Riverbank Public School P&C Meeting

Minutes of Meeting held Wednesday 22nd July 2015 @ 7pm – School Library

Meeting Opened 7pm

Attendance – Jeanie Brown, Lesley Parsons, Kristy McGuiness, Rachel Scott, Darshan Lal, Carrie Partridge, Joanne Ellingham, Muriel Mastroipporto, Sarbjeet Kaur Dhillon, Moikeln Kulh, Sheena Dbdulichader, Lyn Doppler

Apologies – Eric Quan, Belinda Turkmani, Karen Mitchell, Pamela Smith, Rhiannon Smith, Cindy Wright, Jian Li, John Smith, Balwinder Kaur, Kate Mcpherson, Jo-Anne Debrincat, Patricia Corborna

1. Welcome and Formal Opening of Meeting.
   • Lesley Parsons welcomes parents, citizens and school executives
   • Lesley Parsons acknowledges the Dharruk people of this land
   • Lesley welcome’s special guest speaker Lyn Doppler
   • Minutes of last meeting were uploaded onto the Website on 18.7.2015.

2. President’s Report
   • All insurances are due 31st July. All have been paid. Originally insured for $20 million Public Liability and has now been increased to $50 Million at no extra cost. We have changed the standard of insurance this year to meet growing demands. Cost $1251.00
   • The Disco was a complete success. There was lots of lovely feedback from Parents and Teachers. Well done to all that were involved. Total Money raised $2670.90. This includes disco tickets and sales of food and glow sticks on the night.
   • OOSH Movie night BBQ will now be run by Lesley Parsons, Steve McGuiness and Kristy McGuiness. Any other volunteers are welcome.
   • Total amount in Bank as @ 22 July 2005 is $16 311.36
   • Students requested another Disco night in term 4. Unable to vote as not enough Financial Members at meeting.
   • Father’s Day stall gifts have been purchased @ a cost of $1300. Approx. 400 gifts purchased for 370 students. Flyers will be sent out in August. There will also be a Father’s Day Raffle.

Hand over to Lyn Doppler for her talk on Riverbanks Restorative Practices. Please see information below.
Restorative Practices

Restorative Practices form the relational basis for Quality Teaching and Learning at Riverbank Public School. Our Restorative practice framework, because of its explicit nature, offers a common language and practice capable of fostering healthy relationships.

Student achievement is enhanced through Restorative values being embedded as a way of being and learning together. Our approach fosters individual responsibility and helps develop empathy. Inappropriate behaviour or choices and mistakes can be viewed as an opportunity for insight, learning and development in both the academic and social domains.

The explicit framework is inextricably linked to the Quality Teaching Framework and includes the following sets of questions to be asked by children, teachers and parents.

<table>
<thead>
<tr>
<th>When Things Go Wrong</th>
<th>When Someone Has Been Hurt</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened?</td>
<td>What did you think when you realised what happened?</td>
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<tr>
<td>What were you thinking of at the time?</td>
<td>What impact has this incident had on you and others?</td>
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<td>What have you thought about since?</td>
<td>What has been the hardest thing for you?</td>
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<tr>
<td>Who has been affected by what you have done? In what way?</td>
<td>What do think needs to happen to make things right?</td>
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<tr>
<td>What do you think you may do to make things right?</td>
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The process is empowering as it takes people from the past to the present and gives them hope for the future. It empowers them to make things right and heal any harm that has been done.

A restorative classroom setting is one that values dialogue through an inclusive approach where everyone expects to be heard and through this participatory process students develop the capacity to learn that emotions are an important and legitimate expression of healthy dialogue. This process helps students to deal with conflict, tensions and difference in respectful ways that engender trust and foster healthy relationships.
<table>
<thead>
<tr>
<th><strong>Restorative Framework</strong></th>
<th><strong>Quality Teaching Framework</strong></th>
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</thead>
<tbody>
<tr>
<td>Explicit framework for dialogue &amp; reflection</td>
<td>Explicit framework for dialogue &amp; reflection</td>
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<tr>
<td>Consistency of teacher judgment</td>
<td>Consistency of teacher judgment</td>
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<tr>
<td>Scaffolding-visuals &amp; a range of restorative</td>
<td>Scaffolding-visuals &amp; patterns on which to hang</td>
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<tr>
<td>interactions along a continuum</td>
<td>learning</td>
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<tr>
<td>Values</td>
<td>Values</td>
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<tr>
<td>Develop empathy</td>
<td>Problematic understanding</td>
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<tr>
<td>Listening, explicit thought and deep understanding</td>
<td>Substantive conversations, oral language skills,</td>
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<td></td>
<td>deep understanding</td>
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<tr>
<td>Socratic questioning</td>
<td>Higher order thinking</td>
</tr>
<tr>
<td>Maximises affect or emotion</td>
<td>Why &amp; how thinking</td>
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<tr>
<td>Respectful challenge, risk-taking</td>
<td>High expectations</td>
</tr>
<tr>
<td>Working ‘with’</td>
<td>Negotiated curriculum and assessment; student self-</td>
</tr>
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<td></td>
<td>direction</td>
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<tr>
<td>Respectful relationships</td>
<td>Social support; models respect for others</td>
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<tr>
<td>Goal oriented, personalized responses to learning</td>
<td>Purposeful activities, task orientation, motivation</td>
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<tr>
<td>Accountability &amp; self governance</td>
<td>of the individual</td>
</tr>
<tr>
<td>Background knowledge</td>
<td>Significance</td>
</tr>
<tr>
<td>No blame approach, circles</td>
<td>Risk-taking approach, cooperative</td>
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<tr>
<td>Scaffolds, participatory</td>
<td>Quality learning environment</td>
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<tr>
<td>Empowerment</td>
<td>Responsibility, engagement, leadership for all</td>
</tr>
<tr>
<td>Telling one’s story</td>
<td>Narrative and the use of story</td>
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<tr>
<td>Knowledge integration &amp; generalisation</td>
<td>Transference, connectedness</td>
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<tr>
<td>Inclusivity</td>
<td>Inclusivity</td>
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</table>
Help Increase the Peace (H.I.P) Keys

Values Reflected in our HIP Keys:

The HIP program offers a whole school approach to building relationships through communication, cooperation, trust building and conflict resolution.

**GREEN KEY**

Think Before Reacting

By - playing safely

- playing in bounds

- walking in the classrooms, and school building

- thinking before saying or doing something

- showing independence and initiative

**BLUE KEY**

Respect Yourself

By - telling the truth consistently (integrity)

- handing in property you find

- using appropriate language

- caring for the school

- being polite

- caring for your own things

- caring for your classroom

- being accountable for your actions

**YELLOW KEY**

Care for Others

By - being kind, considerate and helpful

- sharing
- being friendly
- using build ups
- listening, speaking in turn
- speaking quietly

**RED KEY**

Work Together for a Non Violent Way

By

- listening to others’ points of view
- being a responsible bystander
- using build ups
- keeping hands, feet, objects to yourself
- using positive body language
- actively engaging in learning
- cooperating in a team environment
- creating a safe positive climate
- making things right after harm has been done

**BLACK KEY**

Expect the Best

By

- making an effort with school work
- completing homework
- asking for help when you don’t understand
- following instructions
- knowing you will be listened to
- looking at situations in a positive way
- having a go, taking a risk
- knowing a mistake is just a ‘muck-up’ and we learn from it
- striving for excellence
- being committed to lifelong learning
Restorative Practice and Enhanced Student Engagement  
Lyn Doppler 2014

**Restorative Practice originated in the judicial system** where it was known as Restorative Justice. It developed as a way of dealing with the inappropriate behaviours of offenders in a manner that required them to take responsibility for their behaviour by acknowledging what had happened & the people who had been affected by their behaviour, & focusing on repairing the harm that had been done. Restorative Justice encompasses a shift in thinking from blame & punishment to addressing the impact on others, harm done & restoration of relationships with the goal of the offender taking responsibility for their behaviour & reintegrating successfully back into the community.

**In schools Restorative Practice is an evolving area & multifaceted in nature.** It is more than an intervention to deal with inappropriate behaviour & promotes building respectful relationships as a foundation for engagement in teaching & learning.

‘At a whole school level Restorative Practice can be a catalyst for change as it helps educators to reflect upon & clarify existing practice particularly around beliefs & values’. Terry O’Connell, Lyn Doppler and Lesley Oliver 2007

‘The field of restorative practice has significant implications for all aspects of society — from families, classrooms, schools and prisons to workplaces, associations, governments, even whole nations — because restorative practice can develop better relationships among these organizations’ constituents and help the overall organization function more effectively. For example, in schools, the use of restorative practice has been shown to reliably reduce bullying, violence and crime among students and improve the overall climate for learning. Everyone who finds themselves in positions of authority — from parents, teachers and police to administrators and government officials — can benefit from learning about restorative practice.’ Ted Wachtel IIRP 2013

**The Restorative Challenge: Knowing the Right Conversation** “If your conversation is not likely to result in change, it’s probably not the right conversation or you haven’t involved those that matter”. Grahame Chaseling 2010

One of the real challenges facing those in leadership and teaching positions is knowing how to have the right conversations. In our schools it is even more important that we include and engage staff, students and parents in dialogue about important matters using a relational rather than a behavioural lens. In our fast changing world where parents struggle to balance their busy life styles with the complexities of materialism and cyberspace and its impact on their children, schools are increasingly filling the social ‘void’ that results. We can no longer rely upon disciplinary approaches built on rewards and punishments alone if we want today’s young people to be independent and self-aware individuals who have a voice and know how to take responsibility for their own behaviour and learning.
Restorative Practice has a focus on ‘harm and relationships’ and is very effective at challenging students so they are better able to understand the impact their behaviour has had on others and importantly provides them with a way of learning how to take responsibility and be empathic towards others. Restorative Practice helps teachers, students and parents and other leaders learn how to build stronger relationships. Restorative leadership challenges and engages people in Socratic ways. This simply means knowing how to consistently engage in the right conversation by asking the right questions. It builds on the premise that leaders need to experience ‘being’ restorative, to be effective at using and modelling restorative practice with students and parents. It is in essence a ‘way of being and learning together.’

How Does the Restorative Practice Framework Promotes Engagement?:

• Has strong linkages with Quality Teaching - it easily aligns with the three dimensions of the Quality Teaching framework; quality learning environment; intellectual rigour and significance [NSW QTF].
• Provides a way to take those intuitive [implicit] practices that work so they become explicit.
• Utilizes a philosophy and practice that strengthens relationships and fosters healthy learning communities.
• Is a rigorous practice framework that involves all stakeholders, engaging them in a collaborative approach [utilizing common language and practice].
• Integrates key values at a personal, professional and community level.
• Helps to respectfully challenge with a strong emphasis on fair process.
• Promotes a shared accountability and consistency in day-to-day interactions [practice].
• Promotes respect and responsibility with a focus on “making things right” as a way of enabling everyone to “fix their problems”.
• Provides a clear rationale to help identify those behaviours that build and sustain this practice.

Restorative Practice Checklist

Is My Practice?
• Respectful (Distinguishing behaviour from the person)
• Fair (Engaging, with Explanations & clarification of Expectations)
• Restorative by repairing harm and building relationships

Does My Practice?
• Develop Empathy (through reflection, insight & learning)
• Enhance responsibility and accountability
• Promote positive behavioural change

The end game is about achieving an authentic connection between people who understand that despite their vulnerabilities they are worthy of loving and belonging. Through fair, respectful processes individuals can move out of the compass of shame in
which they have been unknowingly languishing and through growing self-awareness know that emotion and vulnerability are a legitimate and healthy expression of the right conversation.
Continual conversations would strengthen those relationships and build capacity within an organization thus enabling all to be engaged, have a voice and most importantly have hope for the future.