



STUDENT WELLBEING

Repetition Procedures

RATIONALE

Schools have a responsibility to educate all students to their full potential. Opportunities for students to achieve their full potential are provided as a matter of daily routine.

Repetition of a year level is one way of giving a student another opportunity to achieve their full potential. Many studies, however, have indicated there are often many negative effects of repetition. Where positive effects have been evident these have been shown to diminish over time. This is especially so where repetition itself is considered to be the treatment and where little effort has been made to correct any perceived lack of competencies.

The school principal, in full consultation with parents, teachers, school counsellor and other appropriate personnel has the responsibility for decisions in relation to accelerated progression and repetition.

REPETITION

Year level repetition requires serious and objective consideration before it is decided as an appropriate, informed educational intervention.

Repetition should not be the sole procedure in attempting to raise the competency level of any student. Specific outcomes to be achieved by repetition will be clearly stated and discussed with parents.

ALTERNATIVES TO REPETITION

The following strategies are appropriate as both alternatives to repetition and as necessary adjuncts if repetition is pursued:

- remedial programs
- peer and cross-age tutors
- across grade ability groups
- social skills training
- more inspired and challenging curricula
- parent tutors
- before and after school programs
- between grade ability
- Individualised Education Plans (IEPs)
- access requests for additional resources and programs, for example Intensive Reading Support class.

PROCEDURES

If a student is identified as having below minimum competencies in academic, social or emotional areas, referral for repetition will not be considered until class and grade interventions have been initiated. The classroom teacher will:

- inform and consult with the team leader
- discuss concerns with parent(s)
- consult LST Coordinator and/or the School Counsellor for development of programs, and
- initiate interventions which attempt to address the needs of the student.

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NOTE: The principal must be consulted regarding the possibility of repetition and must be kept informed throughout the process.

If sufficient progress has not been attained by end of Term 2, then a referral to the Learning Support Team for the consideration of retention can be made.

The school counsellor will make appropriate assessments of the student's abilities and functional level and act as a case manager. If repetition is still a consideration at the end of Term 3, the Light's Retention Scale (see *Appendix L*) will be administered by the classroom teacher.

Parents/carers will be kept informed of the considerations and encouraged to become active participants in the remedial process.

The student will be informed that repetition is being considered as part of the final decision-making procedure (it is important that this is promoted as a positive opportunity, and not a punishment).

In Weeks 6-8 of Term 4, all documentation, results, assessments, and Light's Retention Scale will be presented to the Learning Support Team in consultation with the principal.

If repetition is indicated, then class placement for the next year will be considered, and the classroom teacher supported at the start of the new school year by appropriate personnel.

Intervention programs will be administered and monitored regularly. A final opportunity for promotion to the next grade will be made before the end of Term 1 in the next school year if it is warranted by student progress.

If repetition is not indicated, and the student is promoted with grade peers, a similar system of intervention will be administered, to attend to the student's needs.

Written permission from the parents is required (see *Appendix M*). This must also be signed by the class teacher, team leader and, in particular, **the principal**.

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APPENDIX L

Light's Retention Scale

Name:		Date of Test:
DOB:	Current Age:	Grade:

DIRECTIONS: Read each item and circle the number following the item which best describes the student's situation. Add the circled numbers.

1	School Attendance	
	Student misses more than 25 days school in nine months	0
	Student misses 11 – 24 days of school in nine months	2
	Student misses 3 to 10 days of school in nine months	4
	Student misses 3 days of school in nine months	5
2	Intelligence	
	Student's intelligence is within the average range of ability	0
	Student's intelligence is in the lower 10 percent	4
	Student's intelligence is in the upper 10 percent	4
	Student's intelligence is in the lower 2 percent	5
	Student's intelligence is in the upper 2 percent	5
3	Present Level of Academic Achievement	
	Student is one year behind grade level in all academic areas	0
	Student is more than one year behind grade level in all academic areas	3
	Student is at grade expectancy only in reading but one year behind in other areas	3
	Student is at or above grade expectancy in reading and spelling	4
	Student is at or above grade expectancy in all academic areas	5
4	Physical Size	
	Student is much smaller than others the same age	0
	Student is only smaller than most others the same age	2
	Student is the same physical size as most others the same age	4
	Student is larger than others the same age	5
5	Student's Age	
	Student's age is in the younger half of present class	0
	Student's age is in the older half of present class	2
	Student is one year older than students in present class	4
	Student is more than one year older than students in present class	5
6	Sex of Student	
	Student is a boy in Kindergarten through to Grade 3	0
	Student is a girl in Kindergarten through to Grade 3	2
	Student is a boy in Grade 4 to high school years	4
	Student is a girl in Grade 4 to high school years	4
SUBTOTAL:		

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7	Siblings	
	Student has no siblings living in same household	0
	Student has a sibling more than three grade levels above or below present grade level	2
	Student has a sibling two grade levels above or below present grade level	3
	Student has a sibling one grade level above present grade level	4
	Student has a sibling at same or one grade level below present grade level	5
8	Previous Retention	
	Student has never been retained and started school at the expected age	0
	Student started school one year later than other children of same age	3
	Student has had one or more grade retentions	5
9	History of Learning Difficulties	
	Student has been evaluated by the school counsellor or other professional and it is clear that there are no learning disabilities	0
	The teacher feels there is no evidence of learning disability	2
	The teacher feels that the student has a mild learning disability	3
	Student has been evaluated by the school counsellor and found to have an intellectual disability	4
10	Student's Attitude About Possible Retention	
	Student requests retention to learn "what was missed"	0
	Student seems disinterested in whether retention will be recommended	3
	Student agrees to retention but requests same teacher for next year	3
	Student agrees to retention only after parental persuasion	3
	Student does not want retention but agrees that competence is below grade level	4
	Student gets upset if the subject of retention is approached	5
11	Parents' School Participation	
	Parents always attend school conferences and are actively involved in child's education	0
	Parents usually attend teacher conferences but are rarely involved in other school activities	2
	Parents attend very few teacher conferences	3
	Parents never attend teacher conferences	4
	Parents never attend teacher conferences and are hostile to the overall school program	5
12	Motivation to Complete School Tasks	
	Student spends at least 80% on task even if the work is too difficult	0
	Student works only on tasks of interest	1
	Student is disinterested in school work, but will work if encouraged	3
	Student needs one-to-one assistance to complete school work	4
	Student avoids school related tasks, even if individual assistance is offered	5

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13 History of Delinquency	
Student has no history of antisocial behaviour	0
Student has occasional difficulty following school rules	1
Student often has problems with behaviour on playground and in classroom	3
Student has a history of discipline problems, but has had no involvement with police	4
Student has a history of discipline problems, and has had involvement with police	5
SUBTOTAL:	

14 Knowledge of English Language	
Student has good communication skills using the English language	0
Student has limited use of English but is acquiring new skills quickly	2
Student is not bilingual and has poor English language skills	3
Student has poor knowledge of English and is not acquiring new skills	5

15 Present Grade Placement	
Student is in Kindergarten	0
Student is in Grade 1	1
Student is in Grade 2 or 3	2
Student is in Grades 4 to 6	4
Student is in high school	5

16 Transiency	
Student has attended one school since Kindergarten	0
Student has attended two or three schools in the past three years	3
Student has attended four to six schools in the past six years	4
Student has attended seven or more schools in the past three years	5

17 Emotional Problems	
Student does not exhibit behaviour sometimes seen in emotionally disturbed children (for example anxious, distractible, overactive, cries often, etc)	0
Student exhibits behaviour sometimes seen in emotionally disturbed children	4

18 Experiential Background	
Student's background offers almost no opportunity for social or cultural stimulation	0
Student has minimal experience with non-school related activities	3
Student has had many stimulating experiences (for example foreign travel, community groups etc)	4

19 Immature Behaviour	
Student associates with children two years or more younger than actual age	0
Student associates with children one year younger than actual age	1
Student associates with children of own age	3
Student associates with children older than own age	5

TOTAL:



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Interpretations

The following table is used to interpret the results of the sum of circled numbers.

Any time a student receives a circled number of five (5), it is likely that benefit from retention will be minimal. These scores are to be used as guidelines only and are not standardised scores.

Total Sum	Interpretation
0 – 9	Excellent retention candidate (Should have no 5's circled)
10 – 20	Good retention candidate (Should have no 5's circled)
21 – 45	Fair retention candidate (Should have no 5's circled)
46 – 63	Marginal retention candidate (Should have no 5's circled)
64 – 71	Poor retention candidate
72 – 92	Student should not be retained

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APPENDIX M

Repetition Guidelines and Parental Consent

Repetition is considered when teachers and parents:

- have been engaged in lengthy discussions regarding the student's academic and welfare concerns and where the advantages and disadvantages of repetition have been thoroughly explored;
- are convinced that this strategy will be of benefit to the student.

Repetition is considered when students are:

- underachieving in their year group due to maturity factors, illness, significant absences or events that have heavily impacted on their learning;
- assessed as not experiencing significant learning difficulties;
- of an appropriate age;
- not going to be adversely affected socially or emotionally through the decision to repeat.

The parent has the final decision.

Repetition Consent

I have discussed the issues regarding the repetition of my child _____ of class _____ with the class teacher and stage team leader. I consent to my child repeating Year ____ in 20____.	
_____ Signature of Parent/Guardian	_____ Date

The school agrees/disagrees with the parent/guardian's decision to repeat _____ for the following reason/s: <ul style="list-style-type: none">• [Enter reason]• [Enter reason]		
_____ Signature of Class Teacher Date: _____	_____ Signature of Team Leader Date: _____	_____ Signature of Principal Date: _____