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| **School Improvement Plan 2019-2020** |
| **Improvement Plan** **Co-ordinator** | **Mary Garvey** |
| **Targets** | 1. **Building relationships and community**

Building relational practices where staff and pupils work to understand how individuals in the classroom or the school community relate to one another, using affective language. 1. **Developing social and emotional capacity**

Using circles to facilitate pupil and teacher connectivity – community building circles, thereby developing responsibility for self and others and learning about accountability.1. **Developing school wide/prevention practices**

Developing routines, creating classroom values, thereby building community, working together addressing school-wide and classroom issues. |

**Put Improvement Plan into Action**

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| **ACTIONS****Actions for Target One**1. The staff will consider the presentations delivered by Michelle Stowe delivered in May 2019. At our staff meeting in August 2019 the staff will discuss the implementation of Restorative Practice in the school.
2. The staff will be cognisant of Restorative Practice and its implementation. Feedback from other Restorative Practice courses engaged in by the staff will be discussed.
3. Affective language will be used and modelled by all staff (Questions that can make things right). Classroom expectations will be devised instead of rules.
4. A support group will be established and they will meet weekly to discuss the implementation of Restorative Practice.

**Actions for Target Two**1. Proactive class circles around social and emotional learning will be developed. Teachers are encouraged to try using the circle to support social and emotional learning.
2. The children will learn that the talking piece regulates the dialogue. The teachers will use ‘the giraffe’ as their talking piece.
3. There will be explicit discussion of values and expectations before discussing the issues. The staff is reminded of the need to discuss the values and expectations regularly with the children.

**Actions for Target Three**1. ‘Friends’ values will be taught. Lessons based on each value are to be developed and delivered at each class level as appropriate to the age group.
2. Restorative conversations will take place as required in the classroom, corridor and on the yard. As the school becomes more accustomed to the use of Restorative Practice staff members and pupils are encouraged to apply their learning outside the classroom.
3. Affective question will be used by staff members when a pupil has misbehaved and they will also be used as an aid to resolving conflict.
4. Affective statements will be used by staff members when a pupil has misbehaved.
5. The establishment of a Student Council will be researched.
6. A follow-up to the Zeeko Internet Safety Programme, Appyness On-Line, will take place in the new term, with a view to it being rolled out to all of the classes after Christmas.
 | **WHO**All staffAll staffAll staffAll staffAll staffAll staffAll staffAll staffAll staff |

**Monitor Actions and Evaluate Impact**

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| **Monitoring Strategies for Actions****Action 1**: Mary Garvey will lead the discussion in relation to the implementation of Restorative Practice at the August 2019 staff meeting. **Action 2:** Many staff members will engage in continuous professional development in the area of Restorative Practice and Erin Callinan will complete the Check Out part of the training. **Action 3**: Staff members will begin using affective language with the pupils upon return to school in August 2019. The effectiveness of this will be reviewed by the In-School Management Team at the end of September/beginning of October 2019 following class level planning meetings.**Action 4**: Erin Callinan will hold regular ‘Check-ins’ on Thursday mornings at 9.00a.m for all staff members who can attend, at which the use of the circles will be discussed. **Action 5**: The principal, Loraine Butler, will check with staff regarding the use and effectiveness of the giraffe as the talking piece. **Action 6**: Teachers will be reminded to display their class values and expectations by Loraine Butler. **Action 7**: Feedback will be taken from staff members at the end of month reviews as to the effectiveness of using restorative conversations with the children.**Action 8**: Feedback will be taken from staff members at the end of month reviews as to the effectiveness of using affective questioning with the children when there is an incident of misbehaviour.**Action 9**: Feedback will be taken from staff members at the end of month reviews as to the effectiveness of using affective statements with the children when there is an incident of misbehaviour. |

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| **Evaluation Approaches****Target 1:** In June 2020, the staff focus group will be conducted to determine if relational practices where staff and pupils worked to understand how individuals in the classroom or the school community related to one another, using affective language. **Target 2**: In June 2020, the staff focus group will determine if using circles facilitated pupil and teacher connectivity – community building circles, thereby developing responsibility for self and others and learning about accountability.**Target 3**: In June 2020, the staff focus group will determine if Restorative Practice routines were developed in the classes, incorporating classroom values, thereby building community, with the objective of working together, addressing school-wide and classroom issues. | **Evaluation Tools*** Focus groups
* Staff meetings
* In-school management meetings
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| **Necessary Adjustments Throughout Implementation Process**Regular reflection at staff meetings and at the monthly planning meetings regarding the implementation of Restorative Practice will be required. Relevant adjustments will be made based on challenges and successes incurred.  |