Restorative Practices

Restorative Practices has a significant positive impact on the Middle School learning community and recently Middle School staff took part in a workshop on this topic. Restorative Practice is the social science of promoting and sustaining strong and healthy relationships in a community which leads to increased social capital, improved individual self-discipline, self-regulation and emotional well-being. Restorative Practices is based on the restorative justice philosophy that builds and strengthens relationships and social connections, promoting accountability and responsibility to repair harm when relationships break down through wrongdoing, mistakes and misunderstanding.

In a restorative school culture all work towards:

- Quality relationships
- Engagement with school
- Restorative intent
- Empowerment to learn
- A respectful and inclusive community

When restorative discussions take place the goal is to take responsibility and determine what needs to be done to repair the harm caused. This can be confronting and difficult, more so than the traditional punitive model. Ultimately it is to acknowledge the error, make things right, learn from it and rebuild the relationship. There are a number of key values which underpin these discussions:

- Participation: All present at a restorative meeting have something valuable to contribute to the goals of the meeting, discussing the incident and its aftermath.
- Respect: All participants deserve to be spoken to and treated with respect in a restorative meeting. Mutual respect engenders trust and good faith between the participants.
- Honesty: Truthfulness is essential. In a restorative meeting, honesty is valued and people speak openly and honestly about their feelings and their moral responsibilities.
- Accountability: Ensure that each person takes responsibility for their actions and understands the consequences of their choices. There is an expectation the offender takes steps to repair the harm they have caused.
- Empowerment: Provide opportunities for all parties with a stake in an incident to participate in its resolution

Below are examples of restorative questions used by the facilitator during a discussion:

- What happened?
- What were you thinking at the time?
- What were you feeling when it happened?
Who has been harmed and how?
What needs to be done to make things right?

Student leadership
There are many formal and informal opportunities for students to take on leadership roles within Middle School. Leadership provides the students with opportunities to build positive and rewarding relationships with members of both the school and wider community. We wish the following student leaders well for 2014.

2014 Taylors Lakes Campus Student Leadership Team

Middle School Captains
Catherine Grech and Joshua Velardo

Leader of the Student Representative Council
Georgia Lethlean

Curie Captains
Jessica Farrugia and Matthew van der Burgt

Edison Captains
Victoria Meletis and Noah Krznaric

Newton Captains
Annabel Lake and Jack Sonerson

Pasteur Captains
Molly McCrudden and Matthew Decleve

Middle School Vice Captains
Mark Hernandez and Cindy Ngo

Chapel Captain
Jermey Binu-Varke

Curie Vice Captains
Lauren Thompson and Mitchell Kitanovski

Edison Vice Captains
Katie Smale and James Elkington

Newton Vice Captains
Aleesha Samuel and Eniz Hudaverdi

Pasteur Vice Captains
Mallory Vandeloo and Kerim Hasan

2014 Keilor Campus Student Leadership Team
Middle School Captains
Christian Dimopoulos and Danielle Di Stefano

Leader of the Student Representative Council
Georgia Cooper

Curie Captains
Keeley Di Martino and Tony Hua

Edison Captains
Bonnie Holman and Will Ruff

Newton Captains
Emma Gekas and Oliver Paolozza

Pasteur Captains
Michael Huynh and Emilia Werner

Vice Captains
Vince Facchino and Bronte Smith

Chapel Captain
Eleanor Bladon

Curie Vice Captains
Aaron Cox and Patrice Woods

Edison Vice Captains
Chelsea Marchment and Timothy Bizos

Newton Vice Captains
Madeline Christou and Zachary Ferguson

Pasteur Vice Captains
Luke Cagalj and Georgia Daalmeyer

Attendance and Absences
Full attendance and punctuality is required at all timetabled classes, assemblies, House/home group meetings and compulsory activities such as sport. Lateness to timetabled classes, assemblies and home group meetings is unacceptable.

When students are absent from school, parents/guardians should notify the Middle School administration assistant via telephone or email. If the school has not received this information, the Middle School administrative officer will call to confirm your child’s absence.

If you have prior knowledge that your child will be absent from school for reasons such as holidays or pre-arranged medical appointments please notify the Middle School administration assistant via telephone or email. If your child is late to school, they must sign in at the Middle School Office.

Keilor Campus Middle School
Phone: Jenna Demandante on 9334 0134 or Email: keilorabsences@overnewton.vic.edu.au

Taylors Lakes Campus Middle School
Phone: Mandy Rudd/Vicky Dali on 9334 0215 or Email: taylorslakesabsnces@overnewton.vic.edu.au

No student is permitted to leave the College grounds without being signed out through the Middle School Office or, if this office is unattended, the main office. In the event where your son/daughter is to be collected by an adult other than their parent, we must be provided with a written note detailing the name and relationship of the person collecting your child otherwise your child cannot be dismissed.

Communication

Throughout the Middle School, we like to encourage open and honest communication between parents, students and teachers. One of the keys to your child’s success at school is all of us working together. If you have anything you would like to discuss, your first point of call is always the individual subject teacher or the Home Group teacher then the Deputy Heads of School and Head of School.