## ALTONA GREEN PRIMARY SCHOOL

### Objectives
- Relieve teachers from traditional non-teaching tasks
- Use parent aides to provide access to learning facilities during break time
- Integrate ES staff in learning communities, rather than working with one student.

### Classification / Rating
- **Nature:** Incremental
- **Stage:** Implementing
- **Scope:** All schools

### Actions
- Employed paid Parent Aides (PA) to do administrative tasks to support teaching teams. Developed job description, roles and responsibilities, provided induction and professional development, and promoted PAs to the school.
- Involved ES staff in planning with teachers. Encouraged them to take a greater role in supporting teaching strategies and working with groups of students.

### Impact
- **Parent Aides** freed up teachers and ES staff to work more with students. They enjoyed their work (high Staff Opinion Survey scores for classroom effectiveness, morale and professional interaction) and want to continue in the role. Teachers believe that students value the PAs in and outside the classroom, and regard them as equal and important members of the teaching team. PAs also assumed an (unintended) community liaison role, engaging further parental involvement in school.
- **ES staff** were very positive and reported increased professional interaction, professional growth and job satisfaction (SOS). With the introduction of PAs, ES staff were spending more time working effectively in classrooms to better support students’ learning (both small groups and individual students) and teachers in their teaching. They liked working with students with a broader ability range, not merely poor performers, free up teachers to spend more time with those who were less able. They had a better appreciation for the work of teachers and felt that their work and efforts were better understood and appreciated by teachers.
- **Teachers** reported significantly higher Individual Morale ratings (SOS, Apr-10 ~3.9. Oct-10 ~5.4). Responses to student orientation and learning environment were slightly higher (SOS). The focus on learning communities and use of staff expertise across the whole team, including ES staff, has created a new dynamic in working together. There is greater cross fertilisation of ideas and discussion of all children at their level and better planning to meet individual students’ needs.
- In a focus group Year 3-4 **students** described the teachers’ role as being to: care, listen, manage behaviour, explain, build relationships, encourage, organise groups, help students understand what to learn by making it real, set challenges, and extend students. The role of ES staff was to: work with those who need help, work with one student to get them going and then help others, and help with groups.
- In Term 3 **PAs opened the library** three days a week during break time for children to come and read or be read to, or do homework. 302 attendances recorded across all year levels in July, 433 in August and 123 in one week in September. At times children had to be turned away.
- Leveraging PAs' interests and skills, a **gardening group** was started for students in Years 3-6, with a **board games group** for Prep-2 students. Children have responded very favourably and each has high interest levels.
- **PAs and ES staff opened classrooms in four trial grades at 8:50 to allow children to come in, socialise and get organised for the day. The number of children arriving **late to school** dropped from 15 to 18 per week to around five.

### Future
- Employ two more PAs in 2011, making one for each learning community.