



# Como Primary School Student Placement Policy

## Purpose

Classes at Como Primary School are formed to ensure the best climate for social, emotional and academic learning, within the constraints of the resources the school has available.

## Rationale

Students are allocated to class groups based on the professional judgements of all stakeholders, including the school staff, support staff, psychologist, and any school based staff from allied services. Parent concerns and wishes are also taken into account during the decision making process. Ultimately the final placement is at the discretion of the Principal.

## Process

1. The Administration Team establishes a structure for the following year to accommodate the student population including the anticipated enrolments in the new year. This structure is ratified by the School Board.
2. Teaching staff are allocated to classes, with consideration of the composition of each professional learning team.
3. Students with diverse abilities, including those with special educational needs, behavioural aspects and those identified as precocious are placed into classes, where they are best supported.
4. Parent requests are called for in the school newsletter and will be addressed to the Principal and marked as 'confidential'. Parents may write to request a set of skills or approach they think best suits the needs of their child but **not request a particular teacher by name**. Parents may also wish to make a request in reference to sensitive family situations such as twins or blended families. In some cases it may be appropriate for parents to request a child is separated from other students that they have had social difficulties with in the past. Parent requests made in any other manner or after the due date will not be considered. Requests will be considered alongside the professional judgement of staff.
5. The staff, in particular those currently teaching each cohort will work to place students into groups considering their academic abilities, study habits, social interaction skills, self-motivation, independence, locus of self-control (responsibility), confidence, cooperative skills, attitude towards school, and behavioural needs. They will work to achieve a balance between gender, academic abilities, student maturity and behaviour. Como Primary School does not stream according to academic progress.
6. The administration team will ratify each list, making the necessary changes to accommodate parent requests where possible and seen as appropriate. Once a child is placed in a specific class for the following year they will not be moved unless under extenuating circumstances.
7. Class lists will be displayed in the viewing cabinet in the walkway in the days prior to school commencing the following year.