

# Equity and diversity audit and reporting guide 2024

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Office of Special Commissioner, Equity and Diversity



# Contents

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Introduction .....	3
Step 1 Equity and diversity architecture.....	4
Step 2 Equity and diversity dataset.....	5
Step 3 Equity and diversity audit report .....	6
Step 4 Awareness.....	6
Step 5 Equity and diversity action plan .....	6
Step 6 Reporting.....	6
Appendix 1 – Auditing, planning and reporting process map .....	7
Appendix 2 – Equity and diversity audit template .....	8
Section 1 Composition of the workforce by salaries .....	8
Section 2 Earnings .....	9
Section 3 Classification streams .....	9
Section 4 Gender pay gap.....	10
Section 5 Organisational units.....	11
Section 6 Employment security .....	11
Section 7 Occupation .....	12
Section 8 Flexible working arrangements .....	12
Section 9 Leave types .....	14
Section 10 New recruits and higher duties.....	15
Section 11 Separations .....	16
Section 12 Health, safety and wellbeing .....	17
Section 13 Women on boards.....	18
Appendix 3 – Parameters and data definitions .....	19

## 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.

Actively championing equity and diversity has benefits of improved fairness and inclusion for all employees, improved performance by harnessing diverse perspectives and a wider talent pool, and a more representative public sector workforce.

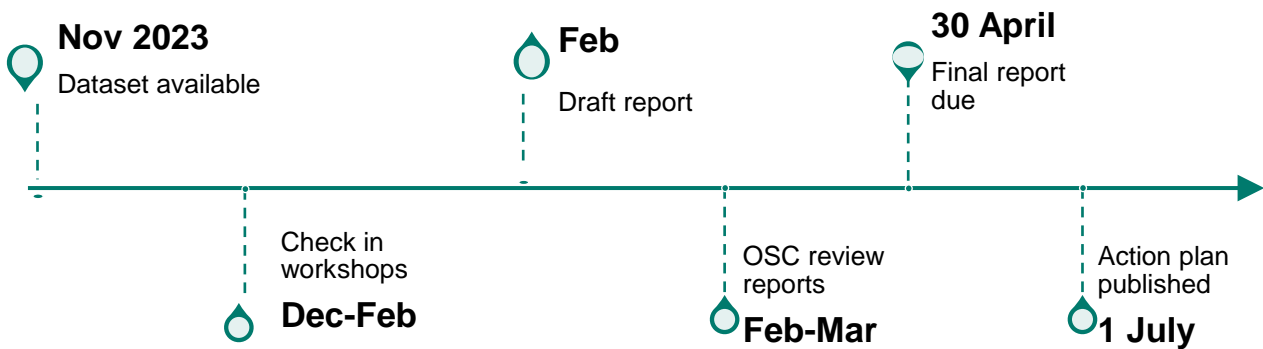
The *Public Sector Act 2022* (PS Act) introduced new obligations for chief executives to actively progress equity, diversity, respect and inclusion in their entity. This includes new processes such as an equity and diversity audit. While all organisations are subject to the broad obligations, only organisations with 100 or more employees will be required to complete formal audit reports. In 2024, the Special Commissioner requires core government departments to submit their approved audit reports. Entities with less than 100 employees are encouraged to take an approach commensurate with the size of your organisation.

This guide provides organisations with an overview and a step-by-step process to analyse, plan and report against equity and diversity targets as outlined below:



The audit process provides essential data for your workforce planning and equity and diversity planning. It also complements a range of other planning and reporting processes (i.e. Disability Service Plan, Reframing the Relationship Plan, etc).

The following diagram identifies the timelines for core agencies for the 2024 audit.

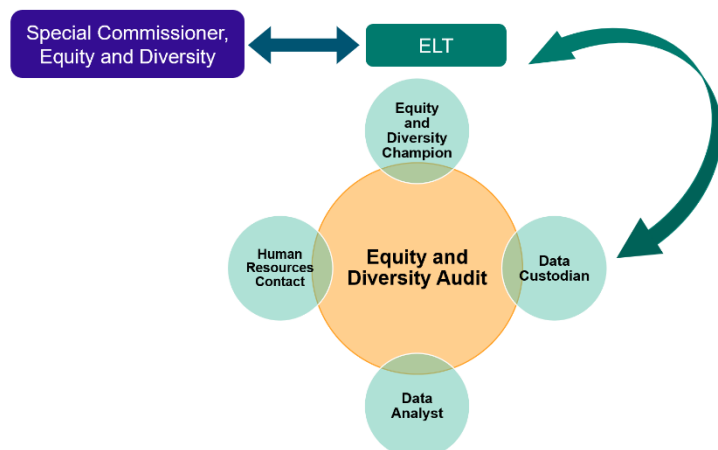


The Act requires that all agencies complete an audit report each year. They are also required to have an equity and diversity plan, which they should review, but not necessarily rewrite, each year. This plan must be published.

## Step 1 Equity and diversity architecture

Entities need structures to support the distributed responsibilities of the Act requirements, to undertake the functions of data custodian, analysts, and integration with the broader HR environment. 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 each of these roles need to work interdependently with each other, with the 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.

### Equity and diversity champion

The equity and diversity champion's role is to guide and support the strategic intention of the equity and diversity agenda. The champion should have influence within the executive leadership team, be able to influence business units across the organisation, and act as a conduit between leaders and the human resources (HR) specialists and data analysts. Your organisation may have more than one champion.

### Data custodian

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

### Data analyst

The data analyst role interprets the data, starting with the guiding questions in the equity and diversity audit guide (see Appendix 2). This role will work in collaboration with the data custodian to convert knowledge into information that can contribute to action plans, reporting and evaluation.

### Consultative committee or advisory group

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

However, consultation is essential to bring diverse perspectives to understanding the audit findings, and to planning solutions and measures for the subsequent equity and diversity plan.

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. This group should not be confused with a consultative committee under an industrial instrument. The committee or network should involve a range of organisation representatives, employees, and employee representatives (unions) This is discussed in more detail in step 4.

## Step 2 Equity and diversity dataset

Data is key to understanding the equity and diversity composition of your workforce. If your organisation provides Minimum Obligatory Human Resource Information (MOHRI) data to the Public Sector Commission, we will draw on this to identify the minimum fields you should consider as a starting point. The equity and diversity dataset will form a consistent basis for analysis and reporting. We will provide the dataset to support your audit process, based on September 2023 MOHRI data.

By necessity, the centrally provided dataset uses generalisations, such as AO equivalent for salary comparisons and broad occupational categories. If these are not useful for your organisation, you may use it as a guide to interrogate your own data. You are welcome to use your own workforce data collection system for the audit process.

The dashboard sections are based on our knowledge of factors affecting equity and diversity, and include:

- Composition of the workforce by salary
- Earnings
- Classifications
- Gender pay gap
- Organisational units
- Employment type (permanent, temporary, full-time and casual)
- Occupation
- Flexible work (part-time, full-time and casual)
- Leave types (relating to carers, parental and sick leave)
- New recruits and higher duties
- Separations

Your Working for Queensland results provide data that allows for deeper analysis of areas such as flexible work experiences, fairness, and health, safety and wellbeing.

Organisations are encouraged to supplement workforce data with other sources of data. Examples include: EEO applicant data that you may be able to access from QSS, WorkCover data, CaPE data or responses from internal surveys, as well as industry comparisons if relevant.

The MOHRI data reflects people who have identified as being part of a diversity group. The anonymous Working for Queensland survey tends to yield higher levels of diversity identification. You should use both data sources to tell your story, and variations may prompt further analysis and remedies. The 2023 Working for Queensland survey also asked respondents for reasons why they may not have identified, which provides a basis for action

The audit findings may also be useful in bargaining processes to

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

## 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 is 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 is causing them. It may foreshadow priority areas for later work.

An outline for the annual equity and diversity audit report in Appendix 2 provides a foundation 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 themselves further questions.

For some organisations, this is a new way of looking at and interpreting data. Please contact the OSC at [osc@psc.qld.gov.au](mailto:osc@psc.qld.gov.au) if you require advice and support. Awareness and capability sessions are available.

Prior to finalising reports, core agencies can consult the OSC on their draft audit report. The OSC can provide feedback to agencies, prior to submission of a final report.

## Step 4 Awareness

An important foundation for consultation is to ensure the workforce is aware of what inequity means, how it can occur and what initiatives are in place to address inequity in the sector and in your organisation. You may already have training and awareness in place, but you could consider equity and diversity capability refresher training or conversations at team meetings. To find out what workplace gender equality is, how it affects everyone, and how to make workplaces better, go to [Gender equality and the workplace | WGEA](#).

## Step 5 Equity and diversity action plan

Organisations undertake planning for their workforce and diverse target groups in several ways, including:

- Equity and diversity action plan (mandatory under the PS Act)
- Strategic workforce planning (mandatory to support special purpose planning requirements)
- Disability service plan (mandatory)
- Reframing the relationship with Aboriginal peoples and Torres Strait Islander peoples (mandatory)

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, including executives, managers and supervisors, and individual employees.

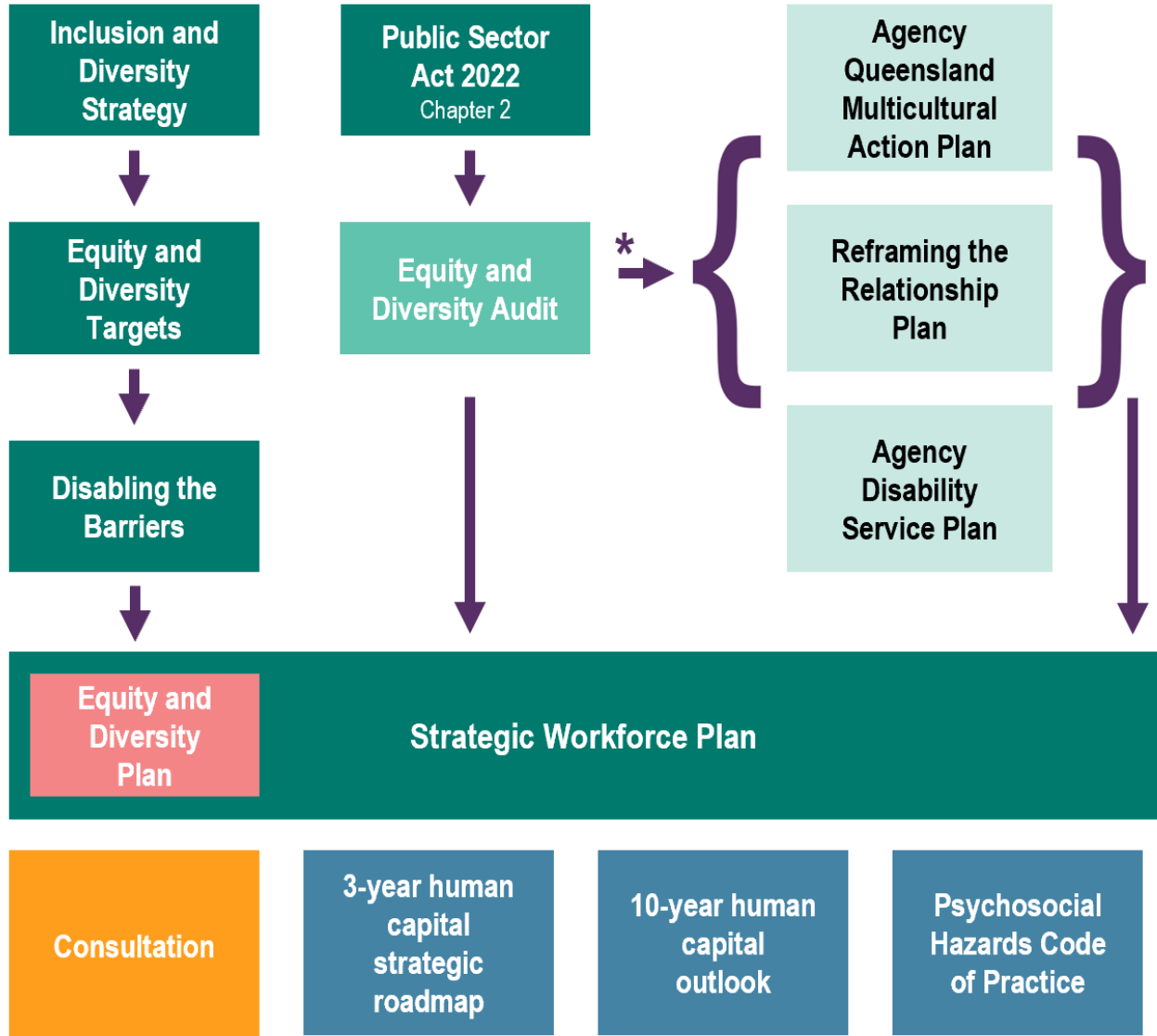
The Act requires that the equity and diversity plan is published on the agency website. This may be a standalone document in larger agencies (albeit clearly linked to the strategic workforce plan), or a subset/chapter of the workforce plan for smaller agencies.

The OSC will provide support on the link between audit reports and planned measures and solutions.

## Step 6 Reporting

Annual reporting is a requirement for Queensland Government organisations, and section 15.1 requires provision of equity and diversity data according to the template.

## Appendix 1 – Auditing, planning and reporting process map



\* Equity and Diversity Audit findings may be used to inform other strategic plans and initiatives such as those above.

## Appendix 2 – Equity and diversity audit template

This template will provide direction for you to undertake your equity and diversity audit of your dashboard data (or your own data). The dataset is based on the MOHRI dataset. Use of data from other sources is encouraged. We provide specific table references from the dataset where possible.

If your organisation has a large frontline workforce, consider how you will represent frontline and non-frontline in the written analysis. An option is to separate them completely, to avoid possible conflation of the diverse occupational groups.

### Section 1 Composition of the workforce by salaries

This section of the dataset provides a broad overview of the organisation workforce composition by salary. Understanding the composition of your workforce is an important starting point and a foundation for the later sections. The full-time equivalent salary (headcount) from December 2022 to September 2023 is available to analyse, including the ability to analyse the average salary by organisational unit, based on the unit level data for your organisation in MOHRI.

Pages 1.1 to 1.4 examine all diversity groups, page 1.5 to review the age profile of your workforce, and page 1.6 to review differences across organisational types. Page 1.7 casts a regional lens across classification levels and aids in understanding any potential regional differences. This dataset is based on the Australian Bureau of Statistics (ABS) Statistical Area 4 regions – this may differ from regional units used in your organisation, and you might choose to generate other regional level data.

#### Identifying where potential inequities may occur

Use the prompts to assist in identifying whether patterns are different for women and other target groups:

- What is the gender composition of your workforce? (See page 1)
- Is there equal representation at each classification level? For example, if the overall proportion of women in your organisation is 65 per cent, which classification levels do women comprise more than 65 per cent or less than 65 per cent?
- Look in more detail at the representation of women at executive levels (see page 3.4) and consider in terms of your agency target and the overall sector target.
- Consider intersections with other groups (pages 1.1 to 1.4) and apply the same questions to see if potential gender inequities are similar or different across target groups. 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).
- 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. While local knowledge can be important, what other sources of data are there? If you cannot answer this question at the time of doing the audit, consider identifying it as a future focus area to look for potential new data collections that might assist.



## Section 2 Earnings

While Section 1 focused on numbers of employees as identified by salary level, this section, focuses on earnings. [Note that earnings includes some allowances, but does not equate to total earnings elements such as overtime – your data custodian can advise.] This analysis may be valuable if your entity has a marked difference between salary and earnings (such as the effect of overtime, shift working, etc), but may require little comment if these are not features in your workforce.

Section 2 follows the same format as Section 1, for each target group, age, organisation type and regional variation.

### Identifying where potential inequities may occur

Use the prompts to assist in your analysis, starting with where possible inequities are occurring:

- Consider the findings for salary in Section 1, and compare to the results of earnings
- Note any variation, across time, across regions etc.

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?

## Section 3 Classification streams

This section (pages 3.0-3.3) provides more detailed for each classification stream (AO, PO, TO and OO), and for each pay level within each classification stream.

Page 3.4 focuses on the executive: senior officers and senior executive service, both appointed and S122/s155 contracts (although you may choose to locate this discussion in Section 1 where you look at representation at all levels)

### Identify where potential inequities may occur

The following prompts might assist in your analysis, starting with where the possible inequities are occurring:

- Is there a concentration or bunching of men or women at the top or bottom of each classification, or are they missing from any level? Is this more likely to occur for a particular gender or target group. Knowing your own workforce, is this related to particular occupational types?
- Consider S122 contracts, and gender and equity patterns (for example, whether they are offered to more men than women, and whether they are offered higher up the classification levels)?
- What is the representation across diversity target groups at the SO and SES level?

### Identify potential causes of inequity

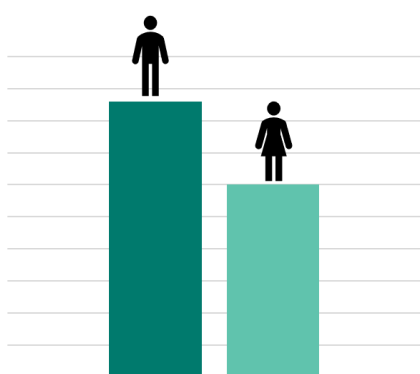
Once you have identified the potential inequities, consider how to answer the second question of what might be causing them. What evidence do you have, or what potential other data might be useful?

## Section 4 Gender 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.

Section 4 provides an outline of the gender pay gap for the previous quarters back to December 2022, including the gender pay gap for all diversity target groups. Page 4.0 provides the gender pay gap for each diversity target group, and the second provides graphs that allow comparison of the salary gap for all target groups against the all-staff salary.

It can be calculated using base salary (which highlights differences in value of roles) or on earnings, which shows potential differences in take home pay. The formula used for earnings is as follows:



**Gender pay gap =**  
**(male average annual earnings – female average annual earnings) / male average earnings**

**Calculated as if working full-time**

The following questions can guide your analysis.

- How does your agency 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 and 5.38% in June 2023
  - sector GPG on earnings: 7.93% in 2020; 7.82% in 2021; 7.64% in 2022 and 6.31% in June 2023
- Are specific diversity groups faring better or worse overall?

## Section 5 Organisational units

This section disaggregates the data by organisational unit as recorded in MOHRI. This looks beyond overall data for the organisation and provides another lens through which to consider concentrations or potential inequities across different organisational units.

Page 5.1 focuses on gender, and other pages focus on other diversity target groups.

### Identifying where potential inequities may occur.

Use the following prompts to assist in your analysis, starting with where possible inequities are occurring:

- What is the overall gender representation across organisational units? Based on current organisation knowledge, what are the reasons that could be contributing to these patterns (for example, does one division contain a particular occupational group)?
- Are any concentrations in employee headcount in particular classification levels? What is the distribution of gender within this classification (does it mirror the overall organisation composition? If not, consider why).
- 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.

### Identifying potential causes of inequity

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 security

A government priority for the public sector is employment security. It is also a key factor in women's participation in the workforce and in their own economic security.

Pages 6.0, 6.1 and 6.2 provide employment security across classification levels by gender. Your analysis should consider whether security is lower for one gender, across target groups, or at some classification levels.

### Identifying where potential inequities may occur.

Use the prompts to assist in your analysis, starting with where inequities are occurring:

- Are there similar rates of temporary and casual employment across all genders and across classification levels? Where are the pockets of highest insecurity and are both genders affected equally? (page 6.0)
- Are there differences across organisational units (page 6.1)?
- Are there any differences by age group? (page 6.2)
- Consider your entities' temporary conversions data. Are conversions being applied to both men and women 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?

## Section 7 Occupation

This section focuses on occupational data, according to the key Australian and New Zealand Standard Classification of Occupations level 1 categories. It is another lens to consider your workforce and potential inequities or causes of gender pay gaps.

By examining the composition of the workforce across occupations, you can begin to understand occupational segregation for women within the organisation, and identify roles where special measures might be warranted, or where job values might require review. Refer to [Gender segregation in Australia's workforce | WGEA](#) for more information.

Note that these occupational categories may not be useful in some organisations, and you may need to rely on your own organisation-level data.

### Identifying where potential inequities may occur.

Use the following prompts to assist in your analysis, starting with where possible inequities are occurring:

- What is the representation of men and women across occupational groups? Can you identify any group as male-dominated, female dominated or mixed (for example, 40–60 per cent of each gender)? (See pages 7, 7.1 and 7.2)
- 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 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.

## Section 8 Flexible working arrangements

This section outlines flexible working arrangements as provided through MOHRI, primarily data relating to part-time employment. The availability and uptake of formal flexible working arrangements is a key factor in the retention and career progress of women.

Page 8.0 outlines part-time employment and age breakdown of access, and page 8.1 breaks this down by organisational unit.

### Identifying where potential inequities may occur.

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

- To what extent are men and women accessing part-time work, and does this vary across classification levels?
- How does it vary by age?
- How does it vary across organisational units?
- Are there pockets of the organisation that might need further analysis? (See page 8.2)
- Consider other data sources held within your organisation, such as cultural leave and flexible working arrangement registers. What patterns emerge?

Consider organisational culture or informal practices that discourage men from accessing forms of leave, or from women at higher levels accessing part-time work arrangements? Are there particular occupational groups where part-time work arrangements have been considered more difficult, which could be reviewed?

Working for Queensland (WfQ) survey results contain many questions relating to flexible working arrangements and can be reviewed for gender and other target groups, as well as across higher and lower classification levels. You should review the group of survey questions related to flexible working (listed below) to inform a general observation about flexible work knowledge and access in your agency:

- 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.

Consider what the responses to these questions are telling you. Which of these questions are relevant to highlight inequities, or where your organisation is doing well. You do not have to include responses to all questions in your report, just use them to identify themes or issues that may require actions to address.

## Section 9 Leave types

This section outlines various family-related working arrangements as provided through MOHRI. These pages outline carer's leave, parental leave, and sick leave.

### Identifying where potential inequities may occur.

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

- To what extent are men and women 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 men or women have any difference in use?
- 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.

### Identifying potential causes of inequity

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.

**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 New recruits and higher duties

This section contains some indicative data about recruitment patterns.

As a proxy measure for new recruits, the data captures employees with tenure less than one year (i.e., commenced in organisations in the last 12 months). Page 10.0 provides MOHRI data on employees with less than 12 months service.

Page 10.1 contains a snapshot of higher duties taken at the last fortnight of the MOHRI reporting period. Review of the full quarter data would provide a better sample.

### Identifying where potential inequities may occur.

Use the prompts to assist in your analysis, starting with identifying gender differences in appointment patterns:

- Are there gender differences in recruitment rates, overall and at different classification levels?
- What other information can Queensland Shared Services (QSS) provide you about your applicant pools? Do you have a diversity of applicants for all roles?
- Consider the snapshot of your organisation's higher duties as captured for MOHRI for the last fortnight of the quarter. Manually calculate the proportion of men and women receiving higher duties as a proportion of the whole cohort for that gender and classification level.
- What other information can you use to demonstrate the access women and men have to higher duties?
- Can you see any correlations that suggests that either gender might be provided more opportunities at higher levels, but not permanently appointed into leadership roles?
- Is your organisation recruiting people from diverse target groups? Are employees in the diverse groups getting opportunities at higher duties?

WfQ survey results may identify different experiences for women and other target groups. The 2023 survey asked 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 person are not barriers to success in my organisation.

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

## Section 11 Separations

This section provides 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 within the organisation, organisations can begin to identify gender specific patterns.

Page 11.0 provides separations by classification and by gender.

Pages 11.1–11.4 provide separations for other diversity target groups.

### Identifying where potential inequities may occur.

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

- Are the gender differences in resignation rates, overall and classification levels?
- Are there gender differences in other types of organisation-initiated separations, overall and classification levels?
- Consider how other diversity areas are faring. Are there potential inequities, both for the target group and within men and women in that target group?

### Identifying potential causes of inequity

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.



## Section 12 Health, safety and wellbeing

There are multiple indicators to review for this theme.

Sick leave (from page 9.1) can be an indicator of the physical and psychological health and wellbeing of staff. This data provides the opportunity to review any gender differences in sick leave rates. What patterns are evident? Are there differences by gender 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 absences and
- conduct and performance data that indicates reporting of sexual harassment and harassment.

WfQ survey results are also valuable in considering any differences across gender and other target groups. In the 2023 survey, the following items relate to wellbeing:

- Q25a** In my workgroup, we proactively discuss workplace safety.
- Q25b** In my workgroup, we discuss ways to promote wellbeing.
- Q25c** In my workgroup, we discuss ways to promote mental health.
- Q25d** I am confident in my understanding of my health and safety obligations.
- Q25e.** My workgroup cares about the cultural safety of Aboriginal and Torres Strait Islander colleagues.
- Q25l.** I feel that my organisation provides a culturally safe work environment for Aboriginal and Torres Strait Islander employees.
- Q25f** I am confident discussing my wellbeing with my manager/supervisor.
- Q25g** I am confident discussing my mental health with my manager/supervisor.
- Q25h** My manager/supervisor proactively encourages people to speak up if they feel something could be a risk to their health, safety, or wellbeing.
- Q25i** In my workplace senior management acts quickly to correct problems or issues that affect employees' health, safety and wellbeing.
- Q25k** I feel that my organisation considers the wellbeing of employees to be important.
- Q26a** I need to work long hours (i.e., beyond those formally agreed through my HR arrangements/employment contract) to meet performance expectations.
- Q26b** I am given unachievable deadlines.
- Q26c** My work is emotionally demanding.
- Q26d** My work is physically demanding.
- Q26e** I am overloaded with work.
- Q26f** I feel burned out by my work.
- Q26g** My work leaves me feeling emotionally exhausted.
- Q26h** My work leaves me feeling physically exhausted.
- Q26i** Staff are consulted about significant change at work.
- Q26j** I have the opportunity to provide feedback on change processes that directly affect me.

## 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:

- gender identity (expanded to capture non-binary and other sex descriptors)
- LGBTIQ+ people
- people living with disability
- people from culturally and linguistically diverse backgrounds
- Aboriginal peoples and/or Torres Strait Islander peoples and South Sea Islanders
- people who have 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).

## Appendix 3 – Parameters and data definitions

Appendix 3 provides the definitions for the data parameters used through this guideline and the equity and diversity dataset 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.

**ANZSCO** Australian New Zealand Standard Classification of Occupations (ANZSCO) is an ABS industry coding system that attributes a six-digit code to a position to describe the occupation being performed.

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

**Earnings** refers to salary plus regular allowances paid to employees at their actual full-time equivalent (FTE). Information on earnings is collected as at the snapshot date and is extrapolated over a 12-month period.

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

**Full-time** refers to an employee who works full-time hours as specified in the award or agreement under which the employee is engaged.

**Frontline (including key frontline roles) and frontline support roles** refers to those roles that delivery 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.

**Headcount** is the count of each employee as one individual. For example, 100 employees in an organisation equates to 100 head count.

**Location** as Statistical Area 4 (SA4) is defined in the Australian Statistical Geography Standard (ASGS) by the Australian Statistical Geography Standard (ASGS) by the Australian Bureau of Statistics. Location in MOHRI refers to the employee's work location.

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

**Regions** refers to Australian Bureau of Statistics (ABS0 Australian Statistical Geography Standard ASGS) Area 4 (SA4) of Cairns, Central Queensland, Darling Downs-Maranoa, Gold Coast, Ipswich, Logan-Baudestert, Mackay-Isaac-Whitsunday, Moreton Ba 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.



## More information

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