

## Purpose

The MACS Student Retention Policy ensures that a consistent approach is taken across all MACS schools in decisions made regarding the determination for a student to repeat a year of study. This policy sets out the principles and processes to be followed when considering a retention learning plan for an individual student. To ensure the equity and excellence goals of *The Alice Springs (Mparntwe) Education Declaration (2019)* are met, students must have access to appropriate opportunities to flourish in pursuit of excellence. In rare instances, this may mean a decision is made for a student to repeat a year level. Retention should only be considered in exceptional circumstances where there is strong evidence that it is in the best interests of the student.

## Scope

This policy applies to all students at MACS schools.

This policy applies to students who are being considered for year level retention.

This policy acknowledges that all students are different and that for a very small number of students, curriculum differentiation may require repetition of a year of study to meet their individual needs.

## Rationale

Students who are identified as being at risk of not progressing academically will require a Personalised Learning Plan that sets out appropriate interventions that can be provided to support them. Inclusive education requires all students, including those who are at risk, to have access to a curriculum that encourages high expectations. To achieve this, students at risk require specific and targeted interventions based on a detailed diagnostic evaluation to identify exactly what their needs are. A range of interventions responding to individual learning needs, strengths, talents and interests should be considered to best meet the needs of each student.

The practice of repeating early years of schooling while supported historically in some Australian schools is not evidenced in the broader research where retention has been conclusively argued as being ineffective (Anderson 2012, 2015). Educational practice founded on the research base is generally opposed to year level retention with a preference for improved student differentiation within an inclusive school curriculum.

For students who are at risk, educational practice at MACS promotes the progression of students with their age peers in favour of retention. Appropriate and targeted intervention is considered the best strategy to ensure quality inclusive learning. Consideration of retaining a student for a year should only be considered in exceptional circumstances and will require confirmation by the regional general manager.

## Definitions

### Exception

There are some exceptions which allow students to enrol with agreement by the principal. A student who falls within an exception automatically meets the age eligibility requirements to apply to enrol at a MACS school.

### **Exemption**

A student who does not fall within an exception is required to apply for special consideration. Exemptions from the minimum and maximum age requirements are rare, rather than being considered acceptable practice.

### **Late entry**

Late entry refers to commencing school one year later than expected, according to chronological age.

### **Parent**

'Parent' is used as a reference to a parent, guardian or carer.

### **Year level repetition or retention**

Year level repetition or retention refers to the repeating of the last year of schooling in which a student was enrolled.

## **Principles**

Year-level retention aims to redress concerns that students are unlikely to make successful progress in the next school year due to their low performance (Rathmann et al. 2020). Retention usually means a change in the learning environment with new classmates who are younger.

Research uniformly concludes that year-level retention is not an effective intervention for supporting students with lower academic achievement or ensuring their socioemotional wellbeing (Romanes & Hunter 2015). Retention is perceived as a critical event in a student's schooling that may trigger profound emotions and stress and affect student wellbeing. In most research studies, retention has been linked to a decline in motivation and found to be an ineffective intervention for later achievement and success.

In Victoria, compulsory schooling is from 6 to 17 years of age, with primary schools catering for students aged 5–12 years and secondary schools catering for students aged 13–18 years. In certain circumstances, some exceptions or exemptions may be granted to this age restriction. Exceptions include the enrolment of students aged 19–20 years where they are completing an approved course of study, e.g. VCE over four years rather than two years to accommodate a disability.

Exceptions include 18-year-old students changing schools in Year 12 to accommodate subject selection options or family relocation. See the MACS Retention Guidelines for the full range of available exceptions.

Exemptions may be granted in exceptional circumstances to individual students following application via the principal to the regional general manager.

A student can only repeat one year level, e.g. a student that repeats a four-year-old kindergarten year will be deemed to have already been retained. Maximum age requirements will also need to be considered, e.g. a student aged 13 years and over must be enrolled in a secondary school.

The MACS Student Retention Policy is underpinned by the *Disability Discrimination Act 1992* (Cth) (DDA) and the associated [Disability Standards for Education 2005](#) (Cth).

## Procedures

The MACS Student Retention Policy supports the Catholic faith by celebrating each student's uniqueness and embracing all students as respected and valued members of the learning community. The policy acknowledges that local pastoral discretion at the school level is an important element of decision-making in regard to student retention.

### 1. Establishment of review committee

- 1.1. Schools should establish a committee to review all applications for year-level retention.
- 1.2. It is suggested the committee consist of at least three people, including the principal and the Learning Diversity leader.
- 1.3. Detailed minutes of all meetings should be kept, ensuring transparency of process.
- 1.4. The school may develop its own year-level retention policy, to suit their local environment and context, and any cultural and socioeconomic issues.

### 2. Review of issues underpinning the request

- 2.1. A detailed review of the issues surrounding the request for retention must be undertaken by the school.
- 2.2. Evidence is to be provided of student's ability and diverse learning needs in one or more curriculum areas.
- 2.3. Additional formal assessments are to be sought if appropriate.
- 2.4. For late entry, students must meet the Victorian Registration and Qualifications Authority [Guidelines to the Minimum Standards and Requirements for School Registration](#).

### 3. School decision-making

- 3.1. Parents/guardians/carers should be considered as partners during the process.
- 3.2. Where appropriate the student themselves should be involved in the decision-making process.
- 3.3. Consideration must be given to any social or emotional effects and cultural needs that may transpire as an outcome of the decision.
- 3.4. The principal, having considered fully the views of all stakeholders and the best interests of the student and school community, will make a recommendation for retention to the regional general manager where this is considered in the best interests of the student.
- 3.5. All applications must be endorsed and submitted to the regional general manager on application for repeating a year level by the principal in partnership with the family.

### 4. Regional office decision-making

- 4.1. A committee will be formed, chaired by the regional general manager or delegate to review all minimum age exemption, maximum age exemption and retention applications.
- 4.2. Each committee must encompass expertise required to make an informed decision, e.g. a psychologist, Learning Diversity consultant, Wellbeing consultant and regional leadership consultant/regional general manager as core members.

- 4.3. Additional members should be involved to consider applications on cultural grounds, e.g. a learning consultants – new arrivals/refugees, or education officers – Aboriginal and Torres Strait Islanders, as applicable.
- 4.4. A rationale for the final decision must be provided on application for repeating a year level submitted by the principal and the outcome will be returned to the school by the regional general manager.

## 5. Confirming decisions

- 5.1. Parents/guardians/carers will be advised formally of the decision by the principal, through completion of application for repeating a year level.
- 5.2. Parents/guardians/carers are required to sign a consent form to confirm the proposed year-level retention where this is the final outcome.

## 6. Right of challenge of a decision

- 6.1. Parents/guardians/carers should initially be referred to the principal if they disagree with a decision.
- 6.2. Confidentiality, protection of privacy, respect, access, dignity and impartiality should form the basis of any complainant's resolution process.
- 6.3. If unresolved, the parents/guardians/carers should be referred to the MACS complaints resolution process.

## Templates

Student Retention Template: Application for Repeating a Year Level

## Further Reading

[Horizons of Hope Foundation Statement: Learning Diversity in a Catholic School](#)

### Legislation and regulations

[Disability Discrimination Act 1992 \(Cth\)](#)

[Disability Standards for Education 2005 \(Cth\)](#)

[The Alice Springs \(Mparntwe\) Education Declaration 2019](#)

### External websites

[Evidence for Learning – the Teaching and Learning Toolkit](#)

[Victorian Curriculum and Assessment Authority \(VCAA\) – Diversity of Learners](#)

[Victorian Department of Education and Training](#)

## References

Anderson, R 2015, 'Grade repetition risk for boys in early schooling in Queensland, Australia', *Australasian Journal of Early Childhood*, 40 (4), 87–95.

Anderson, R 2012, 'Indigenous students' increasing risk of grade repetition in early schooling', *The Australian Journal of Indigenous Education*, 41 (02), 196–207.

Rathmann, K, Loter, K & Vockert, T 2020, 'Critical events throughout the educational career: The effect of grade retention and repetition on school-aged children's well-being', *International Journal of Environmental Research and Public Health*, 17 (11), 4012.

Romanes, D & Hunter, J 2015, 'Grade repetition: there are better ways to move kids forward than by holding them back', *The Conversation*, 21 September, accessed 18 November 2020  
<https://theconversation.com/grade-repetition-there-are-better-ways-to-move-kids-forward-than-by-holding-them-back-47269>.