

COMPASS

RIVA PRIMARY SCHOOL WORKFORCE PLAN

Riva
PRIMARY SCHOOL



“Our Workforce Plan, **Compass**, guides us to move in the right direction.”



Guiding our **VOYAGE**

To realise our school vision, and the achievement of the targets in our school plan, **Voyage**, we need to maintain, develop and support the uniquely talented and diverse group of professionals who form Team Riva.

Compass is the Riva Primary School Workforce Plan. Within this document, we aim to align our recruitment, development, training and support practices with the current and future needs of our students and school.

Developed in consultation with our Workforce Advisory Committee, **Compass** brings together current and historic data on our workforce profile, comparative data across the system, and our current and projected growth to guide our voyage.

Compass points us in the right direction, and also helps us to check on our location, when things get busy, or to pause before we head off too far down a path.

As we set about imagining a better school for every student, and becoming that better school, every day, I look forward to the better people we'll become, in shaping that school for them, and all of the people we'll meet and help on their journey along the way.

Yours sincerely

A handwritten signature in blue ink that reads "A. C. Chaplin".

Aaron Chaplin
Principal

Acknowledgement

We at Riva Primary School acknowledge and respect the Beeliar Noongar people and their continuing connection to language, stories, culture and history.

On Noongar Boodjar, from the hills to the waters, we open our hearts and our eyes as we walk this land, listening, learning and caring for Country and it's people.

We extend this respect to Elders; past, present and emerging and to all First Nations Australians reading this today.

We are all included and respected here.

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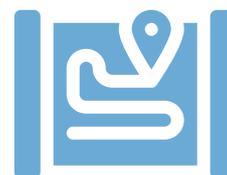
Vision

We imagine a better school for every student and then become that better school, every day.



Respect

Creating a school culture of excellence.



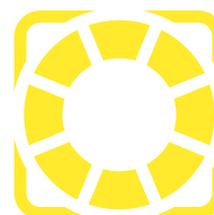
Inclusion

Leading the way in meeting student needs.



Achievement

High quality teaching and learning, every day.



Community

Building strong and productive partnerships.

Guiding Stars

Our Workforce Plan is shaped by the guiding principles established by our Workforce Advisory Committee.

In all action and operation, our Workforce Plan will be:

Strategic

Processes for developing, and implementing the Workforce plan are to be evidence-based, rigorous, and aligned to the targets of our school plan, *Voyage*.

Flexible

Our Workforce Plan needs to be adaptable. As our school changes, so should our plan.

Fair

Processes are to be fair, consistent and transparent, while also valuing each staff member as an individual.

Supportive

While every person has a role to play, team approaches, and a solutions-focused mindset ensure that support is adaptable, accessible and despatched promptly, to build or sustain capacity and development.

Student-centred

The school exists to support the needs of our students. The Workforce Plan ensures that skills and resources are available and allocated to meet student needs.

Nurture Health & Wellbeing

We aim to develop and promote practices which increase job satisfaction, professional growth, achievement, connection and belonging.

Pre-service partnerships



At Riva, the future is only as bright as those we support to shine. We commit to investing in providing quality pre-service practical experience to our partner universities, higher education providers and registered training organisations.

This support extends to accommodating practicum placements for Initial Teacher Education, for 1st – 4th year students as well as Masters of Education placements, and for those completing Certificate III Qualifications as Education Assistants.

Our partner providers:

- Are based in Western Australia;
- Have formal partnership agreements in place with Riva Primary School;
- Ensure that a dedicated support person is available to liaise between the school and provider; and
- Understand the uniquely inclusive nature of Riva Primary School.

When we host pre-service educators at Riva Primary School, we will ensure that:

- Mentor teachers in class placements are operating beyond the proficient descriptors of the AITSL standards;
- An in-school liaison is identified and available to provide support;
- They are included in all relevant communications about the operations and culture of the school;
- They are supported to experience the variety of settings and specialist areas within the school, particularly for supporting students with diverse needs;
- We have regular check-ins to support the success of their placement.

Recruitment



Our school grows alongside our student enrolments, as well as adapting to meet student needs. The total staff number has risen by 1/3 between our first and second year, and will rise by another 10% into our third year, with the total headcount exceeding 100 members of our team. This number will continue to grow.

Our approach to recruitment seeks to both accommodate the growth in the number of staff, as well as meet the goals of our workforce plan. We support staff through life events which involve leave, and facilitate opportunities for experience in advanced level positions or different settings. We will also evolve as we add more specialist teachers and learning areas to ensure that all students from Kindergarten to Year 6 experience the depth and breadth of the curriculum, delivered by highly effective teachers.

As an Independent Public School, Riva Primary School manages the recruitment, selection and employment of our staff.

We do so in accordance with the provisions of the *Public Sector Management Act*, and comply at all times with the following principles:

Merit Principle

Our employment decisions are based on merit. We make a proper assessment which takes into account the extent to which the person has the skills, knowledge and abilities relevant to the work related requirements and outcomes of the role, in the context of Riva Primary School.

Equity Principle

Employment decisions are impartial and free from bias, nepotism and patronage.

Interest Principle

Decisions about employee placement take account of the employee's interests and the work-related requirements of the role.

Transparency Principle

Decisions are transparent and capable of review.

Induction



Our staff team grows alongside our growing school, with new positions added in accordance with increased enrolments, student support requirements, expansion of facilities and resourcing the pursuit of our school plan targets.

We know a thing or two about the first day of school, and the mixture of excitement and nerves, and have developed induction practices which are:

Personal

For each new member of our team, a dedicated support person is assigned and available to answer questions, guide tours, and help build connections around the school.

Informative

We provide a range of resources and documents which outline our school culture, operations and teaching and learning approaches, as well as a comprehensive staff induction booklet and a journey tracker, to ensure that new staff are informed and supported, but not overwhelmed.

Ongoing

As well as the tailored induction, the school commits to continuing to build and nurture the sense of connection, teamwork and collective knowledge of our staff through ongoing professional development.

Affirming

All staff at Riva have been selected for their capacity and commitment to make a difference for students. We value staff expertise, knowledge, and most of all, the unique 'you' of each staff member.

Joyful

Throughout the induction, expect surprises of the best sort – it's part of our FiSH Philosophy, where we aim to Make Your Day, whether it's a gift bag, a good book, or a favourite treat, we celebrate every milestone with our team.

Support & Development



Consistently, data and feedback from staff about the greatest asset, source of strength, inspiration and learning at Riva is...Our Staff.

Support and development are crucial to continuing the connection to our school and our vision – of every staff member feeling successful and achieving.

Of being respected and included here.

At Riva our commitment to every member of our school community is to support staff achievement. Whether it's the transition from graduate to proficient, to Level 3 Classroom teacher, formal or informal leadership, building qualifications, or just to flourish in their current role, our plan is to nurture.

In-class support

At Riva, we are often doing things that are new, creating our better school for every student. That means learning, trying new strategies, and quickly identifying and adapting our approach. Our first line of support is straight to the staff member, with coaching and shoulder-to-shoulder work with our Support Education Assistant and Pedagogy Coach.

Specialised support

We have further specialised support within our school, with an ASD lead teacher and EAL/D consultant teacher available to build capacity and work with classroom teams on areas of need.

Professional Learning

Riva values professional learning and ensures that all staff have access to training, courses and opportunities that will support skills identified through the performance development process and aligned to our school plan.

Time for teams

Part of our commitment to support is to resource time for collaborative planning, coaching and sustained professional learning, which includes time for teams of teachers, teachers and education assistants, and classroom teams with specialist teachers.

Study Leave and Further Study

We work to facilitate Education Assistants who wish to complete tertiary studies in initial teacher education, to roster around study requirements, and access provisions for study leave. The school is developing a training partnership to facilitate accredited tertiary qualifications for teaching staff in special needs education, and will direct resources to support staff who wish to complete these courses.

Leadership

Riva adopts the Future Leaders Framework, in cultivating leaders at every level. This includes support, training and opportunities for staff to develop leadership skills, and identify pathways for career progression.

Diversity & Agility

Riva Primary School aims to reflect and embrace the vibrant diversity in our community. Our team includes First Nations Australians, culturally and linguistically diverse staff, people with disability, neurodiverse and twice-exceptional people.

Where all considerations of merit are equal, then priority should be given to the identified targets based on our Workforce data, being:

- Consideration be given to the percentage of males on staff, currently just under 10% of our workforce.
- Consideration be given to increasing the number of First Nations staff at the school, currently 2% of our workforce.
- Similarly, the school consider increasing the number of staff members with disabilities, currently 1% of our workforce.
- Consider increasing the number of staff from culturally and linguistically diverse backgrounds, currently 16% of our workforce.

The Workforce Advisory Committee recommends reviewing and adjusting our recruitment practices and communications, to remain consistent with the Public Sector Principles, but to ensure that advertisements, requirements and processes are accessible, capable of being translated, and encourage and support applicants from diverse backgrounds.

Leave Management

The school operates in accordance with all industrial legislation and agreements, and the corresponding leave entitlements, and reminds and supports employees of the benefits and necessity in cases to take leave.

We will work with all members of the team to ensure that long service leave is planned for and taken within the prescribed timeframe, in such a way that meets the needs of the employee and business needs of the school.

The school is supportive of applications for leave without pay or temporary reduction of work fraction, and will generally approve these for a period of up to 12 months. At the conclusion of the 12 month period, the employee should resume their role at permanent fraction, or permanently reduce fraction or relinquish the position. This provision does not override industrial entitlements such as for unpaid parental leave.

For periods of extended leave, as much notice as possible is requested. This allows for the recruitment, induction and handover processes to take place, ensuring smooth transitions for all staff and students.

Full Time and Part Time Work

The school seeks to balance the needs, wellbeing and performance of staff with the programs, priorities and available resources of the school, to provide planned, sequential and consistent teaching and learning.

We recognise and value a dynamic mix of part-time and full-time staff, and plan to support this through ensuring communication, planning and transition time is part of our operations.

We also seek to balance the opportunity for students to work with a diverse number of staff, versus the benefits of having stability in their classroom. These are considerations made when determining classroom placement and work fraction.

Permanency and Tenure

The school aims to achieve at least 90% of staff employed on a permanent basis. In 2023, this percentage is at 86.5%, and is moving, as a number of extended leave requests are coming through, for parental leave, clearing prior leave entitlements and fulfilling other priorities in our workforce plan, including supporting study leave and flexible working arrangements. Where vacancies arise covering employees on leave, these are filled on a fixed term basis.

Whenever a new position is identified, or a position subsequently becomes vacant, the school moves to fill the position on a permanent basis, either through an existing pool, or through a recruitment process.



Deployment



Our staff placement processes aim to balance the value of developing relationships, expertise and consolidating progress, while also facilitating professional growth, renewal, and health and wellbeing for staff.

Classroom Teaching Staff

Permanent classroom teachers will be invited to submit their preferences for year levels, along with supporting reasons, which will be considered when making placement decisions for the following year. The invite for preferences will be made at the beginning of Term Three.

The staff and Workforce Advisory Committee have endorsed that there is an expectation that teachers will, within the course of 3-5 years, move either or both of year level or classroom. The expectation is that teachers drive this process, through their placement preferences, within the 3-5 year timeframe.

Education Assistants – Inclusive Education

The development of the role of Education Assistant – Inclusive Education is one of the key innovations at Riva. The vision in having every Education Assistant at Riva Primary School a qualified, Level 3 practitioner is that all are recognised, skilled, supported and developed to work where our students need them.

Just like our students, support does not require a label, and that's why you won't hear mainstream or special needs at Riva Primary School, especially in relation to Education Assistants.

Education Assistants – Inclusive Education are for all Riva students, in every classroom, every day. They are for individuals and small groups, for intensive instruction and support, for communication, collaboration and access, and for every student to not just feel, but experience a sense of belonging and achievement.

Education Assistants – Inclusive Education work as part of our united team, providing seamless connection, challenge and belonging for each student, from a full Kindergarten classroom to a highly individualised therapy program, Riva Education Assistants are integral to working as part of our cohesive, learning and evolving school.

Education Assistants - Inclusive Education are allocated to classrooms for a period of time to support with the engagement and development of all students. We value the experience and expertise each Education Assistant brings to their role and work to have this shared throughout the school, ensuring that experiences are shared, relationships fostered, and student independence is nurtured.

Timetabling decisions are guided by EA preferences (invited each semester), student and class needs, and the business needs of the school, with the timetable changing each semester.

We recognise the unique structure and importance of maintaining consistency in Kindergarten and Pre-primary, and, in these classes, wherever possible, at least one education assistant will remain in the class for the school year.

Growth & Sustainability

Staff to Student Ratio

For all staff, the ratio at Riva is approximately

1: 6.5

Suggesting another 30 staff by 2025

Specialist Teachers

Phased growth of our specialist learning areas by adding

1.0 FTE

Per year each year.

Operational Support

With 900 students and 130 staff, we will subsequently need to add and plan for:

- School Officer(s)
 - Cleaners
- ICT Network Support

School Classification

The school will likely operate as a **Level 6**

Primary School by 2024.
Review classifications / position levels and complexities to ensure alignment

Accommodation

Planning for safe, functional and fit for purpose:

- Transportable classrooms
 - Staffroom size and adaptability
- Venues for professional learning
- Adequacy of car parks

Flex and Return

Potential new school(s) to ease enrolment pressure in 2025 and beyond

We are a growing school and acknowledge this. Our area is new, dynamic, and new houses are finished each week. Our school is in high demand, and sustaining growth for the foreseeable future, as our initial cohorts move through. School numbers are projected to peak in 2027, with just over forty classes and a student enrolment just below 1 000.

Our Workforce Plan aims to foresee, anticipate, and plan for this growth, to maximise sustainability of our practices, and be proactive in making sound decisions in the interests of students and staff, rather than be caught up in the busy-ness of growing.

Our workforce data, and the areas identified in our Workforce Plan guide the strategic, planned and phased approach to developing our Workforce, growing alongside our school and matching our support at each stage.

Student to Staff Ratio

Our staff 'headcount' is tracking closely to student numbers, and is unique, given our structure of delivering support to students, in classrooms. We use this as a reference, in monitoring the balance of support for achievement, and not locked to resources before needs.

Specialist Teachers

Riva is fortunate to have a team of specialist trained teachers who deliver expert instruction in Auslan, Music, Health & Physical Education, Science and Visual Arts. Our Workforce Plan is to phase the increase of time / addition of staff to ensure that the same quality, specialist provision, can extend across the school.

Additional positions will be added each year in line with enrolment growth.

Operational Support

With increased complexity in student numbers, the number of staff, and our building footprint expanding, the number and classification of our office staff will evolve, alongside our facilities staff.

This includes adding further school officer positions, and reviewing the classification of our corporate services staff, in line with the role complexities and size of the school.

Additional cleaning staff will be needed as the number of buildings and overall floor space increases.

School Classification

From 2024, the school will reach and exceed the enrolment for classification as a Level 6 Primary School. While this doesn't materially change the make-up of the school, it does signify the level of complexity, and may require a review and consideration of the classification and number of school leadership positions within the school.

Accommodation

There are physical aspects to our Workforce plan, with the growth in enrolments and staff also needing adequate facilities to welcome and value all on our team. This includes planning for carparking, personal spaces, and for accommodating whole-staff activity and professional learning, all within the confines of the school footprint.

Flex and Return

Simultaneously for growth, is to plan for the eventual return back to the built-capacity of the school. While this will likely impact future Workforce Plans, it is a consideration which should inform decisions and commitments made now, to ensure that they are appropriate and sustainable.



Riva Primary School

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