

# Catholic Education Sandhurst Limited

## Workforce Strategy 2023–2025



Image: Notre Dame College, Shepparton



© Catholic Education Sandhurst Limited (CES Ltd)  
120 Hargreaves Street BENDIGO VIC 3550

---

# Message from the Chief Executive Officer.

Our vision reminds us of all that we provide, in partnership with our families and parishes, stimulating, enriching, liberating and nurturing learning environments drawn from the Catholic tradition in each of our diocesan school communities. This must be reinforced with contemporary practice and innovative pedagogy while anchored by the rich teachings of our faith.

Our Catholic Education Sandhurst Ltd Workforce Strategy (2023–2025) is a critical component in achieving our educational aspirations whilst maintaining strong relationships and caring for our communities. This three-year action plan reflects our workforce priorities required to deliver stimulating, enriching, and liberating learning environments in which students and staff give shape to their personal identity in dialogue with our Catholic tradition.

As CES Ltd continues to mature its operating environment at a time with unprecedented demands on our teaching workforce and ways of working, this strategy provides a plan for the formation of outstanding staff members who exemplify high professional standards and a commitment to ongoing learning and growth. This Workforce Strategy will enable schools to retain, attract, develop, motivate, and deploy our people to build their best school workforces, always believing in hope and striving to bring each within our care to their full potential.



**Mr Paul Desmond**  
Chief Executive Officer,  
Catholic Education Sandhurst Ltd



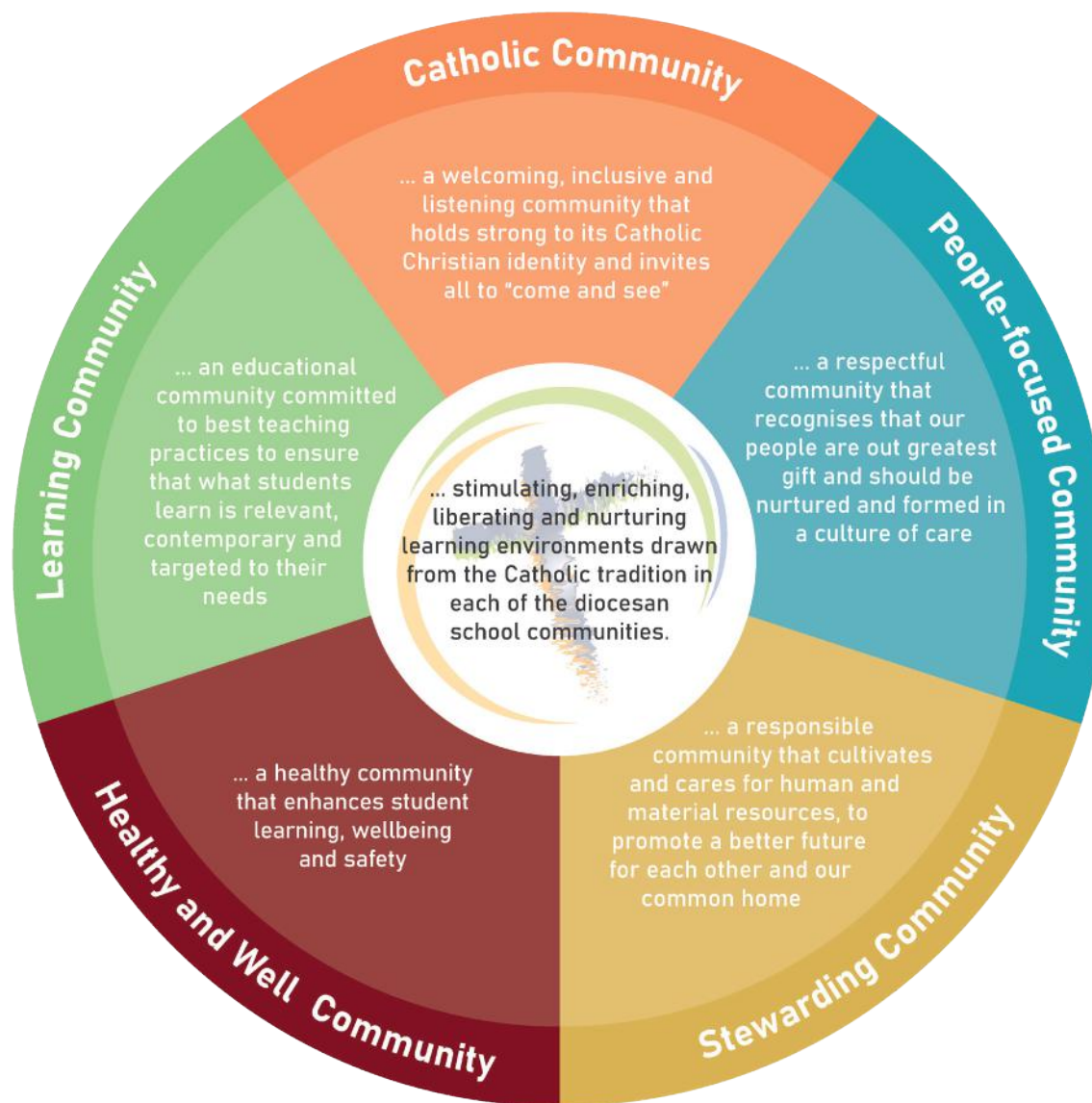


# Strategic Context.

At the heart of the CES Ltd vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people, a pursuit of excellence in all levels of learning and creating communities of welcome, hospitality and inclusion.

The Catholic school is not so much an institution but a community, animated by the Gospel spirit of freedom and charity.<sup>1</sup>

Its very nature as a community is characterised by a multiplicity of expressions founded upon, supported by, and directed towards its Catholic identity. In creating stimulating, enriching, liberating and nurturing learning environments, Catholic Education Sandhurst Ltd is a community of communities.



<sup>1</sup> Vatican.va. 2022. The Identity of the Catholic School for a Culture of Dialogue: Instruction §16

# Strategic Context.

## School Strategic Planning: School Workforce Strategy

### External environmental factors

**Challenging funding and regulatory arrangements:** competitive and unpredictable, federal government changes

**Diversifying demography in the region:** shifting religious attitudes and practices

**Rural School Sustainability:** small schools with fluctuating enrolments have specific (or particular) challenges

**Cost of living:** families may reconsider school fees leading to enrolment impacts

**War on Talent:** application shortages, retention & attraction challenges and competition for talent

**Competition from the State:** State school teachers have additional provisions and better remote school entitlements – exacerbates risk of talent moving to the State sector



### Internal environmental factors

#### 61 Individual Workplaces

2 Early Learning Centres  
42 Primary Schools  
9 Secondary Colleges  
3 F-12 Schools  
2 Specialist Settings  
3 CES Ltd Office Locations

#### Student Population

Student pop'n ranges from 17– 1,663; mean = 350  
20,000+ students/learners

#### Broad range of socio-economic contexts:

Average ICSEA 1,011 (range: 880-1,103)

#### Cultural diversity profiles across schools:

0 – 30% First Nations students (mean = 4%)  
0 – 65% students from NESB (mean = 8%)

#### Workforce

Workforce of 3,200+ with a diverse range of professionals, including leaders, teachers and non-teaching school staff, Allied Health professionals and office staff

“When we go back to a list of the qualities that made our best educators so effective, we probably notice that so much of what made them significant in our lives was not what they did, but who they are as human beings”

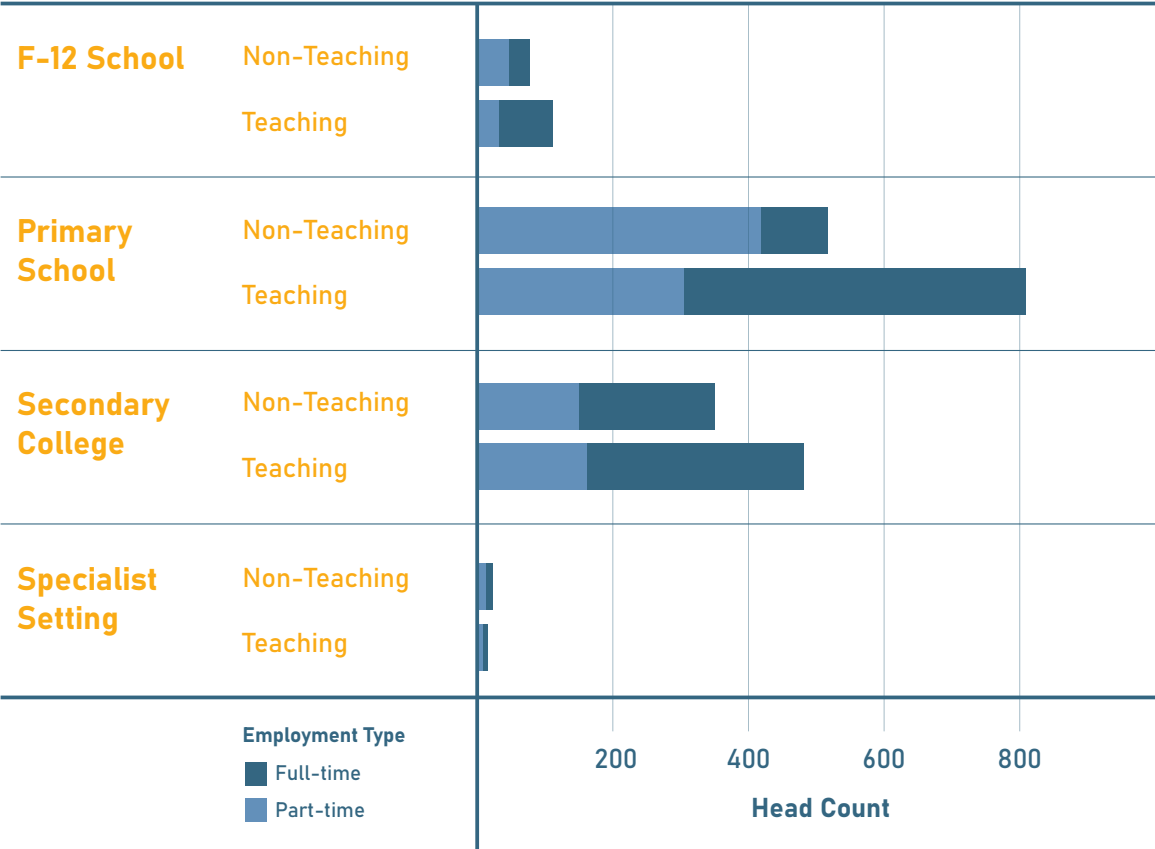
**(Zehm & Kottler, 1993:2)**



# Employment Type Breakdown by School Type.

Consistent with national trends, staff in Primary schools were more likely to work part-time than in other schools.

CES Ltd Workforce - By School Type - Teaching Role and Employment Type



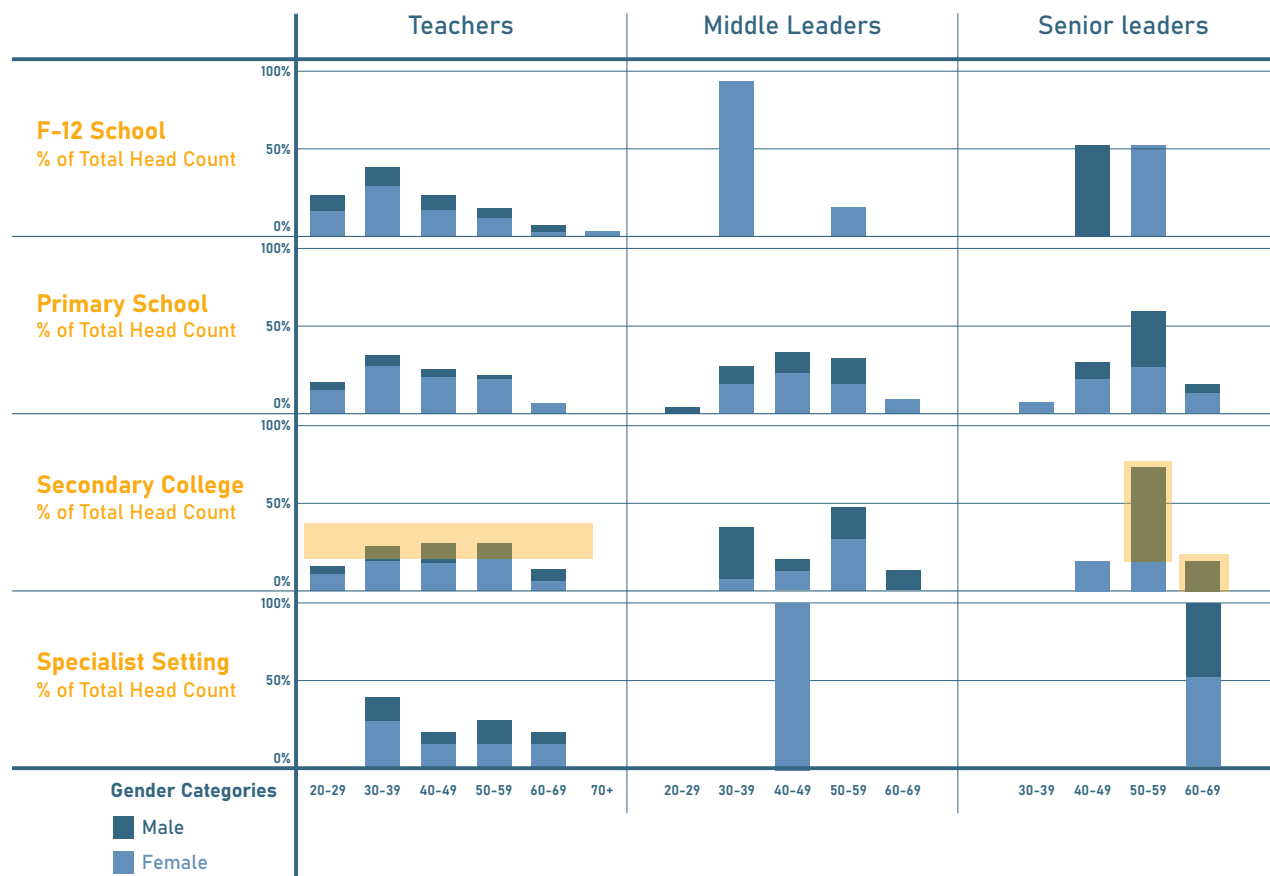
Source: CES Ltd Payroll Data/WGEA Reporting



# Age and Gender Profile by School Type.

- The chart opposite shows the breakdown of CES Ltd's workforce for Teacher, Middle Leader and Senior Leader roles into age band and gender categories.
- There is a higher proportion of male teachers in Secondary colleges (as a percentage of all teachers) than in other school types, which is a consistent pattern in schools across the country. Still, the majority of teachers in all school types are female.
- Relative to the proportion of males in teaching roles, men are over-represented in leadership positions, where the gender balance is closer to parity overall. Men outnumber women in Senior Leadership roles in Secondary colleges.
- In all but the Specialist school setting, over 60s comprised a relatively small proportion of the leadership workforce.
- The data speaks to a lower-than-typical risk of senior leader experience loss through retirement in the next 5 years.

CES Ltd Workforce - By School Type - Teaching Role and Employment Type



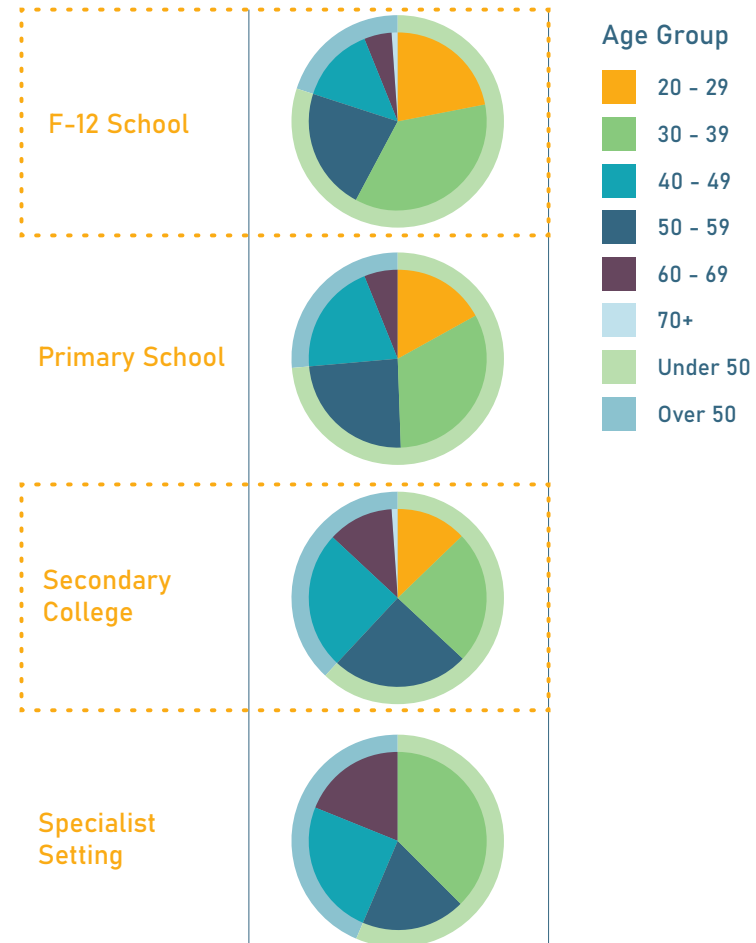
Source: CES Ltd Payroll Data/WGEA Reporting



# Age Breakdown by School Type.

- The chart opposite shows the breakdown of CES Ltd's school workforces overall (Teachers and Non-Teachers) into age bands, with the proportion of over-50s and under-50s superimposed.
- F-12 years school workforces skewed the youngest, with the highest proportion of staff in their 20s and 30s.
- Over a third of the Secondary college and Specialist school workforces were aged over 50.
- The data suggests a potentially significant risk over the next 10-15 years.

School staff by Age Group

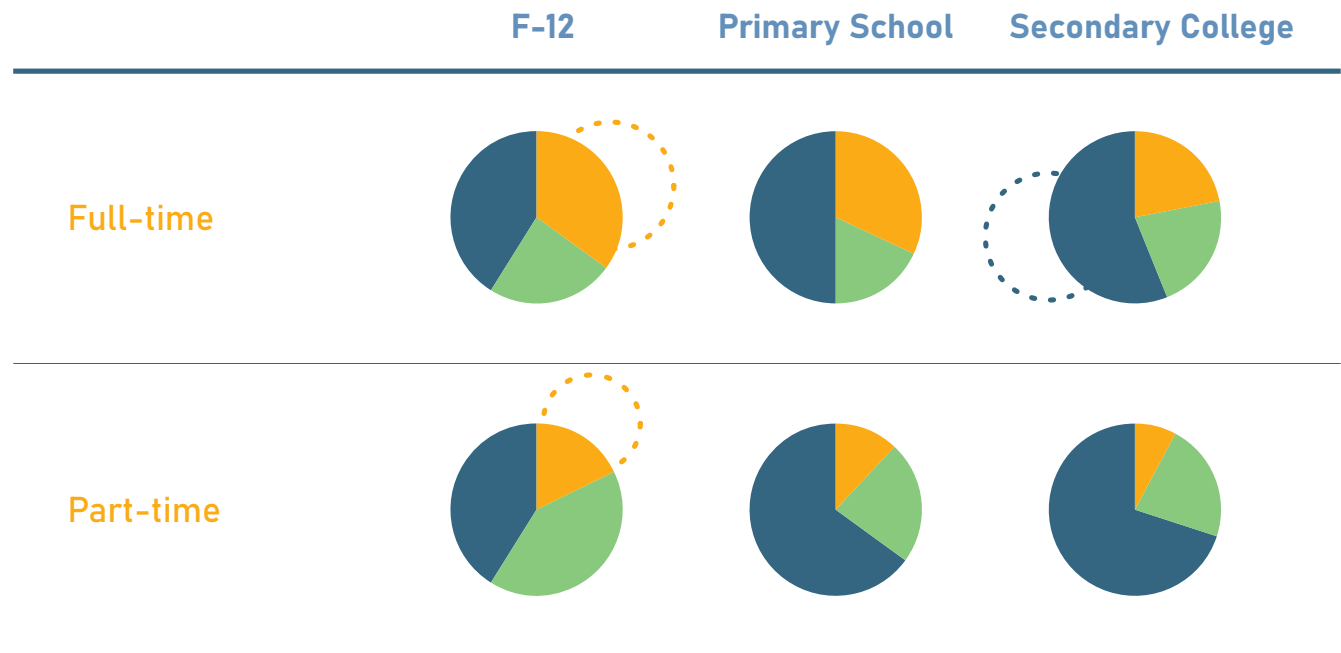


Source: CES Ltd Payroll Data/WGEA Reporting

# Teacher Experience Profile by School Type.

- The chart opposite shows the breakdown of CES Ltd's workforce for Teacher, Middle Leader and Senior Leader roles into age band and gender categories. Experience is broken into three broad categories:
  - Early career teachers (<5 years experience)
  - Competent level teachers (5-9 years)
  - Experienced teachers (10+ years)
- Secondary colleges comprise the highest proportion of experienced teachers, in both full-time and part-time roles.
- F-12 schools employ proportionally more early career teachers than in primary and secondary schools.

Teaching Years By School Type and Employment Type



Source: CES Ltd Payroll Data/WGEA Reporting

## Workforce Risks.

### Talent Retention & Attraction:



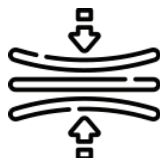
Decline in teacher supply and leader pipeline, availability of workforce data and increased turnover.

### Capability Uplift & Professional Development:



Gaps in skills, knowledge sharing and Catholic identity.

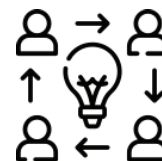
### Employee Wellbeing & Engagement:



Mental and physical health deterioration, resilience and time for leaders to support staff or seek support themselves.

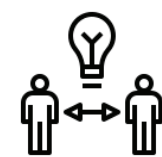
## Workforce Opportunities.

### Talent Retention & Attraction:



Collaboration, succession planning, role clarity, recognition and benefits.

### Capability Uplift & Professional Development:



Knowledge sharing, leadership and capability framework and Catholic formation.

### Employee Wellbeing & Engagement:



Wellbeing framework, mental health training and resilience network.

---

# Strategic Workforce Priorities.



## Catholic Culture

Our Catholic faith informs a positive, connected and engaged culture, enabled by collaborative relationships and supported by communication, consistency and cohesion.




## Capability Uplift

Review investment in capability, and broaden the development, formation and career opportunities for all our people.



## Wellbeing

Enhance and support the sustainable wellbeing and resilience of our workforce across the system.



## Secure and Sustain our People

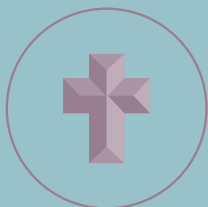
Prioritise and improve the retention, supply, attraction and recruitment of our talent.



## Future Ways of Working

Position ourselves to thrive in the evolving education sector with human-centred, innovative and technology enabled approaches.





## Catholic Culture:

Our Catholic faith informs a positive, connected and engaged culture, enabled by collaborative relationships and supported by communication, consistency and cohesion.

### Initiatives

- Aligned to the Mission, redesign Catholic Education Office Learning and Teaching service and support model to be effective and contemporary.
- Develop and implement an employee recognition and acknowledgement program aligned with our Catholic identity.
- Establish a consistent collaboration and engagement model and ways of working across the system (within the Office, between Office and Schools and between Schools) supported by appropriate communication processes.
- Build and improve employee engagement and connections across our system.
- Review purpose and refresh networks structures, connections and processes.

### Success measures

- Research and data gathered regarding Learning & Teaching service delivery model.
- Catholic Learning & Teaching Framework developed and implemented.
- Frequency of schools accessing Learning & Teaching support from the Office.
- Implement system-wide recognition program.
- Implement and embed collaboration model processes.
- Collate system-wide feedback regarding collaboration, engagement and communication processes.
- Implement a tool to measure culture and identify trends to enable targeted interventions.
- Establish an employee engagement survey baseline and develop and implement action plans to leverage our strengths and areas for improvement.
- Measure attendance of people at relevant networks.
- Create and define the behaviours that align with our Catholic Identity.

LISTEN



## Secure and Sustain our People:

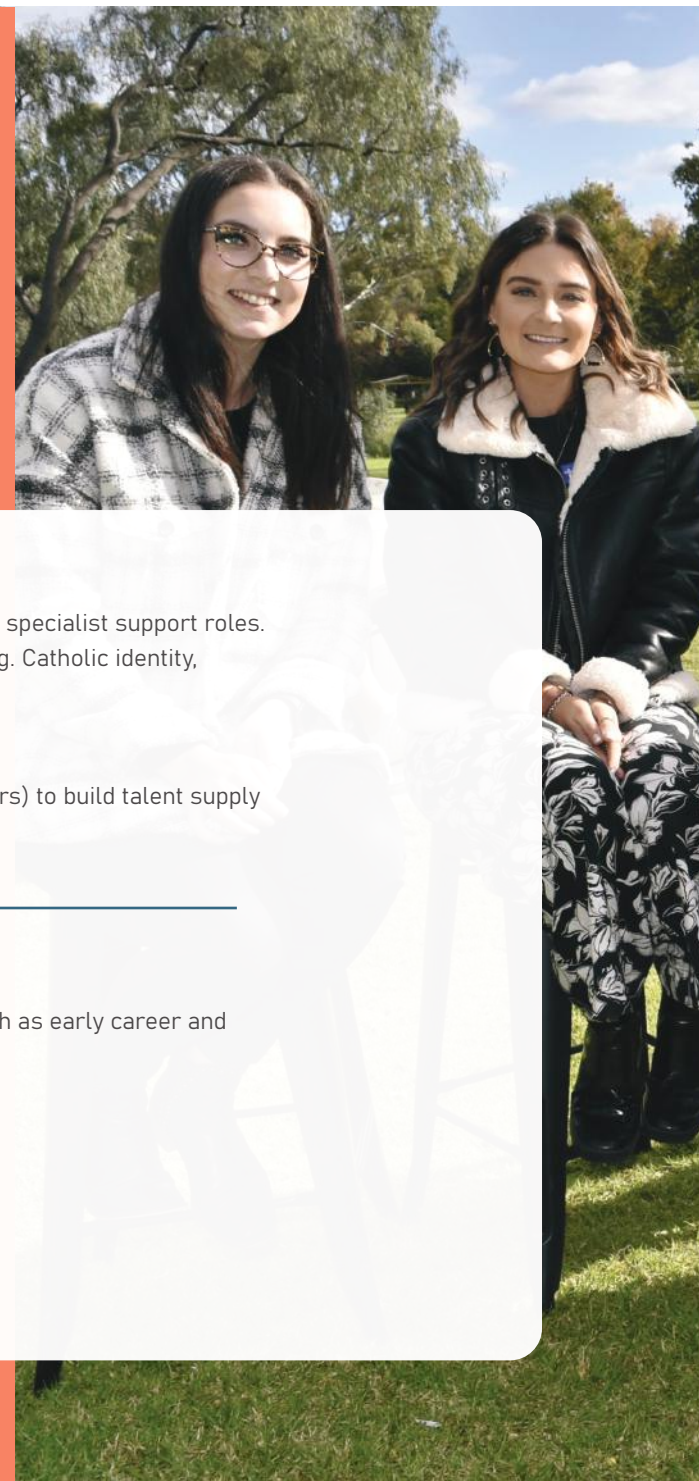
Prioritise and improve the retention, supply, attraction and recruitment of our talent.

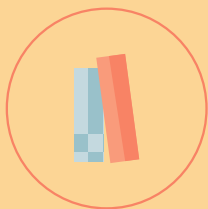
### Initiatives

- Develop and implement a retention and attraction strategy for teacher, allied health professionals and other specialist support roles.
- Define our employer brand narrative to be the employer of choice and understand our point of difference (e.g. Catholic identity, social impact narrative).
- Implement an integrated Human Resource Information System (HRIS).
- Formalise our talent management, workforce and succession planning approach.
- Expand, influence and/or develop external partnerships (e.g. Universities, other Dioceses, specialist providers) to build talent supply and enhance retention.
- Establish baseline workforce data on retention and attraction.

### Success measures

- Develop a focused and dedicated budget process to support a retention and attraction strategy.
- Research (internal/external) multi-generational perspectives of CES Ltd. brand and points of difference such as early career and experienced teachers as well as allied health and other professionals.
- Create and embed an employer brand to improve our retention and attraction initiatives.
- Implement a workforce and succession planning process for critical roles across our system.
- Identify critical roles and ensure succession plans are in place.
- Implement an integrated HRIS and establish workforce data retention and attraction metrics.
- Establish an exit interview process and draw insights.





## Capability Uplift:

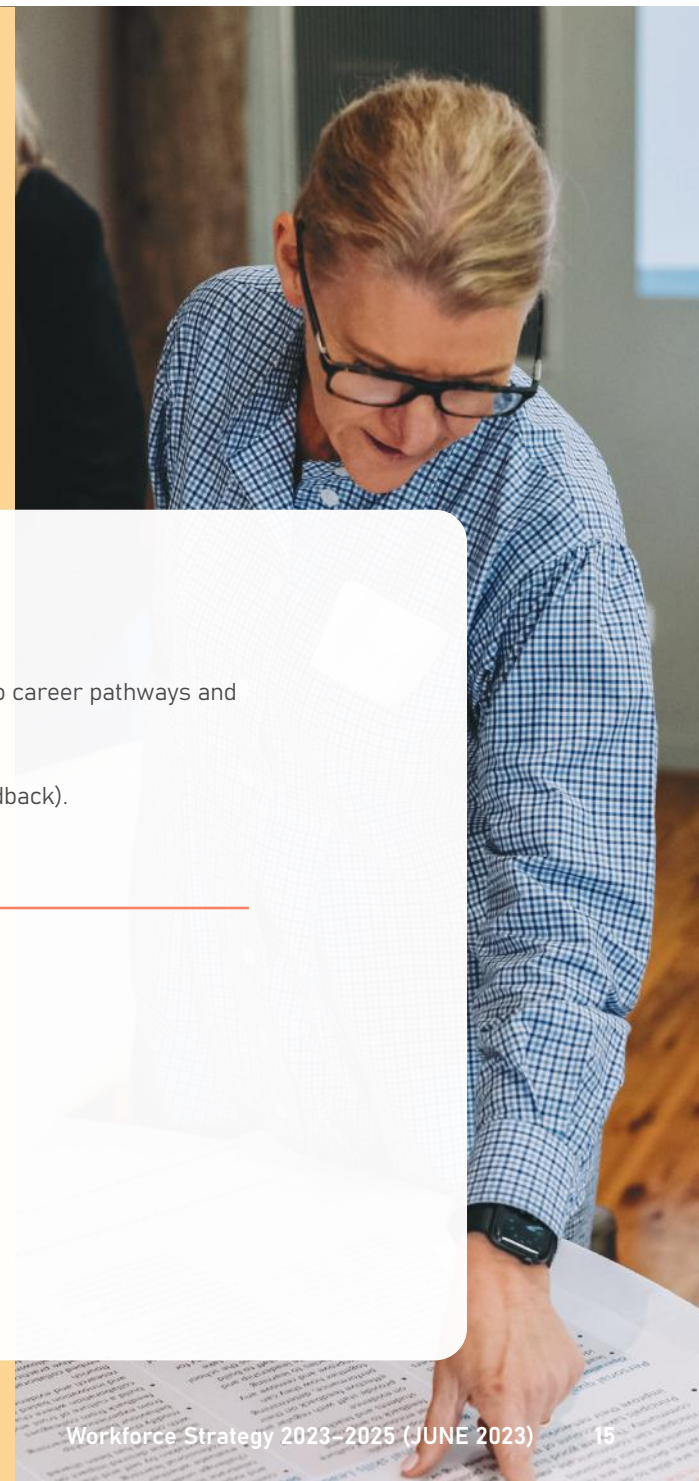
Review investment in capability, and broaden the development, formation and career opportunities for all our people.

### Initiatives

- Develop a system-wide performance development and feedback process.
- Refresh and broaden the Mentoring and Coaching program.
- Create a professional learning strategy and delivery framework that is accessible, attainable and aligned to career pathways and vision.
- Refresh the leadership framework to cover all levels of work and incorporate measurement tools.
- Define a framework to ensure 'healthy challenge' (to respectfully challenge the status quo and provide feedback).
- Create a new Principal preparation and support program.
- Identify and implement targeted upskilling programs.

### Success measures

- Implement a performance development process supported by a communication and change program.
- Ensure staff have development plans in place.
- Track and measure the success of our mentoring and coaching program.
- Map current state professional learning providers and assess return on investment (ROI).
- Implement a professional learning strategy & map career pathways.
- Enrolment and completion rates for professional learning programs (evaluate and seek feedback).
- Apply leadership measurement tools, review aspiring leader promotion rates and teacher efficacy scores.
- Implement a values and behaviour framework aligned with our Catholic Identity.







## Future Ways of Working:

Position ourselves to thrive in the evolving education sector with human-centred, innovative and technology enabled approaches.

### Initiatives

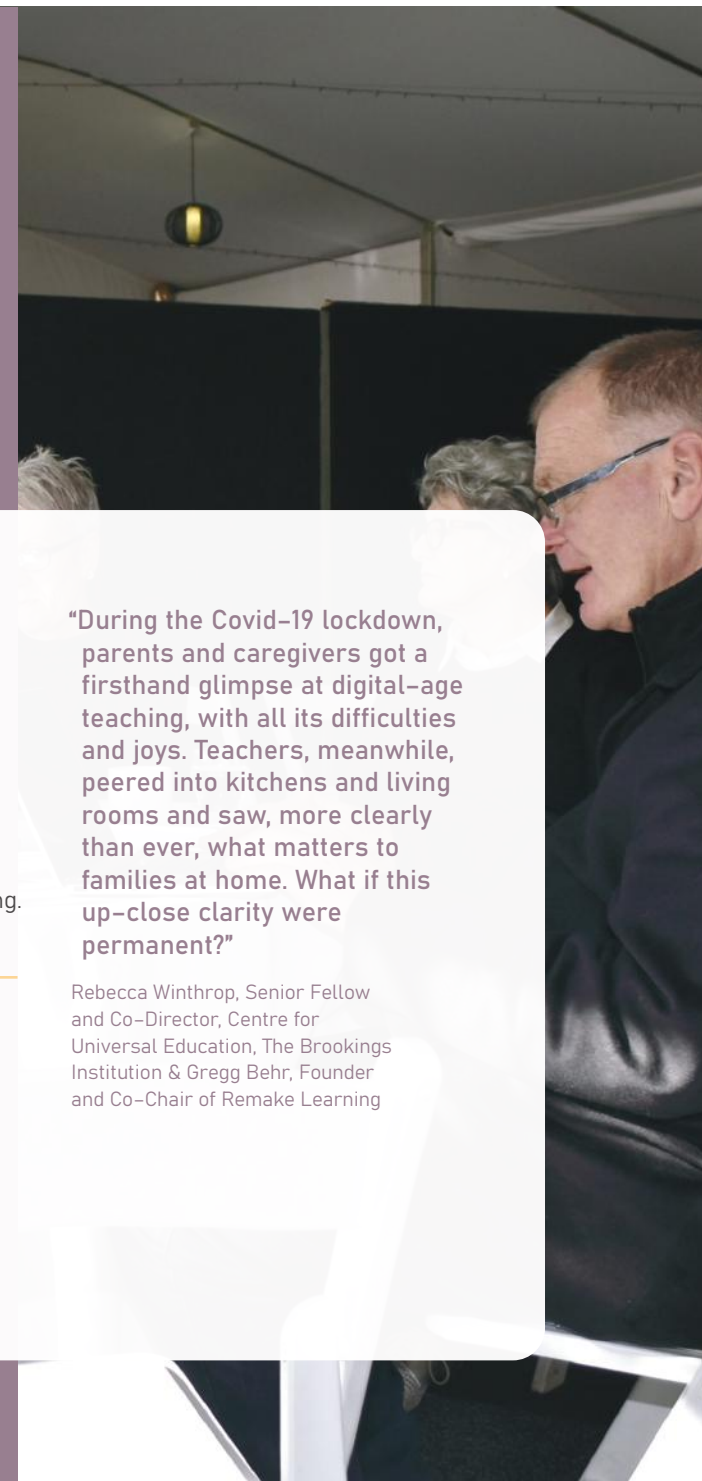
- Research and capture innovative workforce practices within CES Ltd and externally (state/national/international).
- Investigate alternative models of education service delivery, access and enablement (i.e., blended delivery, remote delivery, mobile workforce of specialist teachers).
- Pilot and integrate workforce data practices into decision making processes.
- Explore industrial engagement around new models of education service delivery.
- Review and re-imagine learning and teaching curriculum delivery (look towards external and internal innovators).
- Review existing administration process effectiveness across the system to better support innovative working.
- Establish innovation and program/project management process and capability.

### Success measures

- Design non-traditional employment arrangements to attract specialists.
- Completion and formal evaluation of innovative teaching model pilot programs.
- Innovation programs developed, implemented and evaluated to ensure continuous improvement.
- Develop a program of work at a system level which is prioritised and monitored regularly.
- Workforce data integrated and used to inform decision making to support innovation.

“During the Covid-19 lockdown, parents and caregivers got a firsthand glimpse at digital-age teaching, with all its difficulties and joys. Teachers, meanwhile, peered into kitchens and living rooms and saw, more clearly than ever, what matters to families at home. What if this up-close clarity were permanent?”

Rebecca Winthrop, Senior Fellow and Co-Director, Centre for Universal Education, The Brookings Institution & Gregg Behr, Founder and Co-Chair of Remake Learning







## Wellbeing:

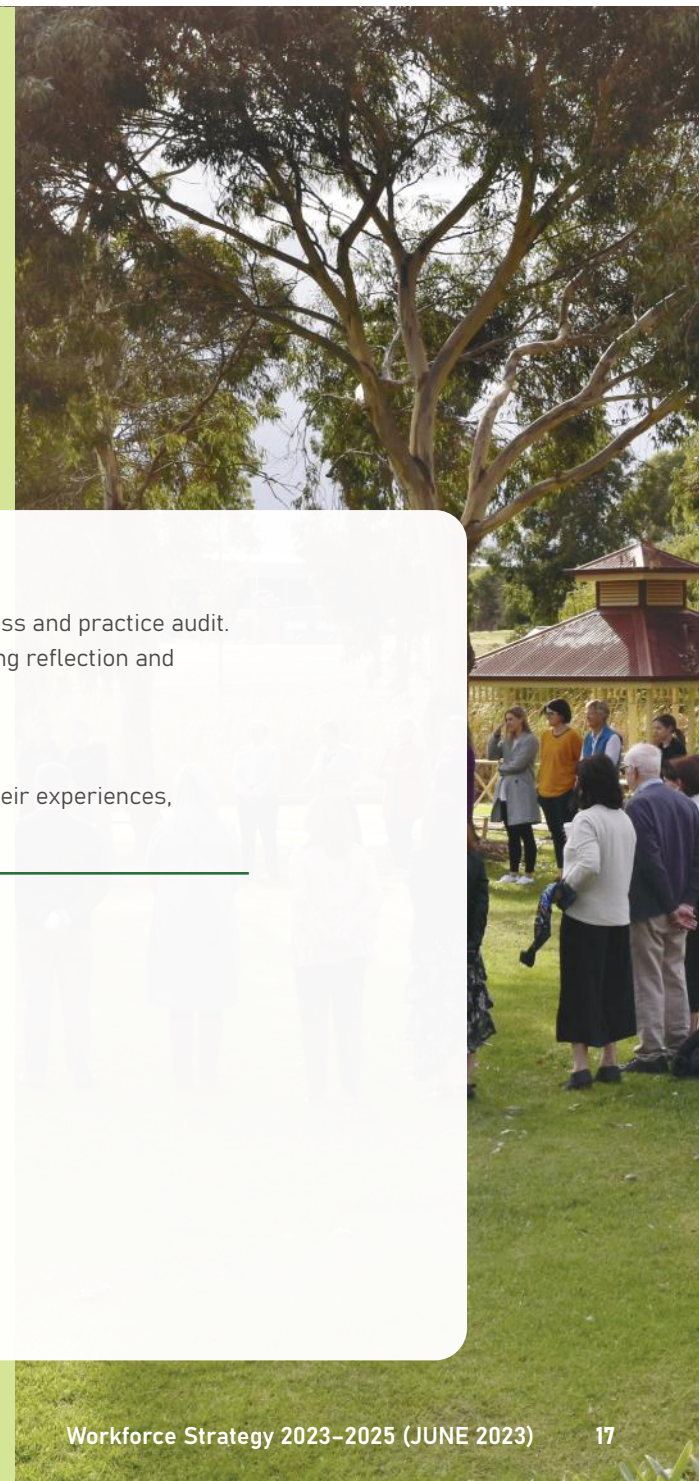
Enhance and support the sustainable wellbeing and resilience of our workforce across the system.

### Initiatives

- Create a Workforce Wellbeing Framework and program supported by a wellbeing policy, assessment process and practice audit.
- Refresh Principal Wellbeing Framework and expand for all leaders with emphasis on Spirituality (prioritising reflection and discernment).
- Undertake frequent health and wellbeing check-ins.
- Refresh EAP offering with expanded outreach.
- Prioritise mental health awareness and integrate in leadership discussions (encourage leaders to share their experiences, learnings and personal self-care methods).

### Success measures

- Design and deliver a workforce wellbeing framework for CES Ltd.
- Implement a system wide tool to measure staff wellbeing.
- Ensure schools implement and monitor a staff wellbeing plan.
- Obtain participant feedback on wellbeing programs, and individual and school wellbeing assessment data.
- Decreasing number of psychological injury workers compensation claims.
- Hazard identification and occupational health and safety legislative changes implemented.



---

# Implementation.

**Implementation of the Workforce Strategy 2023–2025 will be driven by the Office, however all Catholic Education Sandhurst Diocese staff and school leadership teams will have a part to play in the successful implementation over the next three years.**

## **Our preliminary suggestions are:**

- The Chief Executive Officer will be the sponsor and Senior Responsible Officer. The Executive Leadership Team will be collectively accountable for implementation progress and the Chief People Officer will act as the Project Executive, providing quarterly reports to the CES Ltd Board, Chief Executive Officer and Executive Leadership Team on progress of the Strategy.
- School leadership teams will be encouraged to use the CES Ltd Workforce Strategy 2023–2025 to inform and underpin their individual school workforce strategy and workforce planning.
- It should be noted that a workforce strategy is not a static document. The CES Ltd Workforce Strategy 2023–2025 will be reviewed annually and will evolve as necessary in order to respond to the changing environment and needs of the Diocese.

## **Who did we consult?**

Catholic Education Sandhurst Ltd comprises 58 school communities (including Early Learning Centres) across the Diocese. We believe that school leaders are best placed, in their local communities, to understand what their learners require and what their workforce should reflect in order to best serve their communities.



As a result, engaging our schools in the development of this Workforce Strategy was a critical element in our journey to creation and publication. The CES Ltd Executive Leadership Team was interviewed, and our Principals (a range across all school settings throughout our geographically diverse Diocese) and Principal Consultants were engaged through focus groups. Bishop Shane Mackinlay also kindly gave of his time, to be a key participant during the consultation process.

Finally, we worked with an independent, external advisory practice (PeopleBench) to assist us in determining which research and evidence informed strategies we will pursue on the next horizon of our organisational development. The result is our 2023–2025 Workforce Strategy.

This is not a static document, and we look forward to continued engagement with leaders across our system as we evolve the Catholic Education Sandhurst Ltd Workforce Strategy 2023–2025.



Catholic Education Sandhurst Limited worked with PeopleBench—a school workforce improvement company—to assist us in determining which research and evidence informed strategies we will pursue on the next horizon of our organisational development. The result is the Catholic Education Sandhurst Limited Workforce Strategy 2023–2025.

