

Student/Class Placement Protocol

Overview:

Once the Ministry of Education has provided the provisional staffing entitlement for the following year – usually late September or early October – the school organisation for the following year can be finalised.

At Laingholm Primary School, the student numbers, and hence the provisional staffing, have traditionally been reasonably predictable. This means that initial placement discussions can start as early as the end of Term 03 for Priority 1 and Priority 3 students.

While parent requests are considered at each stage of the protocol, they are considered in relation the priorities identified below and the decisions made in relation to the school organisation detailed above.

Placement Protocol:

Rationale	Priority	Criteria
Legal	1	CWSN, specifically ORS, HHN, HCN or similar funding.
Legal	2	Students to include or exclude from a class based on the decisions made for Priority 1.
Health & Safety	3	Students who have <u>significant</u> clashes or conflicts with other students due to social, emotional or behavioural issues.
Health & Safety	4	Students to include or exclude from a class based on the decisions made for Priority 3.
Academic Progress	5	MOE defined priority students who are not making the desired academic progress against the prescribed academic standards.
Academic Progress	6	Students to include or exclude from a class based on the decisions made for Priority 5.
Academic Progress	7	Other students who are not making the desired academic progress against the prescribed academic standards.
Academic Progress	8	Students to include or exclude from a class based on the decisions made for Priority 7.
Numbers Permitting	9	Parent and teacher requests not addressed by any of the priorities/criteria detailed above <u>and</u> if numbers permit.
Numbers Permitting	10	Any fine-tuning of class composition required based on the decisions made for Priority 9.

Notes:

1. The total number of students in all classes will be reviewed at each step (priority) in the protocol and will take into account the current Ministry of Education class size guidelines.
2. The gender balance of all classes – other than New Entrant classes – will be reviewed at each step (priority) in the protocol and will reflect best practice within the constraints of the actual gender balance present at each level.
3. The year balance of all composite classes will be reviewed at each step (priority) in the protocol and will reflect best practice within the constraints of the actual numbers present at each year level.
4. The placements of twins, siblings and close relatives/ extended whanua will be a significant consideration in identifying students to include or exclude in the consideration of a specific class placement.
5. The act of considering a student against a given priority **does not** mean a student will change teacher. The process of reflection may result in a decision that it is in the best interest of the student to stay with their current teacher, assuming that teacher is teaching at the appropriate level.