



CLEMTON PARK PUBLIC SCHOOL

Pursuing Excellence

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PRINCIPAL: Angelica Lapi

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.

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. 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.

It should be noted that: -

- a) Repetition of students should occur in the earliest grade level possible, once the appropriate assessments have been made.
- b) Research literature shows that few children benefit from repetition, particularly when subjected to the same course of work.
- c) Assessment of students' maturity and academic achievement must be carefully made through the use of objective evaluation and appropriate personnel.
- d) No decisions concerning the repetition of students are to be made before the details are discussed with the child's former teachers, Supervisors, School Counsellor, Deputy Principal, Principal and Parents.
- e) The deciding factor must, as always, be whether such a step is going to benefit the child.
- f) All special programs the child has been offered should be noted in the Referral Form for discussion, e.g. Macquarie Reading, Reading Recovery, Intensive Reading etc.
- g) Referrals for placement in Special Education classes will follow normal procedures.
- h) NO child will be repeated without the full agreement of the parents and of the Principal.

REPETITION PROCEDURES.

1. Teacher discusses student with supervisor.
2. Teacher completes LST and Repetition form referral form and Light's Retention scale.
3. Teacher submits to **LST**
4. **Counsellor**: Appropriate testing conducted.
5. **Repetition Committee Meeting**: Teacher, Supervisor, Counsellor and Principal. Child's previous teachers to be asked for comments.
6. **Learning Support Coordinator** in conjunction with **Counsellor** report and action plan developed for the teacher and student.
7. Meeting with parents (if repetition is warranted)....preferably in Semester 2. Class teacher to keep supervisor and Learning Support Coordinator informed
8. Monitoring student's progress.
9. Final meeting with parents to discuss outcome.
10. Learning Support Coordinator r handles appropriate placement for ensuing year.

REPETITION COMMITTEE:

Principal	Class Teacher School	LST Coordinator
Appropriate Supervisor	Counsellor	

Please Note:

If it is the opinion of the Repetition Committee that if repetition is warranted then such a suggestion is to be made to parents during an interview during Semester 2. Tact and diplomacy will be needed to ascertain the parents' reactions to such a proposition. We can never be certain that we have made the correct decision. Research articles are available from the School Counsellor.

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

REPETITION REFERRAL FORM.

1. Name of child _____ 2. Class _____

3. D.O.B. _____

4. (a) Class Teacher's Reasons for Referral.

(b) Specific comments on: -

[1] Reading/Language Development

[2] Numeracy

[3] Social/Emotional Adjustment

(c) Intervention attempted to date: _____

5. Discussion with Supervisor.

Supervisor's comments and action plan.

6. Counsellor's Report and Recommendation. (see attached documentation)

7. LST Recommendation

8. Meeting of Committee:

[i] Date: _____

[ii] Recommendation:

8. Meetings with Parents: Date: _____

9. Parents decision, in writing. (see attached sheet)

