

ASSUMPTION CATHOLIC PRIMARY SCHOOL



Classroom Placement Procedure

EFFECTIVE DATE:	January 2021
DATE LAST UPDATED:	October 2025
FREQUENCY OF REVIEW:	Every Two Years
DATE FOR REVIEW:	January 2027

INTRODUCTION:

Classroom placement at Assumption Catholic Primary School is a process that takes staff many hours of careful thought and consideration. Placement is determined by the student's current teacher and year level team of teachers. Newly enrolled students are added to the classes as they register, with classroom decisions based on information available from referring schools, parents and the need to balance class composition. Where students enrol after classes have been established, the Principal is responsible for placing students in the appropriate class.

THE CRITERIA USED FOR THE PLACEMENT OF STUDENTS

When making classroom placements we always consider the individual child while recognising that each child is also part of a complex equation. The primary purpose of the placement process is to create equitable classroom environments that allow teachers to meet the academic, social and emotional needs of every student. We ensure a balance of variables in each classroom setting through careful consideration of each student's individual needs and strengths. Staff prepare draft class lists that are presented to the Principal. Those lists take into consideration many factors when placing students. These variables include, but are not limited to:

- Gender ratios
- Social and emotional needs and maturity
- Behaviour
- Academic progress and student needs
- Self-motivation and independence
- English as an Additional Language or Dialect (EAL/D)
- Language Background Other Than English (LBOTE)
- Information supplied by relevant support personnel
- Previous class placements
- Class size as it relates to CEWA Limited Policies

OTHER RELEVANT INFORMATION

While we value parent input, we kindly advise that requests for specific teachers cannot be accommodated. We understand that parents may have preferences, classroom placements are determined through a comprehensive process that considers a wide range of educational and social factors. Accommodating individual teacher requests would compromise our ability to create balanced and effective learning environments for all students. We appreciate your understanding and trust in our professional judgement.

In consideration with staff, final lists are established and teachers allocated to classes. The ultimate decision for student and teacher placement rests with the Principal.

Parents will be informed as to class placements through the child's attendance at Move Up Day.

FREQUENTLY ASKED QUESTIONS

Should I request a particular teacher for my child?

We're unable to accommodate requests for specific teachers, as placements are based on a wide range of academic and social factors to ensure balanced class groups. Our staff invests significant time in placing each child thoughtfully, and we ask that you trust in this process.

If you have concerns about your child's social or emotional wellbeing, please contact the Principal. These considerations will be taken into account before finalising class lists.

I would like my child's best friend placed with them in their classroom. Is this a request I can make?

We understand the importance of friendships, but specific requests for friend pairings can't be accommodated. Teachers carefully observe student interactions and use their professional judgement and expertise to make socially balanced placements. Furthermore, we find that children placed with their best friend often work and play exclusively with each other, and this does not promote the diverse social interactions we try to foster at Assumption Catholic Primary School.

If my child is having difficulty getting along with a student, can I request that they not be placed together?

If your child is having repeated difficulty with a student in his/her class, you will need to inform the teacher and the Principal so problem solving can take place. Part of the school experience is to learn to function socially with all kinds of people, to prepare children for that reality in life. However, our placement process works hard at separating the most non-constructive relationships, as best we can.

If my child is upset about their placement how do I best support them as a parent?

We understand that occasionally children are upset with their class placement. It is not uncommon for individuals to hear that a certain teacher is the best to have or to feel that one teacher has a reputation for being too strict. Often, these perceived reputations are what leads to the child's feelings. It is critically important for you to know that students' attitudes towards their teachers and school are highly influenced by the attitudes of their parents. You can provide your child with a successful experience at the beginning of the year by responding to their classroom placement with positive enthusiasm. Through confidence in our children's ability to deal with change and our parents' cooperation and trust, we can all work together to enhance personal development and provide a positive school climate for all.

Parents are encouraged to enter into an authentic and supportive partnership with their child's class teacher and remain in regular contact with them throughout the year. Research clearly shows that students whose parents are actively involved in their learning perform better.