

# Avoca Beach Public School

## 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: -

- Student is age appropriate to repeat.
- Student has average/above average IQ and is not achieving stage outcomes.
- Student has missed a large portion of their schooling due to illness or overseas travel.
- Student is socially and/or emotionally immature and this is impacting on their learning.
- Student has received early intervention support such as speech therapy.

### **It should be noted that: -**

- Repetition of students should occur in the earliest grade level possible, once the appropriate assessments have been made.
- Research literature shows that few children benefit from repetition, particularly when subjected to the same course of work.
- Repetition to enhance learning may not be beneficial for some students and it is not recommended that students with a diagnosed disability repeat.
- Assessment of students' maturity and academic achievement must be carefully made through the use of objective evaluation and appropriate personnel.
- Record of attendance should be evaluated, absence may result in the student missing important basic skills that assist them to build foundation learning strategies used for future learning, which may result in the student not achieving the stage outcomes.
- No decisions concerning the repetition of students are to be made before the details are discussed with the child's former teachers, Team Leaders, School Counsellor, Principal and Parents.
- The deciding factor must, as always, be whether such a step is going to benefit the child.
- Before a final decision is made the impact of the repetition on the student's eligibility for support program, such as Reading Recovery, should be identified and discussed with the parents.
- All special programs the child has been offered should be noted in the Referral Form for discussion, e.g. Reading Recovery, Learning Support, etc
- Referrals for placement in Special Education classes will follow normal procedures.

- NO child will be repeated without the full agreement of the parents and the Principal.
- After a decision is made to repeat/not repeat a student, the decision will be recorded on the proforma letter included in this policy.

## **REPETITION PROCEDURES**

1. Teacher discusses student with Supervisor (with supporting evidence).
  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 Term 2, Parent-Teacher Interview. Supervisor must be involved in this interview.
  6. Repetition Meeting: Teacher, Supervisor, Counsellor, Principal, child's previous teachers meet to discuss the possibility of repetition.
  7. Meeting with parents, teacher, Supervisor, School Counsellor\* and Principal\* (if repetition is recommended) preferably early in Term 4. (\*If appropriate.)
  8. Continued monitoring student's progress.
  9. Final meeting with parents late November.
  10. Decision of parents and principal recorded on the letter included with this policy.
  11. Supervisor arranges appropriate placement for the following year.
- N.B. Same procedure needs to be followed if repeat request originates from parent.

### **Reviewing dates**

Last review date: 18/12/22

Next review date: 18/12/23