<table>
<thead>
<tr>
<th>HAMPTON PARK PRIMARY SCHOOL</th>
<th>Primary Southern Metropolitan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>Examine professionalisation of a wider workforce to improve student outcomes.</td>
</tr>
</tbody>
</table>
| **Classification / Rating** |  Building capacity: ES staff  
Nature: Transformational  
Stage: Implementing  
Scope: All schools |
| **Actions** |  Create a comprehensive framework for professionalising the work, capacity and development of ES staff.  
Induction and Mentoring: create a comprehensive induction program for ES staff; improve the school culture in relation to the sharing of knowledge, communication and mutual respect between teachers and classroom-based ES staff.  
Pedagogical Role Clarity: assist all staff in drawing out students’ pre-existing understandings; consolidate the use of interactive whiteboards and provided professional learning for staff; develop a framework for ES staff who provide additional assistance in literacy; include ES staff in team meetings, planning days, professional learning and goal setting; review and redefine roles for ES staff; and employ an undergraduate mathematics student to support classroom-based teaching and learning.  
Performance and Development: ensure that a literacy based goal and an ICT based goal are included in all Performance and Development Plans for ES staff; ensure that a curriculum based goal and a student engagement based goal were included in all Performance and Development Plans for multi-cultural education aides; create the role of ES Team Leader.  
Communication: develop opportunities for parents to build their confidence and their capacity to help their children at home; provide ES staff access to the school’s IT network; allow flexibility in timetabling meetings to enable ES staff to attend team planning; and develop a community engagement and partnership strategy to support sustainable access to community expertise provided by the Chaplaincy Programme and the Red Cross Breakfast Club Project. |
| **Impact** |  The field trial produced the Professionalising Education Support Staff Framework as a rubric to guide schools in recruitment and support for ES staff.  
Professional practices at the school have changed, including: enhanced capacity of teachers to manage student learning and maximise students’ time on task through collaboration with ES staff; enhanced leadership opportunities for ES staff; improved understanding among ES staff of curriculum development and pedagogical practice as a result of their involvement in team planning meetings; and increased sense of team membership of ES staff in grade level teams.  
Students have Individual Learning Improvement Plans.  
Students in Grades 1 and 2 improved results in literacy (phonemic awareness) where ES staff were assigned as teaching assistants. There was improved student engagement generally, and increased student participation in the UK designed Digital Excellence Awards program (to promote more innovative use of ICT). Improved Student Attitude To School survey results in teaching effectiveness, peer connectedness, student engagement and student safety.  
Staff Opinion Survey shows improvement in professional growth and interaction. |
| **Future** |  From 2011 the school will further develop practices based on the Framework. It will investigate the capacity of the Student Resource Package to fund more teaching assistants to classrooms. The school will ensure personal learning goals for all students are set by the end of February and regularly monitored and shared. |