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INTRODUCTION

The Equal Employment Opportunity (EEO) Annual Report for the 2003 calendar year outlines the performance of the New South Wales Department of Education and Training in implementing equal employment opportunity in schools, district offices, state office and TAFE NSW.

Providing the EEO Annual Report to the Office of Employment Equity and Diversity (OEED) is a statutory obligation under Part 9 of the NSW Anti-Discrimination Act 1977. Preparation of the report provides an opportunity for the Department to review progress in achieving EEO outcomes and to make necessary modifications to departmental programs and strategies.

In particular, the report provides a summary of progress for EEO groups in the Department. Designated groups within Australian society are those who are disadvantaged in employment and for whom an EEO program seeks to promote equal employment opportunity. The EEO groups are:

- women;
- Aboriginal people or Torres Strait Islanders;
- people from racial, ethnic and ethno-religious minority groups;
- people whose language first spoken as a child was not English;
- people with a disability; and
- people with a disability requiring adjustment at work.

Targets for EEO groups are benchmarked against their estimated representation in the NSW working age population (ages 15 to 64). These benchmarks (derived from the Australian Bureau of Statistics) are currently:

- 50% for women;
- 2% for Aboriginal people or Torres Strait Islanders;
- 19% for people from racial, ethnic and ethno-religious minority groups; and people whose language first spoken as a child was not English;
- 12% for people with a disability; and
- 7% for people with a disability requiring adjustment at work.

In accordance with OEED provisions, this report incorporates the EEO outcomes and program initiatives which resulted from the implementation of strategies contained in the 2002 – 2004 EEO Management Plan. The report also includes statistical data on representation of EEO groups in the workforce, recruitment and training and development activities.

Information contained in this report has been derived from schools, district offices, state office and TAFE NSW institutes as well as departmental workforce profile data. In accordance with OEED specifications, the statistical data in the report relating to EEO group representation (with the exception of women) are weighted. The weighted factors were introduced by OEED in 1998 to estimate the representation of EEO groups in the workforce where EEO survey response rates were less than 100%.

The Department’s 2002 – 2004 EEO Management Plan outlines the EEO strategies that continue to be implemented in schools, district offices, state office and TAFE NSW institutes. As part of the annual review, strategies in the plan have been updated at the end of the 2003 calendar year to achieve continuous improvement.

A copy of the revised plan is available on the Department’s website:

The 2002 - 2004 EEO Management Plan will be reviewed in 2004 to develop a new plan which will be consistent with the Department’s new structure and its strategic directions for schools and TAFE NSW. The review of the plan will also focus on reinforcing links with departmental and statewide equity plans such as the Disability Action Plan, the Spokeswomen’s Strategic Plan and the Ethnic Affairs Priorities Statement for the NSW Public Sector.

Significant outcomes of the Department’s EEO program during 2003 follow.

1 Throughout this report, any reference to “state office” refers to “state office including the Adult Migrant English Service (AMES)".
Women

In schools, district offices and state office locations, women represented 72% of the permanent and temporary workforce, maintaining the same level as in 2002 (Appendix 4).

The representation of women in the TAFE NSW workforce increased from 50% in 2002 to 51% in 2003 (Appendix 3).

The representation of women in promotion positions in NSW government schools continues to improve (Appendix 1).

In 2003, 61.4% of primary teachers who were in promotion positions were women compared with 59.9% in 2002. In 2003, 40.3% of primary principals were women compared with 39.0% in 2002.

In 2003, 38.7% of secondary teachers in promotion positions were women compared with 37.3% in 2002. In 2003, 29.8% of secondary principals were women compared with 27.5% in 2002.

The representation of women continued to improve on the Department’s major boards and committees (key result 2.1).

Initiatives undertaken to support women in 2003 are outlined below and included in key result 5.1 of this report.

- Participation of women exceeded the 50% target level in a wide range of initiatives to promote leadership skills and provide opportunities for career development. These included:
  - the Public Sector Management Course;
  - the Certificate in Administrative Leadership (CAL);
  - the Targeted Principal Preparation Program;
  - the Sydney Leadership Program;
  - the NSW public sector Executive Development Program; and
  - the Certificate of Corporate Investigations.
- The Spokeswomen’s Program continued to be promoted and implemented in the Department within sectorwide guidelines established by the Spokeswomen’s Program Management Committee to support female staff. There are 50 Spokeswomen in the Department, as well as one departmental Women’s Liaison Officer, and five District Women’s Liaison Officers.

Across the Department a number of strategies were implemented by Spokeswomen including addressing the career development needs of female staff and enhancing communication and networking opportunities for female staff through the development of websites and distribution of newsletters. The International Women’s Day was celebrated across the Department for honouring women’s contributions and achievements, and highlighting issues which are important to women.

The Department conducted the annual Spokeswomen’s Information Day for the departmental Spokeswomen and also sponsored Spokeswomen to attend the two day annual state conference organised by the NSW Spokeswomen’s Program Management Committee. The Spokeswomen’s Strategic Plan 2003 - 2006 was developed and promulgated. The Department’s Spokeswomen’s website was enhanced to further support Spokeswomen in their role.

- The Department continued to support the Women in Educational Leadership (WIEL) network, which provides a forum for women in the public education and training system to foster and nurture leadership and management skills in a supportive and collaborative environment.

The network and the Department jointly conducted 18 travelling conferences in rural and regional NSW during 2003, involving the participation of a large number of female staff in schools, district offices and TAFE NSW institutes. The success of conferences has resulted in an expansion of the WIEL network to Sunraysia, Central Coast and Lake Macquarie. There are now 14 local WIEL networks across the state and a statewide database of over 1000 women. A WIEL website is being developed.

- The Department has collaborated with the Department for Women to conduct a Women on Wheels (WOW) program. The program aims to improve services and career opportunities for women in rural and regional NSW and help communities to provide local solutions for local issues. In 2003, the Department actively supported the program by publicising events at the local level and offering the expertise of departmental officers to assist with activities. Departmental staff from Albury, Batemans Bay, Queanbeyan, Wagga Wagga districts and Illawarra and Riverina TAFE institutes supported and participated in WOW workshops and presented information sessions on issues of

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2 Any reference to NSW government schools includes primary, secondary and central schools.
importance to women. This program provided an opportunity to promote educational initiatives and employment opportunities with the Department, particularly teaching as a career.

• Across TAFE NSW institutes a range of courses was conducted including Developing Our Future Leaders, VET Managers for the Future and Performance Management. These courses provided participants with leadership skills and opportunities for career development in a changing work environment. Participation of female staff in these courses exceeded the 50% target level.

• TAFE Educational Services developed and conducted courses to improve and support women’s participation on boards and committees. The courses included Women on Boards and Committees - Introduction and Women on Boards and Committees - Governance. These courses were marketed to women employees of the Department and other public sector agencies.

Aboriginal People or Torres Strait Islanders

The Department developed and implemented a range of initiatives designed to increase employment, retention and career development opportunities for Aboriginal people.3

Outcomes achieved in 2003 are outlined in key results 5.1 and 5.2. Significant outcomes included the following.

• Appointment of 31 Aboriginal school teachers to permanent positions under the Aboriginal and Torres Strait Islander Employment Program. Transfer priority was given to 11 Aboriginal teachers under the Aboriginal and Torres Strait Islander Transfer Scheme. A dedicated project team is case managing the employment and transfer of Aboriginal teachers in the 2003-2004 staffing cycle.

• Provision of pre-service teacher education scholarships dedicated to Aboriginal people to encourage them to undertake teacher training in areas of workforce shortage. In 2003, 30 pre-service scholarships were offered to Aboriginal people and 25 were accepted. A further 30 pre-service scholarships will be targeted for Aboriginal people in 2004.

• Development and promulgation of Aboriginal specific material promoting teaching as a career in NSW public schools by teach.NSW. The material featured images and quotes of current Aboriginal teachers and the slogan ‘Join our Mob’, a positive and accepted terminology in Aboriginal society and appropriate to use in encouraging Aboriginal people to consider teaching as a career. The material has been distributed to all secondary schools, district offices, career centres in universities, TAFE institutes and communities through various Aboriginal networks.

• Commencement of 17 Aboriginal Education Assistants (AEAs) in a Certificate III Traineeship during 2003, while two AEAs successfully completed their traineeships.

• Participation by 20 AEAs in Count Me In Too and 15 AEAs in Counting On. These professional learning programs increased awareness of issues experienced by Aboriginal people and developed strategies for improved participation.

• Development and implementation of the Aboriginal Teachers Working Together program, which is a collaborative initiative of the Department and the NSW Teachers Federation. The program draws on a range of strategies including mentoring, networking, professional learning and shared experience to support Aboriginal teachers. During the reporting period, a workshop was held with 20 participants from cross sector agencies. A support web link for the program was established on the Professional Support and Curriculum website.

• Deployment of an Aboriginal teacher during the reporting period to develop the Literacy in Aboriginal Languages project.

• Participation of 30 Aboriginal students in years 9 and 10 from seven schools in the Aboriginal Students’ University Links program at the University of Canberra in 2003. The program provided an opportunity for students to learn about teacher education programs and the support available for Aboriginal students at university. A number of these students have subsequently expressed interest in undertaking tertiary study.

• Implementation of the Koori Outreach Option for Learning (KOOL) program by the Griffith campus of Riverina Institute. KOOL was developed in consultation with elders and local community members as an innovative and holistic program to support Aboriginal young people in their personal learning. Strategies of KOOL included the provision of a positive youth friendly learning environment with a significant

3 Throughout this report, any reference to “Aboriginal people” refers to “Aboriginal People or Torres Strait Islanders”.

focus on education and practical life skills. The KOOL program won a gold award at the 2003 TAFE NSW Quality Awards as an innovative program which demonstrated the principles of quality teaching, inclusiveness and respect and recognition of cultural diversity.

- Continued implementation of the Aboriginal Cultural Awareness program by Riverina Institute which was an integral part of the Institute’s annual training plan conducted from Wagga Wagga campus. This program is designed to raise awareness of issues, which affect the participation of Aboriginal people in education and in Australian society today. The program was led by Aboriginal staff with 30 staff participating including managers, head teachers and teachers who work with Aboriginal students, other staff and community members. Further workshops have been planned for 2004 at the Deniliquin campus.

- Development and implementation by OTEN of a series of workshops Through Aboriginal Eyes for non Aboriginal staff to raise awareness of issues that can arise when working with Aboriginal people. Of the 30 participants at the workshops, 22 were women and four were from non-English speaking backgrounds.

- Implementation of three training and development programs by the Aboriginals in TAFE Network (ATN) for its members. The programs provided participants with skills and knowledge to improve their career prospects in information technology and business and in developing teaching and learning resources.

**Staff from Racial, Ethnic and Ethno-Religious Minority Groups**

A broad range of initiatives was undertaken to support staff from racial, ethnic and ethno-religious minority groups and improve the delivery of services to people whose language first spoken as a child was not English.

Outcomes achieved in 2003 are outlined under key results 4.2 and 5.1. Key outcomes included the following.

- Implementation of a wide range of initiatives to support and provide developmental opportunities for overseas trained teachers (OTTs) at a cost of over $190 000. The initiatives targeted both OTTs seeking employment and those currently employed in the Education Teaching Service and included: training and access to information to prepare for Personal Suitability Interviews; Orientation Courses which included a school experience component; the District Support Strategy; assistance with Community Language Testing and the development and distribution of Resource Materials for OTTs.

- Consultation between the Department, the NSW Primary Principals’ Association, the NSW Secondary Principals’ Council and the NSW Teachers Federation in the second half of 2003 resulted in the introduction of a mandatory requirement for all overseas trained teachers to successfully complete the Department’s Orientation Program prior to gaining an approval to teach in NSW government schools. This forms the first phase of the Department’s pre-employment program for OTTs which will be implemented in 2004.

- Participation of seven staff in the Skillmax Program provided by AMES.

- Promotion and implementation of the Community Language Allowance Scheme (CLAS) to facilitate the Department’s commitment to improve the access and quality of services delivered to people whose language first spoken as a child was not English. In 2003, seven bilingual staff passed the CLAS test, bringing to 126 the total number of employees receiving the CLAS allowance with 33 different languages covered.

- Continued implementation by Riverina Institute of the Multicultural Awareness program targeting teaching staff. The program provided opportunities for participants to share successful teaching strategies for students from non-English speaking backgrounds and increase awareness of issues and linguistic challenges experienced by students learning a second language in a highly technical discipline area. Ten teaching staff participated in the program, six of whom were women and two of whom were from non-English speaking backgrounds.

- Development and implementation by OTEN of the Changing Direction workshop which was designed to address the needs of mature workers as well as those approaching any major change in their life. Thirty women attended the workshop, 11 of whom identified as being from non-English speaking backgrounds.

- Continued funding support by the Department in the Migrant Career Development Program. The program provides assistance to overseas trained migrants employed in the NSW public sector, and unemployed skilled migrants with skills
re relevant to work in the public sector. During 2003, 22 positions from across the NSW public sector were nominated for the program.

Staff with a disability

A number of initiatives were undertaken by the Department to significantly increase the opportunities for people with a disability in the Department as well as in the NSW public sector.

Significant outcomes are outlined in key results 4.2, 5.1 and 5.2, and included the following.

- Implementation by the Access Division of TAFE Educational Services of a range of workshops promoting disability awareness and professional development opportunities for teaching staff. These included two workshops targeting deaf teachers entitled Connecting Access - Auslan Flexible Delivery, and Assessment Setting and Moderation in Auslan. Over 300 Auslan teachers from across TAFE NSW institutes participated in the workshops, 79% of whom were women. Participants were introduced to a range of resources for flexible delivery of Auslan training and strategies and techniques for meeting Australian Quality Training Framework (AQTF) requirements. Interpreters were provided for both workshops for deaf teachers. Another workshop entitled, Look Mum, No Mouse was conducted for teachers who deal with visually impaired students.

- Continued implementation of the WorkAble program as a part of the Department’s commitment to improving employment and career development opportunities for people with a disability. Since its inception in August 2001, 38 permanent and temporary positions have been nominated for WorkAble and 34 positions have been filled by people with a disability across the Department. The principles of Adjustment at Work, the Department’s 2002 - 2004 EEO Management Plan and its Disability Action Plan (which relates to the NSW Government Disability Policy Framework) continued to be promoted and reinforced through WorkAble.

- Formalisation of a new management structure and strategic directions of the Staff with a Disability Network (SWDN), which provides support and development opportunities for staff with a disability in TAFE NSW and state office locations. During the reporting period SWDN was successful in obtaining Commonwealth funding through Reframing the Future to upskill the Management Committee through a process of becoming a Community of Practice. The link between WorkAble and SWDN was strengthened to complement employment and support for career progression for staff with a disability. Key activities included the establishment of the SWDN website, an online forum, a dedicated ‘web board’ for the SWDN management committee members and organisation of a three day annual conference covering a wide range of professional development workshops.

- Development and piloting of a Mentor Program for staff with a disability by WorkAble in collaboration with SWDN during the reporting period. Ten pairs of mentors and mentees who have participated in the program indicated that mentoring is a strategy that is valued and has positive outcomes for both the Department and the individuals. At the conclusion of the program one participant is acting in a higher position and three participants are undertaking tertiary studies.

- Continued promotion and implementation of the NSW Traineeship Program for People with a Disability which commenced in July 2001 to provide traineeships in NSW public sector agencies to people with a disability. The program fully funds host employers for the award wage and allowances for the traineeship. The Department administers the program with assistance from OEED on behalf of its sponsors. In 2003, 22 positions were nominated for the program from across the NSW public sector and universities.

- Provision of on-the-job trade training for people with a disability under the Apprenticeship Program for People with a Disability. In 2003, two new apprentices commenced, one at Illawarra Institute and the other one at Sydney Institute, and two apprentices were continuing their apprenticeships with Farrer Memorial Agricultural High School and the School Security Unit of the Department.

- Participation by the Department in the Work Training Scheme of the Commonwealth Rehabilitation Services (CRS) Australia. The scheme provides people with a disability, injuries or health conditions, with work experience placement to gain skills and experience to enhance their employability. Five placements were offered at various state office locations. At the end of the Work Training placement, one of the trainees was offered casual employment with the Department and two trainees gained permanent employment elsewhere.
Additional Achievements

- Provision of comprehensive support for staff who have been affected by the Department’s restructure – *Lifelong Learning* and the *Corporate Services Strategy*. This included regular updates on the progress of the restructure, career support services and counselling. The Department engaged the services of TMP/Hudson Global Services to conduct workshops on career planning and management, and support in preparing a resume. Additional counselling services were made available to staff through the Employee Assistance Program.

- Continued participation by the Department in the *Public Sector Traineeship Strategy*. In 2003, 431 employees commenced traineeships, of whom 33 were new entrants and 398 were existing worker trainees. As part of the traineeship arrangements, the trainees participated in a training program, leading to a nationally recognised qualification. Of the 431 trainees, 18 identified themselves as being from non-English speaking backgrounds, 18 as Aboriginal people and two were people with a disability (*key result 5.2*).

- Continued support by the Department for the *Certificate III in Education Support Teachers Aides (Special)*. The program is designed to meet the training and professional development needs of teachers aides (special) who support students with a disability in all school settings. In 2003, 141 teachers aides (special) undertook the *Certificate III in Education Support Teachers Aides (Special)* traineeships, 98% of whom were women (*key result 5.1*).

- Development and implementation by Riverina Institute of a *Discipline Support Mentoring Program* targeting teaching staff. The program focuses on providing discipline support in the areas of AQTF requirements through a mentoring program. The program covers all educational and industry areas and is offered to staff in all areas of the Institute. The program aims to identify institute mentors and equip them to mentor staff in their discipline areas, in the curriculum and in training package development, assessment, assessment validation and teaching delivery strategies. Twenty two staff participated in the program, 12 of whom were women, one from a non-English speaking background and one participant with a disability (*key result 5.1*).

- Review of the work of school assistants and senior school assistants (the majority of whom are women) by a joint working party with representatives from the Department and the Public Service Association. The review has taken into account roles, classification structures, career structures and workload issues. The working party is considering options for implementation of a new classification structure (*key result 4.3*).

- Continued implementation of flexible work arrangements to support staff with diverse needs. These include part-time employment, job sharing, leave without pay, a career break scheme and short-term absence for family and community services (*key result 4.2*).

- Renewal of the Department’s financial sponsorship for the Nanbaree Child Centre in 2003. The Centre is an important Government initiative established by the Premier’s Department to contribute to the child care requirements of public sector employees in the Sydney CBD area (*key result 4.2*).
Key Result 1.1

EEO statistical data are comprehensive and accurate

The Department encourages completion of EEO survey forms by all new employees. An EEO survey form and a reply paid envelope continued to be provided to all new teacher employment applicants and new non-teaching staff recruited by the Department. The importance of completing the EEO survey was emphasised in staff induction sessions. In 2003, the EEO survey form was published on the Department’s website to improve access by employment applicants. On the basis of survey responses, comprehensive EEO statistics were collated for the annual EEO statistical reporting.

Comprehensive EEO data on a range of issues including representation of EEO group members in the workforce, in recruitment processes, on boards and committees, and participation of EEO group members in training and development programs were collected. Data on grievances were also collected and analysed centrally. EEO statistics have provided the basis for the development of EEO strategies and workforce planning, and have also been used to measure effectiveness of EEO programs and initiatives across the Department.

During 2003, the Department’s EEO statistics, for the first time, were extracted from its Workforce Profile instead of its payroll system. Collection of EEO statistics from the Department’s Workforce Profile was a significant step towards the key strategy of the NSW Government’s Corporate Services Reform, which prescribes that an agency’s Workforce Profile should be used as the central source for all types of human resource statistical reporting, including EEO. The Department will continue to work with OEED and the Premier’s Department to further refine the data collection process.

Schools, district offices and state office

In 2003, the overall EEO survey response rate in schools, district offices and state office was 46%. The Department is considering various options to improve the EEO survey response rate to accurately reflect the diversity of its workforce. The options may include a resurvey of staff in schools, regional offices and state office sector or implementing an electronic self survey option.

TAFE NSW

The EEO survey response rate for TAFE NSW was 73% in 2003, an increase from 71% in 2002. Individual institutes have developed various strategies to increase the collection of EEO data and raise awareness about the importance of the EEO survey. Strategies include publicising the impending mail out of the EEO survey forms through a range of communication channels, providing all employment applicants with EEO forms and distributing EEO forms to new employees during induction sessions. A number of institutes reported a survey response rate of over 80% for newly recruited employees. For example, within Hunter Institute 100% of newly recruited staff completed the survey. This was achieved through the use of a proactive data collection strategy which was introduced in 1998. This demonstrated an improvement from 97.5% in 2001, 96% in 1999 and 55% in 1997. This increase in EEO data collection has provided a solid foundation for EEO management planning and related activities.
Comprehensive EEO data continued to be collected on staff participation in internal and external training and development programs. Statistical reports were used to identify strategies for developing needs based professional development programs for EEO groups.

Key Result 1.2

Qualitative information is collected and used in EEO planning

The Department collected qualitative information to inform EEO planning. Personnel Directorate, in consultation with district offices, state office and TAFE NSW has collated comprehensive information which has been used for EEO planning, review and reporting purposes.

Schools, district offices and state office

Consultation and liaison occurred with state office directorates with management responsibilities for schools and district offices, TAFE NSW institutes and TAFE Educational Services to develop, coordinate and monitor EEO strategies and programs. A number of directorates provided descriptive information on recruitment and training initiatives that contributed to the development of EEO strategies and planning. Some directorates reported on activities that were undertaken to seek feedback on EEO issues. For example, Disability Programs Directorate organised a two day conference for 130 staff including equity managers, state office staff and consultants for students with a disability to facilitate feedback and discussions on EEO issues and inclusive practices.

The Spokeswomen’s Program provided a key source of qualitative information on initiatives for women. Information was provided on training and skills development, and contributed to the development of strategies to promote women’s equal employment opportunities.

Both the Staff with a Disability Network and the WorkAble program provided forums for consultation on programs and initiatives for staff with a disability. These programs also provided valuable input for EEO planning and evaluation.

Liaison and consultation between the Department’s Aboriginal Programs Unit, the Aboriginal representative of the NSW Teachers Federation and Personnel Directorate was maintained to collaboratively develop and review employment and career development initiatives for Aboriginal people. Conferences and training programs for Aboriginal people provided opportunities to collect direct input from the participants. This provided a valuable source of information for EEO planning and for the development and review of targeted programs for Aboriginal people such as Pre-service Teacher Education Scholarships; the Aboriginal Teachers Working Together Program and the Aboriginal and Torres Strait Islander Employment Program.

TAFE NSW

TAFE NSW institutes continued to work with their EEO committees, which collected and analysed qualitative information for the development of EEO strategies and planning. These included the Access and Equity Committee, Aboriginals in TAFE Network, TAFE Multicultural Network, Spokeswomen’s Program and Staff with a Disability Network. Consultation occurred through workplace communication, institute websites, newsletters, and committee based forums. Maintenance of EEO qualitative information has contributed to improved access, feedback and staff awareness.

Grievance procedures were monitored and analysed at the institute level to ensure preventative measures are in place to address potential workplace grievances. Harassment Contact Officers provided input to improve the working environments for staff.

Other specific strategies that were implemented by individual institutes during 2003 included the following.

- Sydney Institute used a range of information collection and review strategies including a staff survey, staff forum and an improvement request form for obtaining and incorporating EEO information from staff into their functional planning and reporting. Specific EEO strategies were included in human resources management plans and institute business plans.

- Illawarra Institute’s Access and Equity Sub-Committee continued to provide support to EEO group members and facilitated a two way flow of information between these groups and management. All EEO groups were represented in the membership of the committee.

- New England Institute continued to promote a two way communication strategy, Teamtalk, which provides an opportunity for all staff to put forward their views and share the views of others on a range of work related issues. Teamtalk is an effective and flexible communication strategy for receiving staff feedback. The Institute also used various staff forums for consultation such as the quality team and Spokeswomen’s forum.
Planning Outcome 2: Employee Views are Heard

**Key Result 2.1**

**EEO group members contribute to decision making**

The Department encourages active participation of EEO group members in decision making processes. Structures such as EEO representative groups and networks were supported and maintained to ensure the diverse perspectives of staff are reflected in decision making. Decision making bodies within the Department either represented EEO perspectives or were responsible for ensuring that the views of EEO groups were considered.

- Gender representation on the Department’s major decision making bodies included the following outcomes. During 2003 women made up:
  - 70% of the NSW TAFE Commission Board, which was a significant increase from 53.9% in 2002;
  - 63.7% of the Board of Adult and Community Education, which was an increase from 62.5% in 2002;
  - 54.6% of the NSW Vocational Education and Training Accreditation Board (VETAB), which was an increase from 45.5% in 2002;
  - 42.9% of the NSW Board of Vocational Education and Training (BVET). One female member was from an Aboriginal background; and
  - 32.3% of the Vocational Training Tribunal (VTT) and the Vocational Training and Appeal Tribunal (VTAP), which was an increase from 25% in 2002.

- As at 31 December 2003 women represented 25.9% of the Department’s Senior Executive Service staff.

- The Spokeswomen’s Program provided an important opportunity for women to contribute to decision making. Networking and skill development opportunities provided for women included seminars on career planning, skills development and workplace change management. Feedback from these sessions was drawn on by Spokeswomen to help inform future directions of the program and to provide input into the Department’s decision making process.

The Department’s Women’s Liaison Officer maintained communication and liaison between district women’s liaison officers and Spokeswomen across schools, district offices, state office and TAFE institutes. This liaison has provided an important link across the Department in identifying and addressing issues raised by women and ensuring women’s views are reflected in the Department’s decision making process.

- The Staff with a Disability Network (SWDN) continued to provide a valuable means of promoting employment, workplace adjustment and development opportunities for staff with a disability in the Department. The network conducted a three day annual conference during 2003 with a range of workshops including Auslan and Deaf Culture, Mentoring, Strategic Planning, Participating in Recruitment Panels and Community of Practice. A number of senior departmental staff participated in the panel discussions on issues identified by staff with a disability such as departmental policy and EEO programs for people with a disability, and Reasonable Adjustment at Work - overcoming barriers to participation. Feedback from conference participants was extremely positive and informed the SWDN’s strategic planning and future professional development activities.

The SWDN management committee consists of 12 members, 50% of whom are women. The committee maintained effective communication with institute directors and relevant directorates of the Department including the Disability Programs Directorate and Personnel Directorate. SWDN provided a submission to Lifelong Learning, the Department’s restructuring process and also provided feedback to the review of the Disability Action Plan and EEO Management Plan.

**TAFE NSW**

Institute boards and committees maintained broad representation of EEO group members and considered the views of EEO group members at the senior management level. Staff across the institutes were provided opportunities to be nominated or self nominated on decision making
bodies. The following outcomes are examples of achievements in institutes as a result of EEO group members’ contributions to decision making.

- The Aboriginals in TAFE Network (ATN) made a positive contribution to address issues relating to Aboriginal staff. Three ATN consultation meetings were held at Bathurst, Hunter and Illawarra to provide an opportunity for ATN members in those areas to raise issues of concern, make recommendations relating to relevant policies and procedures and to identify professional development needs. During the reporting period, the network focused on strategic planning and improving communication between the ATN, institutes and the Aboriginal Programs Unit of the Special Needs Students and Equity Programs Directorate. Targeted training and development programs for ATN members were delivered in various rural and regional locations focussing on information technology, business administration and the development of teaching and learning resources. In addition, individual institutes organised targeted training to better meet the needs of Aboriginal staff.

- Riverina Institute has an appropriate representation of EEO groups in its decision making bodies. The Institute’s specific focus on access and equity provided closer links for staff with a disability with human resources, Occupational Health and Safety, reasonable adjustment and welfare areas. The Institute’s Productive Diversity Group including representatives from the Institute’s Multicultural Education Unit, local employers and service providers held meetings and workshops at different campuses and provided support and effective referral mechanisms to its members.

- Western and Northern Sydney Institutes’ key decision making bodies such as the Human Resource Planning Committee and Access and Equity Committee had a broad representation of EEO group members. Aboriginal Development Managers, Disabilities Consultants and Spokeswomen worked closely with these committees for the development of appropriate initiatives within the institutes and were an integral part of the decision making process.
Planning Outcome 3: EEO Outcomes Included in Agency Planning

Key Result 3.1

**EEO is integrated into agency planning**

The Department's two corporate planning documents, *NSW Public Schools: Strategic Directions 2002 - 2004* and *TAFE Strategic Directions 2002 - 2004* reflected the Department's strong focus and commitment to EEO principles, and equity. These documents set out the framework for the development of other strategic and business plans for TAFE NSW institutes and individual directorates. EEO issues were integrated into planning and management processes across the Department.

The *EEO Management Plan for 2002 - 2004* identified strategies for EEO planning, action and program outcome areas. The plan was developed in 2002 and continued to be reviewed annually in consultation with state office directorates and TAFE institutes to ensure that the strategies in the three year plan are current and have widespread support across the Department for their implementation and monitoring. Strategies in the plan also provide a broad framework for the development of local plans and activities in the context of the diverse needs of work areas of the Department, for example, individual institute EEO management plans, the Spokeswomen's Strategic Plan and targeted professional development initiatives for EEO groups.

A corporate EEO management plan with a consistent set of EEO performance indicators provides the opportunity for measuring performance over time and benchmarking performance across the Department.

To ensure recognition of EEO issues as part of the broader planning processes in the Department, the EEO management plan was promoted across the Department, including state office directorates, district offices, schools and institutes. The Department's *2002 EEO Annual Report* and the revised *EEO Management Plan for 2002 - 2004* are available on the Department's website and hard copies were provided to the Department's libraries, TAFE NSW libraries and to EEO representative groups and networks to facilitate the development of their action plans.

**Schools, district offices and state office**

The following initiatives demonstrate the integration of EEO issues and ethical practices by schools, district offices and state office into agency planning.

- **Training courses focusing on EEO principles in merit selection were conducted.** EEO policies are adhered to in all selection processes and panel conveners are aware of their responsibilities regarding EEO policies. EEO policies are included in information kits for job applicants. Selection panels include representatives from relevant EEO groups, and panels reflect gender balance as well as a balance in EEO group representation (*key result 8.1 and Table 8.4*).

- **Personnel Directorate promoted a range of EEO on-line training and information resources across the Department, which were produced by OEED.** The resources aimed at promoting skills and awareness of EEO and equity principles to all employees in the NSW public sector.

Resources included:

- **Merit Selection Techniques Online Refresher Training** - a module based training resource, linked to the publications *Merit Selection Guide for NSW Public Sector Panels* - picking the best person for the job, and *Merit Selection in the NSW Public Sector Training Program*;

- **EEO Good Practice Online** - contains examples of successful EEO programs and initiatives to assist agencies in developing effective EEO initiatives to achieve success in this area;

- **EmployAble Resource Guide** - contains information on various types of disabilities and issues related to recruiting and managing people with a disability;

- **Equal to Task** - contains case studies demonstrating in a practical way how NSW public sector agencies have been able to utilise the valuable skills and experience presented by job seekers and employees with a disability.
• Professional Support and Curriculum Directorate targeted specific courses for EEO group participation and ensured EEO information was incorporated into relevant training and development programs. EEO group representatives were actively involved in district planning processes.

• EEO group representatives continued to be included on a range of committees such as district resource allocation, human resource planning, curriculum implementation, learning and development and student welfare committees. EEO principles and strategies were included in district management structures and operation.

**TAFE NSW**

In order to support equity, diversity and ethical practices in the workplace, the following strategies were integrated into strategic and business plans across the institutes.

• EEO principles and strategies have been incorporated across the institutes’ strategic directions, business plans, human resource plans and staff learning and development plans. The institutes annually review their business plans to promote equity, diversity and inclusive practices. Staff at all levels, as well as a range of committees, including the Access and Equity Sub-Committee, OH&S Committee, Physical Access Committee and Capital Assets Committee contribute to the review and development of the EEO management plan and workforce diversity plan.

• Individual institutes reported on activities that were conducted to increase staff knowledge and awareness of EEO issues and building capacity of staff to develop more inclusive environments. For example, the Equity Strategy Reference Group of OTEN provided a forum for staff to provide feedback on EEO issues. Information regarding the reference group was actively promoted to staff via articles in *Openline* to advise staff of the objectives of this group and how to contact the members. Feedback from staff on EEO issues was presented to the planning and program development discussions of the reference group. Work areas have been proactive in incorporating equity issues in individual units’ strategic plans rather than leaving the equity issues to be managed only by human resource areas. Subsequently EEO management planning processes are more inclusive and contribute to the staff ownership of final plans.
Key Result 4.1
Policies and procedures are non-discriminatory and contribute to EEO outcomes

The Department recognises that the development and implementation of EEO policies and procedures is crucial to workplace management and that the utilisation of EEO principles helps to ensure fair and equitable outcomes for all staff.

Following are examples of new and revised policies and procedures which were issued during the reporting period that contributed to the improvement of EEO outcomes across the Department.

- **Promulgation of the Department’s Spokeswomen’s Strategic Plan 2003 - 2006, at the Spokeswomen’s Information Day on 30 April 2003.** The plan identified five major planning outcomes and key result areas for the Spokeswomen’s program. Spokeswomen are able to use the plan as a framework for developing local plans and activities. The Department’s Spokeswomen’s website was enhanced to further support Spokeswomen in their role.

- **Review of the Department’s Disability Action Plan 2000 - 2002, which is a major planning and accountability document used throughout the Department.** The plan meets the Department’s statutory obligations and the objectives of the *NSW Government Disability Policy Framework*. It provides directions for improving the delivery of programs and services to people with a disability, and identifies strategies for raising disability awareness and building the capacity of staff to develop more inclusive work environments. Proposed strategies and intended outcomes of the plan are being finalised in consultation with relevant areas of the Department. An electronic reporting system for the *Disability Action Plan* was trialled in 2003 to streamline the reporting process and to enhance accessibility of information for reporting and monitoring purposes.

- **Promotion of the NSW Government’s Ethnic Affairs Priorities Statement (EAPS), which is an over-arching planning document that provides a framework for individual agencies to develop programs and strategies to support the principles of multiculturalism.** A range of initiatives aimed at improving employment and career development opportunities for people from racial, ethnic and ethno-religious minority groups and people from non-English speaking backgrounds continued to be supported through the Department’s EEO Management Plan, which reinforces and promotes the objectives of EAPS. These initiatives included the: *Community Language Allowance Scheme; Skillmax Program; Overseas Trained Teachers Program* and *Migrant Career Development Program*.

- **Progress towards developing an integrated set of guidelines for the development of policies across the Department.** The guidelines will set out standards and clear processes for the development of an effective policy which will lead to more equitable outcomes.

Key Result 4.2
Employment practices meet both the diverse needs of employees and agency business and service goals

The Department supports the diverse needs of staff through a range of flexible and responsive work practices. These included the following.

- **Continued implementation of the provision of flexible workplace practices to meet the diverse needs of staff.** Staff members accessed flexible work arrangements for various reasons such as carers’ responsibilities, study, other employment and health reasons. The flexible workplace practices have been recognised as an important strategy to ensure a family friendly work environment and assist staff in balancing their work and other responsibilities more effectively. Information on the range of available flexible work arrangements is promoted to all staff through human resource managers, staff welfare officers, personnel support officers, Spokeswomen and through internal publications and the intranet.

- **Facilitation of the employment and career development of staff with a disability continued through the provision of Adjustment at Work.** This included provision of equipment, changes in workplace design, provision of safe access to the workplace and training facilities, flexible work
practices and job redesign. These principles have been incorporated in the Department’s staff training and recruitment activities and the refurbishment of departmental buildings. Districts and institutes reported activities to improve the access of staff with a disability including modifications to work stations, and provision of equipment such as writing slopes, voice activated software, special chairs and amplification equipment.

- Allocation of over $68,000 on assistive technology for full time staff with a disability across the NSW public sector under the Technical Equipment Program. Assistive equipment approved during the reporting period included lap top computers with large screens, glare shields, Screen Reader Professional software, 19" monitors, video magnifiers and a Welch–Allyn vital signs monitor with stand and zoom text program.

- Continued implementation of the Flexible Working Hours Agreement 2001 covering administrative staff in district offices, state office and TAFE NSW institutes. The agreement provided employees and managers with greater flexibility in dealing with work related responsibilities and with balancing work and family life. It also allows employees to accrue and bank additional flex leave up to six days which can be added to other leave if required.

- Provision of leave and flexible working hours arrangements to observe religious duties in accordance with the Premier’s Department Circular 2003 - 01 Accessing Leave Entitlements and Flexible Work Hours Arrangements to Observe Religious Duties. The circular included a list of Days of Religious Significance for Multicultural NSW for the year 2003 and reiterated the Government’s commitment to valuing the cultural diversity of its workforce and accommodating the religious beliefs of its employees. The circular was promoted across the Department through its website and was published in the TAFE Commission Gazette.

- Increased participation by permanent school teachers, non school based teaching service staff, TAFE teachers and related employees in the Deferred Salary Scheme. The scheme allows eligible staff to put aside 20% of their salary for four years and take the fifth year away from teaching for professional renewal and development.

  In 2003, an additional 277 staff joined the scheme. These staff will take their deferred salary year in 2007. By the end of 2003, 570 staff were participating in the scheme throughout the Department and an additional 71 staff who commenced participation in the scheme in 1999 took their deferred salary year in 2003.

- Participation by school teachers, non school based teaching staff, TAFE teachers and related employees in the Salary Packaging scheme. The scheme allows for salary arrangements to be tailored to meet teachers’ particular circumstances. The scheme also recognises the professional status of school and TAFE teachers and related employees and provides further recognition of their standing in the community. The scheme is administered by an external consultant, McMillan Shakespeare Australia Pty Ltd.

  During 2003, 7 168 eligible employees were participating in the scheme, compared to 6 279 in 2002.

- Promotion of Salary Sacrifice to Superannuation to eligible employees. Most permanent and temporary administrative, clerical, and related staff were eligible to make additional superannuation contributions of up to 30% from their gross or pre-tax salary. During 2003, 1 004 staff were making salary sacrifices to superannuation compared to 902 in 2002.

- Promotion and implementation of the Community Language Allowance Scheme (CLAS) to facilitate the Department’s commitment to improve the access and quality of services delivered to those members of the public who speak a language other than English by utilising the language skills of bilingual and multilingual employees.

  In 2003, seven bilingual staff successfully completed the CLAS assessment, bringing to 126 the total number of employees receiving the CLAS allowance with 33 different languages covered.

**Schools, district offices and state office**

During 2003, 27 639 staff in schools, district offices and state office accessed part-time work options including permanent and temporary part-time work, job sharing and leave without pay, which was an increase from 27 042 in 2002. Women made up 83.6% of staff accessing these options. Of the 30 743 staff who took short term absences for family and community responsibilities during the reporting period 72% were women.
The Department continues to implement a number of strategies that support the NSW Government’s Work and Family Strategy and the Premier’s Department’s guidelines on Employer Sponsored Child Care. These initiatives included the following.

- Renewal of the Department’s financial sponsorship of the Nanbareae Child Centre in 2003 to support child care needs of staff based in the Sydney CBD. The Department is also represented on the Centre’s management committee to oversee the operation of the centre. During the reporting period three staff of the Department accessed child care facilities at the Nanbareae Child Centre.

- Ongoing maintenance of the family room in the Department’s Oxford Street building during 2003 to support the needs of staff with family responsibilities.

**TAFE NSW**

During 2003, 1 137 staff in TAFE NSW participated in part-time work and part-time leave without pay arrangements. Women made up 78.5% of staff accessing this option. During the reporting period 3 287 staff took short term absences for family and community responsibilities, 58.7% of whom were women. One hundred and ten staff accessed career break schemes, 38 staff were on part-year employment and 690 staff varied their working hours arrangements.

Examples of initiatives meeting both the needs of employees and TAFE NSW institutes included the following.

- Continued promotion of a range of flexible work practices across the institutes through human resource management communications, staff induction, seminars, and publication of articles in internal newsletters and websites. Utilisation of electronic technology has contributed to overcome distance issues, minimise absences and improve productivity. A range of strategies was implemented by institutes to review and implement more responsive flexible work practices to achieve a family friendly workplace. For example, Western Institute made an agreement with a local gymnasium for reduced membership fees for staff and families to encourage healthy lifestyles.

- Continued promotion by OTEN of flexible work practices through numerous strategies including newsletters, the intranet, leaflets and Openline. A specialist Employment Strategies Coordinator provided guidance and individual counselling for staff on flexible work options. OTEN also held a workshop Changing Direction conducted by an external facilitator to address the needs of mature workers as well as those approaching any major change in their life. The workshop was well attended and, in response to staff demand, two further sessions are being scheduled for 2004.

- Development and implementation of targeted strategies by Hunter and New England Institutes, and TAFE Education Services Directorate to cater for the needs of the ageing workforce. These included: promotion of an age neutral performance management system; flexible work options, free influenza vaccinations; and information sessions on superannuation and succession planning.

**Key Result 4.3**

**Work organisation enables skills development and career progression**

Substantial structural reorganisation and workplace change occurred across the Department during 2003. During this period change management plans and human resource management practices within the Department reflected a consultative approach in providing adequate support, skills development strategies, career progression and priority placement opportunities for staff, including EEO groups.

Examples of work organisation that enabled skills development and career progression included the following.

- Promotion and implementation of comprehensive support for staff who have been affected by the Department’s restructure – Lifelong Learning and the Corporate Services Strategy. This included regular updates on the progress of the restructure, career support services and counselling. The Department engaged the services of TMP/Hudson Global Services to conduct workshops on career planning and management, and provide support in preparing a resume. Additional counselling sessions were made available to staff through the Employee Assistance Program.

- Review of the work of school assistants and senior school assistants (the majority of whom are women) by a joint working party with representatives from the Department and the Public Service Association. The review
has taken into account roles, classification structures, career structures and workload issues. The working party considered options for implementation of a new classification structure.

- Promotion and implementation of a range of innovative and flexible organisational and professional development strategies for achieving improved outcomes in Information Communications Technology in line with the Premier’s Information and Communications Technology (ICT) Skills Action Plan. These included:
  - implementation of the NSW LearnScope project by the Gender Equity Unit and TAFE team, which was funded by ANTA. The project focused on developing the skills of staff in Gender Equity Units in online facilitation and in evaluating online resources and strategies for their inclusiveness of the needs of learners from diverse backgrounds, such as women, people with a disability and Aboriginal people.

The project was conducted over six months and participating staff undertook the Introduction to Teaching Online course, which was facilitated online by the Centre for Innovation in Learning and Teaching at Sydney Institute and included a face to face training workshop. Participants were also given the opportunity to expand their knowledge and networks by participating in events, such as the Net*Working 2003 conference, the NSW LearnScope Inspired Minds workshop and the NSW Flexible Learning Showcase. As a result of this project, participants have identified e-learning strategies including online materials and practices, which are inclusive of the needs of their respective client/student groups. A guest presentation by Robyn Dryen from Kay Schofield Associates at the final event provided participants with a broader perspective on equity issues in VET;

- implementation by New England Institute of flexible delivery of training programs including online and self paced mentoring and coaching programs. The impact of online and self paced programs provided staff with greater flexibility to gain skills at their own convenience while enabling them to better balance their work and family responsibilities; and

- participation by the Department’s Information Technology Directorate in the Reskilling Women for Careers in IT pilot project, which is part of the Premier’s ICT Skills Action Plan. In 2003, one female staff member participated in the program for six months. At the conclusion of the program the staff member was acting in a higher position and is undertaking further IT training.

- Advertisement of expressions of interest for acting opportunities and temporary appointments in state office directorates, district offices and TAFE NSW institutes on a regular basis using the Department’s email system and through the intranet. Western Sydney Institute reported that four Aboriginal staff were temporarily appointed to promotion positions.
Action Outcome 5: Needs Based Programs for EEO Groups

Key Result 5.1
The agency provides appropriate development opportunities for EEO groups

In 2003, a significant range of development opportunities was provided for staff across the Department including those from EEO groups.

Expressions of interest for various positions, information on higher duties and career development opportunities were advertised on the Department's website and were circulated widely to ensure fair and equitable access to opportunities for staff at all levels.

The number of EEO group members acting in higher positions reflects their proportion within the Department's workforce, as does their participation in training and development programs. Career development opportunities are encouraged by an active promotional strategy implemented by schools, district offices and state office directorates.

Acting opportunities within TAFE institutes continued to be widely promoted and monitored to ensure equitable development opportunities for all staff. Institutes' Spokeswomen, Aboriginal programs coordinators, multicultural education coordinators and teacher consultants for students with a disability have played an active role in promoting and improving representation of EEO group members in professional development programs and acting opportunities in higher duties.

During 2003, acting opportunities for EEO group members reached or exceeded their proportion within institutes' workforces. For example, of the staff acting in higher positions in South Western Sydney Institute, 68% were women, approximately one per cent were Aboriginal people, 28% were people whose language first spoken as a child was not English and six per cent were staff with a disability. Illawarra Institute offered secondment opportunities for two Aboriginal staff for a period of three months, one of whom acted as Curriculum Manager and the other as a curriculum writer.

Introduction of the Succession Plan by Sydney Institute provided staff from administrative, educational and technical work areas with targeted training and exposure in their areas of responsibility. The participants were selected for their areas of expertise and interests and an appropriate representation of EEO groups was ensured.

Participation of EEO groups in training and development activities was maximised through a range of targeted and customised training programs across the Department. Details of these programs and EEO group participation in these programs are reported below.

Development opportunities for women
The Department strengthened its provision of development opportunities for women. In particular, these included management and leadership skills development.

Schools, district offices and state office
Significant outcomes during 2003 for women in schools, district offices and state office included the following.

• One of the Department sponsored places in the NSW Public Sector Executive Development Program was filled by a female officer. The program prepares participants for senior executive roles in the public sector, enhances inter-agency networks and develops understanding of the government reform agenda. The program targets managers and beginning executives who hold or aspire to hold executive positions.

• Seven of the nine Department sponsored places in the Public Sector Management Course (PSMC) were offered to women. The PSMC is an accredited, graduate management program aimed at enhancing the knowledge and skills of middle managers. The program is coordinated through the Premier’s Department and managed by the PSMC Local Management Group.

• One of the two places in the Sydney Leadership Program was filled by a woman. This program develops high level management skills and a knowledge of whole-of-government perspectives.

• Two of the ten participants in the Certificate of Corporate Investigations were women. The Certificate of Corporate Investigations enabled participants to gain skills and knowledge
required for senior executive to communicate effectively, mediate on personnel issues and to undertake successful investigations.

- Implementation of the Principal Induction Program which included a two day conference and follow up support provided by state office. The conference provided opportunities for newly appointed principals to develop personal leadership plans, form collegial networks and engage in discussions on important departmental policies and procedures. Women comprised 52% of the participants.

- All 110 school administrative and support staff (SASS) who participated in the Certificate in Administrative Leadership (CAL) were women. CAL is a professional development program targeting SASS to support their knowledge and skills development.

- Six of the nine participants in the nationally recognised and accredited Frontline Management program were women. The program is designed to develop and enhance managerial competencies through a focus on practical application and demonstration of competencies within the workplace. Administrative staff and frontline managers were supported to undertake the Frontline Management program.

- Implementation of the Office Automation and School Information System (OASIS), which is a school administration system designed specifically for NSW government schools. During 2003, training in the OASIS system was offered through technology centres, adult education centres and district offices. The training was designed to improve technological skills of the participants. Of the 1,840 staff who participated in this technology training, 98% were women.

- Implementation of the Health Care Procedure course for school assistants and teachers aides (special) who are involved in assisting students with high support needs. Of the 476 participants in the course, 466 were women, 14 of whom were from racial, ethnic or ethno-religious minority groups and five who were Aboriginal people.

- Continued implementation of the Certificate III in Education Support and Teachers Aides (Special) by TAFE institutes. The program is designed to meet the training and professional development needs of teachers aides (special) who support students with a disability in all school settings. In 2003, 141 teachers aides (special) undertook the Certificate III in Education Support Teachers Aides (Special), 98% of whom were women. Fifty four of these teachers aides (special) completed their traineeships following two years of part time TAFE study while 42 teachers aides (special) continued their traineeship and 45 teachers aides (special) commenced their traineeship.

- Participation by 28 Spokeswomen from schools, district offices, state office and TAFE NSW institutes in the departmental annual Spokeswomen's Information Day on 30 April 2003. The Information Day provided an opportunity for Spokeswomen to meet and network, share experiences, plan future events and participate in professional development. The professional development segment covered the issues of Effective Communication for Women in Leadership and included a Communication Workshop and Healthy Lifestyles workshop. Professional support and networking opportunities for Spokeswomen were strengthened further with extended links to the Women in Educational Leadership (WIEL) network and the Premier's Council for Women.

- Participation in and support by the Department for the WIEL network's activities. The network provides a forum for women in the public education and training system to foster and nurture leadership and management skills in a supportive and collaborative environment. The network and Department jointly conducted 18 travelling conferences in rural and regional NSW during 2003, involving participation of a large number of female staff in schools, district offices and TAFE NSW institutes. The travelling conferences are an important initiative to provide support to women in their professional development and provide significant networking and mentoring opportunities. The success of conferences has resulted in a further expansion of the WIEL network. There are now 14 local WIEL networks across the state and a statewide database of over 1,000 women.

**TAFE NSW**

Across TAFE institutes an increasing number of EEO group members accessed internal and external training and development activities. In particular, women’s participation in such activities was well above their representation of 50% of the TAFE workforce. Spokeswomen and Women’s Strategy Officers across institutes continued to assist women in improving their professional development opportunities.
Examples of significant outcomes in 2003 for women in TAFE NSW included the following.

- Across TAFE NSW institutes a range of management and leadership courses was conducted including *Developing Our Future Leaders, VET Managers for the Future, Performance Management and Certificate IV in Assessment and Workplace Training*. These courses were designed to provide leadership skills and opportunities for career development in a changing work environment. Participation of female staff in these courses exceeded the 50% target level. For example, Illawarra Institute conducted the *Innovations in Teaching and Learning* workshop, which presented the best practice examples in innovative teaching and learning. Sixty two teaching staff participated in the program, 31 of whom were women, five from a non-English speaking background, one from an Aboriginal background and one participant with a disability. Participation of EEO group members in the *Certificate IV in Assessment and Workplace Training* included 74 female, six staff from a non-English speaking background, two from an Aboriginal background and two participants with a disability.

- The Western Institute conducted a range of management and leadership training including:
  - *Change Management Action Learning Set for Women Managers* - the program aimed at providing a forum for female managers to share their management experiences and develop networks and support in decision making processes. Benefits for the participants included increased knowledge and ability to review their own management style and an ability to reflect on different management and decision making styles. All five participants of the program were women.
  
  - *Frontline Management for Education Leaders* - this program aimed at providing head teachers with high levels of practical skills in management and leadership. Benefits for the participants included improved understanding and skills in managing resources, people and time. Of the 28 head teachers who participated in the program, 25 were women.

- Development and implementation by Riverina Institute of a *Discipline Support Mentoring Program* targeting teaching staff. The program focuses on providing qualified discipline support in the areas of AQTF requirements through a mentoring program. The program covers all educational and industry areas as well as all staff localities within the Institute. The program aims to identify appropriate mentors and equip them to mentor staff in their discipline areas in curriculum and training package development, assessment, assessment validation and teaching delivery strategies. Twenty two staff participated in the program, 12 of whom were women, one from a non-English speaking background and one participant with a disability.

- Organisation by Northern Sydney Institute in partnership with Macquarie University of an event for female staff entitled the *Business of Women’s Talent*. The event enabled 70 female staff from both organisations to explore current EEO issues that are relevant to women. The event was followed by a series of lunch time seminars conducted by Macquarie University focusing on business communications and leadership skills. The Institute’s Women’s Strategy Officer and Spokeswomen collaboratively promoted these activities to female staff and encouraged their participation and feedback. The Institute also developed a joint forum with WAVE (Women in Adult and Vocational Education Inc) to examine and address current issues for women in VET.

### Development opportunities for Aboriginal people

The Department values the skills, experiences and knowledge of Aboriginal people and is committed to increasing the representation of Aboriginal people at all levels within the Department. The Department promoted and implemented a significant range of initiatives to improve recruitment, retention and professional development opportunities for Aboriginal people as mentioned in the following section and in the key result 5.2.

### Schools, district offices and state office

Outcomes achieved in 2003 included the following.

- Development and implementation of the *Aboriginal Teachers Working Together program*, which is a collaborative initiative of the Department and the NSW Teachers Federation. The program draws on a range of strategies including mentoring, networking, professional learning and shared experience to support Aboriginal teachers. During the reporting period, a workshop was held with 20 participants from cross sector agencies. A support web link for the program was established on the Professional Support and Curriculum website.
• Deployment of an Aboriginal teacher during the reporting period to develop Literacy in Aboriginal Languages project.

• Commencement of 17 Aboriginal Education Assistants (AEAs) in a Certificate III Traineeship during 2003, with two AEAs successfully completing their traineeships. The Certificate III Traineeships have been developed to meet the training and professional development needs that are directly related to the work of AEAs within a nationally recognised qualification.

• Participation by 20 AEAs in Count Me In Too and 15 AEAs in Counting On. These professional learning programs increased awareness of issues experienced by Aboriginal people and developed strategies for improved participation.

• Participation by 19 AEAs in a range of professional development activities organised by the Newcastle District Office to provide opportunities for skills development and career planning. Four of the participants have continued their studies through university teacher training programs.

• Review and expansion of the Aboriginal Teachers’ Career Pathway Program and Aboriginal Mentor Program which provide career development opportunities and career assistance to eligible departmental Aboriginal teachers and other Aboriginal staff. A total of 24 applications have been received for these two programs, which will commence in Term 1 2004.

TAFE NSW

Examples of significant outcomes for Aboriginal staff included the following.

• Continued implementation of the Aboriginal Cultural Awareness program by Riverina Institute which was an integral part of the Institute’s annual training plan conducted from Wagga Wagga campus. This program is designed to raise awareness of issues which affect the participation of Aboriginal people in education and in Australian society today. The program was led by Aboriginal staff with participation of 30 staff including managers, head teachers and teachers who work with Aboriginal students, other staff and community members. Further workshops have been planned for 2004 in Deniliquin campus.

• Development and implementation by OTEN of a series of workshops Through Aboriginal Eyes for non Aboriginal staff to raise awareness of issues that can arise when working with Aboriginal people. Of the 30 participants of the workshops, 22 were women and four were from non-English speaking backgrounds.

• Implementation of three training and development programs by the Aboriginals in TAFE Network (ATN) for its members. The programs provided participants with skills and knowledge to improve their career prospects in information technology, business and the development of teaching and learning resources.

Development opportunities for staff from racial, ethnic or ethno-religious minority groups and staff whose language first spoken as a child was not English

Staff from a racial, ethnic and ethno-religious minority group and staff whose language first spoken as a child was not English benefited from a broad range of development opportunities provided by the Department to enhance their skills, qualifications, work experience and professional development.

Schools, district offices and state office

Significant outcomes in 2003 included the following.

• Participation by seven staff in the Skillmax Program conducted by the Adult Migrant English Service (AMES). These courses are designed to improve the written and oral communication skills of public sector employees whose language first spoken as a child was not English. AMES has continued to deliver these courses face to face and through a range of flexible options including module based learning, distance learning and online learning to meet the needs of course participants.

• Continued funding support by the Department in the Migrant Career Development Program. The program provides assistance to overseas trained migrants employed in the NSW public sector, and unemployed skilled migrants with skills relevant to work in the public sector. During 2003, 22 positions from across the NSW public sector were nominated for the program.

• Implementation of the Targeted Principal Preparation Program which focused on supporting and preparing aspiring school leaders of schools in remote locations, with high staff mobility and a high proportion of culturally diverse communities. In 2003, 180 teaching staff
participated in the program. Sixty six percent of course participants were women, 10% of participants were from non-English speaking backgrounds and 3% of participants were Aboriginal staff.

**TAFE NSW**

TAFE NSW institutes implemented a wide range of training and development initiatives aimed at improving employment and career development opportunities for staff from a racial, ethnic or ethno-religious minority group and staff whose language first spoken as a child was not English. Examples of significant outcomes included the following.

- **Organisation by Illawarra Institute of the International Computer Drivers Licence program.** The program provided participants with the opportunity to improve their IT skills and knowledge and to gain a nationally recognised qualification. Of the 215 staff who completed the program, 155 were women, eight were from non-English speaking backgrounds, four were staff with a disability and three were Aboriginal staff.

- **Continued implementation by Riverina Institute of the Multicultural Awareness program targeting teaching staff.** The program provided opportunities for participants to share successful teaching strategies for students from non-English speaking backgrounds and increase awareness of issues and linguistic challenges experienced by students learning a second language in a highly technical discipline area. Ten teaching staff participated in the program, six of whom were women and two of whom were from non-English speaking backgrounds.

- **Development and implementation by OTEN of the Changing Direction workshop which was designed to address the needs of mature workers as well as those approaching any major change in their life.** Thirty women attended the workshop, 11 of whom identified as being from non-English speaking backgrounds.

- **Implementation by South Western Sydney Institute of a Cultural Awareness Program for teaching staff to increase sensitivity to international and local issues and cross cultural awareness.** Arabic cultural awareness training was delivered for administrative support staff and teachers at Padstow college.

**Development opportunities for staff with a disability**

The Department continued to implement a number of development opportunities for staff with a disability in order to maximise potential and support career development by providing training appropriate to their needs.

**Schools, district offices and state office**

Significant outcomes in 2003 included the following.

- Development and implementation of a six month Mentor Program for staff with a disability by WorkAble in collaboration with the SWDN during the reporting period. Ten pairs of mentors and mentees from TAFE NSW institutes and state office locations participated in the program. Feedback from participants indicated that mentoring is a strategy that is valued and has positive outcomes for both the Department and the individuals. At the conclusion of the program one participant is acting in a higher duties position while three participants are undertaking tertiary studies.

- **Organisation of a range of professional development activities through a three day annual conference by the SWDN for staff with a disability.** The professional development activities included: An Introduction to Auslan; Mentoring; Community of Practice; Skills for Recruitment Panels; and Strategies for Coping with Organisational Changes. Each day of the conference was attended by approximately 50 participants. A number of senior departmental staff participated in two panel discussions on issues identified by staff with a disability such as departmental policy and EEO programs for people with a disability. Staff with a wide range of disabilities actively participated in the conference through the provision of additional support, including Auslan interpreters for hearing impaired and assistive technology for the visually impaired staff. Feedback from participants indicated that the conference provided a networking opportunity, a positive learning environment and an insight into the structure and policy directions of the Department.

- **Participation by 33 school teachers in a full time Special Education Retraining Program.** The program aimed at providing appropriate knowledge and skills to teachers who will be working with students with special needs. The program covered issues in the areas of general
special education, vision impairment and hearing impairment. An additional 101 school teachers were undertaking a part time Special Education Retraining Program during the reporting period.

- Organisation of a two day conference by the Disability Programs Directorate equity managers, state office staff and teacher consultants for students with a disability to facilitate feedback and discussions on EEO issues and inclusive practices. Over 120 teacher consultants, 16 state office staff and seven equity managers participated in the conference.

**TAFE NSW**

Examples of significant outcomes during 2003 included the following.

- Implementation by the Access Division of TAFE Educational Services of a range of workshops promoting disability awareness and professional development opportunities for teaching staff. These included two workshops targeting deaf teachers entitled *Connecting Access - Auslan Flexible Delivery*, and Assessment Setting and Moderation in AUSLAN. Over 300 Auslan teachers from across TAFE NSW institutes participated in the workshops. Participants were introduced to a range of resources for flexible delivery of Auslan and strategies and techniques for meeting AQTF requirements. Interpreters were provided for both workshops for deaf teachers. Another workshop conducted was *Look Mum, No Mouse* for teachers who deal with visually impaired students. The workshop aimed at providing teachers with knowledge of and experience in using support software in teaching such as the text reading software JAWS. Thirty teachers participated in the program.

- Development and implementation of disability awareness program by Teacher Disability Consultants of Northern Sydney Institute. The program was funded by ANTA under *Reframing the Future*. Information sessions and workshops were delivered to teachers and head teachers who work with students with a disability.

**Key Result 5.2**

**Recruitment strategies target EEO groups**

The Department’s commitment to equity and workforce diversity continued to be demonstrated through its recruitment strategies. Specific strategies were implemented to enhance participation of specific EEO groups such as Aboriginal people and people with a disability in the Department’s workforce.

Vacancies were advertised in a wide range of media to ensure that EEO group members have access to relevant information regarding employment opportunities and job vacancies. This included advertising on the Department’s website (*JobFile*) and the NSW Government website (*jobs.nsw*) and in community newspapers such as the *Koori Mail* where appropriate. Targeted positions for people with a disability were also advertised through the *Employers Making a Difference* website which supports and promotes the employment of people with a disability. Community based recruitment agencies that specialised in assisting people with a disability were given priority access to these vacancies.

Specific strategies during 2003 included the following.

- Continued implementation of the *WorkAble* program as a part of the Department’s commitment to improving employment and career development opportunities for people with a disability. Since its inception in August 2001, 38 permanent and temporary positions have been nominated for *WorkAble* and 34 positions have been filled by people with a disability across the Department. Positions are diverse in terms of grade and geographic locations.

- Continued promotion and implementation of the *NSW Traineeship Program for People with a Disability*, which commenced in July 2001 to provide traineeships in NSW public sector agencies to people with a disability. After successful completion of the traineeship, each trainee will be appointed to a nominated permanent position with the host agency. The Department administers the program with assistance from OEED on behalf of its sponsors. In 2003, 22 positions have been nominated for the program from across the NSW public sector and universities.

- Implementation of on-the-job trade training for people with a disability under the *Apprenticeship Program for People with a Disability*. In 2003, two new apprentices commenced, one at Illawarra Institute and the other one at Sydney Institute, while two apprentices continued their apprenticeships with Farrer Memorial Agricultural High School and the School Security Unit of the Department.
Participation by the Department in the Work Training Scheme of the Commonwealth Rehabilitation Services (CRS) Australia. The scheme aims to provide people with a disability, an injury or health conditions, with a work experience placement to gain skills and experience to enhance their employability. Five placements were offered at various state office locations. At the end of the Work Training Scheme placement, one of the trainees was offered casual employment with the Department, one trainee obtained a traineeship with the Department of Gaming and Racing under the NSW Traineeships Program for People with a Disability and two trainees gained permanent employment elsewhere.

Continued participation by the Department in the Public Sector Traineeship Strategy. In 2003, 431 employees, of whom 33 were new entrants and 398 were existing worker trainees, commenced traineeships. These trainees were employed under a formal training agreement in a job which combines work and structured training. As part of the traineeship arrangements, the trainees participated in a training program, leading to a nationally recognised qualification. Of the 431 trainees, 18 identified themselves as from non-English speaking backgrounds, 18 as Aboriginal people and two were people with a disability.

The majority of trainees (403) are undertaking the Education Support traineeships. Fourteen of these trainees are Aboriginal Education Assistants, 341 of the trainees are school assistants and 48 trainees are teachers aides (special).

Schools, district offices and state office

Significant outcomes relating to the Department’s recruitment strategies included the following.

Continued promotion of a major recruitment strategy for teaching as a career through teach.NSW. The teach.NSW strategy includes a range of promotional recruitment materials, a dedicated outreach promotion team, a teach.NSW shopfront and information centre, access to a toll free telephone number and a teach.NSW website. The teach.NSW outreach team participated in career fairs and expos and conducted information sessions in schools and universities to raise awareness of the Department’s Pre-service Teacher Education Scholarship and Accelerated Teacher Training (ATT) programs.

Development and promulgation of Aboriginal specific material promoting teaching as a career in NSW public schools by teach.NSW. The material featured images and quotes of current Aboriginal teachers and the slogan ‘Join our Mob’ a positive and accepted terminology in Aboriginal society and appropriate to use in encouraging Aboriginal people to consider teaching as a career. The material has been distributed to all secondary schools, district offices, career centres in universities, TAFE institutes and communities through various Aboriginal networks.

Continued implementation of the Pre-service Teacher Education Scholarship program, which encourages outstanding HSC and tertiary students to undertake teacher training in mathematics, science, technological and applied studies, or English. Graduates undertake to teach in NSW government secondary schools in western or south western Sydney or in non-coastal rural areas of NSW.

In 2003, 150 new scholarships were offered to students completing one, two, three or four years of a teacher education degree. Twenty five of the scholarships were offered to Aboriginal people. Of the 150 scholarship holders, 97 were women. In 2003, the NSW Government announced the expansion of the teacher education scholarship program from 150 to 200 per annum from 2004 to 2007.

Implementation of the Accelerated Teacher Training (ATT) program, which provides an opportunity for people with industry skills and experience with an 18 months intensive course of study to qualify as teachers. Graduates of the program are accredited teachers with a four year Bachelor Degree or equivalent. In 2003, the Department sponsored 101 trainees who commenced their studies at Charles Sturt University, the University of Newcastle and the University of Technology, Sydney. Of the 101 participants, 38 were women.

Both the ATT and the Pre-service Teacher Education Scholarship programs guarantee employment in areas of workforce need for those successfully completing their teacher education programs.

Provision of pre-service teacher education scholarships dedicated to Aboriginal people to encourage them to undertake teacher training in areas of workforce shortage. In 2003, 30 pre-service scholarships were offered to Aboriginal people with 25 accepted. Of the 25 scholarship
holders, four graduated at the end of 2003 and received approval to teach in NSW government schools. A further 30 pre-service scholarships will be targeted for Aboriginal people in 2004.

- Appointment of 31 Aboriginal teachers to permanent positions during the 2002 - 2003 staffing cycle under the Aboriginal and Torres Strait Islander Employment Program. Transfer priority was given to 11 Aboriginal teachers under the Aboriginal and Torres Strait Islander Transfer Scheme. A project team has been dedicated for the case management of the employment and transfer of Aboriginal teachers in the 2003 - 2004 staffing cycle.

- Continued sponsorship of the second cohort of Aboriginal staff and community members to undertake the Bachelor of Education (Secondary) Indigenous Studies at the Australian Catholic University. During the reporting period nine participants were completing the program. Four students were to complete this program in 2003 for appointment to government secondary schools in 2004. The program has been designed to be sensitive to the needs of Aboriginal participants, recognises participants’ prior learning, and includes a strong focus on mentoring and field based learning. On the completion of this four and a half year program, participants will gain teaching qualifications with accreditation for Aboriginal Studies, Careers, and either English or computing studies, and will be appointed to secondary schools.

- Participation of 30 Aboriginal students in years 9 and 10 from seven schools in the Aboriginal Students’ University Links program at the University of Canberra in 2003. The program provided an opportunity for students to learn about teacher education programs and the support available for Aboriginal students. A number of these students have subsequently expressed interest in undertaking tertiary study.

- Implementation of a wide range of initiatives to support and provide developmental opportunities for overseas trained teachers (OTTs) at a cost of over $190 000. The initiatives targeted OTTs seeking employment and those currently employed in the Education Teaching Service, and included training and access to information to prepare for Personal Suitability Interviews, Orientation Courses, the District Support Strategy, assistance with Community Language Testing and the development and distribution of Resource Materials for OTTs.

Outcomes included:

- 210 OTTs participated in a series of one day Personal Suitability Interview courses. An additional 190 teachers were provided with information packages to assist their preparation for interviews.

- 69 OTTs attended an Orientation Program, which included a series of information sessions and workshops designed to assist OTTs adjust to a new educational context. Topics addressed during the course included cultural awareness, NSW curriculum, issues regarding teaching and learning and student management. The program provided professional experience comprising school placements of up to nine days.

- OTTs who have successfully completed the Orientation Program received six months advancement in their priority date for permanent employment.

- 18 schools in Campbelltown and Liverpool districts with high number of OTTs piloted a range of initiatives to improve the success of OTTs through the District Support Strategy in 2002. Following the success of the pilot program, the strategy has been expanded to other districts with a large number of OTTs. In 2003, print materials were developed and distributed, which highlight strategies to support development of skills and understanding in curriculum knowledge, teaching and learning, classroom management and communication.

- Consultation between the Department, the NSW Primary Principals’ Association, the NSW Secondary Principals’ Council and the NSW Teachers Federation towards the end of 2003 resulted in the introduction of a mandatory requirement for all overseas trained teachers to successfully complete the Department’s Orientation Program prior to gaining an approval to teach in NSW government schools. Support strategies for schools implementing the orientation program, and schools with large numbers of OTTs will complement the new mandatory program.

- Development and distribution of an exemplar including a booklet and tape for the Professional English Assessment for Teachers (PEAT) to OTTs who are required to undertake PEAT. The exemplar assists OTTs with their preparation for PEAT.
- 14 teachers were supported to undertake Community Language Fluency Testing, which provided participants with opportunities to be accredited to teach community languages to students in NSW government schools. This program promotes the principles of multiculturalism, assists students to learn and maintain a language other than English and allows schools to broaden their curriculum.

**TAFE NSW**

TAFE NSW institutes used a range of strategies to improve access by EEO group members in employment vacancies and relevant information to increase the applicant pool from EEO groups.

Examples of strategies and outcomes from the institutes follow.

- Continued implementation of proactive recruitment and support strategies across TAFE NSW institutes for increasing the representation of EEO groups in the workforce. For example, New England Institute strengthened its collaboration with the WorkAble program, local CRS Australia office and the Billabong clubhouse (an organisation providing rehabilitation services to people suffering and recovering from mental illness) to provide comprehensive support to staff with a disability.

- Recruitment of an apprentice with a disability by both Illawarra and Sydney Institute under the NSW Apprenticeship Program for People with a Disability. Northern Sydney Institute approved an apprenticeship for commencement in 2004.

- Recruitment of a trainee with a disability by South Western Sydney Institute under the Public Sector Traineeship program.

- Implementation of the Koori Outreach Option for Learning (KOOL) program by Griffith campus of Riverina Institute. KOOL was developed in consultation with elders and local community members as an innovative and holistic program to support Aboriginal young people in their personal learning journey. Strategies of KOOL included the provision of a positive youth friendly learning environment with a significant focus on engaging projects and practical life skills, case management and support services from a number of community agencies such as local council, community health service and Youth Support Service. The program caters for Aboriginal students who have past negative learning experiences and left school before completing year 10. These students are now successfully studying in Certificate II in General Education (adult year 10), Certificate III in Tertiary Preparation and other training courses. The KOOL program won a gold medal at the 2003 TAFE NSW Quality Awards as an innovative program which demonstrated the principles of quality teaching, inclusiveness and respect and recognition of cultural differences.
Action Outcome 6: Managers and Employees are Informed, Trained and Accountable for EEO

Key Result 6.1
Accountabilities for EEO are specified in the performance agreements of the CEO and all managers

All performance agreements for the Department’s SES officers and managers in TAFE NSW institutes included EEO accountabilities. Officers were required to implement and report on the progress of EEO programs and other accountabilities as part of the performance management process. EEO target areas continued to be incorporated in management decision making processes and corporate strategies within the Department. In order to achieve improvements in equity and workforce diversity a wide range of targeted programs and initiatives was developed and implemented (key results 5.1 and 5.2).

Within TAFE NSW, position descriptions, internal performance reviews and professional development programs for institute managers reflected EEO group accountabilities as evidenced through Institute Managers’ performance agreements and formal annual reviews in 2003. All procedural documents involving staff selection and management accountabilities including those relating to the prevention of harassment, grievance resolution, and safe and supportive work environments reinforced EEO principles to promote fair work practices.

Key Result 6.2
EEO issues are integrated into relevant training and development for all employees

In order to achieve the ongoing success of the Department’s EEO programs, relevant EEO issues are integrated into operational and management practices.

The Department continued to incorporate appropriate EEO content into specific training programs in recognition of EEO as part of the core business of the Department. Induction programs provided information regarding EEO to all new staff and advised them of their rights and responsibilities under anti-discrimination legislation. Staff selection training and leadership and management training also had a strong EEO focus.

Schools, district offices and state office

Examples of the range of strategies undertaken to integrate EEO issues into relevant training and development in schools, district offices and state office included the following.

- Incorporation of EEO issues, workforce diversity, anti-discrimination and anti-harassment training content into a range of staff training and development programs. Such programs included Staff Selection Techniques, School Leadership and Management, and Occupational Health and Safety.

- Participation by newly appointed principals in the Principals’ Induction Program. The program focused on the importance of effective leadership and management and provided practical examples of workplace issues including EEO issues and their resolution.

- Participation by 19 senior executive service staff in Mediation training. The program is structured to provide high level skills in mediation and conflict resolution, negotiation and communication. The program included issues relating to equity and cultural diversity.

- Promotion of a range of EEO on-line training and information resources across the Department, which was produced by OEED. The resources aimed at promoting skills and awareness of EEO and equity principles to all employees in the NSW public sector. Details of these resources are referred to at key result 3.1 of this report.

TAFE NSW

An integral part of TAFE NSW staff training and development is provision of information about EEO. Staff members were trained in workforce diversity and equity issues and workplace anti-discrimination and harassment policies. A range of strategies was used by institutes to integrate EEO issues into relevant training and development activities for staff including the following.
Diversity and equity issues were incorporated in the induction programs for new staff in TAFE NSW institutes. This included information on current EEO policies, cross cultural awareness, grievance procedures and anti-discrimination policies. Induction manuals and other resources are produced in plain English and in alternate formats such as braille, large print, audio cassettes and CD-ROM.

Recruitment and refresher training was conducted by Illawarra Institute for institute managers, head teachers, and line managers during the reporting period. A key focus area of this training relates to specific needs of EEO groups including workplace diversity, disability awareness and equity issues.

Key Result 6.3

Information about EEO and associated policies and programs reaches all employees

The Department continued to monitor and improve its communication strategies to ensure that staff at state office, schools, district offices and TAFE institutes have access to information relating to EEO policies, principles and procedures. Effective communication remains a key issue for the Department because of its size and diversity.

Examples of the strategies used to inform staff about the Department’s EEO initiatives and principles included the following.

- The Department continues to improve the provision of information in accessible formats for people with a disability including a major upgrade of the Department’s website to ensure conformity with international standards. In December 2003, a new Disability Access website was launched in association with the International Day of People with a Disability. The site has a Whole of Life - All of Life focus to assist people with a disability to work and study effectively throughout their lives and access information on disability support services as well as the Department’s publications including EEO policies.
- Promotion of the Premier’s Department circulars on Accessing Leave Entitlements, Flexible Work Hours Arrangements to Observe Religious Duties, Community Language Allowance Scheme and Spokeswomen’s Program, through the Department’s website.
- Updating of the departmental EEO homepage, which contains information on EEO policies and procedures, and provides easy access to relevant personnel policies with links to OED, the NSW Anti-Discrimination Board and other relevant sites.
- Distribution of the TAFE Commission Gazette, Education Gazette, Inform, institute publications and electronic communications to staff highlighting current EEO policies and principles.
- Implementation of a variety of strategies by TAFE institutes including staff awareness training on EEO policy and procedures, providing information for people with vision and hearing impairment through accessible websites and alternate formats for prints and online publication.

- Publication and distribution of equity policies and associated procedures to enable staff access to the relevant information. This included the online publication of the 2002 EEO Annual Report, the 2002-2004 EEO Management Plan and guidelines for Workplace Adjustment for People with a Disability.
Key Result 7.1
The workplace is free from discrimination

EEO policies and equity principles continued to be incorporated into the Department’s operational and management practices. This is to ensure that the workplace remained free from discrimination and that workplace practices facilitated harmonious and productive workplace relations.

These strategies included the following.

- Implementation and monitoring of the procedures for Responding to Suggestions, Complaints and Allegations throughout the Department. The procedures continued to be promoted through the Department’s website. Anti-Racism Contact Officers at district offices, Harassment Contact Officer at TAFE institutes and other staff were trained in grievance procedures and in developing skills in addressing concerns, improving service and preventing future problems. An improved awareness of the complaint handling procedures is leading to more efficient and timely handling of grievances. The practices included formal and informal processes, and mediation to resolve conflicts. Workplace meetings also provided forums for discussion and resolution of issues arising in the workplace.

Grievances and complaints which were not resolved at local levels were referred to state office for further investigation and resolution. During 2003, 105 investigation cases were registered, of which 53% concerned issues in schools and district offices, 33% at TAFE institutes and 14% from other areas of the Department.

- Development of a School Principal Support package, which aimed to provide principals with assistance in areas such as policy implementation, school based practices and welfare issues. The package comprised a number of strategies including: a support service for principals; the establishment of the School Response Unit; and development of additional strategies to support principals in the management of complaints and grievances and to streamline administrative procedures. The Principals’ Support Taskforce continued to meet once per term to monitor the progress of the package, and to allocate responsibility for the implementation of further actions.

- Ongoing promotion and implementation of the anti-racism education projects, which were supported by the Anti-Racism Education Project Implementation training materials and video Identity, Culture and Conflict. These projects ensured that staff and students were aware of what constitutes unlawful discrimination and their responsibilities in preventing discrimination.

- Implementation of anti-racism training initiatives by all district offices with the participation of over 600 Anti-Racism Contact Officers. In addition, 52 school representatives were provided training to conduct anti-racism projects in schools. The anti-racism training resources were adapted for use by TAFE staff and trialed in Western Sydney Institute during 2003.

- Finalisation of the review of the Disability Action Plan 2000 – 2002 for the development of new strategies and objectives for the next three years to ensure continuous improvements in this area reported at key result 4.1 of this report. The Department’s 2003 Annual Report indicated significant progress in planning, design, and delivery of services to students, communities and employees with a disability.

Schools, district offices and state office

During the reporting period a range of training on prevention of harassment and conflict resolution was provided to relevant staff in schools, district offices and state office. Mediation and conflict resolution training was provided for staff welfare officers to assist them in their roles in the prevention and management of conflict and grievances. The emphasis of this training was on facilitating early resolution at the local level.
TAFE NSW

TAFE NSW institutes monitored grievances at the institute level to identify and address issues of concern. A range of training programs on anti-discrimination, anti-harassment and workplace conflict resolution was held across institutes for Harassment Contact Officers to assist in their roles in the prevention and management of conflict and grievances. EEO representative groups, Spokeswomen and counsellors were encouraged to provide support to staff who were involved in a grievance process. The anti-harassment video training package continued to be used in staff training to raise awareness of staff on their rights and obligations under anti-discrimination legislation.

Key Result 7.2

Workplace relations are based on respect for others

The Department actively encouraged a safe and supportive work environment through the implementation of policies and programs that support workplace equity and the well being of all staff. Such policies and programs included the provision of the Employee Assistance Program (EAP), Occupational Health Safety and Injury Management, and procedures for Responding to Suggestions, Complaints and Allegations to guide staff to efficiently deal with grievances and complaints. A range of communication strategies was used to inform staff of new policies and programs including the Department’s intranet, Education Gazette, TAFE Commission Gazette, email broadcasts and staff training and information sessions.

Examples of these strategies included the following.

- The EAP is a free and confidential counselling service provided by external and independent psychologists for eligible staff who are experiencing work related or personal problems. Generally EAP arrangements offer staff up to six hours of counselling services in any two consecutive calendar years. During the restructure of the Department additional counselling services were made available to staff who were affected by the restructure or the Corporate Services Strategy review. Specific mechanisms have been developed to collect data on the EAP services to ensure appropriate measures are in place for EEO group members. The accessibility of EAP services to staff was monitored by the Department including the use of interpreting and translating services by EAP providers.

EAP - Table 7.1

Table 7.1 represents the percentage of EEO group members in schools, district offices, state office and TAFE NSW accessing the EAP services.

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>Number of staff accessing general counselling</th>
<th>Women</th>
<th>Aboriginal people</th>
<th>People from racial, ethnic and ethno-religious minority groups</th>
<th>People with a disability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002</td>
<td>2 395</td>
<td>70.3%</td>
<td>1.2%</td>
<td>1.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>2 869</td>
<td>70.6%</td>
<td>0.4%</td>
<td>0.8%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

There has been an increase in EAP usage during the reporting period. This overall increase has not been replicated through EEO groups. There has been a decrease in the percentages of all EEO groups except women. The Department will continue to promote the EAP to ensure that all staff including EEO group members are aware of the program.

- By the end of 2003, 1 337 workplace OH&S committees were established. The Department’s OH&S committee members conducted numerous workplace audits recognising potential safety hazards and made a number of recommendations which were acted upon to improve and maintain a safe and healthy working environment for employees. A series of
information sessions was held to educate staff on OH&S procedures to improve workplace safety standards and to encourage them to participate in workplace OH&S committees. A total of 920 staff attended OH&S consultation training courses delivered by TAFE and other accredited training providers. Other targeted training was undertaken for staff working in high risk areas, staff welfare officers and first aid officers.

These programs aimed to prevent and overcome ergonomic and postural problems at work. Another workshop was conducted on Managing Stress which provided participants with practical strategies and advice on how to manage competing demands and to handle stress positively.

**TAFE NSW**

Institutes have addressed the issue of a safe and supportive workplace through local strategies that supplement department wide strategies. Within institutes OH&S committee members continued to play a key role in identifying training needs, workplace safety issues and recommending corrective actions.

Examples of institutes' strategies included:

- Online publication of a range of OH&S procedures by Western Institute to provide guidance to staff and students on safe and healthy work practices. This included information on managing chemical hazards, testing and tagging electrical equipment, safe driving, first aid, noise management, hearing protection and working alone. The Institute's OH&S coordinator in collaboration with representatives of OH&S committees developed an annual OH&S training plan which identified areas based on legal requirements and the Institute's initiatives on educational and preventative measures that are in place to avoid possible incidents.

- Promotion and implementation of the Risk Management program by Northern Sydney Institute to raise staff awareness of OH&S and welfare issues. The OH&S consultation committees have been established at each work place to monitor the work environment and regular training sessions were conducted across the Institute. Workplace safety audits provided an opportunity for staff and work areas to identify workplace adjustment needs for implementation. The guidelines on adjustment at work were also promoted through the Institute website and OH&S consultation committees.

- Promotion and implementation by OTEN of a range of resources and activities for staff to achieve and maintain a safe and healthy workplace. Some of these activities included on site classes on **Yoga** and **Alexander Technique**.
Program Outcome 8: Improved Employment Access and Participation by EEO Groups

Key Result 8.1
Selection success for EEO groups

The Department’s commitment to improving equity and diversity in its workforce continued to be demonstrated through the provision of targeted programs and initiatives for EEO groups. Human resource policies and practices were monitored to ensure that they comply with equity standards. Specific strategies were implemented to ensure that EEO group members had access to information about recruitment and job vacancies (key result 5.2). Vacancies were advertised in print and electronic form including alternate formats such as telephone typewriter (TTY), online and non-traditional media such as the Koori Mail. The representation of EEO group members on selection panels was monitored and the principles of adjustment at work were implemented as required.

Outcomes related to the selection success for EEO groups are outlined below.

Schools, district offices and state office

Table 8.1 represents the total number of new staff recruited during the past three years in schools, district offices and state office, and the representation of EEO group members.

Table 8.1: Recruitment data

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>*2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of staff recruited</td>
<td>10 044</td>
<td>6 520</td>
<td>6 044</td>
</tr>
<tr>
<td>Women</td>
<td>81%</td>
<td>78%</td>
<td>75%</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>1.2%</td>
<td>0.7%</td>
<td>1.8%</td>
</tr>
<tr>
<td>People from racial, ethnic and ethno-religious minority groups</td>
<td>12%</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>People whose first language spoken as a child was not English</td>
<td>13%</td>
<td>9.0%</td>
<td>12%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>2%</td>
<td>11%</td>
<td>4.0%</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>0.4%</td>
<td>6.1%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Source: 2001 and 2002 figures were extracted from the Department’s payroll data as at 31 December each year for the calendar year.

* 2003 figures were extracted from the Department’s Workforce Profile data as at 30 June 2003 for the period 1 July 2002 to 30 June 2003. The Department will continue to collect EEO statistics from the Workforce Profile as at 30 June each year.
The reduced number of staff recruited in 2003 is a result of a temporary hold on recruitment during the Department’s restructure in 2003.

The proportion of Aboriginal people recruited increased in 2003. In the past few years there has been an emphasis on promotion and implementation of a wide range of targeted employment and training programs for Aboriginal people (key result 5.2). These have contributed to improving the recruitment outcomes for this group.

In 2003, the proportion of recruitment of people from racial, ethnic and ethno-religious minority groups and people whose first language spoken as a child was not English was significantly higher than in 2002.

In terms of representation of EEO groups at various salary levels, highlights included:

- women were predominantly recruited at salary levels between $42 157 - $53 345 (38%) and $37 709 - $42 156 (35%) per annum;
- Aboriginal people were predominantly recruited at salary levels less than $28 710 (40%) and salary levels between $37 709 - $42 156 (23%) per annum;
- people from a racial, ethnic or ethno-religious minority group were predominantly recruited at salary levels between $42 157 - $53 345 (40%) and $37 709 - $42 156 (26%) per annum;
- people whose language first spoken as a child was not English were predominantly recruited at salary levels between $42 157 - $53 345 (41%) and $37 709 - $42 156 (26%) per annum;
- people with a disability were predominantly recruited at salary levels between $42 157 - $53 345 (30%) and $37 709 - $42 156 (26%) per annum; and
- people with a disability requiring work related adjustment recruited largely (81%) at salary levels between $37 709 - $42 156 per annum.
Tables 8.2 and 8.3 summarise the outcomes of the merit selection process for teaching positions in schools and for public service positions, non-school based teaching service positions and TAFE NSW positions based in state office directorates and district offices.

Table 8.2: Teaching positions in Schools - 1 January 2003 to 31 December 2003

<table>
<thead>
<tr>
<th>Position Type</th>
<th>Number of Applicants (and percentage)</th>
<th>Number interviewed (and percentage)</th>
<th>Number of successful applicants (and percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Principal and executive positions</td>
<td>4,331 (50.8%)</td>
<td>4,200 (49.2%)</td>
<td>2,044 (57.0%)</td>
</tr>
<tr>
<td>Classroom teachers</td>
<td>551 (65.9%)</td>
<td>285 (34.1%)</td>
<td>223 (70.4%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,882 (52.1%)</td>
<td>4,485 (47.9%)</td>
<td>2,267 (58.1%)</td>
</tr>
</tbody>
</table>

These figures demonstrate that the proportion of successful applicants for principal and executive positions who are women continued to be higher than their representation in the applicant pool.

Table 8.3: Positions in district offices and state office filled through merit selection - 1 January 2003 to 31 December 2003

<table>
<thead>
<tr>
<th>Position Type</th>
<th>Number of Applicants (and percentage)</th>
<th>Number interviewed (and percentage)</th>
<th>Number of successful applicants (and percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Public service positions</td>
<td>2,333 (65.5%)</td>
<td>1,231 (34.5%)</td>
<td>531 (70.1%)</td>
</tr>
<tr>
<td>Non-school based teaching service positions</td>
<td>102 (58.6%)</td>
<td>72 (41.4%)</td>
<td>53 (64.6%)</td>
</tr>
<tr>
<td>TAFE NSW positions (based at state office)</td>
<td>7 (46.7%)</td>
<td>8 (53.3%)</td>
<td>6 (46.2%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,442 (65.1%)</td>
<td>1,311 (34.9%)</td>
<td>590 (69.2%)</td>
</tr>
</tbody>
</table>

The proportion of successful female applicants for public service and non-school based teaching service positions continued to be higher than their representation in the applicant pool.
Table 8.4 summarises the composition of selection panel members.

**Table 8.4: Composition of selection panels for school, district office and state office positions during 2003**

<table>
<thead>
<tr>
<th>EEO Group Members on Panel</th>
<th>Number of positions*</th>
<th>Total number of panel members</th>
<th>Female</th>
<th>First language spoken was not English</th>
<th>Aboriginal people</th>
<th>People with a disability</th>
<th>Number of EEO group members as independents</th>
<th>Number of EEO group members as convenors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching positions in schools</strong></td>
<td>1 160</td>
<td>4 153</td>
<td>2 306 (55.5%)</td>
<td>184 (4.4%)</td>
<td>263 (6.3%)</td>
<td>6 (0.1%)</td>
<td>1 544</td>
<td>451</td>
</tr>
<tr>
<td><strong>School administrative and support staff</strong></td>
<td>493</td>
<td>1 554</td>
<td>972 (62.5%)</td>
<td>23 (1.9%)</td>
<td>39 (2.5%)</td>
<td>7 (0.5%)</td>
<td>558</td>
<td>187</td>
</tr>
<tr>
<td><strong>Non-school based teaching service positions</strong></td>
<td>35</td>
<td>102</td>
<td>51 (50.0%)</td>
<td>3 (2.9%)</td>
<td>5 (4.9%)</td>
<td>0</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td><strong>Public service positions</strong></td>
<td>166</td>
<td>430</td>
<td>230 (53.9%)</td>
<td>53 (12.3%)</td>
<td>20 (4.7%)</td>
<td>4 (0.9%)</td>
<td>70</td>
<td>81</td>
</tr>
<tr>
<td><strong>TAFE NSW positions (based at state office)</strong></td>
<td>4</td>
<td>12</td>
<td>7 (58.3%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1 858</td>
<td>6 251</td>
<td>3 566</td>
<td>263</td>
<td>327</td>
<td>17</td>
<td>2 196</td>
<td>733</td>
</tr>
</tbody>
</table>

* The total number of successful applicants for public service positions, non-school based teaching service positions and TAFE positions in state office in Table 8.3 is less than the number of selection panels for these positions in Table 8.4 as a number of selection processes resulted in no applicant being successful.

The Department continued to support and monitor equitable representation of EEO group members on selection panels across the organisation. Women were evenly represented for all categories of positions. Strategies to improve the involvement of staff of all EEO groups in recruitment processes will continue to be implemented in 2004.
TAFE NSW

Table 8.5 shows the total number of new staff recruited during the past three calendar years in TAFE NSW institutes and representation of EEO group members.

Table 8.5: Recruitment data – TAFE NSW

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>*2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of staff recruited</td>
<td>1,078</td>
<td>1,331</td>
<td>1,346</td>
</tr>
<tr>
<td>Women</td>
<td>62.0%</td>
<td>60.0%</td>
<td>61.0%</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>3.5%</td>
<td>3.0%</td>
<td>1.5%</td>
</tr>
<tr>
<td>People from racial, ethnic and ethno-religious minority groups</td>
<td>12.0%</td>
<td>7.0%</td>
<td>11.0%</td>
</tr>
<tr>
<td>People whose first language spoken as a child was not English</td>
<td>20.0%</td>
<td>18.0%</td>
<td>18.0%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>0.8%</td>
<td>1.7%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

Source: 2001 and 2002 figures were extracted from the Department’s payroll data as at 31 December each year for the calendar year.

*2003 figures were extracted from the Department’s Workforce Profile data as at 30 June 2003 for the period 1 July 2002 to 30 June 2003. The Department will continue to collect EEO statistics from the Workforce Profile as at 30 June each year.

In 2003, the proportion of recruitment of people from racial, ethnic and ethno-religious minority groups was significantly higher than in 2002. One person from a racial, ethnic and ethno-religious minority group and three people whose language first spoken as a child was not English were appointed in the salary bracket $86,231 per annum and above in the non-SES category during the reporting period.

Individual institutes will continue to implement targeted strategies and affirmative action programs to increase the representation of EEO groups in the workforce in 2004.

In terms of representation of EEO groups at various salary levels, highlights included:

- women were predominantly recruited at salary levels between $28,710 - $37,708 (38%) and $37,709 - $42,156 per annum;
- Aboriginal people were recruited largely at salary levels between $28,710 - $37,708 (29%) and $42,157 - $53,345 (25%) per annum;
- people from racial, ethnic or ethno-religious minority groups were predominantly recruited at salary levels between $28,710 - $37,708 (35%) and $37,709 - $42,156 (28%) per annum;
- people whose language first spoken as a child was not English were predominantly recruited at salary levels between $28,710 - $37,708 (44%) and $42,157 - $53,345 (25%) per annum;
- people with a disability were predominantly recruited at salary levels between $28,710 - $37,708 (36%) and $42,157 - $53,345 (25%) per annum; and
- people with a disability requiring work related adjustment were predominantly recruited at salary levels between $28,710 - $37,708 (44%) and $53,346 - $68,985 (33%) per annum.
**Key Result 8.2**

**Retention of employees from EEO groups**

Policies and procedures were promoted and implemented across the Department to ensure that there was no disproportionate adverse impact on EEO group members in the management of staff affected by the restructure (key result 4.3). Statistics on recruitment and separation of EEO group members were reviewed to modify strategies to improve the recruitment and retention of each EEO group.

**Schools, district offices and state office**

Table 8.6 represents the total number of staff who have separated during the past three calendar years in schools, district offices and state office, and the proportion of EEO group members.

**Table 8.6: Separation of EEO groups**

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>2001</th>
<th>2002</th>
<th>*2003</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total number of staff separated</strong></td>
<td>3 033</td>
<td>2 688</td>
<td>2 868</td>
</tr>
<tr>
<td>Women</td>
<td>66.0%</td>
<td>67.0%</td>
<td>64.0%</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>1.0%</td>
<td>2.0%</td>
<td>1.6%</td>
</tr>
<tr>
<td>People from racial, ethnic and ethno-religious minority groups</td>
<td>11.0%</td>
<td>11.0%</td>
<td>9.0%</td>
</tr>
<tr>
<td>People whose first language spoken as a child was not English</td>
<td>9.0%</td>
<td>9.0%</td>
<td>8.0%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>7.0%</td>
<td>8.0%</td>
<td>9.0%</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>2.3%</td>
<td>3.3%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

*Source:* 2001 and 2002 figures were extracted from the Department’s payroll data as at 31 December each year for the calendar year.

*2003 figures were extracted from the Department’s Workforce Profile data as at 30 June 2003 for the period 1 July 2002 to 30 June 2003. The Department will continue to collect EEO statistics from the Workforce Profile as at 30 June each year.

The proportion of separation of all EEO groups, except staff with a disability and staff with a disability requiring adjustment at work, was lower than in 2002. To ensure equity for these EEO groups, the Department will continue to address relevant issues and implement targeted retention strategies where required.
Table 8.7: Comparison of representation of EEO groups

Table 8.7 represents the comparative proportions of EEO group members in recruitment (Table 8.1), separation (Table 8.6) and in their overall representation in the 2003 workforce in schools, district offices and state office (Appendix 4).

<table>
<thead>
<tr>
<th>EEO Group Members</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recruitment Separation</td>
</tr>
<tr>
<td>Women</td>
<td>75.0% 64.0%</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>1.8% 1.6%</td>
</tr>
<tr>
<td>People from racial, ethnic and ethno-religious minority groups</td>
<td>15.0% 9.0%</td>
</tr>
<tr>
<td>People whose first language spoken as a child was not English</td>
<td>12.0% 8.0%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>4.0% 9.0%</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>0.3% 3.6%</td>
</tr>
</tbody>
</table>


The separation rate of women (64%) is lower than their proportion in recruitment figures (75%) and in their overall representation (72%) in the 2003 workforce. A similar trend has been reflected for staff from racial, ethnic and ethno-religious minority groups and staff whose first language spoken as a child was not English in terms of their representation in separation, recruitment and in the workforce.

The separation rate of Aboriginal staff (1.6%) was lower than their proportion in the recruitment (1.8%), however, it was slightly higher than their overall representation in the 2003 workforce.

During 2003, the separation rate of staff with a disability and staff with a disability requiring adjustment at work were significantly higher than their proportion in recruitment and in their representation in the workforce respectively.

Retention strategies for EEO groups in schools, district offices and state office in 2003 included the following:

- expanding the range of management and leadership opportunities for women and providing training and development to improve career options for women (key results 4.3 and 5.1);
- increasing employment and retention opportunities for Aboriginal staff through a range of targeted employment and professional development training programs (key results 5.1 and 5.2);
- strengthening support in increasing employment and career development opportunities for people with a disability through targeted employment programs such as WorkAble and the NSW Traineeship Program for People with a Disability (key result 5.2);
- maximising the career potential and retention of staff with a disability through targeted training programs through the Staff with a Disability Network as well as individual mentoring support and assistance; and
- providing opportunities for staff from racial, ethnic and ethno-religious minority groups and staff from non-English speaking backgrounds to gain skills and qualifications through a range of programs such as the Overseas Trained Teachers Program and the Skillmax Program.
**TAFE NSW**

Table 8.8 represents the total number of staff who have separated during the past three years in TAFE NSW and the representation of EEO group members.

### Table 8.8: Separation of EEO groups

<table>
<thead>
<tr>
<th>Total number of staff separated</th>
<th>2001</th>
<th>2002</th>
<th>*2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>905</td>
<td>762</td>
<td>688</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>54.0%</td>
<td>59.0%</td>
<td>57.0%</td>
</tr>
<tr>
<td>People from racial, ethnic and ethno-religious minority groups</td>
<td>2.9%</td>
<td>4.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>People whose first language spoken as a child was not English</td>
<td>12.0%</td>
<td>9.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>14.0%</td>
<td>15.0%</td>
<td>15.0%</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>8.0%</td>
<td>6.0%</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

Source: 2001 and 2002 figures were extracted from the Department’s payroll data as at 31 December each year for the calendar year.

*2003 figures were extracted from the Department’s Workforce Profile data as at 30 June 2003 for the period 1 July 2002 to 30 June 2003. The Department will continue to collect EEO statistics from the Workforce Profile as at 30 June each year.

The proportion of separations of women, Aboriginal staff and staff with a disability requiring work related adjustment was lower than in 2002. Institutes will address the relevant issues and implement targeted retention strategies where required to improve the retention of EEO group members in the workforce.

### Table 8.9: Comparison of representation of EEO groups

Table 8.9 represents the comparative proportions of EEO group members in recruitment (Table 8.5), separation (Table 8.8) and in their overall representation in the 2003 TAFE NSW workforce (Appendix 4).

<table>
<thead>
<tr>
<th>EEO Group Members</th>
<th>2003</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recruitment</td>
<td>Separation</td>
</tr>
<tr>
<td>Women</td>
<td>61.0%</td>
<td>57.0%</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>1.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>People from racial, ethnic and ethno-religious minority groups</td>
<td>11.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>People whose first language spoken as a child was not English</td>
<td>18.0%</td>
<td>15.0%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>4.0%</td>
<td>6.0%</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>1.0%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

The separation rate of women (57%) was lower than the proportion of women recruited (61%). The representation of women (51%) in the TAFE NSW workforce exceeded the government’s benchmark (50%) for women.

The separation rate of staff from racial, ethnic and ethno-religious minority groups and staff whose language first spoken as a child was not English was lower than the percentage of these staff recruited in 2003 and included in the overall TAFE workforce.

The separation rate of Aboriginal staff, staff with a disability and staff with a disability requiring work related adjustment was higher than the percentage of these staff recruited in 2003.

Strategies to facilitate retention for EEO groups in TAFE NSW in 2003 included the following:

- ongoing support and needs based professional development activities were provided by EEO representative groups such as the Spokeswomen’s Network, Multicultural Education Coordinators, Staff with a Disability Network and Aboriginals in TAFE Network for their members;

- provision of career development opportunities and specific training for EEO groups which facilitated skills development and promotional opportunities (key result 5.1);

- development and implementation of effective communication strategies (including advisory groups, staff briefings, newsletters and use of intranet and email) by institutes to ensure access to information;

- provision of information and support through institutes’ human resource areas, and targeted use of the EAP to provide individual counselling; and

- provision of exit interviews by institutes to determine the reasons for staff leaving. Areas of dissatisfaction are followed up and appropriate measures are introduced to address these issues.
Program Outcome 9: A Diverse and Skilled Workforce

Key Result 9.1

Diversity in the workforce reflects the diversity in the NSW community

The Department continued to promote and implement EEO policies and a wide range of strategies including those incorporated in the 2002 - 2004 EEO Management Plan to ensure fair and equitable access to employment. As the largest NSW public sector agency the Department’s employment outcomes have a major impact on workforce diversity in the sector.

During the reporting period the Department has supported and implemented a variety of affirmative action strategies for Aboriginal people, people with a disability and other EEO groups to meet its social and community obligation to become a public sector leader in the achievement of a diverse and skilled workforce.

The NSW Government has aimed by 2003 to achieve a target of 50% full time positions to be filled by women. During 2003, the representation of women employed in permanent or temporary positions in the Department (including schools, district offices, state office and TAFE NSW) was over 70%. The representation of women in promotion positions in NSW government schools also continued to improve.

The target for other groups was at least to be proportionate to each group's estimated representation in the broader working age population in the NSW community, that being 2% for Aboriginal people; 19% for people whose language first spoken as a child was not English, and people from a racial, ethnic and ethno-religious minority group; 12% for people with a disability; and 7% for people with a disability who require work related adjustment.

These employment targets were included in the Department’s 2002 - 2004 EEO Management Plan, which was linked with the Department’s 2003 plan for implementation of the NSW government’s Ethnic Affairs Priority Statement; the Disability Action Plan 2000 - 2002; and the Department’s Aboriginal Employment and Career Development Program.

Schools, district offices and state office

Women represented 72% of the total permanent and temporary workforce (not including casuals) in schools, district offices and state office as at 30 June 2003 maintaining the same level as in 2002. The Department will continue to implement strategies to improve the representation of women across salary levels.

The estimated representation of EEO group members in schools, district offices and state office workforce in 2003 (Appendix 4) by using OECD weighted data, were:

- 1.2% Aboriginal people;
- 11% from a racial, ethnic and ethno-religious minority group;
- 10% whose first language spoken as a child was not English;
- 5% having a disability; and
- 1.4% with a disability requiring adjustment at work.

There was a slight increase in the representation of Aboriginal people from 2002. Representation of all other EEO groups except people with a disability requiring adjustment at work was at the same level as in 2002. The Department will continue to focus on increasing the level of representation of these EEO groups.

TAFE NSW

Women made up 51% of the total permanent and temporary workforce in TAFE NSW during the reporting period which was a slight increase from 50% in 2002.

Estimated representation of the following EEO group members in the 2003 TAFE NSW workforce (Appendix 3) by using OECD weighted data, was:

- 1.7% Aboriginal people;
- 14% from a racial, ethnic or ethno-religious minority group;
- 16% whose first language spoken as a child was not English;
- 6% with a disability; and
- 2.1% with a disability requiring adjustment at work.

The representation of people whose first language spoken as a child was not English increased from 15% in 2002. The representation of all other EEO groups slightly decreased in 2003. Institutes will continue to implement strategies to increase representation of these EEO groups.

Key Result 9.2

Employee diversity across salary levels and occupations

As demonstrated throughout this report, the Department is strongly committed to increasing employee diversity across salary levels and occupations.

Schools, district offices and state office

Women

Table 9.1 compares the percentage of women (permanent and temporary staff only - not including casuals) in schools, district offices and state office at each salary level for the past three years.

Table 9.1: Schools, district offices and state office - percentage of female staff by level

<table>
<thead>
<tr>
<th>Level (equivalent salary based on 2003 salary levels)</th>
<th>Number and percentage of female staff in 2001</th>
<th>Number and percentage of female staff in 2002</th>
<th>Number and percentage of female staff in *2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;$28 710</td>
<td>4 780 98%</td>
<td>5 101 98%</td>
<td>5 157 98%</td>
</tr>
<tr>
<td>$28 710 - $37 708</td>
<td>4 183 77%</td>
<td>4 158 77%</td>
<td>4 062 76%</td>
</tr>
<tr>
<td>$37 709 - $42 156</td>
<td>3 025 78%</td>
<td>3 507 79%</td>
<td>3 492 80%</td>
</tr>
<tr>
<td>$42 157 - $53 345</td>
<td>11 769 80%</td>
<td>12 031 80%</td>
<td>12 087 79%</td>
</tr>
<tr>
<td>$53 346 - $68 985</td>
<td>25 380 66%</td>
<td>25 717 67%</td>
<td>28 202 68%</td>
</tr>
<tr>
<td>$68 986 - $86 231</td>
<td>1 121 39%</td>
<td>1 207 40%</td>
<td>1 818 47%</td>
</tr>
<tr>
<td>&gt;$86 231 (non-SES)</td>
<td>199 29%</td>
<td>220 31%</td>
<td>291 35%</td>
</tr>
<tr>
<td>&gt; $86 231 (SES)</td>
<td>30 26%</td>
<td>31 26%</td>
<td>34 28%</td>
</tr>
<tr>
<td>Total</td>
<td>50 487 71%</td>
<td>51 972 72%</td>
<td>55 143 72%</td>
</tr>
</tbody>
</table>

Source: 2001 and 2002 figures were extracted from the Department's payroll data as at 30 June each year.

*2003 figures were extracted from the Department's Workforce Profile data as at 30 June 2003. The Department will continue to collect EEO statistics from the Workforce Profile as at 30 June each year.
The proportion of women continued to improve across higher salary levels (between $53,346 - $68,985 and $86,231 and above per annum) since 2001.

Between 2001 and 2003 the representation of women as a proportion of the total permanent and temporary workforce in schools, district offices and state office increased from 71% to 72%. Women were more highly represented in lower to middle salary levels (salary levels between $28,710 and $68,985). The Department implemented a wide range of professional development opportunities for women to ensure an equitable representation of women in leadership and senior management positions (key result 5.1).

For other EEO groups (as shown at Appendix 4 of this report):

- Aboriginal staff were more highly represented in the salary brackets $28,710 - $37,708 (4.0%) per annum and $37,709 - $42,156 (3.1%) per annum;
- staff from racial, ethnic and ethno-religious minority groups and staff whose first language spoken as a child was not English were most highly represented in the salary bracket of $37,709 - $42,156 (17% and 14%) per annum respectively; and
- the representation of staff with a disability was evenly spread over various salary levels.

**TAFE NSW**

**Women**

Table 9.2 compares the percentage of women (permanent and temporary staff only - not including casuals) in TAFE NSW at each salary level for the last three years.

**Table 9.2: TAFE NSW - percentage of female staff by level**

<table>
<thead>
<tr>
<th>Level (equivalent salary based on 2003 salary levels)*</th>
<th>Number and percentage of female staff in 2001</th>
<th>Number and percentage of female staff in 2002</th>
<th>Number and percentage of female staff in *2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;$28,710</td>
<td>275 60%</td>
<td>330 64%</td>
<td>83 78%</td>
</tr>
<tr>
<td>$28,710 - $37,708</td>
<td>699 44%</td>
<td>675 44%</td>
<td>717 45%</td>
</tr>
<tr>
<td>$37,709 - $42,156</td>
<td>782 82%</td>
<td>709 81%</td>
<td>885 78%</td>
</tr>
<tr>
<td>$42,157 - $53,345</td>
<td>733 64%</td>
<td>889 64%</td>
<td>851 66%</td>
</tr>
<tr>
<td>$53,346 - $68,985</td>
<td>2,457 43%</td>
<td>2,450 44%</td>
<td>2,236 44%</td>
</tr>
<tr>
<td>$68,986 - $86,231</td>
<td>184 41%</td>
<td>197 42%</td>
<td>618 50%</td>
</tr>
<tr>
<td>&gt;$86,231 (non-SES)</td>
<td>34 39%</td>
<td>41 42%</td>
<td>95 39%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,164</strong> <strong>50%</strong></td>
<td><strong>5,291</strong> <strong>50%</strong></td>
<td><strong>5,485</strong> <strong>51%</strong></td>
</tr>
</tbody>
</table>

Source: 2001 and 2002 figures were extracted from the Department’s payroll data as at 30 June each year.

*2003 figures were extracted from the Department’s Workforce Profile data as at 30 June 2003. The Department will continue to collect its EEO statistics from the Workforce Profile as at 30 June each year.

**Note:** All SES officers from TAFE NSW were transferred onto the school, district office and state office personnel system during the 1997-98 financial years and are shown in Table 9.1.
Table 9.2 demonstrates that in 2003 there have been some improvements since 2001 in the percentages of women across salary levels from $42,157 up to $86,231 per annum.

For other EEO groups (as shown at Appendix 3 of this report):

- Aboriginal staff were more highly represented in the salary bracket $42,157 - $53,345 (2.7%) per annum and in the salary bracket $28,710 - $37,708 (2.2%) per annum;
- staff from racial, ethnic and ethno-religious minority groups and staff whose first language spoken as a child was not English were most highly represented in the salary bracket $42,157 - $53,345 (18% and 23%) per annum respectively; and
- staff with a disability were represented evenly across various salary levels. Staff with a disability requiring work related adjustment were most highly represented (3.3%) in the salary bracket $86,231 and above in the non-SES category.

Key Result 9.3

Pay equity

During 2003, in schools, district offices and state office, women earned 87.1% of the average male weekly gross salary (excluding part-time and casual employees). In TAFE NSW, women earned 88.6% of the average male weekly gross salary (excluding part-time and casual employees).

In the previous year’s reporting weekly earnings of women were compared with the weekly base salary of men based on the EEO statistics extracted from the Department’s payroll system. In 2003, the Department’s EEO statistics were extracted from the workforce profile data by using the modified specifications provided by OEED to conform to the NSW public sector workforce profile data collection method. The 2003 EEO data did not contain information on weekly base salary of men and women, therefore the 2002 figures on weekly earnings of women could not be used as a comparison of the 2003 figures.

In line with the NSW government’s strategic approach to achieving pay equity for women, the following specific departmental strategies continue to be implemented to reduce the gap in the average weekly earnings of men and women:

- promotion of the Spokeswomen’s Program throughout the Department, including the active involvement of Spokeswomen in decision making bodies in order to promote equal opportunities for women;
- targeting 50% participation of women in leadership and management development programs (key result 5.1);
- access to flexible work arrangements including part-time work, paid maternity leave, Family and Community Services leave and implementation of the Flexible Working Hours Agreement;
- promotion and implementation of the new award, the Crown Employees (Librarians, Library Assistants, Library Technicians and Archivists) Award 2002;
- continued sponsorship of the Nanbaree Child Centre; and
- continued support for EEO networks such as the Women in Educational Leadership; Women in TAFE; Staff with a Disability and Aboriginals in TAFE.
APPENDIX 1

TEACHING SERVICE STAFF - PRIMARY TEACHERS
(PRE-SCHOOL AND KINDERGARTEN TO YEAR 6 TEACHERS)
Gender by status level of full-time permanent and temporary (non-casual) teachers on payroll

<table>
<thead>
<tr>
<th>Primary</th>
<th>Female</th>
<th>Male</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification of position</td>
<td>Number</td>
<td>% of total female</td>
<td>% of total at this level</td>
</tr>
<tr>
<td>Classroom teacher</td>
<td>14 885</td>
<td>80.3%</td>
<td>83.7%</td>
</tr>
<tr>
<td>Assistant principal*</td>
<td>2 741</td>
<td>14.8%</td>
<td>71.8%</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>188</td>
<td>1.0%</td>
<td>57.0%</td>
</tr>
<tr>
<td>Primary principal class 6</td>
<td>86</td>
<td>0.5%</td>
<td>68.8%</td>
</tr>
<tr>
<td>Primary principal class 5</td>
<td>224</td>
<td>1.2%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Primary principal class 4</td>
<td>164</td>
<td>0.9%</td>
<td>39.5%</td>
</tr>
<tr>
<td>Primary principal class 3</td>
<td>148</td>
<td>0.8%</td>
<td>38.2%</td>
</tr>
<tr>
<td>Primary principal class 2</td>
<td>91</td>
<td>0.5%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Primary principal class 1</td>
<td>20</td>
<td>0.1%</td>
<td>24.1%</td>
</tr>
<tr>
<td>Total</td>
<td>18 547</td>
<td>100%</td>
<td>78.1%</td>
</tr>
</tbody>
</table>

Total primary principals: 733 4.0% 40.3% 1 086 20.9% 59.7% 1 819 7.7%
Total promoted: 3 662 19.7% 61.4% 2 305 44.3% 38.6% 5 967 25.1%

Source: Payroll file data 30 June 2003

* From term one 2003, all executive teachers were reclassified as assistant principals. Therefore the number of assistant principals has increased significantly.

Note: Teachers who were on leave without pay for 12 months or more as at 30 June 2003, are not included in the table.
# TEACHING SERVICE STAFF - SECONDARY TEACHERS

Gender by status level of full-time permanent and temporary (non-casual) teachers on payroll

<table>
<thead>
<tr>
<th>Classification of position</th>
<th>Number</th>
<th>% of total female</th>
<th>% of total at this level</th>
<th>Number</th>
<th>% of total male</th>
<th>% of total at this level</th>
<th>Number</th>
<th>% of grand total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teacher</td>
<td>10 865</td>
<td>85.0%</td>
<td>56.2%</td>
<td>8 477</td>
<td>73.6%</td>
<td>43.8%</td>
<td>19 342</td>
<td>79.6%</td>
</tr>
<tr>
<td>Head teacher/district guidance officer</td>
<td>1 571</td>
<td>12.3%</td>
<td>41.2%</td>
<td>2 243</td>
<td>19.5%</td>
<td>58.8%</td>
<td>3 814</td>
<td>15.7%</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>224</td>
<td>1.8%</td>
<td>30.8%</td>
<td>503</td>
<td>4.4%</td>
<td>69.2%</td>
<td>727</td>
<td>3.0%</td>
</tr>
<tr>
<td>Secondary principal class 2</td>
<td>73</td>
<td>0.6%</td>
<td>28.3%</td>
<td>185</td>
<td>1.6%</td>
<td>71.7%</td>
<td>258</td>
<td>1.1%</td>
</tr>
<tr>
<td>Secondary principal class 1</td>
<td>50</td>
<td>0.4%</td>
<td>32.3%</td>
<td>105</td>
<td>0.9%</td>
<td>67.7%</td>
<td>155</td>
<td>0.6%</td>
</tr>
<tr>
<td>Total</td>
<td>12 783</td>
<td>100%</td>
<td>52.6%</td>
<td>11 513</td>
<td>100%</td>
<td>47.4%</td>
<td>24 296</td>
<td>100%</td>
</tr>
<tr>
<td>Total secondary principals</td>
<td>123</td>
<td>1.0%</td>
<td>29.8%</td>
<td>290</td>
<td>2.5%</td>
<td>70.2%</td>
<td>413</td>
<td>1.7%</td>
</tr>
<tr>
<td>Total promoted</td>
<td>1 918</td>
<td>15.0%</td>
<td>38.7%</td>
<td>3 036</td>
<td>26.4%</td>
<td>61.3%</td>
<td>4 954</td>
<td>20.4%</td>
</tr>
</tbody>
</table>

Source: Payroll file data 30 June 2003

Note: Teachers who were on leave without pay for 12 months or more as at 30 June 2003, are not included in the table.
TEACHING SERVICE STAFF

Total of full-time permanent and temporary (non-casual) primary and secondary teachers

<table>
<thead>
<tr>
<th>Classification of position</th>
<th>Female</th>
<th>Male</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>% of total female</td>
<td>% of total at this level</td>
<td>% of total male</td>
</tr>
<tr>
<td>Total teaching service staff</td>
<td>31330</td>
<td>16720</td>
<td>48050</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Total principals</td>
<td>856</td>
<td>1376</td>
<td>2232</td>
</tr>
<tr>
<td></td>
<td>2.7%</td>
<td>8.2%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Total promoted</td>
<td>5580</td>
<td>5341</td>
<td>10921</td>
</tr>
<tr>
<td></td>
<td>17.8%</td>
<td>31.9%</td>
<td>22.7%</td>
</tr>
</tbody>
</table>

Source: Payroll file data 30 June 2003

Note: Teachers who were on leave without pay for 12 months or more as at 30 June 2003, are not included in the table.
## PART-TIME TEACHERS

Gender by status level of part-time permanent and temporary (non-casual) teachers on payroll

<table>
<thead>
<tr>
<th>Gender by Status Level</th>
<th>No. of women and % of total</th>
<th>FTE</th>
<th>Average FTE</th>
<th>No. of men and % of total</th>
<th>FTE</th>
<th>Average FTE</th>
<th>Total and %</th>
<th>FTE*</th>
<th>Average FTE**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary classroom teachers</td>
<td>7 883 (94.7%)</td>
<td>3 684.5</td>
<td>0.5</td>
<td>438 (5.3%)</td>
<td>208.2</td>
<td>0.5</td>
<td>8 321 (100%)</td>
<td>3 892.7</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary promoted</td>
<td>124 (93.2%)</td>
<td>75.2</td>
<td>0.6</td>
<td>9 (6.8%)</td>
<td>6.4</td>
<td>0.7</td>
<td>133 (100%)</td>
<td>81.6</td>
<td>0.6</td>
</tr>
<tr>
<td>Total Primary</td>
<td>8 007 (94.7%)</td>
<td>3 759.7</td>
<td>0.5</td>
<td>447 (5.3%)</td>
<td>214.6</td>
<td>0.5</td>
<td>8 454 (100%)</td>
<td>3 974.3</td>
<td>0.5</td>
</tr>
<tr>
<td>Secondary classroom teachers</td>
<td>3 579 (84.6%)</td>
<td>1 929.0</td>
<td>0.5</td>
<td>652 (15.4%)</td>
<td>354.9</td>
<td>0.5</td>
<td>4 231 (100%)</td>
<td>2 283.9</td>
<td>0.5</td>
</tr>
<tr>
<td>Secondary promoted</td>
<td>38 (90.5%)</td>
<td>24.3</td>
<td>0.6</td>
<td>4 (9.5%)</td>
<td>2.5</td>
<td>0.6</td>
<td>42 (100%)</td>
<td>26.8</td>
<td>0.6</td>
</tr>
<tr>
<td>Total Secondary</td>
<td>3 617 (84.6%)</td>
<td>1 953.3</td>
<td>0.5</td>
<td>656 (15.4%)</td>
<td>357.4</td>
<td>0.5</td>
<td>4 273 (100%)</td>
<td>2 310.7</td>
<td>0.5</td>
</tr>
<tr>
<td>Grand Total</td>
<td>11 624 (91.3%)</td>
<td>5 713.0</td>
<td>0.5</td>
<td>1 103 (8.7%)</td>
<td>572.0</td>
<td>0.5</td>
<td>12 727 (100%)</td>
<td>6 285.0</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**Source:** Payroll file data 30 June 2003

* Full-time equivalent.

** Average FTE is calculated by dividing the number by the total number of teachers, for example, the 12 727 teachers engaged in permanent part-time work held the equivalent of 6 285.0 positions. Average FTE = 6 285.0/12 727 = 0.5

**Note:** Teachers who were on leave without pay for 12 months or more as at 30 June 2003, are not included in the table.
# Appendix 3

## TAFE NSW Teaching and Non-Teaching Staff

(Permanent and temporary)

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Staff</th>
<th>Staff responding to EEO survey form</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>% of total</td>
<td>No.</td>
</tr>
<tr>
<td>&lt;$28,710</td>
<td>107</td>
<td>75</td>
<td>70%</td>
<td>24</td>
</tr>
<tr>
<td>$28,710 - $37,708</td>
<td>1,608</td>
<td>1,028</td>
<td>64%</td>
<td>891</td>
</tr>
<tr>
<td>$37,709 - $42,156</td>
<td>1,139</td>
<td>763</td>
<td>67%</td>
<td>254</td>
</tr>
<tr>
<td>$42,157 - $53,345</td>
<td>1,288</td>
<td>893</td>
<td>69%</td>
<td>437</td>
</tr>
<tr>
<td>$53,346 - $68,985</td>
<td>5,097</td>
<td>3,850</td>
<td>76%</td>
<td>2,861</td>
</tr>
<tr>
<td>$68,986 - $86,231</td>
<td>1,231</td>
<td>966</td>
<td>78%</td>
<td>613</td>
</tr>
<tr>
<td>&gt;$86,231 (non-SES)</td>
<td>245</td>
<td>213</td>
<td>87%</td>
<td>150</td>
</tr>
<tr>
<td>&gt; $86,231 (SES)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>10,715</td>
<td>7,788</td>
<td>73%</td>
<td>5,230</td>
</tr>
</tbody>
</table>


Note: Due to rounding of percentages for individual classifications, there may be minor differences between the sum of the individual percentages and the total percentages displayed.
## SCHOOLS, DISTRICT OFFICES AND STATE OFFICE TEACHING AND NON-TEACHING STAFF
(permanent and temporary)

<table>
<thead>
<tr>
<th>Level</th>
<th>TOTAL STAFF</th>
<th>Staff responding to EEO survey form</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. % of total</td>
<td>No. % of total</td>
<td>No. % of total</td>
<td>No. % of total</td>
</tr>
<tr>
<td>&lt;$28,710</td>
<td>5,241 29%</td>
<td>84 2%</td>
<td>5,157 98%</td>
<td>42 0.8%</td>
</tr>
<tr>
<td>$28,710 - $37,708</td>
<td>5,380 32%</td>
<td>1,318 24%</td>
<td>4,062 76%</td>
<td>214 4.4%</td>
</tr>
<tr>
<td>$37,709 - $42,156</td>
<td>4,388 17%</td>
<td>896 20%</td>
<td>3,492 80%</td>
<td>138 3.1%</td>
</tr>
<tr>
<td>$42,157 - $53,345</td>
<td>15,266 33%</td>
<td>3,179 21%</td>
<td>12,087 79%</td>
<td>222 1.5%</td>
</tr>
<tr>
<td>$53,346 - $68,985</td>
<td>41,206 55%</td>
<td>13,004 32%</td>
<td>28,202 68%</td>
<td>252 0.6%</td>
</tr>
<tr>
<td>$68,986 - $86,231</td>
<td>3,891 61%</td>
<td>2,073 53%</td>
<td>1,818 47%</td>
<td>24 0.6%</td>
</tr>
<tr>
<td>&gt;$86,231 (non-SES)</td>
<td>826 60%</td>
<td>535 65%</td>
<td>291 35%</td>
<td>2 0.2%</td>
</tr>
<tr>
<td>&gt; $86,231 (SES)</td>
<td>122 48%</td>
<td>88 72%</td>
<td>34 28%</td>
<td>0 0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>76,320 46%</td>
<td>21,177 28%</td>
<td>55,143 72%</td>
<td>894 1.2%</td>
</tr>
</tbody>
</table>

Source: Workforce Profile data as at 30 June 2003

Note: Due to rounding of percentages for individual classifications, there may be minor differences between the sum of the individual percentages and the total percentages displayed.
# List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQTF</td>
<td>Australian Quality Training Framework</td>
</tr>
<tr>
<td>ATN</td>
<td>Aboriginals in TAFE Network</td>
</tr>
<tr>
<td>ATT</td>
<td>Accelerated Teacher Training</td>
</tr>
<tr>
<td>AUSLAN</td>
<td>Australian Sign Language</td>
</tr>
<tr>
<td>CLAS</td>
<td>Community Language Allowance Scheme</td>
</tr>
<tr>
<td>EAP</td>
<td>Employee Assistance Program</td>
</tr>
<tr>
<td>EAPS</td>
<td>Ethnic Affairs Priorities Statement</td>
</tr>
<tr>
<td>EEO</td>
<td>Equal Employment Opportunity</td>
</tr>
<tr>
<td>OEED</td>
<td>Office of Employment Equity and Diversity</td>
</tr>
<tr>
<td>OH&amp;S</td>
<td>Occupational Health and Safety</td>
</tr>
<tr>
<td>OTT</td>
<td>Overseas Trained Teachers</td>
</tr>
<tr>
<td>SWDN</td>
<td>Staff with a Disability Network</td>
</tr>
<tr>
<td>TTY</td>
<td>Telephone Typewriter</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>WIEL</td>
<td>Women in Educational Leadership</td>
</tr>
<tr>
<td>WOW</td>
<td>Women on Wheels</td>
</tr>
</tbody>
</table>