

Queensland Multicultural Policy ‘Our story, our future’
 Queensland Multicultural Action Plan 2022-24

Annual Reporting for 2022-23
 Department of Education

● **KEY ACTION 2: Recruitment and workplace culture**

Barriers to participation facing culturally and linguistically diverse communities will be removed so they can join the Public Sector and Queensland Government boards, through **culturally inclusive recruitment practices and workplace cultures**. As per the Queensland Multicultural Policy, activities in this section should link to one or more of the following high-level outcomes:

- *Queensland gets the most benefit from our diversity and global connections.*
- *Individuals are supported to participate in the economy.*
- *Recognition and respect for Aboriginal and Torres Strait Islander heritage and culture.*
- *Queenslanders celebrate our multicultural identity.*
- *Connected and resilient communities.*
- *A respectful and inclusive narrative about diversity.*

| Agency activities supporting Key Action 2 | Progress status for 2022-23 | Outcomes achieved for people from culturally and linguistically diverse backgrounds <i>Please provide commentary or dot points about achievements and outcomes, with reference to outputs, reach, budget, evidence of benefits, learnings and highlights.</i> |
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| Consider the Multicultural Queensland Charter in the drafting of certified agreements to ensure inclusive, non-discriminatory language consistent with the Charter’s principles. | Complete | <p>The Department of Education has five certified agreements covering teachers, teacher aides, cleaners, nurses in state schools, administration, professional, technical and operational officers in schools and corporate offices.</p> <p>Replacement agreements were negotiated progressively throughout 2022 with registered industrial organisations and in accordance with the <i>Industrial Relations Act 2016</i> (Qld). All agreements were drafted to ensure inclusive, non-discriminatory language consistent with the Charter’s principles. All new agreements have commenced and are published on the Queensland Industrial Relations Commission website.</p> |

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| Implement initiatives to raise awareness about and address unconscious bias in recruitment. | Complete | <p>The department is committed to ensuring that staff are empowered and equipped to make decisions in line with public sector ethics and values, and leaders and managers are accountable for managing their operational roles and responsibilities. The Management Foundations program is undertaken by leaders and managers annually and supports them to understand what they need to know, how to do it, and where to access more resources and support. The Recruitment planning and preparation module in the Management Foundations program explains the department's recruitment strategy, and how to demonstrate fair and ethical decision making about applicants and their abilities in the selection process. This program also builds awareness of discrimination, unconscious bias and reasonable adjustments, and refers staff to targeted recruitment and selection resources.</p> <p>Unconscious bias is also covered in-depth in three of the eight self-paced online learning modules in the department's We All Belong online learning suite. The three modules, Introduction to Inclusion and Diversity, Many Cultures and Inclusive Workplaces, explore how the department creates inclusive practices that value and support our diverse workplaces.</p> <p>A total of 298 staff members completed the Many Cultures online learning module and 339 staff members completed the Inclusive Workplaces online learning module in 2022-23, including school and non-school based staff.</p> |
| Revise recruitment and selection processes such as highlighting agency's recognition of the benefits of a diverse workforce and inclusive workplace in job descriptions to encourage culturally diverse talent to apply, addressing the impact of unconscious bias and considering the 'two in the pool' approach to shortlisting. | On track | <p>The department's role descriptions were updated in 2022-23 to highlight the its commitment to inclusion and diversity. The following statement is featured <i>"We all have a role in making our workplace one that embraces and values diverse backgrounds, perspectives and life experiences, creating a workplace where we all belong. Reasonable adjustments may be discussed with your manager, approved and documented to support and promote human rights and diversity across the workforce."</i></p> <p>The Candidate Information Package linked in all recruitment advertisements reinforces this message, referencing the department's commitment to embracing diversity and highlighting access to Diversity and Inclusion policies as a benefit of working for the department.</p> <p>The department is currently reviewing its Recruitment and selection policy and procedure to embed and strengthen the principles of equity, diversity and inclusion following the commencement of the <i>Public Sector Act 2022</i>.</p> |
| Showcase best practice models of culturally inclusive recruitment initiatives, to inspire other agencies. | On track | The department's Inclusive Communications Guide provides tips and considerations for increasing inclusive language and interactions in the workplace, and has practical application in creating recruitment environments that are inclusive for culturally and linguistically diverse applicants. |

● KEY ACTION 3: Culturally responsive services

Over the next two years, Queensland Government agencies will improve their cultural responsiveness by undertaking an **audit of critical areas of service delivery** (funded or directly delivered). As per the Queensland Multicultural Policy, activities in this section should link to one or more of the following high-level outcomes:

- *Improved knowledge about customers' diversity.*
- *Culturally capable services and programs.*
- *A productive, culturally capable, and diverse workforce.*

| Agency activities supporting Key Action 3 | Progress status for 2022-23 | Outcomes achieved for people from culturally and linguistically diverse backgrounds <i>Please provide commentary or dot points about achievements and outcomes, with reference to outputs, reach, budget, evidence of benefits, learnings and highlights.</i> |
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| Implement a whole-of-department plan to improve educational outcomes for culturally and linguistically diverse children and young people. | On track | <p>In February 2023, the department released a whole-of-department education strategy, <i>Equity and Excellence: realising the potential of every student</i>, which sets a vision for a progressive, high performing education system that realises the potential of every student. The vision of <i>Equity and Excellence</i> will be achieved through a focus on educational achievement, wellbeing and engagement, and culture and inclusion, and will drive in educational outcomes for all students, including culturally and linguistically diverse students.</p> <p>To improve educational outcomes for students for whom English is an additional language or dialect and who require additional support to develop proficiency in Standard Australian English (EAL/D), the department is undertaking work to ensure every EAL/D student enrolled in a state school has equitable access to teaching expertise and supports tailored to their needs by strengthening teacher capability, and providing online learning programs for EAL/D students in rural and remote schools.</p> <p>In 2022-23, the department has:</p> <ul style="list-style-type: none"> • provided in-kind support for a research pilot project, Storytelling to connect young people to themselves and across cultural divides: strengthening minds and hearts. Through this project, young people, aged 13-15, developed storytelling skills in their chosen genre to value cultural identity and help overcome social barriers. • continued the Community Language School (CLS) Grant program to support eligible, not-for-profit community organisations providing after hours language programs to Queensland students in Prep to Year 12 . The CLS program plays an important role in helping students develop language and cultural skills. It is intended to support the expansion of the number of languages available for students to study and increase the number of students gaining Year 12 certification in a language. |

| Agency activities supporting Key Action 3 | Progress status for 2022-23 | Outcomes achieved for people from culturally and linguistically diverse backgrounds <i>Please provide commentary or dot points about achievements and outcomes, with reference to outputs, reach, budget, evidence of benefits, learnings and highlights.</i> |
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| Engage, where appropriate, with culturally and linguistically diverse clients and communities, seeking their feedback on access to services and how they can be improved. | Complete | <p>In 2022, the department undertook state-wide consultation with more than 30 organisations and 150 community leaders, parents/carers and young people from culturally and linguistically diverse backgrounds. Almost 100 families were supported by a bilingual cultural worker to ensure their experiences and ideas were captured. Within the department, consultation occurred with corporate staff in all divisions and with more than 30 regional officers who, in turn, facilitated input from state school leaders and teachers. A Culturally and Linguistically Diverse Inclusion Working Group of senior officers was established and met regularly to ensure consultation findings, as well as student data and published research, informed the department's approach to improving educational outcomes for culturally and linguistically diverse children and young people.</p> <p>Through the department's 2022 Education Horizon research grant scheme, Queensland researchers were funded to develop a Multilingual glossary of school-based terminology. A multimodal, multilingual glossary of more than 600 school terms in five languages now supports partnerships and two-way communication between schools and families who speak Arabic, Kurdish Kurmanji, Portuguese, Swahili or English at home. A range of stakeholders including students, families and community leaders, as well as external organisations and school staff, were involved in the co-design of the glossary, and development of an effective process for place-based collaboration and co-design that may be adapted by other communities and for other contexts.</p> |

● KEY ACTION 4: Cultural diversity data

The Queensland Government will collect, analyse, and use **cultural diversity data** to improve service delivery and better meet customer needs. As per the Queensland Multicultural Policy, activities in this section should link to one or more of the following high-level outcomes:

- *Improved knowledge about customers' diversity.*
- *Culturally capable services and programs.*
- *A productive, culturally capable, and diverse workforce.*

| Agency activities supporting Key Action 4 | Progress status for 2022-23 | Outcomes achieved for people from culturally and linguistically diverse backgrounds <i>Please provide commentary or dot points about achievements and outcomes, with reference to outputs, reach, budget, evidence of benefits, learnings and highlights.</i> |
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| <p>Improve diversity data use by analysing their current performance (including unknown and missing values) against the diversity indicators (country of birth, preferred language, interpreter required and ethnicity/cultural identity) to understand data gaps, opportunities for system performance improvement, target setting and trends relating to their clients.</p> | <p>On track</p> | <p>In accordance with the Queensland Multicultural Policy, the department collects, analyses and uses data for 'mandatory indicators' of cultural diversity, that is, country of birth, language spoken at home, and interpreter required. In 2022-23, after undertaking an audit of existing data collection practices, the department commenced revising the Application for student enrolment form to create opportunities for parents/carers to provide information on 'desirable indicators' including:</p> <ul style="list-style-type: none"> • the cultural identity or ethnicity of the prospective student and each parent/carer • more than one language or dialect use at home by the prospective student and each parent/carer • the language or dialect in which each parent/carer would prefer written translations. <p>Collection of data from the updated Application for student enrolment form will be enabled through changes to the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. It is anticipated that the updated Application for student enrolment form will be released in 2024, along with translated versions in more than 30 languages and dialects to assist parents/carers completing the form.</p> <p>In support of the department's new education strategy, <i>Equity and Excellence: realising the potential of every student</i>, the department has developed new online reporting dashboards which enable users to view, monitor and track improved educational outcomes for priority cohorts, including for whom English is an additional language or dialect and who require additional support to develop proficiency in Standard Australian English (EAL/D). These dashboards have been made available to regions and schools via the School Online Reporting Dashboard. Together, these dashboards provide powerful business intelligence that helps inform decision making to support students' needs.</p> |

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| <p>Improve understanding of current diversity data collection by undertaking an audit of existing data collection practices to identify what cultural diversity indicators are being collected and what is missing.</p> | <p>On track</p> | <p>Workforce Diversity Census data collection is a whole-of-sector approach and workforce diversity data auditing is undertaken at a whole-of-sector level through the Strategic Workforce Council. The Strategic Workforce Council is the peak consultative and advisory body for strategic workforce priorities in the Queensland Public Service. The department is represented on the Strategic Workforce Council Leadership Board.</p> <p>The Diversity Census is the Queensland Government standard for reporting diversity workforce information and is sourced from the self-reported and optional Diversity Census. It includes diversity data questions seeking to understand if employees identify as:</p> <ul style="list-style-type: none"> • an Aboriginal and/or Torres Strait Islander • a culturally and linguistically diverse person • a person with a disability • a LGBTIQ+ person • an Australian South Sea Islander. <p>As of August 2023, 76.1% of the department’s workforce completed the survey.</p> <p>The department will continue to work with the Strategic Workforce Council to ensure that diversity data collection practices are up to date and in line with whole-of-sector expectations.</p> |

● **KEY ACTION 5: Interpreters and communication strategies**

Queensland Government agencies will ensure people who have difficulty communicating in English can access information and services at the right time and in the right manner, through **improved access to interpreters and implementing multilingual and multi-modal communication strategies**. As per the Queensland Multicultural Policy, activities in this section should link to one or more of the following high-level outcomes:

- *Improved knowledge about customers' diversity.*
- *Culturally capable services and programs.*
- *A productive, culturally capable, and diverse workforce.*
- *Queensland gets the most benefit from our diversity and global connections*
- *Individuals are supported to participate in the economy.*

| Agency activities supporting Key Action 5 | Progress status for 2022-23 | Outcomes achieved for people from culturally and linguistically diverse backgrounds <i>Please provide commentary or dot points about achievements and outcomes, with reference to outputs, reach, budget, evidence of benefits, learnings and highlights.</i> |
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| Provide staff training on the Queensland Language Services Policy and how to work with interpreters. | On track | The department is developing a Using interpreters, translators and accessible language procedure and supporting Engaging interpreting and translation services guidelines. The procedure will outline the responsibilities of all departmental employees communicating with people who use languages or dialects other than English, including Australian Sign Language (Auslan), and/or have limited literacy in English. These documents will provide detailed advice, aligned to the Queensland Language Services Policy, about how to work with interpreters as well as key considerations and processes for using translators. Extensive consultation on the procedure and guidelines will be undertaken prior to their introduction. |

● **KEY ACTION 6: Address racism and discrimination, and promote inclusion**

Queensland Government agencies will ensure equitable and respectful opportunities and experiences for staff and customers from culturally and linguistically diverse backgrounds, through targeted initiatives to **address unconscious bias and racism and promote inclusion**. As per the Queensland Multicultural Policy, activities in this section should link to one or more of the following high-level outcomes:

- *Improved knowledge about customers' diversity.*
- *Culturally capable services and programs.*
- *A productive, culturally capable, and diverse workforce.*
- *Recognition and respect for Aboriginal and Torres Strait Islander heritage and culture.*
- *Queenslanders celebrate our multicultural identity.*
- *Connected and resilient communities.*
- *A respectful and inclusive narrative about diversity.*

| Agency activities supporting Key Action 6 | Progress status for 2022-23 | Outcomes achieved for people from culturally and linguistically diverse backgrounds <i>Please provide commentary or dot points about achievements and outcomes, with reference to outputs, reach, budget, evidence of benefits, learnings and highlights.</i> |
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| Provide anti-racism training for all staff, including what it is, and how to prevent and respond to it. | On track | <p>The department is committed to creating inclusive and diverse workplaces where all staff feel a sense of belonging, are valued for their diversity and feel safe to bring their true selves to work.</p> <p>The Many Cultures self-paced online module, which is part of the Well All Belong online learning suite, explores concepts in the Many Cultures workforce strategy and aligns with the department's <u>We All Belong</u> workplace inclusion and diversity framework.</p> <p>The module raises awareness and builds capability in the following key areas:</p> <ul style="list-style-type: none"> • multicultural diversity and your cultural lens • barriers and benefits of inclusion in the workplace • inclusive practices in the workplace. <p>Anti-racism messaging is also supported in the Aboriginal and Torres Strait Islander self-paced online module within the We All Belong online learning suite (310 new completions in 2022-23) and Cultural Knowledge clips (585 total participants in 2022-23). The modules are promoted quarterly through a range of communication channels.</p> |

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| | | <p>During National Reconciliation Week 2023, the department held a panel discussion 'Be A Voice For Generations - Learn ways in which you can use your voice to create a more just, equitable and reconciled workplaces' which included clear anti-racism messaging, particularly as a critical element of effective allyship.</p> |
| <p>Implement evidence based anti-racism initiatives for students, staff and families at schools.</p> | <p>On track</p> | <p>During 2022-23, the department actively supported a national evaluation of the Racism. No way! Anti-racism education for Australian schools resource, and is progressing initiatives to value cultural diversity and strengthen intercultural understanding in Queensland state schools.</p> |
| <p>Senior Executives provide clear messages affirming the agency's commitment to zero-tolerance to racism and discrimination and encouraging anti-racism initiatives in their agency.</p> | <p>On track</p> | <p>The department continues to promote the Multicultural Queensland Charter and inclusive workplaces through its Many Cultures Workforce Strategy, including clear messages from the Director-General.</p> <p>In 2022-23, promotion of Multicultural Queensland Month 2022 and Harmony Week 2023 included clear messaging around the department's commitment to anti-racism initiatives and offered a range of actions staff could engage in to contribute to a more inclusive workplace.</p> <p>A Many Cultures vignette supports the messaging in, and engagement with, the Many Cultures Workforce Strategy and includes content and appearances from senior executives sharing the value of a multicultural workforce and the importance of inclusive workplaces. The vignette is available on the department's intranet and is used at internal events and as a promotional tool for the department's Many Cultures Awareness Sessions.</p> <p>Senior executives are invited as executive champions to open events and weeks of significance on the Inclusion and Diversity calendar and share their commitment to inclusive workplaces. Most recently, the National Reconciliation Week panel event shared a message from the department's Deputy Director-General, Early Childhood, about inclusion in all aspects of the department's work. The Deputy Director-General emphasised the importance of co-design and taking positive actions to eliminate discriminatory, or potentially discriminatory, actions.</p> |
| <p>Review agency policies and practices to eliminate systemic discrimination.</p> | <p>On track</p> | <p>In 2022-23, planning commenced for the launch of the department's new Equity and Diversity Plan, including awareness sessions and information sessions about embedding equity, diversity and inclusion into human resource management policies and procedures. Planning was also undertaken in preparation for the introduction <i>Public Sector Act 2022</i> to embed the Act's the approach to equity, diversity and inclusion in policies, procedures and practices.</p> |

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|--|---|--|
| <p>Build and strengthen partnerships with those committed to combatting racism and discrimination, such as the Diversity Council of Australia, the Australian Race Commissioner, and the Queensland Human Rights Commission.</p> | <p>On track</p> | <p>Diversity Council Australia (DCA) employer membership is available to all staff in the department, with information about how to access the knowledge bank of the latest inclusion and diversity research via the We All Belong intranet pages. Information about how to access the resource has also been included in Multicultural Queensland Month 2022 and Harmony Week 2023 promotions and shared to Many Cultures online community.</p> <p>In 2022-23, the department partnered with DCA to produce an Inclusive Leadership awareness session. This session will be available in 2023-24.</p> <p>The department's Many Cultures Awareness Session and Many Cultures online learning module were co-designed with Multicultural Australia. This partnership continues each year with support for Train the Trainer sessions for new Multicultural Liaison Officers. In 2022-23, five new Multicultural Liaison Officers were trained.</p> |
| <p>Develop mechanisms and initiatives that address the impact of racism on individuals and communities, such as through mental health support.</p> | <p>On track</p> | <p>The department maintains an effective Employee Assistance Program (EAP) which provides free counselling services to staff and immediate family members. EAP can be accessed for work or non-work related issues, including staff impacted by racism.</p> <p>Counsellors are available who have experience supporting Aboriginal or Torres Strait Islander Peoples and Culturally and Linguistically Diverse peoples. The department's EAP provider provides resources translated into 50 languages, and a diverse range of counsellors are fluent in a number of languages other than English.</p> <p>Services also include:</p> <ul style="list-style-type: none"> • A Manager Hotline offering a free, confidential telephone coaching and support service during business hours for all staff with a supervisory or management role. • Onsite or virtual EAP support for school and workplace staff following a potentially traumatic event. • A Principal Coaching and Support Service offering confidential support and coaching for school principals as they lead their school community through a potentially traumatic event. • Availability of Counsellors who identify as Aboriginal or Torres Strait Islander Peoples and Culturally and Linguistically Diverse peoples. <p>The department's EAP provider has a comprehensive range of online resources to support staff mental health and wellbeing, including articles, videos, podcasts and toolkits, accessible for all staff 24/7, such as:</p> <ul style="list-style-type: none"> • "How to support people of colour in the workplace" • "Dealing with Racism and Discrimination in the workplace" • "Lifeworks: Free resources and Anti-Racism Workshops". <p>The We All Belong workforce professional learning suite builds awareness and provides education about the benefits of a diverse workforce and how to foster inclusive practices. It consists of eight awareness sessions which are available as in-</p> |

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| | | <p>person/facilitated sessions or self-paced online modules. It explores how staff can create inclusive practices that value and support the diverse workforce.</p> <p>The department's annual Mandatory All Staff Training program includes strategies to help staff to adopt healthy behaviours and create work environments that support health and wellbeing. It explains how the We all Belong framework and its strategies to ensure differences are embraced, employees feel safe and supported and the department grows as an organisation.</p> |