

SECTION E

HUMAN RESOURCES MANAGEMENT REPORTING

E1 Human Resources Management

E2 Learning and Development

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The Directorate worked collaboratively with key internal and external stakeholders to build new systems and processes to empower our leaders to build, develop and retain the teams they need to build and sustain community confidence in our services. We also developed strong initiatives to strengthen organisational resilience and to retain quality employees across the Directorate.

Focus on teacher quality

The Directorate's Strategic Plan 2014-2017, *Education Capital: Leading the Nation* identifies the key priorities of quality learning and inspirational teaching and school leadership to build teacher quality. Three initiatives implemented under the current teaching staff enterprise agreement gained prominence throughout 2013-14 as key initiatives in attracting, retaining and developing high quality teachers in ACT Public Schools.

- Executive Teacher Professional Practice is a leadership position with a focus on developing teacher practice. The 41 teachers selected for these positions model exemplary teaching practice, coach and mentor teachers, interns and student teachers; lead professional learning at the school; and actively participate in school-based development and implementation of effective curriculum, pedagogy and assessment practices.
- Accelerated incremental progression recognises and rewards early career teachers who demonstrate outstanding performance in the classroom, with an additional salary increment. Five teachers received a salary increment after engaging in a rigorous assessment process throughout 2013-14.
- Additional beginning teacher support provided reduced face-to-face teaching hours for first year teachers to facilitate coaching and mentoring programs designed to meet their developmental needs.

Employment strategy

The Directorate launched *Connection, Collaboration, Careers, Leadership: Aboriginal and Torres Strait Islander Employment Action Plan 2014-2017* and associated promotional resource *Our Mob...Our Stories* in December 2013. A strong focus of the Aboriginal and Torres Strait Islander Employment Action Plan is to become an employer of choice for Aboriginal and Torres Strait Islander peoples. To do this the Directorate will work to increase the number of Aboriginal and Torres Strait Islander staff moving into leadership and management roles, as well as support pathways into teaching for new and current administrative staff.

A key component of the *Aboriginal and Torres Strait Islander Action Plan* is to support schools to build strong reciprocal relationships with Aboriginal and Torres Strait Islander peoples engaged in their school communities and create pathways into employment within the local community. Ensuring the Directorate's workplaces are culturally competent and respectful is crucial in both retaining Aboriginal and Torres Strait Islander staff and engaging with the local Aboriginal and Torres Strait Islander communities. Cultural competence training will be progressively enhanced for all Directorate staff through professional learning opportunities.

Classroom teacher recruitment

The quality of classroom teachers is the single greatest contributor to improving student learning outcomes. Students do well when they have a series of very good teachers – not by chance but by design^a. Principals are best placed to make decisions about their workforce to meet student needs and improve student learning. Local empowerment carries with it the responsibility to plan well and to use available human and physical resources to achieve the best possible outcomes for students.

Workforce planning starts with school improvement goals, analysis of school needs and an understanding of the school workforce profile. It takes a considered approach to:

- securing the teachers and support staff schools need;
- developing the staff schools have; and
- being serious about good teaching and targeting interventions to address underperformance.

The Directorate continued to enable principals to select the right staff for their school. Principals were able to do this by assessing and rating outstanding pre-service teachers in their final year and making early offers of permanency. Principals were also able to assess and rate contract teachers within their school who demonstrated excellence in teaching.

Workforce profile reports

Workforce planning is a crucial element of strategic planning for the Directorate. It is a process of analysing the current workforce profile and identifying the capabilities needed from the workforce to meet the Directorate's vision and strategic goals. Quarterly Workforce Profile Reports were developed to enable School Network Leaders to make strategic, evidence-based decisions about the workforce within schools in their network to support workforce planning. The reports provide data on staff numbers, workforce diversity, teacher category, recruitment and separation.

a. Hargraves, A., Fullan, M. (2012) "Professional Capital: Transforming Teaching in Every School (p. 16)."

The development of safe workplace cultures is critical to retaining quality staff. The term 'safety culture' describes an organisational culture that, at its heart, has safety, health and wellbeing as its number one priority. Establishing and developing a safety culture is cost effective, increases productivity and efficiency and improves the Directorate's financial bottom line.

For this reason, Workforce Profile Reports provided data on accidents and incidents, compensation claims, staff leave and informal and formal employee relations complaints. This enhanced the ability of School Network Leaders to have conversations with principals about their workforce and to identify 'hot spots' which may require early intervention support.

Flexibility in school assistant classifications to meet changing student needs

The ACT Government has adopted a new enterprise agreement structure. This will replace the existing agreements with new classification-based agreements to apply across the ACTPS. Enterprise agreements that related to the Directorate included:

- *Administrative and Related Classifications Enterprise Agreement;*
- *Infrastructure Services Enterprise Agreement;*
- *Technical and Other Professionals Enterprise Agreement;*
- *Allied Health Professional Enterprise Agreement;*
- *Support Services Enterprise Agreement;* and
- *Teaching Staff Enterprise Agreement.*

All agreements are currently under negotiation with the exception of the *Administrative and Related Classifications Enterprise Agreement 2013 – 2017* (the Agreement) which came into operation on 30 May 2014. The Agreement provides for a review of the school assistant classifications with a view to moving from a rigid classification structure for our schools assistants to a more flexible structure. The review is expected to be completed over the next 12 months with the purpose of developing a classification structure that supports career development for school assistants, while meeting the contemporary operational and educational needs of schools.

Strengthening preschool assistant competence

The Directorate recognised that the role of the preschool assistant has grown in complexity, associated with reform to the early childhood sector. A further negotiated outcome from the Agreement provides for the transfer of all preschool assistants from the School Assistant 2 to the School Assistant 2/3 classification. New guidelines were developed to support staff progression through the competency salary barrier.

Conflict management coaching

The Directorate has a strong focus on maintaining positive workplace culture through the prevention of conflict. Code of conduct training is undertaken by all school based staff annually. Extensive Respect, Equity and Diversity (RED) training is undertaken by all staff in supervisory positions and this training is extended at the local level to all workplaces. All staff have access to Respect, Equity and Diversity Contact Officers (REDCOs) and REDCOs are located in around 90 workplaces throughout the Directorate. The Directorate also had 23 trained conflict coaches. These coaches supported the informal resolution of conflict where appropriate. These coaches represent all aspects of the Directorate workforce including senior executive, school network leaders, managers, principals, teachers, learning support assistants and building services officers. During the 2013-14 financial year, 25 conflict management coaching sessions were conducted. conflict management coaching is an alternative dispute resolution mechanism which aims to build the confidence and resilience of staff in managing conflict situations and to reduce the number of complaints that proceed to formal investigation.

Performance management – Administrative and Support Staff Performance and Development Toolkit

The Head of Service launched the *ACT Public Service (ACTPS) Performance Framework* on 10 July 2013. The Performance and Development Toolkit for administrative and support staff in schools and central office was developed to reflect the changes introduced in the new *ACTPS Performance Framework*. The Directorate has invested in coaching and training for key stakeholder groups to support them in engaging in quality formal and informal performance conversations. This is strengthening the performance and development culture across the Directorate and supporting schools to build trust, productive relationships and team work through this process.

The Directorate worked towards the goal of ensuring that all administrative and school support staff had a current Performance and Development Plan.

Injury Management Toolkit

The Directorate is committed to ensuring safe, supportive work environments for all staff and improving all aspects of the management of employee injury and illness and subsequent return to work. The *Injury Management Toolkit* was developed to support principals and managers to understand their roles and responsibilities in managing long term injury and illness in the workplace and ensuring a supported return to work process.

The Toolkit seeks to generate a positive organisational culture by focusing on the productive benefits that returning an injured or ill employee quickly and safely to the workplace has. By responding well and early, principals and managers create a positive and high trust workplace culture and reduce significant financial costs associated with recruiting or retraining new people into the position.

The purpose of the Toolkit is to provide practical guidance and strategies to empower principals and managers to effectively manage injured or ill employees within their workplace and to comply with legislative requirements. It outlines the roles and responsibilities of key stakeholders, key elements of early intervention and return to work and rehabilitation processes. It also articulates the difference between compensable and non-compensable case management.

Registration requirements

All teaching staff must hold registration, renewed annually, with the ACT Teacher Quality Institute (TQI). All school based administrative staff require a current Working With Vulnerable People clearance. Strategic partnerships with the TQI and the Office for Regulatory Services were strengthened during the reporting period to ensure the meeting of compliance requirements.

For further information contact:

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(02) 6205 9202

E2 Learning and development

In 2013-14, school networks received \$2,000,000 to support 17 network and school based learning and development projects. This funding was in addition to ongoing funding provided to schools for professional development. Projects included school based professional learning and action learning; network projects across a number of schools or all schools in the network; and across network whole of system initiatives such as the Principals as Literacy Leaders program.

Funding was also available through the Teachers Professional Learning Fund (TPLF) and the Principals Professional Learning Fund (PPLF) to support a range of professional learning opportunities.

In 2013-14, the Professional Learning and Events Calendar had 358 registered events for professional learning and training with a total enrolment of 8,334 attendees. This was an increase of 97 events and 675 participants from 2012-13.

Examples of Professional Learning facilitated or delivered by the Directorate in 2013-14 included ACT Teacher Scholarship Program, a conference for administrative and support staff, Professional Learning Forums for English as an Additional Language or Dialect (EALD) teachers and Literacy and Numeracy Coordinators, and online learning opportunities.

TPLF expenditure (including Teacher Scholarship commitments) was \$1,891,067. PPLF expenditure was \$154,782.

Accredited professional learning programs

In 2014, following the introduction of teacher registration, the Teacher Quality Institute (TQI) started accrediting professional learning programs. This enabled teachers to achieve a mandated 20 hours of professional learning to maintain their registration in the ACT.

Of the 20 hours, there was a requirement that teachers reflect on a minimum of five hours accredited professional learning.

Central Office staff managed the submission process for all centrally provided professional learning programs for accreditation, and schools or school clusters managed the submission process for locally developed professional learning programs.

Across the Directorate, 134 professional learning programs were accredited in 2014. Of these, 40 were submitted by central office and 98 by schools or clusters of schools.

School leadership professional learning

Following feedback from the 2013 Leadership Conference and consultation with school leaders, a decision was made for the Leadership Conferences to become a biennial event. The next conference will be held in 2015.

A Leadership and Management Series provided professional learning opportunities and networking for school leaders throughout 2013-14. This series consisted of four Leadership Forums held once a term; professional learning events with guest presenters including Dylan Wiliam, Lyn Sharratt and Dame Pat Collarbone; and management workshops on areas such as human resources, new principal orientation and governance and assurance.

ACT Teacher Scholarship Program

The ACT Teacher scholarship program continued to support teachers' lifelong learning in 2013-14. Priority areas for study were:

- English as an Additional Language/Dialect;
- Early Childhood Education; and
- Teacher Librarianship.

A summary of the scholarships awarded in 2013-14 is provided in Table E2.1.

Table E2.1 Scholarships awarded, 2013-14

Area of study	Number of scholarships awarded
English as an Additional Language or Dialect	8
Early Childhood	7
Educational Leadership	5
Teacher Librarianship	4
Education	7
Disability Education	5
Other	12
Total	48

Source: Education and Training Directorate

Induction

Significant remodelling of induction processes for new staff was undertaken in 2014 to address the quality of information provided to new staff to the Directorate. In 2014, the induction of new staff took place through three phases:

- Director-General welcome address which delivered key messages to outline the strategic priorities for the year ahead;
- mandatory online training modules to provide essential information to new staff to meet legal compliance requirements; and

school-based induction which built on the quality work developed by the Australian Institute of Teaching and School Leadership and recognised that continued professional growth is developed through a strong performance culture in schools that targets staff support and learning needs.

Online training

Each year teachers and school leaders must complete training in mandatory reporting, teacher's code of professional practice, workplace bullying and workplace health and safety. In 2014, this training was available online for the first time. These modules were introduced as part of the induction program for teachers new to the Directorate and then opened up to all teachers. School leaders could choose to present the information at school professional learning sessions or direct staff to the online portal where they could complete the modules.

Table E2.2: Online training, 2013-14

Course Name	Number of participants	Percentage completed
Mandatory Reporting	1,469	78.4
Teacher's Code of Professional Practice	1,418	94.7
Workplace Bullying	1,042	78.4
Workplace Health and Safety	1,130	83.8

Source: Education and Training Directorate

There was a positive uptake and significant engagement across the Directorate with the online modules as part of the induction process. Of particular interest was the uptake of the online training modules across all schools for all staff. This process established the use of online training modules as a way of engaging all staff in mandatory training opportunities to meet Directorate compliance requirements.

Career development for administrative and support staff

Training and professional development was offered in-house and through outside providers such as the Canberra Institute of Technology (CIT). Professional learning programs were offered in areas such as information and communication technology, safety training, administration, management and education support.

In 2013-14, traineeships were offered in education support and children's services. These traineeships were offered to learning support assistants and preschool assistants.

Table E2.3 provides information on the traineeship opportunities offered and completed by administrative and support staff in 2013-14. The total cost of the traineeships was \$16,500.

Table E2.3: Traineeship opportunities, 2013-14

Program	Traineeships sponsored	Traineeships completed
Certificate III in Children's Services	10	2
Certificate IV in Education Support	27	15

Source: Education and Training Directorate

In 2013-14, 10 training courses in work safety were made available to building services officers. The courses included: work safely at heights; asbestos awareness training; safe handling of sharps and infectious waste; chemicals handling; and RED training. Table E2.4 below shows 2013-14 completion rates.

Table E2.4: Completion rates, 2013-14

Training Course	Number of participants
Work Safely at Heights	14
Safe Handling of Sharps and Infectious Waste	29
Confined Space Training	5
Asbestos Awareness	10
Manual Handling	31
Chemical Handling – apply herbicides	55
Risk Assessment	28

Source: Education and Training Directorate

Training programs were made available to Directorate staff through the ACT Public Service Training Calendar. Student assistance was available to Directorate staff through grants and time allowance. The number of participants and the associated cost is shown below.

Table E2.5: Participants and cost for ACTPS training and study assistance program, 2013-14

Program	Number of participants	Cost
ACTPS Training Calendar	133	\$39,331
Study Assistance	53	\$21,785

Source: Education and Training Directorate

Whole of government learning and development initiatives are listed below.

Table E2.6: Whole of government learning and development programs, 2013-14

Initiative	Number of participants
ACTPS Graduate Program	2
Future Leaders Program	4

Source: Education and Training Directorate

For further information contact:
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E3 Work health and safety

The Directorate is dedicated to improving workplace health and safety across schools and central office. Key actions for the reporting period included:

- the ongoing review and redevelopment of the Directorate's Safety Management System and *Workplace Health and Safety* (WHS) policy and procedures;
- the development and implementation of new and ongoing initiatives outlined in the *Health, Safety and Wellbeing Strategic Plan 2013 – 2015*. These include the development of site based WHS Risk Registers and programs to address the three highest mechanisms of injury for the Directorate: slips, trips and falls; being hit by moving objects; and body stressing;
- continued development of the *Work Health and Safety Manual* which includes all policies, procedures and guidance material, with priority or high risk areas being finalised first;
- implementation of the *WHS mandatory training plan 2013 – 2015* for key cohorts (Business Managers, Building Services Officers, Health and Safety Representatives, First Aid Officers) and tracking of attendance;
- maintenance of records for completion of WHS online learning module for induction;
- WHS governance structure documented and communicated to relevant stakeholders; and
- formal status monitoring of recommendations from 2013 WHS schools audit to ensure recommendations were actioned in a timely manner.

The Directorate continues to support the holistic, 'one service' approach to improving the health and return to work outcomes of ACTPS injured workers outlined in the *ACTPS Workers' Compensation and Work Safety Improvement Plan*. Key actions for the reporting period included:

- the development of monthly injury management performance reports to Corporate Executive Team and quarterly reports to the Senior Executive Team;
- the development of an *Injury Management Toolkit* to assist principals and managers to understand roles and responsibilities of the return to work process and the principles of reasonable adjustment; and
- the review of current injury management processes to assist principals to manage non-compensable injuries and return to work processes at their site.

Investigations

In the reporting period, 16 notifiable incidents were reported to Worksafe ACT and followed up by the Health, Safety and Wellbeing section of the Directorate. These incidents related to asbestos, electricity, falls, heart attack at the workplace and student injury.

A total of 991 staff accident or incident reports were received during 2013-14. This figure increased from the previous year's figure of 696. This increase reflects ongoing communication from the Health, Safety and Wellbeing (HSW) team raising the awareness of the requirements of reporting incidents in the workplace.

HSW investigated 72 incidents reported via accident or incident reporting and/or requests to visit schools to assess WHS issues and provide advice. The Chief Minister and Treasury Directorate Safety Support Team provided support to the Directorate with the follow up of three WHS issues.

The Directorate received 1,454 student accident or incident reports and 26 third party accident or incident reports. All student and third party reports were notifiable under section 38 of the *Work Health and Safety Act 2011* (WHS Act) and were reported to Worksafe ACT.

Worker consultation arrangements and Health and Safety Representatives

As required under the WHS Act, the Directorate consulted with employees regarding Workers Consultation Units (WCU). A WCU is the group of workers with whom the consultation arrangements will be agreed and to whom they will be applied. The WCU may include all workers, or the workers may be arranged into units. WCUs include all ACT Government primary schools, early childhood schools, high schools, colleges and central office locations. A total of 92 WCUs were formed during 2013-14.

The Directorate had 89 Health and Safety Representatives (HSRs) and 62 Deputy HSRs undertaking responsibilities during 2013-14. The primary role and function of the HSR is to represent workers within their work group in relation to health and safety matters.

To support the HSRs, quarterly network meetings were conducted in September and November 2013 and March and May 2014. This ensured up-to-date health and safety information was disseminated throughout the Directorate.

Injury Prevention and Management Policy Committee

The Injury Prevention and Management (IPM) Policy Committee is the key consultative committee for the Directorate's workplace health and safety matters. The IPM Committee has oversight of the development of new and existing health and safety initiatives such as:

- ongoing review of the *Workplace Health and Safety Manual*;
- WHS policy and procedure review;
- participation in the Chief Minister and Treasury Directorate's Health and Safety Manual Handling project;
- discussions of the rollout of Riskman, a new accident/incident reporting system for whole of Government;
- participation in development of the *Managing Hazardous Manual Tasks Policy* by the Chief Minister and Treasury Directorate Safety Support team;
- Slips, Trips and Falls Guidance and Checklist form;
- development of the *Injury Management Toolkit* with endorsement by the IPM Committee;
- development of *Health and Safety Representative Guidelines*; and
- IPM Committee Terms of Reference.

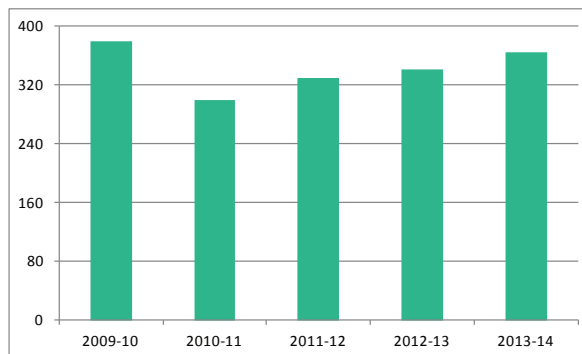
Injury prevention and management programs

In 2013-14, a range of programs were implemented throughout the Directorate to ensure the safety and welfare of staff including:

- ongoing implementation of the Directorate's *Health, Safety and Wellbeing Strategic Plan 2013 – 2015* in line with the WHS Act and the targets outlined in the *Australian Work Health and Safety Strategy 2012 – 22*;
- continuing to address the timeliness of reporting and appropriate referrals to Chief Minister and Treasury Directorate Injury Management;
- delivery of the influenza vaccination program to 2,355 permanent and contract employees. Hepatitis A/B vaccination were delivered to targeted employee groups including Building Services Officers, First Aid Officers, Early Childhood Educators and Learning Support Assistants;
- delivery of workstation assessments to assist with ergonomic set-up to 34 employees during 2013-14. This included development and delivery of a workstation safety mouse mat with ergonomic set up to office based staff within the Directorate;

- development of a *WHS Risk Register* for all schools and central office. The *WHS Risk Register* is a tool for executive, principals, managers and supervisors to manage key hazards and risks and implement appropriate controls for site specific Directorate workplaces;
- ongoing implementation of audit recommendations provided by PricewaterhouseCoopers after undertaking a WHS audit at the end of 2013;
- follow up of 13 schools *Workplace Health and Safety Improvement Action Plans*. Recommendations based on an internal audit conducted on WHS risk management implementation and managing specific and regulated hazards in 2012-13;
- ongoing injury prevention programs for the three highest mechanisms of injury: slips, trips and falls; being hit by moving objects; and body stressing;
- mandatory training conducted during 2013-14 included Respectful Workplaces, Asbestos Awareness, Confined Space, Work Safely at Heights, Safe Handling of Sharps and Infectious Waste, General Manual Handling and Chemical Awareness. Training groups targeted were Building Services Officers, Business Managers, HSRs and First Aid Officers as a control measure to assist in the reduction of the Directorate's risks. A Mandatory Training Plan was developed and implemented during the reporting period; and
- continuation of the Employee Assistance Program, which is an independent, confidential, short term, solutions-focused counselling service for staff and their immediate families. The service offers counselling for both work and non-work related matters. The average utilisation rate during 2013-14 was 6.21 percent compared with 5.69 percent in 2012-13 (Figure E3.1).

Figure E3.1: Number of participants accessing the Employee Assistance Program^a, 2009-10 to 2013-14



Source: Education and Training Directorate

Note:

a. Includes both employee assistance and manager assistance participants.

The 2013–14 insurance premium rate for the Directorate was 3.44 percent. This was an increase from the 2013–14 rate of 3.17 percent and compared against the whole of government result of 4.91 percent for the same period. There were 146 claims accepted for the calendar year ending December 2013 (159 for 2012).

Target 1: Reduce the number of worker fatalities by at least 20 percent

No Directorate work related fatalities were reported for this reporting period.

Target 2: Reduce the incidence rate of claims resulting in one or more weeks off work by at least 30 percent

There was a 42 percent reduction in claims requiring one or more weeks off work through early intervention and ongoing risk assessment of all accident or incident reporting and the provision of

specialist advice to prevent reoccurrence and further injury. This was achieved by:

- modifications to the work environment to facilitate a safe and robust return to work process;
- workplace assessment and advice;
- workstation assessments and increased awareness of self set-up;
- ergonomic assessments; and
- regular contact from executives (principals), managers and supervisors to keep absent workers engaged.

Table E3.1: Reduce the incidence rate of claims resulting in one or more weeks off work by at least 30 percent

	Number of new five day claims - Directorate	Rate per 1,000 employees - Directorate	Directorate target	Number of new five day claims - ACTPS	Rate per 1,000 employees - ACTPS	ACTPS target
Baseline ^a	75	16.5	16.5	334	17.1	17.1
2012-13	77	16.1	16.0	360	17.6	16.6
2013-14	44	9.4	15.5	257	12.6	16.1
2014-15			15.0			15.5
2015-16			14.5			15.0
2016-17			14.0			14.5
2017-18			13.5			14.0
2018-19			13.0			13.5
2019-20			12.5			13.0
2020-21			12.0			12.5
2021-22			11.6			12.0

Source: Continuous Improvement and Workers' Compensation Branch, Workforce Capability and Governance Division, Chief Minister, Treasury and Economic Development Directorate

Note:

a. The baseline is an average of the three years: 2009-10, 2010-11, and 2011-12

Target 3: Reduce the incidence rate of claims for musculoskeletal disorders (MSD) resulting in one or more weeks off work by at least 30 percent

The early intervention focus adopted by the Directorate has seen a reduction of 35 percent in musculoskeletal disorders.

The ACTPS Manual Handling Program provides support for teachers and workers responsible for special needs students through:

- provision of support and advice to Directorate Health, Safety and Wellbeing Team regarding manual handling;
- delivery of training to specialist schools and improvement in safe work practices. The emphasis of this training has been on body stressing reduction, using lifting equipment and performing student transfers; and
- review and advice on equipment/procedures/training and an increased assessment of the work environment.

Table E3.2: Reduce the incidence rate of claims for musculoskeletal disorders resulting in one or more weeks off work, by at least 30 percent^{a,b}

	Number of new five day claims - Directorate	Rate per 1,000 employees - Directorate	Directorate target	Number of new five day claims - ACTPS	Rate per 1,000 employees - ACTPS	ACTPS target
Baseline ^c	34	7.5	7.5	156	8.0	8.0
2012-13	34	7.1	7.3	166	8.1	7.7
2013-14	22	4.7	7.1	138	6.8	7.5
2014-15			6.8			7.3
2015-16			6.6			7.0
2016-17			6.4			6.8
2017-18			6.2			6.5
2018-19			5.9			6.3
2019-20			5.7			6.0
2020-21			5.5			5.8
2021-22			5.3			5.6

Source: Continuous Improvement and Workers' Compensation Branch, Workforce Capability and Governance Division, Chief Minister, Treasury Economic Development Directorate.

Notes:

a. The report includes accepted claims only.

b. Dates are based on those claims received by Comcare in each financial year.

c. The baseline is an average of the three years: 2009-10; 2010-11 and 2011-12.

For further information contact:

Director

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(02) 6205 9202

E4 Workplace relations

Australian Workplace Agreements (AWAs) made prior to the introduction of the *Fair Work Act 2009* continue to operate until terminated. No AWA was terminated or lapsed due to formal termination or staff departure in 2013-14.

Special Employment Arrangements (SEAs) and Attraction Retention Incentives (ARINs) are made in accordance with the provisions of the relevant

enterprise agreement. SEAs and ARINs are part of the Directorate's attraction and retention strategy, enabling the Directorate to deliver on strategic goals through the attraction and retention of officers with specialist skills and qualifications.

Tables E4.1 and E4.2 provide data on SEAs and classifications and remuneration of officers on SEAs and AWAs, respectively.

Table E4.1: Special Employment Arrangements

Description	No. of Individual SEAs	No. of Group SEAs	Total employees covered by Group SEAs	TOTAL
	A	B	C	(A+C)
SEAs				
Number of SEAs at 30 June 2014	7	2	71	78
Number of SEAs entered into during 2013-14	5	0	0	5
Number of SEAs terminated during 2013-14	3	0	0	3
The number of SEAs providing for privately plated vehicles as at 30 June 2014	0	0	0	0
Number of SEAs for employees who have transferred from AWAs during 2013-14	0	0	0	0
AWAs				
Number of AWAs at 30 June 2014	2	0	0	2
Number of AWAs terminated/lapsed during 2013-14 (including formal termination and those that lapsed due to staff departures)	2	0	0	2

Source: Education and Training Directorate

Table E4.2: Classifications and remuneration of officers on SEAs and AWAs

	Classification Range	Remuneration as at 30 June 2014
Individual and Group SEAs	Classroom Teacher	\$19,792 - 98,961
	School Counsellor	\$19,310 - 98,961
	School Leader C to A	\$40,442 - 185,687
	Senior Officer Grade C to A	\$98,899 - 125,672
	School Network Leader	\$172,392 - 185,687
AWAs (includes AWAs ceased during reporting period)	Senior Professional Officer A to Senior Officer A	\$141,036 - 165,698

Source: Education and Training Directorate

Note: The minimum remunerations reflect part-time component.

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New education centre for young parents

The first sod was turned by the Minister for Education and Training for work to begin on construction of the new CCCares facility at Canberra College, Woden. CCCares is a unique program that allows young parents to complete a formal education. Since its inception in 2004, it has supported hundreds of students and won many local and national awards.

The new \$14 million facility will open for the start of the 2015 school year with flexible open learning areas and specialised teaching spaces, childcare facilities, nurse's rooms and internal and external play areas.



E5 Staffing profile

The number of staff employed in the Directorate increased from 5,997 at 26 June 2013 to 6,170 at 18 June 2014. The majority of these staff were employed in schools.

The ratio of female to male staff (3.4:1) remained consistent over the last four financial years. The average length of service increased slightly from 8.7 years during 2012-13 to 8.8 years during 2013-14. The average age of the workforce is 44 years old.

The information presented in this section is for paid headcount and full-time equivalent (FTE) staff as at 18 June 2014. The figures were provided by Shared Services.

The statistics exclude board members, staff not paid by the ACT Public Service and people on leave without pay. Staff members who separated from the ACT Public Service prior to 18 June 2014 but received a payment have been included.

Table E5.1: FTE and headcount by gender

	Female	Male	Total
Full-time equivalent	3,904.8	1,231.7	5,136.6
Headcount	4,782	1,388	6,170
Percentage of workforce (based on headcount)	77.5	22.5	100

Source: Education and Training Directorate

Table E5.2: Headcount by classification and gender

Classification groups	Female	Male	Total
Administrative Officers	1,381	188	1,569
Disability Officers	1	0	1
Executive Officers	11	4	15
General Service Officers & Equivalent	2	123	125
Health Professional Officers	4	0	4
Information Technology Officers	4	25	29
Professional Officers	31	3	34
School Leaders	558	212	770
Senior Officers	97	47	144
Teachers	2,693	786	3,479
TOTAL	4,782	1,388	6,170

Source: Education and Training Directorate

Table E5.3: Headcount by employment category and gender

Employment category	Female	Male	Total
Casual	662	193	855
Permanent full-time	2,218	891	3,109
Permanent part-time	1,277	99	1,376
Temporary full-time	309	139	448
Temporary part-time	316	66	382
TOTAL	4,782	1,388	6,170

Source: Education and Training Directorate

Table E5.4: FTE and headcount by administrative unit

Division/Branch	FTE	Headcount
Director-General	2.0	2
Deputy Director-General	3.0	3
Office for Schools	4,283.2	4,805
Casual Staff	362.3	831
Governance and Assurance	87.8	90
Training and Tertiary Education	12.3	14
Education Strategy	230.2	263
Organisational Integrity	144.6	150
Teacher Quality Institute	11.2	12
Total	5,136.6	6,170

Source: Education and Training Directorate

Table E5.5: Headcount by administrative unit and employment type

Division/Branch	Permanent	Temporary	Casual	Total
Director-General	1	1	0	2
Deputy Director-General	1	2	0	3
Office for Schools	4,034	757	14	4,805
Casual Staff	0	0	831	831
Governance and Assurance	61	29	0	90
Training and Tertiary Education	11	1	2	14
Education Strategy	239	20	4	263
Organisational Integrity	129	18	3	150
Teacher Quality Institute	9	2	1	12
Total	4,485	830	855	6,170

Source: Education and Training Directorate

Table E5.6: Headcount by age group and gender

Age group	Female	Male	Total
Under 25	248	90	338
25-34	1,095	359	1,454
35-44	1,159	350	1,509
45-54	1,209	267	1,476
55 and over	1,071	322	1,393
Total	4,782	1,388	6,170

Source: Education and Training Directorate

Table E5.7: Headcount by length of service, generation and gender

Length of service (years)	Pre-Baby Boomers ^a		Baby Boomers ^b		Generation X ^c		Generation Y ^d		Total	
	F	M	F	M	F	M	F	M	F	M
0-2	3	1	135	53	297	56	455	149	890	259
2-4	6	2	119	45	247	75	280	114	652	236
4-6	4	2	144	57	232	55	211	65	591	179
6-8	1	0	135	34	206	47	155	55	497	136
8-10	11	7	259	55	231	55	117	32	618	149
10-12	10	3	167	30	160	45	63	10	400	88
12-14	3	1	139	27	153	45	8	3	303	76
14 plus	20	9	553	167	258	89	0	0	831	265

Source: Education and Training Directorate

Notes:

a. Born prior to 1946

b. Born from 1946 to 1964 inclusive

c. Born from 1965 to 1979 inclusive

d. Born from 1980 and onwards

Table E5.8: Average years of service by gender

	Female	Male	Total
Average years of service	8.7	8.9	8.8

Source: Education and Training Directorate

Table E5.9: Headcount by diversity group

	Headcount	Percentage of agency workforce
Aboriginal and Torres Strait Islander	64	1.0
Culturally and linguistically diverse	621	10.1
People with disability	87	1.4

Source: Education and Training Directorate

Note: Employees may identify with more than one of the diversity groups

For further information contact:

Director

People and Performance

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