RATIONALE

In all Western Australian public schools, safe and secure learning environments are to be provided for through maintaining fair and equitable procedures for Class Placement for Students.

PROCEDURES

Students will be placed in classes using the following procedures:

The classroom teacher will collaborate with the LSC\SAER deputy and /or EA will allocate students to classes to ensure there is a balance of ability, behaviour, etc across the classes in each year level. The final decision about placement will rest with these people in consultation with the Principal. The current year classroom teacher recommendations regarding the most suitable placement of students for the following year will be given high consideration in this process.

Parents will have an opportunity to express any considerations that they feel are relevant to their child’s placement but any considerations must be based on educational needs or student well being. Specific teacher requests will not be considered. All such requests will be in writing and will be considered by the placement committee. The final decision about placement will rest with these people in consultation with the Principal.

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

All placement information will be placed on office windows from 3.00pm on the day proceeding the first day of school for students. Class lists will also be available to parents via the website, by noon on the day proceeding the first day of school for students. Parents will be notified of their availability and the password required to access the information via SMS. 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, will be given opportunities to share information, past strategies and future plans and attend Professional Development in relation to the child’s condition/diagnosis.

Repeating

The DET policy and extensive research strongly suggests that it is recommended not to repeat students. Parent requests and special circumstances will be given full consideration by the placement committee in consultation with the Principal and School Psychologist. Under extreme circumstances a Principal can agree to a student repeating but this is to be in full consultation with all relevant parties. The Principal is ultimately responsible for the final decision to repeat or not repeat a child at Kinross Primary School.
Preparing for 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.

Transfer of Information

In term 4 year each classroom teacher will receive a class list and is required to complete a transition of relevant information that may assist their new teacher in ensuring a smooth start to the year for all students. This list is sent to the LSC\SAER deputy prior to the end of the year and will be provided to all new teachers in the 1st week of term 1. This process may require further follow up between both teachers (old and new) in the new year and will be provided for as necessary.