Repetition Policy

Throughout the school year, it is our duty as teachers to closely monitor our students’ progress in order to provide them with the best possible available resources and programs of work most suited to their needs.

As a part of this ongoing process consideration has to be given to the appropriateness of student grade placement. If it is considered that a child may benefit from repetition the following criteria will be used:

1. Student is age appropriate to repeat.
2. Student is not performing academically
3. Student has missed a large portion of their schooling for example due to illness, travel, etc.
4. Student is socially and/or emotionally immature and this is impacting on their learning.

It should be noted that:

1. Repetition of students should occur in the earliest grade level possible, once the appropriate assessments have been made.
2. Research literature shows that few children benefit from repetition, particularly when subjected to the same course of work.
3. Assessment of students’ maturity and academic achievement must be carefully made through the use of objective evaluation and appropriate personnel.
4. No decisions concerning the repetition of students are to be made before the details are discussed with the child’s teachers, Assistant Principal, the Learning Support Team, School Counsellor, Principal and Parents. The Reading Recovery teacher MUST be involved if the student recommended for repetition is in Kindergarten.
5. The deciding factor must, as always, be whether such a step is going to benefit the child.
6. The Light’s Retention Scale may be used to provide guidance
7. Before a final decision is made the impact of the repetition on the student’s eligibility for support programs, such as Reading Recovery, should be identified and discussed with the parents. (Reading Recovery is only available to students in their second year of schooling, in Year One only.) This is a major consideration for any possible Kindergarten repetitions.
8. All special programs the child has been offered should be noted in the Referral Form for discussion, e.g. Reading Recovery, Early School Support, Support Teacher Learning Assistance, Support Learning Officers, etc.

9. Referrals for placement in Special Education classes will follow normal procedures.

10. NO child will be repeated without the full agreement of the parents and the Principal.

11. After a decision is made to repeat or not repeat a student, the decision will be recorded on the proforma letter included in this policy.

**REPETITION PROCEDURES**

1. Teacher discusses student with Assistant Principal and or Principal.

2. Teacher completes referral form for Learning Support Team (LST) if student has not already been referred.

3. Teacher completes Counsellor Referral Form if advised by the Learning Support Team.

4. **Counsellor** conducts appropriate testing.

5. Repetition raised as a possible option at the end of Term 3. Assistant Principal must be involved in this interview.

6. **Repetition Meeting**: Teacher, Assistant Principal, Counsellor, Principal, Learning Support Team Co-Ordinator meet to discuss the possibility of repetition.

7. Meeting with parents, teacher, Assistant Principal, School Counsellor* and Principal* if repetition is recommended, preferably early in Term 4. (*If appropriate.)

8. Decision of parents and principal recorded on the letter included with this policy.

9. Assistant Principal arranges appropriate placement for the following year.

**N.B.** Same procedure needs to be followed if repeat request originates from parent.