Equity and diversity audit and report guide

Version: January 2026

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Introduction

The Queensland Government is committed to achieving equity and diversity in the public sector workforce and has sector-wide strategies in place. While the gender pay gap is improving for women, with similar improvements for other diversity target groups, there is more work to be done.

The *Public Sector Act 2022* (PS Act) introduced obligations for chief executives to actively progress equity, diversity, respect and inclusion in their entity, including (1) completion of an annual equity and diversity audit and (2) development of an equity and diversity plan to be reviewed annually and published online.

This is mandatory for organisations over 100 employees taken from 30 September of the preceding year. Organisations less than 100 are encouraged to participate in the audit and action plan cycle as a demonstration of good employment practice.

The audit allows organisations to interrogate their data to identify issues and progress relating to equity, diversity, respect and inclusion, enabling a process of annual monitoring and year-on-year comparison.

The audit process provides an essential evidence base to inform equity and diversity plans, as well as broader workforce planning and other planning and reporting processes the organisation may undertake (e.g., Disability Service Plan, Reframing the Relationship Plan, etc).

The audit findings may be useful in bargaining processes to:

- meet *Industrial Relations Act 2016* (IR Act) obligations to provide equity data at the beginning of the bargaining period
- understand potential inequities and identify avenues to progress equity within bargaining
- provide the wage-related information required in support of an agreement's certification application in accordance with the IR Act.

Process

This audit guide is designed as step-by-step assistance for the process to complete an equity and diversity audit.

The audit report must be endorsed by your Director-General, CEO or equivalent and submitted to the Public Sector Commissioner at email diversityandinclusion@psc.qld.gov.au by 30 April annually.

The Act requires that an equity and diversity action plan is published on your organisation's website (and reviewed annually to ensure it is fit to respond to audit findings). A copy of the action plan does not need to be supplied to the Public Sector Commission (PSC).

From time to time, the PSC undertakes analyses of all audit reports submitted and uses high level findings to inform:

- discrete projects and work of the PSC with the sector
- discussions at Strategic Workforce Council and other relevant leadership forums
- PSC's general stewardship and support to chief executives to fulfil their positive duty under Chapter 2 of the PS Act.

This Audit Guide separates some advice for Queensland public sector agencies from advice for Government Owned Corporations and Schedule 1 prescribed entities. Visit the online *Public Sector Act 2022* Schedule 1 list to determine if your organisation is a Schedule 1 entity: [Public Sector Act 2022 - Queensland Legislation - Queensland Government](#).

Scope of employee groups

An E&D audit analysis must cover at least the diversity target groups as listed in the *Public Sector Act 2022*:

- Women
- Aboriginal peoples and Torres Strait Islander Peoples
- Culturally and Linguistically Diverse peoples
- People with disability.

If your organisation asks employees to share other forms of identity with you, it would be appropriate to analyse this information through this E&D audit, with a view to apply learnings and communicate progress. Such groups may include employees who are:

- Members of the LGBTQIA+ community
- Australian South Sea Islander people
- Neurodivergent
- Young or mature age
- Parents and carers
- Veterans.

The scope of your employee groups under analysis should be determined locally in consideration of the nature of the work of your organisation, its maturity with workforce inclusion and diversity and its size.

Scope of topics

PSC supports organisations adopting flexible approaches (such as taking a focus one year on specific issues) to be able to respond to the breath of groups and topics. Organisations can evolve their audits over time in ways that maintain integrity and are changed in collaboration with employees in meaningful ways.

Where you formulate such a plan locally, be transparent in your submissions to the Public Sector Commissioner about your plans.

Step 1 Equity and diversity architecture

Structures are important to support chief executives to meet their responsibilities under the Act. The roles outlined below are a guide – some roles may already be in place, while some will require allocation. In smaller organisations, one person may hold dual roles.

The people in these roles generally work within HR and need to work interdependently with each other, with an executive champion, and with the executive leadership team (ELT). The PSC will interact with chief executives and senior leaders across the sector to drive this agenda.

Leadership support

Visible and vocal executive support is essential for success. The way your leaders talk about equity and diversity sets the tone for the organisation and will cascade down through leadership teams to employees.

Equity and diversity champion

Having an executive champion supports the strategic intention of the equity and diversity agenda. A champion should be able to influence units across the agency, and act as a conduit between leaders and the human resources (HR), diversity and/or data specialists and analysts. Your organisation may have more than one champion.

Data custodian

The data custodian role is responsible for making the data available for the process. The custodian should hold appropriate delegations within an organisation and provide guidance to the role of data analyst.

Data analyst

The diversity and inclusion practitioner or data analyst role brings equity and diversity expertise to the interpretation of the data, starting with the suggested questions in the equity and diversity audit guide. This role will work in collaboration with the data custodian to convert data into knowledge and information for this audit report, which will inform consultation, action plans, reporting and evaluation. This role would draw on the expertise of other human resources specialists and other practitioners where available.

Consultation

Consulting as early as possible on the audit report design or the summary insights to be presented to leadership will facilitate input to the root cause of gaps/issues arising, and aide collaborative sensemaking and good relationships.

Consultation with a for-purpose committee or advisory group is essential when converting the audit findings into an effective equity and diversity action plan. This consultation can bring the integrity of lived experience, subject matter expertise and diverse perspectives to understanding the audit findings, and to planning solutions and measures.

Organisations may have existing consultative committees or employee networks that promote equity and diversity, or they may choose to establish new consultative mechanisms specifically for this purpose. The committee or network/s that are consulted should involve a range of representatives, such as employees, and employee representatives (unions). This is discussed in more detail in step 4.

All data shared with internal groups must protect privacy and confidentiality. Depending on the size of your organisation, a good practice approach is to withhold the display of figures where the head count is below 10. This threshold is built into the Working for Queensland Survey platform (Qualtrics).

This group should not be confused with a consultative committee under an industrial instrument.

Step 2 Equity and diversity data

Data is key to understanding the equity and diversity composition of your workforce.

Core data

Queensland public sector entities

The PSC provides an equity and diversity dashboard to agencies who contribute to the [Minimum Obligatory Human Resources (MOHRI)](#) quarterly data collection.

The dashboard provides an overarching summary of gender and diversity groups in your organisation using data supplied by you. The dashboard is accessible and useful throughout the year as it is updated with your supplied data each quarter.

This Guide focusses on using the September quarter of the previous year. You are welcome to use December data, noting that you will still need to submit the audit report by 30 April of the audit year.

While the dashboard sections correspond to this Guide's analysis focus areas, it is not mandatory for agencies to use.

It only presents the diversity target groups as listed in the *Public Sector Act 2022*.

Agencies are welcome to supplement their own data, particularly if it provides more detailed and nuanced insights on classification levels and occupations.

The sections of the dashboard are as follows:

1. Composition of the workforce by salary (including a summary page)
2. Composition of the workforce by earnings (including a summary page)
3. Classifications
4. Gender and other diversity groups' pay gap
5. Organisational units
6. Employment type (permanent, temporary, contract and casual)
7. Occupation (key frontline and corporate services roles)
8. Flexible work (part-time employment and part-time by organisation unit)
9. Leave types (relating to carers, parental and sick leave)
10. Recruitment (relating to new hires and SES recruitment)
11. Higher duties
12. Separations.

Within each section there are sub-sections (see top right of the dashboard), providing information segmented by additional data dimensions, groups or expressed in a different format.

Queensland Government Owned Corporations and Schedule 1 prescribed entities

Please use the below sections to inform the development of the dataset for your organisation. While we recommend using the previous September quarter for your analysis, you are welcome to use data for December, noting that you will need to be consistent in future audits, and will still need to complete the analysis and audit report by 30 April of the audit year. We recommend your report contain the following sections:

- Composition of the workforce by salary
- Composition of the workforce by earnings
- Classifications and occupations (key frontline and corporate services roles)
- Gender and other diversity groups' pay gap
- Organisational units
- Employment type (permanent, temporary, contract and casual)
- Flexible work (part-time employment and part-time by organisation unit)
- Leave types (relating to carers, parental and sick leave)
- Recruitment (relating to new hires, higher duties and executive recruitment)
- Separations.

Dependent on the size of your workforce, you may need to be selective about which areas you focus on for your audit report. At the very least, the composition and pay gap should be analysed and reported on.

Other data sources

The audit can include additional data sources that enrich your analysis relating to flexible work experiences, fairness, respect, inclusion and health, safety and wellbeing. You should use data sources to tell your story, and variations may prompt further analysis and remedies.

Other data sources could include:

- Working for Queensland (WfQ) survey data or other staff survey data
- diversity data that you may be able to access from your HR and recruitment application systems
- WorkCover data
- Conduct and Performance Excellence (CaPE) and other conduct data
- responses from internal surveys
- various metrics on sexual harassment, such as contact officer inquiries made, website activity, etc.
- [State of the Sector publications](#) for comparisons.

Queensland public sector entities

At a minimum, it should include recent Working for Queensland (WfQ) results. The template provides WfQ questions that can be included in various sections relating to flexible work experiences, fairness, respect, inclusion and health, safety and wellbeing.

WfQ responses can also yield higher levels of identification with a diversity target group. When assessing representation, you should use both data sources to tell your story because variations may prompt further analysis and remedies. The WfQ survey may ask respondents for reasons why they may not have shared their diversity information in other HR systems, which provides a basis for action.

Note that WfQ survey questions may differ among agencies, such as Queensland Police Service and Hospital and Health Services.

Step 3 Equity and diversity audit report

The next step is to analyse the data and capture the findings in an equity and diversity audit report. The overall analysis and planning processes can be approached through three simple questions:

1. Where is inequality occurring?
2. What may be causing them?
3. How do we address them?

The audit will assist to address the first question about where issues may be occurring and perhaps begin to answer the second question about what may be causing them. You don't need to

include all hypotheses on causation in the audit report, but you may foreshadow priority areas for later work in your action plan.

This guide provides an outline for the annual equity and diversity audit report with a foundation format for completing the report. This is a starting point, and organisations should build on their findings by following the leads provided in the data and asking further questions. Questions 2 and 3 should be considered in collaboration with your consultation group where possible. Doing so builds trust, transparency and local sensemaking.

The audit report must be endorsed by your Director-General, CEO or equivalent and submitted to the Public Sector Commissioner at email diversityandinclusion@psc.qld.gov.au by 30 April annually.

Combining analysis with workforce planning

The PSC will support organisations seeking to streamline resources and reduce duplication of effort by streamlining this equity and diversity audit process with strategic workforce planning. You do not need to confirm prior endorsement from PSC to do so.

Please ensure your annual workforce planning analysis makes explicit reference to the above diversity data analyses, key questions and consultation processes undertaken, and provide a copy of your workforce planning analysis to the Public Sector Commissioner at email diversityandinclusion@psc.qld.gov.au by 30 April annually.

Step 4 Awareness and maturity

An important foundation for progressing equity, diversity, respect and inclusion in the workplace is to ensure that the workforce is aware of what it means, how inequity can occur and what initiatives are in place to address it in the sector and in your organisation. You may already have training in place but could consider other ways to develop the ongoing awareness and maturity of knowledge in your organisation.

To learn more about building accessible, diverse and inclusive workplaces, growing cultural capability, and to connect to training and resources, see Culture and inclusion. Other key resources and discussion on related topics is located at Recruit for Diversity, Workplace adjustments and Flexible work.

A peer learning and collaboration network focussed on workforce inclusion and diversity is facilitated by the PSC and meets periodically throughout the year. This network is primarily for human resources professionals but is open to all interested employees. Visit ForGov to read more, join the network, access the Teams channel for resources and stay up to date on news and events: Queensland public sector inclusion and diversity community of practice.

Step 5 Equity and diversity action plan

The audit findings are used to develop an action plan or evaluate progress against an existing plan (with consultation details included in the plan).

The Act requires that an equity and diversity action plan is published on your organisation's website. A copy does not need to be supplied to the PSC.

It is acceptable for your organisation to review your action plan annually and revise and mature as necessary. If no change is required because it remains true and current, no action is needed. The equity and diversity plan may be a standalone document (and linked to the strategic workforce plan or other plans), or it may be a subset/chapter of the workforce plan for smaller organisations.

Consider how the findings from your audit could inform and be streamlined with other forms of planning and reporting which may or may not be mandatory for your organisation, including:

- WHS Regulation requirements around sexual harassment control measures and prevention plans
- Annual reporting
- Strategic workforce planning
- Disability Service Plan
- Reframing the relationship with Aboriginal peoples and Torres Strait Islander peoples
- Multicultural Action Plan.

Everyone plays a part in successful implementation of the plan, including executives, managers and supervisors, and individual employees. The responsibility for change should not lie just with HR or the people and culture area of the organisation.

Equity and diversity audit report structure

The following sections provide an example of how to structure the remainder of your audit report and include questions to guide your analysis. But remember that this is your organisation's report. Present the findings from your data analysis in a way that suits your organisation. For example, if your organisation has a large frontline workforce, it is likely that you should provide separate sections for that occupational group, to avoid conflation of trends.

Consider comparing the findings of your audit report against previous reports, as this may give you an indication of whether you are progressing in the right direction. The report provides a good opportunity to highlight areas of improvement, making mention of what the organisation may have done to contribute to these.

Start your report with an executive summary, providing high-level findings, with your organisation's executive as the audience.

Section 1 Composition of the workforce by salaries

This section of your report should examine the overall representation of diversity groups in your organisation. This is an important starting point and a foundation for the later sections.

Queensland public sector entities

In the equity and diversity dashboard, salary is annualised to full-time and aligned to be equivalent to the Administrative Officer (AO) banding as at the applicable award/certified agreement and the previous year MOHRI September data collection.

If other employee groups have been determined by your agency as in scope for the E&D audit, you will need to source that data as it will not be available in the PSC E&D dashboard.

The template audit report includes a summary page in the salary section, which allows your agency to reflect broadly on overall progress across groups. We recommend using a table similar to that used in annual reports to summarise the information at a glance.

You might even compile this table for each major unit/division of your agency, to ensure that your ELT members have a clear snapshot/dashboard of their part of the agency.

Queensland Government Owned Corporations and Schedule 1 prescribed entities

Salary should be annualised to full-time and aligned with the previous year's quarterly data you have chosen to analyse.

Diversity survey completion

Begin with a review of your diversity survey completion rates for each of your diversity groups. This survey is referred to in the public service at the 'census' or 'EEO census', however it is accessible to employees at all times and usually through the payroll or HR system. Some guiding questions for your narrative around completeness of your data include:

- What proportion of your workforce has completed the census, compared to the sector?
- Has this changed from last year and why. Determine 'why' in collaboration with your consultation group where possible.
- If available, what did your Working for Queensland or other staff survey results tell you about the reasons employees did not complete the census?
- Foreshadow some actions for your action plan to improve completion rates and data reliability.

Machinery of government impacts

If your agency has been affected by machinery of government (MoG) changes, mention here the broad changes that occurred. The goal of this report is to identify potential issues to inform your action plan, so comment on any new parts of your agency in the best way possible, potentially through liaison with the agency that previously housed the function.

Identifying where potential inequities may occur

Your primary narrative for this section should include the following:

- What is the gender composition of your workforce, and are they proportionately distributed across all classification levels or clustered in certain levels?
- Consider the representation of women at executive levels against any organisational target and overall sector target (although this may also be discussed in Section 3).
- Apply the same analysis and questions to other groups to identify comparisons and performance against targets. See your annual report or the State of the Sector Report Diversity Dashboard as examples of how to display this.
- Also consider intersections: for example, are women with disability represented in all classification levels? Note that there may be some overlap between CALD1 (employees born overseas) and CALD2 (language other than English spoken at home) and First Nations peoples who speak a language other than English at home.
- Where relevant for your organisation, are there regional differences in the pattern, with potential inequities more prominent in some regions?

Identifying potential causes of inequality

Once you have identified potential inequities, consider what might be causing them. Do this in collaboration with your consultation group where possible. What other sources of knowledge or

data can assist? If you cannot answer this question during the audit, consider identifying it as a future focus area to look for potential new data collections that might assist.

Section 2 Composition of the workforce by earnings

Earnings represent salary plus regular allowances.

Queensland public sector entities

The PSC E&D dashboard displays your agency's earnings data. It is annualised to full-time and aligned to be equivalent to the Administrative Officer (AO) banding as at the applicable award/certified agreement and the September MOHRI data collection from the previous year.

For some agencies, analysis of earnings will provide useful additional information beyond Section 1. If your agency's workforce has little difference between base salary and earnings, you do not need to spend time on this section.

If your agency has significant difference between base salary and total earnings (due to allowances, penalties, overtime, etc), you should draw on your agency data for total earnings and consider differences across gender and diversity groups.

Queensland Government Owned Corporations and Schedule 1 prescribed entities

Earnings should be annualised to full-time and aligned with the previous year's quarterly data you have chosen to analyse.

If your organisation has significant difference between base salary and total earnings (due to allowances, penalties, overtime, etc), you should draw on your organisation's data for total earnings and consider differences across gender and diversity groups.

Section 3 Classification streams and Section 7 Occupations

Section 3 should provide information on your classification streams (for example, administrative, technical, operational, etc).

For entities using the PSC E&D Dashboard, the dashboard provides information on the public service classification streams (AO, PO, TO, OO). It also provides general information drawing on the key Australian and New Zealand Standard Classification of Occupations. However, it is likely that your own agency data will be more useful.

Classification streams

Analysis for Section 3 should include:

- Which part of your organisation is covered by each classification stream?

- Is there a concentration or bunching of a particular gender or diversity group at the top or bottom of each stream or increment, or are they missing from any level?
- Is this more likely to occur for a particular gender or diversity group?
- Knowing your own workforce, is this related to particular occupational types? This would then be discussed in the next section.

Key occupational groups

Your organisation may have one or more key occupational groups with its own classification structure. By examining the composition of the workforce across occupations, you can begin to understand occupational segregation within the organisation, and identify roles where special measures might be warranted, or where job values might require review.

Your narrative should include the following as a starting point:

- Horizontal analysis: What is the representation of gender and diversity groups across occupational groups? Are these groups dominated by one gender, diversity group or are they mixed?
- Vertical analysis: Within those occupations, are certain genders and groups gaining fair access to higher level and leadership positions, or are they concentrated in lower-level positions?
- Once you have identified the potential inequities, discuss the second question of what might be causing them. Do this in collaboration with your consultation group where possible.
- Based on the evidence, foreshadow some priority areas for later work in your action plan. For example, consideration of cascaded targets, a pathway program, other special measures, or a review of the job value of certain occupational group.

The answers to some questions might be found in your staff survey results or from discussion with the consultative group. Consider reviewing responses by gender and diversity group to support your analysis by applying an intersectional lens to potential occupational segregation. This would be expected for organisations that have achieved or are coming close to gender parity.

Helpful resource: [Gender segregation in Australia's workforce | WGEA](#)

PSC E&D dashboard users: The dashboard provides general information drawing on the key Australian and New Zealand Standard Classification of Occupations. However, it is likely that your own agency data will be more useful.

Executive levels

Consider the composition of your senior and executive staff. Organisations that use the PSC E&D Dashboard should note Senior Officers (SO) and Senior Executive Service (SES) includes both appointed and s122/s155 contracts.

Key question: What is the representation across genders and diversity groups at the senior and executive level? Is representation consistent across increment levels?

For organisations that have achieved their targets for women in leadership or are coming close, the maturity of your analysis is ready to evolve—ensure your analysis is supported by applying an intersectional lens to potential occupational segregation by including a review of executive level by gender and by membership in a diversity group. For example, you could explore if your leadership targets are performing for women with disability, First Nations women and women who speak a language other than English at home (CALD2). Include a view of men in these groups also.

Discuss each finding and what the causes may be and foreshadow some next steps to address the issues. Do this in collaboration with your consultation group where possible.

Section 4 Gender and other diversity groups' pay gaps

The gender pay gap (GPG) is one indicator of potential inequity and is caused by a range of factors such as bias in hiring and pay decisions, higher rates of part-time employment for women and lack of flexible work at higher classification levels.

You can learn about gender pay gaps from the [Workplace Gender Equality Agency](#) resources and keep across Queensland public sector-level GPG updates through the ForGov website: [Gender equity in the workplace](#).

It is standard practice in Australia to show the GPG using two figures:

- One calculation using base salary (which highlights differences in the value of roles)
- One calculation using earnings (which shows potential differences in take home pay).

The following prompts can guide your analysis, where your methodology calculating the gap is the same:

- How does your organisation's GPG compare to the Queensland public sector?
- Analyse the GPG over time (although consider any structural changes to your organisation)
- What is the pay gap for diversity groups in your organisation? Are diversity groups faring better or worse overall? You can choose to analyse the groups comparatively alongside the GPG, or analyse the GPG intersectionally.

Discuss each finding and what the causes may be, and foreshadow some next steps to address the issues. Do this in collaboration with your consultation group where possible.

Organisations that use the PSC E&D dashboard should note the earnings figures displayed are not total earnings.

All entities can choose to use your own data to tell the actual earnings story and report pay gaps using the WGEA method (in brief, using total earnings and yearly data where obtainable).

Helpful resource for those using the WGEA method: [How to calculate a gender pay gap | WGEA](#)

Section 5 Organisational units

This section looks beyond overall data for the organisation and provides another lens to consider concentrations or potential inequality across different organisational units (beyond occupations).

Use the following prompts to assist in your analysis and narrative.

- What is the overall gender representation across organisational units? How does this differ to your organisation-wide gender representation? (e.g. there is 70 per cent women in our organisation, but 24 per cent in Division x).
- How are diversity groups distributed across organisational units and are there different 'crunch points' or pipeline blockers in classification levels for each unit?
- If gender is looking close to parity, undertake an intersectional review—document if particular genders combined with identifying in a diversity group uncovers its own form of inequality. Note, the PSC E&D dashboard does not provide further intersections by diversity group. We recommend that you consider delving into your own data to take this analysis to a deeper level.
- What are the reasons that could be contributing to these patterns? (e.g. does one division contain a particular occupational group?)
- Are there any concentrations in particular classification levels that do not reflect broader organisation composition?

Discuss each finding and what the causes may be, and foreshadow some next steps to address the issues. Do this in collaboration with your consultation group where possible.

Section 6 Employment type

A government priority for the public sector is employment security. It is also a key factor in the workforce participation and economic security of multiple social groups.

Your analysis in this section should consider the level of employment security offered across your organisation and, where secure employment is lower, whether that disproportionately affects a particular gender, diversity group, organisational unit or classification level. Consideration should be given to classification levels by diversity group, age and employment type.

Use the prompts to assist in your analysis, starting with where issues may be occurring:

- What is the rate of permanent employment in your organisation? Is this lower than that required in employment security policies?
- What is the rate of temporary and casual employment in your organisation? Does this differ across classification levels? Does this differ by gender or diversity groups?

- Are there differences across organisational units? You may need to delve further into your own data to determine this.
- Are there any differences by age group?
- Are there sound business reasons for non-permanent employment?

Conversions

- If your rate of permanent employment is not high, does your organisation need to set cascaded targets and lead discussions around making permanent appointments to roles?
- Review your organisation's temporary conversions data.
- Are conversions being applied to all genders and diversity groups at proportionate rates?
- Have previous conversions contributed to greater job security (improved rate of permanent employment over time), or is it being applied to individuals and not resolving underlying and ongoing insecurity?
- If you do not collect conversions data by diversity group, that might be an action for your equity and diversity action plan.

Discuss each finding and what the causes may be and foreshadow some next steps to address the issues. Do this in collaboration with your consultation group where possible.

Section 7 Occupation

Please use data from Section 7 in Section 3 discussion.

Section 8 Flexible work and adjustments

Flexible work

This section should outline flexible working arrangements within your organisation, including data relating to part-time employment and any other types of flexibility your organisation collects data on. The availability and uptake of formal flexible working arrangements is a key factor in the retention and career progress of multiple underrepresented groups. See WGEA Gender Equity Insights 2024: Part-time work research (2024).

You should analyse part-time employment, with subsections by age profile, gender, diversity group and organisational unit.

Use the following prompts to assist your analysis and narrative of patterns in access:

- Are there differences in the rate at which different gender and diversity groups access part-time work?
- Does this vary across classification levels?
- Does it vary by age?
- Does it vary across organisational units?

- Are there pockets of the organisation that might need further analysis?

Your organisation's staff survey responses may support analysis of access to flexible working and give insight to culture and practice that may be undermining its use. For entities that participate in the Working for Queensland survey, some of the relevant question topics are outlined below (noting not all topics may be available every year of the survey). You can make both general observations as well as compare for gender, diversity groups and across classification levels. Suggestions include:

- Employee use of flex, and type
- Made a request, and whether it was supported
- Why employee didn't request flex
- Attitudes to flexible work and flex cultures.

Consider what the responses to these questions may be telling you about access to the flexibility people may need to manage work and life. You do not have to include responses to all questions in your report, just to identify themes.

It may be useful to understand what persona in each organisational unit is most satisfied with the amount of flexibility they can access, compared to the most dissatisfied e.g. 'Women at all levels are satisfied with their amount of flexibility, however male, team leaders are most dissatisfied'.

Workplace adjustments

If the representation of people with disability in your organisation is low, replicate the above approach to examine access to workplace adjustments, where possible. Use two main groups: employees with disability (beside employees without) and employees who have caring responsibilities for someone with disability (beside employees with none).

Document the data insights about flex and adjustments. Discuss possible causes and foreshadow some next steps to address the issues. Do this in collaboration with your consultation group where possible.

Section 9 Leave types

This section should outline various working arrangements such as reproductive leave, carer's leave, parental leave, and/or cultural leave where possible. Use the following prompts to assist your analysis of gender and other diversity group patterns in access:

- To what extent are genders and diversity groups accessing carer's leave, and does this vary by classification level?
- Consider the breakdown of the type of carer's leave (child, partner, parent) and whether there are different patterns of use across genders and diversity groups.

- To what extent are there gender and classification differences in access to parental leave? Differences across classification levels may not be a sign of inequality, given that there can be some correlation between age and classification level.

Consider organisational culture or informal practices that discourage men from accessing forms of family-related leave. Staff survey results contain questions relating specifically to family-related leave and can be reviewed for patterns by gender and other groups, as well as across higher and lower classification levels.

Discuss each finding and what the causes may be and foreshadow some next steps to address the issues e.g. 'Based on insights from the flexible work analysis and the low uptake of both long parental leave and carers leave by men, some cultural issues may be preventing access. This may be addressed with a visibility campaign, leader engagement and/or creation of part time roles.' Do this in collaboration with your consultation group where possible.

Section 10 Recruitment and development

Understanding people's access and participation in recruitment and promotion is a central measure for equal opportunity. Deeper analyses can highlight points where bias may be undermining an organisation's broader effort.

New recruits and applicant pools

For organisations that use the PSC E&D dashboard, there is a section analysing employees who commenced in the public sector in the past year. To conduct analysis for the year, select four quarters.

Questions all organisations can ask of their data and chosen diversity groups, where it is available, include:

- Over the last 12 months (or a determined period of time), which genders and diversity groups where present in applicant pool, interview or second stage pool, suitability pool (shortlist) and appointment?
- Is the rate of recruiting of people from diverse groups higher or lower than your overall proportion of employees who identify in that group? For example, your narrative might identify that the proportion of your organisation's employees who identify as First Nations is 3%, but your proportion of new recruits who identify is 3.5%, signalling that your organisation may be increasing employment for that cohort (indicate if you will add further context in Section 11 *Separations*).
- Also consider the differences across classification levels.
- What other information can Queensland Shared Services (QSS) or your recruitment systems provide you about your pools?

Higher duties

Organisations using the PSC E&D dashboard: Please note in your report for ELT that the higher duties data is a snapshot taken at the last fortnight of the MOHRI reporting period. If you choose to analyse multiple fortnights, or one year against another, be sure to explain the time periods used.

Review data for higher duties and consider the below questions when creating the narrative:

- Calculate the proportion of each gender and diversity group receiving higher duties as a proportion of the whole cohort for that group and classification level
- What other information can you use to demonstrate the access certain genders and diverse groups have to higher duties?
- Can you see any correlations that suggest people from a particular group might be provided more opportunities at higher levels, but not permanently appointed into leadership roles?

Senior and executive applicants and appointments

This audit report should draw from your organisation's senior and executive applicant pools throughout the previous 12-month period and summarise trends in a table along the following lines.

While this sample table is by division, you may choose other segmentation such as region or occupation, as best suits your organisation. You might choose to list pay levels for a more granular analysis. This data will allow you to discuss trends in your selection processes and identify potential areas for attention.

	% of women candidates	% of women short-listed	% of women completing other testing	% of women appointees
Division 1				
Division 2				

The above table can be expanded to include an intersectional analysis and/or review the organisation's performance on diversity representation at each stage. Discuss each finding and what the causes may be, and foreshadow some next steps to address the issues e.g. *Data gaps at SES recruitment stages indicate collection of diversity group membership is required.* Do this in collaboration with your consultation group where possible.

Professional development opportunities

Where data allows, your audit report should consider whether there is a difference by gender or diversity group in those who have been supported to undertake development opportunities.

Work with your data custodian and/or learning and development team to identify organisation records to assist with this analysis in terms of attendance at professional development including courses, mentoring schemes, etc.

Document the data insights, any explanations and foreshadow possible areas for action—and develop these alongside your consultation group where possible.

Perceptions about opportunity

Conduct a gender and diversity group analysis of staff survey results that may identify different experiences in relation to recruitment, performance, development or promotions. The survey may ask questions such as if:

- performance is assessed fairly
- they understand the process to manage poor performance
- promotion decisions are based on clear criteria
- the process for backfilling roles is transparent
- recruitment strategies and/or processes are fair and transparent
- people are treated fairly and equitably
- all employees, regardless of gender, have equitable access to work experiences that support career progression.

Some key measures of inclusion can also be drawn from questions examining perceptions of equal opportunity to succeed in the organisation, which are separated by diversity dimensions such as age, non-binary or gender diverse, sexual orientation, Aboriginal and/or Torres Strait Islander, Australian South Sea Islander, cultural background and disability.

Note: it is critical the group discussed in the question is separated out from the results of their colleagues. This is so you can see the variance in perceptions of opportunity. For example, the responses given to questions on equal opportunity by employees who respond yes to 'Do you have a disability?' is likely to vary from those who answered no.

At the end of Section 10 Recruitment and development, use the evidence and collaborate with your consultation group (where possible) to unpack why an issue may be occurring and foreshadow some priority areas for your action plan. For example, conversion of candidates with disability from suitability pool to appointment may be an issue, and this may be occurring due to stigma and bias preventing success through the final decision. A holistic intervention may include panel training, cascaded targets for delegates, bias reduction reviews, pathway programs and/or targeted recruitment.

Section 11 Separations

This section should provide a snapshot of separation rates for each diversity group, across classification levels and gender. By having more in-depth figures around the rate of separations and attrition, your organisation can begin to identify any patterns. Separations can be a sign of positive factors (such as opportunities) or less positive factors such as lack of career paths or organisational culture factors.

The following prompts might assist in your analysis, starting with identifying differences in separation patterns:

- Is there any change in the overall separation rate in your organisation, compared to previous years?
- Are there differences between genders or diversity groups in separation rates overall or at particular classification levels?
- Are there differences in other types of organisation-initiated separations, overall and classification levels?
- Is there potential gender inequality within your diversity groups?

Consider what you can learn from your staff survey or WfQ results relating to intent to leave and why, as well as any exit survey data your agency may gather.

Consider insights from Section 11 Separations against insights documented at Section 10 Recruitment—are your diversity groups enjoying growth or stability on par with non-identifying employees?

Discuss each finding in the report. Provide possible causes and foreshadow some next steps to address such issues. Do this in collaboration with your consultation group where possible.

Section 12 Health, safety, wellbeing, respect and inclusion

It is important for your organisation to understand if your employees feel safe, well, respected and included at work.

Sick leave can be an indicator of the physical and psychological health and wellbeing of staff. Consider any gender differences in sick leave rates. What patterns are evident? Are there differences by gender or diversity groups across classification levels? What might be the factors behind these differences, and how might causes be identified?

Consider other data sources with a gender and diversity lens, such as workers compensation data or staff survey responses. This data will allow you to analyse the experiences of different diversity groups, to tailor responses in your action planning.

Where your staff survey allows, consider the following question topics and discuss trends in each:

- Wellbeing

- Work demands
- Workplace safety generally
- Cultural safety
- subsequent questions relating to Aboriginal and Torres Strait Islander culture
- Fairness and equity
- Respect and inclusion, and any specific questions posed to diversity groups
- Discrimination
- Bullying, harassment
- Violence and aggression
- Separations due to lack of respect or fairness, unacceptable behaviours or discrimination
- What values do you associate with the Queensland Government as an employer.

Sexual harassment

Your organisation should use the audit guide to commence development of a dashboard of indicators related to sexual harassment for gender, diversity groups and LGBTQIA+ employees (where privacy allows). This can include:

- Number of formal complaints of sexual harassment (noting that the number of complaints may initially increase).
- Number of informal complaints of sexual harassment.
- Staff survey or WfQ results on experience of sexual harassment.
- Completion of rate of any facilitated training by managers.

Discuss each finding and what the causes may be and foreshadow some next steps to address the issues. Do this in collaboration with your consultation group where possible. Your next steps may include sharing your sexual harassment analysis with the author of your organisation's sexual harassment prevention plan (such a plan is required under the WHS Act) and with the coordinator of the local sexual harassment contact officer network, if you have one.

Section 13 Board diversity

In May 2022, the Queensland Audit Office released its Report 17: 2021–22 Appointing and renewing government boards (the Report). Recommendation 1 of the Report was that the Department of the Premier and Cabinet (DPC) 'collects consistent information on the diversity characteristics of all people appointed to boards to allow it to analyse the diversity of members and report publicly on how boards reflect the diversity in the broader community'.

Bodies determined to be out of scope include:

- full-time or part-time statutory office holders
- courts and tribunals
- ex-officio members

- bodies established to meet interjurisdictional agreements.

The DPC with the assistance of all departments, coordinates the collection of diversity data of persons on in-scope Queensland Government bodies. Data on diversity characteristics of members of Queensland Government bodies is available for gender, diversity groups and people who served in the Australian Defence Force.

Identify how your organisation is tracking across each type of board (according to the categorisation and remuneration of board types).

Consider equality in roles held (for example, who has access to chair roles?).

Parameters and data definitions

This page provides the definitions for the data parameters used through this guideline as provided for use in the audit process, and related planning and reporting. For the purposes of consistency, all definitions align with those as outlined in the Minimum Obligatory Human Resource Information (MOHRI) process.

Casual employment: Casual employees are not permanent employees and normally work less than full-time hours as prescribed by the applicable industrial instrument. Casual employment attracts the payment of a loading (as prescribed by the applicable industrial instrument) in lieu of sick and recreation leave. Casual employment is characterised by its ad hoc nature with each engagement standing alone.

Culturally and linguistically diverse (CALD): Employees who identify as culturally and linguistically diverse (CALD) are, for the purpose of Queensland public sector targets, defined as people who speak another language at home besides English and including Aboriginal and Torres Strait Islander language/s.

Corporate services roles: Roles that provide organisation-wide support enabling the public sector to deliver the Queensland Government's objectives for the community.

Earnings (full-time): Earnings are calculated in the PSC E&D dashboard on the salary and regular allowances paid to employees, typically including SES motor vehicle allowances, locality allowances and higher duties. Shift allowances and penalty rates can be regular allowances but not always. Average annual earnings do not include one-off or sporadic payments such as travelling allowances. Information on earnings is collected as at the quarterly snapshot date and is extrapolated over a 12-month period.

Fixed term temporary: Temporary employees are employed for fixed term engagements of specific periods of time. The circumstances for engaging temporary employees are many and include specific budget allocation for particular projects, replacing permanent employees who are absent from their substantive position or assistance required to meet peak workloads. Temporary employees are generally employed on the same conditions as permanent employees as

prescribed by the applicable industrial instrument. Where temporary appointment type is referred to in this report, it is to be read as fixed term temporary employment.

Full-time: An employee who works full-time hours as specified in the award or agreement under which the employee is engaged.

Full-time equivalent (FTE): The ratio of an individual's working hours to the relevant award full-time standard hours for the work being performed.

Gender pay gap (salary): The methodology for calculating gender pay gap in the Queensland public sector is the difference between the average annual salary for male and female employees, as a proportion of male average annualised salary. This reflects employees' full-time salary (regardless of whether the employee works part-time).

Headcount: A count of people or the number of people who were employed and paid at the time of the snapshot.

Key frontline/frontline roles and frontline support roles: Deliver services, programs and outcomes directly to the community, or provide essential support enabling the development and delivery of frontline services, programs and outcomes. Delivery can be via government centres, telephone, online or in-field. Key frontline roles are those that deliver key services and are immediately recognisable to the community, they are a subset of frontline and frontline support roles. These roles are critical or essential in a community and include nurses, doctors, teachers, police, child safety case workers, youth case workers and correctional officers. While people in key frontline and frontline roles engage directly with the community, frontline support roles provide essential support enabling the development and delivery of frontline services, programs and outcomes.

Location: This is based on the location of where an employee works – that is the locations of the primary Queensland Government provided workplace. Statistical Area Level 4 as defined in the Australian Statistical Geography Standard by the Australian Bureau of Statistics.

Permanent employment: An employee who is employed on a continuing basis to perform ongoing functions.

Part-time refers to an employee who works less than full-time hours and performs those duties on a regular basis.

Regions or rest of state: Australian Bureau of Statistics (ABS) Australian Statistical Geography Standard (ASGS) Area 4 (SA4) of Cairns, Central Queensland, Darling Downs–Maranoa, Gold Coast, Ipswich, Logan–Beaudesert, Mackay–Isaac–Whitsunday, Moreton Bay North and South, Queensland–Outback, Sunshine Coast, Toowoomba, Townsville and Wide Bay.

Salary refers to the base salary earned by an employee on a yearly basis. Average annual salary includes only base salary.

Helpful resources

General and relevant information available on the For Government or Public Sector Commission websites

- [The Queensland Public Sector Act](#)
- [State of the sector report](#)
- [Conduct and performance data](#)
- [Build accessible, inclusive and diverse workplaces](#)
- [Gender equity in the workplace](#)
- [LGBTIQ+ inclusive workplaces](#)
- [Disability inclusive workplaces](#)
- [Workplace adjustments](#)
- [Recruit for diversity.](#)

Information on the Australian Government supporting Australian employers to undertake workforce gender equality analyses

- The Workplace Gender Equality Agency (WGEA) has Gender Pay Gap Analysis workshops and Equity Action Planning workshops: https://www.wgea.gov.au/take-action/capacity-building-masterclass
- WGEA produces an accompanying action planning workbook is a practical resource that helps employers articulate actions and a rationale of why it's important to change. https://www.wgea.gov.au/sites/default/files/documents/WGEA_Action-Planning-Playbook_V01b.pdf

Other external resources

To see an alternate example of a good practice workforce inclusion reporting, visit the Champions of Change Gender Equality Dashboard and Impact Reporting

- https://championsofchangecoalition.org/resource/organisational-gender-equality-dashboard/
- Champions of Change - Impact Reporting: https://championsofchangecoalition.org/resource/champions-of-change-coalition-2024-impact-report/

Peak groups supporting employers to improve workforce inclusion

- [Diversity Council Australia](#)
- [Australian Disability Network](#)
- [Pride in Diversity.](#)