# TABLE OF CONTENTS

Introduction .......................................................................................................................... 2

Planning Outcome 1: Sound Information Base ................................................................. 7

Planning Outcome 2: Employee Views are Heard ............................................................ 9

Planning Outcome 3: Equal Employment Opportunity Outcomes Included in Agency Planning ................................................................. 11

Action Outcome 4: Fair Policies and Procedures ............................................................. 14

Action Outcome 5: Needs Based Programs for Equal Employment Opportunity Groups .................................................................................................................. 17

Action Outcome 6: Managers and Employees are Informed, Trained and Accountable for Equal Employment Opportunity ........................................................... 26

Program Outcome 7: A Workplace Culture Displaying Fair Practices and Behaviour ................................................................................................................................. 28

Program Outcome 8: Improved Employment Access and Participation by Equal Employment Opportunity Groups ........................................................................................................ 30

Program Outcome 9: A Diverse and Skilled Workforce ...................................................... 31
  - Trends in Representation of EEO Groups in % of total number of staff ..... 31
  - Trends in the Distribution of EEO Groups .................................................. 32

Appendix 1 ......................................................................................................................... 34

Appendix 2 ......................................................................................................................... 37

Appendix 3 ......................................................................................................................... 38

List of Acronyms ............................................................................................................... 39
INTRODUCTION

Our agency and its purpose

The NSW Department of Education and Training (the Department) coordinates all public education and training services in NSW including public schools, TAFE NSW, Community Education, migrant English programs, post secondary art courses and advice to the government on higher education. It delivers high quality education and training services from early childhood education through to post compulsory education and training and strongly promotes lifelong learning.

The Department is the largest single organisation, public or private in Australia, with over 94 000 employees (full time equivalent) as at 30 June 2006. One of the strategic goals of the Department is ‘to value our staff and provide a working environment that acknowledges their contribution and builds capacity’. The Department aims to position itself as an employer of choice and therefore strongly supports more flexible human resource policies and practices tailored to attract, support and retain its diverse skilled workforce.

Equal Employment Opportunity Annual Report

The Equal Employment Opportunity (EEO) Annual Report for the 2006 calendar year presents the EEO outcomes and program initiatives for EEO groups\(^1\) in the Department which resulted from the implementation of strategies in the EEO Management Plan 2005 -2008. Information contained in this report has been derived from all areas of the Department.

The report also contains statistics on trends in the representation of EEO groups as percentages of total staff in the Department and trends in the distribution index of EEO groups. These statistics and the 2006 EEO statistics as presented in Appendix 3 have been extracted from the Department’s Workforce Profile in partnership with the NSW Premier’s Department. Except for Women, the statistics on all other EEO groups are weighted. The weighted methods were introduced by the Office of Equal Opportunity in Public Employment in 1998 to estimate the representation of EEO groups in the workforce where EEO survey response rates were less than 100%.

In addition to complying with the reporting requirements under Part 9A of the NSW Anti-Discrimination Act 1977 to the Director of Equal Opportunity in Public Employment, the NSW Premier’s Department, preparation of the EEO annual report provides an opportunity to evaluate progress in realising EEO outcomes and to make the necessary adjustments to the Department’s future programs and strategies.

\(^1\) EEO groups are:
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 Management Plan 2005-2008

The Department’s EEO Management Plan 2005-2008 has been developed in accordance with Section 122J of the NSW Anti-Discrimination Act 1977 to achieve the objectives of the EEO program. The plan provides the foundations for the development and implementation of targeted programs and initiatives to improve employment and participation and professional learning opportunities for EEO groups. The current EEO Management Plan 2005-2008 continues to be promoted through the Department’s website at: https://www.det.nsw.edu.au/strat_direction/index.htm

Achievements for EEO group members in 2006

Women

Increased representation of women in leadership and management positions:

- The representation of women in promotion positions in schools continues to improve. For example, in 2006, 64.3% of primary teachers who were in executive positions were women, an increase from 63% in 2005. In 2006, 41.9% of secondary teachers who were in promotion positions were women compared with 40.7% in 2005 (Appendix 1, page 34).

- In 2006, women represented 72% of the Department’s permanent and temporary workforce, an increase from 70% in 2005 (Appendix 3, page 38).

- The participation of women in a wide range of management and leadership development programs and higher duties opportunities continues to be achieved or to exceed the 50% target (Key Result 5.1, page 17). These programs included:
  - School Executive Leadership Development Program
  - Principal Preparation Program
  - Sustainable Leadership
  - Certificate of Administrative Leadership

- The Women in Educational Leadership (WIEL) network continues to be supported by the Department. WIEL offers professional support and networking opportunities for women leaders and women aspiring to leadership roles in the education and training system. There are 14 local WIEL networks across the state with a total membership of over 1 000 women. WIEL continues to maintain strong links with the Department's Spokeswomen Network, Women in TAFE, Association of Women Educators and the Premier's Council for Women.
Aboriginal People or Torres Strait Islanders

In 2006, the Aboriginal Human Resource Development Plan (AHRD Plan) 2006-2008 was developed and implemented. The AHRD Plan aims to improve recruitment, participation, professional learning and network support for Aboriginal people along with promotion and communication initiatives.

Aboriginal employment and professional learning and support programs were enhanced in line with the AHRD Plan. Achievements included (Key Results 5.1, page 18 and 5.2, page 22):

- 60 Teacher Education Scholarships were offered to Aboriginal people, an increase from 35 in 2005.
- 20 scholarships were offered to teacher education students from four universities to undertake a preservice primary teacher education program that provides enhanced preparation for teaching Aboriginal students.
- 55 Aboriginal school teachers were appointed to permanent positions in the 2005/06 staffing operation.
- 61 newly appointed Aboriginal school teachers and principals attended a one day workshop, an increase from 41 in 2005.
- All newly appointed Aboriginal school teachers were offered mentoring support under the Aboriginal Mentor program. Five Aboriginal teachers who were appointed to remote schools accessed video conferencing facilities which were provided to their schools to enhance the mentoring support.
- Eight School Administrative and Support Staff (SAS Staff) positions in schools with significant Aboriginal student enrolments were identified for Aboriginal people and filled during 2006.
- 88 Aboriginal staff were trained in Certificate IV Assessment and Workplace Training to become facilitators for the delivery of an Aboriginal Cultural Education Program. This training was offered by all institutes and will continue in 2007. These facilitators delivered the Aboriginal Cultural Education Program to over 400 participants across the Department.
- 31 Aboriginal Education Assistants participated in the Certificate III Aboriginal Education Assistant Traineeship program.
- 51 Aboriginal staff were granted special leave, a form of paid leave, to undertake teacher education training and other professional development programs.

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

Page 4
Five Aboriginal staff participated in the Certificate III in Education Support Teachers Aides (Special) Traineeships delivered through Technical and Further Education (TAFE) institutes.

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

Achievements for people from racial, ethnic or ethnoreligious minority groups (Key Results 5.1, page 20 and 5.2, page 23) included:

- 298 Overseas Trained Teachers (OTTs) participated in the Pre-employment Program for Overseas Trained Teachers which provides a comprehensive induction to government schools. Of the 298 participants, 115 gained approval for primary teaching and 183 for secondary teaching.

- 10 teachers who are native speakers of community languages were supported to undertake the Community Language Fluency Testing. Testing provides opportunities for teachers to be assessed in community languages and gain accreditation to teach those languages to students in NSW government schools. Of the 10 applicants, eight successfully completed their test.

- 17 teachers aides (ethnic) participated in professional learning workshops to further develop classroom skills in providing bilingual support in the Counting On numeracy program for newly arrived students enrolled in Intensive English Centres.

- Sydney Institute staff whose First Language Spoken as a Child was not English participated in a range of activities. These activities included 32 staff members attending external professional conferences, 43 staff attending IT skills training and four staff completing the Train the Trainer course.

- The Western Sydney Institute conducted a wide range of training courses for teachers and other staff on diversity and inclusive practices. These courses included Cross Cultural Communication, Teaching in a Multicultural Classroom, African Cultural Awareness and Mental Health First Aid.

Staff with a disability

Achievements for people with a disability in 2006 (Key Results 5.1, page 21) included:

- Staff with Disabilities Network (SWDN) in partnership with the Professional Learning and Leadership Development Directorate sponsored and supported network members to undertake a range of professional learning programs. These included:
  - 12 members completing the Certificate of Administrative Leadership;
  - nine members completing an online Mentoring course;
− five members completing a course in *Conflict Resolution* which was run as an interactive computerised workshop; and
− nine members of the SWDN Management Committee completing the trial module, *Developing Excellence in Management Practice*, tailored from the *Certificate of Administrative Leadership* (CAL).

- Communication and network support for staff with a disability was further improved through the promotion and utilisation of an online forum and the SWDN website.

- Teacher Consultants of the Western Sydney Institute Open Training and Education Network (OTEN) provided training to over 40 teaching and administrative staff on the educational support needs for students with a disability. The Teacher Coordinator (Physical) conducted a series of disability awareness training and information sessions on the role of the assistive dog. OTEN, in partnership with Assistance Dogs Australia, produced and distributed a DVD on disability awareness and assistive dog etiquette.

- Five people who identified as having a disability participated in the NSW Public Sector Traineeships during 2006.
PLANNING OUTCOME 1: SOUND INFORMATION BASE

Key Result 1.1 EEO statistical data are comprehensive and accurate

In 2006 the EEO survey response rate was 55%, a notable increase from 49% in 2003 which was prior to establishment of the online EEO survey facility. In numbers, a total of 52,083 staff members completed the survey as at 30 June 2006.

The online EEO survey facility continues to be promoted through a range of avenues such as the Human Resources home page, Induction for New Corporate Staff website and publications including InPrincipal and Side by Side. The online survey facility is also promoted through employee payslips. Ongoing promotion of the online EEO survey aims to achieve the NSW Premier’s Department’s target of at least an 80% survey completion rate by its staff members and to ensure that EEO statistics are accurate and comprehensive.

A variety of additional methods were used to assist and encourage staff members to complete the EEO survey. These included:

- encouraging new staff to complete the survey as part of induction;
- emails from Directors urging staff members to complete the survey;
- 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.

Key Result 1.2 Qualitative information is collected and is used in EEO planning and reporting

Information and statistics 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.

The data on participation of EEO group members in professional learning activities were collected by work areas. 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 professional learning activities is generally proportional to their representation in the workforce. For example, participation by the South Western Sydney Institute staff in leadership development programs included 358 female staff, 86 staff whose First Language Spoken as a Child was not English and one staff member with a disability. In addition, customised professional learning programs were offered to Aboriginal staff.
During 2006, over 20 000 employees acted in higher positions, 72.4% of whom were women, 1.3% Aboriginal staff, 7.4% of staff whose First Language Spoken as a Child was not English and 1.9% were staff with a disability (not requiring adjustment at work).

Participation of EEO group members on selection panels is encouraged and monitored to ensure equitable representation of EEO group members on the selection panels. The data on EEO group members participating on selection panels were collected and are presented on page 25 of this report.
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 have EEO group representation or are responsible for ensuring that the views of EEO groups are considered. The Director-General has a number of advisory groups that assist in decision making including the Director-General’s Advisory Group on Aboriginal Education and Training and the Director-General’s Advisory Group on Multicultural Education and Training.

During 2006, representation of women on the Department’s major boards and committees included:

- 46.2% 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
- 44.5% 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 2006, 36.4% of the total members of the board were women.

As at 30 June 2006, 34% of the senior executive staff in the Department were women (Appendix 3, page 38), an increase from 30% in 2005.

The diverse perspectives of staff are reflected in decision making levels through structures such as EEO representative groups and networks. Regions and institutes have a variety of consultative committees that include staff and community representatives from EEO groups. For example:

- The Aboriginal Education and Training Directorate (AETD) convened a number of consultation workshops in 2006 for TAFE NSW Aboriginal staff which included:
  - consultation on a range of Aboriginal education and training issues conducted through quarterly workshops of 11 Aboriginal Development Managers representing all institutes;
  - an Aboriginal Coordinators workshop was held involving 30 Aboriginal Coordinators from all institutes. The workshop included professional development of Aboriginal staff, state and national priorities in Aboriginal Vocational Education and Training (VET) and consultation on various curriculum materials to support teaching staff working with Aboriginal students and communities; and
  - an Aboriginal Cultural Education Trainers Workshop involving 20 Aboriginal TAFE staff provided an opportunity for staff to raise relevant issues and share strategies relating to VET.
The Disability Programs Directorate continued to support a staff member in the role of executive officer to the *Staff with Disabilities Network* (SWDN) which has resulted in improved communication, consultation and reporting processes. The SWDN has approximately 60 members and a Management Committee of nine members. The SWDN continued to provide a valuable means of network support and professional learning programs for staff with a disability as well as providing feedback on policies and programs relating to this group.

The South Western Sydney Region (SWSR) has a *Women in Educational Leadership* group that meets each school term. The region’s Equity Reference Group includes stakeholders from schools, parents, the NSW Teachers Federation and key community groups. All groups provide a key source of information and feedback in areas relating to EEO planning and evaluation to the regional management committee. A SWSR Aboriginal Education and Training Planning Group has been established. Representation is actively sought from the Aboriginal community, the Department’s Aboriginal staff and other government and non-government agencies. Of this planning group 17 of the 24 members are Aboriginal people.

The Hunter Institute introduced a new program called NiPS (Networking in Practice) for staff of students with a disability. Over 32 teaching staff across a number of faculties accessed the program to share information on issues relating to the needs of students with psychiatric and neurological disabilities and support for the teaching staff.
PLANNING OUTCOME 3: EEO OUTCOMES INCLUDED IN AGENCY PLANNING

Key Result 3.1 Equity and diversity principles are integrated into agency planning

Corporate Plan 2006-2008

The Department’s Corporate Plan 2006-2008 reflects a strong focus and commitment to equity and diversity. The plan underpins the development of portfolio and directorate plans to achieve measurable outcomes and to lead to sustainable improvements in shaping and maintaining an inclusive, dynamic and responsive public education and training system. The Planning and Innovation Directorate stated that reporting against the plan also requires separate data on equity groups which enables monitoring of the access and participation of equity groups in the NSW public education and training system.

Strategic Human Resources Plan 2006-2008

The Department's Strategic Human Resources Plan 2006-2008 (SHRP), which is an associated plan of the Corporate Plan 2006-2008, is being successfully implemented to provide a working environment that values diversity and inclusive practice as well as developing a high performance culture. During 2006 a draft Workforce Capability Framework has been developed, which is a key enabler in achieving the objectives of the SHRP. The core capability Achieve our organisation’s outcomes to the highest standards has as a descriptor, Understand and uphold the principles of equity and diversity. This aims to ensure that the Department’s workforce has a shared understanding and commitment to valuing diversity in the workplace.

The SHRP also has an emphasis on supporting all staff through effective induction and performance management and development. In 2006 new resources were developed to support these initiatives and will be promoted and implemented in early 2007. These are:

- the new Performance Management and Development Policy, and the draft Performance Management and Development Scheme for Public Service and TAFE Administrative and Support Staff aim to assist all staff to develop their full potential and pursue a career path of their choice; and

- an Online Induction Resource for New Corporate Staff which includes a section on EEO and a link to the online EEO survey. Data from the survey are used by the Department to develop policies and programs to improve equity and workforce diversity.

EEO Management Plan 2005-2008

During 2006, modifications were made to the EEO Management Plan 2005-2008 to support emerging equity priorities in the Department. The modified EEO
Management Plan was submitted to the Director of Equal Opportunity in Public Employment in 2006.

The current EEO management plan and the EEO annual report are published on the Department’s website and a small number of hard copies are provided to the Department’s libraries and other main libraries in NSW.

Aboriginal Human Resource Development Plan 2006-2008

In response to relevant recommendations of the Report of the Review of Aboriginal Education, the Human Resources Directorate developed an Aboriginal Human Resource Development Plan 2006-2008 (AHRD Plan). The AHRD Plan will guide an organisation-wide response to achieve increased representation, participation and retention of Aboriginal staff in the Department and to ensure the quality of teaching and learning outcomes for Aboriginal people. Strategies from the plan are linked to the Aboriginal Education and Training Strategy, EEO Management Plan 2005-2008 and the Strategic Human Resources Plan 2006-2008 to achieve sustainable improvement in this area.

The implementation of the AHRD Plan is supported by an ongoing communication and promotion strategy: a Community Information brochure for use in consulting with Aboriginal and other communities; an implementation guide for managers; and web based resources. During the reporting period, targeted recruitment strategies including identifying positions for Aboriginal people and enhanced professional learning programs and support for Aboriginal people were developed and implemented in accordance with the terms of the NSW Anti-Discrimination Act 1977 (Key Results 5.1, page 18 and 5.2, page 22).


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. It also 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. For example, during the reporting period, 57 teachers completed and 47 teachers commenced Special Education Retraining Programs in general special education, behaviour, vision and hearing impairment while 212 Teacher’s Aides Special (TAS) undertook Certificate III in Education Support Teachers Aide (Special) to better meet the needs of students with disabilities in schools.

Ethnic Affairs Priorities Statement

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 First Language 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.

Work areas incorporate equity and diversity strategies within their business planning. The following are some examples.

- The *Employee Performance and Conduct (EPAC) Strategic Plan 2004-2006* contains a number of strategies incorporating equity and diversity priorities. As a result all new staff were provided with best practice standards in induction and mentoring support. Additionally an online child protection training package for all staff including casual staff was developed and implemented. The training package and the EPAC’s child protection investigation methods were recognised by the NSW Ombudsman as being *Star Performance in NSW*.

- The Western Sydney Region reported that equity strategies were specifically included in the regional service delivery strategy, business plan and in senior officers’ performance agreements. During 2006, specific staff training was conducted in Anti-Racism and *Dealing with Bullying and Harassment*. Additional training programs were organised for staff working in equity areas on *Dealing with Discrimination in the Workplace* which was delivered by the NSW Anti-Discrimination Board’s training team.

- The Sydney Institute’s business plan has a strong focus on equity and diversity. The inaugural Institute Staff Showcase was held in 2006, recognising staff achievements and innovation. Positive outcomes included increased staff motivation and morale and public recognition of their involvement in Institute planning and decision making processes. The Annual Celebration of Staff Achievement recognises and acknowledges individual staff and team initiatives that contribute to the success of the day to day activities of the Institute.
ACTION OUTCOME 4: FAIR POLICIES AND PROCEDURES

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

The Department has an ongoing process of reviewing and updating Human Resource policies and procedures. The policies are developed or revised in accordance with relevant legislation, awards, agreements and relevant equity standards. All current policies are published on the Department’s website at: https://www.det.nsw.edu.au/policies/

The Department continued to implement a range of policies and workplace practices to support the diverse needs of staff and to meet its business and service goals. These included the following:

Flexible Work Practices

A range of flexible work practices continued to be implemented across the Department to ensure a family friendly work environment and assist staff of all ages to balance their work and other responsibilities more effectively. As a result of the federal Family Provisions Test Case 2005, enhanced parental leave conditions have been implemented which provide eligible employees with a right to request to extend the period of unpaid adoption, maternity or parental leave for a further 12 months or return from a period of full time adoption, maternity or parental leave on a part time basis until the child reaches school age. These provisions were provided to corporate staff and staff in schools and TAFE. For corporate staff the new entitlements have been incorporated into the Crown Employees (Public Service Conditions of Employment) Reviewed Award 2006.

Flexible work practices have been recognised as an important means of addressing workplace adjustment needs for staff with a disability. During 2006, 42 947 staff accessed flexible work options including permanent and temporary part time work, job sharing and leave without pay arrangements. Women made up 83.4% of all staff accessing these options. An additional 41 107 staff took short term absences for family and community responsibilities during the reporting period, 71.5% of whom were women.

Adjustment at Work

The Adjustment at Work guidelines continue to be promoted through the Department’s website and the SWDN home page. The guidelines were implemented across the Department to ensure equitable access by people with a disability in employment, participation and professional learning activities. The following example gives an indication of the range of adjustments that have been made under these guidelines. The Hunter Institute’s Health and Welfare Advisor is responsible for ensuring mechanisms are in place to support staff with a disability. Minor workplace adjustments were provided based on self assessment by individual staff with a disability. Workplace adjustments were usually medically determined for both
physical and emotional disabilities. Forms of adjustment included a reduced workload and a gradual return to work program. In 2006, three staff members with a disability had permanently modified duties and 23 staff required temporary assistance to return to full duties.

In addition, the Technical Equipment Program (TEP), which is a state funded program managed by the Department, provides technical equipment support to staff with a disability across the NSW public sector. For the 2005/06 financial year, approximately $42 000 has been spent to cover 14 applications for a diverse range of technical equipment for NSW public sector staff with a disability.

Aboriginal Cultural Education Program

The Aboriginal Cultural Education Program (ACEP), a nationally accredited TAFE NSW program, has a strong focus on improving knowledge and appreciation of Aboriginal culture for the participants. TAFE institutes have offered the Certificate IV Assessment and Workplace Training for Aboriginal staff to become a facilitator for the delivery of the ACEP within the Department and other government agencies. The program will provide participants with knowledge and skills to enhance cultural inclusiveness in their work practices and increase responsiveness to Aboriginal students and communities.

The following table represents the number of Aboriginal facilitators trained by each institute in 2006 and the number of people who participated in the program during 2006.

<table>
<thead>
<tr>
<th>TAFE Institutes</th>
<th>No of Aboriginal Facilitators</th>
<th>No of participants</th>
<th>*Total no Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Aboriginal</td>
<td>Non Aboriginal or not stated</td>
</tr>
<tr>
<td>Hunter</td>
<td>3</td>
<td>0</td>
<td>62</td>
</tr>
<tr>
<td>Illawarra</td>
<td>5</td>
<td>4</td>
<td>56</td>
</tr>
<tr>
<td>New England</td>
<td>18</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>North Coast</td>
<td>15</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Northern Sydney</td>
<td>3</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Riverina</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>South Western Sydney</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sydney</td>
<td>17</td>
<td>5</td>
<td>47</td>
</tr>
<tr>
<td>Western</td>
<td>9</td>
<td>6</td>
<td>132</td>
</tr>
<tr>
<td>Western Sydney/OTEN</td>
<td>5</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>88</strong></td>
<td><strong>16</strong></td>
<td><strong>398</strong></td>
</tr>
</tbody>
</table>

*Source: Aboriginal Education and Training Directorate of the Department*

*Note: Majority of participants are employees of the Department but a small number of participants were from other government agencies.*
Community Language Allowance Scheme

The Community Language Allowance Scheme (CLAS) supports 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 staff members. During 2006, 120 bilingual staff were receiving the language allowance, covering 31 community languages.

The CLAS initiative was promoted across the Department to ensure that work areas with a high demand for community languages utilise the CLAS initiative and are aware of CLAS accredited staff available for interpreting services.

Teaching Community Languages

The Department continues to support teachers who are native speakers of a community language to undertake Community Language Fluency Testing for the purpose of gaining approval to teach that language in NSW government schools. In 2006, 10 bilingual teachers were supported to undertake the Community Language Fluency Test and eight teachers were successful. The accreditation of teachers in community languages promotes multiculturalism, assists students to learn a language other than English and allows schools to broaden their curriculum offering.

English as a Second Language (ESL) Retraining Program and support for ESL teachers

The Department continues to conduct the ESL Retraining Program to ensure adequate support for ESL teachers thereby helping to improve educational outcomes for students learning English as their second language or other language. In 2006, 25 teachers participated in the ESL Retraining Program. Of the 25 participants, 15 teachers completed the program and the remaining 10 teachers are expected to complete the program in 2007.

A range of professional learning activities were conducted for ESL teachers including an orientation program for 180 ESL teachers. A further 18 workshops were conducted across the state to support ESL teachers with the implementation of the Department’s new reporting process.
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 and advertised through the Jobs@DET website to ensure that fair and equitable development opportunities were available to all staff.

Staff Acting in Higher Positions during 2006

<table>
<thead>
<tr>
<th>EEO Groups</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of staff acting in higher positions</td>
<td>20,694</td>
</tr>
<tr>
<td>Women</td>
<td>14,989</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>279</td>
</tr>
<tr>
<td>People whose first language was not English and Minority Groups</td>
<td>1,535</td>
</tr>
<tr>
<td>People with a disability</td>
<td>383</td>
</tr>
<tr>
<td>People with a disability requiring adjustment</td>
<td>152</td>
</tr>
</tbody>
</table>

Source: Workforce Profile data as at 30 June 2006

Some specific support for staff to apply for higher positions was offered, for instance the South Western Sydney Institute conducted Résumé Writing and Interview Skills training with 12 participants.

Participation of EEO groups in professional learning activities was maximised through a range of targeted training programs particularly for Aboriginal staff and staff with a disability. Details of these programs and EEO groups’ participation are reported below.

Development opportunities for women

The Department strengthened its provision of management and leadership development opportunities for women. During 2006, more than 50% of participants in a wide range of management and leadership development programs were women. Some examples of the participation of women in such courses include:

- Participation by 71 school executives in a workshop focusing on sustainable leadership led by Professor Hargreaves. Of the participants, 71.8% were women.
- Participation by 55 members of staff in the Principal Preparation Program, 69% of whom were women.
- Participation by 49 newly appointed principals in the Principals’ Induction and Orientation Program, 67% of whom were women.
• Participation by 34 newly appointed deputy principals in the Deputy Principals’ Induction and Orientation Program, 47% of whom were women.

• Attendance by 61 participants at a seminar as part of the Travelling Educators Program conducted by Paul Brock, Director, Learning and Development Research. Of the 61 participants, 77% were women.

• 46 of 48 SAS Staff who participated in the Certificate of Administrative Leadership (CAL) were women.

• Implementation of the Health Care Procedures training for Teachers Aides Special (TAS) who are involved in assisting students with high support needs. A total of 577 teachers aides (special) received this training, 99% of whom were women.

• Participation by 281 teachers aides (special) in Certificate III in Education Support Teachers Aides (Special) Traineeships delivered through TAFE institutes, 99% of whom were women.

• 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%. A wide variety of management and leadership development programs were conducted across TAFE institutes to improve management and leadership skills including, Performance Management, Expanding your Leadership Capability, Managing Multiple Projects and Leadership and Management Development programs. For example, in the Sydney Institute 250 women participated in leadership and management development programs.

• The Women in Educational Leadership (WIEL) network became an incorporated association in 2006. There are 14 local WIEL networks across the state in all regions that continued their organisation of local conferences and professional learning activities attracting both existing and new members. Planning for the 2007 State Conference was undertaken by the state executive team and future directions were discussed. At the 2007 State Conference the members will be celebrating 10 years of WIEL supporting women, throughout NSW. WIEL continues to maintain strong links with the Department’s Spokeswomen Network, Women in TAFE, Association of Women Educators and the Premier’s Council for Women.

Development opportunities for Aboriginal people

During the reporting period professional learning, mentoring and support programs for Aboriginal staff were enhanced in line with the AHRD Plan. Outcomes achieved in 2006 included:

• Attendance by 61 newly appointed Aboriginal teachers and principals in a one day workshop. The program included orientation for newly appointed Aboriginal teachers and an Aboriginal cultural education program for their principals and/or
supervisors. An evening dinner program was also conducted with the newly appointed teachers. Aboriginal teachers were guest speakers at the dinner where they shared their career pathway stories with the newly appointed teachers.

- Provision of mentoring support to all newly appointed Aboriginal teachers under the Aboriginal Mentor program. Five Aboriginal teachers who were appointed to remote schools accessed video conferencing facilities which were provided to their schools to enhance the mentoring support.

- Participation by six of the eight newly appointed Aboriginal SAS Staff in a customised support program. The program included orientation for SAS staff members, Aboriginal cultural education program for their principals, and mentoring training and network support for new Aboriginal SAS staff members and their mentors.

- Completion by 88 Aboriginal staff of the Certificate IV Assessment and Workplace Training to become a facilitator for the delivery of the Aboriginal Cultural Education Program (ACEP). The accredited Aboriginal facilitators delivered ACEP to over 400 participants. Further training has been planned for 2007 to meet the increasing demand for the ACEP in the Department and across the NSW public sector.

- Participation by 31 Aboriginal Education Assistants (AEAs) in the Certificate III-Aboriginal Education Assistant Traineeship program, five of whom completed the program following two years of training which includes part-time attendance at TAFE. The Certificate III Traineeship has been developed to meet the specific training and professional development needs of AEAs to undertake their role, within a nationally recognised qualification.

- Utilisation of special leave by 51 AEAs and other Aboriginal staff in the Department to undertake approved teacher education training courses and other professional development programs.

- Participation by five Aboriginal staff in the Certificate III in Education Support Teachers Aides (Special) Traineeships delivered through TAFE institutes.

- Participation by seven senior Aboriginal staff of the Western Institute in a LearnScope project which trained 20 Aboriginal Community Education Facilitators in remote communities. The project supported the development of e-learning strategies, supporting community learning and new technologies.

- Support and encouragement for AEAs, Aboriginal Community Liaison Officers (ACLOs) and other Aboriginal staff in schools, regions and institutes to participate in conferences, forums and targeted professional learning programs. For example, 43 Aboriginal staff from the Western Sydney Region participated in a wide range of professional development activities. Support was also given to staff to attend regional and state conferences such as Making the Connections and the Fourth Indigenous Education Conference.
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 programs were implemented to improve skills and professional learning opportunities for staff from racial, ethnic or ethno-religious minority groups and staff whose language first spoken as a child was not English. Outcomes for 2006 included:

- Participation by 298 Overseas Trained Teachers (OTTs) in the Pre-employment Program for Overseas Trained Teachers which provides a comprehensive induction to government schools. Of the 298 participants, 115 gained approval for primary teaching and 183 for secondary teaching.

- Continued funding support for the Professional English Assessment for Teachers (PEAT) exemplar materials to assist OTTs for their preparation of the test. In 2006, 46 OTTs successfully completed all components of PEAT.

- Provision of support for 10 teachers who are a native speaker 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 10 applicants, eight successfully completed their test.

- Participation by 17 teachers aides (ethnic) in professional learning workshops to further develop classroom skills in providing bilingual support in the Counting On numeracy program for newly arrived students enrolled in Intensive English Centres.

- Participation by 86 staff whose language first spoken as a child was not English in the South Western Sydney Institute’s Management and Leadership development program.

- Attendance by all Adult Migrant English Service teaching staff of Illawarra Institute 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. Three staff members attended training on Working with Women from a Muslim Background.

- Participation by the Sydney Institute’s staff members whose language first spoken as a child was not English in a range of activities. These activities included 32 staff members attending external professional conferences, 43 staff attending Information Technology Skills training and four staff participating in the Train the Trainer course.
Development opportunities for staff with a disability

A number of professional learning initiatives for staff with a disability were implemented to maximise staff potential and provide career development opportunities. Outcomes in 2006 included the following:

- Staff with Disabilities Network (SWDN) in partnership with the Professional Learning and Leadership Development Directorate sponsored and supported network members to undertake a range of professional learning programs. These included:
  - 12 members completing the Certificate of Administrative Leadership (CAL);
  - nine members completing an online Mentoring course;
  - five members completing a course in Conflict Resolution which was run as an interactive computerised workshop; and
  - nine members of the SWDN Management Committee completing the trial module, Developing Excellence in Management Practice, tailored from CAL.

- Participation by 40 teaching and administrative staff in a training course on the education support needs for students with a disability conducted by the Western Sydney Institute OTEN. A further series of disability awareness training and information sessions on the role of the assistive dog were held for teaching and administrative staff.

- Promotion and distribution of an educational DVD jointly produced by OTEN and Assistance Dogs Australia to raise disability awareness and assistive dog etiquette.

- Participation of five people with a disability in the NSW Public Sector Traineeships during 2006.

- Completion by 57 teachers in the 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 47 teachers commenced the Special Education Retraining Program during the reporting period.
Key Result 5.2 Recruitment strategies EEO groups

The Department’s commitment to equity and workforce diversity continued to be demonstrated through a wide range of targeted recruitment and promotional strategies. In addition to the EEO Management Plan 2005-2008, the Strategic Human Resources Plan 2006-2008 has a strong equity and diversity consideration (Key Result 3.1, page 11). Additionally, the development and implementation of the Aboriginal Human Resource Development Plan 2006-2008 (AHRD Plan) has contributed to further improvements in recruitment, participation and professional learning opportunities for Aboriginal people.

Positions 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 where appropriate in community newspapers such as the Koori Mail and Indigenous Times and various ethnic press.

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 (page 25).

Some of the key strategies and outcomes during 2006 included the following.

- Recruitment strategies for Aboriginal people were significantly enhanced in line with the AHRD Plan. Achievements included:
  - 55 Aboriginal teachers were appointed to permanent positions in the 2005/06 staffing operation.
  - 60 Teacher Education Scholarships were offered to Aboriginal people, an increase from 35 in 2005.
  - 20 scholarships were offered to teacher education students from four universities to undertake a preservice primary teacher education program that provides enhanced preparation for teaching Aboriginal students.
  - Eight SAS Staff positions in schools with significant Aboriginal student enrolments were identified for Aboriginal people and filled during 2006. Information sessions were held at local level for Aboriginal community members to gain an understanding of the SAS Staff role and to develop relevant skills to apply for designated positions. Further SAS Staff positions will be identified for Aboriginal people in 2007.

- Significant progress has been made towards finalisation of additional selection criteria for all promotion positions in the Department which include specific reference to knowledge of and commitment to the implementation of the Department’s Aboriginal education policies. Inclusion of additional selection
criteria emphasises the importance of the Department’s goals to improve employment, education, participation and lifelong learning opportunities for Aboriginal people and communities. The additional selection criteria will be introduced early in 2007.

- All 10 regions developed action plans to improve recruitment and support for Aboriginal people. For example, the North Coast Institute developed an *Aboriginal Employment Action Plan* that outlines a range of actions to heighten recruitment, retention and career development opportunities for Aboriginal people. Implementation of the plan commenced in 2006 and as a result, 10 Aboriginal trainees have been selected; four of the trainees are in business traineeships and six in information technology traineeships.

- The AETD of the Department is responsible for improving the education and training outcomes of Aboriginal students. It provides a framework for the development of relevant policies and guidelines. In 2006, 27 of the 33 positions within AETD were Aboriginal identified positions. These identified positions were across all salary levels including the Senior Executive Service, Principal Education Officers, Senior Policy Officers, Project Officers, Office Manager and Support Officers. Professional learning opportunities for staff within AETD was a priority during 2006 and was supported through higher duties opportunities, needs based training programs and through higher education at universities.

- Participation of Aboriginal staff in decision making processes continues to increase. For example, the Director of AETD is a member of the Board of Management, the highest internal decision making body of the Department. The AETD provides the secretariat for the *Director-General’s Aboriginal Education and Training Advisory Group* and the Executive Officer of the secretariat is a senior staff member of AETD.

- 298 Overseas Trained Teachers (OTTs) participated in the *Pre-employment Program for Overseas Trained Teachers* which provides a comprehensive induction to government schools. Of the 298 participants, 115 gained approval for primary teaching and 183 for secondary teaching.

- The Hunter Institute appointed a Student Support Officer with an African background to work with local African communities to promote greater access by people from African countries to the programs, services and support available through the Institute.

- In 2006, the Western Sydney Institute recruited two staff members with disabilities and identified a Student Support Officer position for Aboriginal people and filled the position.

- The South Western Sydney Region maintained strong links with local communities through the employment of Community Liaison Officers (Pacific Islander, Arabic and Aboriginal communities). Merit selection training was provided for Aboriginal community members and parents and community members whose language first spoken as a child was not English so that they
can participate on staff selection panels. Mentor Training was provided for 52 school based staff and community members and was rated as highly relevant to the communities’ needs.

- The Sydney Region conducted merit selection training particularly for community members whose language first spoken as a child was not English. Over 60 community members participated in the merit selection training delivered through Gymea Migrant Resource Centre, Rockdale Migrant Resource Centre and Arabic Council of Australia.

- The Western Institute implemented various initiatives to enhance recruitment and retention of Aboriginal staff including:
  - *Train the Trainer* sessions for Aboriginal Development Managers (ADMs) to provide support to Aboriginal applicants to apply for positions;
  - a recruitment workshop for community members delivered by Human Resource staff in conjunction with ADMs for identified positions at Walgett and Dubbo; and
  - advertisements for all identified vacancies for Aboriginal people were forwarded to local Aboriginal community organisations and Aboriginal Education Consultative Group Inc (AECG) for distribution.

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 2006.
## Number and percentages of EEO group members on selection panels in 2006

<table>
<thead>
<tr>
<th>Position Type</th>
<th>Number of positions</th>
<th>Total number of panel members</th>
<th>Female</th>
<th>First language spoken was not English</th>
<th>Aboriginal people</th>
<th>People with a disability</th>
<th>Number of EEO group members as independents</th>
<th>Number of EEO group members as convenors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching positions in schools</td>
<td>1688</td>
<td>7,151</td>
<td>3,681</td>
<td>332</td>
<td>526</td>
<td>8</td>
<td>2,204</td>
<td>736</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>51.5%</td>
<td>4.6%</td>
<td>7.4%</td>
<td>0.1%</td>
<td>30.8%</td>
<td>10.3%</td>
</tr>
<tr>
<td>School administrative and support staff</td>
<td>1,251</td>
<td>3,818</td>
<td>2,394</td>
<td>35</td>
<td>79</td>
<td>4</td>
<td>815</td>
<td>422</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>62.7%</td>
<td>1.0%</td>
<td>2.1%</td>
<td>0.1%</td>
<td>21.4%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Non-school based teaching service positions</td>
<td>377</td>
<td>897</td>
<td>476</td>
<td>29</td>
<td>94</td>
<td>9</td>
<td>145</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>53.1%</td>
<td>3.2%</td>
<td>10.5%</td>
<td>1.0%</td>
<td>16.2%</td>
<td>15.2%</td>
</tr>
<tr>
<td>Public service positions</td>
<td>498</td>
<td>1,147</td>
<td>595</td>
<td>111</td>
<td>55</td>
<td>15</td>
<td>152</td>
<td>224</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>51.9%</td>
<td>9.7%</td>
<td>4.8%</td>
<td>1.3%</td>
<td>13.3%</td>
<td>19.5%</td>
</tr>
<tr>
<td>TAFE positions (based at state office)</td>
<td>18</td>
<td>42</td>
<td>23</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>54.8%</td>
<td>4.8%</td>
<td>-</td>
<td>7.1%</td>
<td>23.8%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3,832</td>
<td>13,055</td>
<td>7,169</td>
<td>507</td>
<td>756</td>
<td>36</td>
<td>3,319</td>
<td>1,528</td>
</tr>
</tbody>
</table>

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

The Department continues 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

EEO accountabilities continue to be included in all performance agreements for the SES officers and Senior Officers across the Department 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. Human Resource managers, unit managers and supervisors were responsible to ensure that EEO principles were followed in recruitment, training and staff supervision.

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. 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 and safe and supportive work environments.

A wide variety of policies, programs and initiatives were developed and implemented to achieve improvements in equity and workforce diversity (key results 4.1, 5.1 and 5.2 - from page 14 to 25).

Examples of a variety of strategies that were implemented in schools, regions, state office and TAFE institutes to promote staff awareness of equity and inclusive practices included the following:

- All TAFE institutes offered the Certificate IV Assessment and Workplace Training to Aboriginal staff to become accredited facilitators for the delivery of Aboriginal Cultural Education Program (ACEP). In 2006, 88 Aboriginal facilitators delivered the ACEP to over 400 participants across the Department. This program provides participants with knowledge and appreciation of Aboriginal culture and skills to enhance cultural inclusiveness in their workplace and increase responsiveness to Aboriginal students and communities.

- The Western Sydney Institute and the Western Sydney Region conducted a range of programs with a focus on disability awareness and cross cultural understanding. These included the Deaf Deaf World, Mental Health First Aid and African Cultural Awareness programs.
  - The Deaf Deaf World workshop was presented by the Deaf Society of NSW with 15 staff members participating in the workshop. The workshop simulated some of the communication barriers deaf people experience in everyday life by placing hearing people in a “Deaf World”.
  - The Mental Health First Aid course covered how to provide assistance in mental health crisis situations and/or in the early stages of mental health problems, with 78 staff members participating in the course. Participants were taught the signs and symptoms of mental health problems and how to get
help or assist others. An additional three staff completed the Mental Health First Aid - Train the Trainer course.

- The African Cultural Awareness workshop was designed to provide teachers and other staff with a better understanding of students and their families from various parts of Africa as well as strategies to improve two way communication and learning outcomes for these students.

- The Promoting Community Harmony and Challenging Racism in Schools Policy Forum was held with the attendance of 94 regional and state office representatives. The forum clarified responsibilities and highlighted strategies to support implementation of the Department's Anti-Racism Policy.

- Anti-Racism Contact Officer training was delivered in all regions to assist schools and workplaces to effectively resolve complaints about racism. A new online resource was developed to assist school counsellors working with students from culturally and linguistically diverse backgrounds.

- Over 20 staff members of various curriculum centres of the TAFE Business Directorate participated in an Ethics Workshop conducted by the St. James Ethics Centre which focused on ethical practices in the workplace. Articles in the International Centre for Vocational Education and Training eZine magazine focused on Indigenous learning issues, current initiatives and strategies. These are available to support training and development programs in TAFE Institutes around Indigenous Learning, as well as to support individual staff.

- The Hunter Institute developed a video titled Harassment Free Institute in partnership with the NSW Anti-Discrimination Board that sets out the rights and responsibilities of all Institute staff with regard to EEO policies and programs. It is also a requirement of the Institute that all new students view the video and discuss the contents with their respective teachers. In addition, the Institute developed another video that summarises the main points contained in the Department's Code of Conduct. One section of the Code focuses on EEO and is summarised in the video. It is a requirement of the Institute that staff update their knowledge of the Department's Code of Conduct annually.
PROGRAM OUTCOME 7: A WORKPLACE CULTURE DISPLAYING FAIR PRACTICES AND BEHAVIOUR

A wide range of policies and programs continued to be implemented to ensure the workplace is free from discrimination and supports the well being of staff and productive workplace relations. Such policies and programs included the provision of the Employee Assistance Program (EAP), Occupational Health and Safety (OH&S), Prevention of Bullying in the Workplace and procedures for Responding to Suggestions, Complaints and Allegations to guide managers and staff to efficiently deal with concerns. Relevant policies and resources were promoted through the Department's website, staff meetings and training programs.

Occupational Health and Safety

- The Corporate Safe Working and Learning Strategy 2005-2008 has been implemented with the focus on improving OH&S across the Department. Implementation of the strategy was supported by the training program to build and enhance the capacity of work areas to effectively mitigate risks to health and safety. New and improved risk management strategies and injury management programs were introduced. During 2006, OH&S training was delivered to 93% of workplace managers including 2 145 school principals. Training focused on injury management, risk management and student behaviour in accordance with the Department’s Safe Working and Learning Strategy. The provision of support for staff was also highlighted including early intervention, return to work and the provision of suitable duties.

- Workplace 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. In addition, staff members were supported to undertake First Aid training to ensure First Aid officers were strategically located within the Department to assist staff with illness and injury. The Mental Health First Aid training was delivered to raise awareness of mental health issues and to develop knowledge and skills to assist staff members experiencing mental health problems.

Responding to Suggestions, Complaints and Allegations

- 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 North Coast Institute developed and implemented an Early Intervention Strategy to provide managers with the capacity to appropriately respond to workplace conflict. This strategy has led to the roll-out of the Early Intervention Workshop across the Institute with 140 line managers participating in the
program. The Early Intervention Strategy introduced a new concept of supportive supervision as a management tool to enable the organisation to provide effective preventative actions so the quality of service delivery is maintained. The Early Intervention Strategy aims to foster a workplace environment that strongly encourages all staff to play their part in early intervention by recognising issues in their workplace and taking action to effectively resolve this with the person concerned.

Employee Assistance Program (EAP)

- The EAP is a free and confidential counselling service to support eligible staff who are experiencing work related or personal problems. The EAP was promoted through the website and induction resources. The accessibility of EAP services to staff, including the use of interpreting and translating services by EAP providers, was monitored by the OH&S Directorate.

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

EAP Profile for EEO group members in 2005 and 2006

<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>2005</td>
<td>3 690</td>
<td>78.0%</td>
<td>0.5%</td>
<td>1.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>2006</td>
<td>2 736</td>
<td>67.0%</td>
<td>1.0%</td>
<td>2.1%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Source: OH&S Directorate

Note: In April 2006, new contracts were approved with two service providers engaged to provide the EAP. Therefore the 2006 data only covers the period from April to December 2006.
PROGRAM OUTCOME 8: IMPROVED EMPLOYMENT ACCESS AND PARTICIPATION BY EEO GROUPS

The Department continues to focus on improving access to employment for EEO groups and also the retention of EEO groups within the Department. In order to ensure merit selection processes are implemented in an effective, fair and equitable manner across the Department the focus has been on increasing the representation of EEO groups on departmental selection panels. The Department continues to monitor and support equitable representation of EEO group members on selection panels.

The Department is also in the process of introducing additional selection criteria for all promotion positions to emphasise the importance of the Department’s goals to improve employment, education, participation and lifelong learning opportunities for Aboriginal people and communities. The additional selection criteria ensure that applicants for promotion positions understand and demonstrate their capacity to implement and support the Department’s policies and programs for Aboriginal people (Key Result 5.2, page 22).

In addition, professional learning, mentoring and support programs for Aboriginal staff have been introduced in line with the AHRD Plan and continue to be enhanced to meet staff needs. The Department currently provides an Aboriginal Mentor program to newly appointed Aboriginal teachers and also a customised support program to newly appointed Aboriginal SAS Staff (Key Result 5.1, page 18). These programs aim to support and retain newly appointed Aboriginal staff.

The Staff with Disabilities Network (SWDN) in partnership with the Professional Learning and Leadership Development Directorate have supported members to undertake several career development activities. Members of the SWDN Management Committee completed a trial module on Developing Excellence in Management Practice and other staff members with a disability participated in a NSW Public Sector Traineeship program during 2006 (Key Result 5.1, page 21).
PROGRAM OUTCOME 9: A DIVERSE AND SKILLED WORKFORCE

The following tables highlight the trends in representation of EEO groups as a percentage of total permanent and temporary staff in the Department, and the trends in distribution of EEO groups across salary levels.

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

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

**Notes:**

1. EEO statistics have been extracted from the Department’s Workforce Profile in partnership with the NSW Premier’s Department as at 30 June each year.
2. Representation of EEO groups is calculated as the estimated number of staff in each group divided by the total number of staff.
3. These statistics, except for Women, have been weighted to estimate the representation of EEO groups in the workforce where EEO survey response rates were less than 100%.
Trends in the Distribution of EEO Groups

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

Notes:

1. A distribution index of 100 indicates that the centre of the distribution of the EEO groups across salary levels is equivalent to 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.

Comments on Representation and Distribution of EEO Groups

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 AHRD Plan 2006-2008, 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 workforce (Key results 3.1, 4.1, 5.1 and 5.2, pages 11, 14, 17 to 22 respectively).

Women

The representation of women in the Department’s workforce has far exceeded the government benchmark and the distribution index remains steady over the years. While the distribution index for women is under the government benchmark of 100, the representation of women in promotion positions across the Department continues to improve. This is more prominent among teaching service staff (Appendix 1, page 34).

To further improve the representation of women in management and leadership positions a wide range of strategies have been implemented. This includes a target of 50% participation of women in management and leadership development programs (Key Result 5.1, page 17); higher duties opportunities;
provision of flexible work practices; and professional support through networks such as WIEL.

Aboriginal staff

The representation of Aboriginal people in the Department’s workforce has increased significantly from 1.3% in 2004 to 1.7% in 2006. The distribution index for Aboriginal staff has declined slightly. This may be due to an increasing number of Aboriginal staff recruited in a range of positions including education support and school administrative support roles during the reporting period. Recruitment of Aboriginal people into such positions is one of the recruitment strategies of the AHRD Plan and creates employment opportunities for Aboriginal community members in schools with high Aboriginal student enrolments. Their entry into the Department’s workforce will provide opportunities in which professional support is offered. This includes customised professional learning programs, mentoring support, existing workers traineeships and the provision of special leave to undertake approved teacher education programs (Key Results 5.1 and 5.2, pages 17 to 25). In addition, up to 60 teacher education scholarships per year continued to be offered to Aboriginal people to increase the proportion of Aboriginal teachers in NSW government schools (Key Result 5.2, page 22).

Staff whose language first spoken as a child was not English

The representation of these groups in the Department’s workforce has been steady over the last few years however it is below the government’s benchmark. The distribution indexes for these groups are healthy at 103 and 100 respectively. An effective implementation of the merit selection process, flexible work practices and professional learning programs to support an equitable representation of these groups are the key strategies of the EEO Management Plan. The Pre-Employment Program for Overseas Trained Teachers and Skillmax Program continued to be implemented to enhance employment and promotional opportunities for these groups (Key Results 5.1 and 5.2, pages 17 to 25).

Staff with a Disability and Staff Requiring Adjustment at Work

The proportion of staff with a disability in the Department’s workforce is declining however, the distribution indexes at 100 and 103 are marginally above the government benchmark. A number of work areas conducted disability awareness training and the Mental Health First Aid course to raise awareness of mental health issues and to improve understanding of and support to staff with a disability. Financial support for the Staff with Disabilities Network (SWDN) continued to be maintained and the network offers valuable means of support, mentoring and professional learning programs for staff with a disability.
# APPENDIX 1

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

Gender and classification 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</td>
<td>% of total at this level</td>
</tr>
<tr>
<td>Classroom teacher</td>
<td>14,807</td>
<td>79.9</td>
<td>83.7</td>
</tr>
<tr>
<td>Assistant principal</td>
<td>2,718</td>
<td>14.7</td>
<td>73.8</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>185</td>
<td>1.0</td>
<td>59.3</td>
</tr>
<tr>
<td>Primary principal class 6</td>
<td>107</td>
<td>0.6</td>
<td>73.3</td>
</tr>
<tr>
<td>Primary principal class 5</td>
<td>250</td>
<td>1.3</td>
<td>50.9</td>
</tr>
<tr>
<td>Primary principal class 4</td>
<td>188</td>
<td>1.0</td>
<td>42.3</td>
</tr>
<tr>
<td>Primary principal class 3</td>
<td>168</td>
<td>0.9</td>
<td>45.0</td>
</tr>
<tr>
<td>Primary principal class 2</td>
<td>95</td>
<td>0.5</td>
<td>33.8</td>
</tr>
<tr>
<td>Primary principal class 1</td>
<td>19</td>
<td>0.1</td>
<td>26.4</td>
</tr>
<tr>
<td>Total</td>
<td>18,537</td>
<td>100</td>
<td>78.9</td>
</tr>
<tr>
<td>Total primary principals</td>
<td>827</td>
<td>4.5</td>
<td>45.8</td>
</tr>
<tr>
<td>Total promoted</td>
<td>3,730</td>
<td>20.1</td>
<td>64.3</td>
</tr>
</tbody>
</table>

**Source:** Workforce Profile data as at 30 June 2006

**Note:** Teachers who were on leave without pay for 12 months or more as at 30 June 2006 are not included in the table.
### TEACHING SERVICE STAFF - SECONDARY TEACHERS

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

<table>
<thead>
<tr>
<th>Classification of position</th>
<th>Female</th>
<th>% of total Female</th>
<th>% of total at this level</th>
<th>Male</th>
<th>% of total Male</th>
<th>% of total at this level</th>
<th>Total Number</th>
<th>% of grand total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teacher</td>
<td>10 436</td>
<td>83.4</td>
<td>56.3</td>
<td>8 084</td>
<td>73.7</td>
<td>43.7</td>
<td>18 520</td>
<td>78.9</td>
</tr>
<tr>
<td>Head teacher/district guidance officer</td>
<td>1 701</td>
<td>13.6</td>
<td>44.5</td>
<td>2 121</td>
<td>19.3</td>
<td>55.5</td>
<td>3 822</td>
<td>16.3</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>250</td>
<td>2.0</td>
<td>34.4</td>
<td>476</td>
<td>4.3</td>
<td>65.6</td>
<td>726</td>
<td>3.1</td>
</tr>
<tr>
<td>Secondary principal class 2</td>
<td>77</td>
<td>0.6</td>
<td>29.7</td>
<td>182</td>
<td>1.7</td>
<td>70.3</td>
<td>259</td>
<td>1.1</td>
</tr>
<tr>
<td>Secondary principal class 1</td>
<td>53</td>
<td>0.4</td>
<td>33.8</td>
<td>104</td>
<td>0.9</td>
<td>66.2</td>
<td>157</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12 517</td>
<td><strong>100</strong></td>
<td><strong>53.3</strong></td>
<td>10 967</td>
<td><strong>100</strong></td>
<td><strong>46.7</strong></td>
<td><strong>23 484</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Total secondary principals</td>
<td>130</td>
<td><strong>1.0</strong></td>
<td><strong>31.3</strong></td>
<td>286</td>
<td><strong>2.6</strong></td>
<td><strong>68.8</strong></td>
<td>416</td>
<td><strong>1.8</strong></td>
</tr>
<tr>
<td>Total promoted</td>
<td>2 081</td>
<td><strong>16.6</strong></td>
<td><strong>41.9</strong></td>
<td>2 883</td>
<td><strong>26.3</strong></td>
<td><strong>58.1</strong></td>
<td>4 964</td>
<td><strong>21.1</strong></td>
</tr>
</tbody>
</table>

**Source:** Workforce Profile data as at 30 June 2006.

**Note:** Teachers who were on leave without pay for 12 months or more as at 30 June 2006 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>31 054</td>
<td>100%</td>
<td>66.1%</td>
</tr>
<tr>
<td>Total principals</td>
<td>957</td>
<td>3.1%</td>
<td>43.0%</td>
</tr>
<tr>
<td>Total promoted</td>
<td>5 811</td>
<td>18.7%</td>
<td>54.0%</td>
</tr>
</tbody>
</table>

**Source:** Workforce Profile data as at 30 June 2006.

**Note:** Teachers who were on leave without pay for 12 months or more as at 30 June 2006 are not included in the table.
## APPENDIX 2

### PART-TIME SCHOOL 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>6 784 95.1%</td>
<td>4 190.2 0.6</td>
<td>348 4.9%</td>
<td>248.6 0.7</td>
<td>7,132 100%</td>
<td>4,438.8 0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary promoted</td>
<td>201 96.6%</td>
<td>125.3 0.6</td>
<td>7 3.4%</td>
<td>4.8 0.7</td>
<td>208 100.0%</td>
<td>130.1 0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Primary</td>
<td>6 985 95.2%</td>
<td>4 315.5 0.6</td>
<td>355 4.8%</td>
<td>253.4 0.7</td>
<td>7 340 100%</td>
<td>4 568.9 0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary classroom teachers</td>
<td>3 450 83.8%</td>
<td>2 262.3 0.7</td>
<td>665 16.2%</td>
<td>483.9 0.7</td>
<td>4 115 100%</td>
<td>2 746.2 0.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary promoted</td>
<td>65.0 89.0%</td>
<td>44.9 0.7</td>
<td>8 11.0%</td>
<td>7.6 0.9</td>
<td>73 100%</td>
<td>52.5 0.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Secondary</td>
<td>3 515 83.9%</td>
<td>2 307.2 0.7</td>
<td>673 16.1%</td>
<td>491.5 0.7</td>
<td>4 188 100%</td>
<td>2 798.7 0.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>10 500 91.1%</td>
<td>6 622.7 0.6</td>
<td>1 028 8.9%</td>
<td>744.9 0.7</td>
<td>11 528 100%</td>
<td>7 367.6 0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source**: Workforce Profile data as at 30 June 2006.

* Full time equivalent

** Average FTE is calculated by dividing the total FTE by the number of teachers, for example, 11 528 teachers engaged in part-time work held the equivalent of 7 367.6 positions. Average FTE = 7 367.6 / 11 528 = 0.6

**Note**: Teachers who were on leave without pay for 12 months or more as at June 2006 are not included in the table.
## APPENDIX 3

**EEO STATISTICS FOR 2006**

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>% of total staff</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>
</tr>
<tr>
<td>$&lt; 32,606</td>
<td>1 699</td>
<td>11%</td>
<td>179</td>
<td>11%</td>
<td>1 520</td>
<td>89%</td>
<td>79</td>
<td>4.7%</td>
<td>141</td>
</tr>
<tr>
<td>$32,606 - $42,824</td>
<td>13 911</td>
<td>39%</td>
<td>2 831</td>
<td>20%</td>
<td>11 080</td>
<td>80%</td>
<td>459</td>
<td>3.3%</td>
<td>1 008</td>
</tr>
<tr>
<td>$42,825 - $47,876</td>
<td>6 735</td>
<td>36%</td>
<td>1 161</td>
<td>17%</td>
<td>5 574</td>
<td>83%</td>
<td>162</td>
<td>2.4%</td>
<td>738</td>
</tr>
<tr>
<td>$47,877 - $60,583</td>
<td>15 960</td>
<td>40%</td>
<td>3 526</td>
<td>22%</td>
<td>12 434</td>
<td>78%</td>
<td>332</td>
<td>2.1%</td>
<td>2 121</td>
</tr>
<tr>
<td>$60,584 - $76,344</td>
<td>44 991</td>
<td>64%</td>
<td>13 335</td>
<td>30%</td>
<td>31 656</td>
<td>70%</td>
<td>456</td>
<td>1.0%</td>
<td>5 534</td>
</tr>
<tr>
<td>$78,345 - $97,932</td>
<td>9 565</td>
<td>74%</td>
<td>4 726</td>
<td>49%</td>
<td>4 839</td>
<td>51%</td>
<td>112</td>
<td>1.2%</td>
<td>916</td>
</tr>
<tr>
<td>$&gt; 97,932 (non SES)</td>
<td>1 944</td>
<td>84%</td>
<td>1 148</td>
<td>59%</td>
<td>796</td>
<td>41%</td>
<td>14</td>
<td>0.7%</td>
<td>135</td>
</tr>
<tr>
<td>$&gt; 97,932 (SES)</td>
<td>101</td>
<td>70%</td>
<td>67</td>
<td>66%</td>
<td>34</td>
<td>34%</td>
<td>1</td>
<td>1.4%</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94 906</td>
<td>55%</td>
<td>26 973</td>
<td>28%</td>
<td>67 933</td>
<td>72%</td>
<td>1 615</td>
<td>1.7%</td>
<td>10 597</td>
</tr>
</tbody>
</table>

*Source:* EEO statistics have been extracted from the Department's Workforce Profile in partnership with the NSW Premier’s Department as at 30 June 2006.
## List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEP</td>
<td>Aboriginal Cultural Education Program</td>
</tr>
<tr>
<td>ACLO</td>
<td>Aboriginal Community Liaison Officer</td>
</tr>
<tr>
<td>ADM</td>
<td>Aboriginal Development Manager</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>AETD</td>
<td>Aboriginal Education and Training Directorate</td>
</tr>
<tr>
<td>AHRD</td>
<td>Aboriginal Human Resources Development</td>
</tr>
<tr>
<td>AMES</td>
<td>Adult Migrant English Service</td>
</tr>
<tr>
<td>CAL</td>
<td>Certificate of Administrative Leadership</td>
</tr>
<tr>
<td>CLAS</td>
<td>Community Language Allowance Scheme</td>
</tr>
<tr>
<td>The Department</td>
<td>NSW Department of Education and Training</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>EPAC</td>
<td>Employee Performance and Conduct</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>NiPS</td>
<td>Networking in Practice</td>
</tr>
<tr>
<td>OH&amp;S</td>
<td>Occupational Health and Safety</td>
</tr>
<tr>
<td>OTEN</td>
<td>Open Training and Education Network</td>
</tr>
<tr>
<td>OTT</td>
<td>Overseas Trained Teachers</td>
</tr>
<tr>
<td>PEAT</td>
<td>Professional English Assessment for Teachers</td>
</tr>
<tr>
<td>SAS Staff</td>
<td>School and Administrative Support staff</td>
</tr>
<tr>
<td>SES</td>
<td>Senior Executive Service</td>
</tr>
</tbody>
</table>
SHRP  Strategic Human Resources Plan
SWDN  Staff with Disabilities Network
SWSR  South Western Sydney Region
TAFE  Technical and Further Education
TAS   Teacher’s Aides Special
TEP   Technical Equipment Program
VET   Vocational Education and Training
WIEL  Women in Educational Leadership