This tool is to help a Committee of Management to effectively plan for their service's staffing needs for the next three years.

# Tips for Effective Use:

* Be specific. Instead of "increase staff," specify "hire 2 ECTs by Q3 2025."
* Use historical data. For example, "Based on the last 3 years, we expect 1-2 staff departures annually."
* Consult your stakeholders. Engage current staff to identify skills they believe will be crucial in the coming years.
* Review regularly. Set a calendar reminder for a bi-annual review of this plan and include it in the committee handover.
* Align with strategy. Ensure workforce plans support your overall strategic goals, such as "expand 3-year-old program."
* Tailor these dates to your existing budget or service planning cycle (i.e. a kindergarten calendar year or financial year).

# STEP ONE: Service Context

* Fill in the current state and projections for the next (3) three years.
* Include details on service delivery expectations, workforce budget, overall budget context, and operational context.
* Summarise whether you expect to keep the status quo, realign, increase, or decrease services.

**Please note:** We have provided examples in the tables below as guidance. These examples should be deleted before finalising your document

| **A. Service Context** | **2024** | **2025** | **2026** |
| --- | --- | --- | --- |
| **Service Delivery Expectations**  (What volumes and quality of activities will be delivered, and how will these change over the coming years) | e.g. Increase from 60 to 75 children by 2026; maintain 1:11 educator-to-child ratio. |  |  |
| **Workforce Budget & FTE (full-time equivalent) employees**  (Actual 2024 staffing, and forecast staffing in 2025 and 2026) | e.g.8 FTE, $560,000 | 9 FTE, $630,000 | 10 FTE, $700,000 |
| **Overall Budget Context**  (More, same, less funding) | e.g. Gradual increase due to government funding for universal 3-year-old kinder program | Increase in funding in line with increased ECTs |  |
| **Operational Context**  (New technology, new partners, new program delivery rules for instance) | e.g. Implementing new digital learning tools by 2025 |  |  |
| **Summary of period in scope**  (Keep the status quo, realign, increase,decrease) | e.g. Increase in service capacity and staff to meet growing demand and Best Start, Best Life reform |  |  |

# STEP TWO: Service Capability Requirements

* Identify critical new skills needed for minimum performance.
* List skills required in greater volume.
* Note any skills that will be less needed or no longer required.

|  |  |  |  |
| --- | --- | --- | --- |
| **B. Service Capability Requirements** | **2024** | **2025** | **2026** |
| **Capability**  (Critical new skills required to achieve minimum performance) | e.g. Digital literacy for new learning tools; inclusive education practices |  |  |
| **Capability**  (Critical skills required in a greater volume to achieve minimum performance) | e.g. Early childhood teaching qualifications: additional needs support |  |  |
| **Capability**  (Skills no longer or less required to achieve minimum performance) | e.g. Administrative tasks due to new management software |  |  |

# STEP THREE: Staff Demand & Supply

* Project expected vacancies by role type.
* Estimate staff departures and potential new hires.
* Identify factors that may attract or deter potential staff.
* Outline onboarding processes, including timeframes and resources needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **C. Staff Demand & Supply** | **2024** | **2025** | **2026** |
| **Staff Vacancy Management**  (Expected vacancies by role which will need to be filled to achieve full staffing) | e.g. 2 early childhood teachers, 1 room leader by 2025 |  |  |
| **Staff Vacancy Management**  (Expected staff departures from the service and contingency planning) | e.g. 1 retirement, 2 relocations expected over next 3 years |  |  |
| **Staff Vacancy Management**  (Expected drivers/benefits for hiring new staff) | e.g. Professional development opportunities; above-award wages |  |  |
| **Staff Vacancy Management**  (Expected challenges that would inhibit potential staff for seeking employment with the service) | e.g. Competitive job market; rural location |  |  |
| **Onboarding**  (Timeframe, cost and staff support required for onboarding a new staff member) | e.g. 6-week process; 1 mentor assigned per new staff; $2,000 training cost per staff |  |  |

STEP FOUR: Readiness Assessment - Workforce Opportunities & Risks

* Define critical functions and potential impacts if understaffed.
* Identify elevated staffing retention risks and mitigation strategies.
* List existing controls for managing staffing risks.
* Describe measures to ensure accurate staffing requirements.

|  |  |  |  |
| --- | --- | --- | --- |
| **D. Readiness Assessment – Workforce Opportunities & Risks** | **2024** | **2025** | **2026** |
| **Critical Functions**  (What roles are critical and what would be the potential impacts if these roles are not sufficiently resourced) | e.g. Early childhood teachers - without sufficient ECTs, we risk non-compliance and reduced quality |  |  |
| **Elevated Staffing Retention Risks**  (What are the causes and  consequences of these retention risks, and what can be done to manage them**)** | e.g. Burnout due to increasing workload; mitigation: implement wellness program and regular check-ins |  |  |
| **Addressing Staffing Risk**  (What existing measures are in place to  manage staffing retention risks to the service) | e.g. Annual satisfaction surveys; exit interviews; flexible working arrangements", shared resource pool |  |  |
| **Resource Management**  (What controls are in place to ensure  staffing requirements are accurate and not above or below operational requirements) | e.g. Quarterly review of staff-to-child ratios; use of casual pool for fluctuations |  |  |