

Classroom Placement considerations

When placing students, all these factors are considered...

- ❖ Teacher knowledge
- ❖ Social interactions
- ❖ Behavioural interactions
- ❖ Academic capabilities
- ❖ Gender mix
- ❖ Ethnic distribution
- ❖ Strengths / developments considerations
- ❖ Teacher / student fit
- ❖ Additional family information

The Process

This is the way we carry out the placements

- ❖ Discussions and placements of High Needs students, in consultation with teachers, parents, and sometimes, external professionals
- ❖ Gathering of profile information for all students
- ❖ Once school roll and staffing have been confirmed, teachers begin the process of “best fit” placements for all students
- ❖ Syndicates meet over several weeks to review placements to ensure the balance of placement considerations
- ❖ Cross syndicate discussions glean more information
- ❖ Senior Management meet regularly to review all placements prior to confirmation of classes
- ❖ In the last week of school, students visit new classes, meet new teachers, and parents receive notification of classroom placements


Academic transitions across syndicates

Sometimes, it can appear students “drop” academic standards. Because...

- ❖ In general, students are beginning a new curriculum level - simply, the work is harder
- ❖ Students take time to adjust to transitions to new syndicates - new routines, new expectations
- ❖ Bonding with new social groupings and teachers need development
- ❖ If your child is having difficulty adjusting, this is most noticeable in the first few weeks - it is rare this continues

Junior Syndicate

What to expect

- ❖ New environment, more structure - own classroom, day routined with bells and focussed activities
 - ❖ Students participate in all learning activities - many activities with an element of choice
 - ❖ Larger play area outside, more children to interact with, more social interactions
 - ❖ Emphasis on development of independence
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Junior Syndicate

Main challenges at this level

- ❖ Day is long, with little downtime
- ❖ At first, some students could find school physically and mentally exhausting
- ❖ Often this exhaustion is most exhibited when they get home
- ❖ Expectation of students listen to, and complete instructions
- ❖ Encouragement of students to look after their own property, including packing their bags at the end of day - fostering independence / self-management
- ❖ Independently eating and drinking enough throughout the day

Junior Syndicate

What you can do to help prep your child for the transition to a new team

- ❖ Support home learning e.g. reader, alphabet sounds and recognition, number identification
- ❖ Name of all clothing / belongings (rename if second hand)
- ❖ Model personal hygiene (nose blowing, cough into elbow) - school models
- ❖ Encourage child to pack and carry own bag
- ❖ Pack the healthy snacks and lunch you feel is appropriate for them to finish eating
- ❖ Be really positive and cheery about the school day
- ❖ Encourage perseverance and resilience

Middle Syndicate

What to expect

- ❖ Students are becoming independent learners who take responsibility for their own learning
- ❖ Weekly home learning tasks
- ❖ Students are now reading to learn rather than learning to read - they will be developing their comprehension skills
- ❖ Writing, using a variety of genres
- ❖ Increased emphasis on editing and text content
- ❖ Maths stages are more comprehensive with more emphasis on the strands: statistics, geometry, measurement, algebra
- ❖ More sporting opportunities and team participation
- ❖ Beginning of standardised testing / regular assessment e.g. spelling, basic facts
- ❖ Introduction of sports uniform

Middle Syndicate

Main challenges at this level

- ❖ Learning to be independently organised and responsible for their own belongings
- ❖ Developing resilience in social situations
 - “circle time” to teach this skill
- ❖ Using initiative to solve problems rather than expecting the teacher to do it for them
- ❖ Mastery of basic facts
 - catered for in home learning

Middle Syndicate

What you can do to help prep your child for the transition to a new team

- ❖ Reading: ask questions related to what has been read, read aloud to your children and take them to the library
- ❖ Writing: encourage any writing at home - thank you letters, shopping lists, invitations and made-up stories
- ❖ Spelling: help your child to learn their spelling words in preparation for their weekly assessment on Friday morning. Encourage use of STEPS programme at home
- ❖ Maths: encourage your child to learn their basic facts in preparation for their test on Friday. Encourage regular use of Maths Whizz
- ❖ Topic: take an interest in the topics taught, by discussing them at home, and by searching the internet or the library
- ❖ Social: Encourage resilience and kindness


Senior Syndicate

What to expect?

- ❖ Change in curriculum levels, from Level Two to Three. Each curriculum level spans two years, and comes with it, expectations of students to attain higher standards - harder work
- ❖ Introduction of BYOD (Bring Your Own Devices) and the use of Google drive for recording and storing work - greater emphasis on digital literacies
- ❖ Sports uniform for P.E., sports and fitness sessions (compulsory, need to self-manage this)
- ❖ Greater emphasis on self-management, both academically and socially
- ❖ Bay Suburbs sports events occur throughout the year, with emphasis on both participation and competition

Senior Syndicate

Main challenges at this level

- ❖ Higher academic expectations
 - ❖ Students are expected to use devices sensibly (emphasis on self-management / digital citizenship)
 - ❖ Students learn to manage their own time efficiently and independently
 - ❖ Emphasis on developing independent social skills
 - ❖ Students need to be responsible for themselves and their belongings
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Senior Syndicate

What you can do to help prep your child for the transition to a new team

- ❖ Encourage your child to be organised independently for school each day e.g. sports uniform, charged computers, home learning completed
- ❖ Encourage your child to complete weekly tasks independently and within the expected time frames provided by their teacher
- ❖ Encourage your child to develop their social independence
- ❖ Encourage initiative and a solution-focussed approach
- ❖ Promote some form of regular responsibility so they view themselves as having an important family role

Intermediate Syndicate

What to expect

- ❖ Composite classes - they contain both Years 7 and 8 students
- ❖ Workshop approach where students move to another teacher for their choice of level
- ❖ Greater range of specialist teachers (Languages, Science, Technology are added to Music and P.E.) in preparation for college
- ❖ Flexible learning spaces, with some movement between classes
- ❖ Transition programmes are in place and preparation for college is a focus
- ❖ Individualised Learning Programmes (ILPs) mean students take a much more active role in their curriculum
- ❖ Eastern Zone sporting opportunities add a more competitive spirit, and we retain an emphasis on participation
- ❖ Greater leadership opportunities

Intermediate Syndicate

Possible challenges at this level

- ❖ High expectations of being an Intermediate student - leadership and role modelling, social awareness, growing maturity and responsibility, transitioning to young adults
- ❖ Independent work habits are expected, with students having some control of their own curriculum, with emphasis placed on promoting self-management skills in and out of class
- ❖ Students manage time and work expectations independently - meeting deadlines and juggling workload from various teachers and subject areas becomes a priority
- ❖ Students manage multi-curricular areas - and a growing portion of their own timetable

Intermediate Syndicate

What you can do to help prep your child for the transition to a new team

- ❖ Give your child many opportunities to manage themselves both outside and inside of school - academically, socially, emotionally
- ❖ Encourage your children to apply for leadership opportunities both in and out of the school
- ❖ Encourage independence and responsibility
- ❖ Ensure they have some form of regular responsibility so they view themselves as having an important family role
- ❖ Develop curiosity
- ❖ Accountability for actions - ownership of mistakes

Thank you

Thank you for making the time to learn about our classroom placement process and the transitions between teams.

