



Newton Moore
Senior High School

Workforce Plan 2026 - 2029



NEWT MOORE

Objectives and Context

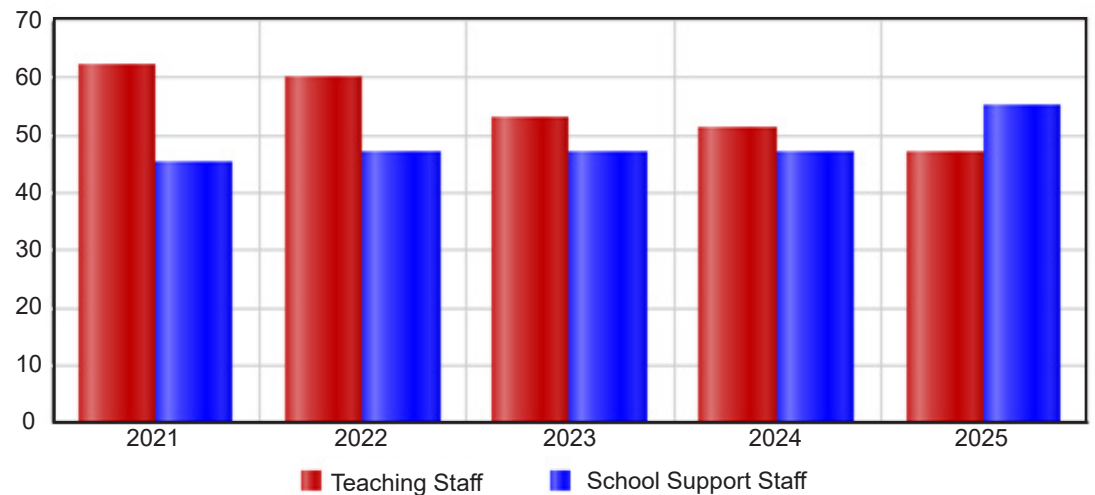
This plan outlines our strategies to support current staff, forecast future needs, and build capacity for high-quality teaching and learning.

In establishing the Workforce Plan, the following has been considered:

- Staff-focused priorities complementing the student-focused Business Plan.
- Adaptation to evolving staff and student needs.
- Workforce demographics (age, inclusivity, gender) across teaching and non-teaching roles.
- Succession planning based on retirements, parental leave, enrolment trends, and leave entitlements.

Newton Moore Senior High School serves Years 7–12, with a current student population of 500 students.
School profile:

- Fluctuating cohort sizes from three local feeder primary schools.
- Additional enrolments in specialist Science and Sports programs.
- Current workforce of 99 staff:
- 45 teaching (including administrators).
- 40 classroom/student support.
- 14 allied services (e.g., cleaners, gardeners).
- 39 part-time roles.





Workforce Profile

Newton Moore Senior High School has experienced a notable shift in staffing composition, with support staff now outnumbering teaching staff. This change reflects a decline in overall student enrolments alongside a rise in students requiring additional assistance, particularly those enrolled in our Learning Support Program with diagnosed disabilities.

In response, the school remains committed to identifying areas of need and allocating resources strategically to ensure support staff are equipped to deliver high-quality services. The majority of our workforce holds permanent positions, with some fixed-term staff due to visa restrictions.

To address evolving staffing requirements, the school conducts regular reviews and has implemented the following measures:

- Allocation of an additional 0.1 FTE for Heads of Learning Areas (HOLAs).
- Increased employment of School Support Officers (SSOs) and Education Assistants (EAs).
- Enhanced clerical support.
- Expanded Aboriginal and Islander Education Officer (AIEO) hours to support our growing Aboriginal student population.
- A Learning Support Coordinator (LSC) to assist students with additional needs.

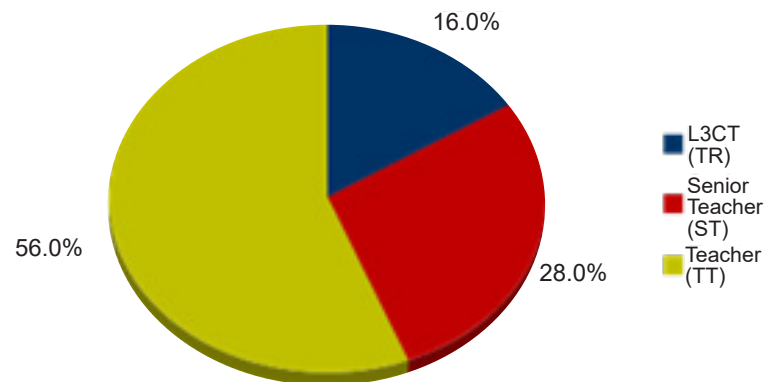
Our workforce planning is dynamic and responsive, shaped by fluctuating Year 7 enrolments, a highly transient student population, migration trends in Years 11 and 12, and the complexities of senior school curriculum delivery.

Key staffing challenges identified include:

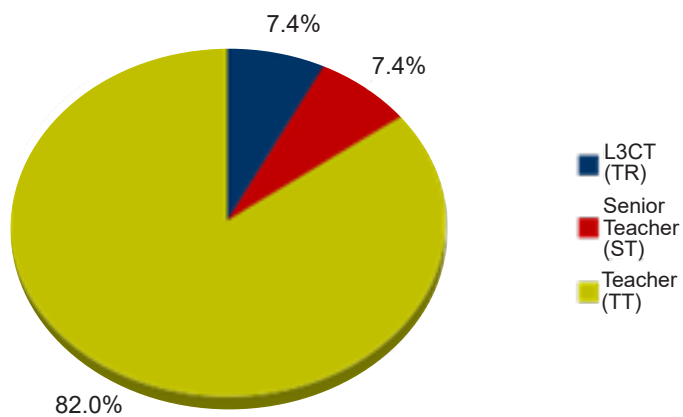
- A diminishing pool of qualified applicants and senior teaching staff due to the statewide teacher shortage.
 - Increased demand for support staff in high-needs educational environments.
 - A growing need to accommodate students with complex and special educational needs.
 - The necessity to expand our Aboriginal staff cohort to better support the increasing number of Aboriginal students.
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Workforce Profile cont.

2021



2025



Recruitment Strategies

- Retention as Recruitment: Prioritise wellbeing, recognition, and workload management to keep current staff engaged.
- Build Partnerships: Collaborate with universities, training institutions, and local businesses to create strong talent pipelines for future employment.
- Focus on Professional Growth: Offer clear career pathways, leadership development, mentoring, and specialist role opportunities.
- Leverage Technology: Showcase careers through engaging pages with videos, testimonials, and virtual tours and use social media to showcase school culture.
- Diversity & Inclusion: Recruit from diverse backgrounds and deliver cultural competency training for staff, particularly within international recruitment.
- Offer Flexible Work Arrangements: Provide part-time roles, job-sharing, and options to support work-life balance.
- Grow Your Own Talent: Support education assistants and staff to upskill into teaching roles.
- Promote Staff Support in Recruitment Ads: Highlight strategies for staff wellbeing and support in job advertisements.
- Strengthen Referral & Relief Networks: Encourage staff referrals and build strong ties with casual relief staff to grow a reliable talent pool.



Workplace Health & Safety

Providing a safe and inclusive environment for staff and students is essential. Our strategies aim to adapt our facilities and practices to meet diverse needs while strengthening staff knowledge around workplace health and safety practices.

Strategies:

- Adapt the physical school environment to cater for various disabilities and diverse needs, including wheelchair access and vision aids.
- Improve whole-staff knowledge of student needs by utilising Compass to share notes and strategies, ensuring consistent support across classrooms.
- Build staff capacity to respond effectively to individual student requirements through collaborative information sharing and training.

Targets:

- 100% of identified physical accessibility improvements (e.g., ramps, vision aids) implemented within 2 years.
- At least 1 WHS training sessions per year with a focus on diverse student needs and safe practices.
- Conduct four WHS inspections per year with 100% of identified issues addressed within 3 months.



Health & Wellbeing

We recognise that staff wellbeing is critical to the success of the school. When staff are well supported, the benefits extend across the whole community — including increased engagement and performance, reduced sickness and absences, and fewer workers' compensation claims. This in turn reduces the need for internal relief cover and prevents higher workloads being placed on other staff covering absences.

Strategies:

- Increase engagement with external health organisations to provide staff with access to specialised support and resources.
- Incorporate professional development sessions focused on personal strategies for managing time, workload, stress, and burnout.
- Commit to embedding staff wellbeing into the annual professional learning schedule, ensuring regular focus throughout the year, including but not limited to School Development Days.

Targets:

- One staff wellbeing focus incorporated into each School Development Day.
- A minimum of 1 professional development sessions per year focused on personal strategies for managing workload, stress, and burnout.
- External health organisations engaged at least once annually to deliver staff wellbeing sessions.
- Bi-annual staff survey shows an improvement in wellbeing-related items year-on-year.
- Reduce average staff sick days by 10% over two years.



Leadership & Growth

Leadership development remains central to our workforce plan, ensuring staff have opportunities to grow and contribute meaningfully to the school community.

Strategies:

- Continue to progress the Future Leaders Program to identify and support aspiring leaders.
- Provide regular opportunities for staff to step into different roles when colleagues are on leave, building confidence and experience.
- Expand opportunities for professional growth across all levels of staff, encouraging innovation and leadership in diverse contexts.

Targets:

- 80% of staff report increased opportunities for growth in the bi-annual staff survey.
- At least 3 staff members per year participate in the Future Leaders Program.
- Staff are given acting opportunities in higher-level roles during leave coverage when available.



Professional Learning

At Newton Moore Senior High School, we continue to invest in the professional growth of our staff to ensure high-quality teaching and learning. Our focus is on building capacity across all departments and preparing for future workforce needs.

Strategies:

- Strengthen succession planning to ensure smooth transitions when staff share roles or backfill leave.
- Develop tailored professional learning plans for each department to address specific curriculum and student needs.
- Commit to IT and AI adaptation as a whole-school initiative, supporting staff to upskill in digital tools that reduce workload and enhance teaching practices.

Targets:

- Each department develops and implements a professional learning plan by the end of Term 1 annually.
- Succession planning documented for additional qualifications required by certain roles.
- Staff participate in IT/AI upskilling sessions each year.
- 100% of staff engaged in peer observation or mentoring annually.





Newton Moore
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