

# Glen Huon Primary School

2022-2024

## Workforce Plan



*Together Towards Tomorrow*

**5** WORKFORCE  
INNOVATION AND  
STABILITY

*TOWARDS 2030*



## Our Vision

*“At Glen Huon Primary School we work in partnership with our community to provide a nurturing environment that supports our children to become resilient, confident, lifelong learners through a rich, sustainable and inclusive curriculum.”*

## Strategic Planning

To deliver the strategic objectives of *Towards 2030*, we require a diverse, talented and professional workforce who are skilled and prepared to improve outcomes for students. The *2022 – 2024 Workforce Plan* provides an analysis of our current and future workforce needs in response to our local demographics, strategic intent and system responsibilities.

Our current workforce is experienced, skilled and committed to the growth and improvement of our school. As we move *Towards 2030*, our workforce will need to be dynamic and adaptive to address key strategic challenges through a changing staff, student and community profile.

## Our Workforce Rationale

**PEOPLE ARE THE FABRIC** of our organisation each with unique skill sets, interests, and talents. **WORKFORCE INNOVATION** is our approach to strategic recruitment and workforce deployment ensuring the right people are in the right roles. **WORKFORCE STABILITY** is our commitment to developing a strong, permanent workforce providing site consistency and job security for our wonderful, dedicated staff.

## In realising *TOWARDS 2030*

We Will:

Develop a Workforce Plan responsive to the changing needs of our people and organisation

Deploy staff in the highest areas of need

Create a leadership initiative to support leadership development of teaching, EA and support staff

Expand on the Staff Matrix and develop a staff wellbeing framework

Explore opportunities for teachers to develop across specialist teaching areas

## School profile

- ICSEA – 958 8<sup>th</sup> decile (2021)
- Transiency – 16.6% 6<sup>th</sup> decile (2021)
- Students with a disability – 27, 5.6% (2021)
- Aboriginal enrolments – 8% (2021)
- Enrolment (semester 1 census)

2018	2019	2020	2021	2022
499	503	505	469	494

- Enrolment projection

	2022 (Aug Census)	2023 (T4 2022 revision)	2024
K	64	60	60
PP	54	64	60
1	60	56	64
2	64	62	56
3	67	64	62
4	66	69	64
5	64	67	69
6	57	66	67
Total	496	508	502

- Student distribution (2021 My School website)

Bottom Quarter		Middle Quarters				Top Quarter	
School	Australia	School	Australia	School	Australia	School	Australia
50%	25%	32%	25%	15%	25%	3%	25%

- Staffing distribution (semester 2 2022)

Occupation Groups	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total FTE
Leadership	3	3.0	0	0	3.0
Admin.	4	3.2	1	0.8	4.0
Teacher	31	23.6	4	2.6	26.2
Ed. Asst. (M)	13	6.8	0	0	6.8
Ed. Asst. (SN)	22	16.0	0	0	16.0
Cleaner	4	2.6	1	0.7	3.3
Gardener	1	0.6	0	0	0.6
Other	4	2.3	1	0.2	2.5

## Workforce Analysis

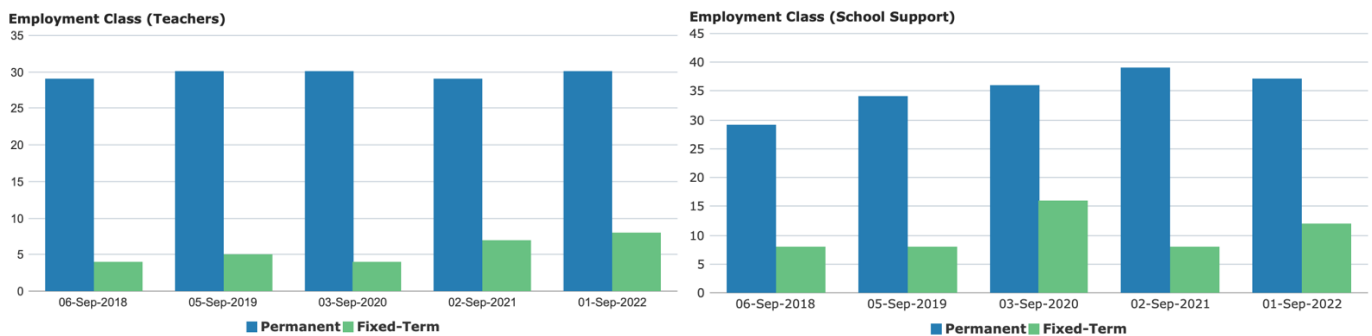
- Age profile (potential retirements highlighted)

	2022			2018		
Age	All staff	Teaching Staff	Support staff	All staff	Teaching Staff	Support staff
Up to 25	5	1	4	1	0	1
25 – 34	11	8	3	5	4	1
35 – 44	22	14	8	21	14	7
45 – 54	23	10	13	24	9	15
55 – 59	15	2	13	13	4	9
60 – 64	10	3	7	2	1	1
65 – 69	1	0	1	1	1	0
70 plus				1	0	1

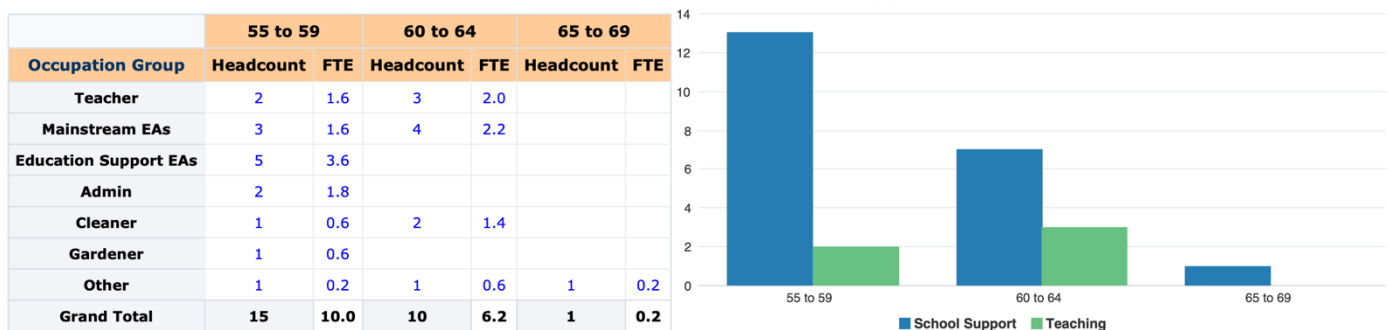
- Average age (years)

Year	All staff	Teaching Staff	Support staff	Males	Females
2022	46.4	42.8	49.0	45.0	46.6

- Permanency vs fixed-term



- Potential retirements



- Workforce analysis – SWOT Scan

<p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>• Experienced staff</li> <li>• Stable staff cohort</li> <li>• Permanent workforce</li> <li>• Senior teachers</li> </ul>	<p><u>Weaknesses</u></p> <ul style="list-style-type: none"> <li>• Low L3 teacher numbers</li> <li>• Limited staff diversity</li> <li>• Induction processes</li> </ul>
<p><u>Opportunities</u></p> <ul style="list-style-type: none"> <li>• Succession planning</li> <li>• Cross school sharing</li> <li>• Distributed leadership</li> <li>• Leadership development             <ul style="list-style-type: none"> <li>- Future Leaders Framework</li> <li>- Level 3 classroom teachers</li> </ul> </li> <li>• Specialist learning areas</li> <li>• Targeted recruitment</li> </ul>	<p><u>Threats</u></p> <ul style="list-style-type: none"> <li>• Retirements</li> <li>• Staff retention</li> <li>• LSL liability</li> <li>• Promotions</li> <li>• Staff health and wellbeing</li> </ul>

- SWOT Scan

Strengths

Glen Huon PS has an experienced staff with an average length of service of 13.58 years. This has created a stable staff cohort and an almost entirely permanent workforce.

Leadership roles are distributed with senior teachers assuming areas of responsibility across the school.

Opportunities

A clear opportunity is to develop future leaders using the WA Future Leaders Framework to support succession planning and distributed leadership across the school. Using the FLF to identify and select future leaders will support a more defined distributed leadership.

When targeting specialised recruitment, cross school sharing opportunities should be investigated to ensure teaching positions have an attractive FTE. Opportunities to recruit for specialist learning areas i.e. digital technologies, arts and languages could be done in partnership with nearby schools.

The corporate services team provides strong opportunity to reprofile through redistribution of roles and responsibilities.

Weaknesses

Glen Huon PS has low L3 teacher numbers considering the size of its teaching workforce

Additional weaknesses amongst the workforce includes its diversity profile and staff induction processes.

Threats

Potential retirements in key employment demographics looms as one of the major threats to the stability and experience of the workforce.

Following retirements, management of long service leave is an additional challenge with many staff due or soon to be due LSL.

Additional threats include promotions of level 3, senior staff to leadership positions, and flowing from the COVID-19 pandemic, and workplace injuries, staff health and wellbeing.

## Workforce Plan

- Workforce Profile

Current Workforce 2022	Future Workforce Needs	Comments
<b>SCHOOL LEADERSHIP</b>		
1 x Principal L5, 1.0FTE	1 x Principal L4, 1.0FTE	- Second principal in schools 20 years, second year in.
2 x Deputy Principal L3, 2.0FTE	2 x Deputy Principal L3, 2.0FTE	- 1 x DP currently acting principal, future recruitment process possible
<b>CORPORATE SERVICES STAFF</b>		
1 x MCS L4, 1.0FTE	1 x MCS L4, 1.0FTE	- Succession planning underway
2 x School Officer L2, 1.0FTE	1 x School Officer L2, 0.8FTE 1 x School Officer L2, 0.8FTE	- Review for reprofile of corporate services staff, considerations for PA to principal and deputy team
2 x School Officer L1, 1.2FTE	1 x School Officer L1, 0.8FTE	
1 x Network Officer L3 0.6 FTE	1x Network Officer L3 0.6 FTE	
<b>TEACHING STAFF</b>		
35 x Classroom Teachers, 26.2FTE	1 x music teacher 0.8FTE Ongoing maternity leave cover 1 x languages teacher 0.6FTE 1 x visual arts teacher 0.8FTE	- Opportunities to reprofile Arts program - Maintain digital tech program - Retirement end 2024
<b>SCHOOL SUPPORT STAFF</b>		
2 x Library Officer 0.8FTE	1 x Library Officer 0.8 FTE	- Succession planning required - Opportunities for internal movement
1 x School Chaplain 0.4FTE	1 x School Chaplain 0.4FTE	- Subject to ongoing Government funding - Review options for increased funding
<b>EDUCATION ASSISTANTS</b>		
22 x Special Needs L3, 16.0FTE	Lead EA consideration for 2023	- Subject to enrolled students, increase/decrease as required
1 x Special Needs L4 (supernumerary)	Replacement due to redeployment	- Likely redeployment
13 x Mainstream L1/2, 16.0FTE	Literacy intervention program	- Requires a review to consider deployment across school
<b>GROUNDS / CLEANING</b>		
1 x Gardener 0.6FTE	1 x Gardener 0.8FTE Outsourcing opportunities	- No stable gardener since sem 2 2021. Requires filling permanently, consider outsourcing
5 x Cleaner, 3.3FTE (includes supernumerary w/comp)	Stabilisation of workforce coming out of COVID-19	- Challenges with staff availability - Workplace injuries - Maintenance of pre-COVID-19 staffing - Future retirement of Cleaner in Charge

## Workforce Plan

- Workforce strategies

Priorities	Current landscape	Strategies	Persons responsible	Costs
<b>TOWARDS 2030</b>				
Deploy staff in the highest areas of need	<ul style="list-style-type: none"> <li>• Large special needs workforce</li> <li>• No AIEO</li> <li>• Specialist teacher recruitment needed</li> </ul>	<ul style="list-style-type: none"> <li>• Review and reprofile corporate services staff</li> <li>• Review deployment of EA staff to consider flexibilities</li> <li>• Recruit and employ a lead EA</li> </ul>	Leadership team	1.0 FTE lead EA
Create a leadership initiative to support leadership development of teaching, EA and support staff	<ul style="list-style-type: none"> <li>• A number of emerging leaders have been identified for leadership support</li> </ul>	<ul style="list-style-type: none"> <li>• Develop future leaders through the WA Future Leaders Framework Trial</li> <li>• Support L3 teacher applications</li> </ul>	Leadership team Mentors	Dependant on nominees and development plans for identified high potential leaders
Expand on the Staff Matrix and develop a staff wellbeing framework	<ul style="list-style-type: none"> <li>• Growing need to respond to staff health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3 classroom teacher role – work with SEL committee to develop framework</li> </ul>	Health and wellbeing team	Nil – admin to support teacher release
Explore opportunities for teachers to develop across specialist teaching areas	<ul style="list-style-type: none"> <li>• New STEM teacher</li> <li>• Require music and languages teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to grow STEM role</li> <li>• Review Arts program to broaden offering</li> <li>• Recruit a languages teacher</li> </ul>	Leadership team	1.0FTE 1.6 – 1.8FTE 0.6FTE
<b>System Initiatives</b>				
<u>Focus 2022:</u> Build the capability of our leaders and teachers to deliver effective, evidence-based teaching practices in every classroom	<ul style="list-style-type: none"> <li>• Majority of teachers have completed Teach Well PL</li> </ul>	<ul style="list-style-type: none"> <li>• Teach Well PL</li> <li>• GHPS Leadership Initiative</li> </ul>	Leadership team	
<u>Focus 2022:</u> Better use the expertise of Managers Corporate Services to support school management	<ul style="list-style-type: none"> <li>• MCS considering FTE reduction</li> </ul>	<ul style="list-style-type: none"> <li>• Succession planning for MCS</li> <li>• Redistribute line management responsibilities to reduce workload</li> </ul>	Leadership team	
<u>Focus 2022:</u> Increase the diversity of our workforce by employing more Aboriginal people, people with disability, culturally and linguistically diverse people, young people, and women in leadership positions.	<ul style="list-style-type: none"> <li>• Vacant AIEO position</li> </ul>	<ul style="list-style-type: none"> <li>• Review vacant AIEO position</li> <li>• Intentional planning for women in leadership as part of leadership initiative</li> </ul>	Leadership team	

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