**Objectives**
- Investigate innovative processes to incorporate parent and community expertise into the schools.

**Classification / Rating**
- Expanding workforce: parents, paraprofessionals
  - Nature: Continuous
  - Stage: Testing
  - Scope: All schools

**Actions**
- [Note: The original plan for the cluster involved use of the Ultranet coach to upskill a group of principals in innovative use of ICT. When the coach left and one of the team members departed, the project’s objective was changed.]
- Develop a process for identifying in the community persons with relevant skills, knowledge and aptitudes which could be used to upskill staff, improve school processes and engage students.
- Appoint a person to conduct a survey of the school community. Map these skills to identified needs in each school and develop a program which links the community people with school staff and integrates the skills into the school programs.
- Inquire of local Council about engagement of relevant expertise of Council staff.
- Employ some musicians and artists to support learning programs.
- Engage ES staff to take on tasks previously done by teachers.

**Impact**
- Through the survey the schools located some expertise in the community, though not to the extent envisaged. To date some of this skill has been utilized through establishment of a facilities committee, with competent and active members of the community meeting regularly and taking a real interest in the school. The committee is developing a vision and managing current issues.
- Parents have undertaken some work in relation to Prep induction, physical education programs, a music program, Junior School Council, the school Fair and country and culture events.
- The Artist in Residence program at Hawthorn West PS enabled the teacher to take a more facilitative role in student learning. The artists were seen by the students as ‘famous’ which elevated their opinion as to the importance of art in their learning.

**Future**
- A process has been put in place to source parents with skills and expertise in the future, with an online survey available from the start of the year. This will include processes for classifying and sorting information and recording contact personnel in community organisations (e.g. Lions, Rotary).
- External expertise in music, drama and the arts will be engaged to assist teachers and improve student engagement and motivation.
- The schools have begun to rethink employment of ES staff, their professional learning and inclusion into committees and the daily workings of the school.