

RETENTION POLICY

RATIONALE

When a child is having difficulties, socially, emotionally or academically, an option may be for the child to repeat a grade.

While Retention will be considered on a case by case basis, research has found that retention has a negative effect on student learning whereas there are more positive effects in the long term for students who are promoted than for retained students. (Hattie, 2009)

BROAD GUIDELINES

- To ensure the child's best interests and their future education is considered
- To seek input and direction from the staff and parents to make the decision
- To ensure that the decision is made with well-informed discussions

IMPLEMENTATION

- Prep teachers will communicate closely with kindergarten teachers to discuss each child's readiness for school. As Prep is seen as a preparatory year it is not unusual for a student to repeat this year. Some children can take 12 months to settle into the school routine. It is important for children to be allowed this settling in period before consideration is given to retention
- A Program Support Group comprising the school Principal, Student Services Leader, Classroom Teacher(s) and Parents will be established when retention is being considered. (refer also to Student Wellbeing Policy)
- Consideration will be given to all the implications for a student repeating a grade
- Repetition will be considered when several of the following conditions are present:
- Requested by the parents.
- Requested by the class teacher.
- The child is experiencing difficulties because they -
 - Are very young
 - Are Immature
 - A student is 12 months or more below the expected level
 - Have suffered trauma or a long term illness
 - Have had a long term absence (e.g. overseas holidays, etc...)
- Before a final recommendation is made for retention the Principal and Student Services Leader will provide the family with documented reasons for their decision together with up to date research on the impact of retention.
- All students at Thomastown West PS who are experiencing difficulties with any aspects of their learning will be supported through the school's intervention programs.

EVALUATION

This policy shall be reviewed as part of the three year policy review cycle and/or in response to DEECD policies and guidelines.

REFERENCES

Hattie, John .A.C (2009), *Visible Learning, A Synthesis of Over 800 Meta-Analyses Relating To Achievement*, Madeson Avenue, New York: Routledge
Romanes, D & Hunter, J (2015), *Grade Repetition: there are better ways to move kids forward than by holding them back*, Grattan Institute.