

PROCEDURES



Catholic  
Education  
Commission  
Tasmania

# STUDENT EQUITY PROCEDURE

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## 1 AUTHORITY AND APPLICATION

Date of approval	31 October 2019
Source of approval	Catholic Education Commission Tasmania
Start date	9 December 2019
Date of review	August 2022
Date of amendments	N/A
Previous procedures replaced by this Procedure	N/A

**SIGNED:**



Chair of the CECT

**DATE:**

5 December 2019

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## 2 RELATED DOCUMENTS

This Procedure should be considered in conjunction with the following related documents:

<b>Policies and Procedures</b>	<ul style="list-style-type: none"><li>• The Archbishop's Charter for Catholic Schools in Tasmania</li><li>• Student Equity Policy</li><li>• Pastoral Care Policy</li><li>• Enrolment Policy</li><li>• Aboriginal and Torres Strait Islander Policy</li><li>• Student with Disability Enrolment Guidelines</li><li>• Learning Plan Guidelines</li><li>• Narrative Reporting Guidelines</li><li>• Nationally Consistent Collection of Data on School Students with Disability Guidelines (NCCD)</li><li>• Gifted Education Guidelines</li><li>• EALD Handbook</li></ul>
<b>Applicable Laws</b>	<p>All laws in connection with the carrying out of work or the Workplace including:</p> <ul style="list-style-type: none"><li>• <i>Disability Discrimination Act 1992 (Cth)</i></li><li>• <i>Disability Standards for Education 2005 (Cth)</i></li><li>• <i>Anti-Discrimination Act 1998 (Tas)</i></li><li>• <i>United Nations Convention on the Rights of the Child (1990)</i></li><li>• <i>Australian Education Act 2013 (Cth)</i></li><li>• <i>Education Act 2016 (Tas)</i></li><li>• <i>Privacy Act 1988 (Cth)</i></li></ul>

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## 3 PURPOSE

The aim of this procedure is to provide clear advice and guidance on the process approved for Catholic Education Tasmania regarding its commitment to ensuring that **all** students have equitable access to the benefits of education for life.

Catholic Education Tasmania focuses on creating an environment that supports and nurtures all students. Equity in Catholic education is founded in the Catholic tradition and informed by current research and legislation.

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## 4 DEFINITIONS

For the purposes of this procedure:

- **Archdiocesan Schools** – Catholic schools owned by the Roman Catholic Church Trust Corporation of the Archdiocese of Hobart.
- **Catholic Education Tasmania** – covers Catholic Education Commission Tasmania (CECT) controlled workplaces including the Tasmanian Catholic Education Office (TCEO), Archdiocesan Schools and adjunct business undertakings such as child care operations as well as Congregation Schools operating in Tasmania.

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- **CECT** – Catholic Education Commission Tasmania.
- **Congregation Schools** – schools operated by Catholic religious institutions i.e. Dominic College, St Francis Flexible Learning Centre and St Virgil's College.
- **EALD** - *English as an Additional Language/ Dialect (EAL/D)* involves students for whom English is not the first language and who require support to fully participate in education.

An EAL/D student may have recently arrived in Australia or they may have been born here. The program aims to improve the educational outcomes of these students by developing their English language competence and facilitating their access to the curriculum.

- **Equity** - encompasses a wide variety of educational adjustments, programs, and strategies that enable access and participation to educational programs for **all** students. It requires an allocation of support and resources according to a student's level of need and includes recognition that some students require additional resources in order to have an equal opportunity.
- **School** – the individual schools and colleges operated by the Archdiocese of Hobart and Congregation schools and colleges.
- **TCEO** – Tasmanian Catholic Education Office.
- **Worker** includes any person who carries out work or services in any capacity for Catholic Education Tasmania (CET) either as:
  - an employee
  - a volunteer
  - a priest or religious worker
  - a contractor, subcontractor or consultant
  - an employee of a contractor, subcontractor or consultant
  - an employee of an employment agency or labour hire company
  - an apprentice or trainee
  - an external person gaining work experience or on work placement.

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## 5 COVERAGE

This procedure covers and applies to CECT, Archdiocesan Schools and adjunct business undertakings, Congregation Schools, the TCEO and all CET workplaces and workers.

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## 6 OBLIGATIONS

In implementing the commitment to providing accessible and equitable educational opportunities to its diverse student population, Catholic Education Tasmania will do the following:

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- Provide a learning environment that does not accept harassment, bias and discriminatory practices and promotes personal respect, general well-being and physical and emotional safety.
- Strive to educate all enrolled students with programs to match the capabilities and needs of the students. The content, language and methodology of the education programs should be differentiated in order to meet the diverse educational needs of all students.
- Provide processes for collaborative decision-making involving parents, carers, teachers, professionals, support personnel and children and young persons. This process recognises that there may be differing views and expectations of the purpose of education which need to be acknowledged and valued in order to develop effective partnerships.
- Provide financial support for students, as identified in criteria set by the Commonwealth and State Governments. This financial support will be allocated as per the current funding agreements and guidelines.
- Implement pedagogy for gifted learners, taking account of the multiple ways in which students are gifted.
- Provide professional learning opportunities to enhance an understanding of the recognition of differences and the factors that contribute to educational disadvantage, especially an appreciation of factors such as: poverty, gender, disability, sexuality and, cultural and linguistic diversity.
- Maintain evidence of effective delivery of inclusive education that is documented and disseminated.
- Gather and collate data on access, participation, outcomes and retention of diverse groups which is used to evaluate progress, to identify priorities for further action, to plan for improvement and to inform professional learning communities.

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## **7 GENERAL PRINCIPLES**

- a) Schools to work in collaboration with the TCEO in implementing the obligations outlined above and the expectations of the Student Equity Policy.

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