

Promotion and Retention of Students Policy

Rationale:

At Narre Warren South P-12 College all students should have access to challenging, purposeful and comprehensive learning experiences. Our College has the responsibility of ensuring that students are constantly improving upon their learning achievements. For sound psychological and social reasons, students should be regularly promoted with their peer group. However, in some instances it may be recommended that a student would benefit by repeating a year of schooling, a particular course or a particular subject. This policy outlines the process that needs to be followed when making this very important decision.

Aims:

The Promotion and Retention Policy aims to ensure:

- The most well informed decision is made in the best interests of the student between teachers, parents/guardians and when appropriate the student.
- A consistent decision making process is undertaken across the College with regard to promotion and retention.
- Access to a comprehensive challenging curriculum is provided to all students
- The College will ensure that students and parents/guardians are fully advised of courses/subjects available, and those for which the student appears to be best suited.

Implementation:

- The final decision with regard to retention/promotion rests with the parents/guardians of the student.
- In most cases a decision in regard to retention/ promotion of a student would not be finalised until towards the end of the school year or a course of study.

The following procedure is to be used when considering issues related to promotion/retention.

N.B: Steps 1 to 3 need to be undertaken before any discussion about retention/promotion occurs with the parent/guardians.

1. Consider how repeating/promoting will benefit the student
2. The teacher needs to read the information provided in Appendix A and then complete the checklist 'Retention or Not' (See Appendix B).
3. The teacher meets with the Early/Middle/Later Years Coordinator, Assistant Principal or Principal to discuss the child. Each factor needs to be discussed fully and an agreed upon recommendation needs to be decided upon (See Appendix A).
4. The teacher meets with the parents/guardians to present the agreed upon recommendation.
5. The parent/guardian makes a decision based upon the recommendation.

EVALUATION

- This policy will be reviewed as part of the school's four year review cycle.

This policy was ratified by School Council on:



APPENDIX A

TO REPEAT – OR NOT!

During Term 4 teachers will be contemplating upcoming grade placement for pupils in the following year. Some children will be considered for in-grade repetition. It is essential that each child be evaluated independently and that the following factors are regarded fully by teachers and parent/guardians.

a. FACTORS RELATING TO THE CHILD

a. *Physical Size*

If a child differs greatly in size from their peers, additional problems may occur i.e. bullying, poor concept of self.

b. *Physical Disabilities*

Consider vision difficulties, hearing loss, speech problems which may affect learning.

c. *Academic Potential*

Has the child the ability to achieve at a higher level? Is their lack of progress due to a temporary situation which would be resolved by retention?

d. *Maturity Level – Social*

Does the child exhibit immature patterns of behaviour eg. thumb sucking, inability to concentrate more than a few minutes, plays with younger children or alone, inability to take turns.

e. *Maturity Level – Neurological*

Immature behaviour here could include:

- High levels of inactivity
- Gross and fine motor co-ordination difficulties
- Language difficulties
- Distractibility
- Lack of establishment of handedness

f. *Child's Concept of Self*

Knowledge of the child is essential – will retention reinforce an already poor concept of self or will it foster his/her achievement and enhance his/her concept of self?

g. *Chronological Age*

This should be considered in conjunction with the previously mentioned maturity levels.

h. *Nature of the Problem*

Retention should not be considered if the primary concern relates to behavioural or emotional problems.

i. *Child's Attitude*

For some students with a vulnerable self esteem, the thought of not being promoted with peers can have a detrimental effect on their achievement. Such an impact needs to be given consideration with regard to retention.

j. *Geographical Moves*

Geographical moves should not be considered in isolation.

k. *Home Language*

Other program alternatives need to be considered to support students from non-English speaking backgrounds before considering retention/promotion.

l. *Siblings*

Siblings need to be taken into consideration, particularly if the student will be placed in the same grade level as a sibling.

m. *Chronic Absenteeism*

Absenteeism is not a reason for retention.



LEARNING & TEACHING CONSIDERATIONS:

1. *Classroom Factors*

- What options can the College provide?
 - straight class
 - composite class
 - open plan
 - multi-age

Is the option conducive for/against retention?

2. *Historical Factors*

- What additional help has been offered to date?
- Has there been consistency of teachers and teaching?

3. *Timing of Repetition*

- Most research indicates that it is preferable for retention to occur in the earliest years of schooling i.e. prior to Grade 3.

4. *Support*

- A child repeating a class may need services over and above the regular classroom program. Can the teacher gain support? Have these areas been accessed?
- Has referral for assessment been obtained?
 - within the College
 - outside the College

5. *Previous Retention*

- If one retention, either at pre-school or school has not been successful, it is highly unlikely that a second retention would be successful.



APPENDIX B

RETENTION OR PROMOTION

CHECKLIST

NAME _____ GRADE _____

Factors	For Retention	Against Retention	Undecided	Not Applicable
a. Physical Size				
b. Physical Disabilities				
c. Academic Potential				
d. Maturity Level - Social				
e. Maturity Level – Neurological				
f. Child’s Concept of Self				
g. Chronological Age				
h. Nature of Problem				
i. Child’s Attitude				
j. Geographical Moves				

Factors	For Retention	Against Retention	Undecided	Not Applicable
k. Home Language				
l. Siblings				
m. Chronic Absenteeism				
1. Classroom Factors				
2. Historical Factors				
3. Timing				
4. Support Available				
5. Previous Retention				

