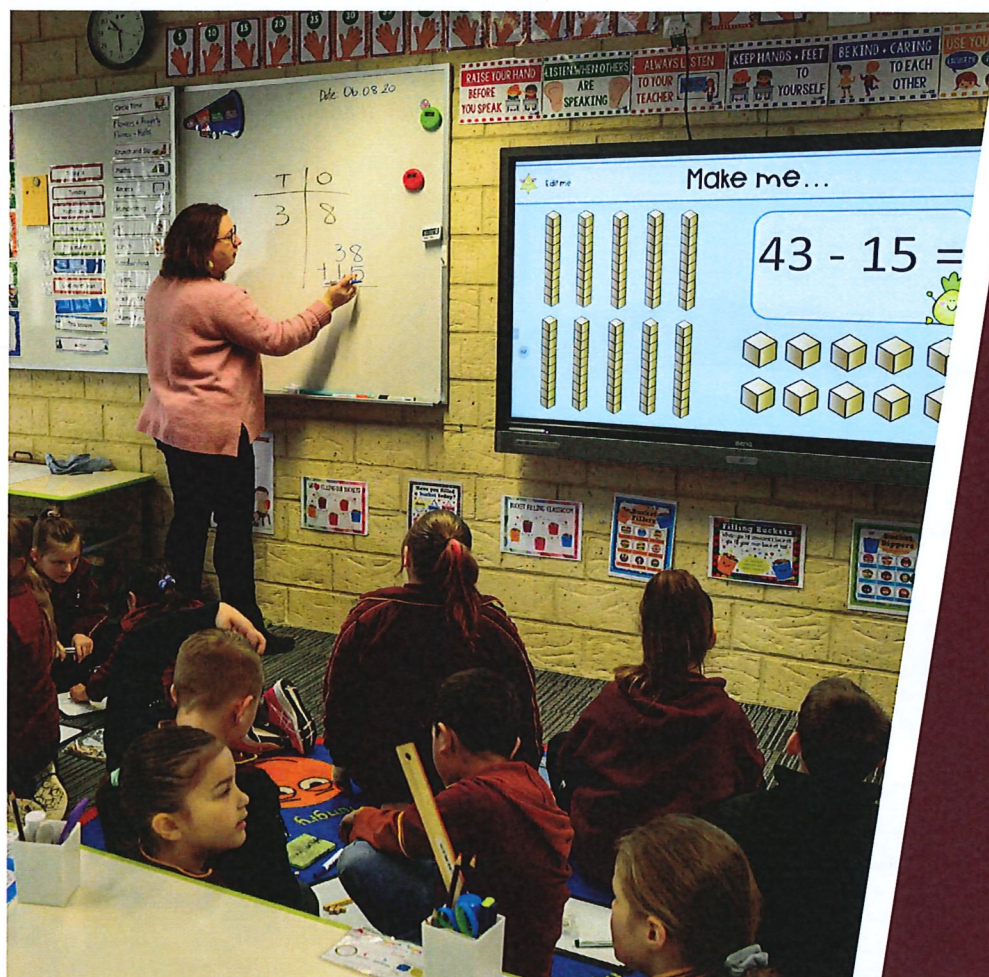




Braeside Primary School

Independent Public School



WORKFORCE PLAN 2020-2023

Our Workforce Plan stands as an enabling document to assist the school to deliver on the goals of the Braeside Primary School Business Plan 2020-2023 and we are confident of the skills and talent of the Braeside Primary School staff to achieve these targets.

Endorsed for and on behalf of Braeside Primary School on the 24 September 2020 .

Teresa Wigg
Principal

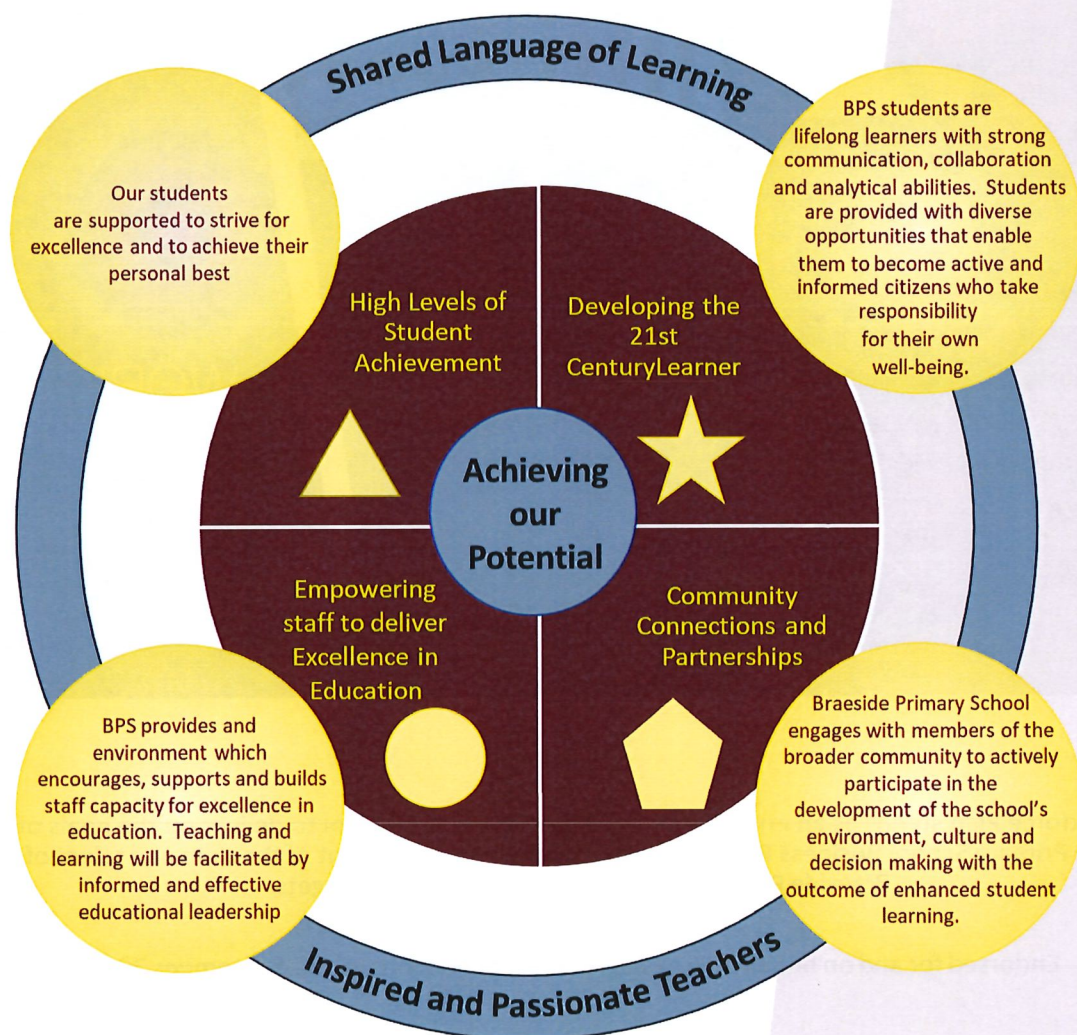
Tahlia Bielby
School Board Chair

Context Review

Braeside Primary School is an Independent Public School located in the town of Katanning. We take in students from all areas of Katanning and surrounding farms. 6 buses bring students in from farms around the town and also students from the Woodanilling area.

In 2020 the school celebrated its 40th Anniversary, enrolments have settled for the last 5 years between 200-220. A significant investment in a Quality Early years program with a mix of inquiry, play based learning and explicit teaching as well as upgrades to the environment have led to an increase in enrolments through the Early Years.

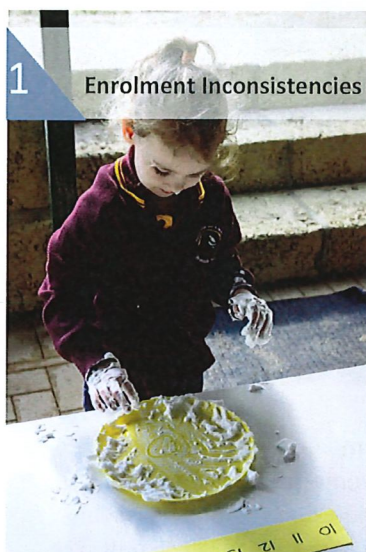
Our staff are a group of committed teachers, most of whom have commenced with the school as beginning practitioners. Each staff member brings a special enthusiasm and commitment to student learning while focusing on a collaborative team model in planning for continuous improvement. The Curriculum encompasses a broad range of learning areas where students engage both individually and cooperatively in learning which is driven by a common Instructional model throughout the school. Music, Art and Physical Education all enjoy a high profile through quality specialist programs. STEM and Art extension offer students achieving at a high level academically the opportunity to extend their learning.



Business Plan Focus Goals 2020-2023

Environmental Scan

In meeting the needs of our students and community, now and into the future, the following issues may impact on our Workforce Plan.



1 Enrolment Inconsistencies

Enrolments for Braeside Primary have been relatively stable, within the region of 200 students. A focus is the transiency rate of 33%. This leads to unpredictable enrolments and fluctuating class sizes during the year. Ensuring early enrolment of students will support the ability to target student need. This will also allow for stability within the school structure during each year.

As groups of students move into High School and consider leaving town for alternative High School education, we need to consider the impact on students in the Primary school. With strong connected relationships we can hope to reduce this movement or plan for it in the prior year.



2 Evolving Needs

As our community changes over time, student profiles and programs change, so do the staffing needs to meet these challenges. As we progress towards 2023 we will have an increased focus on the developing the mental health and well being of our students and staff. We aim to develop the staff, resources and our networks to support this on our school site. As a result of the current Covid pandemic, students well-being with whole class and intervention support being offered is crucial.

We see the needs of the students entering Braeside Primary changing, with intervention and support for an increasing number of students required. This intervention and support will enable students to achieve their potential and maintain progress. The services provided by the school will need to expand to support staff with expertise and resources.



3 Futures Focused

Katanning's Early Years Initiative is a key part of our future focus. This will extend our quality Early Years program into 0-3, offering staff and support for these is integral to this project's success.

As we begin our journey as an Enterprise School we have an increased focus on technology and innovation. As we prepare students for a future technological workplace there will need to be investment in staff, training and technology.

Our Plan



Braeside Primary School has developed targeted planning and supports for the future management of the workforce. The Workforce Plan will guide the school, informing and supporting achievement of the Inaugural Business Plan goals. The targets are drawn from an environmental scan, a context review and the Business Plan 2020-2023. As a newly appointed Independent Public School in 2020 the opportunity to restructure will enhance the school's ability to meet workforce planning targets.

1

Increase the ratio of staff to students over subsequent years

2

Increase the percentage of teachers who work at Braeside for longer than three years.

3

Plan for and provide career support at every stage.

4

Implement leave and succession planning for all school positions, at all levels

5

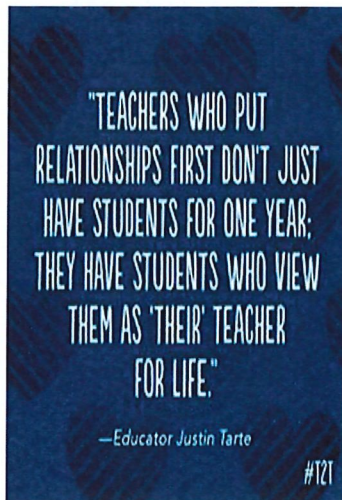
Develop an agile, supported and responsive workforce that can deliver Business Plan objectives and milestones.



The greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximise the effect of their teaching on all students in their care.

John Hattie

An increasing staff to student ratio



Braeside Primary School is committed to providing quality staff for all students across the school, and to support all needs academic, social and emotional. To achieve our target ratio of 6 students per staff member we will need to ensure that vacancies align closely to student need and the current school context. Budget management is also a prime consideration.

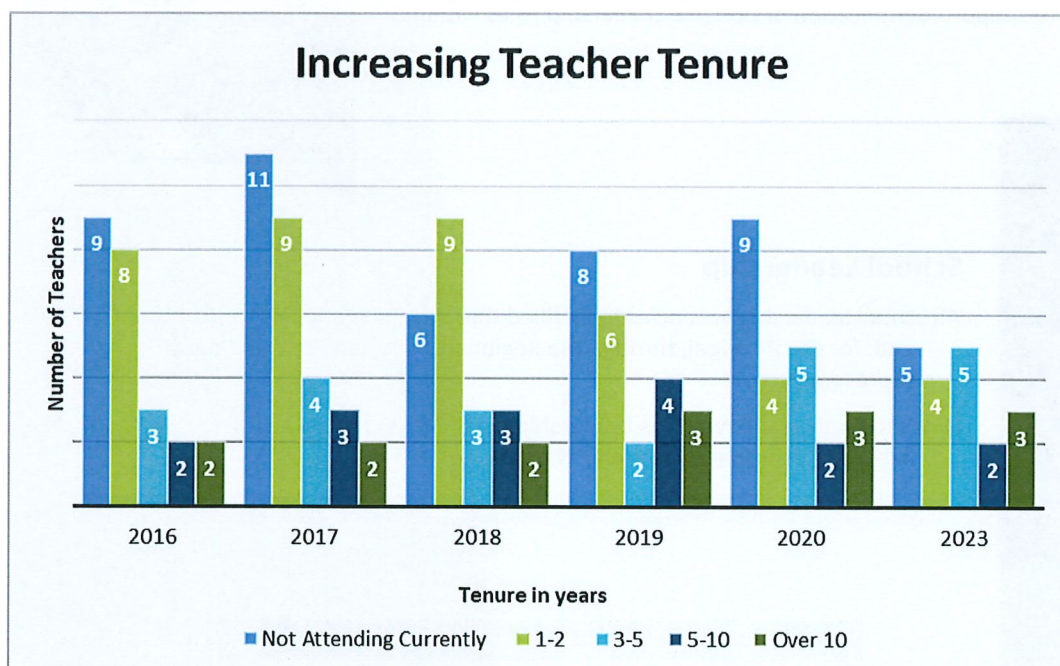
Processes Around Key Strategies:

- 1) Early notification of staff intentions about work fraction reduction, retirement or resignation or leave to assist in filling vacancies
- 2) The use of quality data to inform student numbers and needs forecasting both yearly and for three year cycles
- 3) Developing clear guidelines on management of extended leave requests, particularly leave without pay.

Year	Total Staff FTE	Teaching Staff Headcount	Ratio staff/ students	Students
2016	39	24	5.54	216
2017	36	21	5.83	210
2018	38	20	5.37	204
2019	41	22	4.88	200
2020	43	18	4.93	212
2023	36.7		6	220

Increasing Teacher Tenure at Braeside

The graphic demonstrates the average length of contact service of teaching staff at Braeside, this includes the school leadership. This graph shows a gradual increase in contact service over the previous 3 years. This has been influenced by selection processes and the previous workforce plan direction. Maternity leave, a two year graduate turnaround process and acceptance of redeployees has impacted success in this area.



The goal for 2023 is to lift the contact years to an average of 4 years in teaching and leadership positions while maintaining a reduction in teacher turnover. Independent Public School status and the opportunity to have School Board members on teacher panels will support this direction.

Career Support at Every Stage

Pre-service, Graduate and New Entry Staff

Continue partnerships with WA-based and fully supported tertiary institutions with local supervisors for placement of students for practical components for both teaching and non-teaching positions.

Provide comprehensive and ongoing induction to all new staff, teaming each new staff member with an identified mentor and support person, as well as having a planned and staged process of induction into the school for at least the first six months of appointment.

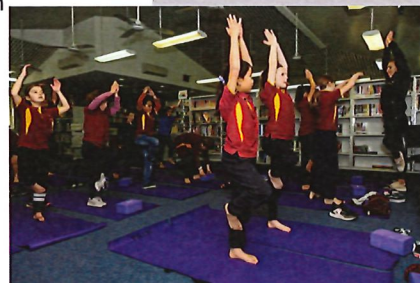
All Staff

Staff will be provided with access to professional learning, support and development on an equitable basis, consistent with school plans and personal professional needs.

All staff are involved in a rigorous performance management process that enables professional growth, accountability and ongoing learning.

Increase the understanding of teaching, relief and support staff about how their roles support teaching and learning across the school through the provision of professional development sessions, development of detailed role descriptions and shared expectations to provide clarity and certainty of how resources are best maximised for the benefit of students.

All staff have the expectation and entitlement to quality feedback and support in fulfilling their role.



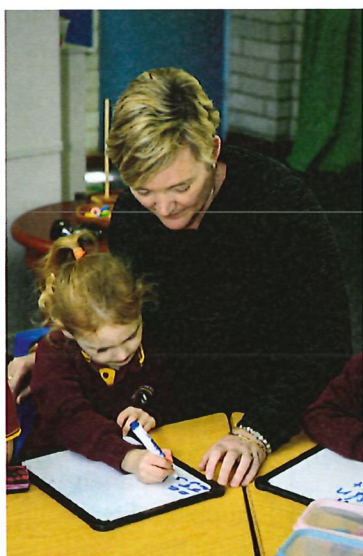
Senior Teachers and Identified Future Leaders

Support the development and successful application for Senior Teacher status for all eligible staff.

Work with identified Future Leaders to identify and define leadership contributions and negotiate appropriate roles within the school that reflect the skills of each staff member.

Actively support and increase the number of Level Three Classroom Teachers on staff through provision of professional development, mentoring and appropriate resources.

Work with Future Leaders to support identification of possible Leadership roles within the Network or system.



School Leadership

All school leadership vacancies to be filled through the merit selection process, and, for the Principal, through the Regional Office, with School Board representation.

Work towards stability across Leadership positions and full time Principal and Associate Principal roles within the school.



Agile, Supported and Responsive

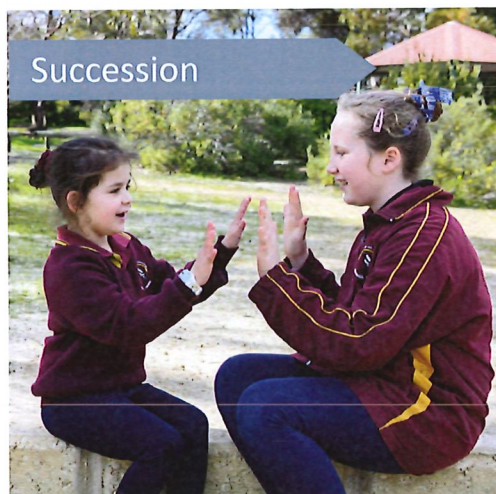
Every staff member has unique talents, strengths and areas for development. At Braeside Primary School, we are committed to nurturing the future for all in our school community.

People cannot perform at their best if they are not well rested, motivated, appreciated and doing things that build a healthy body, mind and soul. The school will work to develop support strategies as well as policies and practices that support, promote and celebrate a balance of work and family, and a health-promoting workplace that is safe, inspiring, and supportive.

The support is both professional and collegiate, ensuring that all employees feel safe, valued and have a sense of purpose in being able to determine their role, currently and into the future, within the parameters of the Business plan. The development of a culture of collective efficacy around teaching and learning is a pivotal focus.

Staff will work collaboratively to be responsive to the needs of the students and the changing objectives as determined by the Business Plan 2020-2023. Staff and identified leaders will take an active part in the review of Braeside's Strategic Directions, engaging actively in the School Improvement model and review processes.

Leave and Succession Planning



The school employs staff from many age brackets, from those beginning their career to those who may be considering retirement. As of 2020, the average age of staff members is 41.6 years old. Over time, the number of staff moving towards considering retirement or reducing their work fractions is increasing. This may have impact particularly upon classroom teaching positions and the continuity of support staff.

There are also considerations to be made for requests to reduce work fractions which arise as staff transition to retirement and the balance between this in terms of creating additional part time vacancies. There is a possible benefit of having new staff gain experience as part of a planned transition to retirement and succession planning.

In planning for potential retirements and reduced work fractions, the school relies upon:

Early notice from employees, in line with industrial agreements, but preferably at least one term of notice is desirable;

Full and competitive merit selection for each vacancy; and

A comprehensive induction and handover process



Managing thirty staff requires careful planning for leave. The biggest potential impact to the school comes from planned leave, and this being cleared in a timely manner. With adequate notice given to the school, appointment of appropriately skilled staff can be undertaken minimising disruption to students.

The categories of sick, personal and carers leave, with and without evidence as well as short-term leave without pay have seen an increase since 2016.

Leave days per FTE; teachers have an average of 7.4 days of leave in 2019 per year per FTE, and non-teaching staff have 24.7 days of leave per FTE.

For the previous four years, the number of days of leave unpaid for support staff has increased significantly. The amount of leave without evidence days for teaching staff in 2019 doubled leave with evidence. This may be contributed to by access to medical services.

The Workforce Committee is developing a policy position upon requests for leave without pay, particularly those for 12 months or more and the circumstances under which these requests will be granted. There will also be developed workflow guidelines around leave and timely processing of leave. This will enable adequate relief cover and minimize student disruption.

Succession planning helps build the bench strength of an organisation to ensure the long-term health, growth and stability.