



Catholic
Education
Commission
Tasmania

STUDENT EQUITY POLICY

Policy No. 04:2019

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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 policies replaced by this Policy	CECT Student Equity Policy 6 August 2015

SIGNED:



Chair of the CECT

DATE:

5 December 2019

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2 RELATED DOCUMENTS

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

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

3 PURPOSE OF THIS POLICY

Catholic Education Tasmania is committed to ensuring that **all** students have equitable access to the benefits of education for life.

'All in the school or college community should recognise it as a place where all people, including those who live in poverty or who are marginalised, disenfranchised or suffering from health conditions, have their rights and dignity upheld'.

Archbishop's Charter for Catholic Schools, 2008

The concept of equity extends well beyond education to society itself. In Catholic Education Tasmania, equity is based on the philosophy that schools should, without question, and on the same basis, provide for the needs of all students in their communities. Schools welcome all children and adolescents to a place of learning, and celebrate diversity in ability, as well as cultural, racial, ethnic and social background. It is a commitment to educate each student to their potential in all Tasmanian Catholic education settings and is aligned with the Melbourne Declaration statement:

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'Australian Schooling promotes equity and excellence which means that governments and all school sectors must provide all students with access to high quality schooling that is free from discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socio-economic background or geographic location...'

The Melbourne Declaration on Educational Goals for Young Australians, December 2008

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.

4 POLICY STATEMENT

As a matter of policy Catholic Education Tasmania requires all schools and colleges to provide every reasonable means of support to optimise the learning and well-being of every individual student, commensurate with their specific need.

5 DEFINITIONS

For the purposes of this policy:

- **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.
- **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.

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- **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.

6 COVERAGE

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

7 OBLIGATIONS AND ACCOUNTABILITIES UNDER THIS POLICY

- a) Catholic Education Tasmania is committed to providing accessible and equitable educational opportunities to its diverse student population. In making this commitment, Catholic Education Tasmania:
 - recognises that all students can learn and achieve according to their individual potential; and
 - aims to provide learning and teaching practices that promote equity, and are socially and culturally responsive, in order to ensure equitable opportunities for each student's success.
- b) Schools are committed to enacting all reasonable and practicable measures to respond to diversity of need and experience, respect distinctive cultural and racial identities, and value contributions of all ability groups by making appropriate educational provision within the curriculum. Educational services provided will reflect the diverse needs and varying preferences of all students.

In implementing this commitment Schools will provide educational services to students with disabilities in accordance with the principles and objectives of the Commonwealth *Disability Discrimination Act 1992* and related *Disability Standards for Education 2005*, and the Tasmanian *Education Act 2016*. Schools will also provide effective adjustments for gifted students, acknowledging a recognition of individual learning capacity.

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8 GENERAL PRINCIPLES OF THIS POLICY

- a) Schools value a culture that is underpinned by high expectations for all.
- b) Curriculum, pedagogy and assessment are aligned and meet the needs of diverse student groups.
- c) Curriculum programs are informed by student outcome data and by current research relevant to diverse student needs.
- d) Students, parents/carers are recognised as partners together with teachers in the teaching/learning process and opportunities are provided for communication and collaboration between all.
- e) Evaluation of curriculum, pedagogy and assessment provides evidence that the interests, skills, knowledge and experiences of diverse groups are central features in the design of learning.

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