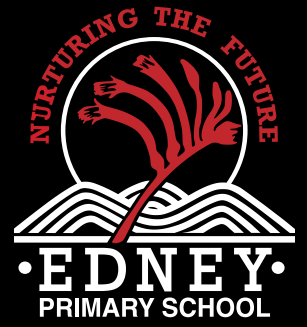


# WORKFORCE PLAN

delivering EDNEY 2020



## Dawn Services

- ANZAC Day begins with a Dawn Service. Dawn is a symbolic time. The landing at Gallipoli occurred at dawn, and soldiers were woken before dawn and called to 'stand-to' (meaning to man their positions).
- At a Dawn Service you might see the following:
  - veterans are called to 'stand-to' followed by one or two minutes of silence;
  - remember the fallen, then the silence is broken by a single bugle (a brass band instrument) playing the Last Post.
  - The Last Post was originally played over to tell soldiers the day was over.
  - The Last Post is played at the end of the day of the service and symbolises that the fallen are able to rest.

# Our Reason



## It's about children...

Our school exists to provide exceptional education for children. This is our focus, with children at the heart of our school. All decisions about human, financial and physical resources are made in the interests of best supporting and nurturing the development and achievement of the children at Edney Primary School. To this end, one of the key factors which is within the control and influence of the school is the selection, appointment, retention and development of a staff who are:

- Skilled practitioners;
- Dedicated to continuous professional improvement;
- Focused on student success; and
- Able to contribute positively to building and maintaining a team dedicated to improving student outcomes.

The mix of staff types will evolve as the needs of children, the school and community change. Our plan aims to anticipate and accommodate need, allow for innovative practice and ensure that the staff of Edney Primary School are effective, well-supported, motivated, engaged and committed to our school vision and achieving the targets of **Edney 2020**.

# Executive Summary



Delivering the strategic objectives of **Edney 2020** requires a talented, professional and responsive workforce who are skilled, secure and supported to achieve the best possible outcomes for students. In setting ambitious targets, our school has signalled its commitment to excellence and to the quality of the team who will achieve these aims over the next three years.

Our current workforce is dynamic, skilled and committed to the school, and are adaptive to change. There will also be the need to address some strategic challenges which will arise as we head towards 2020, given the context of the school, the profile of our staff and the changing needs of our students, staff and community.

Our Workforce Plan seeks to address the following key priorities in support of the **Edney 2020** Plan:

- Revisit the balance of full-time vs part time staff and seek to increase the number of vacancies filled on a full-time basis;
- Continue the drive towards the school target of 90% permanence for all categories of staff, within reasonable workforce consideration;
- Plan for and manage the successful transition to retirement for staff who seek this pathway;
- Ensure that all staff are supported to maintain their professional knowledge and skills at the highest level;
- Maintain rigorous recruitment processes based on merit for all school appointments;
- Plan for a smooth succession of school leadership; and
- Expand the overall school staff establishment to meet growing enrolment trends, and to introduce and extend programs and services.

# We are Edney

Edney Primary School is an Independent Public School located in the suburb of High Wycombe. We have a defined local-intake area, although we regularly accept enrolment applications for students outside of our designated zone and this trend is increasing as we become a school of choice in the local area.

Opened in 1989, enrolments peaked at just under 500, before settling at 429. Following the transition of Year 7 to Secondary Schools in 2015, student numbers declined slightly, although overall enrolments have remained at approximately 400 students in 2016 and 2017.

Our staff are a mix of both highly experienced and 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 units which ensure achievement of appropriate outcomes. Music, Italian Language, and Physical Education all enjoy a high profile through quality specialist programs.

## Our Staff Improve Student Outcomes by:

- using a variety of contemporary, creative approaches such as negotiating curriculum with students, presenting activities that are child-centred and using integrated programming ideas;
- developing purposeful activities connected to real-life situations that are culturally appropriate;
- enabling student ownership and independence;
- encouraging goal setting and reflection by setting targets for students to achieve;
- understanding learning styles and multiple intelligences, thus appealing to individual interests and needs;
- connecting to prior knowledge – sequential order and scaffolding;
- engaging students and challenging them at their intellectual level;
- using a variety of media, including technology; and, most importantly
- being happy in the classroom.

## Our Values

Respect and Excellence are our values.

**Respect** - we show respect by speaking and acting with courtesy. We treat others with dignity and honour the rules of our family, school and nation. Respect yourself, and others will respect you.

**Excellence** - excellence is doing your best, giving careful attention to every task and every relationship. Excellence is effort guided by a noble purpose. When you practice excellence, you bring your gifts to fruition. Excellence is the key to success.

All members of the Edney Primary School community are expected to reflect and demonstrate our values at all times. Our staff embody respect and excellence.

We call this **The Edney Way**.

# 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 Growth



Enrolments for Edney Primary School have been relatively stable, within the region of 400 students. Going forward, in line with our **Edney 2020** plan, we are targeting to grow the school from Kindergarten, aiming to sustain at least three Kindergarten cohorts per year.

In bringing these students through the school, we are targeting to increase to 4 Kindergarten groups per year in order to maintain appropriate class sizes throughout the school and provide for sustainable growth.

The impact of re-zoning of land, as well as opportunities and interest generated by projects such as the Forrestfield Airport Link may result in an increase in population, although this is likely to be gradual as opposed to a surge.

## 2 Evolving Needs



As our community expectations, student profile and programs change, so do the staffing needs to meet these challenges. As we progress towards 2020, we will have an increased focus on unlocking the potential of our Information and Communication Technology and building a reliable, flexible and productive network which is accessible to students and staff and allows for innovation and the support of multiple devices. This requires skilled technicians and an investment in our staff.

We see the needs of the children entering Edney Primary School changing, with intervention and support required for an increasing number of students to achieve and maintain progress to their potential. The services provided by the school will need to expand to support the classroom teachers and staff with the expertise and resources to continue to cater for all students.

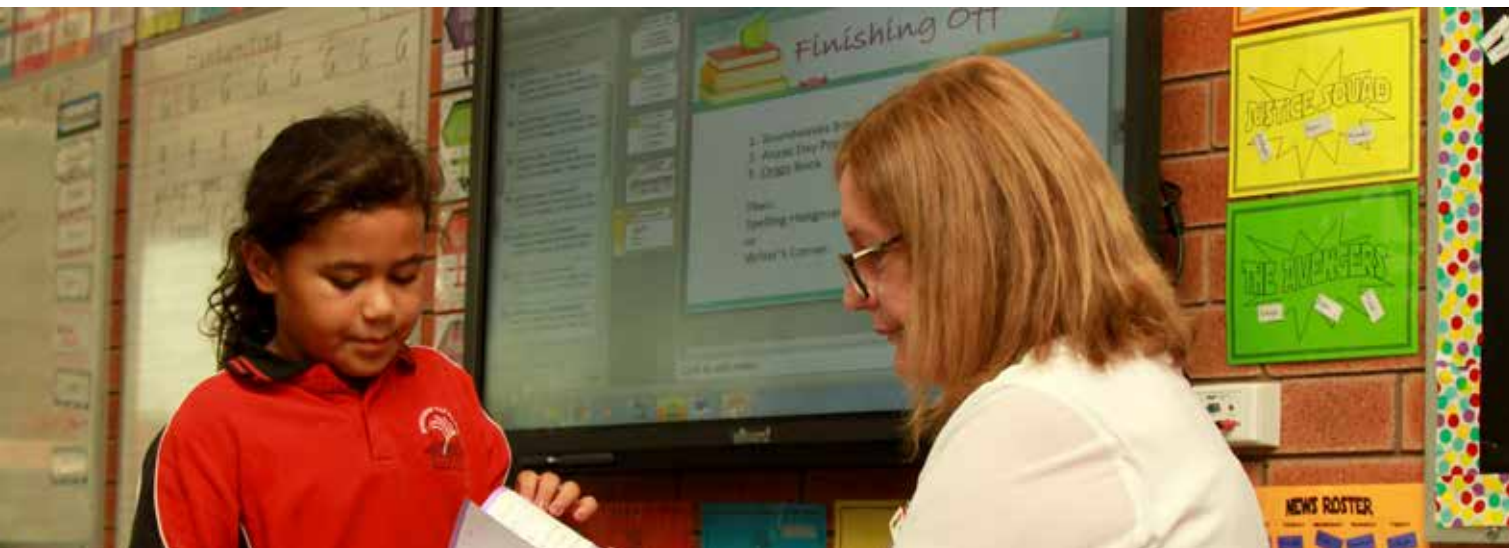
## 3 Future Focus



Our future focus is built on a quality Early Childhood program, and this program begins from 0 years. The school aims to position itself as a hub for services for children from birth to 12 years old, and to have the staff, resources, networks and expertise on site to provide integrated support for the academic, social, health and wellbeing development for children.

Where possible, the school will enter in Memorandum of Understanding arrangements with service providers to build partnerships to deliver the services on site, either directly, or through supporting existing school staff with expertise and training.

# Our Plan



The scan of our school community, our context and our plans for the future require setting targets and supports for our workforce management in ensuring that the school is positioned to deliver upon the goals of **Edney 2020**.

**1** Increase the percentage of permanent employees to 90% of all staff.

**2** Increase the percentage of employees who work on a full-time basis.

**3** Plan for and provide career support at every stage.

**4** Implement succession planning for all school positions, at all levels

**5** Ensure excellent recruitment, selection and retention practices.

**6** Be prepared, agile and responsive in delivering quality programs and the objectives of **Edney 2020**.





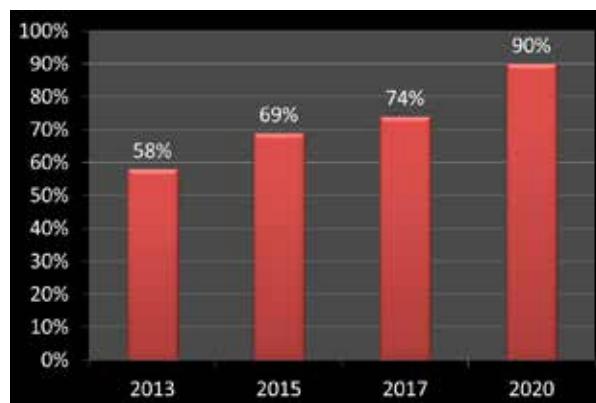
Ensuring excellent staff at Edney

# A Permanent Workforce

Edney Primary School is committed to providing quality staff with the certainty, confidence and security of permanent employment, wherever this is available.

To achieve our goal of a 90% total workforce of permanent staff will require careful vacancy management and long-term planning. Key to this is:

- Early notification of staff intentions about work fraction reduction, retirement or resignation to assist in filling vacancies at permanent FTE;
- Quality data to inform student numbers forecasting;
- Clearly defining fixed-term positions and under which circumstances fixed term contracts will be used;
- Developing clear guidelines on management of extended leave requests, particularly leave without pay.



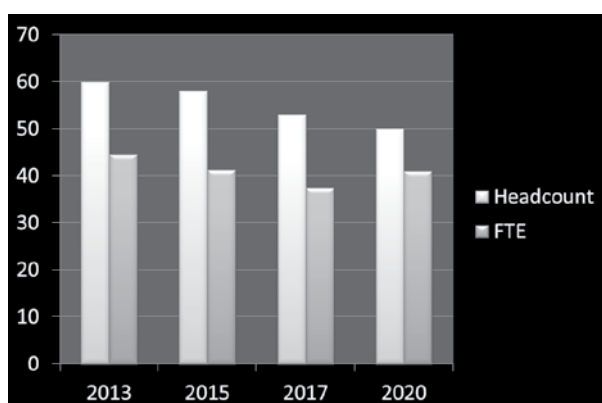
Overall percentage of Permanent Workforce 2013 - 2020

“

We need to balance school, staff and student considerations in determining what is the best mix of staff to achieve our goals.

”

## Increasing Staff Numbers



Headcount vs Full Time Equivalent, 2013 - 2020

The graphic demonstrates the difference between the total headcount of staff versus the Full-Time Equivalent Establishment. This graph shows a reduction in total headcount and FTE over the period 2013 – 2017, mainly influenced by student enrolments, but also the continuation of the number of part-time roles causing disparity between the headcount and FTE.

The goal for 2020 is to lift the Full Time Equivalent establishment while maintaining a reduction in headcount, addressing both a sustained and steady increase in student numbers, and a movement towards more roles being filled on both a full time and permanent basis.



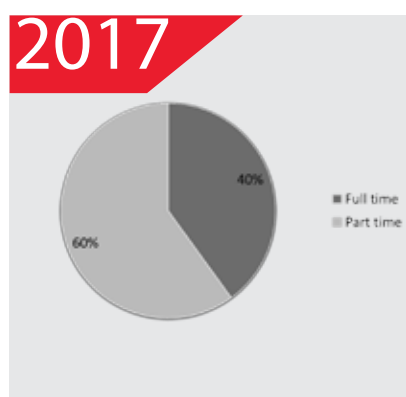
# A Full Time Workforce



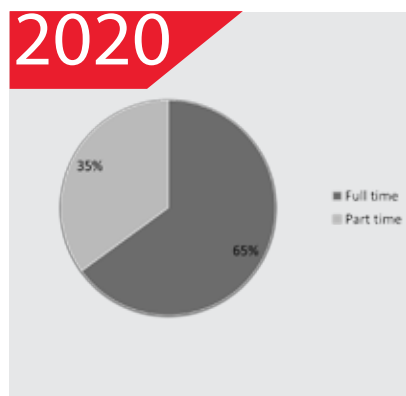
Excellence in education is when we do everything that we can to make sure they become everything that they can.



- Carol Ann Tomlinson



Part time vs Full Time Employment, 2013



Part time vs Full Time Employment, 2020 Target

In 2017, only 40% of the teaching staff of Edney Primary School have been appointed on a full-time basis, as well as just 20% of education assistants, 75% of school leadership positions and 67% of school support positions.

This can have benefits, in bringing complimentary expertise to the students, working as a team, achieving a better work/life balance and serving within the budget constraints of the school. Where these considerations are key and will give benefit to the children, then such arrangements are welcomed.

On the downside, a largely part-time workforce results in communication issues, disruption in filling relief, and an at times excessive workload where part time staff still fulfil the requirements of a full time position. Then there are missed school development days, staff meetings, parent meetings and so on, which either need to be attended out of normal hours, or scheduled around already limited time. There is also a financial impact on the school in having to maintain multiple Duties Other Than Teaching Allocations and to duplicate professional learning expenditure, transition and planning costs.

Students benefit from continuity, certainty and skill of a dedicated full time teacher or assistant working the full allocated time where applicable, who is able to provide consistency of support, expectation and communication. This is of benefit to the staff member as well as the school, the child and parents in maintaining a strong and continuous connection with the teaching, learning and assessment cycle.

The school also acknowledges the value in sharing skills and expertise, managing transitions for students and the importance of ensuring that co-dependence does not develop for students with special needs. For these reasons, the school regularly reviews and will deploy both teaching and school support staff to areas of need and may reassign classes and students requiring support from year to year.

# Career Support at Every Stage

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## 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 Level 3 Classroom Teachers

- Support the development and successful application for Senior Teacher status for all eligible staff;
- Work with Senior Teachers 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.

## School Leadership

- Support staff-identified interests in leadership, role change or upskilling with appropriate professional learning, release to pursue acting opportunities elsewhere and modified roles if consistent with maintaining school operations and the employee's approved performance management plan;
- All school leadership vacancies to be filled through the merit selection process, and, for the Principal, through the Regional Office, with School Board representation.



**A capable and responsive staff require the best support**

This comes from colleagues, leaders, the Board, parents, community and students. The staff of Edney Primary School commit to a culture of mutual support and challenge, with ambitious targets developed in consultation with staff, who receive all identified support and resources to enable achievement of both school targets, and professional and personal goals aligned with school priorities and plans.





# Valued, Supported and Nurtured

Every staff member has unique talents, strengths and areas for development. At Edney 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, professional and personal interests and skills 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 within the parameters of the school plan and governance.

# Succession Planning

## Retirements



The school employs staff from many age brackets, from those beginning their career to those who may be considering retirement. As of 2017, the average age of staff members is 46.8 years old. Over time, the number of staff moving towards considering retirement are increasing, and this may have impacts particularly upon classroom teaching positions and the school leadership team.

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, but with the possible benefit of having new staff gain experience as part of a planned transition to retirement and succession plan.

In planning for potential retirements, 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

## Leave



Managing fifty 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 to assist in the appointment of appropriately skilled staff to minimise 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 reductions in the number of leave days per FTE for each year since 2013, with teachers having an average of 9.7 days of leave per year per FTE, and non-teaching staff having 7.8 days of leave per FTE.

As of 2017, there are 27 staff with an entitlement to Long Service Leave, although all of these staff are in the process of clearing leave, and balances are all below the 65 day limit. From 2018, another 4 employees will have accrued their next entitlement of Long Service Leave.

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, and managing the holding of permanent positions by those not currently within the school.

One of the key considerations in succession planning is in having a clear plan for the school leadership, as this has potential to significantly impact the progress of the school. This is mitigated by strong planning and governance, and distributed leadership throughout the school.

# Edney Primary School Workforce Profile

Current Workforce (2017)	Future Workforce Needs (by 2020)	Comments
<b>SCHOOL LEADERSHIP</b>		
1 x Principal, Level 5, 1.0FTE	1 x Principal, Level 5, 1.0FTE	May become vacant due to transfer or promotion
3 x Deputy Principals, Level 3, 2.2FTE	2 x Deputy Principal, Level 3, 2.0FTE	May become vacant due to retirement or seeking promotional positions
<b>CORPORATE SERVICES STAFF</b>		
1 x Manager Corporate Services, Level 4, 1.0FTE	1 x Manager Corporate Services, Level 4, 1.0FTE	May become vacant due to transfer or promotion
1 x Finance Officer, Level 2, 0.8FTE	Reprofile position	Position to be absorbed through natural attrition
1 x School Officer, Level 1, 1.0FTE	1 x School Officer, Level 1, 1.0FTE	Mission-critical position
<b>TEACHING STAFF</b>		
27 x Classroom Teachers, 19.5FTE	Anticipated 22.0FTE, with decrease in headcount to FTE ratio	Increase of 2.5FTE to accommodate increased enrolments transitioning from K-6
1 x Italian Language Teacher, 0.54FTE	1 x Italian Language Teacher 0.8FTE	Increase of 0.26FTE to accommodate language classes for Pre-primary
1 x Music Specialist Teacher, 0.6FTE	1 x Music Specialist Teacher 0.8FTE	Increase of 0.2FTE to accommodate Music instruction for Pre-primary
1 x Physical Education Specialist Teacher, 0.9FTE	1 x Health and Physical Education Teacher 1.0FTE	Increase of 0.2FTE to accommodate specialist classes for all students PP - Yr 6
<b>SCHOOL SUPPORT STAFF</b>		
1 x Library Officer, Level 1, 0.6FTE	1 x Library Officer 0.6FTE	Maintain
1 x AIEO, Level 3, 0.4FTE	1 x AIEO, Level 3, 0.4FTE	Maintain
1 x School Psychologist Level 2, 0.25FTE	1 x School Psychologist Level 2, 0.25FTE	Maintain
1 x School Chaplain, 0.4FTE	1 x School Chaplain, 0.4FTE	Maintain subject to continuance of funding from Government & appropriate staff and support from Youthcare
<b>EDUCATION ASSISTANTS</b>		
2 x Special Needs Assistants, Level 3, 1.8FTE	2.2FTE predicted to be required until 2019, then reducing to 1.2FTE by 2020	Contingent on enrolled students. Manage increase / decrease of FTE as required
6 x Mainstream Assistants, Level 1/2, 3.8FTE	Predicted 4.4FTE required for 2018, and up to 5.0FTE for 2019 and beyond	Subject to maintaining 4 Kindergarten classes and 3 Pre-primary classes per year
<b>GROUNDS</b>		
1 x Gardener / Handyperson, 0.5FTE	1 x Gardener / Handyperson, 0.5FTE	Maintain
5 x Cleaner, 2.0FTE	5 x Cleaner, 2.0FTE	Possible reduction of headcount through natural attrition
<b>FUTURE POSITIONS</b>		
1 x 0.6 FTE Visual Arts Teacher	Reintroduction of Specialist Visual Arts, at least for Years 2-6. To be placed as enrolments grow	
1 x 0.4FTE Level 3 Network Support Officer	To maintain and troubleshoot IT devices and manage the school infrastructure. Savings from Finance Officer reclassification and reduction of fraction	
1 x 0.5FTE Level 1 School Officer	Re-profile of Finance Officer role to provide administrative support	
1 x 0.2FTE Early Childhood Coordinator	Addition of 0.2 Level 3 leadership role to coordinate 0-8 Focus. Accommodated by absorbing Learning Support Coordinator role into Deputy position. May be absorbed dependent upon profile of Deputy Principals	

# Recruitment, Selection & Retention

Recruitment processes at Edney are robust, transparent and above all, fair. We select based solely on merit, ensuring the best possible staff are in place to deliver outcomes for our students.

We select the best qualified and most suitable people to work at Edney Primary School. All staff have the right to and expectation of equitable access to professional learning, performance feedback and support. The school supports the professional development of each staff member, but also expects a commitment from each staff member towards their own continuous professional improvement.

Our staff should reflect the diversity seen in our community and in broader society. We nurture those at all stages of their career, from beginning to leading, to transitioning to retirement.

To ensure an equitable and representative balance across our staff, where all other considerations based on merit are equal, then preference shall be given to:

- Those from diverse cultural and language backgrounds and those with disabilities (currently less than 2% of all staff);
- For teaching and school support positions, preference shall be given to male staff (currently 20% of all staff are male); and
- For School Leadership positions, preference shall be given to female staff (currently 20% of leadership FTE is filled by female staff).

Every employment opportunity within the school above 0.2FTE, regardless of classification is to be filled through a competitive and open merit-selection process, with the exception of limited, clearly defined short term needs due to sudden and unexpected leave or retirement, or while a recruitment process is underway. We support and nurture applicants

both within the school and outside, through tertiary providers and networks with local schools and those in the broader community to cultivate potential applicants and encourage interest in the school from the widest range of best qualified and suitable applicants.

All staff within the school who wish to participate in the selection panel process will be invited to do so and access shall be on an equitable basis, with appropriate training and support.

All staff are part of a culture of respect and excellence and shall be treated as such, with opportunity for professional growth, being given the support, impetus and feedback to embrace autonomy within their role in fulfilling and delivering upon the strategic goals of the school.



# Prepared, Agile & Responsive

Just as we as educators prepare children for an uncertain and exciting future, so we must prepare ourselves for challenges and opportunities that lie ahead.



## We are **excellent** at teaching and learning

The staff of Edney Primary School display excellence in teaching and learning through a high level of professional knowledge, engagement and practice in context, to meet the needs of all students, and improve student achievement.

## We are **leaders** of innovation and sustainability

We care for, interact with, protect and enhance our environment, creating active and considerate citizens with the necessary knowledge and skills for success in the 21st Century.

## We are **nurturing** the future

We provide a seamless transition from home to school and beyond, supporting children at each stage of development, and laying strong foundations through quality Early Childhood practice.

## We are **building** a strong community

We work for children, and they are at the heart of our school. Our work is done through consultation and with the support of our community.

While we have a plan in place, we are also prepared for the challenges and opportunities that will present themselves as we head towards **Edney 2020**.

At the core of our school is excellence in teaching and learning, and being able to deliver this requires the retention of our existing quality staff, as well as the recruitment and appointment of staff who can deliver, The Edney Way. Over time, it is anticipated that the overall staff FTE will increase alongside student numbers.

In nurturing the future and the community, we will be forging links, and looking to fill gaps wherever we can to ensure the best possible start and support for children, with the available resources of the school.

Key to keeping on track is the review

of this document and our workforce profile, to ensure that:

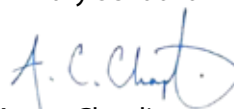
- The workforce profile of the school continues to be appropriate to the needs of the students and is effective in achievement of our business plan targets;
- There is adequate resourcing to sustain the levels of staffing, the workforce mix and the programs and support required to make an impact and there is sufficient value in the investments of the school;
- That where positions are created, that these are done with a business case and a view to being sustainable into the longer term.

This review is conducted as part of Edney Primary School's annual review process, and will be reported

on in the School Annual Report, as well as reviewed by the Workforce Committee and the Edney Primary School Board.

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

Endorsed for and on behalf of Edney Primary School on 29th August 2017.

  
Aaron Chaplin  
PRINCIPAL

  
Kate Malkiewicz  
SCHOOL BOARD CHAIR

# WE ARE EDNEY

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