



# 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.

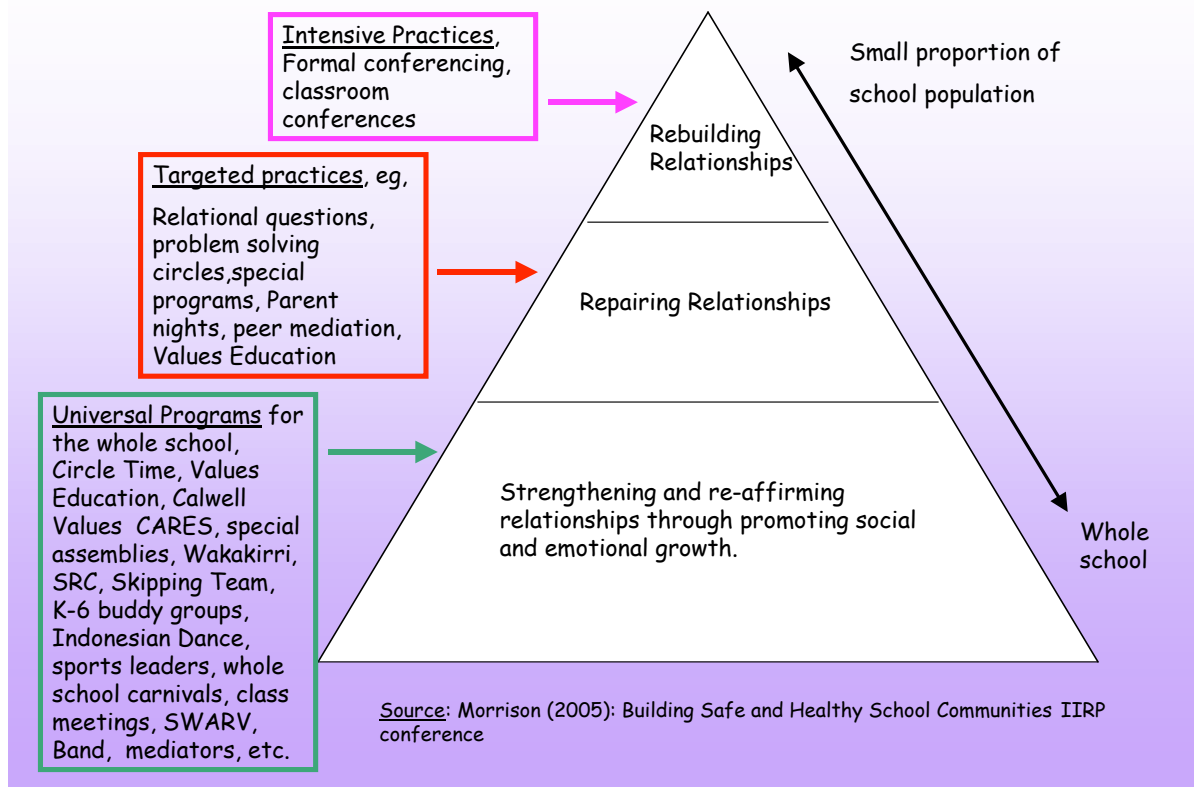
# Contents

- 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

## What?

- Intensive preparation
- Impartial facilitator
- Formal Script
- Involvement of all key stake holders

## 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***



# Staff Circle Time



- Gathering
- Mixer
- Content
- Energiser
- Check Out

**How did these changes  
come about?**

**Let us walk you through the  
implementation process at  
Calwell**

# A Four-Layer Process to Implementing Restorative Practices

T.Mountford 8/05

**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.

**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 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 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.

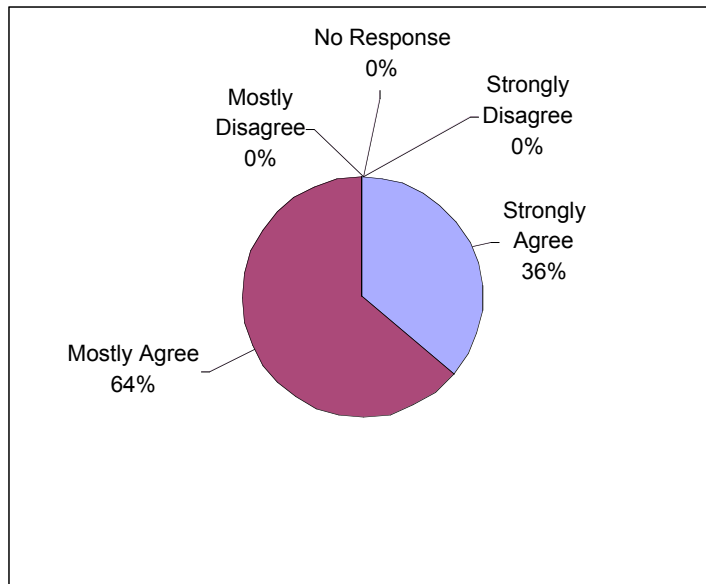
Timeline

# 1. Establish Leadership Commitment

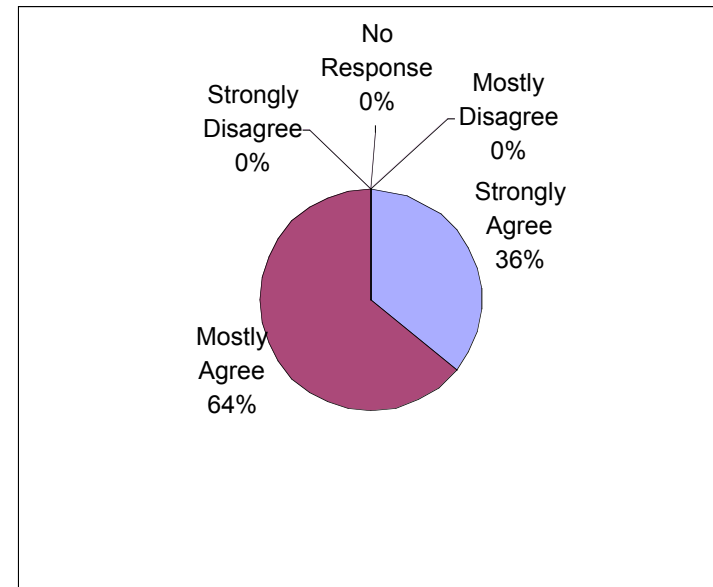
- Leadership team exploring the Restorative approach
- Training executive staff - Peta Blood
- Trial use of formal conferencing
- Commence buy-in of other staff
- Gauge community and staff support

# Teacher Survey Data

I believe that Restorative Practices is an effective way of managing challenging behaviour.



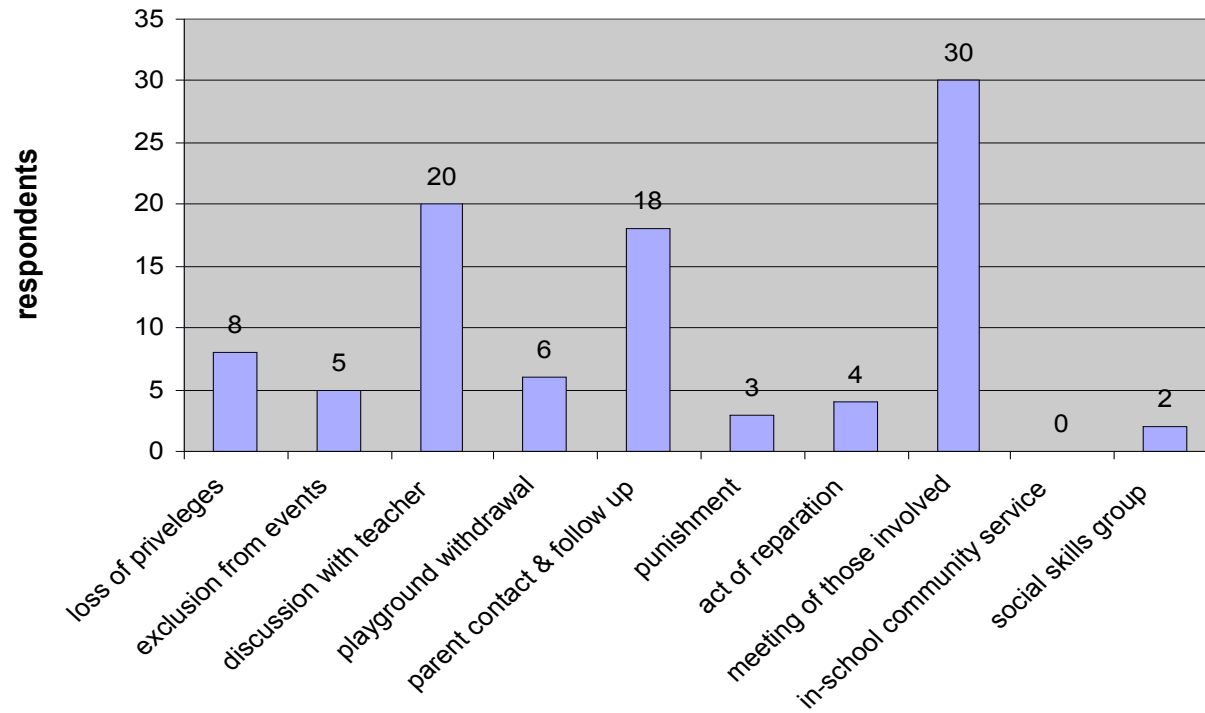
I think that managing harm in a restorative way can lessen the likelihood of re-offending.



Data taken from Calwell PS Teacher Survey 2005, conducted by Terri Mountford

# Parent Attitudinal Survey

Dealing with Challenging Behaviour: Parent's 1st ranked strategies



## 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

Funded through grants

5 representatives  
– 1 from each school

Collaborative effort from all staff

## RP Project

### Goals:

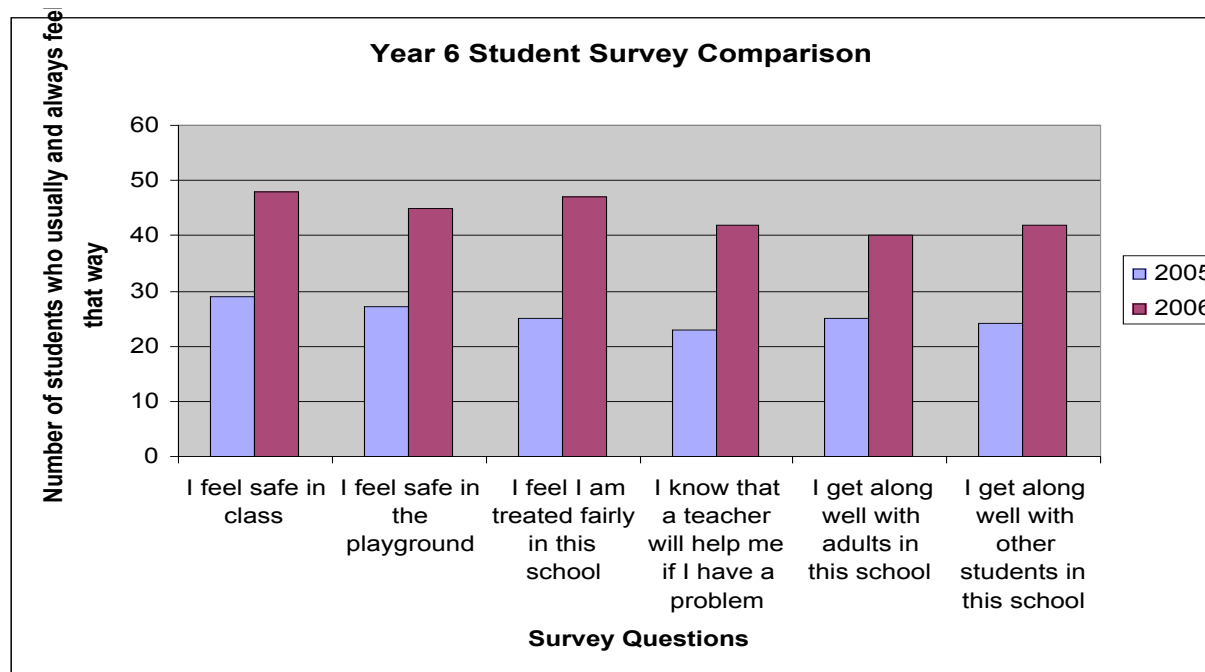
- Implement and sustain consistent procedures across cluster
- Collect evidence
- Present professional learning across cluster
- Write policy documents

## 4. Plan for Sustainability

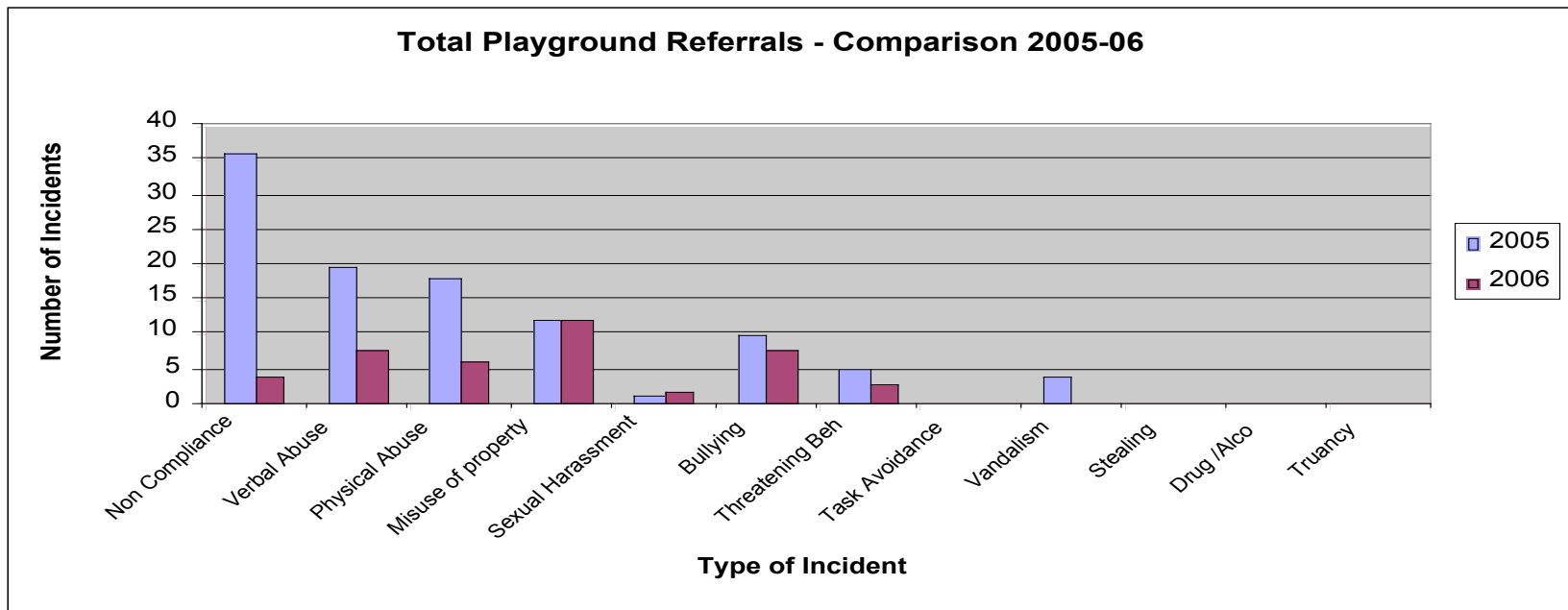
- Involving and informing parents
- Collecting evidence of success and to inform further planning
- Re-writing policy with cluster focus
- Continue making connections with other initiatives and programs

**Our achievements to date**

# Student Attitudinal Survey



# Student Management Data



# 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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