



CLASS PLACEMENT PROCEDURE

RATIONALE

At St Elizabeth's Catholic Primary School, we believe every child is created in the image and likeness of God and is blessed with unique gifts and talents. When placing students into classes, our decisions are guided by our commitment to nurturing the whole child, academically, socially, emotionally, spiritually, and physically. While class placement can be sensitive, the dignity and best interests of each student, as part of our school community, remain central.

This procedure seeks to:

- Ensure equity for all students.
- Provide a transparent framework, grounded in respect and fairness, for the allocation of students to classes.
- Encourage genuine partnership with parents and caregivers in a way that honours their role as the first educators of their children in faith.

PARENT/CAREGIVER COMMITMENT AND INPUT

Parents and caregivers are invited to support this procedure by:

- Trusting in the professional judgment of staff and accepting placement decisions with a spirit of faith and collaboration.
- Speaking positively with their child about their placement, fostering resilience, trust, and a sense of belonging.
- Recognising that class placement is part of a careful process made in the best interests of all students.
- Parents and caregiver's may provide input regarding their child's placement when it relates to the above considerations.
- Requests must be submitted to the Principal in writing and will be considered but cannot always be accommodated, as the needs of the whole community must also be upheld.

DURING THE YEAR RESTRUCTURE

In exceptional circumstances, the Principal may restructure classes in consultation with staff. Such decisions will be guided by the needs of students and the good of the whole community, and where possible, will take effect at the beginning of a new term.

FACTORS INFLUENCING CLASS STRUCTURES

- The educational, social, and pastoral needs of students.
- Projected enrolments and class sizes, mindful of maintaining equity and care.
- Availability of resources, facilities, and teaching staff.
- Opportunities to foster a sense of community and inclusion across year levels.

When considering class placements, the following will be taken into account:

- Students with diverse learning needs.
- Academic performance and learning styles.



- Work habits and capacity for independent learning.
- Behaviour and social maturity.
- Peer relationships, social networks, and pastoral needs.
- Gender, siblings, and family circumstances.
- English as an Additional Language/Dialect (EAL/D) learners.
- Historical placement data.

PROCESS

- Teaching staff, specialist teachers, and the Leadership Team will meet during Term Four to discuss placements.
- Consideration will be given to academic, social, emotional, and spiritual wellbeing.
- The Principal makes the final decision on all placements.
- Class lists will be made available for 'Step Up Transition' afternoon on Week 8.

It is acknowledged by all that friendships are important. However, to ensure balanced classes as outlined above, friendship groups are not a primary determining factor.