
- Balanced distribution of students across classes.
- Academic and learning needs.
- Social and emotional development.
- Behaviour and wellbeing considerations.
- Teaching and learning adjustments, documented plans and learning support needs.
- Recommendations from school psychologists, allied health professionals and support staff.
- Positive peer relationships and classroom dynamics.
- Existing friendships, while recognising the importance of supporting students to develop new positive relationships throughout their primary school years.
- Student voice and peer preferences, with students given the opportunity to nominate three peers they would like to be with in the following year. While these preferences are considered, placement with all three nominated peers cannot be guaranteed.

Teacher Allocation

Teachers may move between year levels and roles to best meet the needs of students and the school. Previous experience teaching a particular year level does not automatically determine future teaching allocation. Staffing decisions are made annually by the principal, considering whole school priorities, curriculum requirements, teacher expertise, student needs and workforce planning.

Composite Classes

Composite classes are a recognised and established approach to class organisation in Western Australian schools. They are formed when required due to enrolment patterns, class structures and the need to create balanced learning environments for students across year levels.

Composite classes are carefully planned and are not based solely on academic ability. As with all classes, students have a range of academic abilities and learning needs, and teachers are trained to differentiate teaching and learning to ensure all students are appropriately supported and challenged. Teachers work collaboratively through moderation, common assessment tasks and shared planning, using the Western Australian Curriculum, the school's Business Plan, Operational Plans, scope and sequence documents and agreed teaching approaches to ensure consistency and continuity across the school.

Family Information

Families may provide confidential information that may assist the school in understanding their child's educational, social or well-being needs. Parents and carers who wish to share relevant information are encouraged to contact the principal early in Term 4.

To ensure class placements are based on the needs of all students, requests for a specific teacher or education assistant will not be considered. Information provided by families will be carefully considered as part of the class placement process; however, final placement decisions are made based on the range of factors outlined in these guidelines and may not reflect individual family requests.

Class Placement Notification

The school will email parents and carers during the week before students return, advising them of the date and time that class lists will be available to view outside the front office.

Where a student has identified transition needs, the school may provide early notification of their classroom placement during Term 4 to support a smooth transition. These arrangements will be considered on a case-by-case basis, in consultation with families and relevant staff.

Parents and carers who are unable to attend the school to view the class lists can email the school to be advised of their child's teacher and classroom number.

Changes to Placements

Class placements are considered final. Changes affect the balance and composition of multiple classes. On rare occasions, significant changes in enrolments or school circumstances may require class structures and student placements to be reviewed during the school year.

Families can support their child's transition by speaking positively about the class placement process and working alongside the classroom teacher to help their child settle confidently into their new class.