Culture Change: The Journey of Calwell Primary School

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Calwell Primary School

- Current enrolment is 377 students.
- 16 classes in the school, all classes except Kindergarten are multi-age
- There are 45 students (12%) who are from Non English Speaking Backgrounds
- 7 indigenous students (2%)
- 4 students receive support through the Integration Support Program
- 2 students receive Hearing Impairment support
- Currently, 2 students receive support through the Student Management Support Section
- The school staff comprises 24 teaching staff including a Principal, Deputy Principal, two Executive teachers, 16 level 1 classroom teachers and specialist teacher librarian, ESL learner assistance and Indonesian LOTE teachers. There are 6 administrative staff.
Contents

- The driving force – why use RP’s at Calwell?
- How do we go about building social capital?
- Intensive and Targeted Practices
- Universal Programs
- Implementing RP at Calwell
- Celebrating our success
The Driving Force

- Work undertaken on developing the school as a Professional Learning Community with Joan Dalton highlights a need to focus on developing and strengthening relationships between students, staff, parents and wider community.

- Approach and strategies being used to manage students exhibiting repeated challenging behaviours not seen as effective.
Relational Pyramid: Building Social Capital

Intensive Practices, Formal conferencing, classroom conferences

Targeted practices, eg, Relational questions, problem solving circles, special programs, Parent nights, peer mediation, Values Education

Universal Programs for the whole school, Circle Time, Values Education, Calwell Values CARES, special assemblies, Wakakirri, SRC, Skipping Team, K-6 buddy groups, Indonesian Dance, sports leaders, whole school carnivals, class meetings, SWARV, Band, mediators, etc.

Strengthening and re-affirming relationships through promoting social and emotional growth.

Repairing Relationships

Rebuilding Relationships

Small proportion of school population

Whole school

Source: Morrison (2005): Building Safe and Healthy School Communities IIRP conference
Intensive Practices: Formal Conferencing

What?
- Intensive preparation
- Impartial facilitator
- Formal Script
- Involvement of all key stakeholders

Why?
- Re-entry following suspension
- Major incidents and re-offenders
Targeted Practices: problem solving circles

What?
- Preparation
- Large group involved
- Formal script

Why?
- Collective harm
- Agreement to move forward
## Targeted Practices: questioning

Adversarial Systems ask the following 3 Questions:

1. What rule has been broken?
2. Who is to blame?
3. What punishment or sanction is required?

**Central Focus:** Against the State, Blame and Punishment.

Relational Systems ask a different set of Questions:

1. What happened?
2. Who has been harmed or affected?
3. What needs to happen to repair the harm?

**Central focus:** Relationships: repairing harm, offender responsibility for repairing harm and strengthening relationships

Adapted from Zehr, H (2003)
Staff Circle Time

Gathering Mixer Content Energiser Check Out

FUN MORAL BOOSTING

BUILDs RELATIONSHIPS SHARING IDEAS
How did these changes come about?

Let us walk you through the implementation process at Calwell
Layer 1
Establish Leadership commitment to RP:
- Identify reasons for taking on RP; determine benefits for staff, students and community.
- Determine what is needed to get started.
Develop/enhance a school focus on relationships and connectedness.

Layer 2
Develop localized expertise and support network:
- Identify teachers that are willing to develop a high level of expertise and experiment with practices.
- Develop some internal success with different practices.
Access support from outside the school, eg, DET.

Layer 3
Develop density of quality restorative practice in the school:
- Plan for the widespread implementation of certain practices and principles in the school.
Set up mechanisms for ensuring the fidelity and inclusivity of practices.

Layer 4
Plan for sustainability:
- Involve and inform the school community.
- Achieve congruence between policy and practice.
Collect evidence to assess the benefits and inform further planning.

Ongoing leadership activities to promote connectedness, guide the change process and maintenance of school commitment to Restorative Practices.

PLT, including outside support people, aimed at building capacity within the school; team mentor other staff and assisting in deliver Professional Learning.

Ongoing Professional Learning Program

Embed RP in school culture
1. Establish Leadership Commitment

- Leadership team exploring the Restorative approach
- Training executive staff - Peta Blood
- Trial use of formal conferencing
- Commence buy-in of other staff
- Gauge community and staff support
I believe that Restorative Practices is an effective way of managing challenging behaviour.

I think that managing harm in a restorative way can lessen the likelihood of re-offending.

Data taken from Calwell PS Teacher Survey 2005, conducted by Terri Mountford
Dealing with Challenging Behaviour: Parent’s 1st ranked strategies

- Loss of privileges: 8
- Exclusion from events: 5
- Discussion with teacher: 20
- Playgroup withdrawal: 6
- Parent contact & follow up: 18
- Punishment: 3
- Act of reparation: 4
- Meeting of those involved: 30
- In-school community service: 0
- Social skills group: 2

respondents
2. Develop localized expertise and support network

- Identify and train key teachers
- Trial and use relational questions
- Establish implementation team
- Access outside support/networks/cluster links
- Continue the use of formal conferences
3. Develop density of quality Restorative Practice

- Whole staff commitment and professional learning:
  - Restorative Practice
  - Circle Time
  - Emotional Literacy
- Cluster projects developed – Restorative Practices Project and Values and Emotional Literacies Project
- Sharing practice
- Changing and aligning student management practices
- Immediate follow-up and support
The Projects In Detail

VELS Project
Goals:
• Develop a shared set of educational values for the Calwell community
• Develop K-10 emotional literacy curriculum
• Develop community partnerships

RP Project
Goals:
• Implement and sustain consistent procedures across cluster
• Collect evidence
• Present professional learning across cluster
• Write policy documents

Funded through grants
5 representatives – 1 from each school
Collaborative effort from all staff
4. Plan for Sustainability

- Involving and informing parents
- Collecting evidence of success and to inform further planning
- Re-writing policy with cluster focus
- Continue making connections with other initiatives and programs
Our achievements to date
Student Attitudinal Survey

Year 6 Student Survey Comparison

Survey Questions

- I feel safe in class
- I feel safe in the playground
- I feel I am treated fairly in this school
- I know that a teacher will help me if I have a problem
- I get along well with adults in this school
- I get along well with other students in this school

Number of students who usually and always feel that way

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<th>2006</th>
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Student Management Data

Total Playground Referrals - Comparison 2005-06

- Non Compliance
- Verbal Abuse
- Physical Abuse
- Misuse of property
- Sexual Harassment
- Bullying
- Threatening Beh
- Task Avoidance
- Vandalism
- Stealing
- Drug / Alco
- Truancy

<table>
<thead>
<tr>
<th>Type of Incident</th>
<th>Number of Incidents</th>
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<td>Non Compliance</td>
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At a glance

- Whole school commitment
- All staff trained
- Shared vision of all Cluster schools
- Community support
- Infiltrating curriculum and school programs (peer mediators, parent information evenings, K-6 groups, assemblies, staff meetings etc)
- Policy documents aligned
- Network established
- Evidence of culture change
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