



Class Placement Policy

PURPOSE

At East Victoria Park Primary School, class structures are determined through the professional judgement of staff, with the overarching aim of providing the best possible learning environment for every student.

CLASS PLACEMENT PROCESS

1. Planning Class Structures

- Each year, the Administration Team develops proposed class structures for the following year.
- Planning is based on anticipated enrolments and complies with the *School Education Act Employees' General Agreement 2023*.

2. Notification to Families

- The principal informs families when the class placement process has begun.

3. Parent Input

- Parents may provide input regarding their child's placement through a written submission.
- Submissions must:
 - Be based on educational grounds only.
 - Be emailed directly to the principal.
 - Include the subject line: **Class Placement Request – Confidential**.

4. Submission Deadlines

- All submissions must be received by the specified due date.
- Late submissions will not be considered.

5. Important Notes

- Requests are not guaranteed and will not be automatically accommodated.
- Requests for specific teachers will not be considered.

6. Finalisation of Class Lists

- Class lists are finalised and then released to families.
- Once lists are published, changes will only occur if:
 - A significant change in enrolments requires a structural adjustment.

7. Ongoing Support

- While changes to placements will not be made after lists are released, the school will work with parents to support students in their assigned class if issues arise.

CLASS LIST DEVELOPMENT

After class structures are confirmed (typically late in Term 4), teachers work collaboratively to construct class lists for the following year. Current year-level teachers begin the process, followed by consultation with the wider staff.

Final class lists are submitted to the Administration Team for ratification. The principal has final authority on all student placements.

Class lists will be shared with parents during the week before Term 1 commences.

Please note that enrolments at East Victoria Park PS can fluctuate significantly over the summer break. Final class structures are confirmed at the beginning of the school year.

FACTORS CONSIDERED IN STUDENT PLACEMENT

When allocating students to classes, the following are considered:

- Educational and emotional needs of each student
- Gender balance
- Academic, social and behavioural diversity
- EAL/D (English as an Additional Language/Dialect) distribution
- Siblings or relevant family circumstances
- Availability of resources and facilities
- Positive learning relationships

COMPOSITE CLASSES

In some years, due to student enrolments, the formation of composite (multi-age) classes is necessary. These classes may include students from adjacent year levels and are guided by:

- Student work habits (e.g. independence)
- Social maturity
- Previous class placements

Key considerations regarding composite classes:

- All government schools operate under a student-centred funding model. The number of classes formed is directly influenced by enrolments and recommended class size guidelines outlined in the industrial agreement for teachers.
- The curriculum for each child remains consistent with their enrolled year level.
- Where possible, students in composite classes will be offered opportunities to engage in year-level specific activities.
- A student placed in a composite class one year will not be placed in one the following year without prior consultation with parents.

CLASS SIZE GUIDELINES

YEAR LEVEL	MAX STUDENTS PER CLASS
Kindergarten	20
Pre-primary (purpose-built)	27
Years 1–3	24
Years 4–6	32
Composite Years 4–6	31
Composite Years 3–4	23
Composite Years 1–3	23

PARENT COMMUNICATION AND FINAL DECISIONS

- Any concerns about class placements must be directed to the principal.
- Class list changes will only be considered in exceptional cases with clearly demonstrated and mitigating circumstances.
- Agreements or guarantees made by staff regarding class placements cannot and will not be honoured.
- Parents are encouraged to support and accept decisions made by the school.

Please be assured that all information about children is valued and heard. Teachers work hard to make the transition between years a smooth process for all our students. Parents can help by being as positive and encouraging as possible when communicating with their children about this process.

If you have any further questions on the class placement process, please contact the Deputy Principal responsible for your child's year level first.

Thank you in advance for your support of this policy and our procedures.

Kim Knowles
Principal

Kim Knowles
Kim Knowles

Shannon Laya
Shannon Laya

Ratified by	<i>School Board</i>
Date	<i>15 September 2025</i>
Review Date	<i>September 2028</i>

APPENDIX 1

What Are Composite Classes and How Do They Work?

At times, student enrolments in a particular year level do not align neatly with standard class sizes. In such cases, it may be necessary to form a composite or ‘multi-aged’ class that combines students from two consecutive year levels. This approach is well supported by educational research and aligns with our understanding of how children learn, particularly in the primary years. It also serves as a practical solution when enrolment numbers do not permit even class groupings.

Curriculum and Learning Opportunities

Students in composite classes are provided with the same curriculum entitlement as those in single-year classes. Wherever possible, these students participate in activities with their year-level peers to ensure continued engagement with age-appropriate learning experiences. If a child is placed in a composite class one year, they will not be placed in a similar arrangement the following year without prior consultation with parents.

Research and Benefits of Composite Classes

Educational research, particularly within the primary school context, indicates there is no significant difference in academic achievement between students in composite classes and those in single-grade settings. In fact, composite classes offer unique advantages. They can nurture independence, responsibility, and strong study habits. Younger students often model their behaviour on older peers, while older students develop leadership and mentoring skills. These relationships help build confidence and foster a sense of cooperation within the classroom.

Composite classes also promote flexible learning environments where students can progress at their own pace and form a wider network of friendships. The structure reflects real-world social situations, where age groupings are naturally mixed, reinforcing the idea that learning progresses in stages rather than fixed age brackets.

Quality of Teaching and Student Suitability

The success of composite classes is closely linked to the quality of teaching. Teachers take great care in determining which students are best suited to these learning environments, with a focus on achieving the best outcomes for each child. Placement decisions are made by staff, based on professional judgement and a range of educational considerations, and are not subject to parental choice.

Will We Have Composite Classes Next Year?

Whether composite classes will be formed in any given year depends entirely on enrolment numbers across year levels. These numbers can fluctuate annually. In some years, composite classes may be necessary, while in others, all classes may follow a single-year format.

Further Research on Composite Classes

Research continues to support the effectiveness of multi-age classrooms. A notable study by Professor Barbara Pavan, published in *Educational Leadership* in 1992, reviewed 64 studies on non-graded schools and found that 58% of students in these settings outperformed their peers in traditional classes. An additional 33% performed at the same level, and only 9% performed less well. Students in composite classes often display higher self-esteem, more positive attitudes toward school, and improved social skills. Those who may be underachieving can particularly benefit from the nurturing environment that composite classes provide.

Older students frequently act as role models, assisting their younger classmates both academically and socially. In turn, younger students can seek help from a broader group of peers, reducing dependence on the teacher and encouraging collaboration, tolerance, and mutual respect.

Social and Emotional Development in Composite Classes

Students in composite settings often gain greater confidence, enhance their social competencies, and develop the ability to work effectively within diverse groups. They learn to value individual differences, become more independent, and strengthen their problem-solving capabilities. Forming friendships across age levels enhances social learning and mirrors the rich, interpersonal interactions found in everyday family and community life.

Addressing a Common Misconception

It is a common misconception that all students in a single-grade class are working at the same academic level. Every classroom includes a broad range of abilities. For example, a Year 4 class may have students reading at levels that range from Year 2 to Year 6. In composite classes, this range is often smaller, as students placed in these settings are

typically more independent learners. This can make for a more balanced and focused learning environment.

If you have further questions about how composite classes operate or how they may impact your child's learning, please contact the Deputy Principal responsible for your child's year level. We are committed to supporting every student's educational journey and ensuring a positive, inclusive experience for all.