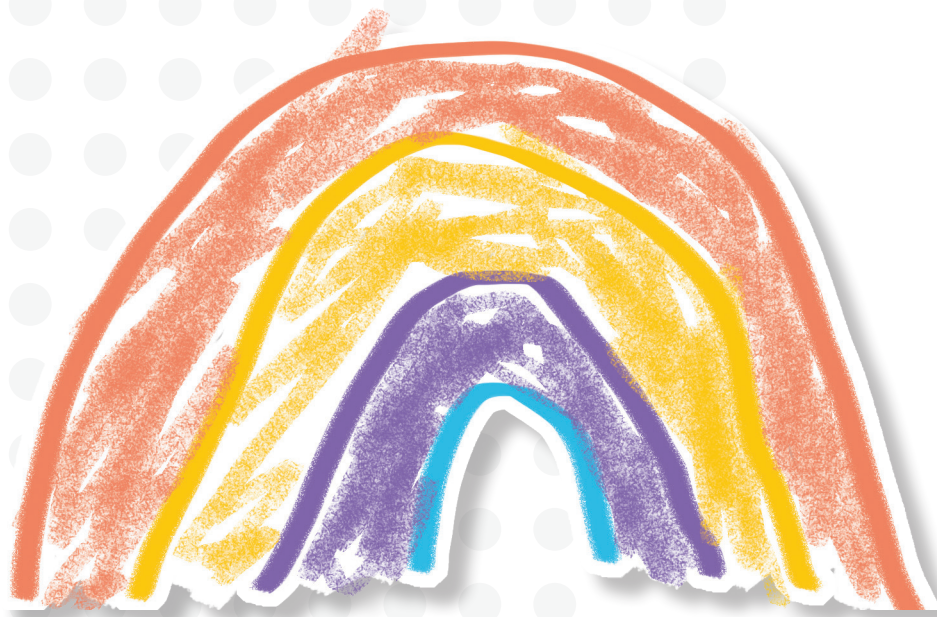
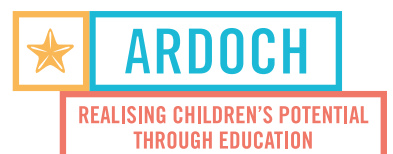


# Classroom volunteers – Helping children reach their potential

A STUDY OF ARDOCH'S  
COMMUNITY EDUCATION VOLUNTEERS  
PROGRAM



EQUITY ECONOMICS



# Contents

**Executive Summary 3**

**Introducing Ardoch Youth Foundation 4**

**Introduction 5**

**Project methodology 6**

**Addressing the gap in student performance through volunteer programs 8**

Social skills 9

School engagement 10

Academic performance 13

**Supporting teachers and schools through volunteer programs 14**

**Conclusion 16**

**References 17**

**Appendix 19**

Survey Responses 19

Survey Limitations 19

Volunteer survey 20

Teacher survey 24

## Executive Summary

Children living in poverty in Australia are experiencing a range of disadvantages, including poor academic performance. These disadvantages are entrenched and concentrated in outer suburbs and rural areas. In Australia today, despite our affluence, by grade nine the difference between advantaged and disadvantaged students is equivalent to around 2.5 years of schooling.

Addressing this disadvantage and the widening gap between opportunities available to children born into different socio-economic classes requires a suite of initiatives. Many will require significant economic investment, including greater resourcing for schools in disadvantaged communities. Within this policy landscape, identifying high performing, cost-effective interventions that address divergent educational outcomes for children from disadvantaged backgrounds are critical.

Ardoch's *Community Education Volunteers Program* is one such model. By tapping into community volunteer interest in supporting children and young people and placing appropriately trained volunteers in schools, Ardoch is delivering an inexpensive part of the solution that can be implemented swiftly.

It is delivering results.

Teachers reported that after just six months with Ardoch volunteer support:

- Student behavior improved for 57% of students while interacting with the volunteer and 45% improved for the rest of the day
- 55% of those students expressed emotions more appropriately
- 62% made and sustained friendships
- 79% had greater confidence in their ability to learn
- 67% of students who worked with volunteers had shown greater improvement in their academic competence than teachers anticipated
- 78% of teachers surveyed reported that having an Ardoch volunteer in their classroom made their job easier with extra attention given to students, and coordination of more small group activities.

Ardoch volunteers reported feeling positive about being “able to make a contribution to students learning.” They also reported that after spending just six months in the classroom that of the students they worked with:

- 65% were better able to communicate their emotions
- 78% expressed confidence in their ability to learn
- 67% of students were observed by the volunteers to have shown improvement in their academic competence.

Around one-third of Australians participate in voluntary work. Volunteering enhances social connections to help build a more cohesive, safer and stronger community. Building on the Ardoch model, targeted programs aligning educational need with willing volunteers provides a cost effective approach to improving outcomes for disadvantaged children, while building communities.

## Introducing Ardoch Youth Foundation

Ardoch Youth Foundation is a children's education charity focused on improving educational outcomes for children and young people in disadvantaged communities. Ardoch partners with schools and early years services to deliver tailored education support programs that aim to increase engagement in education, build aspirations, enhance learning outcomes and increase the confidence of children and young people living in disadvantaged communities.

Each year, Ardoch works with thousands of children and young people in schools and early years services in Victoria, Queensland and Western Australia. Amongst a range of programs delivered by Ardoch Youth Foundation is the Community Education Volunteers Program, which is the focus of this report.

### The Community Education Volunteers Program

Ardoch's Community Education Volunteers Program recruits, trains and places volunteers in early years services, primary and secondary schools with the goal of supporting disadvantaged children to achieve their learning potential.

Each prospective volunteer is interviewed, required to undertake and gain a satisfactory police check and a Working With Children Check and must provide two referees who are followed up verbally by Ardoch staff. Following the recruitment stage, volunteers complete a training course consisting of an online component and a day of face-to-face instruction. All volunteers are asked to make a minimum six-month, weekly commitment to the program.

Volunteers are then placed in schools and early years services in disadvantaged communities with whom Ardoch has established partnerships. Schools and communities are identified as being disadvantaged using community data such as the Socio-Economic Indexes for Areas (SEIFA) developed by the ABS and the Index of Community Socio-educational Advantage (ICSEA). All school partners have an ICSEA value under 1000 (the average), or are slightly higher but have over a third of their students in the bottom quartile.

The scope of activities undertaken by the volunteer is determined by the teacher and generally includes listening to children read, working intensively with students one-on-one or in small groups focusing on areas where they need extra support, and floating in the classroom assisting students as required.

### This study

Ardoch Youth Foundation commissioned *Equity Economics* to study the impact of the Community Education Volunteers Program. The goal of the study is to ensure program effectiveness and measure the impact on children's learning and wellbeing.

To date there has been limited research on the impact of community volunteers in Australian schools. Consequently this project includes original data collection from primary and secondary sources involved in Ardoch's Community Education Volunteers program over a six-month period. A literature review and international research has also been drawn on to inform the findings and recommendations.

## Introduction

Despite Australia's relative prosperity, the poverty rate remains above the Organisation for Economic Co-operation and Development (OECD) average. In 2013-14, 4 million Australians were living in poverty.<sup>1</sup> This includes 730,000 children under the age of 15, or 17.4% of all children in Australia.<sup>1</sup> Between 2004 and 2014 there was a 2% increase in the rate of child poverty in Australia.<sup>1</sup>

Research shows that social disadvantage in Australia is entrenched and has been concentrated in certain outer suburbs and rural areas for a long period of time.<sup>2</sup> Children living in poverty experience a range of disadvantages, including being at greater risk of poor health outcomes, social problems and poor academic performance.<sup>3</sup> Families experiencing poverty are also more likely to suffer from conflict and violence. <sup>3</sup>

Child poverty disproportionately affects children in single parent families and indigenous families. In 2014, 40.6% of children in single parent households, or 2 out of every 5, were living in poverty.<sup>1</sup> While in 2011, 19.3% of the Aboriginal and Torres Strait Islander population were living in poverty, compared to 12.4% of the total Australian population.<sup>4</sup>

Multiple studies have illustrated the impact that socio-economic status in Australia has on education outcomes. For example, the latest reports from the Australian Council for Educational Research (ACER) on Australia's performance in the 2015 Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) surveys found socio-economic disadvantage remains an issue. Specifically:

- By grade nine the difference between advantaged and disadvantaged students is equivalent to around three years of schooling.
- The school a student attends has an impact on outcomes. Disadvantaged students in average socio-economic level schools are almost a year of schooling ahead of those in disadvantaged schools. <sup>5</sup>

The 2015 Australian Early Development Census (AEDC) found children living in the most socio-economically disadvantaged locations were at least twice as likely to be developmentally vulnerable in all five domains: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills and communication skills and general knowledge. <sup>6</sup>

Addressing this disadvantage and the widening gap between opportunities available to children based on the socio-economic class into which they were born requires a suite of initiatives. Many of these initiatives, such as greater resourcing for schools in disadvantaged communities, services to support the development of safe and supportive families, affordable housing and greater access to nutritious food, will require significant economic investment. Within this policy landscape, placing appropriately trained volunteers in schools can be an inexpensive part of the solution that can be implemented swiftly.

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<sup>1</sup> This uses 50% of the median after tax income, adjusted for housing costs and for the number of adults and children living in each household, as the poverty line.

In 2014, 31% of Australians participated in voluntary work, contributing 743 million hours to the community.(7) 71.2 million of those hours were donated to education and training organisations, such as schools and early years services.(7) A more recent survey by Giving Australia in 2016 estimated that 43.7% of adult Australians volunteered, contributing a total of 932 million hours.(8)

Volunteering makes a significant contribution to the Australian economy. It enhances social connections and helps build a more cohesive, safer and stronger community.(9) However, the need for volunteers in education organisations is currently exceeding supply. A survey of organisations involving volunteers in 2016 in Australia found that education organisations were one of the sectors with very large numbers of unfilled volunteer positions.(10)

The aim of this report is to highlight the benefits that placing volunteers in primary schools in low socio-economic areas can generate and to clearly articulate how to maximise their effectiveness. It is hoped that by highlighting these benefits it will generate greater interest in this valuable and cost-effective approach to supporting school children in disadvantaged areas from government, businesses, schools and volunteers.

## Project methodology

The project used a mix of primary and secondary data sources to inform its findings. This approach was preferred because there is still considerable uncertainty regarding the impact of non-parental volunteers in classrooms and limited data on their performance in an Australian setting.

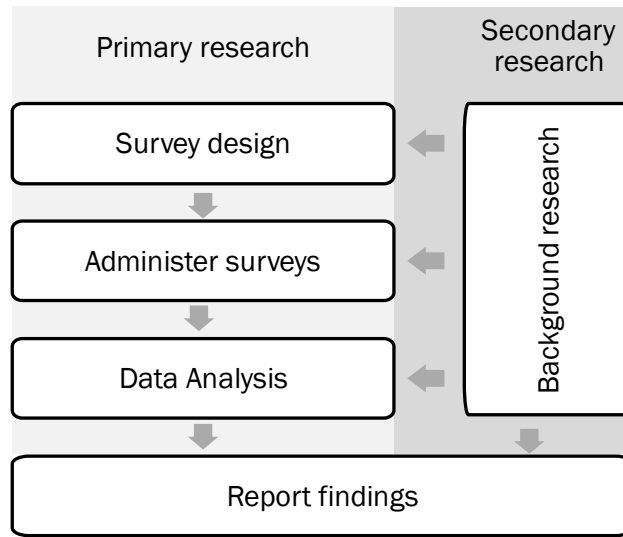
*Equity Economics*, in partnership with the Ardoch Youth Foundation, conducted a survey of volunteers and teachers from primary school classrooms in which Ardoch Community Education volunteers were placed. The first surveys were conducted during the first term, and at the follow up survey was conducted at the end of the second term.

The purpose of the survey was to collect information on the impact of volunteer involvement on student confidence and wellbeing, engagement in school and academic performance over a six-month period.

The research considers primary school volunteers only, where there is greater scope to measure the impact across schools and classes as volunteer activities tend to be more uniform, when compared to early years and secondary volunteer activities that tend to be more topic and teacher specific.

At all stages of the project, secondary research has been used to inform and ground the primary research as well as to provide additional insights. Figure 1, below, summarises the project methodology.

Figure 1: Project methodology



While the survey provides some valuable insights, some care needs to be taken when interpreting the results. The population of teachers and volunteers involved in the survey is relatively small, though it is worth noting that few studies of this nature have been published in Australia making this an important initial contribution to research in this field. Further details regarding the survey methodology are provided in the Appendix.

The remainder of this report summarises the impact of not-for-profit driven community volunteer programs in disadvantaged areas on students, teachers and schools.

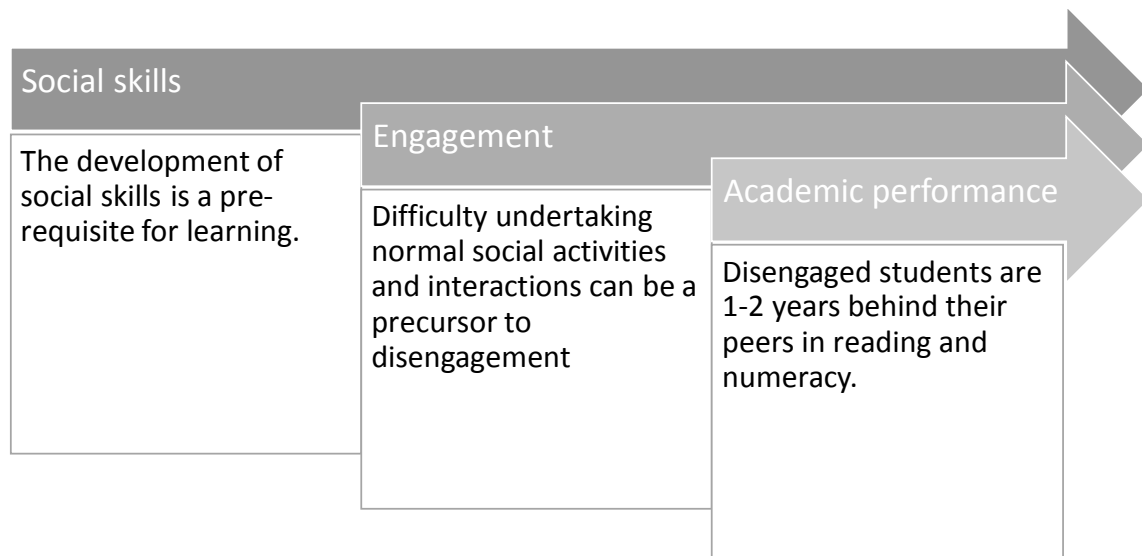
## Addressing the gap in student performance through volunteer programs

The opportunity gap for children from a disadvantaged socio-economic background is a function of a myriad of influences. Relevant literature identifies three areas where children from low socio-economic backgrounds are more likely to perform poorly and that trained volunteers in classrooms have been shown to make an impact. They are:

- Social skills;
- Engagement in school; and
- Academic performance.

Furthermore, as illustrated in Figure 2, there is evidence that these areas are interlinked. Children who have difficulty with social activities and interactions are more likely to be disengaged(11) and disengagement is correlated with poor academic performance.(12)

*Figure 2: The relationship between social skills, engagement and academic performance*



Ardoch's Community Education Volunteer Program is designed with the goal of achieving these three impacts – social skills, engagement and academic performance. The following sections discuss each of these areas and related program results in turn.



## Social skills

The development of social skills is a prerequisite for learning. Without adequate social skills children are unable to learn as effectively or to use what they learn in negotiations in the real world. Data shows that children that are taught social and emotional skills do better academically, like school more and are more engaged in class.(13) Ultimately, a child's capacity to get along with other children is "the single best childhood predictor of adult adaption".(14)

Children from socio-economically disadvantaged backgrounds are more likely to have experienced social and emotional instability which can impair the development of social skills.(15) Trained volunteers in schools can support the development of social skills by:

- Demonstrating that positive relationships with adults are possible, thus, serving as a "corrective experience" for children who have experienced unsatisfactory relationships with parents or other caregivers.(16)
- Providing a model of effective behaviour and communication which may help children better understand, express and regulate their emotions.(17)

The development of an *enduring* relationship with a trained school volunteer has been linked to significant improvements in children's perceptions of their relationships with parents, peers and other adults.(17) It has also been linked to improved perceptions of scholastic efficacy.(17)

### *What the survey of Ardoch volunteers and teachers found*

The impact of volunteer interactions on student social development and confidence was tested in the surveys of Ardoch teachers and volunteers.

Teachers reported that they had seen an improvement *above* what they had anticipated for students after spending time with the volunteers. This included:

- 55% of those students ability to express emotions appropriately
- 62% of those students ability to make and sustain friendships
- 79% of those students' confidence in their ability to learn.

Ardoch volunteers reported that after six months the students they worked with:

- 57% had indicated they looked forward to the time they spent with the volunteer
- 65% were better able to communicate their emotions
- 78% expressed greater confidence in their ability to learn.

However, as touched on in the previous paragraph, the relationship must be enduring. Studies have demonstrated that significant improvements are possible where a contact with the volunteer is maintained for at least a year. (17) These benefits are not observed at all when the period of contact is less than six months, and frequent re-matching of children with new volunteers can be detrimental because it can exacerbate fears of rejection and abandonment. (17)

## *Key lessons to maximise volunteer program effectiveness in schools*

Effectiveness is maximised when:

1. Volunteers can make an enduring commitment to the program.
2. Available international research suggests that effectiveness is enhanced through training and support for volunteers prior to placement and once they are placed in a school to ensure ongoing alignment with student and classroom needs.

## School engagement

Disengagement in school is correlated with poorer academic performance. Students who are disengaged in school are 1-2 years behind their peers for reading and numeracy.(12) Most disengaged students are passively disengaged, meaning they avoid schoolwork and participating in class but do not disrupt the class, with the remainder either engaging in low-level disruptive or aggressive/antisocial behaviours.

Students from disadvantaged backgrounds are more likely to be disengaged, as a survey of South Australian schools illustrated. It found that schools in low Index of Community Socio-Educational Advantage (ICSEA) areas report higher rates of disengagement:

- Schools in ICSEA  $\leq$  1000 areas reported significantly higher instances of low-level disruptive and disengaged behaviour.
- Schools with ICSEA  $\leq$  900 areas reported significantly higher instances of aggressive/antisocial behaviours.(18)

The extent of engagement varies from student to student and results from a multitude of factors. No one has found a “straightforward and successful way of responding” to disengagement, however, research suggests that volunteer programs can help address this issue.(12) In part, this is achieved by improving their social skills because students who feel out of place in school or lonely are more likely to disengage from learning. (19,20)

A review of three US programs, Big Brothers Big Sisters of America, Communities In Schools of San Antonio, Texas, and grantees of the U.S. Department of Education's Student Mentoring Program, found evidence that school based mentoring programs using volunteers can be modestly effective for improving school-related misconduct, absenteeism, and truancy.(21)

In addition, an Australian study reported on the characteristics common to schools that engage students, they included:

- Extensive links to the wider community, including parents. These enrich the curriculum and enhance the support that schools provide with additional services.
- School and classroom environments that support diversity and varied perspectives. (22)

*What the survey of Ardoch teachers found*

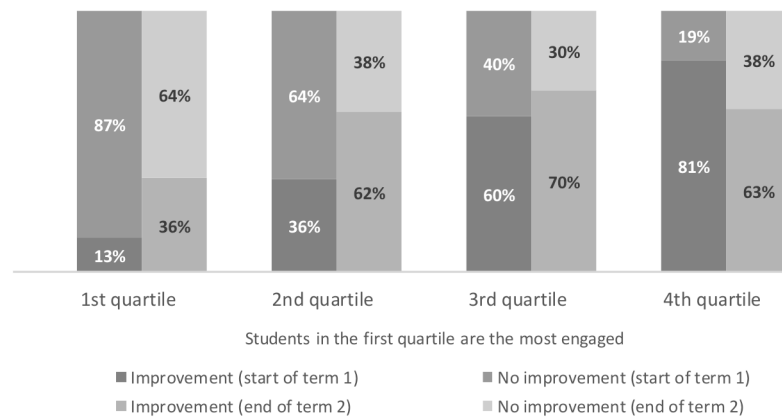
The impact of volunteer interactions on disengagement was tested in the surveys of teachers in classrooms with Ardoch volunteers. Teachers were asked to rate students on a range of behaviours that indicate disengagement. They were also asked if there was an improvement in the student's behaviour during the interaction with the volunteer and if there was an improvement in behaviour in the classroom for the remainder of the day.

In the first survey round teachers reported that 48% of students' behaviour improved while interacting with the volunteer and 37% of students' behaviour was improved for the rest of the day. By the end of second term teachers reported that 57% of students' behaviour improved while interacting with the volunteer and 45% was improved for the rest of the day. This is a significant result. However, these results are even more substantial when the teachers' reports of improvements in behaviour are broken down by the extent of disengagement demonstrated by the students.

As illustrated in Figure 3, below, teachers were more likely to report behavioural improvement during the time the volunteer spent with the student for students who were more disengaged. Furthermore, the proportion of students for which teachers reported behavioural improvement increased between the start of term 1 and the end of term 2 across all quartiles except the 25% of students that were the most disengaged (the fourth quartile).

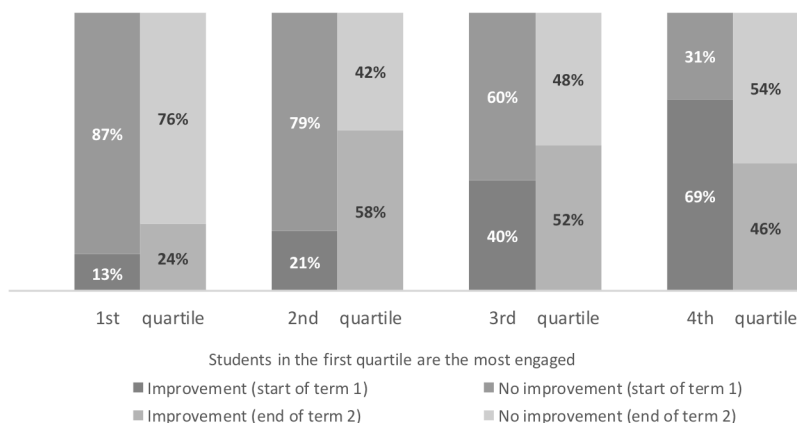
Teachers reported 81% of students behaved better during the interaction with the volunteer at the start of term 1, however, this had dropped to 63% by the end of term 2.

*Figure 3: Behavioural change during volunteer interaction*



The same pattern was observed for reported changes in student behaviour for the remainder of the day following time spent with the volunteer. As illustrated in Figure 4, teachers reported more disengaged students were more likely to exhibit improved behaviour in the classroom for the remainder of the day and reported behavioural improvement increased between the start of term 1 and the end of term 2 across all quartiles except the 25% of students that were the most disengaged.

*Figure 4: Behavioural change for the remainder of the day following volunteer interaction*



The reason for the drop in the reported behavioural improvement for the most disengaged 25% of students is unknown. As noted previously, the response rate from teachers during the first survey round was low and may have introduced bias that inflated the impact of the program. As such, it may just be an artifact of the data or may reflect an underlying trend. Further research is required.

Behavioural improvement, as found in the survey results, will benefit both individual students and the whole class. Disruptive students can lower the academic achievement of an entire classroom. Teachers who have disruptive students in their classrooms don't have as much time to dedicate to teaching because they spend more time on behavioural management.

*Key lessons to maximise volunteer program effectiveness in schools*

Effectiveness may be improved when:

3. Volunteers working with disengaged students develop enduring relationships, however further longer-term research is needed to confirm the impact of this outcome.

## Academic performance

Socio-economic status has a considerable influence on education outcomes. The average gap in academic performance between students with highly educated parents and those whose parents have lesser education is around 2.5 years by Year 9.(23)

In addition to the indirect contribution they make by improving social skills and engagement in school, trained volunteers in classrooms can directly improve academic outcomes. However, this is only achieved under specific circumstances.

### *What the survey of Ardoch volunteers and teachers found*

The impact of volunteer interactions on academic competence was tested in the surveys of Ardoch volunteers and teachers with volunteers in their classrooms at the end of term 2.

- Teachers reported 67% of students who worked with volunteers had shown *greater* improvement in their academic competence than they had anticipated.
- Ardoch volunteers reported that they had observed improvements in academic competence in 67% of students they were working with.

Evidence from prior studies regarding the impact of volunteers on reading acquisition, a key metric for academic achievement, is limited. A systematic review of random control trials using volunteers in classrooms to help with reading found that they could generate positive gains in reading skills. (24)

However, the confidence intervals around this finding were large. This could suggest the true impact of volunteers in classrooms on the acquisition of reading skills can be negligible or negative if they if they do not receive appropriate training and supervision.(24)

The potential for negative outcomes is supported by large review of the use of paid teaching assistants in the United Kingdom.(25) This study found that students who received the most support from teaching assistants made less progress than those who did not.(25) It was determined that this was a result of low attaining students receiving informal remedial education from the teaching assistant, who was not trained appropriately, and being separated from teachers and the curriculum.(25)

Hence care needs to be taken to ensure that volunteers are working with the *right kids* in the *right circumstances*.(26)

Four common features of volunteer programs that have been found to have a positive impact on reading acquisition are:

1. Training and supervision by a reading specialist
2. Tutoring that is consistent with the classroom instruction
3. The use high quality materials and engaging books
4. Monitoring students' progress.(27)

### *Key reasons to maximise program volunteer effectiveness in schools*

Effectiveness is maximised when:

4. Volunteers work with students in the classroom in partnership with the teacher. Individual tuition separate to the class should only be adopted when the volunteer is highly skilled, for example, former teachers with many years practical experience to ensure support aligns with the curriculum and class activities.
5. Volunteer programs or individual student interventions that are focused on direct academic improvement include the common features of effective programs including trained volunteers, alignment with class instruction, engaging materials and evaluation throughout.

## Supporting teachers and schools through volunteer programs

Community volunteers in schools benefit teachers and schools by:

- Increasing resources to support schools' learning programs
- Bringing new experiences, interests and skills into the classroom
- Improving connections with the community, with volunteers acting as advocates for the children and the staff
- Improving school image within the community.(28)

The need for community volunteers in low socio-economic status schools is particularly acute because these schools tend to have a greater concentration of children with challenging and complex learning and behavioural issues.(29) They also tend to have lower rates of parental involvement than schools in higher income communities. A survey of P&C Presidents found that those from schools with an ICSEA below 900 were significantly more likely to report having to 'beg and plead' to enlist volunteers and not organising events due to parents not volunteering when compared with the responses for from P&C Presidents from schools with an ICSEA of 1000 or more.(30) Both the vulnerability of the students and the absence of substantive parental volunteerism reduce the capacity of these schools and their teachers to meet the educational and social development needs of their students when compared with schools in higher SES communities.

In our survey 78% of teachers reported that having an Ardoch Community Education volunteer in their classroom made their job easier. Teachers commented that the presence of volunteers in the classroom meant that they could provide extra attention to students, coordinate more small group activities, give students greater opportunities to speak, read and write English.

*What teachers involved in the Ardoch survey said*

*"It allowed me to plan a small group activity for students who needed extra attention knowing that the volunteer would be able to assist."*

*"Having the volunteer read with students every week helps me ensure all student are reading with an adult frequently in the week."*

*"Their contribution to the grade means that we are able to split into smaller groups, thus giving the children more one on one focus."*

*"I have a Year 5 student that is a New Arrival. He arrived at the beginning of the year with little to no English. He has EAL support (one-on-one support with an EAL teacher). He also works for 2 hours with an Ardoch volunteer twice a week. We have seen massive gains and improvement in his ability to speak, read, and write in English."*

The additional demands and stressors for teachers and schools operating in disadvantaged communities mean that they also have less capacity to develop and administer a coordinated community volunteer program within the school despite the demonstrable need for them. Volunteer organisations, such as Ardoch, who coordinate the recruitment, police checks, training and placement of volunteers in these schools help redress this imbalance.

The use of not-for-profit organisations to facilitate volunteering in schools within disadvantaged communities is a cost-effective alternative. On average volunteers in this program are involved for 2.5 years and spend 3 hours per attendance at a school. Given the benefits of Ardoch's Community Education Volunteers Program, as has been demonstrated above, program costs represent a very modest investment.

*What volunteers involved in the Ardoch survey said*

*"My experience with the Ardoch volunteer program is very positive and personally I feel welcome by both students & staff, and that I have been able to make a contribution to students learning."*

*"I enjoy working with the children and find my time with them both inspiring and rewarding."*

## Conclusion

Ardoch's Community Education Volunteer Program is delivering results. Through effective management by a cost-effective non-government organisation, the recruitment of willing and able volunteers, strong partnerships with schools and communities, Ardoch is delivering results for disadvantaged children.

Results are evident across three critical areas – social skills, engagement and academic performance. These inter-related areas are also connecting members of the community with schools and schools with their communities.

With low overheads and modest cost of training and placement of volunteers, the Community Education Volunteer Program offers a cost-effective approach to grappling with persistent disadvantage in Australia's outer suburbs and rural areas.

Encouragingly, the results of this study show a strong consistency in the findings between volunteers and teachers in terms of improved student behaviours, engagement and educational outcomes. These findings are consistent with previous studies on the potential benefits of placing community volunteers in schools in socio-economically disadvantaged areas.

Community volunteers operating within appropriately designed programs can bring about real improvements in the social development, school engagement and academic competence of the children they work with.

Further, schools in these areas benefit from the contribution of not-for-profit organisations such as Ardoch Youth Foundation to recruit, screen, train and place community volunteers because the schools do not necessarily have the resources to dedicate to these activities.

Finally, a dedicated not-for-profit can leverage economies of scale and prior learning to ensure that community volunteer programs are effective and cost-efficient. There is significant scope to build on these positive results, potentially scaling up to a nation-wide program.

Prior to this report there was almost no primary Australian research on the impact of community volunteer programs in schools or how to maximise their effectiveness. The results of this study are promising but further research is needed. Ardoch is committed to building this evidence base and continuing to deliver effective programs supporting disadvantaged children and young people right across Australia.



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# Appendix

## Survey Responses

		<b>First survey round</b>	<b>Second survey round</b>
Teachers	Number of respondents	22	38
	Response rate	49%	84%
	Number of student observations	60	98
Volunteers	Number of respondents	66	68
	Response rate	68%	70%
	Number of student observations	181	187

## Survey Limitations

Any survey of this nature involves some limitations. Specifically in this report they include:

1. A small population.
2. Advocacy bias – this is particularly an issue with the volunteer group. The volunteers have self-selected by becoming volunteers. They tend to become champions for the children that they are working with. As such, their survey responses may be influenced by their instinct to see the best in the children. Teacher responses may also be influenced by advocacy bias because teachers who value and support the program may be more likely to complete the program to those who see little or no value in it.
3. No control or high ICSEA comparator group.

Equity Economics and Ardoch Youth Foundation have sought to minimise the impact of these limitations by seeking input from multiple sources and by promoting the survey amongst respondent groups to maximise the response rate.

## Volunteer survey

### 1. Age

- 20-29 years old       30-39 years old       40-49 years old       50-59 years old       60 years or older

### 2. Employment status

- Student       Employed       Retired       Stay at home carer/parent       Unemployed

### 3. Sex

- Male       Female

### 4. Do you have any formal training, other than from Ardoch, relating to working with children?

- Yes       No

### 5. Describe your formal training

- I am a trained teacher       I am a trained childcare worker       I am studying teaching       I am studying childcare       Other (please specify)

### 6. How long have you been working in schools as an Ardoch volunteer?

- This is my first year       1-2 years       3-4 years       4-5 years       More than 5 years

### 7. How long have you been volunteering at this school?

- This is my first year       1-2 years       3-4 years       4-5 years       More than 5 years

8. How is your engagement with the children structured?

- I am working intensively and individually with students that require greater attention for at least one hour per student per week.
- I am working with small groups of students (2-5 students) that require greater attention for at least one hour per group per week.
- I am working individually with all the students in the classroom for a short period of time in a roster. For example, I spend 10 minutes listening to each child read.
- I float in the classroom assisting the teacher as directed.
- Other. Please describe how your engagement is structured.

9. How many children are you working with?

- 1                       2                       3                       More than 3

[Note: Survey respondents were asked to answer the following four questions for each of the children they were working with. If they were working with more than 3 children they were asked to answer the following four questions for the 3 children they had the most contact with.]

10. Have you ever witnessed this child being bullied or singled out by other children or has this child ever discussed being bullied with you?

- Yes                                       No

11. Please assess the child's behaviour while you are working with them.

	Never	Hardly ever	Occasionally	Quite frequently	Often
Physically or verbally threatens you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physically or verbally threatens other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refuses to follow class rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talks back and is argumentative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provokes others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never	Hardly ever	Occasionally	Quite frequently	Often
Is easily distracted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has unpredictable mood swings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears at times in an altered state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays outbursts of emotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears to act without thinking of the consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begins without seeming to understand the activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not try to finish assigned tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes minimal effort to get things right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives up quickly on demanding tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears vague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not bring equipment to class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loses work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Have you observed any improvement since the beginning of the year in this child's: [Note: this question was only included in the second survey round.]

	Yes	No
Ability to express emotions appropriately	<input type="checkbox"/>	<input type="checkbox"/>
Confidence in their ability to learn	<input type="checkbox"/>	<input type="checkbox"/>
Academic competence	<input type="checkbox"/>	<input type="checkbox"/>

13. Does this child look forward to spending time with you? [Note: this question was only included in the second survey round.]

Yes

No

I don't know

14. Do you intend to continue volunteering with Ardoch for the next six months? [Note: this question was only included in the second survey round.]

Yes

No

I don't know

15. Please include any other observations about your experience with the Ardoch Education Volunteers Program and the students and teachers you work with, that you feel has not been adequately covered above.

## Teacher survey

1. How long have you been working as a teacher?

- This is my first year       1-2 years       3-5 years       6-10 years       More than 10 years

2. How long have you been working at this school?

- This is my first year       1-2 years       3-5 years       6-10 years       More than 10 years

3. Which class do you teach?

- Prep       Grade 3       Grade 6  
 Grade 1       Grade 4  
 Grade 2       Grade 5

4. Are there any volunteers working in your classroom this term other than the Ardoch volunteer? [Note: This question was only included in the first survey round.]

- Yes       No

5. How often will these other volunteers be in the classroom (for example: once a week or once a month) and what will they do (for example: read with children or manage classroom behaviour)? [Note: This question was only included in the first survey round.]

6. What proportion of children in your class can read at an age appropriate level?

- None or almost none       25%       50%       75%       All or almost all

7. What proportion of children in your class, do you estimate, would have books at home?

- None or almost none       25%       50%       75%       All or almost all       I don't know



8. On average how often do you estimate children in your class are read to at home? [Note: This question was only included in the first survey round.]

- Never or almost never       1-2 times a week       3-5 times a week       Daily or almost daily       I don't know

9. Is this the first time you have had an Ardoch volunteer in your class?

- Yes       No

10. What did the Ardoch volunteer do in your class?

- They worked intensively and individually with students that require greater attention for at least one hour per student per week.
- They worked with small groups of students (2-5 students) that require greater attention for at least one hour per group per week.
- They worked individually with all the students in the classroom for a short period of time in a roster. For example, they spent 10 minutes listening to each child read.
- They floated in the classroom assisting me as directed.
- Other. Please describe how their engagement is structured.

11. Does the involvement of the Ardoch volunteer in your classroom effect your ability to do your job? [Note: This question was only included in the second survey round.]

- Yes, it makes it easier       Yes, it makes it harder       No

12. Please explain how the Ardoch volunteer effects your ability to do your job? [Note: This question was only included in the second survey round.]

13. How many children is the Ardoch volunteer working with?

- 1       2       3       More than 3

[Note: Survey respondents were asked to answer the following 9 questions for each of the children the Ardoch volunteer was working with. If they were working with more than 3

children they were asked to answer the following 9 questions for the 3 children the Ardoch volunteer had the most contact with.]

14. Does this child have books at home?

Yes

No

I don't know

15. On average how often is this child read to at home?

Never or almost  
never

1-2 times a week

3-5 times a week

Daily or almost  
daily

I don't know

16. Can this child read at an age appropriate level?

Yes

No

17. Have you ever witnessed this child being bullied or singled out by other children or has this child ever discussed being bullied with you?

Yes

No

18. For each of the following questions please assess the child's overall behaviour in the classroom, not just when they are interacting with the Ardoch volunteer.

	Never	Hardly ever	Occasionally	Quite frequently	Often
Physically or verbally threatens you and or other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loses temper and abuses you and or other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refuses to follow class rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talks back and is argumentative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provokes others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never	Hardly ever	Occasionally	Quite frequently	Often
Is easily distracted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has unpredictable mood swings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears at times in an altered state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays outbursts of emotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not wait their turn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears to act without thinking of the consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begins without seeming to understand the activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not try to finish assigned tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes minimal effort to get things right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives up quickly on demanding tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears vague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not participate in class activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not bring equipment to class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loses work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rarely completes homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comes late	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Misses lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Misses days or weeks of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. How does this child's behaviour change while they are working with the Ardoch volunteer?

Much worse     
 Somewhat worse     
 Unchanged     
 Somewhat improved     
 Much improved

20. How does this child's behaviour in the classroom change for the remainder of the day after working with the Ardoch volunteer?

Much worse              Somewhat worse              Unchanged              Somewhat improved              Much improved

21. Please assess the child's academic achievement in the following areas against age appropriate expectations.

	Significantly below	Below	Meets	Exceeds	Significantly exceeds
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Since the beginning of the year have you observed an improvement above what you anticipated in this child's: [Note: This question was only included in the second survey round.]

	Yes	No
Ability to express emotions appropriately	<input type="checkbox"/>	<input type="checkbox"/>
Ability to make and sustain friendships	<input type="checkbox"/>	<input type="checkbox"/>
Confidence in their ability to learn	<input type="checkbox"/>	<input type="checkbox"/>
Academic competence	<input type="checkbox"/>	<input type="checkbox"/>

23. Please include any other observations about the Ardoch Education Volunteers Program that you feel have not been covered above.