



Carnaby Rise Primary School

Class Placement Guidelines

Rationale

Outlined in this document is the process Carnaby Rise Primary School uses to place students in classes including the start of each school year.

The school's staff are committed to meeting the educational needs of all students by placing them in an environment that will allow them to make progress and thrive.

The purpose of these guidelines is to provide all members of the school community with information regarding class placement of students, which in turn enhances clarity, transparency and consistency.

We believe all children are capable of and should be given the opportunity to make new friendships in new classrooms. It also helps develop resilience in children where they learn to challenge themselves and experience real life situations where they need to use and develop skills in working with new peers and teachers.

The classroom is a place for learning, and all teachers are suitably qualified to cater for each child's unique needs and interests. Parents are encouraged to support the school and child in their class placement, as often the parent's anxiety can be transferred to the child.

Commitments

School Commitment

The school commits to supporting the Class Placement Guidelines by:

- Using informed professional judgements when deciding class placements
- Considering all available information to assist in the process

Parent and Carer Commitment

Parents and carers commit to supporting the school's Class Placement Guidelines by:

- Supporting and accepting decisions made by the school
- Being positive with their child about the class placement decision that has been made

Background

The school's executive team establishes class structures for the following year based upon anticipated enrolments in accordance with the West Australian Education Act Employees' General Agreement.

Class sizes in WA primary schools are set by this agreement as follows:

Year Level	Maximum Students
Kindy	20
Pre-Primary	27
Pre-Primary /Year 1 Split	20
Years 1-3 (including split classes)	24
Years 3 / 4 split	23
Years 4-6 (including split classes)	32

Schools are funded through a student-centred funding model. The model is the mechanism by which funding is allocated to public schools for each student enrolled and additional funding for students needing extra support.

For example, additional funding is provided for small and isolated schools, Aboriginal children, children facing social disadvantage, children with English as a second language and children with disability.

Schools optimise their funding by working towards forming classes based on the class size recommendations.

Considerations for Class Structures and Placements

Considerations influencing **class structures** include:

- Educational needs of students
- Projected number of students in each year level
- Ratio of boys to girls
- Projected enrolments during the year based on past trends
- Constraints of facilities and resources
- Providing teaching staff with Duties Other Than Teaching (DOTT) time

Consideration influencing **student placements** include:

- Academic performance, social development and classroom behaviour
- School psychologist recommendations
- Friendships- classes are set to enable both the integration of new students and provide opportunity for students to broaden their friendship group
- Special circumstances including twins and Family Court matters
- Diagnosed learning difficulties or disabilities
- Work habits eg ability to work independently

Planning and Preparation

Carnaby Rise Primary School uses a stringent process to place students in classes for the new school year that includes:

- The principal along with the deputies establish the structure of classes for the following school year based upon anticipated enrolments (usually in term 3)
- When class structures are set in place teachers meet to establish class lists. The teachers who currently teach the year level cohort, in collaboration with specialist teachers and members of the student services team use all the information available to them to determine classes for the following year.
- Class lists are returned to the executive team who ensure all factors have been considered and cross checked
- Class lists are modified, if required prior to the commencement of the school year to accommodate student enrolments and staff changes that may have occurred over the holiday period.
- Class lists are displayed the day prior to the first day of the school year.

Review and Moderation

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

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.

Parent and Carer Requests

Should parents or carers wish to make a request with specific information about their child's learning, for consideration for the following year, this information needs to be related to educational needs and emailed to The Principal at CarnabyRise.PS@education.wa.edu.au during **Weeks 1 to 3 Term 4**.

Parent and carer requests will be considered, however, there is no guarantee the request will be acted upon.

Requests submitted by parents and carers based on valid educational reasons will be taken into consideration by the school in their decision-making processes. The school reserves the right to determine valid educational reasons.

It is important for parents and carers to know that requests **cannot** be made:

- For a specific teacher, by name or gender

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- For a student not to be placed in a split year level class
- For a student to be placed in a class with only one teacher
- For a student to be placed or not placed with a specific student

The outcome of parent requests will be communicated to individual families before the end of the current school year.

The formation of groups of children in classrooms is taken seriously by all staff at Carnaby Rise. A wide range of factors are taken into consideration hence children will not be moved from one classroom to another. It is important to remember that with good communication and trust between the school and families all children will thrive in our school.

Communicating Class Placements and Lists

Class lists will be made available to families on the school open afternoon before the school commences.

Split Classes

It is highly likely, that at some point in your child's schooling at Carnaby Rise PS, as for all Western Australian public schools, they will be placed in a "split" class.

Schools are staffed based on enrolment numbers. Split classes are a practical response to the problem of uneven year level enrolments; e.g. when there are too many students to form one "straight" year level class but not enough to create another straight year level class.

This is a class made up of two consecutive year levels, e.g: 3/4. These classes may also be labelled as:

- Split classes
- Multi-age groups
- Composite classes
- Mixed classes or
- Vertical groups

Research, which has been predominantly conducted in primary schools, suggests there is no discernible difference between split and straight grade classrooms in terms of academic performance. However, benefits relating to student independence, responsibility and study habits have been highlighted. For example, younger children within a split grade generally aspire to emulate older children in their work, and older children enjoy leadership and mentoring opportunities that lift their self-esteem. Some say composite classrooms are more flexible; allow children to work at their own pace; offer a wider range of friendship opportunities; and encourage more co-operation and tolerance.

According to experts, however, education is about more than academic achievement and age is not necessarily an accurate predictor of a child's development. Wide-ranging student abilities exist in children of the same age, and not just in split grades. Hence, at Carnaby Rise we work at providing a "differentiated" curriculum that caters to all children as individuals, according to their needs.

Overwhelmingly research supports positive outcomes are more dependent upon quality teaching than anything else. At Carnaby Rise our focus on quality teaching and learning reflects this research. Our teachers and support staff are knowledgeable, skilled, collaborative and are continually working towards meeting the needs of all our students.

Guideline Endorsements and Reviews

These guidelines have been endorsed by the Carnaby Rise Primary School, School Board Term 3 2026.

They will be reviewed Term 3 2028.