<table>
<thead>
<tr>
<th>Objectives</th>
<th>Increase the paraprofessional workforce in the college and support them with induction and orientation.</th>
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| Classification / Rating | Expanding workforce: paraprofessionals  
Nature: Continuous  
Stage: Implementing  
Scope: Like schools |
| Actions | Investigate use of paraprofessionals, including surveys of staff and Year 9 students on interests, affiliations and possible areas for engagement of paraprofessionals.  
Create a handbook for paraprofessionals outlining conditions, responsibilities, supports and information.  
Create a directory of paraprofessionals in the college community. |
| Impact | The paraprofessional directory is complete and contains contact details for all paraprofessionals identified. New connections have been made with persons that might be used by the school.  
At the end of 2010 there had been limited extra use of paraprofessionals by the college. There had also been some preliminary work to expand future access to and use of a wider workforce.  
The school employed an artist to work with VCAL students in an ‘Artist in Schools’ project (‘Hoodies’) during Terms 2 and 3. Senior disengaged girls were assisted by a working artist with design and manufacture of a garment as art work. The students organised and coordinated a fashion parade for family and friends and presented their work to the Minister for the Arts.  
The ‘Hoodies’ project raised awareness of career pathways and raised self-esteem in the girls. This group of students have been ‘at risk’ for most of their years at the school with high level absenteeism up until Year 10. Students were unanimous in saying they would not be at school if it were not for projects such as this one and relevant hands on education provided through the VCAL program.  
Verb (a group associated with the Delacombe Neighbourhood renewal scheme) are in the school every lunchtime working with at risk students from the Delacombe area. They engage with students and their families to ensure students are fed, clothed and at school, as well as working with students on transition and general wellbeing issues, retention and attendance. They will move into the school’s new community hub on completion in 2011.  
The involvement of Verb and the local artist shows some evidence of extra community involvement in the school. Families of students involved in the Hoodies project came to the project’s final presentation and awards evening. |
| Future | The shift in the senior school program through VCAL and introduction of a community-based Year 9 program has allowed more flexibility in curriculum delivery, creating opportunities for greater use of the wider workforce than in the past.  
A wider workforce will be accessed to support the learning needs, career pathways and interests of students engaged in the VCAL program.  
The school’s current rebuilding program will involve a number of community partners being located on site or able to access our facilities, which will further enable use of a wider workforce. |