



## **Policy for Students Under Consideration of Being Repeated or Accelerated**

At Bethania Lutheran School we consider the repeating or acceleration of a child to be a very serious matter requiring adequate evidence and a great deal of thought and consideration.

Students may be identified for eligibility to be repeated or accelerated by a Classroom Teacher, Learning Enrichment Teacher or the parent.

Evidence for the need for this course of action will need to be demonstrated and documented through class assessments and formal testing. Some psychological profiling and/or advice may also be required. Evidence must also be provided that repeating or acceleration will directly benefit the child either academically or socially. Children with learning disabilities should generally be discouraged from repeating unless some obvious social benefit is evident. Generally, repeating will be a last course of action and needs to be guaranteed to improve either the social or academic standing of the child within the class.

If repeating or acceleration is being considered, the following actions should be taken:

- It is anticipated that teachers will have discussed the student's areas of concern with parents at the end of Term 2 interview or during early Term 3. Repeating or acceleration should not be raised at this stage until the following meeting has taken place.
- A meeting is to be arranged between the Class Teacher, Learning Support Teacher and Deputy Principal. This group will make a decision as to whether to recommend repeating or acceleration and arrange for meetings with the parents as appropriate.
- A meeting is arranged with parent/s, class teacher, Learning Support Teacher and/or Deputy Principal. At this meeting the evidence collected by the school and the possibility to either repeat or accelerate the student is discussed. Whilst the school can make recommendations the final responsibility for this decision is with the parent.
- Once a decision has been reached by the parent, this will be communicated to the Principal.