Equal Employment Opportunity

Annual Report 2005
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INTRODUCTION

The Equal Employment Opportunity (EEO) Annual Report for the 2005 calendar year outlines the performance of the New South Wales Department of Education and Training (Department) in implementing EEO policies and programs in schools, regions, state office, TAFE NSW and Community Education.

This report integrates the EEO outcomes and program initiatives for EEO groups¹ in the Department which resulted from the implementation of strategies contained in the *EEO Management Plan 2005 - 2008*. Information contained in this report has been derived from across all areas of the Department.

Statistical data on representation of EEO groups as percentages of total staff in the Department’s workforce and the distribution index of EEO groups are presented in the last chapter of the report in accordance with the new reporting proforma provided by the NSW Premier’s Department. These statistics and the 2005 EEO statistics as presented in *Appendix 3* have been extracted from the Department’s *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 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 the statutory reporting requirements to the Director of Equal Opportunity in Public Employment, NSW Premier’s Department, preparation of the EEO annual report provides an opportunity to evaluate progress in achieving EEO outcomes and to make necessary adjustments to the Department’s future programs and strategies.

Strategies of the *EEO Management Plan 2005 - 2008* have been reviewed and modified to reflect the wide range of programs and initiatives that are being developed or implemented to enhance opportunities for employment, participation and support for EEO groups, particularly for Aboriginal people. The strategies of the EEO management plan are also linked with the Department’s *Strategic Human Resource Plan 2006-2008* and the *Corporate Plan 2006-2008*.


Significant achievements for the Department’s EEO program during 2005 included:

¹ EEO groups comprise:
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.
Achievements for EEO group members

Women

In 2005, women represented 70% of the Department’s permanent and temporary workforce, maintaining the same level as in 2004 (Appendix 3).

The representation of women in promotion positions in schools continues to improve. For example, in 2005, 63% of primary teachers who were in executive positions were women, an increase from 62.1% in 2004. In 2005, 40.7% of secondary teachers who were in promotion positions were women compared with 39.9% in 2004.

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

- School Executive Leadership Development Program
- Targeted Principal Preparation Program
- Frontline Management
- Certificate of Administrative Leadership

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 progress has been made towards the implementation of recommendations of the Report of the Aboriginal Education Review in collaboration with NSW Aboriginal Education Consultative Group Inc (AECG) and other key stakeholders. Examples of some key initiatives that commenced in 2005 and continued to be progressed towards finalisation in 2006 (Key results 3.1 and 4.1) included:

- the NSW Aboriginal Education and Training Strategy with the goal that by 2012 Aboriginal student outcomes will match or better outcomes of the broader student population;

- the Aboriginal Human Resource Development Plan 2006 - 2008 with key focus on improving recruitment, retention and professional learning opportunities for Aboriginal people in the Department; and

2 Throughout this report, any reference to “Aboriginal People” refers to “Aboriginal People or Torres Strait Islanders”.
• the *Aboriginal Cultural Education* course which will provide participants with knowledge and skills to enhance cultural inclusiveness in their work practices and increase responsiveness to Aboriginal students and communities.

Significant outcomes of the Aboriginal employment, retention and professional learning initiatives for 2005 (*Key Results 5.1 and 5.2*) included:

• appointment of the Director, Aboriginal Education and Training, who is also the first Aboriginal senior officer to be appointed to the Department’s Board of Management, the key internal decision making body;

• appointment of an Aboriginal Liaison Officer in the Human Resource Staffing Services Directorate based at Blacktown state office who plays an important role in the provision of support and retention of Aboriginal teachers in schools and Aboriginal teacher education scholarship holders;

• 35 *Teacher Education Scholarships* were offered to Aboriginal people, an increase from 32 in 2004;

• 62 Aboriginal teachers were appointed to permanent positions in the 2004/05 staffing cycle, an increase from 37 in 2003/04;

• 41 newly recruited Aboriginal teachers and their principals attended a two day workshop;

• 31 newly recruited Aboriginal teachers and 35 Aboriginal teacher education scholarship holders participated in the *Aboriginal Mentor* program;

• 14 Aboriginal people commenced their traineeships with Department in 2005.

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

A broad range of initiatives are 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. Outcomes for 2005 (*Key Results 5.1 and 5.2*) included:

• 304 overseas trained teachers (OTTs) participated in the *Pre-employment Program for Overseas Trained Teachers* which provides a comprehensive induction to government schools. Of the participants, 294 OTTs gained approval to teach following their successful completion of the program.

• 12 teachers who are a native speaker of a community language were supported to undertake the Community Language Fluency Testing which provides opportunities for teachers to be assessed in community languages so that they may be accredited to teach those languages to students in NSW
government schools. Of the 12 applicants, nine successfully completed their test.

- Eight managers of NSW AMES attended the Certificate IV in Training and Assessment. Of these participants, five were people whose first language spoken as a child was not English.

**Staff with a disability**

Initiatives were undertaken to increase career development opportunities and network support for staff with a disability. Significant outcomes for 2005 (Key Results 5.1) included:

- 10 staff with a disability completed an accredited Certificate Course in Mentoring;

- 11 members of the Staff with Disabilities Network (SWDN) attended a workshop on the Leadership and Management module within the Certificate of Administrative Leadership (CAL) course. The workshop focused on a variety of leadership models and the leader’s role in facilitating individual, team and organisational learning and capacity building; and

- 22 staff with a disability attended two days training in leadership as a prerequisite to enrol in CAL. Twenty of these participants continued their studies to complete CAL in 2006.

EEO PLANNING OUTCOME 1: SOUND INFORMATION BASE

Key Result 1.1 EEO statistical data are comprehensive and accurate

To ensure that EEO statistical data are comprehensive and accurate, the Department has continued to promote the online EEO survey and has encouraged staff members to complete the online EEO survey. The online EEO survey provides easy, secure and flexible access to staff members to update their EEO information directly to the personnel system. On the basis of survey responses, EEO statistics were collated for annual statistical reporting, planning and monitoring of the EEO programs.

A variety of strategies were used to assist and encourage staff to complete the online EEO survey. This included:

- encouraging new staff to complete the survey as part of induction;
- emails from directors urging staff members to complete the survey;
- promotion of the online survey in the In Principal and SAS Staff @ Work newsletters;
- reminders to staff members to complete the survey at staff meetings; and
- information on the Department’s website to draw the attention of staff members to the online survey.

In 2005, the EEO survey response rate was 54% an increase from 51% in 2004. In numbers, an additional 3,687 staff completed the online EEO survey as at 30 June 2005 bringing the total number to 47,563 staff who have completed the survey.

Further promotion of the online EEO survey has been planned for 2006 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 at TAFE NSW will be investigated.

Key Result 1.2 Qualitative information is collected and is 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 2005 - 2008.

An EEO consultative group was established with staff members representing regions, state office directorates and TAFE institutes. A workshop was held in March 2005 to strengthen networking and collaboration between Human
Resources Directorate and this group to support the EEO programs and identifying emerging equity issues at local levels.

The data provided by work areas demonstrated that the participation of EEO group members in training and development activities is generally proportional to their representation in the workforce. The following examples give some indication of this.

The Professional Learning and Leadership Development Directorate maintains data with the EEO classifications for staff who participated in the following programs and conferences. For instance:

<table>
<thead>
<tr>
<th>Program</th>
<th>Male</th>
<th>Female</th>
<th>Aboriginal people</th>
<th>Non English speaking backgrounds</th>
<th>Staff with a disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Forum on Supporting New Teachers</td>
<td>12</td>
<td>35</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pedagogy in Practice Conference 2005</td>
<td>114</td>
<td>349</td>
<td>15</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

Comprehensive EEO data continued to be collected by individual TAFE institutes 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. For example, in the Riverina Institute, Staff Professional Development and Learning application forms and program evaluations are received for every activity. Percentages of EEO group members in professional learning activities that were conducted during 2005 included women (68.6%), Aboriginal staff (5.2%) and staff whose first language spoken as a child was not English (5%).
PLANNING OUTCOME 2: EMPLOYEE VIEWS ARE HEARD

Key Result 2.1 EEO group members contribute to decision making

The Department has a number of advisory groups that assist in decision making. These include the Director-General’s Advisory Group on Aboriginal Education and Training and the Director-General’s Advisory Group on Multicultural Education and Training. The Department encourages active participation of EEO group members in decision making processes.

Gender representation on the Department’s major decision making bodies included the following outcomes. During 2005, women made up:

- 45.5% of the NSW TAFE Commission Board
- 66.6% of the Board of Adult and Community Education
- 45.5% of the NSW Vocational Education and Training Accreditation Board

The Board of Management is the Department’s internal key decision making body. As at 31 December 2005, 27.2% of the total members of the board were women.

Regions and institutes have a variety of consultative committees that include staff and community representatives from EEO groups. For example:

- the Illawarra/South East Regional Aboriginal Education Consultative Committee includes representatives from the Aboriginal Education Unit of TAFE, Aboriginal Community Liaison Officers, NSW AECG, Aboriginal Education Assistants, Aboriginal school students as well as representatives from the Department and other government and non government agencies.

- the North Coast Aboriginal Educational Regional Implementation Monitoring Group has representation of Aboriginal staff and women from the North Coast Institute of TAFE, North Coast Region and key Aboriginal organisations such as the Regional NSW AECG.

Departmental EEO networks such as the Spokeswomen’s program, the Aboriginals in TAFE network and the Staff with Disabilities network are also used as forums for consultation on relevant issues. Some examples of how this occurs follow.

- The Spokeswomen’s Program provided an important opportunity for women to contribute to decision making. Networking and skill development opportunities 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 network support, professional learning and assisting workplace adjustment needs for staff with a disability in the Department. An effective communication structure between the network and the Department’s senior management has been maintained to provide feedback on policies and programs relating to staff with a disability.

• In the Illawarra/South East Region, consultation on relevant issues occurs through the Aboriginal Education Assistants network and the Regional Aboriginal Education Assistants Annual Conference and formal consultation occurs with the Upper and Lower South Coast Aboriginal Education Consultative Groups.

• In the Riverina Institute, strong networks continue to be maintained through the Institute’s Spokeswoman and Access and Equity Unit personnel e.g. Women’s Strategy Coordinator, Aboriginal Development Manager and Disability Support Staff. Annual and strategic conferences are supported and attended by the Institute Spokeswoman and Access and Equity personnel e.g. Aboriginal Development Manager and Area Coordinators. The use of these forums ensures that state level EEO initiatives and strategies are linked and integrated into Institute strategic directions and business plans.
EEO PLANNING OUTCOME 3: EEO OUTCOMES INCLUDED IN AGENCY PLANNING

Key Result 3.1 EEO is integrated into agency planning

The Department’s strategic plan, the NSW Department of Education and Training Corporate Plan 2006 - 2008 reflects a strong focus and commitment to equity and diversity. The Corporate Plan is an overarching plan that underpins the development of Portfolio and Directorate plans to produce an inclusive, dynamic and responsive system of public education and training.

During the reporting period the Department’s Strategic Human Resource Plan 2006 - 2008, which is an enabling plan for the Corporate Plan 2006-2008, was launched. Key focus areas of the plan include enhancing workforce capability, diversity and inclusive practices, and developing a high performance culture. A forum for human resource managers was held on the key priorities of the plan and its effective implementation. Further programs will be conducted in 2006.

Strategies of the Department’s EEO Management Plan 2005 - 2008 have been reviewed and modified in 2005 to highlight and support the wide range of programs and initiatives that have been planned and implemented to further increase opportunities for EEO groups.

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.

During the reporting period, significant progress has been made towards the development and implementation of recommendations of the Report of the Review of Aboriginal Education in collaboration with NSW AECG Inc and other key stakeholders. An Aboriginal Education and Training Strategy is being progressed towards finalisation in 2006. The plan focuses on leading a cultural shift to build perspectives and initiatives relevant to Aboriginal education and training into all areas of the public education system as well as driving innovation.

An Aboriginal Human Resource Development Plan 2005 - 2008 is being developed to enable and guide an organisation-wide response to achieve increased representation, participation and retention of Aboriginal staff in the Department’s workforce and to ensure the quality of teaching and learning outcomes for Aboriginal people. Strategies of the plan are linked to the Aboriginal Education and Training Strategy, EEO Management Plan 2005 - 2008 and the Strategic Human Resource Plan 2006 - 2008 to achieve sustainable improvement in this area.

The Disability Action Plan 2004 - 2006 is a major planning and accountability tool 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 culture in which people
with a disability feel confident to pursue educational and employment goals in a more inclusive work environment.

The NSW Government's *Ethnic Affairs Priorities Statement (EAPS)* 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.

Business areas of the Department incorporate equity and diversity strategies within their business planning. The following are some examples:

- The Hunter Institute of TAFE has developed an *Employee Portal*, the provision of a one stop web based access point to enable all staff to access information including that relating to equity and diversity, as part of an overall Human Resource System. The portal will be rolled out in 2006. There are specific links and identified resources to inform staff and managers in relation to the Spokeswomen’s program, disability information, Harassment Free Institute information and the Institute training calendar. By informing staff about EEO issues through the portal, the Institute has provided a range of easily accessible services to enable staff to carry out their roles more effectively.

- The North Coast Institute has developed an Aboriginal Employment Strategy, the research component of which was finalised in November 2005. The strategy will provide for a range of actions to be taken, including more effective targeting of recruitment processes, to attract Aboriginal applicants to positions within the Institute.

- The *State Training Services Strategic Plan 2005 - 2007*, for example, includes performance measures for staff participation and input. Specific equity and diversity priorities are also included in Industry Programs’ 2006 training purchase plans.
EEO ACTION OUTCOME 4: FAIR POLICIES AND PROCEDURES

Key Result 4.1 Policies and procedures are non-discriminatory and contribute to EEO outcomes

The Department’s policies including human resource policies are developed or revised in accordance with relevant legislation, awards, agreements and relevant equity standards. The Department’s policy development guidelines Policy Documents – DET Requirements are followed to ensure that all policies are consistent with the Department’s standards including equity. All current policies are published on the website.

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:

Flexible Work Practices

Flexible work practices have been recognised as an important strategy to ensure a family friendly work environment and assist staff in balancing their work and other responsibilities more effectively. During 2005, 37 571 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 83.9% of all staff accessing these options. Of the 38 966 staff who took short term absences for family and community responsibilities during the reporting period, 71.5% were women.

Adjustment at Work

The Adjustment at Work guidelines are promoted and implemented to support staff with disabilities. This included the provision of equipment, changes in workplace design, provision of safe access to the workplace and training facilities, flexible work practices and job redesign. Data on staff who have accessed the adjustment at work options have not been collected centrally. The following examples give an indication of the range of adjustments that have been made under these guidelines. The Finance and Administrative Services Directorate, the Employee Performance and Conduct Directorate, the Illawarra/South East Region and Sydney Region reported employing a number of staff with disabilities during 2005. The provision of reasonable adjustment was followed in the form of adjustment of duties, development of clearly defined procedures for specific tasks and the provision of technical equipment including large size monitor, Doro phone and JAWS software. The South Western Sydney Institute was involved in return to work programs for 10 staff members where workplace adjustments were provided either on a permanent or temporary basis to support staff.

Aboriginal Cultural Education Course

The Department continues to develop a wide range of initiatives to support the recommendations of the Report of the Review of Aboriginal Education. One of the
key initiatives is the development and finalisation of the *Aboriginal Cultural Education* course, a nationally accredited TAFE NSW program, which has a strong focus on improving knowledge and appreciation of Aboriginal culture for all staff in the Department, particularly for teaching staff. A number of Aboriginal staff members have been trained as a facilitator for the delivery of this training. The course includes two compulsory units and a number of elective units. The course will provide participants with knowledge and skills to enhance cultural inclusiveness in their work practices and increase responsiveness to Aboriginal students and communities.

**Community Language Allowance Scheme**

The Community Language Allowance Scheme (CLAS) facilitates 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 2005, 117 bilingual employees were receiving the language allowance, covering 31 community languages.

**Teaching Community Languages**

The Department continues to supports teachers who are native speakers of a community language to undertake the University of NSW Institute of Languages fluency test for the purpose of accrediting them to teach that language. Community Language Fluency Testing provides opportunities for teachers to be assessed in community languages so that they may be accredited to teach those languages to students in NSW government schools.

The accreditation of teachers in community languages promotes multiculturalism, assists students to learn and maintain a language other than English and allows schools to broaden their curriculum offering. In 2005, out of 12 applicants, nine successfully completed their test.
EEO ACTION OUTCOME 5: NEEDS BASED PROGRAMS FOR EEO GROUPS

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

Information on higher duties and developmental opportunities were circulated widely and advertised through the Department’s website to ensure that fair and equitable development opportunities were available to staff at all levels.

<table>
<thead>
<tr>
<th>Staff Acting in Higher Positions during 2005</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>20 724</td>
</tr>
<tr>
<td>Women</td>
<td>14 633</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>165</td>
</tr>
<tr>
<td>People whose first language was not English and minority groups</td>
<td>2 780</td>
</tr>
<tr>
<td>People with a disability</td>
<td>385</td>
</tr>
<tr>
<td>People with a disability requiring adjustment</td>
<td>125</td>
</tr>
</tbody>
</table>


Some specific support for staff to apply for higher positions was offered, for instance the South Western Sydney Institute conducted programs to support and encourage staff in applying for higher positions including EEO group members. These programs included: How to Address the Selection Criteria with 136 participants and Interview Skills with 56 participants.

Staff from various units within TAFE Equity Strategy and Programs were encouraged to act in higher positions as they arose throughout the year. For example, in the TAFE Disability Programs Unit, all senior staff were encouraged to act in the Principal Education Officer (PEO) position on a rotating basis. In the Multicultural Education Unit, Senior Education Officers (SEOs) were encouraged to undertake higher duties on a rotating basis to ensure all SEOs, including those from EEO groups, gain experience in the PEO position. In the Women’s Programs Unit there has been mentoring of younger women staff and opportunities for an SEO to act in the PEO position on a temporary part time ‘job share’ to enable the incumbent to combine work and family requirements.

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

Development opportunities for women

The Department continues to strengthen its support of career advancement opportunities for women through a wide range of management and leadership
skills development programs. At least fifty percent participation of women in such programs continues to be achieved or exceeded. Some examples of the participation of women in such courses include:

- Participation by 1,124 staff members in the school *Executive Leadership Development Program*, 69.6% of whom were women. This multi-phased program enhances the participants' leadership capabilities by deepening their understanding of personal leadership capabilities. Through analysis, reflection, and planning, participants are prepared for the next level of leadership.

- Participation by 1,200 executives in workshops focusing on tri-level reform led by Professor Fullan. Of the participants, 52.4% were women.

- Attendance by 200 participants in the *Targeted Principal Preparation Program*, 60% of whom were women.

- Participation by 163 newly appointed principals in the *Principals Induction and Orientation Program*, 46.6% of whom were women.

- All 75 School Administrative and Support staff who participated in the *Certificate in Administrative Leadership* (CAL) were women. Support and access to professional learning opportunities for SAS staff have improved through 10 newly formed regional SAS Staff Reference Groups.

- Implementation of the *Health Care Procedures* training for teachers aides (special) who are involved in assisting students with high support needs. In 2005, 272 teachers aides (special) received this training and a further 212 teachers aides (special) received the two hour recertification training. All participants were women.

- Organisation of a range of professional learning programs by the North Coast Region during the reporting period, including 65 women participating in two local conferences conducted by the *Women in Educational Leadership* network and 80 women participating in the *Sustaining Leadership Program* and 6 women participating in the *Mentoring Program*.

- Participation by an increasing number of EEO group members in a wide range of professional learning 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, *Frontline Management*, *Graduate Diploma in VET*, *Performance Management*, *Dealing with Difficult Situations*, *Organisational and Business Development* and *Leadership/Management Development* programs. These courses were designed to improve management and leadership skills. Participation of women in these courses exceeded the target level.
• Participation by 92 teachers aides (special) in *Certificate III in Education Support Teachers Aides (Special) Traineeships* delivered through TAFE institutes, 94.6% of whom were women.

• *Women in Educational Leadership (WIEL)* network with the support of the Department constructed a dedicated website for widespread promotion of information and resources regarding WIEL activities. Members of WIEL across the state participated in local conferences organised through 14 local WIEL networks. These conferences continued to provide collegial support and management and leadership development opportunities for women leaders and women aspiring to leadership.

• Attendance of 32 Spokeswomen in the Department’s *Spokeswomen’s Information Day* offering opportunities for professional development, planning and networking. The *Information Day* was opened by Ms Robyn McKerihan, General Manager, Access and Equity. Ms Lisa Wilkinson, host of Weekend Sunrise TV program and magazine editor presented a session on “Lessons Learnt …So Far” highlighting the challenges and opportunities for women for their career progression. The Spokeswomen’s Program provides networking and training support and facilitates a two way flow of information between female staff and management. The *Spokeswomen’s Strategic Plan 2006 - 2008* provides support and directions for Spokeswomen in their role.

**Development opportunities for Aboriginal people**

The Department developed, promoted and implemented a wide range of initiatives to enhance professional learning opportunities for Aboriginal staff. Outcomes achieved in 2005 included:

• Attendance by 41 newly recruited Aboriginal teachers and their principals in a two day 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.

• Participation by 31 newly recruited Aboriginal teachers and 35 Aboriginal teacher education scholarship holders in the *Aboriginal Mentor* program. In addition to mentoring support, personalised support was provided by Aboriginal staff within the Human Resources Directorate through regular telephone, email contact and on campus visits.

• Provision of Special Leave for Aboriginal Education Assistants (AEA) and other Aboriginal employees in the Department. During 2005, 36 Aboriginal staff members utilised special leave to undertake teacher education training and other professional development programs. Of the 36 participants, 18 AEAs and one corporate staff member were either completing or continuing with teacher education training; one AEA completed the *Certificate III Traineeship for AEAs* while another AEA completed a tertiary preparation program. The remaining AEAs and Aboriginal Community Liaison Officers (ACLOs) undertook various professional development courses.
Participation by 29 AEAs in the Certificate III Traineeships during 2005. Of these participants, two have completed their traineeships during the reporting period while 27 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.

Support and encouragement for AEAs, ACLOs and other Aboriginal employees to participate in the regional conferences, network forums and professional learning activities to improve their knowledge and skills to provide effective support to Aboriginal students and communities. For example, a South Western Sydney Aboriginal Educators’ Network was established in the South Western Sydney Region. The network provided a forum for discussions on quality teaching issues and also increased the awareness of local and regional support for Aboriginal teachers and support staff, and directions for career pathway and professional learning. A total of 25 participants including Aboriginal teachers, AEAs, ACLOs, executives and community members attended the various activities and rated the activities as highly relevant to their professional development needs.

Participation by 14 Aboriginal staff of the Riverina Institute in a wide range of professional development programs. In 2005 the Institute also won funding from LearnScope and Reframing the Future for projects involving Aboriginal staff and the local Aboriginal community in Deniliquin exploring blended delivery and recognition of employability skills.

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

A broad range of initiatives were undertaken to enhance career development and employment options for staff from a racial, ethnic or ethno-religious minority groups and staff whose language first spoken as a child was not English. Outcomes for 2005 included:

- Participation by 304 overseas trained teachers (OTTs) in the Pre-employment Program for Overseas Trained Teachers which provides a comprehensive induction to government schools and an opportunity for OTTs to demonstrate their classroom teaching skills. Of the participants, 294 OTTs gained approval to teach following their successful completion of the program.

- Provision of support for 12 teachers who are native speakers of a community language to undertake the Community Language Fluency Testing which provides opportunities for teachers to be assessed in community languages so that they may be accredited to teach those languages to students in NSW government schools. Of the 12 applicants, nine successfully completed their test.
• Participation by eight managers of NSW AMES in the *Certificate IV in Training and Assessment*. Of these participants, five were people whose first language spoken as a child was not English.

• Implementation of the *LearnScope* project by AMES. Of the 12 staff who participated in the project, 11 were women, three were staff members whose first language spoken as a child was not English and one staff member identified as having a disability. The project focused on developing the skills and knowledge of participants in the design and application of innovative e-learning strategies to support the needs of students/customers from diverse backgrounds.

• Participation by 20 staff members of AMES in the *Grievance Handling for Managers and Supervisors* program, 70% of whom were women and 50% of all participants identified as staff whose first language spoken as a child was not English.

• Implementation of Anti-racism training across the region. For example, in the Illawarra and South East region 85 Anti-racism Contact Officers completed the training.

• Provision of support and encouragement by the Sydney Region for senior staff members from culturally and linguistically diverse backgrounds to provide mentoring support and guidance to newly recruited or less experienced staff members from a similar cultural or linguistic background.

**Development opportunities for staff with a disability**

The Department continued to implement a number of professional learning initiatives for staff with a disability. Outcomes in 2005 included:

• Participation by 11 members of the *Staff with Disabilities Network* (SWDN) in a workshop on the Leadership and Management module within the *Certificate of Administrative Leadership* (CAL) course. The workshop focused on a variety of leadership models and the leader’s role in facilitating individual, team and organisational learning and capacity building. Further training courses are being explored to expand the choices available for SWDN members.

• Attendance by 22 staff with a disability in two days training in leadership as a prerequisite to enrol in CAL. Of the 22 participants, 20 continued their studies to complete CAL in 2006.

• Completion of an accredited Certificate Course in *Mentoring* by 10 staff with a disability.

• Participation by over 100 TAFE teacher consultants for students with a disability in a professional learning forum organised by the TAFE Disability
Programs Unit. The forum was designed to facilitate discussions and feedback on EEO issues and inclusive practices.

- Attendance by 50 AMES teaching and non teaching staff in a training course offered by the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors. The training provides participants with skills and knowledge to provide quality and sensitive services to refugees and the survivors of torture and trauma.

- Development and promotion by TAFE NSW of an inclusive training delivery model for women with a psychiatric disability.

- Participation by 52 teachers in the 12 months full-time Special Education Retraining Program. The program provides participants with appropriate knowledge and skills to teach students with special needs. The program covers the areas of general special education, behaviour, vision or hearing impairment. An additional 77 teachers were undertaking a part-time Special Education Retraining Program during the reporting period.

**Key Result 5.2 Recruitment strategies EEO groups**

The Department uses specific recruitment and promotional strategies to improve the representation of EEO group members in its 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. Identified positions for people with a disability were also advertised through community based recruitment agencies that specialised in assisting people with a disability.

Appropriate representation of specific EEO groups on selection panels was ensured for identified positions or positions that require an understanding of, and sensitivity to the needs of Aboriginal people, people with a disability or people from racial, ethnic or ethno-religious minority groups. The representation of EEO group members on selection panels is presented at the end of this section.

*Staff Selection Techniques* training continued to be implemented during 2005 which has a strong focus on equity and diversity (*Key result 6*).

Some of the key strategies and outcomes during 2005 included the following.

- The Department maintained a strong collaboration with the NSW AECG and other key partners to implement recommendations from the Report of the Aboriginal Education Review. Implementation has commenced with the establishment of the Aboriginal Education and Training Directorate. The
Director is also a member of the Department’s Board of Management, the highest internal decision making body.

- A number of strategically located positions have been identified for Aboriginal people to ensure culturally appropriate services are provided to Aboriginal staff and community members. For example, appointment of an Aboriginal Liaison Officer, in the Human Resource Staffing Services Directorate, who plays an important role in providing support and advice to Aboriginal teachers and scholarship holders. Some of the other newly identified Aboriginal positions include one position in the Adult and Community Education Directorate and one in the Employee Performance and Conduct Directorate. Both these positions were filled during the reporting period. The Hunter Institute has created a new Temporary Teacher Aboriginal Studies position and identified Aboriginality as a prerequisite.

- In 2005, 14 Aboriginal people commenced traineeships with the Department under the *Way Ahead Program for Aboriginal People*. These trainees were also provided with mentor support.

- The Hunter/Central Coast Region has developed a bank of potential Aboriginal people involved in Community Development Employment Projects (CDEP) who are prepared to work in temporary or casual positions as they arise. The Region is also working with schools to increase the number of EEO groups including Aboriginal people who have the skills to be employed in schools in teachers aide (preschool) and teachers aide (special) positions through merit selection.

- During 2005, the Industry Programs Directorate continued its management of the Apprenticeship Program for People with a Disability, with extensive promotion of the benefits of participation to NSW Public Sector Agencies. As a result, seven apprenticeships for people with disabilities were filled across the Public Sector under the program.

- During the 2004/05 staffing cycle, 62 Aboriginal teachers were appointed to permanent positions, a significant increase from 37 in 2003/04.

- In 2005, 35 *Teacher Education Scholarships* were offered to Aboriginal people, an increase from 32 in 2004.

- The *Pre-employment Program for Overseas Trained Teachers* (OTTs) was externally evaluated in 2005. The evaluation indicated that principals strongly supported the continuation of the Program as a means of providing quality teachers for students, and that OTTs valued the Program for its contribution to their professional learning and development. In 2005, 304 OTTs participated in the Program and 294 were approved to teach following their successful completion of it. In 2005, the Department agreed to be partners in a collaborative national research project, through the University of Western Sydney globalisation of teachers in Australia. The approach to be project
partners in this research is in recognition of the comprehensiveness of this program for OTTs.

In addition to the above initiatives, EEO group members were encouraged and supported to participate on selection panels and the principles of adjustment at work were implemented as required.

The following table summarises the composition of selection panels for schools, regions and state office positions during 2005.

<table>
<thead>
<tr>
<th>Number and percentages of EEO group members on selection 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.

The Department continued to support and monitor equitable representation of EEO group members on selection panels across the organisation.
ACTION OUTCOME 6: MANAGERS AND EMPLOYEES ARE INFORMED, TRAINED AND ACCOUNTABLE FOR EEO

All performance agreements for the Department’s SES officers, senior officers and managers in TAFE NSW institutes included EEO accountabilities. Officers were responsible for leading, implementing and reporting on the progress of EEO programs and other accountabilities as part of their performance management process. Human resource managers and unit managers are responsible for the implementation of the EEO policies and programs according to their level of responsibilities.

Management and 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).

To promote equitable work practices, EEO principles were reinforced in all procedural documents involving staff selection, supervision and management accountabilities including prevention of bullying and harassment. Information on EEO policies and programs and the EEO Management Plan 2005 - 2008 were promoted through the Department’s website, included in induction packages and raised at staff meetings and training sessions. The EEO home page has been enhanced to provide easy access to information on EEO policies and programs, and relevant human resource policies with links to other useful sites.

Equity and diversity issues have been incorporated in a range of staff training and development programs. Such programs included Merit Selection Training, Mentor Programs and OH&S courses. The Principals Induction Program focused on leadership and management and provided practical examples of workplace issues including access and equity issues.

All ten regions conducted training for Anti-Racism Contact Officers and executive members of staff with responsibility for dealing with complaints about racism.

TAFE institutes implemented a variety of strategies including staff awareness training on inclusive practices, prevention of harassment and recruitment and selection training for convenors and panel members incorporating relevant EEO principles. For example:

- the Sydney Institute conducted training on cultural awareness and inclusive practices for teaching and non teaching staff at each college in 2005;

- the North Coast, Hunter and South Western Sydney Institutes conducted Staff Selection Techniques training which includes an extensive section on EEO and the importance of equity and diversity. This topic was supported in the simulation experience by including participants from one of the EEO groups. This aimed at increasing awareness and providing concrete examples of the importance of diversity to successful teams;
• cross-cultural awareness and anti-racism training were provided for customer contact staff across TAFE institutes; and

• the Hunter Institute conducted workshops on EEO policies and prevention of harassment for Institute Managers and frontline managers. Sixteen managers participated in the workshops. All staff of the Institute were required to attend annual updates on contributing to a Harassment Free Institute.
EEO PROGRAM OUTCOME 7: A WORKPLACE CULTURE DISPLAYING FAIR PRACTICES AND BEHAVIOUR

The Department continues to implement policies and programs to ensure the workplace is free from discrimination and supports the well being of staff. Such policies and programs included the provision of the Employee Assistance Program (EAP), Occupational Health Safety (OH&S) and procedures for Responding to Suggestions, Complaints and Allegations to guide managers and staff to efficiently deal with concerns. A range of communication strategies was used to inform staff of policies and programs including the Department’s intranet, staff meetings and training sessions.

In 2005, the Department published its policy on Prevention of Bullying in the Workplace. In accordance with the policy, the Department will ensure appropriate instruction and training to support the implementation of the policy. Procedures supporting the Prevention of Bullying policy are currently being finalised. These will be provided to regional OH&S Liaison Managers to provide training to workplace managers on an ongoing basis through regional forums and meetings.

The key focus of training is:

- Definition of workplace bullying and examples
- Expectation of staff in accordance with the Department’s Code of Conduct (staff to treat members of the public, colleagues and students with respect, fairness and consistency)
- Responsibilities of managers and employees in relation to the prevention of bullying
- Reporting and investigating incidents of bullying
- Developing a positive workplace culture where bullying is not accepted.

During 2005, the OH&S Directorate conducted a number of training sessions on Safe Working and Learning which focussed on occupational health and safety. The EEO principles are incorporated in the Department’s Safe Working and Learning Strategy through the provision of support for staff with work related injuries as well as those with non work related injuries. The provision of support includes: early intervention, return to work and the provision of suitable duties. This is being communicated to all workplace managers across the Department.

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.

Most grievances were addressed and resolved locally using the Department’s Responding to Suggestions, Complaints and Allegations procedures. OH&S and Healthcare services were available to guide staff in dealing with concerns and grievances. Records of all complaints and matters were monitored for effective progress and resolution.
The Employee Assistance Program (EAP) was also made known and available to all Departmental staff. The EAP is a free and confidential counselling service to support eligible staff who are experiencing work related or personal problems. The accessibility of EAP services to staff was monitored by the Department including the use of interpreting and translating services by EAP providers.

The following table represents the percentage of EEO group members accessing the EAP services.

<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>2004</td>
<td>2,563</td>
<td>71.0%</td>
<td>0.9%</td>
<td>1.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>2005</td>
<td>3,690</td>
<td>78.0%</td>
<td>0.5%</td>
<td>1.3%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Source: OH&S Directorate

There has been an increase in the total number of staff accessing EAP, however, the proportionate usage of EAP by EEO groups has increased except for Aboriginal staff.
EEO PROGRAM OUTCOME: A DIVERSE AND SKILLED WORKFORCE

As demonstrated throughout the report, the Department is strongly committed to increasing diversity in its workforce. EEO policies and a wide range of strategies including those incorporated in the EEO Management Plan 2005 - 2008, the Disability Action Plan 2005-2008 and the Ethnic Affairs Priorities Statement continued to be promoted and implemented to improve recruitment, participation and retention of EEO group members in the Department’s workforce (Key results 3.1, 4.1, 5.1 and 5.2).

In 2005, significant progress has been made towards the finalisation of an Aboriginal Human Resource Development Plan (AHRD) 2006 - 2008 based on recommendations of the Report of the Aboriginal Education Review. Strategies of the AHRD plan complement the NSW government’s strategic approach to enhancing employment and participation of Aboriginal people at least in proportion to their representation in the broader working age population in the NSW community. Strategies of the AHRD plan will enable and guide the Department wide response to achieve increased representation, participation and retention of Aboriginal staff in the Department’s workforce (Key results 3.1, 5.1, 5.2).

Trends in Representation of EEO Groups in % of total staff*

<table>
<thead>
<tr>
<th>EEO Groups</th>
<th>NSW Govt Benchmark</th>
<th>DET 2004</th>
<th>DET 2005</th>
<th>Public Sector 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>50%</td>
<td>70%</td>
<td>70%</td>
<td>58%</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>2%</td>
<td>1.3%</td>
<td>1.4%</td>
<td>1.8%</td>
</tr>
<tr>
<td>People from racial, ethnic and ethno-religious minority groups</td>
<td>19%</td>
<td>12%</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>People whose first language spoken as a child was not English</td>
<td>19%</td>
<td>11%</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>12%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>7%</td>
<td>1.5%</td>
<td>1.4%</td>
<td>1.5%</td>
</tr>
<tr>
<td>*Total number of staff</td>
<td>-</td>
<td>86 485</td>
<td>87 434</td>
<td>305 368</td>
</tr>
</tbody>
</table>

Notes:
1. The Department’s EEO statistics have been extracted from its Workforce Profile as at 30 June 2005.
2. Representation of EEO group is calculated as the estimated number of staff in each group divided by the total number of staff.
3. The EEO statistics for the NSW public sector have been provided by the NSW Premier’s Department.
Trends in Distribution of EEO Groups

<table>
<thead>
<tr>
<th>EEO Groups</th>
<th>NSW Govt Benchmark</th>
<th>DET 2004</th>
<th>DET 2005</th>
<th>Public Sector 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>100</td>
<td>89</td>
<td>91</td>
<td>93</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>100</td>
<td>88</td>
<td>87</td>
<td>83</td>
</tr>
<tr>
<td>People from racial, ethnic and ethno-religious minority groups</td>
<td>100</td>
<td>102</td>
<td>101</td>
<td>101</td>
</tr>
<tr>
<td>People whose first language spoken as a child was not English</td>
<td>100</td>
<td>99</td>
<td>99</td>
<td>96</td>
</tr>
<tr>
<td>People with a disability</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>101</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>100</td>
<td>101</td>
<td>101</td>
<td>100</td>
</tr>
</tbody>
</table>

Notes:

1. Distribution index of 100 indicates that the average salary level of the EEO group is the same as that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels.

2. A distribution index based on an EEO survey response rate of less than 80% may not be completely accurate.

The Department continued to implement a wide range of professional learning opportunities for women and other EEO groups to ensure an equitable representation of these groups across all salary levels and occupations (Key result 5.1).
## 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

| Classification of position | Female | | | Male | | | Total Number | | |
|----------------------------|--------|--------|----------------|--------|--------|----------------|--------|--------|
| Number                     | % of total female | % of total at this level | Number | % of total male | % of total at this level | Number | % of grand total |
| Classroom teacher          | 14 446 | 79.8% | 83.7% | 2 820 | 56.7% | 16.3% | 17 266 | 74.8% |
| Assistant principal        | 2 690  | 14.9% | 72.6% | 1 017 | 20.5% | 27.4% | 3 707  | 16.1% |
| Deputy principal           | 181    | 1.0%  | 57.1% | 136   | 2.7%  | 42.9% | 317    | 1.4%  |
| Primary principal class 6  | 103    | 0.6%  | 74.1% | 36    | 0.7%  | 25.9% | 139    | 0.6%  |
| Primary principal class 5  | 237    | 1.3%  | 47.6% | 261   | 5.2%  | 52.4% | 498    | 2.2%  |
| Primary principal class 4  | 180    | 1.0%  | 42.0% | 249   | 5.0%  | 58.0% | 429    | 1.9%  |
| Primary principal class 3  | 160    | 0.9%  | 42.4% | 217   | 4.4%  | 57.6% | 377    | 1.6%  |
| Primary principal class 2  | 90     | 0.5%  | 32.8% | 184   | 3.7%  | 67.2% | 274    | 1.2%  |
| Primary principal class 1  | 20     | 0.1%  | 27.8% | 52    | 1.0%  | 72.2% | 72     | 0.3%  |
| Total                      | 18 107 | 100%  | 78.5% | 4 972 | 100%  | 21.5% | 23 079 | 100%  |
| Total primary principals   | 790    | 4.4%  | 44.2% | 999   | 20.1% | 55.8% | 1 789  | 7.8%  |
| Total promoted             | 3 661  | 20.2% | 63.0% | 2 152 | 43.3% | 37.0% | 5 813  | 25.2% |

**Source:** Workforce Profile data as at 30 June 2005

**Note:** Teachers who were on leave without pay for 12 months or more as at 30 June 2005 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

| Classification of position       | Female | | | | Male | | | | Total Number | | | |
|---------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|----------------|--------|--------|
|                                 | Number | % of total female | % of total at this level | Number | % of total male | % of total at this level | Number | % of grand total | | |
| Classroom teacher               | 10 455 | 83.9% | 56.1% | 8 178 | 73.7% | 43.9% | 18 633 | 79.1% | | |
| Head teacher/district guidance officer | 1 636 | 13.1% | 43.0% | 2 165 | 19.5% | 57.0% | 3 801 | 16.1% | |
| Deputy principal                | 235    | 1.9%  | 33.2% | 473    | 4.3%  | 66.8% | 708    | 3.0%  | |
| Secondary principal class 2     | 80     | 0.6%  | 30.8% | 180    | 1.6%  | 69.2% | 260    | 1.1%  | |
| Secondary principal class 1     | 54     | 0.4%  | 35.1% | 100    | 0.9%  | 64.9% | 154    | 0.7%  | |
| **Total**                       | 12 460 | 100%  | 52.9% | 11 096 | 100%  | 47.1% | 23 556 | 100% | |
| **Total secondary principals**  | 134    | 1.1%  | 32.4% | 280    | 2.5%  | 67.6% | 414    | 1.8%  | |
| **Total promoted**              | 2 005  | 16.1% | 40.7% | 2 918  | 26.3% | 59.3% | 4 923  | 20.9% | |

*Source: Workforce Profile data as at 30 June 2005*

*Note: Teachers who were on leave without pay for 12 months or more as at 30 June 2005 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>Primary and Secondary Combined</th>
<th>Female</th>
<th>Male</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification of position</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Total teaching service staff</td>
<td>30 567</td>
<td>16 068</td>
<td>46 635</td>
</tr>
<tr>
<td>Total principals</td>
<td>924</td>
<td>1 279</td>
<td>2 203</td>
</tr>
<tr>
<td>Total promoted</td>
<td>5 666</td>
<td>5 070</td>
<td>10 736</td>
</tr>
</tbody>
</table>

**Source:** Workforce Profile data as at 30 June 2005.

**Note:** Teachers who were on leave without pay for 12 months or more as at 30 June 2005 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>Primary classroom teachers</td>
<td>6 516 94.9%</td>
<td>4 037.3</td>
<td>0.6</td>
<td>352 5.1%</td>
<td>239.8</td>
<td>0.7</td>
<td>6 868 100%</td>
<td>4 277.1</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary promoted</td>
<td>182 93.3%</td>
<td>117.0</td>
<td>0.6</td>
<td>13 6.7%</td>
<td>10.1</td>
<td>0.8</td>
<td>195 100%</td>
<td>127.1</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Total Primary</strong></td>
<td>6 698 94.8%</td>
<td>4 154.3</td>
<td>0.6</td>
<td>365 5.2%</td>
<td>249.9</td>
<td>0.7</td>
<td>7 063 100%</td>
<td>4 404.2</td>
<td>0.6</td>
</tr>
<tr>
<td>Secondary classroom teachers</td>
<td>3 292 84.4%</td>
<td>2 158.4</td>
<td>0.7</td>
<td>609 15.6%</td>
<td>436.9</td>
<td>0.7</td>
<td>3 901 100%</td>
<td>2 595.3</td>
<td>0.7</td>
</tr>
<tr>
<td>Secondary promoted</td>
<td>65 91.5%</td>
<td>45.3</td>
<td>0.7</td>
<td>6 8.5%</td>
<td>5.0</td>
<td>0.8</td>
<td>71 100%</td>
<td>50.3</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Total Secondary</strong></td>
<td>3 357 84.5%</td>
<td>2 203.7</td>
<td>0.7</td>
<td>615 15.5%</td>
<td>441.9</td>
<td>0.7</td>
<td>3 972 100%</td>
<td>2 645.6</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>10 055 91.1%</td>
<td>6 358.0</td>
<td>0.6</td>
<td>980 8.9%</td>
<td>691.8</td>
<td>0.7</td>
<td>11 035 100%</td>
<td>7 049.8</td>
<td>0.6</td>
</tr>
</tbody>
</table>

**Source:** Workforce Profile data as at 30 June 2005

* Full time equivalent

** Average FTE is calculated by dividing the total FTE by the number of teachers, for example, 11 035 teachers engaged in part-time work held the equivalent of 7 049.8 positions. Average FTE = 7 049.8 / 11 035 = 0.6.

**Note:** Teachers who were on leave without pay for 12 months or more as at June 2005 are not included in the table.
# APPENDIX 3

## EEO STATISTICS FOR 2005

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>&lt;$31 352</td>
<td>293</td>
<td>41 % of total</td>
<td>252</td>
<td>86%</td>
<td>21 % of total</td>
<td>29 % of total</td>
<td>47 % of total</td>
<td>18 % of total</td>
<td>3 % of total</td>
</tr>
<tr>
<td>$31 352-$41 177</td>
<td>9 662</td>
<td>44 % of total</td>
<td>2 074</td>
<td>21%</td>
<td>7 588 % of total</td>
<td>310 % of total</td>
<td>704 % of total</td>
<td>813 % of total</td>
<td>569 % of total</td>
</tr>
<tr>
<td>$41 178-$46 035</td>
<td>3 667</td>
<td>56 % of total</td>
<td>471</td>
<td>13%</td>
<td>3 196 % of total</td>
<td>54 % of total</td>
<td>434 % of total</td>
<td>528 % of total</td>
<td>165 % of total</td>
</tr>
<tr>
<td>$46 036-$58 253</td>
<td>18 793</td>
<td>35 % of total</td>
<td>4 192</td>
<td>22%</td>
<td>14 601 % of total</td>
<td>388 % of total</td>
<td>2 550 % of total</td>
<td>2 613 % of total</td>
<td>537 % of total</td>
</tr>
<tr>
<td>$58 254-$75 331</td>
<td>43 419</td>
<td>61 % of total</td>
<td>13 094</td>
<td>30%</td>
<td>30 325 % of total</td>
<td>363 % of total</td>
<td>5 433 % of total</td>
<td>5 030 % of total</td>
<td>2 103 % of total</td>
</tr>
<tr>
<td>$75 332-$94 165</td>
<td>9 576</td>
<td>68 % of total</td>
<td>4 813</td>
<td>50%</td>
<td>4 763 % of total</td>
<td>111 % of total</td>
<td>9 15 % of total</td>
<td>7 57 % of total</td>
<td>5 22 % of total</td>
</tr>
<tr>
<td>&gt;$94 165 (non-SES)</td>
<td>1 923</td>
<td>79 % of total</td>
<td>1 141</td>
<td>59%</td>
<td>782 % of total</td>
<td>17 % of total</td>
<td>127 % of total</td>
<td>102 % of total</td>
<td>92 % of total</td>
</tr>
<tr>
<td>&gt; $94 165 (SES)</td>
<td>101</td>
<td>63 % of total</td>
<td>71</td>
<td>70%</td>
<td>30 % of total</td>
<td>- % of total</td>
<td>3 % of total</td>
<td>2 % of total</td>
<td>8 % of total</td>
</tr>
<tr>
<td>TOTAL</td>
<td>87434</td>
<td>54 % of total</td>
<td>25 897</td>
<td>30%</td>
<td>61 537 % of total</td>
<td>1 264 % of total</td>
<td>10 195 % of total</td>
<td>9 892 % of total</td>
<td>4 014 % of total</td>
</tr>
</tbody>
</table>

Source: Workforce Profile data as at 30 June 2005
## List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACLO</td>
<td>Aboriginal Community Liaison Officer</td>
</tr>
<tr>
<td>AEA</td>
<td>Aboriginal Education Assistant</td>
</tr>
<tr>
<td>AECG</td>
<td>Aboriginal Education Consultative Group Inc</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>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>