# TABLE OF CONTENTS

## INTRODUCTION

2004 EVALUATION OF THE NSW DEPARTMENT OF EDUCATION AND TRAINING 2002-2004 EEO MANAGEMENT PLAN AND OUTCOMES

<table>
<thead>
<tr>
<th>Planning Outcome</th>
<th>Sound Information Base</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Outcome</td>
<td>Employee Views are Heard</td>
<td>8</td>
</tr>
<tr>
<td>Planning Outcome</td>
<td>EEO Outcomes Included in Agency Planning</td>
<td>10</td>
</tr>
<tr>
<td>Action Outcome</td>
<td>Fair Policies and Procedures</td>
<td>11</td>
</tr>
<tr>
<td>Action Outcome</td>
<td>Needs Based Programs for EEO Groups</td>
<td>15</td>
</tr>
<tr>
<td>Action Outcome</td>
<td>Managers and Employees are Informed, Trained and Accountable for EEO</td>
<td>23</td>
</tr>
<tr>
<td>Program Outcome</td>
<td>A Workplace Culture Displaying Fair Practices and Behaviour</td>
<td>26</td>
</tr>
<tr>
<td>Program Outcome</td>
<td>Improved Employment Access and Participation by EEO Groups</td>
<td>29</td>
</tr>
<tr>
<td>Program Outcome</td>
<td>A Diverse and Skilled Workforce</td>
<td>35</td>
</tr>
</tbody>
</table>

### Appendix 1
- Teaching service staff - primary teachers | 38
- Teaching service staff - secondary teachers | 39
- Teaching service staff - total of primary and secondary teachers | 40

### Appendix 2
- Part-time teachers | 41

### Appendix 3
- EEO Statistics for 2004 – total of permanent and temporary staff by salary level and an estimated representation of EEO groups | 42
- List of Acronyms | 43
INTRODUCTION

The Equal Employment Opportunity (EEO) Annual Report for the 2004 calendar year outlines the performance of the New South Wales Department of Education and Training (the Department) in implementing EEO policies and programs in schools, regions, state office, TAFE NSW and Adult and Community Education.

This report integrates the EEO outcomes and program initiatives for EEO groups in the Department which resulted from the implementation strategies contained in the 2002 - 2004 EEO Management Plan. Information contained in this report has been derived from across all areas of the Department. Statistical data on EEO groups representation in the workforce, recruitment, training and professional development activities are also presented.

The 2004 EEO statistics (Appendix 3) were extracted from the Workforce Profile. Except for women, the statistics on all other EEO groups are weighted. The weighted methods were introduced by the Office of Employment Equity and Diversity (OEED) in 1998 to estimate the representation of EEO groups in the workforce where EEO survey response rates were less than 100%.

In addition to fulfilling reporting requirements to OEED, NSW Premier’s Department under the NSW Anti-Discrimination Act 1977, preparation of the EEO annual report provides an opportunity to evaluate progress in realising EEO outcomes and to make necessary adjustments to the Department’s future programs and strategies.

A new EEO Management Plan 2005 - 2008 has been developed following a review of the EEO Management Plan 2002 - 2004. The EEO Management Plan 2005 - 2008 builds on the achievements and experience of the previous management plan to continue its success. New or modified strategies and measurable outcomes against these strategies have been formulated through consultation with departmental staff. These strategies are also linked with the Department’s major corporate priorities.


Significant achievements for the Department's EEO program during 2004 included:

**Online EEO Survey**

An Online EEO Survey facility was developed in May 2004 to assist permanent and temporary school teaching staff, school administrative and support staff and public service staff update their EEO information in their personnel records. As at 31 December 2004 over 2 500 additional staff members completed the survey (Key Result 1.1).

---

1 EEO group refers to: Women; Aboriginal People or Torres Strait Islanders; People from Racial, Ethnic and Ethno-Religious Minority Groups; People whose First Language Spoken as a Child was not English; People with a Disability; and People with a Disability requiring Adjustment at Work
**EEO Good Practice Examples**

Three of the Department's successful EEO initiatives have been recognised by OEED, NSW Premier’s Department and published online as *EEO Good Practice Examples*. These initiatives are: *WorkAble*, *Mentor Program for Staff with a Disability* and *Vision Impaired Staff Adaptation* project.

**Achievements for EEO group members**

**Women**

In 2004, women represented 70% of the Department's permanent and temporary workforce, maintaining the same level as in 2003 (*Appendix 3*).

The representation of women in promotion positions in schools continues to improve. For example, in 2004, 62.1% of primary teachers who were in executive positions were women, an increase from 61.4% in 2003. In 2004, 39.9% of secondary teachers who were in promotion positions were women compared with 38.7% in 2003.

Participation of women in a wide range of management and leadership development programs was encouraged to improve representation of women in leadership and decision making roles (*Key Result 5.1*). These included:

- *Executive Management Programs*
- *NSW Public Sector Management Program*
- *Frontline Management*
- *Certificate of Administrative Leadership*
- *VET Managers for the Future*

A number of strategies continued to be implemented to strengthen professional support, communication and networking opportunities for women. These included the *Women in Educational Leadership (WIEL)* network and the *Spokeswomen’s Program*.

**Aboriginal People or Torres Strait Islanders**

Significant outcomes of the Aboriginal employment, retention and professional development initiatives for 2004 (detailed in *Key Results 5.1 and 5.2*) included:

- *32 Preservice Teacher Education Scholarships* were taken up by Aboriginal people in 2004, an increase from 25 in 2003

---

2 Throughout this report, any reference to “Aboriginal People” refers to “Aboriginal People or Torres Strait Islanders”.
• Nine graduates of the Aboriginal scholarship program were appointed to teaching positions in 2004

• 37 Aboriginal teachers were appointed to permanent positions under the *Aboriginal and Torres Strait Islander Employment Program*

• 15 Aboriginal teachers received priority transfer in 2004 in accordance with the *Aboriginal and Torres Strait Islander Transfer Scheme*, an increase from 11 in 2003

• 125 students from 11 high schools in rural areas participated in the *Aboriginal Student University Links* program, an increase from 30 students in 2003

• Seven teachers and nine Aboriginal Education Assistants participated in the *Aboriginal Mentor Program*

• Two workshops were offered to Aboriginal beginning teachers with over 30 participants in each workshop

• Four teachers participated in the *Aboriginal Teacher Career Pathway* program

• 21 Aboriginal trainees commenced with the Department under the *Public Sector Traineeship Strategy*, an increase from 18 in 2003.

In 2003, the former Minister for Education the Hon. Andrew Refshauge announced a review of the effectiveness of the provision of education and training for Aboriginal students in New South Wales. The review was conducted in partnership with the NSW Aboriginal Education Consultative Group Inc. The review involved mapping current activity and working in partnership with Aboriginal communities to guide the development of a comprehensive state-wide approach to improving Aboriginal education. The review was concluded in November 2004.

The Report of the Review of Aboriginal Education *Yanigrurra Muya: Ganggurrinyma Yaarri Guurulaw Yirringin.gurray - Freeing the Spirit: Dreaming an Equal Future* contains comprehensive recommendations to achieve sustainable improvements in education, employment and participation of Aboriginal people. Recommendations of the report are currently being considered by the Department for implementation.

**Staff from racial, ethnic or ethno-religious minority groups and staff from non English speaking backgrounds**

A broad range of initiatives was undertaken to enhance career development and employment options for staff from a racial, ethnic or ethno-religious minority group and staff whose language first spoken as a child was not English. Significant outcomes included:
• 136 overseas trained teachers participated in the Pre-employment Program for Overseas Trained Teachers (OTTs) which provides opportunities to gain in school experience and ensure the quality and appropriateness of teaching skills

• 20 per cent of the Department sponsored places in the Public Sector Management Program were filled by staff whose first language spoken as a child was not English

• 360 Anti-Racism Contact Officers and executive staff were trained in dealing with complaints and racism (Key result 7.1)

• 38 teachers from 15 schools participated in the Cooling Conflicts program which provides participants with understanding and skills for managing cross cultural conflict through the use of drama and peer teaching. A further 163 teachers from 81 schools and 18 staff members from regions undertook an introductory one day training in order to promote and implement the program more widely

• The Western Sydney Institute-OTEN introduced a guide titled the Cultural Diversity and Distance Learning at its Harmony Day function in March 2004. The guide provided practical strategies for distance education teachers working with learners from language backgrounds other than English.

Staff with a disability

Initiatives were undertaken to increase career development opportunities and network support for staff with a disability. Significant outcomes for 2004 (Key Results 5.1) included:

• 30 staff with a disability participated in the Mentor Program either as a mentor or a mentoree, an increase from 20 participants in 2003

• 40 staff with a disability participated in a range of professional development activities through a two day annual conference organised by the Staff with Disabilities Network (SWDN).

• The SWDN has further improved communication and support for staff with a disability through the promotion of an online forum and the establishment of a regional satellite group
Planning Outcome 1: Sound Information Base

Key Result 1.1
EEO statistical data are comprehensive and accurate

The Department encourages completion of EEO surveys by all new employees. Newly recruited permanent and temporary staff continued to be provided with an EEO survey form and a reply paid envelope. The importance of completing the EEO survey was emphasised in staff induction sessions, staff meetings and during in house training. The EEO survey form is available on the Department’s website to provide access by staff members. On the basis of survey responses, EEO statistics were collated for annual EEO statistical reporting, planning and monitoring of the EEO programs.

In 2004, the EEO survey response rate was 51% an increase from 49% in 2003.

To improve the EEO survey completion rate the Department has undertaken the following initiatives:

- In May 2004, an Online EEO Survey facility was established to assist permanent and temporary school teaching staff, school administrative and support staff and public service staff update their EEO information in their personnel records. The online survey was promoted extensively to relevant areas of the Department using a wide range of methods including:
  - emails to school principals, school education directors, regional directors and state office directors
  - advertisements in the Department’s publications such as Education Gazette and Inform
  - notification on the employee’s payslip
  - messages on the Department’s website to draw the attention of staff members to the online survey.

Response rates increased significantly with over 2 500 additional staff members completing the survey as at 31 December 2004.

Further promotion of the online EEO survey has been planned for 2005 to achieve the Department’s target of at least 80 per cent survey completion rate by staff members. The possible expansion of the online survey to casual staff and staff employed under the TAFE Commission Act will be investigated.

- TAFE 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 completion of the EEO survey through a range of communication
channels and providing all employment applicants with EEO forms and the distribution of EEO forms to new employees. Newly recruited staff were encouraged to complete the survey at induction sessions and were advised that all information supplied is strictly confidential. A number of TAFE institutes achieved a survey response rate of over 80% for newly recruited employees. The Hunter Institute achieved a 94.6% EEO completion rate in 2004 while the Western Sydney Institute reached an 88% survey return.

**Data on training and development**

Comprehensive EEO data continued to be collected by individual work areas on staff participation in internal and external training and development programs. Staff members were encouraged to identify their EEO status on training and development application forms.

The data provided by work areas demonstrated that the participation of EEO group members in training and development activities is generally commensurate with their representation in the workforce. For example the Employee Performance and Conduct Directorate reported the participation of EEO group members in various professional development activities included women (60.5%), Aboriginal staff (5.2%), staff with a disability (5.3%), and staff either from racial, ethnic and ethno-religious minority groups or staff whose first language spoken as a child was not English (23.8%). Similarly the Western Sydney Institute reported the participation of EEO group members in professional development activities included women (68.9%), Aboriginal staff (3.2%), staff from racial, ethnic and ethno-religious minority groups (14.8%), staff whose first language spoken as a child was not English (16.9%), staff with a disability (3.3%) and staff with a disability requiring work related adjustment (1.6%).

The Department will investigate options for developing a common process for work areas to collect and report on training and development activities of all staff members including EEO groups.

**Key Result 1.2**

**Qualitative information is collected and used in EEO planning**

Qualitative and quantitative information continued to be collected for EEO planning, monitoring and reporting purposes. Regional offices, state office directorates and TAFE institutes provided progress reports against strategies of the *EEO Management Plan 2002 - 2004*.

Other specific strategies that were implemented during the reporting period included:

- In the latter half of 2004, an EEO consultative group was established with staff members representing regions, state office directorates and TAFE institutes. The main objectives of this group are to work collaboratively for the development of a new
management plan and for the future implementation of the EEO program as well as identifying emerging equity issues at local levels.

- Work areas continued to seek staff feedback on EEO issues through formal and informal mechanisms such as staff meetings, professional development activities and planning sessions and through focus groups. Mechanisms were put in place to support staff members during the restructure. Directors and managers welcomed post interview debriefing which provided an avenue for discussion of any EEO issues during the interview process. Advice, support and follow up was provided on matters relating to EEO.

- EEO representative groups such as the Spokeswomen’s Program, Staff with Disabilities Network, Aboriginals in TAFE Network, TAFE Multicultural Network and Access and Equity Committee provided a key source of information and feedback for EEO planning and evaluation.

- Conferences and training programs for Aboriginal staff and staff with a disability provided opportunities to collect direct input from the participants. This provided a valuable source of information for EEO planning.

- Grievance procedures were implemented and monitored at the local level to ensure preventative measures were in place to address potential workplace grievances and speedy handling of grievances. Work areas maintained a staff grievance record in accordance with the Department’s policy on Responding to Suggestions, Complaints and Allegations.
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. Decision making bodies within the Department either had EEO group representation or were responsible for ensuring that the views of EEO groups were considered. The diverse perspectives of staff are reflected in decision making levels through structures such as EEO representative groups and networks.

Gender representation on the Department’s major decision making bodies included the following outcomes. During 2004, women made up:

- 45.5% of the NSW TAFE Commission Board
- 69.2% of the Board of Adult and Community Education
- 45.5% of the NSW Vocational Education and Training Accreditation Board
- 44.4% of the NSW Board of Vocational Education and Training.

The Board of Management is the Department’s internal key decision making body. As at 31 December 2004, 16.7% of the total members of the board were women.

As at December 2004, 28.6% of the Department's senior executive staff were women.

Regional decision making structures have appropriate representation of EEO group members. The NSW Aboriginal Education Consultative Group Inc, Aboriginal staff members and community elders continued to be involved in regional planning for Aboriginal Education programs and initiatives. EEO group members are represented on selection panels, the regional literacy team and training and development team.

TAFE institute boards and committees maintained broad representation of EEO group members and considered the views of EEO group members at the senior management levels.

For example, the North Coast Institute’s Advisory Council has proportional representation of women, Aboriginal staff and staff whose first language spoken as a child was not English; the Western Sydney Institute’s Consultative Committee, Occupational Health and Safety Committee and the Equity Strategy Reference Group have appropriate representation of EEO groups; and the Riverina Institute’s specific focus on access and equity provides for Aboriginal staff and community contribution and participation in management planning processes. This relationship was significantly improved in 2004 through the Institute’s Business Plan. Key strategic and interactive and awareness programs have been conducted with Aboriginal communities and staff throughout the institute.
Key Result 2.2

Increase in the percentage of EEO group members who perceive that they contribute to decision making

EEO representative groups and networks such as the Spokeswomen’s Program, Staff with Disabilities Network and Aboriginals in TAFE Network were supported and maintained to ensure the diverse perspectives of staff are reflected in decision making.

- 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 Staff with Disabilities Network continued to provide a valuable means of promoting employment, professional development and workplace adjustment needs for staff with a disability in the Department. Key roles of the network include: providing a forum to identify and address issues which affect staff with a disability in the workplace; improving career development and promotion prospects for staff with a disability; offering collegial support and networking opportunities, and carrying out disability awareness for work areas. An improved communication structure has been established between the network and the Department’s senior management to provide feedback on policies and programs relating to staff with a disability.

- The Aboriginals in TAFE Network (ATN) made a positive contribution to address issues relating to Aboriginal staff. The ATN consultation meetings provide an opportunity for ATN members to raise issues of concern, make recommendations relating to relevant policies and procedures and to identify professional development needs. Staff members are encouraged and supported to attend ATN activities to achieve improved outcomes for Aboriginal staff.
PLANNING OUTCOME 3: EEO OUTCOMES INCLUDED IN AGENCY PLANNING

Key Result 3.1
EEO is integrated into agency planning

The Department's strategic planning document the *NSW Education and Training 2005 Priorities Statement*, reflects a strong focus and commitment to EEO principles and objectives. The priorities statement provides the framework within which schools, TAFE and other sections of the Department develop their own plans appropriate to their local needs, in order to produce a dynamic and responsive system of public education and training.

Following are the relevant strategies of the Department's 2005 Priorities Statement where the EEO program can make a positive contribution to support the Department's corporate priorities:

- *Increasing vocational education and training opportunities to improve employment outcomes for Aboriginal people, people with a disability and women including those living in rural and regional NSW.*

- *Improving access to professional development opportunities for teachers and staff in public schools and TAFE colleges.*

- *Improving teacher recruitment, retraining and retention and meeting the demand for casual teachers in public schools (particularly for EEO group members).*

- *Increasing the number of Apprenticeships and Traineeships for women, people with a disability, Aboriginal people and people living in rural and regional NSW.*

- *Ensuring compliance with occupational health and safety requirements.*

- *Building a strong, vibrant and progressive system of Public Education to increase community confidence in schools.*

The Department's *EEO Management Plan 2005 - 2008* has been developed following a review of the previous *EEO Management Plan 2002 - 2004*. This plan builds on the achievements and experience of the previous management plan to continue its success. New or modified strategies have been formulated through extensive consultation with work areas to ensure widespread support for this plan. Strategies of the plan are also linked to the Department's priorities statement so the EEO issues are integrated in the human resources and business plans of the Department in order to improve equity and diversity in the public education system.

The EEO management plan and the EEO annual report are published on the Department’s website and hard copies are provided to the Department’s libraries and to EEO representative groups and networks to facilitate the development of their action plans.
ACTION OUTCOME 4: FAIR POLICIES AND PROCEDURES

Key Result 4.1
Employment policies and procedures comply with equity standards

The Department has an ongoing process of revision and updating of human resource policies. The policies are developed or revised in accordance with relevant legislation, awards, agreements and relevant equity standards. The draft *Equity Standards*, a publication of OEED, has been taken into consideration for ensuring equity standards while reviewing or developing human resource policies and procedures.

The Department also published a policy development guideline document *Policy Documents - DET Requirements* to ensure that all departmental polices comply with the Department’s standards including equity.

A number of significant human resource policies were developed or amended during 2004 including:

- **Recruitment and Staff Selection Policy and Guidelines for all Public Service and Non School Based Education Teaching Service Positions in the NSW Department of Education and Training**

- **TAFE NSW Recruitment and Staff Selection Policy**

  These policies take account of the temporary employment, casual employment, and staff mobility provisions in the *Public Sector Employment and Management Act 2002* and related acts.

- **Senior Executive Service and Senior Officers Performance Management Scheme**

  The Performance Management Scheme establishes a basis for objective decisions concerning senior executive service and senior officers’ performance and development. It can also form the basis of decisions relating to the professional development of senior executive service and senior officers, and in the case of senior executive service officers, decisions relating to contract renewal.

  The scheme is also an essential element in the creation of an organisational culture which promotes high quality performance and the individual acceptance of responsibility and accountability.

- **Pre-employment Program for Overseas Trained Teachers**

  The Department revised its policy and guidelines to support overseas trained teachers who are seeking employment with the NSW Department of Education and Training. The *Pre-employment Program for Overseas Trained Teachers* has been developed to provide opportunities for overseas trained teacher employment applicants to gain in-school experience. This experience is gained during a mandatory *Orientation Program*...
and In-school Assessment and an optional Bridging Course which provides additional teaching practice if recommended.

- **Eligibility Requirements for Head Teacher Positions in NSW Government Schools**

  A new policy describing revised eligibility requirements for head teacher positions in high schools and central schools was issued in October 2004. The new policy is based on the principle that head teachers should possess appropriate academic qualifications whilst providing scope for the eligibility of applicants to be considered through an assessment of training, skills and experience as being equivalent to the required academic qualifications.

- **TAFE NSW Maternity Leave Policy**

  This policy was issued in May 2004 and was developed to take account of amendments to the maternity leave provisions in the *Industrial Relations Act 1996*, including the entitlements of regular casual employees.

  The policy also takes account of TAFE NSW’s obligations under the *Occupational Health and Safety Act 2000* and the *Occupational Health and Safety Regulation 2001* to take reasonable steps to identify and eliminate risks to the health and safety in the workplace of female employees who are pregnant.

- **Long Service Leave Policy - Part time Casual Teachers, Coordinators and Counsellors in TAFE**

  Additional guidelines were developed to provide clarification on the application of “slackness of trade”, as referred to in section 4(11)(a1)(v) of the *Long Service Leave Act 1955*.

  The additional guidelines were issued as Department Circular IRC04/10 “Slackness of Trade” - *Long Service Leave Administrative Guidelines for Part Time Casual Teachers, Coordinators and Counsellors in TAFE NSW*.

- **Promotion and implementation of the Disability Action Plan 2004 - 2006**, which is a major planning and accountability document used throughout the Department. It provides directions for improving the delivery of programs and services to people with a disability, and identifies strategies for raising disability awareness which will help to develop a climate in which people with a disability feel confident to pursue educational and employment goals in a more inclusive work environment.

- **Promotion of the NSW Government's Ethnic Affairs Priorities Statement (EAPS)**, which provides a framework for individual agencies to develop programs and strategies to support the principles of multiculturalism. A range of initiatives aimed at improving career opportunities for people from racial, ethnic and ethno-religious minority groups and people whose language first spoken as a child was not English 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; Pre-employment Program for Overseas Trained Teachers* and *Anti-Racism* training program.

**Key Result 4.2**

**Policies and practices meet both the diverse needs of employees and agency business and service goals**

The Department continued to implement a range of flexible and responsive workplace practices to support the diverse needs of staff and to improve the delivery of the Department’s services. These included the following:

- Recognition of flexible work arrangements as an important strategy to ensure a family friendly work environment and to assist staff in balancing their work and other responsibilities more effectively. Information on the range of available flexible work arrangements was promoted to staff through induction programs, human resource managers, staff support officers, Spokeswomen and through internal publications and the intranet. During 2004, 31,185 staff across the Department accessed part time work options including permanent and temporary part time work, job sharing and leave without pay arrangements. Women made up 93.5% of staff accessing these options. Of the 36,029 staff who took short term absences for family and community responsibilities during the reporting period, 70.9% were women.

- 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. During 2004, four staff members successfully completed the community language assessment test, bringing to 129 the total number of bilingual staff members participating in the CLAS with 31 different languages covered.

- 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. The principles of *Adjustment at Work* have been incorporated in the Department’s staff training and recruitment activities and the refurbishment of departmental buildings.

- 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 to gain new skills and experiences. In 2004, an additional 183 staff joined the scheme and these staff will take their deferred salary year in 2008. Ninety six staff took their deferred salary year during 2004.
• 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. During 2004, 8 516 eligible departmental employees participated in the scheme, compared with 7 168 in 2003.

• Financial sponsorship of the Nanbaree Child Centre, to support childcare needs of departmental employees based at Sydney CBD. The Department is also represented on the Centre’s management committee. During 2004, three departmental staff accessed child care facilities at the Nanbaree Child Centre.

**Key Result 4.3**

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

Substantial structural reorganisation and workplace changes continued to be finalised during 2004. 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.

In 2004, the Department reviewed all positions based in State Office locations as part of a major restructure and to re-focus the State Office functions. This process was designed to provide better support for the delivery of high quality education and training through its schools and TAFE colleges to students, the community and industry. In the context of functional realignment of the Department, individual positions were designed to meet the key objectives of the Department as well as ensuring a positive work environment for employees.

The Department utilises two job analysis and job evaluation tools – the *Cullen Egan Dell* and *Whole of Job Methodologies* to review job design. These processes ensure that jobs are developed with a focus on the Department’s business plan.
ACTION OUTCOME 5: NEEDS BASED PROGRAMS FOR EEO GROUPS

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

Across the Department, expressions of interest for various positions were circulated widely to ensure that fair and equitable development opportunities were available to staff at all levels. Information on higher duties and developmental opportunities were regularly advertised through the Department’s website.

<table>
<thead>
<tr>
<th>Staff Acting in Higher Positions during 2004</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>18,908</td>
</tr>
<tr>
<td>Women</td>
<td>13,299</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>121</td>
</tr>
<tr>
<td>People whose first language was not English</td>
<td>2,308</td>
</tr>
<tr>
<td>People with a disability</td>
<td>337</td>
</tr>
<tr>
<td>People with a disability requiring adjustment</td>
<td>144</td>
</tr>
</tbody>
</table>


The figures presented in this table are actual numbers derived from the EEO survey, not a weighted estimate. As the EEO survey completion rate for the Department was approximately 51% in June 2004, it is likely that a larger number of EEO group members were acting in higher positions but have not been identified as such in the personnel system. To provide a more accurate indication of the number of EEO group members acting in higher positions these figures need to be weighted.

In order to improve the EEO survey response rate the Department has established an Online EEO Survey facility in 2004 to assist permanent and temporary teaching staff, school administrative and support staff and public service staff to update their EEO information in their personnel records. The online survey will continue to be promoted in 2005 to increase the EEO survey completion by staff members.

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.

---

3 The weighted methods were introduced by the Office of Employment Equity and Diversity, NSW Premier’s Department in 1998 to estimate the representation of EEO groups in the workforce where EEO survey response rates were less than 100%.
Development opportunities for women

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

During 2004, several programs were funded to provide management and leadership training based on the specific needs of managers, senior executives and those aspiring to management positions. More than 50% of participants in these courses were women. Some examples of the participation of women in courses include:

- Two places in the Executive Master in Public Administration Program were filled by women employees.
- Participation by two women employees in the Graduate Diploma in Public Administration.
- Participation by 35 managers in six short courses offered though the Institute of Public Administration or the Training and Development Centre. Of these participants, 22 were women and 6 participants identified as people whose first language spoken as a child was not English.
- Participation by 10 staff members in the Public Sector Management Program, a nationally accredited, graduate management program aimed at enhancing the knowledge and skills of managers. Of these participants seven were women, two of whom identified as people whose first language spoken as a child was not English.
- Participation by 13 staff members in Frontline Management, a nationally recognised and accredited management development program which develops participants’ managerial competencies and skills to enhance their workplace leadership role. Of the 13 participants, eight were women.
- All 45 school administrative and support (SAS) staff who participated in the Certificate in Administrative Leadership (CAL) were women. CAL is a professional development program targeting SAS staff to support their knowledge and skills development.
- Participation by 29 staff members in the Certificate IV in Assessment and Workplace Training which is a nationally accredited program. The program provides participants with the competencies to plan, deliver and assess training and development programs. Of these participants, 26 were women.
- Participation by an increasing number of EEO group members in a wide range of internal and external training and development activities across TAFE institutes. In particular, participation of women in such activities exceeded the target of 50%. For example, a wide variety of management and leadership development programs were conducted across TAFE institutes including, Leader as Coach, Lighthouse Leadership, Performance Enhancement, Team Development Strategies and Women in
Educational Leadership. These courses were designed to improve management and leadership skills. Participation of women in these courses either reached or exceeded the target level.

- Continued implementation of the Certificate III in Education Support Teachers Aide (Special). The program is designed to meet the training and professional development needs of teachers aides (special) who support students with disabilities in all school settings. In 2004, 70 teachers aides (special) enrolled in Certificate III in Education Support Teachers Aides (Special), 68 of whom were women and two women were from racial, ethnic and ethno-religious minority groups.

- Implementation of training for the Office Automation and School Information System (OASIS), which is a school administration system designed specifically for NSW government schools. In 2004, training in the OASIS system was offered face-to-face through Adult Education Centres and through the use of 30 laptops made available for regional training. Of the 2 148 SAS staff who participated in this technology training, 96% were women.

- Implementation of the Health Care Procedure training for school assistants and teachers aides (special) who are involved in assisting students with high support needs. In 2004, 369 teachers aides (special) received this training and a further 385 teachers aides (special) received the two hour recertification training. In total 731 participants were women with 29 of these women coming from racial, ethnic or ethno-religious minority groups.

- Participation by 30 Spokeswomen from schools, regions, state office and TAFE institutes in the departmental annual Spokeswomen’s Information Day on 5 May 2004. The professional development segments covered issues such as “Twenty years after the passage of the Sex Discrimination Act. What has changed? What needs to be changed?” presented by Dr Susan Ryan, former federal minister responsible for the Status of Women. Ms Anne Hollonds, Chief Executive Officer, Relationships Australia presented a session on happiness and relationships. Professional support and networking opportunities for Spokeswomen were strengthened with links between Spokeswomen and the Women in Educational Leadership network and the Premier’s Council for Women. The Spokeswomen’s website was enhanced to support Spokeswomen in their role and to educate all staff on the program.

- Participation in and support by the Department for the Women in Educational Leadership (WIEL) network. During 2004 the network conducted two state conferences. One conference was held in Sydney and a similar conference was held in Dubbo for women in country areas. Three hundred women attended the Sydney conference from all over the state while a hundred women took advantage of the conference in Dubbo. Ms Stephanie Dowrick, author and psychologist was the keynote speaker for both venues. Participants in the conferences rated the events highly and commented that women in executive positions or aspiring to leadership positions particularly in country areas, greatly benefited by having access to the professional development and networking opportunities.
Development opportunities for Aboriginal people

The Department promoted and implemented a significant range of initiatives to enhance professional development opportunities for Aboriginal staff. Outcomes achieved in 2004 included:

- Seven teachers and nine Aboriginal Education Assistants participated in the Aboriginal Mentor Program. The program provided participants with personal guidance in career development by linking them to a mentor. Outcomes for those being mentored ranged from increased confidence from regular contact with a successful role model to new insights into personal and professional development. Outcomes for mentors included an understanding and awareness of Aboriginal people and their needs and aspirations, as well as an opportunity to pass on knowledge and skills through interaction with Aboriginal staff.

- Two workshops for newly recruited Aboriginal teachers were offered with over 30 participants in each workshop. The workshops addressed the teachers’ professional development needs and quality teaching issues and also increased the awareness of local and regional support networks for Aboriginal teachers.

- Four teachers participated in the Aboriginal Teacher Career Pathway program. The program aims to develop career prospects and opportunities for Aboriginal teachers in schools, regions and TAFE institutes by enabling them to observe a departmental staff member and gain new information and insight into a position to which they aspire within the Department.

- Twenty two staff members (including indigenous and non indigenous staff) participated in an indigenous cultural awareness workshop, Journey Through Aboriginal Eyes conducted by the Western Sydney Institute. The workshop emphasised Aboriginal learning styles rather than the ‘academic’ way of learning. The content focused on Australian history and its impact on Aboriginal people and culture, promoting understanding and empathy.

- Thirty Aboriginal Education Assistants (AEAs) participated in the Certificate III Traineeships during 2004. Of the 30 participants, 13 have commenced the traineeships during the reporting period while 17 continued their training. 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.

Development opportunities for staff from racial, ethnic or ethno-religious minority groups and staff whose language first spoken as a child was not English
The Department provided a broad range of programs to improve skills and professional 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.

- Twenty percent of the Department sponsored places in the Public Sector Management Program were filled by staff whose first language spoken as a child was not English.

- Four staff members successfully completed the community language assessment test, bringing to 129 the total number of bilingual staff members participating in the Community Language Allowance Scheme with 31 different languages covered.

- One hundred and nineteen staff members of AMES participated in the LearnScope project. Of the total participants, 77.3% were women, 42% were staff whose first language spoken as a child was not English and 2.5% staff identified as having a disability. The project focused on developing the skills and knowledge of participants in the design and application of e-learning strategies to support the needs of students/clients from diverse backgrounds.

- Four staff members participated in the Skillmax courses. These courses are designed to improve the written and spoken communication skills of public sector employees whose language first spoken as a child was not English.

- The Department continued to participate in the Public Sector Traineeship Strategy. In 2004, 256 trainees commenced the traineeships, of whom 35 were new entrants and 221 existing worker trainees. Of the 256 trainees, 237 were women, 13 identified themselves as people whose first language spoken as a child was not English, 21 identified as Aboriginal people and three were people with a disability.

- Thirty eight teachers from 15 schools participated in the Cooling Conflicts program which provides participants with understanding and skills for managing cross cultural conflict through the use of drama and peer teaching. A further 163 teachers from 81 schools and 18 staff members from regional offices participated in an introductory one day training to promote and implement the program more widely.

- The Western Sydney Institute-OTEN introduced a guide titled Cultural Diversity and Distance Learning at its Harmony Day function in March 2004. The guide provides practical strategies for distance education teachers who are working with learners from language backgrounds other than English to increase sensitivity to international and local issues and cross cultural awareness.

- The Riverina Institute developed and implemented a cross cultural training initiative targeting teaching staff to increase cultural awareness and develop cultural competencies for working in a culturally and linguistically diverse environment. The cross cultural training was promoted externally and offered on a fee for service basis to staff from the Department of Community Services, Local Area Health Service, NSW Department of Housing and Albury City Council.
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. Significant outcomes in 2004 included the following:

- Thirty staff with a disability from TAFE institutes and state office locations participated in the Mentor Program either as a mentor or a person being mentored, an increase from 20 participants in 2003. The programs provided participants with personal and professional development opportunities. At the conclusion of the program two participants were acting in higher positions, four participants were undertaking tertiary studies and two other participants undertook short courses – one in writing skills and the other one in JAWS software.

- This Mentor Program has been recognised and published online as an EEO Good Practice Example by OEED, NSW Premier’s Department. The program is also included in the current edition of Mentoring Made Easy, a publication of OEED.

- Approximately 40 staff with a disability participated in a range of professional development activities through an annual conference organised by the Staff with Disabilities Network (SWDN). The professional development activities included Mentoring, Selection and Recruitment Techniques and Auslan and Adaptive Technology. The annual conference provided participants with professional development opportunities in a positive and inclusive learning environment, and a networking opportunity.

- Nineteen staff members participated in a two and half day workshop on Deafness Awareness conducted by the Western Sydney Institute. The workshops aimed to improve deafness awareness at the workplace and provide staff with knowledge of the use of Auslan and adaptive technologies for hearing impairment. Of the 19 participants, 10% were staff with a disability, 15% were staff whose first language spoken as a child was not English and 68% were women.

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 and human resource policies and procedures. Specific strategies were implemented to enhance participation of specific EEO groups such as Aboriginal people, people with a disability and people whose first language spoken as a child was not English 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 in print and electronic form with accessible formats and in community newspapers such as the *Koori Mail* and ethnic press where appropriate. Targeted positions for people with a disability were also advertised through community based recruitment agencies that specialised in assisting people with a disability.

The Department maintained a strong network and collaboration with the NSW Aboriginal Education Consultative Group Inc., Disability Employment Services, the Commonwealth Rehabilitation Service, Australia and the Employer Making a Difference to improve the access and participation of EEO groups in the Department's workforce.

Specific strategies implemented during 2004 included the following:

- **Provision of Teacher Education Scholarships** dedicated to Aboriginal people to encourage them to become teachers in the NSW government schools. In 2004, 35 scholarships were offered to Aboriginal people with 32 accepted.

- **Appointment of 37 Aboriginal teachers to permanent positions during the 2003 - 2004 staffing operation under the Aboriginal and Torres Strait Islander Employment Program.**

- **Provision of priority transfer to 15 Aboriginal teachers under the Aboriginal and Torres Strait Islander Transfer Scheme,** an increase from 11 in 2003.

- **Participation of 125 students from 11 high schools in rural areas in the Aboriginal Student University Links program,** an increase from 30 students in 2003. The program provides students with awareness of university programs for teaching and other careers.

- **Publication of the Aboriginal Education Review report *Yanigurra Muya: Ganggurrinyama Yarri Guurulaw Yirringin gurray – Freeing the Spirit: Dreaming and Equal Future.*** The report contains comprehensive recommendations to achieve sustainable improvements in education, employment and participation of Aboriginal people. These recommendations will inform the Department’s priorities for Aboriginal people.

- **Provision of collegial networks, mentoring and career development support for staff with a disability through the Staff with Disabilities Network.**

- **Review of the Department’s current programs for people with a disability including WorkAble by a working party with representatives from the Human Resources and the Disability Programs Directorates.** The working party will recommend ways for improving and promoting programs and to strengthen collaboration across the Department to achieve better outcomes for people with a disability. These recommendations will complement the relevant strategies of the EEO Management
Plan 2005 - 2008 and the Disability Action Plan 2004 - 2006 to further improve recruitment, retention and career development opportunities for people with a disability within the Department.

- Participation of 136 overseas trained teachers in a mandatory Pre-employment Program for Overseas Trained Teachers. The program provides opportunities for overseas trained teacher employment applicants to gain in-school experience in NSW public schools which assists their transition into the NSW educational environment. The Program includes:
  - an orientation program of 12 days, comprising: an introductory two day workshop covering the NSW curriculum, school organisation, cultural awareness, introduction to NSW classroom practice, student management and child protection; a nine day in-school placement including observation and professional discussion, supported by a coordinating teacher; and a one day concluding workshop; and
  - in-school assessment of five days.

Following successful completion of the program and a successful personal suitability interview, applicants receive approval to teach. Feedback on the Program from principals and overseas trained teacher participants has been very positive.

- Continued participation by the Department in the Public Sector Traineeship Strategy. In 2004, 256 trainees commenced traineeships, of whom 35 were new entrants and 221 existing worker trainees. These trainees were employed under a formal training agreement in a job which combines work and structured training. Of the 256 trainees, 237 were women, 13 identified themselves as people whose first language spoken as a child was not English, 21 identified as Aboriginal people and 3 were people with a disability.

The majority of trainees (221) are undertaking the Education Support traineeships. Thirteen of these trainees are Aboriginal Education Assistants, 184 of the trainees are School Assistants and 24 trainees are Teachers Aides (special).
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

EEO accountabilities were included in all performance agreements for the Department’s SES officers, senior officers and managers in TAFE institutes. Officers were required to implement and report on the progress of EEO programs and other accountabilities as part of the performance agreement process. During the reporting period the Senior Executive Service and Senior Officers Performance Management Scheme was developed and implemented.

Management decision making processes and the Department’s corporate strategies continued to incorporate EEO target areas to achieve further improvement. A wide variety of targeted programs and initiatives were developed and implemented to achieve improvements in equity and workforce diversity (key results 5.1 and 5.2).

Position descriptions, internal performance reviews and professional development programs for TAFE Institute Managers reflected EEO group accountabilities. To promote fair work practices, EEO principles were reinforced in all procedural documents involving staff selection and management accountabilities including those relating to prevention of harassment, grievance resolution, and safe and supportive work environments.

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

The Department continued to incorporate appropriate EEO content into specific training programs in recognition of EEO being part of the core business of the Department. Examples of the range of strategies undertaken to integrate EEO issues into relevant training and development in schools, regions, state office and TAFE institutes included the following:

- Modification and development of induction resources for newly recruited teaching staff and public service staff during the reporting period. These resources contain detailed information on EEO and the Department’s targeted programs for EEO groups, relevant human resource policies as well as advising new staff of their rights and responsibilities under anti-discrimination legislation. Information regarding the online EEO survey and the importance of completing the survey is also included.

- 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 equity issues and their resolution.
• Incorporation of diversity and equity in the induction programs for new staff in TAFE institutes. This included information on current EEO policies, cross cultural awareness, grievance procedures and anti-discrimination policies. In addition to online publications, induction manuals and other resources were produced in plain English and in alternate formats such as braille, large print, audio cassettes and CD-ROM.

• Incorporation of equity and diversity issues into a range of staff training and development programs. Such programs included Staff Selection and Recruitment, Leadership Development, Certificate of Administrative Leadership and Conflict Resolution. A key focus area of the recruitment and refresher training relates to specific needs of EEO groups including disability awareness, workplace diversity 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, regions and TAFE institutes have access to information related to EEO policies and programs and other key human resource policies of the Department. Effective communication remains a key issue for the Department because of its size and diversity.

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

• Provision of information in accessible formats for people with a disability through the Disability Access website: [https://www.det.nsw.edu.au/disabilityaccess/](https://www.det.nsw.edu.au/disabilityaccess/). The site has assisted with the promotion of the Department’s publications including EEO information. Throughout 2004 the website was reviewed on a regular basis and continues to be a user friendly tool. The site also provides information on disability programs and services in public education and training in NSW with links to employment and related disability services.

• Widespread promotion and publication of equity policies and associated procedures to enable staff access to the relevant information. This included the:
  - maintenance and updating of the EEO home page which contains information on EEO policies and programs, and provides easy access to relevant human resource policies with links to other useful sites.
  - online publication of the 2003 EEO Annual Report, the 2002 - 2004 EEO Management Plan and guidelines for Workplace Adjustment for People with a Disability.
• 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.

• 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.

• Translation of key publications and brochures into various languages on the Department’s website to improve access to people who speak a language other than English.
PROGRAM OUTCOME 7: A WORKPLACE CULTURE DISPLAYING FAIR PRACTICES AND BEHAVIOUR

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, staff support officers and training and information sessions. During the reporting period, Anti-Racism Contact Officers at regions, Harassment Contact Officers at TAFE institutes and other staff were trained in grievance procedures and in developing skills in addressing concerns, improving service and preventing future problems. The anti-harassment video training package continued to be used in staff training to raise awareness of staff of their rights and obligations under anti-discrimination legislation. An improved awareness of the complaint handling procedures is leading to more efficient and timely handling of grievances at local level. One hundred and fourteen complaints were referred to state office for further investigation and resolution.

- Participation of 360 Anti-Racism Contact Officers and executive staff in anti-racism training initiatives. Mediation and conflict resolution training was provided to staff support officers to assist them in their roles in the prevention and management of conflict and grievances. The emphasis of the training was on facilitating early resolution at the local level.

- Inclusion of equity and diversity issues including the Principles of Multiculturalism and the Ethnic Affairs Priorities Statement into the induction materials for principals and deputy principals to improve awareness of these issues.

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 (OH&S) and Injury Management, and procedures for Responding to Suggestions, Complaints and Allegations to guide staff to efficiently deal with concerns and grievances. A range of communication strategies was used to inform staff of policies and programs including the Department’s intranet,
Examples of these strategies included the following:

- The Department in partnership with the NSW Aboriginal Education Consultative Group Inc and the NSW Teachers Federation produced the *Welcome to Country and Acknowledgement of Country: Guidelines and Protocols*. The guidelines provide background information and advice about the best way for *Welcome and Acknowledgement of Country* ceremonies to be held. By incorporating Aboriginal Acknowledgements and Ceremonies into official events and daily proceedings, public schools and TAFE institutes can provide opportunities to recognise and pay respect to the culture and heritage of Aboriginal people. They also communicate to the broader community the cultural heritage of Aboriginal people and promote mutual respect and understanding. The guidelines have been published on the Department’s website.

- The EAP which is a free and confidential counselling service to support 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 EAP was extensively promoted to all staff through:

  - Staff Support Officers who are responsible for promoting and monitoring of the EAP in the Department
  - Seminars provided by the EAP providers
  - Multilingual brochures and posters
  - Staff induction and staff meetings
  - *Staff with Disabilities Network* and Spokeswomen
  - Departmental resources such as school counsellors, student services and other equity staff.

The accessibility of EAP services to staff was monitored by the Department including the use of interpreting and translating services by EAP providers.

Table 7.1 represents the percentage of EEO group members accessing the EAP services.
Table 7.1 - Employee Assistance Program (EAP)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total number of staff accessing general counselling</th>
<th>Women</th>
<th>Aboriginal staff</th>
<th>Staff from racial, ethnic and ethno-religious minority groups</th>
<th>Staff with a disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>2 869</td>
<td>70.6%</td>
<td>0.4%</td>
<td>0.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>2004</td>
<td>2 563</td>
<td>71.0%</td>
<td>0.9%</td>
<td>1.0%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

There has been a slight decrease in the total number of staff accessing EAP, however, the proportionate usage of EAP by EEO groups has increased slightly except staff with a disability.

- OH&S committee members conducted numerous workplace audits recognising potential safety hazards and made a number of recommendations which were acted upon to ensure a safe and supportive working environment for employees.

- 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 support officers and first aid officers.

- During the reporting period, 535 teachers enrolled in online training programs for cardio pulmonary resuscitation and 712 teachers completed emergency care re-certification conducted in association with the Royal Life Saving Society.

- In 2004, 150 principals participated in serious incident management simulation in collaboration with the NSW Police Service.

- Over 480 teacher aides (special) were certified in Health Care Procedures and 70 were supported to complete the Certificate III in Education Support.

- TAFE institutes have addressed the issue of a safe and supportive workplace through local strategies that supplement Department-wide strategies. Within TAFE institutes OH&S committee members continued to play a key role in identifying training needs, workplace safety issues and recommending corrective actions. For example, the Hunter Institute has reported significant improvements in OH&S performance including:
  - 29% reduction in the number of workers compensation claims since 2000
  - 64% reduction in the amount of lost time per claim taken by staff who suffered a compensable injury compared with 2000
  - 29% drop in the total claims cost compared with 2000.

In addition, a number of strategies continued to be implemented by TAFE institutes to improve the health and wellbeing of staff, including health promotion education and training programs.
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. A significant number of human resource policies were developed or modified during the reporting period to ensure that they comply with equity standards (key result 4.1).

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 other media such as the Koori Mail.

Increased participation of EEO group members on selection panels was encouraged and the principles of adjustment at work were implemented as required. Human resource representatives continued to be on the selection panels to provide advice and support and to monitor the selection process. During 2004, 238 Aboriginal teachers and 56 Aboriginal non teaching staff participated on selection panels. Representation of other EEO groups on the selection panels for school teaching and public service positions is presented in Table 8.4 of this report.

The following table represents the total number of new staff recruited in schools, regions, state office and TAFE institutes during 2004, and the representation of EEO group members.

Table 8.1 - Recruitment data

<table>
<thead>
<tr>
<th>Total number of staff recruited</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of staff recruited</td>
<td>5,771</td>
</tr>
<tr>
<td>Women</td>
<td>71.0%</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>2.3%</td>
</tr>
<tr>
<td>People from racial, ethnic and ethno-religious minority groups</td>
<td>12.0%</td>
</tr>
<tr>
<td>People whose first language spoken as a child was not English</td>
<td>14.0%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>4.0%</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Source: Department’s Workforce Profile data as at 30 June 2004.

* In previous years, recruitment data were reported individually for the TAFE sector and for the schools and state office sector. From 2004 onwards the Department will report on combined data encompassing all areas of the Department. This will also meet the reporting requirements using EEO Expert in the future.
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 positions based in state office directorates.

**Table 8.2 - Teaching positions in Schools - 1 January 2004 to 31 December 2004**

<table>
<thead>
<tr>
<th></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>4 590 (54.9%)</td>
<td>3 772 (45.1%)</td>
<td>2 011 (61.7%)</td>
</tr>
<tr>
<td>Classroom teachers</td>
<td>3 260 (80.1%)</td>
<td>811 (19.9%)</td>
<td>576 (79.2%)</td>
</tr>
<tr>
<td>Total</td>
<td>7 850 (63.1%)</td>
<td>4 583 (36.9%)</td>
<td>2 587 (64.9%)</td>
</tr>
</tbody>
</table>

**Source:** Human Resource Staffing Services Directorate

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 regions (excluding regional corporate services and TAFE institutes) and state office filled through merit selection - 1 January 2004 to 31 December 2004**

<table>
<thead>
<tr>
<th></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>1 875 (68.7%)</td>
<td>853 (31.3%)</td>
<td>849 (71.0%)</td>
</tr>
<tr>
<td>Non-school based teaching service positions</td>
<td>1 411 (58.5%)</td>
<td>998 (41.5%)</td>
<td>692 (62.6%)</td>
</tr>
<tr>
<td>TAFE positions (based at state office)</td>
<td>25 (71.4%)</td>
<td>10 (28.6%)</td>
<td>16 (72.7%)</td>
</tr>
<tr>
<td>Total</td>
<td>3 311 (64.0%)</td>
<td>1 861 (36.0%)</td>
<td>1 557 (67.0%)</td>
</tr>
</tbody>
</table>

**Source:** Human Resource Services and Systems Directorate

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.
The following table summarises the composition of selection panel members.

**Table 8.4 - Composition of selection panels for schools, regions (excluding regional corporate services and TAFE institutes) and state office positions during 2004**

<table>
<thead>
<tr>
<th>Number and percentages of EEO group members on panel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of positions</strong></td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Teaching positions in schools</td>
</tr>
<tr>
<td>School administrative and support staff</td>
</tr>
<tr>
<td>Non-school based teaching service positions</td>
</tr>
<tr>
<td>Public service positions</td>
</tr>
<tr>
<td>TAFE positions (based at state office)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**Source:** Human Resource Staffing Services Directorate and Human Resource Services and Systems Directorate

* Data has not been collected in 2004, however, processes are in place to collect data in 2005.

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 all EEO groups in recruitment processes will continue to be implemented and monitored in 2005.
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. Statistics on recruitment and separation of EEO group members were reviewed to modify strategies to improve the recruitment and retention of each EEO group.

The following table represents the total number of staff who have separated during the reporting period including staff in schools, regions, state office and TAFE institutes, and the proportion of EEO group members.

Table 8.5 - Separation of EEO groups

<table>
<thead>
<tr>
<th>Total number of staff separated</th>
<th>*2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>62.0%</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>1.1%</td>
</tr>
<tr>
<td>People from racial, ethnic and ethno-religious minority groups</td>
<td>10.0%</td>
</tr>
<tr>
<td>People whose first language spoken as a child was not English</td>
<td>11.0%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>7.0%</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

Source: Department’s Workforce Profile data as at 30 June 2004.

* In previous years, separation data were reported individually for the TAFE sector and for the schools and state office sector. From 2004 onwards the Department will report on combined data encompassing all areas of the Department. This will also meet the reporting requirements using EEO Expert in the future.
The following table represents the comparative proportions of EEO group members in recruitment (Table 8.1), separation (Table 8.5) and in their overall representation in the Department’s workforce in 2004 (Appendix 3).

**Table 8.6 - Comparison of representation of EEO groups**

<table>
<thead>
<tr>
<th></th>
<th>Recruitment</th>
<th>Separation</th>
<th>Representation in the workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>71.0%</td>
<td>62.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>2.3%</td>
<td>1.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>People from racial, ethnic and ethno-religious minority groups</td>
<td>12.0%</td>
<td>10.0%</td>
<td>12.0%</td>
</tr>
<tr>
<td>People whose first language spoken as a child was not English</td>
<td>14.0%</td>
<td>11.0%</td>
<td>11.0%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>4.0%</td>
<td>7.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>0.5%</td>
<td>2.3%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

**Source**: Workforce Profile data as at 30 June 2004.

The separation rate of women (62%) was lower than their proportion in recruitment figures (71%) and in their overall representation (70.0%) in the 2004 workforce. A similar trend has been reflected for Aboriginal staff and staff from racial, ethnic and ethno-religious minority groups in terms of their representation in separation, recruitment and in the workforce.

The separation rate of staff whose first language spoken as a child was not English (11.0%) was lower than their proportion in recruitment figures (14.0%), however, it was equal to their overall representation in the workforce.

The separation rate of staff with a disability and staff with a disability requiring adjustment at work was higher than the proportion of these staff in recruitment and in the workforce respectively.

A wide range of strategies were implemented across the Department to facilitate retention, career development and promotional opportunities for EEO groups including:

- increasing employment and retention opportunities for Aboriginal staff through a range of targeted employment, professional development programs and network support (key results 5.1 and 5.2).
• maximising the career potential and retention of staff with a disability through targeted training programs through the Staff with Disabilities Network as well as individual mentoring support and assistance.

• 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.

• 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 Disabilities Network and Aboriginals in TAFE Network.

• analysing exit interviews by TAFE institutes to determine the reasons for staff leaving. Areas of dissatisfaction were followed up and appropriate measures were 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 *EEO Management Plan* for 2002 - 2004, the *Disability Action Plan* 2005 - 2008 and the *Ethnic Affairs Priorities Statement* to improve access and participation of EEO group members in the Department’s workforce.

The NSW Government’s targets for EEO groups are benchmarked against their estimated representation in the NSW working age population. These benchmarks are currently: 50% for women; 2% for Aboriginal people; 19% for people whose language first spoken as a child was not English or people from racial, ethnic and ethno-religious minority groups; 12% for people with a disability; and 7% for people with a disability requiring adjustment at work.

The representation of EEO groups in the Department’s workforce and across all salary levels has been reported in *Appendix 3* of this report. In the previous years, two individual statistical tables, one for the TAFE sector and the other one for the schools and state office sector, were used to demonstrate the representation of EEO groups in the Department’s workforce. In 2004 a combined EEO statistical table encompassing all areas of the Department has been used. This will comply with the EEO reporting requirements using *EEO Expert* in 2005. The use of combined statistics also provides the opportunity for measuring the EEO performance over time and benchmarking performance against a consistent set of performance indicators across the Department.

In 2004, women made up 70% of the total permanent and temporary workforce (not including casuals) in the Department.

The representation of women in promotion positions in NSW government schools continues to improve as indicated in the following table:

<table>
<thead>
<tr>
<th>Proportion of women in</th>
<th>Primary Schools</th>
<th>Secondary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion positions</td>
<td>53.5%</td>
<td>62.1%</td>
</tr>
<tr>
<td>Principal positions</td>
<td>31.5%</td>
<td>42.4%</td>
</tr>
</tbody>
</table>

The estimated representation of other EEO groups in the Department’s workforce in 2004 (*Appendix 3*) using weighted data, were:

- 1.3% Aboriginal people
- 12% from a racial, ethnic and ethno-religious minority group
• 11% whose first language spoken as a child was not English
• 5% having a disability
• 1.5% with a disability requiring adjustment at work.

During the reporting period the Department continued to support and implement a variety of targeted strategies for Aboriginal people, people with a disability and other EEO groups to ensure equity and diversity in its workforce (key result 5.2).

An extensive consultation process was implemented to develop the new EEO Management Plan 2005 - 2008 with relevant stakeholders including the departmental directorates, regions, TAFE Institutes, Staff with Disabilities Network and the NSW Premier’s Department. The consultation process contributed to the identification of emerging equity issues and the development or modification of strategies of the plan to achieve improved EEO outcomes.

The Review of Aboriginal Education was concluded in 2004. The review report Yanigurra Muya: Ganggurrinyama Yaarri Guurulaw Yirringin.gurray - Freeing the Spirit: Dreaming an Equal Future contains comprehensive recommendations to achieve sustainable improvements in the education, employment and participation of Aboriginal people. These recommendations will inform the Department’s priorities for Aboriginal people.

**Key Result 9.2**  
**Employee diversity across salary levels**

The Department is strongly committed to increasing employee diversity across salary levels and occupations. As shown at Appendix 3 of this report the representation of EEO groups include the following:

• Women were more highly represented in lower to middle salary levels (salary levels between $30 146 and $72 434).

• Aboriginal staff were more highly represented in the salary brackets of $30 147 - $39 593 (3.5%) per annum; $39 594 - $44 264 (2.5%) per annum; and $44 265 - $56 012 (1.8%) per annum.

• Staff from racial, ethnic and ethno-religious minority groups and staff whose first language spoken as a child was not English were more highly represented in the salary bracket of $39 594 - $44 264 (17% and 19%) per annum respectively.

• The representation of staff with a disability and staff with a disability requiring adjustment at work was fairly evenly spread over various salary levels.

The Department continued to implement a wide range of professional development opportunities for women and other EEO groups to ensure an equitable representation of these groups across all salary levels and occupations. These include:
• provision of career development opportunities and specific training for EEO groups which facilitated skills development and promotional opportunities (outcome 5.1).

• Implementation of a range of initiatives by the Northern Sydney Institute to increase representation or salary levels of EEO members as follows:
  - honorarium membership to professional organisation Women in Adult and Vocational Education was granted to members of the working party to implement the Spokeswomen’s Business Plan
  - organisation of an industry event titled *Why would a Girl Want to do IT?* 80 women from industry, universities, TAFE Colleges, and students attended this forum to promote ICT careers in Information Technology
  - non teaching staff at various Colleges in the Institute supported and given study time to undertake the *Certificate III in Education Support and Frontline Management* program
  - class support staff across the Institute given opportunities to widen skill basis by participating in enrolment and cashiering functions.

**Key Result 9.3**

**Pay equity**

During 2004, women earned 87.4% of the average male weekly gross salary (excluding part-time and casual employees).

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:

• professional development and mentor support through the *Women in Educational Leadership* network

• 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 (key result 4.3)

• 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

• continued support for EEO networks such as the *Women in Educational Leadership, Women in TAFE, Staff with Disabilities Network and Aboriginals in TAFE Network*

• promotion of the *Spokeswomen’s Program* throughout the Department, including the involvement of Spokeswomen in decision making bodies in order to promote equal opportunities for women.
# APPENDIX 1

## TEACHING SERVICE STAFF - PRIMARY TEACHERS
(PRE-SCHOOL AND KINDERGARTEN TO YEAR 6 TEACHERS)

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

<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>% of total female</td>
<td>% of total at this level</td>
</tr>
<tr>
<td>Classroom teacher</td>
<td>14 506</td>
<td>79.9%</td>
<td>83.5%</td>
</tr>
<tr>
<td>Assistant principal</td>
<td>2 709</td>
<td>14.9%</td>
<td>71.9%</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>189</td>
<td>1.0%</td>
<td>57.1%</td>
</tr>
<tr>
<td>Primary principal class 6</td>
<td>96</td>
<td>0.5%</td>
<td>71.6%</td>
</tr>
<tr>
<td>Primary principal class 5</td>
<td>226</td>
<td>1.2%</td>
<td>45.7%</td>
</tr>
<tr>
<td>Primary principal class 4</td>
<td>169</td>
<td>0.9%</td>
<td>40.5%</td>
</tr>
<tr>
<td>Primary principal class 3</td>
<td>154</td>
<td>0.8%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Primary principal class 2</td>
<td>95</td>
<td>0.5%</td>
<td>32.8%</td>
</tr>
<tr>
<td>Primary principal class 1</td>
<td>20</td>
<td>0.1%</td>
<td>27.4%</td>
</tr>
<tr>
<td>Total</td>
<td>18 164</td>
<td>100%</td>
<td>78.1%</td>
</tr>
<tr>
<td>Total primary principals</td>
<td>760</td>
<td>4.2%</td>
<td>42.4%</td>
</tr>
<tr>
<td>Total promoted</td>
<td>3 658</td>
<td>20.1%</td>
<td>62.1%</td>
</tr>
</tbody>
</table>

**Source:** Payroll data as at 30 June 2004

**Note:** Teachers who were on leave without pay for 12 months or more as at 30 June 2004, are not included in the table.
### TEACHING SERVICE STAFF - SECONDARY TEACHERS

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

<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>% of total female</td>
<td>% of total at this level</td>
</tr>
<tr>
<td>Classroom teacher</td>
<td>10 582</td>
<td>84.2%</td>
<td>55.9%</td>
</tr>
<tr>
<td>Head teacher/ district guidance officer</td>
<td>1 625</td>
<td>12.9%</td>
<td>42.3%</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>232</td>
<td>1.8%</td>
<td>31.9%</td>
</tr>
<tr>
<td>Secondary principal class 2</td>
<td>81</td>
<td>0.6%</td>
<td>31.3%</td>
</tr>
<tr>
<td>Secondary principal class 1</td>
<td>51</td>
<td>0.4%</td>
<td>33.6%</td>
</tr>
<tr>
<td>Total</td>
<td>12 571</td>
<td>100%</td>
<td>52.5%</td>
</tr>
<tr>
<td>Total secondary principals</td>
<td>132</td>
<td>1.1%</td>
<td>32.1%</td>
</tr>
<tr>
<td>Total promoted</td>
<td>1 989</td>
<td>15.8%</td>
<td>39.9%</td>
</tr>
</tbody>
</table>

**Source:** Payroll data as at 30 June 2004

**Note:** Teachers who were on leave without pay for 12 months or more as at 30 June 2004, are not included in the table.
# TEACHING SERVICE STAFF – PRIMARY AND SECONDARY COMBINED

Total of full-time permanent and temporary (non-casual) 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>% of total female</td>
<td>% of total at this level</td>
</tr>
<tr>
<td>Total teaching service staff</td>
<td>30 735</td>
<td>100%</td>
<td>65.1</td>
</tr>
<tr>
<td>Total principals</td>
<td>892</td>
<td>2.9%</td>
<td>40.5</td>
</tr>
<tr>
<td>Total promoted</td>
<td>5 647</td>
<td>18.4%</td>
<td>51.9</td>
</tr>
</tbody>
</table>

**Source:** Payroll data as at 30 June 2004

**Note:** Teachers who were on leave without pay for 12 months or more as at 30 June 2004, are not included in the table.
## APPENDIX 2

### PART-TIME TEACHERS

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

<table>
<thead>
<tr>
<th></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><strong>Primary classroom teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 276 (94.2%)</td>
<td>3 887.9</td>
<td>0.5</td>
<td>505 (5.8%)</td>
<td>237.1</td>
<td>0.5</td>
<td>8 781 (100%)</td>
<td>4 125.0</td>
</tr>
<tr>
<td><strong>Primary promoted</strong></td>
<td></td>
<td>153 (96.8%)</td>
<td>92.9</td>
<td>0.6</td>
<td>5 (3.2%)</td>
<td>3.6</td>
<td>0.7</td>
<td>158 (100%)</td>
<td>96.5</td>
</tr>
<tr>
<td><strong>Total Primary</strong></td>
<td></td>
<td>8 429 (94.3%)</td>
<td>3 980.8</td>
<td>0.5</td>
<td>510 (5.7%)</td>
<td>240.7</td>
<td>0.5</td>
<td>8 939 (100%)</td>
<td>4 221.5</td>
</tr>
<tr>
<td><strong>Secondary classroom teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 770 (83.9%)</td>
<td>2 048.4</td>
<td>0.5</td>
<td>724 (16.1%)</td>
<td>397.4</td>
<td>0.5</td>
<td>4 494 (100%)</td>
<td>2 445.8</td>
</tr>
<tr>
<td><strong>Secondary promoted</strong></td>
<td></td>
<td>47 (87.0%)</td>
<td>30.6</td>
<td>0.7</td>
<td>7 (13.0%)</td>
<td>5</td>
<td>0.7</td>
<td>54 (100%)</td>
<td>35.6</td>
</tr>
<tr>
<td><strong>Total Secondary</strong></td>
<td></td>
<td>3 817 (83.9%)</td>
<td>2 079</td>
<td>0.5</td>
<td>731 (16.1%)</td>
<td>402.4</td>
<td>0.6</td>
<td>4 548 (100%)</td>
<td>2 481.4</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td>12 246 (90.8%)</td>
<td>6 059.8</td>
<td>0.5</td>
<td>1 241 (9.2%)</td>
<td>643.1</td>
<td>0.5</td>
<td>13 487 (100%)</td>
<td>6 702.9</td>
</tr>
</tbody>
</table>

**Source:** Payroll data as at 30 June 2004

* Full-time equivalent.

** Average FTE is calculated by dividing the total number of teachers, for example, the 13 487 teachers engaged in permanent part-time work held the equivalent of 6 702.9 positions. Average FTE = 6 702.9 / 13 487 = 0.5

**Note:** Teachers who were on leave without pay for 12 months or more as at 30 June 2004, are not included in the table.
### APPENDIX 3

#### EEO STATISTICS\(^4\) FOR 2004

Total of Permanent and Temporary Staff by Salary Level and an Estimated Representation of EEO Groups

<table>
<thead>
<tr>
<th>Level</th>
<th>TOTAL STAFF</th>
<th>Staff responding to EEO Survey</th>
<th>Men</th>
<th>Women</th>
<th>Aboriginal people &amp; Torres Strait Islanders</th>
<th>People from racial, ethnic or ethno-religious minority groups</th>
<th>People whose first language spoken was not English</th>
<th>People with a Disability</th>
<th>People with a disability requiring adjustment at work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>No.</td>
<td>% of total</td>
<td>No.</td>
<td>% of total</td>
<td>No.</td>
<td>% of total</td>
<td>No.</td>
<td>% of total</td>
</tr>
<tr>
<td>&lt;$30 146</td>
<td>5 000</td>
<td>1 530</td>
<td>31%</td>
<td>86</td>
<td>2%</td>
<td>4 914</td>
<td>98%</td>
<td>42</td>
<td>0.8%</td>
</tr>
<tr>
<td>$30 147 - $39 593</td>
<td>6 588</td>
<td>2 834</td>
<td>43%</td>
<td>2 110</td>
<td>32%</td>
<td>4 478</td>
<td>68%</td>
<td>232</td>
<td>3.5%</td>
</tr>
<tr>
<td>$39 594 - $44 264</td>
<td>4 517</td>
<td>1 501</td>
<td>33%</td>
<td>1 019</td>
<td>23%</td>
<td>3 498</td>
<td>77%</td>
<td>111</td>
<td>2.5%</td>
</tr>
<tr>
<td>$44 265 - $56 012</td>
<td>16 315</td>
<td>5 962</td>
<td>37%</td>
<td>3 534</td>
<td>22%</td>
<td>12 781</td>
<td>78%</td>
<td>296</td>
<td>1.8%</td>
</tr>
<tr>
<td>$56 013 - $72 434</td>
<td>47 642</td>
<td>27 614</td>
<td>58%</td>
<td>15 821</td>
<td>33%</td>
<td>31 821</td>
<td>67%</td>
<td>362</td>
<td>0.8%</td>
</tr>
<tr>
<td>$72 435 - $90 543</td>
<td>5 201</td>
<td>3 577</td>
<td>69%</td>
<td>2 674</td>
<td>51%</td>
<td>2 527</td>
<td>49%</td>
<td>61</td>
<td>1.2%</td>
</tr>
<tr>
<td>&gt;$ 90 543 (non-SES)</td>
<td>1 107</td>
<td>789</td>
<td>71%</td>
<td>675</td>
<td>61%</td>
<td>432</td>
<td>39%</td>
<td>8</td>
<td>0.8%</td>
</tr>
<tr>
<td>&gt; $90 543 (SES)</td>
<td>115</td>
<td>69</td>
<td>60%</td>
<td>84</td>
<td>73%</td>
<td>31</td>
<td>27%</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>86 485</td>
<td>43 876</td>
<td>51%</td>
<td>26 003</td>
<td>30%</td>
<td>60 482</td>
<td>70%</td>
<td>1 112</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

**Source:** Workforce Profile data as at 30 June 2004.

**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.

\(^4\) This table includes all permanent and temporary teaching and non teaching staff in schools, regions, state office, TAFE NSW and Adult and Community Education.
## List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATN</td>
<td>Aboriginals in TAFE Network</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 Disabilities 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>
</tbody>
</table>