

# Government owned corporation and prescribed entity equity and diversity audit and report guide 2025

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Office of the Special Commissioner, Equity and Diversity



**Queensland  
Government**

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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 has improved 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.

In 2025, government owned corporations and prescribed entities will undertake their second formal equity and diversity audit. The 2025 audit guide continues to build maturity, introducing additional elements (such as respect and inclusion obligations and pay equity obligations).

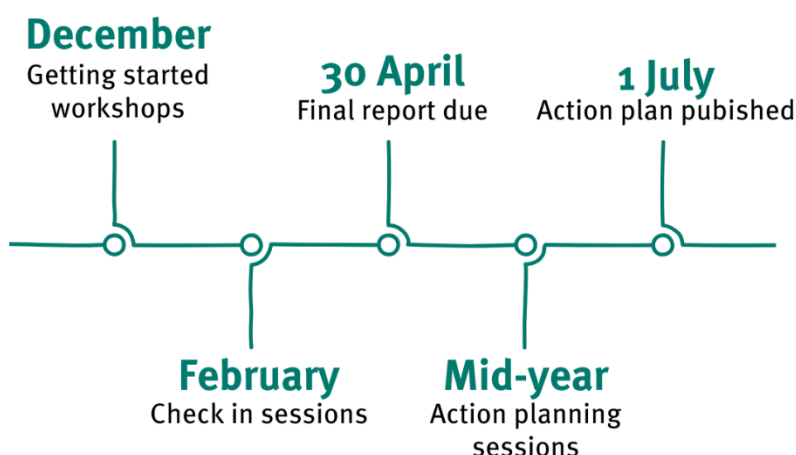
The audit process provides an essential evidence base to inform equity and diversity plans, as well as your broader workforce planning and other planning and reporting processes the organisation may undertake (e.g. Disability Service Plan, Reframing the Relationship Plan, etc).

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.

This audit guide is designed as step-by-step assistance for the process to complete your 2025 equity and diversity audit, including a template for your audit report in the later part of the guide.

The timeline for the 2025 audit is as follows:



## 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 Special Commissioner, Equity and Diversity 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 that your leaders talk about equity and diversity sets the tone for the organisation and will cascade down through leadership teams to employees.

### **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 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.

### **Consultative committee or advisory group**

The audit guide is based on the data, and consultation is not required to complete the audit report.

However, consultation is essential to 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 address 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.

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

Please use the below sections to inform the development of the dataset for your organisation. While we recommend using the September 2024 quarter for your analysis, you are welcome to use data for December 2024, noting that you will need to be consistent in future audits, and will still need to complete the analysis and audit report by the 30 April 2025.

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 (this guide provides suggested questions to include) 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.

### 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:

- Where are inequities occurring?
- What may be causing them?
- How do we address them?

The audit will assist to address the first question about where inequities 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.

### 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 find out what workplace gender equality is, how it affects everyone, and how to make workplaces better, see resources and training at [Gender equality and the workplace](#). Check the [Office of the Special Commissioner website](#) for other resources.

### 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). 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.

The Act requires that the equity and diversity action plan is published on the organisation website. It is acceptable for your organisation to review your action plan annually and revise and mature as necessary or republish if no change is required. 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 contribute to other forms of planning and reporting, including:

- WHS Regulation requirements around Sexual Harassment control measures and prevention plans

- Annual reporting (mandatory)
- Strategic workforce planning (mandatory to support special purpose planning requirements)
- Disability Service Plan
- Reframing the relationship with Aboriginal peoples and Torres Strait Islander peoples
- Multicultural Action Plan

The OSC will provide workshops to support organisations in the development of their action plan.

## 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 2025 audit report against previous report, as this may give you an indication of whether or not you are progressing in the right direction. The report provides a good opportunity to highlight areas of improvement, making particular 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 target groups in your organisation. This is an important starting point and a foundation for the later sections.

Salary should be annualised to full-time and aligned with the 2024 quarter data you have chosen to analyse.

#### Census completion

Begin with a review of your census completion rates for each of the diversity groups. Employees complete and update the census to identify as a member of a target group, for example via payroll systems' equal employment opportunity (EEO) diversity questionnaires. Some guiding questions for your narrative around completeness of the data include:

- What proportion of your workforce has completed the census?
- Has this changed from last year and why (yes higher completion following our campaign, no as restructures have led to disappearance of some responses, etc)?
- What did your Working for Queensland or other staff survey results tell you about the reasons employees did not complete the census?
- Maybe foreshadow some actions for your action plan to improve completion rates.

#### 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?
- Look in more detail at the representation of women at executive levels and consider in terms of your organisational target and the overall sector target (although this may also be discussed in Section 3).
- Apply the same analysis and questions to other target groups to identify trends. 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 CALD 2 (language other than English spoken at home) and First Nations peoples who speak a language other than English at home.

- Are there regional differences in the pattern, with potential inequities more prominent in some regions?

### Identifying potential causes of inequity

Once you have identified potential inequities, consider how to find out what might be causing them. 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. Earnings should be annualised to full-time and aligned with the 2024 quarter 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

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

Your narrative should include:

- Which part of your organisation is covered by each classification stream.
- Is there a concentration or bunching of a particular gender 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 target group?
- Knowing your own workforce, is this related to particular occupational types, which should 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 (refer to [Gender segregation in Australia's workforce](#) for more information) for women 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:

- What is the representation of each gender across occupational groups? Are these groups male-dominated, female-dominated or mixed (40–60 per cent men or women)?
- Within those occupations, are women gaining equal access to higher level and leadership positions, or are they concentrated in lower-level positions?

- Is there scope for review of the job value of certain occupational groups?
- Once you have identified the potential inequities, consider how to answer the second question of what might be causing them.

The answers to some questions might be found in your staff survey results. If relevant, consider reviewing responses by gender and target 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.

Once you have reviewed occupations by gender, consider representation for other diversity groups.

### **Executive levels**

Consider the composition of your senior and executive staff.

Potential questions:

- What is the representation across diversity target groups at the senior and executive level? Is representation consistent across increment levels?
- Once you have identified the potential inequities, consider how to answer the second question of what might be causing them. What evidence do you have, or what potential other data might be useful?

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 diversity group.

## **Section 4 Gender and other diversity groups' pay gap**

The gender pay gap 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<sup>1</sup>.

Analyse the gender pay gap over time (although consider any structural changes to your organisation).

The gender pay gap can be calculated using base salary (which highlights differences in the value of roles) or earnings (which shows potential differences in take home pay).

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<sup>1</sup> For more information on the gender pay gap visit [How to calculate a gender pay gap](#)

The following questions can guide your analysis.

- How does your organisation's gender pay gap trend compare to the Queensland public sector average?
  - sector GPG on base salary: 7.11% in 2020; 7.35% in 2021; 6.55% in 2022; 5.38% in June 2023 and 5.10% in June 2024
  - sector GPG on earnings: 7.93% in 2020; 7.82% in 2021; 7.64% in 2022; 6.31% in June 2023 and 5.94% in June 2024
- Are specific diversity groups faring better or worse overall? Discuss each one.
- If your organisation's gender pay gap has improved, do you know what has contributed to this?

## Section 5 Organisational units

This section should look beyond overall data for the organisation and provide another lens through which to consider concentrations or potential inequities across different organisational units (beyond occupations). We recommend that you consider delving into your own data to take an intersectional lens to your analysis, reviewing representation of diversity groups by organisational group.

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)
- Based on current organisation knowledge, 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?
- Consider how to investigate other reasons beyond occupational differences.
- Consider the representation of other key diversity groups across classifications and whether gender exacerbates any inequalities.

Once you have identified the potential inequities, consider how to answer the second question of what might be causing them. What evidence do you have, or what other sources of data might be useful?

## 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 women and other target 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, target group, organisational unit or classification level. Consideration to be given to classification levels by diversity group, age and employment type.

Use the prompts to assist in your analysis, starting with where inequities are 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 other 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 appropriate 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 target 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.

## Section 7 Occupation

Please use data from Section 7 in Section 3 discussion.

## Section 8 Flexible working arrangements

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 women. WGEA published research insights about this in September 2024: [BCEC WGEA Gender Equity Insights 2024: New part-time work research](#).

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

Use the following prompts to assist your analysis and narrative of gender 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?
- Consider other data sources held within your organisation, such as cultural leave and flexible working arrangement registers. What patterns emerge?

Consider the effects of organisation culture or informal practices. Do these discourage men from accessing flexible forms of work or leave? Do women access higher levels of part-time work as they are less certain of regular access to other flexible working arrangements? Is there scope to review access to part-time working arrangements for any occupational groups that may have difficulty accessing flexibilities?

Your organisation's staff survey responses may support analysis of access to flexible working. For entities that participate in Working for Queensland, some of the relevant questions are outlined below. You can make both general observations as well as compare for gender, target groups and across classification levels.

- Q34a** Do you currently use any of the following flexible work options?
- Q34b** Have you made a request regarding flexible work arrangements in the last 12 months? This includes either a change to existing flexible work arrangements or to commence a flexible work arrangement.
- Q34c** Was your request for flexible work arrangements, fully granted, partially granted, declined – no reason given, declined – reason provided?
- Q34d** Why haven't you made a request to change your work arrangements?
- Q34e** Which of the following best describes your remote/hybrid work arrangement?
- Q34f** Which of the following best describes your hybrid work arrangement?
- Q34g** What benefits or needs are met by coming into your employer provided workplace?
- Q34h** We are interested in understanding more about attitudes towards workplace flexibility. Please choose the option that best describes your access to workplace flexibility.
- Q34i** I have the flexibility I need to manage my work and non-work interests.
- Q34j** In my workgroup, we discuss individual needs for flexible work arrangements, and we work together to accommodate them.
- Q34k** My commitment to this organisation would be questioned if I chose to use flexible work options.
- Q34l** All employees, regardless of gender, are actively encouraged to adopt flexible working arrangements in this organisation.
- Q34m** All employees, regardless of whether they have responsibilities as a carer, are actively encouraged to adopt flexible working arrangements in this organisation.
- Q34n** Being a part-time manager is an option in this organisation.

**Q34o** It is difficult for me to adopt a flexible working arrangement because of a lack of support from my manager/supervisor.

**Q34r** Do you work shift work (i.e. hours of work are regularly rotated in accordance with a shift roster covering 24 hours per day over a 7-day week)?

**Q34s** Do you have the opportunity to contribute to the design of the shift work schedule/roster.

You might also check Q44c, which allows respondents to identify whether access to flexible employment is related to a desire to leave their current position.

Consider what the responses to these questions are telling you, about whether inequities in access are occurring, or whether you can claim to be an employer of choice on flexible working. You do not have to include responses to all questions in your report, just to identify themes or issues that may require action.

## Section 9 Leave types

This section should outline various family-related working arrangements such as carer's leave, parental leave, and sick leave. Use the following prompts to assist your analysis of gender and other diversity group patterns in access:

- To what extent is each gender 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 inequity, 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.

WfQ survey results contain questions relating specifically to family-related leave and can be reviewed for patterns by gender and other target groups, as well as across higher and lower classification levels. If your organisation contributes to the WfQ survey, review responses to the below questions.

**Q34p** Earlier in the survey you indicated that you provide unpaid care or support to another person who requires assistance with everyday tasks because of disability, chronic illness or pain, or who are frail/aged.

**Q34q** To what extent do you agree that your workplace provides sufficient support for me to be able to balance my work and carer responsibilities.

## Section 10 Recruitment and development

### New recruits and applicant pools

Section 10 has a focus on analysing employees who commenced in the public sector in the past year.

- Is your organisation recruiting people from diverse target groups?
- 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 is increasing employment for that cohort, and working towards your target.
- Also consider the differences across classification levels.
- What other information can Queensland Shared Services (QSS) or your recruitment systems provide you about your applicant pools? Do you have data on the diversity of applicants for all roles?

Recruitment is the mechanism to bring diversity into your organisation, but we know that some diverse groups do not have the same access to education and qualifications. For this audit report, consider whether you have sufficient entry level roles to create a career path in your organisation.

### Higher duties

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 each gender or diverse group has to higher duties?
- Can you see any correlations that suggest people from a particular diversity group might be provided more opportunities at higher levels, but not permanently appointed into leadership roles?

### Senior and executive applicants and appointments

The public sector has a target of 50% women at all senior leadership levels. Sector-wide data indicates that women comprise around one-third of SES (senior executive service) applicants but are successful in around 60% of SES recruitment processes. The PSC has asked agencies to collect gender data on SES applicant pools, including proportion of candidates, proportion short-listed, and proportion appointed.

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 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 who withdraw during the process	% of women short-listed	% of women completing other testing	Gender of appointee
Division 1					
Division 2					

### Professional development opportunities

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 to identify organisation records to assist with this analysis in terms of attendance at professional development including courses, mentoring schemes, etc.

### Perceptions about opportunity

Conduct a gender and diversity group analysis of WfQ survey results may identify different experiences for women and other target groups. The survey asks the following questions:

**Q27a** Performance is assessed fairly.

**Q27b** I understand the process to manage poor performance in my workgroup.

**Q27c** Promotion decisions are based on clear criteria.

**Q27d** The process for backfilling roles is transparent.

**Q27e** Recruitment strategies and/or processes are fair and transparent.

**Q27f** People are treated fairly and equitably in my workplace.

**Q27g** All employees, regardless of gender, have equitable access to work experiences that support career progression.

**Q27h** Age is not a barrier to success in my organisation.

**27i-m** Being a woman/man/transgender, non-binary or gender diverse/Aboriginal and/or Torres Strait Islander/Australian South Sea Islander person is not a barrier to success in my organisation.



**27n-p** Cultural background/disability/sexual orientation are not barriers to my success in my organisation.

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 Q27 above by employees who respond yes to 'Do you have a disability?' is likely to vary from those who answered no. If your staff survey contains similar questions, we recommend including responses in your analysis.

## 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 apparent attrition, your organisation can begin to identify gender specific patterns.

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

- Is there any change in the overall resignation rate in your organisation, compared to previous years?
- Are there gender differences in resignation rates overall or at particular classification levels?
- Are there gender differences in other types of organisation-initiated separations, overall and classification levels?
- Consider how other diversity groups are faring. Are there potential inequities, both for the target group and between genders in that target group?

Once you have identified the potential inequities, consider how to answer the second question of what might be causing them. What evidence do you have at hand, or what potential data might be useful?

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. Consider what you can learn from your staff survey or WfQ results, in particular the following question.

**Q44c** What is the primary reason behind your desire to leave your current position.

## 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 other 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 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.

Consider the following groups of WfQ questions and discuss trends in each:

- Wellbeing, indicated in questions 25b, 25c, 25f-25k, 25m.
- Work demands, indicated in questions 26a-26j.
- Workplace safety generally, indicated in questions such as 25a, 25d.
- Cultural safety, indicated in questions such as 25e, 25k, 25l, 25n, 25o and
  - subsequent questions relating to Aboriginal and Torres Strait Islander culture, in questions 28b through to 28i, 28m, 28n and 28o.
  - subsequent question relating to Australian South Sea Islanders, in question 29b-29e.
- Fairness and equity, indicated in questions such as 27f through to 27p.
- Respect and inclusion, indicated by questions such as 20i, 21a, 23d, 24d, 27r, 27s, and specific to:
  - People with disability, questions 30b-30k.
  - People identifying as LGBTIQ+, questions 31b through to 31k.
  - Culturally and linguistically diverse people, questions 32b-32f.
  - Women, questions 33a-33f.
- Discrimination, indicated by questions such as 37a through to 37i, 39k, 39j and 39l.
- Bullying, harassment indicated by 38a, 38b, 38c and 39a through to 39f.
- Violence and aggression, questions 40a and 40b.
- Separations due to lack of respect or fairness, unacceptable behaviours or discrimination, question 44c.
- What values do you associate with the Queensland Government as an employer, question 44e?

## Sexual harassment

Your organisation should use the audit guide to commence development of a dashboard of indicators related to sexual harassment for gender, other target groups and LGBTQIA+ employees. This can include:

- Formal complaints of sexual harassment (noting that the number of complaints may initially increase).
- Informal complaints of sexual harassment.
- Data regarding your organisation Sexual Harassment Contact Officer Network, if you have one.
- Staff survey or WfQ results on experience of sexual harassment (questions 41a through to 41f).
- Website hits on your organisation policy and resources.
- Completion of new training offerings by people specialists, and by managers.
- You can also discuss your sexual harassment prevention plan, as required under the WHS Act.

## Section 13 Women on boards

The Queensland Government's 'Women on Boards Initiative' requires that 50% of board members are women. In addition, new collection of diversity characteristics of members of Queensland Government bodies has been introduced for other 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 equity in roles held (for example, do women have 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 including Aboriginal and Torres Strait Islander language/s. The current target of greater than 12% in the public sector applies.

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

**Earnings (full-time):** Earnings are calculated 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.

