



GREEN VALLEY PUBLIC SCHOOL

REPETITION POLICY

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 students, however, have indicated that there are often numerous negative side effects of repetition. Where positive effects have been evident, these have been shown to diminish over time. This is especially evident when repetition itself is considered the remedy, 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.

Throughout the school year, it is our duty as teachers to closely monitor our students' progress to provide them with the best possible available resources and programs of work most suited to their needs. Consideration must 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. A child who's potential for academic achievement is not being used.
2. Late birthdate, with the child possibly being less capable verbally and less mature than other children.
3. Children who display emotional and/or social immaturity.

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
- personalised learning and support plans (PLaSP)
- access requests for additional resources and programs

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 work.
3. Assessment of students' maturity and academic achievement must be carefully made using objective evaluation and appropriate personnel.



GREEN VALLEY PUBLIC SCHOOL

REPETITION POLICY

4. 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.
5. The deciding factor must, as always, be whether such a step is going to benefit the child.
6. Before a final decision is made, the impact of the repetition on the student's eligibility for support programs, such as Learning Support, should be identified and discussed with the parents.
7. All special programs the child has been offered should be noted in the Referral Form for discussion, e.g. Learning Support, PLaSPs, etc.
8. Referrals for placement in Special Education classes will follow normal procedures.
9. NO child will be repeated without **the full agreement of the parents and the principal**.
10. 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

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:

1. Inform and consult with the team leader
2. Discuss concerns with parents and/or carers
3. Complete a referral to the Learning and Support team (LST) and Light's Retention scale
4. Teacher meets with LST, which includes the school principal, school counsellor and other specialist teachers
5. School counsellor: may conduct appropriate testing.
6. Repetition meeting: teacher, team leader, school counsellor, principal to meet to discuss the possibility of repetition.
7. Meeting with parents, teacher, team leader, school counsellor and principal (if repetition is recommended) preferably early term 4 (if appropriate).
8. Monitoring of student's progress continues through the term.
9. Final meeting with parents in late November.
10. Decision of parents and principal recorded on the letter included with this policy.
11. Team leader arranges appropriate placement for the follow year.



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:		



Light's Retention Scale

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



Light's Retention Scale

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	3
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:	



Light's Retention Scale

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 circled)
10 – 20	Good retention candidate (Should have no 5 circled)
21 – 45	Fair retention candidate (Should have no 5 circled)
46 – 63	Marginal retention candidate (Should have no 5 circled)
64 – 71	Poor retention candidate
72 – 92	Student should not be retained



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REPETITION POLICY

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.

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: _____