

POLICY IMPLEMENTATION DOCUMENT

Gender Equity

Rationale

Gender equity is embodied in anti-discrimination and other relevant state and federal legislation. It should inform educational programs and decisions made about school management and procedures. Gender equity provides not only a framework to improve the educational outcomes for boys and girls but a solid basis for effective citizenship in the future.

Gender equity in schooling is based on understanding that differences in experience and outcomes in education for girls and boys arise from the impact of gender on the expectations, interests and behaviours of both sexes.

The Department of Education has a Gender Equity Action Plan 2025-2028 that can be accessed through the link below:

https://education.nsw.gov.au/content/dam/main-education/about-us/strategies-and-reports/gender-equity-action-plan/Gender_Equity_Action_Plan_Final_CFA2.pdf

Students at Kariong Mountains High School should achieve equally academically, socially and in future careers in accordance with their ability, interests and skills.

It is acknowledged that gender is a central issue for both girls and boys. Without an understanding of the impact on gender on young people schools can never address the differing concerns and educational experiences of its student body.

Differences in subject choices, interests and learning styles, differences in skills development and significantly different life experiences related to the impact of the way society makes boys different to girls are all evident in the lives of both boys and girls.

Teachers will ensure that in their programming, pedagogy, assessment and reporting, communication and general management of students, they follow the principles of gender equity. The focus remains, challenge and engagement for all, acknowledging individual differences.

The principal and the school executive will ensure that administrative systems, procedures and practices support both girls and boys and do not discriminate against one gender in favour of the other. Rather, supporting all genders through dedicated, engaging programmes and opportunities is at the forefront of our approach. Treatment as equals – not equal treatment – is required.

Objectives

- Boys and girls are assisted to achieve their potential for full participation in further education, training, work, family and civic life. Understanding and accepting that there are many ways of being masculine and feminine will assist all students to reach their full potential.
- Teachers, students and parents examine and understand the impact of gender in their school context on boys' and girls' decision making, participation and achievement.
- Resources and support are targeted to boys and girls identified as being at risk of not achieving NSW syllabus outcomes or of disengaging from school.
- Teaching strategies address the diverse learning needs of individual boys and girls.
- Respectful relationships among and between boys and girls are promoted through the curriculum and civic life of the school, and procedures are in place to address sexual discrimination and harassment including homophobia.
- Partnerships between homes, school and communities are strengthened to support improved learning and social outcomes for boys and girls.

By addressing these six objectives our school will respond to the diverse learning needs of boys and girls and provide effective teaching and social support strategies to ensure all boys and girls achieve their potential.

School Focus Areas

1. Teaching and Learning

- Focus on the development of effective teaching practices to contribute to improved learning outcomes for boys and girls.
- Promote the whole school's engagement with gender inclusive curriculum.
- Cater for the needs of individual students using effective teaching practices.
- Involve boys and girls as partners in the learning process.
- Make connections between school and life after school.
- Provide ongoing professional learning for teachers about gender as an educational issue.
- Enhance the school as a professional learning community.

2. Social Support

- Promote a culture which practises the core values of integrity, excellence, respect, responsibility, participation, care, fairness and democracy to ensure a socially supportive, inclusive learning environment.

- Encourage the development of positive identities for boys and girls.
- Provide boys and girls with the social support needed to do their best at school.
- Promote the development of respectful relationships.
- Make sure procedures are in place to address sexual harassment and discrimination, including homophobia.
- Provide support for pregnant and parenting students.

3. Home, School and Community Partnerships

- Collaborate with students, staff and parents and the community in the development of programs for boys and girls.
- Establish a school environment where parents and community members are welcomed and their voices heard.
- Develop effective partnerships with parents.
- Build links between the school and the wider community to support boys' and girls' education initiatives.
- Acknowledge that perceptions about gender are influenced by many factors, including socioeconomic status, cultural background, rural/urban location, disability and sexuality.

School Culture

Schools have an important role in providing an environment in which children feel safe and are supported in establishing their own sense of self and dealing with experiences of violence in or out of school. Training through curriculum and role modelling will help assist in developing an inclusive culture.

Our school recognises transgender students and those who identify as lgbtqia+. The Student Wellbeing Team have access to supports and resources that can assist students in feeling a sense of belonging.