Restorative Practices and Schools / Using ICT to Inform Learning

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Acknowledgements

Executive Summary

This report outlines reflections on the pathway taken for Bream Bay College to become a Restorative school, possible areas for improvement and links to all documentation. This information has also been made available through the College website http://www.breambaycollege.school.nz/rp_at_BBC.htm

Secondly this report outlines how the College reporting systems have moved from one of supplying data with analysis to one where discussion of "the informed analysis" of results in real time is achieved. This has included the move to students being able to predict their own grades and record comments on how they will do this. This change has come about due to a) having the time and b) taking on board the changes needed to move from working in the "Information Age" to the working in the"Conceptual Age".

Purpose

The purpose of the Sabbatical was to allow the Principal time to refresh while allowing for further development of areas of interest that he has introduced to Bream Bay College. These areas are in Information and Communication Technologies (ICT) and Restorative Practices. Bream Bay College is recognised as a leader in these areas due to initiatives put in place by the Principal.

Background

Wayne Buckland is a qualified Mathematics teacher with a BSc and a PGDipSM. He was an early adopter of using ICT to enhance learning. He wrote a basic School Management System(SMS) package in 1984 which included timetabling construction, display and printing of timetables along with Sixth Form Certificate analysis. The programme was given away freely and used in a number of schools. Wayne has been instrumental in developments in SMS packages used in schools. Firstly IES and currently PCSchool.

In 1999 Wayne was introduced to the concept of Restorative Justice in Schools and since this time has promoted Restorative Practices as the modern way for behaviour modification throughout New Zealand. Wayne introduced Restorative Practices to Bream Bay College in 2001. Bream Bay College is now a restoratively based school.

Bream Bay College (BBC) is a coeducational Year 7 to 13 school situated in Northland, New Zealand. BBC has over 80% of its staff restoratively trained to conference facilitator level. As a result of school wide interventions based around RP BBC has gone from achieving below the national averages to achieving at levels well above the averages in national examinations.

Methodology

Reflection on the Restorative Practices used at Bream Bay College was to be achieved by presenting to the International Conference on Restorative Practices in Vancouver on Bream Bay College's journey and supplying a full set of Restorative School documentation to those who attended the workshop or had internet access.

Going to the next stage with the use of ICT to enhance learning was to be achieved by having time to work with the College's SMS provider, PCSchool and visiting Andrew Douch at Wanganui Park Secondary College in South Australia.

Restorative Practices

Implementation of Restorative Practices Web page
- Using restorative practices in response to incidents.

Summary of the entire BBC system.
- BBC Behaviour Management Systems Book

Reactive Processes

Bream Bay College started its Restorative Journey in 2001 by running conferences for high end incidents such as drugs at school, (Drugs Conference Information) or serious fights. These conferences were run using the Thorsborne model of conferencing. (Conference Poster, Conference Script). The Deputy Principal's began using the restorative conference concept at a lower level i.e. student-student and facilitator or staff-student and a facilitator, sometimes with parents present and other times without parents present. This was named an accountability conference, (Accountability Conference Poster). Shortly after this, training was given to all staff on how to have a restorative based mini chat, (Mini Chat Poster, Mini Chat Script). The concept of relaxed vigilance or good teacher practice, (Relaxed Vigilance) was introduced after a presentation by Bill Rogers to Northland teachers. His processes around dealing with the little issues fitted well with the Restorative philosophy even though his follow up steps were perceived as highly punitive. By 2003-4 the College systems for dealing with incidents were well defined but the issue of those students who went from one conference to another was causing challenges. The concept of Stand-Down equivalent conferences and Board Level conferences was introduced along with a New Directions Conference based more around the Waikato University model or Hui Whakatika, (New

Directions Conference Script). As part of the reflection process on Restorative Practices at the College, Shaun Davison, the College Guidance Counsellor produced a DVD on Bream Bay College Restorative Practices. These clips can be accessed from the College's web page or by clicking on this link, (Restorative Video clips). The current structure for Restorative Behaviour Interventions is covered in more detail in the poster accessible from this link, (Restorative Resolution Systems Poster). The oversight of the development of restorative practices in the College was delegated to Deputy Principal, Virginia Gardner from 2004 onwards as part of her student welfare portfolio. The Principal's role from that time forward was to ensure that momentum was maintained and other areas in the school piggybacked on the developments taking place.

Class conferencing

The need for class conferencing was identified and trialled in different forms from 2005. Multiple models have been used successfully. The following link is a transcript of a class conference where the students worked in groups of 4 or 5 and then they were asked as a group to answer the questions at the top of the table in the handout. The groups were naturally selected by where students were sitting. A spokesperson for the group then reported back what the group had said. This method was used as it removed identification of who said what, (Details from a Class Conference). The next link is to a talking stick type model for class conferencing also used by the college, (Classroom Listening Instructions).

Drugs and restorative processes

From 10 years experience as a Deputy Principal and Assistant Principal, students who are involved in high end incidents and do not learn from them are most likely to be drug impaired. The most likely drug is marijuana. The reason for the likely drug impairment diagnosis is that marijuana use inhibits the transfer of information from short term memory to long term memory. Hence the high end emotional learning required to prevent incidents recurring is reduced or does not happen. All the other good effects of a conference still exist, victim centred, voices heard, understanding of why and restoration but the fix to prevent it happening again will only be achieved if drugs are eliminated from the situation. Students who require more than one conference for actions that seem similar are almost certainly drug impaired. Some useful information on the effects of drugs are in the following links, (Drugs Education Powerpoint, Rubicon Drugs Counselling Powerpoint).

Training of staff

Full facilitator training of selected staff using the 3 day Margaret Thorsborne facilitator model was achieved by accessing community funding. The Deputy and Assistant Principals were trained along with senior deans. Interested members of the community were trained as community facilitators along with two local policemen and the Board of Trustees Chairperson. The following year the rest of the deans were trained along with interested teachers. By 2004 we had achieved a state where half the staff was restoratively trained. Restorative practices were considered firmly embedded in the College and there was no going back. Whole staff training, using one day sessions was provided by Margaret Thorsborne, Angus McFarland and most recently by Greg Jansen and Richard Jameson. The College will achieve all staff trained as facilitators in 2010 using the Jansen/Jameson 2 plus 1

training model which consists of two days of intense training on how to be a restorative facilitator and a 1 day follow up training session.

Time

Restorative practices take more time than issuing a punishment. Throughout our implementation of restorative practices the issue of time has been raised frequently. Few have wanted to go back to a punitive system but making sure the time was found to deal with an issue appropriately is still a tension. That enough time is given to resolve an incident has become self-policing. All parties now look critically at the process used and the sequence of restoration, should the outcome not be as successful as desired. The beauty of using restorative practices well is that the more you use them the less you will need to use them.The stronger relationships created between parents, students and teachers will help prevent further disturbances. Time spent well creates time down the track.

A teacher mini chat takes less than 5 minutes. An accountability conference can take anything from 10 minutes to an hour. A full conference generally lasts 40 to 90 minutes depending on the number of participants and there will have been a couple of hours of preparation time beforehand.

Board of Trustees

Everyone went to school and therefore everyone is an expert on what good schooling looks like or what bad schooling looks like depending on what experiences they had in their own schooling. Luckily they all remember that teacher who achieved better results for students because they had very good relationships. I have found that a Board will let you follow most paths provided you can show improved academic achievement as a result. Improving relationships to improve achievement is not a hard sell, especially now that there are examples of schools that have done this. Having a Board Chairperson who was restoratively trained with staff has helped in Bream Bay College's implementation of restorative practices. The introduction of the Board Level conferences has helped further. An added advantage, that was not expected but in hind sight was obvious, is that Board members get an opportunity to express their thoughts and feelings in a genuine forum to students whose behaviour is high end and to empathise with their parents.

Proactive Restorative Practices

Moving from reactive use of restorative practices to proactive use of restorative practices to create a restorative culture that prevents or minimises harm, I liken to creating social and emotional capital that helps deal with emotional and possible physical issues at or before they reach the top of the cliff rather than waiting and dealing with them at bottom of the cliff after they have happened. Prevention is better than cure and it takes a lot less time. The web link to this page is [Moving from Reactive to Proactive Restorative Practices](#)

Moving to proactive practices is not rocket science. All you need is a plan and then to go about implementing the plan in a systematic way that gives it more status and profile than the reactive practices. This is essential to minimising the need for lots of conferences. All schools

will be doing things that build emotional and social capital. What I am saying is identify what you are doing, look for the gaps and fill them in. Systematically publicise the positive and you will achieve the goal.

Values

Every school has a well defined set of values. Firstly, are they in keeping with being restorative and secondly, how are they demonstrated, roll modelled or rewarded? What reinforcing type activities/events occur during the year that clearly highlight these? Some examples from our college are having Respect Weeks where students get to show how they respect others, themselves and property. These have included poster competitions, T shirt design competitions and creating respect messages for peers and staff to name a few.

Leadership

Other obvious areas for action are around giving students leadership opportunities and a voice. What is your student council system like? To maximise benefit we have chosen to have three student councils, a Year 7 and 8, Year 9 and 10 and a senior council. They receive the proceeds from socials and mufti days and allocate the spending of this money to projects which benefit the students of the school. Student Council System

Mediators

What is your mediators system like? Mediators School Structure, A Mediators Script. We now use the standard restorative conference script for our mediators. The one attached proved overly complicated for most student mediators to follow.

Incentive Rewards Schemes

How about creating an incentive scheme that rewards/acknowledges students for being good students? We have found it very easy to get sponsorship for this type of activity. An example: Bream Bay Way Poster

Academic initiative

One of the major focus areas for the college was around academic counselling. It was consciously moving the discussions away from behaviour to discussions on how we could all work together to help each student achieve. As part of this we introduced a Junior Diploma system loosely modelled around a similar system at Hauraki Plains College. Rather than invent our own competencies we decided to use the draft key competencies that were being discussed as part of the curriculum review. Our diplomas were set up so that half the credits came from content and the other half from the key competencies – how you went about learning. All credits at the junior level were assessed at achieved, merit or excellence. (Junior Diploma, Key Competencies, KC Whanau). Having introduced our junior diploma it became apparent that some students were achieving well above the excellence diploma credits level. To acknowledge this a 100 Plus Club special award was created for prizegiving. In the first year there were 18 recipients. In the 4th year we had 36 recipients. Members of the community thought that the award of $100 would also be a good idea so we approach our community and a sponsor was found to give students in the 100 plus club a $100 reward. The

students receiving these awards are amazing and come from all walks of life. This single award has almost removed the tall poppy syndrome experienced by our high achievers from the college.

Bream Bay College was a pilot school for the health promoting schools project. It has been a health promoting school since 1997. All aspects of being a health promoting school fit well with being a restorative school. Being Health Promoting Schools

2009 initiative

"Improving an already good performance is often harder than getting from below average to average. We are looking at an innovative way of getting our Year 9 and 10 students to work more closely with their teachers to achieve even better results. We have offered each class $500 towards a class trip at the end of the year, if all students in the class pass their junior diploma. If this is not achieved, we will put $250 towards a class trip for all those who have passed. Added to this is a class leaders' programme where two boys and two girls are elected to work with the deans and teachers on being the best class. Each term the most active boy and girl leader will stay on and a new boy and girl will be elected. This will give the opportunity for 5 boys and 5 girls in each class to learn and demonstrate leadership skills. Plans for incentives for achieving excellence diplomas, merit diplomas and being a member of the 100 plus club for each class are being considered. We are also looking for people who would be interested in being a class mentor. The commitment would be to interact with the class at least once per term and go on their class trip with them."

Reflections on why Restorative Practices Work for Generation Y

Web page link: Why Restorative Practices works for generation Y

All teachers would be aware that the clientele they have in front of them today are significantly different to anything they have taught in the past and that what they did to achieve learning in the past does not work as effectively today. The work done by Michael McQueen of NextGen Impact is concise and totally relevant to how a school should operate and why restorative practices are a must. Michael presented to the Australian Principals Association. The links to his presentation follow. [***Understanding and Engaging Generation Y*** - Michael McQueen, Founder of Nextgen Impact. Session notes, audio recording part 1 (15.6Mb mp3 file) and part 2 (12.2Mb mp3 file), presentation (131Kb pdf file). Or Recording 1, Recording 2, Presentation]. This is essential listening for any teacher who wants to be effective. The key to the future is to extrapolate the information and consider what we need to do differently for "Gen Z" which are currently being characterised by phrases such as "the cotton wool generation", "little princes and princesses" and "Gen Y on steroids". The knowledge of Gen Y and Gen Z by itself is insufficient without an understanding of why "the information age" has nearly passed us by and that the "contextual age" is upon us. This is well set out in the book by Daniel Pink Book, A Whole New Mind. (isbn 978-1-74114-738-4)

To highlight the links between Gen Y and moving to the contextual age I have inserted the slides and notes from my 2009 Junior Prizegiving address.

Slide two – Generation differences

Each generation has different beliefs and values built up by what has happened around them. These traits or descriptions are not any less right because they are different to your own.
We accept easily that our beliefs and values are different from our parents and grandparents. We often struggle to accept that the values and beliefs of people younger than ourselves will be different to our own and equally valid. This is the generation gap.
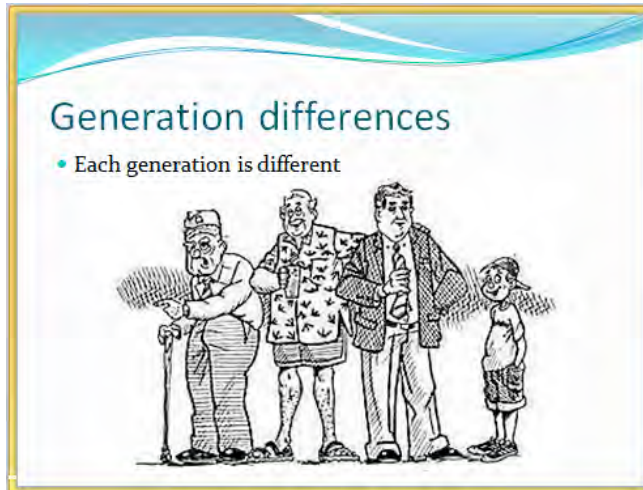
Slide three – Generation Gap one

There are six recognised generation gaps or rifts between generation Y, (ages 11 to 27) and their elders, Gen X, baby boomers and the builder generation. They are:
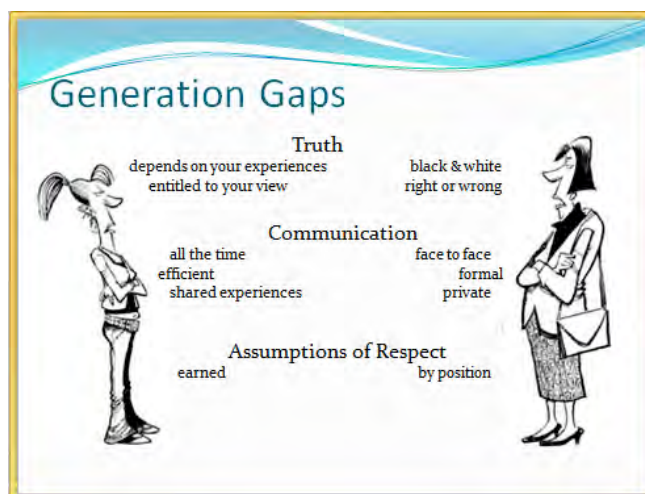
1. The Concept of Truth
       depends on your experiences,   black and
                                            white

      entitled to your view   right or
                                                wrong

2. Communication
      all the time, efficient   face to face
      shared experiences   formal
      facebook, cell phones, msn   private

3. Assumptions of Respect
      earned   by position
      what can a firm do for me   what can I do for the firm

Slide four - Generation Gaps two
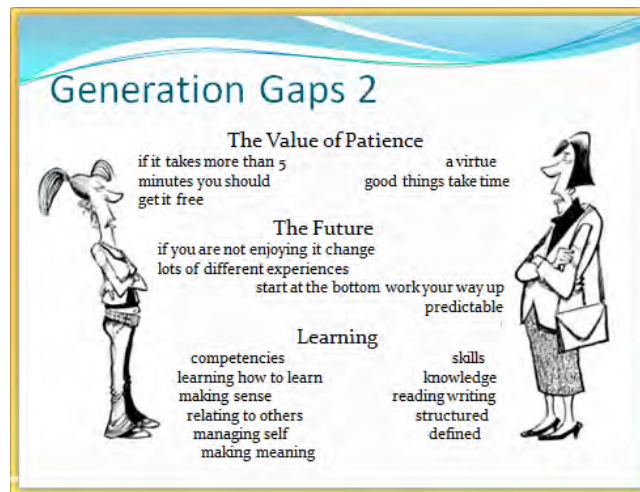
4. The Value of Patience
      if it takes more than 5 minutes   good things take time
      you should get it free
      the now generation   patience is a virtue

5. The Future
      if you are not enjoying it change   start at the bottom
      it is not for you   work your way up predictable
      lots of different experiences   loyal to the firm

6. Learning
      Competencies   skills
      learning how to learn   knowledge
      making sense   reading writing
      relating to others   structured
      managing self   defined
      making meaning

Slide 5

What is the conceptual age?

Firstly the ages

Agricultural age
    Farmers   hands and tools replaced by machines
                            moved to industrial age

Industrial age
    factory workers   back replaced by the forklift or machines
                            moved to knowledge age

Knowledge age
    knowledge workers   high end analytical jobs replaced by the computers and outsourcing
                            moved to conceptual age

Conceptual Age (creators and empathizers)
    Conceptual age   is about form, design, feeling,

We currently live in an age of abundance where goods of quality are available at cheap prices. This has led to the deciding factors in whether we want something being:-

- The form or design of the goods:- aesthetics
- How goods are produced
- Where goods are produced
- Appealing to our tastes

The changes are subtle
- Design is no longer just about function but also Aesthetics
- It is no longer acceptable to produce an argument but people also want a STORY
- We no longer expect synchronicity, we want SYMPHONY
- Logic now needs EMPATHY with it
- Seriousness in recreation refocuses to PLAY
- Accumulation of knowledge becomes Making Meaning

Slide 6

What you may not know is that the added competencies that will make people successful live in the right side of the brain which is an area that the "knowledge age" has pretty much been seen to dismiss or treated as unimportant.
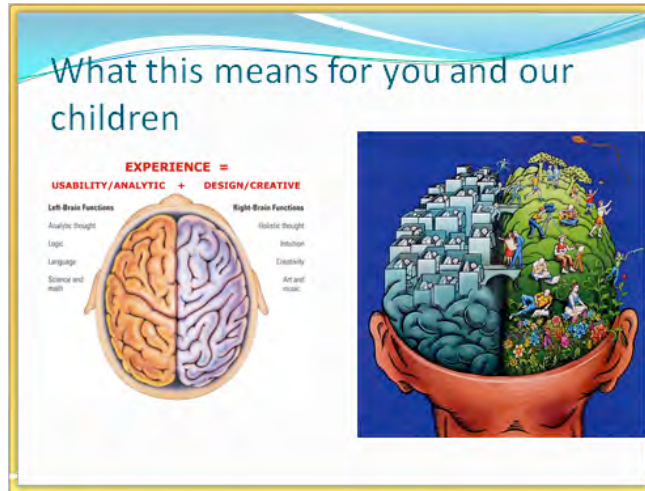
Left Brain	Right Brain
Sequential	Simultaneous
Text	Context
Details	Big Picture
Analysis	Synthesis
Linear	Non linear
Literalness	Context
Accurately assessing	Interpreting expressions
Some people seem more comfortable with logical, sequential computer like reasoning. They tend to become lawyers, accountants and engineers	Other people are more comfortable with holistic, intuitive and non linear reasoning. They tend to become inventors, entertainers and counsellors

Slide 7
What does this mean for future jobs?
Questions you need to ask yourself
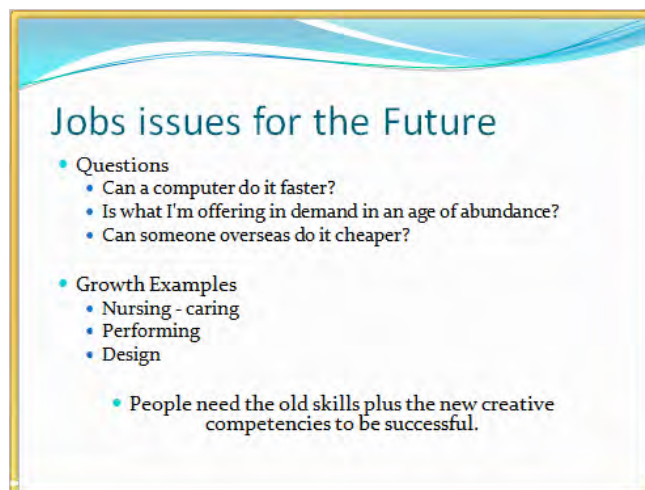
- Can a computer do it faster?
- Is what I'm offering in demand in an age of abundance?
- Can someone overseas do it cheaper?

When these questions are present, creativity becomes the competitive difference that can differentiate commodities.

- Design - Moving beyond function to engage the sense.
- Story - Narrative added to products and services - not just argument. Best of the six senses.
- Symphony - Adding invention and big picture thinking (not just detail focus).
- Empathy - Going beyond logic and engaging emotion and intuition.
- Play - Bringing humour and light-heartedness to business and products.
- Meaning - the purpose is the journey, give meaning to life from inside yourself.

People need the old skills plus the new creative competencies to be successful

The things that will engage Generation Y

- Put relationship before role
- Use stories to make your point
- Adopt a facilitator role
- Use positive affirmation and recognition
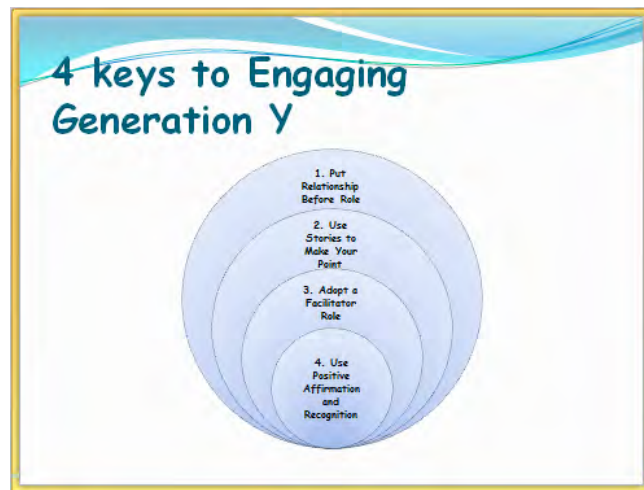
None of these things are possible without good relationships. Restorative practices are the methods for keeping the relationships intact and therefore essential to enhancing learning for a Gen Y or Gen Z student.

Performing Classrooms

This fits well with the work done by Dr Kenn Fisher on performing classrooms for Tomorrow's Education System, Performing Classrooms.ppt. In his presentation he has graphed the effectiveness of the different approaches to teaching. Relationship based teaching is over 4 times more successful than the old sit down, shut up and face the front, copy down what I say method. The other slides are useful for discussion around how this new way of learning would look in a classroom.

Unlocking your SMS (School Management System) to enhance learning

Background

The improved use of the SMS is expected to contribute to the overall ICT flavour of the College. Currently there are 4 or 6 computer terminals in every classroom. There are over 200 computer terminals in total and the school roll is 470. Each teacher has a laptop. All classrooms have mounted projectors, a TV or LCD screen and a DVD mini home theatre system. Each teacher maintains a myclasses page for each of their classes. The college is part of the Computers in Homes project resulting in 35 families per year without internet access gaining a PC with an internet connection. Parents and students have direct access to the College SMS system in real time.

The College already had a school report that was cumulative, the same report for the whole year starting as blank but being completed by the end of the year. It included on the front page all record of achievement data for the year. The analysis reports counted the number of credits that a student had gained and provided deans with a ranked list of credits attained. This was for both NCEA and the junior diploma.

The system printed the data for prize giving programmes and the certificates for award ceremonies. Each of these areas was recognised as advanced use of the SMS but they all required an informed operator and extra time to get to the finished product.

Where to Next?

Adopting a facilitator role is easily said but harder in practice to achieve. Changing from a discussion on behaviour to one around helping a student to be successful is equally challenging. A major part to making this happen was seen as sharing the power (knowledge) and then having informed discussions.

As a result of the time spent on sabbatical I have pursued this aim vigorously. Informed discussion was to be the result of full access to the SMS by staff, students and parents. Web based access to the College SMS had already been established for staff, parents and students. Thinking about the work of Daniel Pink led me to the opinion that why would a dean, DP, teacher, parent or student need to spend time analysing results when the computer could do it better. The process although skilled was repetitive and an unproductive use of time. The answer would be to move to a more intelligent form of reporting that does all these things for you.

Moving to intelligent reporting

The next step was to make the system and analysis reports intelligent. Tell the reader what they wanted to know when they wanted to know it or tell them what a very competent analyser would tell them from the data in plain English. The first step was to sort the logic and then the reports could be constructed.

Junior diploma reports

The end result was a set of reports that at the push of the button for staff, students and parents told them whether the student was failing their junior diploma, passing their junior diploma,

at achieved, merit, excellence or likely to be a member of the 100 plus club. The discussions have now changed from one of how to analyse the data to one of what can we do to help you achieve your goals for the junior school. The NCEA logic is still being worked on as it requires details from previous years of study.

Summary - All Subjects

Junior Diploma Example

Subject	MUSIC-10 sPRg	GRA-10 sPRg	FRE-10 sPRg	ENGLISH-10 sPRg	MATHEMA-10 sPRg	SCI-10 PRg	SOCIAL-10 PRg	PHYSICA-10 PRg	WHANAU-JS PRg	All Subjects Totals Grade's No.	%	sPRg's No.	%
tCa	24	24	24	26	28	30	22	24	6	208			
C@N	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0	0.0	0	0.0
C@A	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0	0.0	0	0.0
C@M	0 0	0 0	0 0	0 0	4 0	0 0	0 0	4 0	2 0	10	4.8	0	0.0
C@E	24 0	24 0	24 0	26 0	24 0	30 0	22 0	20 0	4 0	198	95.2	0	0.0
tCg	24	24	24	26	28	30	22	24	6	208			
C%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0			
GPA	100.0	100.0	100.0	100.0	96.4	100.0	100.0	95.8	91.7	98.8			

Work Habits Ave	sPRg	Term 1	Term 2	Term 3	Term 4
PARTICIPATION	0.0	1.5	0.0	0.0	1.4
BEHAVIOUR	0.0	1.1	0.0	0.0	1.0
COMPLETION	0.0	1.1	0.0	0.0	1.0
PUNCTUALITY	0.0	1.1	0.0	0.0	1.1

Credits required to achieve a Junior diploma

Congratulations: You have achieved your junior diploma with
tCg = 208credits

Credits required to achieve a Merit diploma

Congratulations you have achieved a merit diploma
C@M + C@E = 10 + 198
= 208

Credits required to achieve an Excellence diploma

Congratulations you have achieved a excellence diploma with
C@E = 198 credits

Credits required to be in the 100plus club

Congratulations you are in 100plus club with
C@E = 198 credits

Turning summative data into formative data

Reports were written that provide teachers, students and parents with a summary of all results achieved in a subject area in previous years. As most learning takes place as part of a learning spiral, previous summative data is able to be used in a formative way to inform participants about what sort of learning needs to take place.

Ethnicity									
NZ Maori	**7.10 Mathematics**								
	NUMBER 1	NUMBER 2	NUMBER 3	GEOMETRY 1	GEOMETRY 1	MEASUREMENT 11	MEASUREMENT 12	STATISTICS 1	ALGEBRA
	E	M	M	M	M	A	M	E	A
	EXAM	THINKING	THINKING	LS1	MANAGE SELF4	LANGUAGE	RELATING1 2	RELATING3 4	THINKING CRI
	M	E	E	E	E	M	E	M	E
	THINKING LOG A								
	8.10 Mathematics								
	MEASUREMENT	GEOMETRY 2	NUMBER 2	ALGEBRA	STATS	PROBABILITY	EXAM	MANAGE SELF1	MANAGE SELF2
	M	M	A	E	M	A	M	E	E
	MANAGE SELF3	MANAGE SELF4	LANG	RELOTHERS	PARCONT	THINKING LOG	THINKING CRI		
	E	E	E	M	M	M	M		

Transparent analysis of results from subjects and classes

A number of different reports have been written to analyse the set of results of a subject and individual classes. These include analysis by ethnicity and gender. The next step is to make them intelligent by adding agreed logic to them that indicates whether the results are above, below or equal to the combined set of results of all students in the group being looked at.

Yr: 9 SOCIAL

Able to describe how people interact with places and environments within Australia

Grade	Males by Ethnicity				Females by Ethnicity				Males & Females				Males & Females All Ethnicities					
	Non Maori Girl #	Non Maori Girl %	Maori #	Maori %	Non Maori Girl #	Non Maori Girl %	Maori Girl #	Maori Girl %	Non Maori Total #	Non Maori Total %	Maori Total #	Maori Total %	Boy #	Boy %	Girl No	Girl %	Total #	Total %
					1	7.1			1	5.3				0.0	1	5.9	1	4.2
N			1	50.0							1	20.0	1	14.3		0.0	1	4.2
A			1	50.0	1	7.1			1	5.3	1	20.0	1	14.3	1	5.9	2	8.3
M	4	80.0			9	64.3	3	100.0	13	68.4	3	60.0	4	57.1	12	70.6	16	66.7
E	1	20.0			3	21.4			4	21.1			1	14.3	3	17.6	4	16.7
Total	5		2		14		3		19		5		7		17		24	
Passed		100.0		50.0		92.9		100.0		94.74		80.00		85.71		94.12		91.67
GPA	80.0		25.0		73.2		75.0		75.00		55.00		64.29		73.53		71	

Yr: 9 MATHEMA

GEOMETRY: To be able to solve problems inv

Grade	Boy No	Boy %	Girl No	Girl %	Tot %	Nat%
N	4	11.76%	2	6.45%	9.20	
A	19	55.88%	21	67.74%	61.50	
M	10	29.41%	7	22.58%	26.20	
E	1	2.94%	1	3.23%	3.10	
	34		31		Total Students: 65	

Passed: 90.77 % GPA: 53.46 %

9 MATHEMA

MEASUREMENT: To be able to solve problems

Grade	Boy No	Boy %	Girl No	Girl %	Tot %	Nat%
N	5	14.71%	3	9.09%	11.90	
A	22	64.71%	19	57.58%	61.20	
M	7	20.59%	6	18.18%	19.40	
E	0	0.00%	5	15.15%	7.50	
	34		33		Total Students: 67	

Passed: 88.06 % GPA: 52.61 %

Allowing students access to the SMS to enter predicted grades

The fourth initiative was to allow students to input data into the SMS on what grades they thought they would achieve and how they would achieve them. This has taken longer to achieve than expected but is finally functional as at July 2010. The idea behind this is that teachers and students will discuss what will be the attainment goals for sections of the curriculum and record them. Deans will also work with students on setting these achievement targets. Parents can also do the same. The setting of these targets will take into account results from previous years.

Student web based grade entry screen

Making recognition of achievement easy

The fifth initiative was to complete the development of easy access to recognition of achievement reports and certificates from the system without expert computer operator assistance, Junior Diploma Certificates, Prize Giving and Sports Award certificates. Different backgrounds are selectable along with the signatories.

Examples:

Prize giving Academic certificate

Junior Diploma Yr 9 Background

Junior Diploma Yr 10 Background

Prize giving Sports Award certificate.
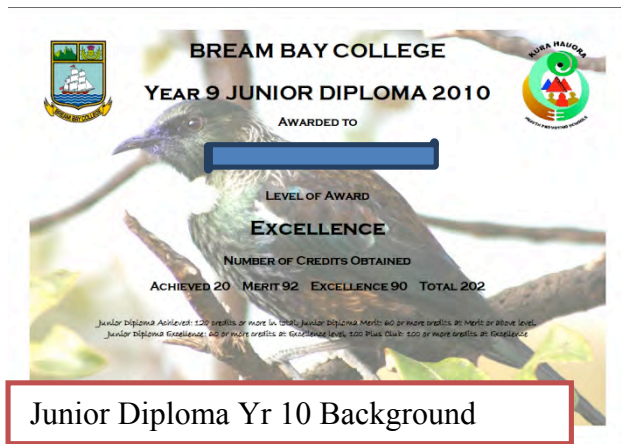
Capture of behaviour data in real time

The sixth initiative was to capture class related behaviour data in real time. The aim is to have a recording system operating in a similar way to absentee entry that captures a snapshot of student behaviour in each of their classes. The snapshot would be of the students whose behaviour was below standard as well as those who were deserving of commendation. This information would be fed back into the discipline/merits system for further analysis.

All of this type of information is currently available to staff, students and parents in real time.

Student/ Parent SMS access to information

Students and parents access their information via the web interface below. Parents have the added functionality of being able to see reports for all children in their family

Student predicted grade entry module

Statement showing all payments made to the College

Teacher and student date sensitive timetables

Student report, Analysis and Behaviour reports

Teacher Web based access portal

Result Entry

Teacher TT

Student's TT

Absence Entry

Absence

Student's Information

Teacher's TT

Behaviour Entry

My Classes

Evidence of Success –

From time to time the College is requested to supply evidence that Restorative Practices and enhanced ICT has led to successful outcomes. The College has many contributing flavours that help it produce well rounded young men and women.

The following links give evidence to the gains made and the successes of what we have tried. The school support survey was an independently conducted survey completed by the Ministry of Education on the impact of Restorative Practices in Northland schools, School Support Survey. The BBC 2008 Academic Results link is an excerpt from a local paper relating to our 2008 achievement data, BBC 2008 Academic Results.

Bream Bay College Flavours

Benefits of Sabbatical

The benefits of the Sabbatical to Bream Bay College have been significant. The time to reflect on how initiatives were being implemented and to strategise over how to enhance them further was invaluable. As a result of the experience the college has employed a project DP for the 2010 to enable the Deputy Principals to have time to work in their portfolio areas on sections that need improvement and sections they have always wanted to enhance. The aim of this exercise is to achieve 2 to 3 years development in 1 year without adding stress to

staff. An added bonus has been providing all staff with 10 weeks of customized feedback on their teaching and relationships with students.

References

Michael McQueen Engaging generation Y. **Nexgen Impact**

Daniel Pink – A Whole New Mind **Daniel Pink**

Greg Jansen www.restorativeschools.org.nzgreg@restorativeschools.org.nz

Margaret Thorsbourne http://www.thorsborne.com.au/contact.htm

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