### BERWICK CHASE PRIMARY SCHOOL

#### Primary School

#### Southern Metropolitan

#### Objectives

- Study work habits and roles of ES staff (tasks and effectiveness) to create a vibrant, purposeful and enthusiastic workforce that works with and for the school community to assist in the improvement of student outcomes.
- Develop the leadership capacity of all members of the school community using the model of distributive leadership.

#### Classification / Rating

<table>
<thead>
<tr>
<th>Classification / Rating</th>
<th>Nature: Incremental</th>
<th>Stage: Implementing</th>
<th>Scope: All schools</th>
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<tbody>
<tr>
<td>Changing roles: ES staff</td>
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<td>Building capacity: ES staff</td>
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#### Actions

- Hold ongoing discussions with and survey ES staff on how their roles could expand/change. Some ES staff have started to take on roles previously seen as the ‘teacher’s job’ (e.g. inputting student data, assessing students, running library classes).
- Establish and set protocols for their weekly ES staff meetings (which are open to all school staff).
- Look for professional development to enhance the quality of ES staff’s work with students (including organising school visits to broaden ES staffs’ perspectives).

#### Impact

- The school has begun to redefine ES roles and to investigate staff skills, interests and passions, and bring these into the classroom. ES staff and teachers are working more closely, freeing up teachers to more effectively address areas of need and offer students a broader range of topics and electives.
- There are more positive and productive working dynamics, with all staff seeing the possibilities of how things can be done differently.
- ES staff have taken on leadership responsibility for enhancing the quality of support they can provide to teachers and teaching processes. Teachers and ES staff indicate that ES staff are more confident, using their initiative and expanding the use of their skills.
- Students are developing stronger and broader relationships with ES staff, with a significant impact on social interactions and behaviour. Students report that they like ‘the way teachers teach us – team teach’, teachers ‘know where we are with our learning and what we need’ and that ‘they treat us an individual – they don’t compare us to everyone else’.
- The notion that every staff member has a teaching role through professional sharing, professional readings and professional dialogue has been adopted by staff.
- An ES staff member is building connections with the parent community by organising community activities and conducting parent/student days/nights (e.g. Date with Dad), parenting groups and family BBQs.
- The use of parent volunteers has changed, getting away from just ‘reading mums’ to parents running literacy groups, etc. and junior school parents helping with senior school electives. Parents are also volunteering to help behind the scenes with administrative tasks.

#### Future

- The school will continue to use its ES staff in the best way possible to support learning and teaching. The challenge will be to match the right people to the right jobs, and find ways of appropriately paying for extra staff and existing staff. The ultimate aim is to place ES staff in all learning commons, not just the ES staff tagged to a child with special needs.