



Definition:

Gender equity is a set of actions, attitudes, and assumptions that provide opportunities and create expectations about individuals. Gender is never separate from race, ethnicity, language, disability, income, or other diversities that define us as human beings.

Rationale

At Wales Street Primary School, we value the diversity of our community. We believe that all students have the right to engage in range of school activities and will attempt to facilitate this while being mindful of gender, ability and existing medical needs. Within our community, there are a number of different family models. All members of the community are expected to respect these differences while modelling the PYP attitudes of tolerance, appreciation and respect.

In 2017, the school was successful in becoming a lead school in the DET Resilience and Respectful Relationships initiative, and as such will be working towards improving gender equity through a whole school approach.

Aims

- To offer equality of educational experience to all individuals regardless of gender.
- To provide more supportive and challenging learning environments for all students.
- To encourage equal participation in student leadership opportunities
- To ensure that all members of the school community feel safe, respected and valued
- To incorporate gender inclusive language in all facets of school life
- To implement strategies for sharing educational facilities, thereby enabling all students' equitable access and participation in all areas of school life.

Guidelines for Implementation

Provision of gender inclusive education across all learning areas in a manner, which recognises the unique dignity and capacity of each person

- To ensure that all members of the school community respect and support the rights of all to participate fully in the teaching and learning processes without gender stereotyping
- Boys and girls are considered equally in organisational matters
- All sporting activities are to be offered to all students regardless of gender.
- Affirmative action programs will be undertaken as the need arises. These programs will be developed in consultation with the staff, students and school council and targeted at groups which require support.

- New books and other newly purchased resources will be screened for obvious and unhealthy gender stereotyping or bias and aim to cater for diversity.
 - All school resources will be made available equally to all students regardless of gender e.g. Computer rosters for all, helpers from both genders, playground for all.
 - Units of Inquiry, which focus on work education, will involve broadening children's traditional views beyond gender stereotyping in both paid and unpaid work.
 - As a school, we endeavor to ensure fair representation of men and women at all levels across the school (male teaching assistants, female head teachers and other senior managers).
 - Provide professional development for staff to challenge stereotypical, either/or understandings of what it means to be male and female – across the whole school community (parents/carers, staff, students). Through the involvement and implementation of the Resilience, Rights and Respectful Relationships initiative, we will continue to improve the knowledge and understanding of the issues around gender equity and equality.
 - The school uniform and uniform policy will be consistent with the aims of this policy. All students, in conjunction with their parents/guardians, are permitted to wear the items of school uniform that best suit their school activities and personal preferences.
- Student leadership:
Equal provision of places in leadership roles on the basis of gender e.g. School Captains, Junior School Council and Student Action teams.
 - Student Action teams are based on interest and are open to all students in grade 5/6.
 - Junior School Council will include an equal representation of students from across the grade 5/6 area.
- Toilet facilities:
Usually, student toilets at the school will be categorised as male or female. Students will be encouraged to use the toilet which reflects their gender identity. Non-gender specific toilets exist across the school in all buildings. These are able to be used by teachers and members of the parent community. When requested or required by a student, parent/guardian or teacher, more non-gender specific toilets may be established.
- Puberty and Sex Education (Personal and Social Education)
The school will ensure that any external providers employed to deliver this form of education are aware of the school policy and that the programs provided are consistent with the philosophy and values of the school. Teachers will inform external instructors of any specific issues within the classroom that may impact on the delivery of the program, while respecting student confidentiality and identity. Issues may be identified but where possible, individual students will not be. These sessions will be optional when provided to the school community.
- School forms
All school forms will use the terms: Adult A and B or Parents/Guardians
Enrolment forms will request assigned gender, gender identity, name, preferred name and pronoun.

Resources:

www.genderandeducation.com

www.welcomingschools.org

www.unesco.org

Evaluation:

This policy will be reviewed as part of a three year cycle or when required.

Version	Edited by/Comments	Next review
1	Written and ratified by School Council	2017
2		