

Equity, Diversity and Inclusion

The Department of Education has a range of policies and plans relating to equity, diversity and inclusion in public schools. These include the following:

- Equity, Diversity and Inclusion Plan 2021-2025 which outlines the Department's commitment to inclusive, culturally safe and responsive workplaces and developing a workforce that reflects our diverse communities.
- The Disability Access and Inclusion Plan 2018-2023 is the Department's commitment to provide students, parents, community members and staff with inclusive, accessible, safe and welcoming schools, services and workplaces. The Plan identifies the positive strategies the Department is adopting to ensure people with disability are accorded respect, are listened to and have choices about how their needs are met.
- Procedures and guidelines for supporting gender and sexually diverse students. Schools are expected to create supportive and inclusive school policies for lesbian, gay, bisexual, transgender and intersex (LGBTI) students. Positive, supportive and inclusive school environments can improve the mental, social, emotional and wellbeing of gender and sexually diverse students. To support gender and sexual diversity schools are expected to;
 - have a culture of openness, diversity and a mutual understanding of expected behaviours
 - recognise and accept gender diverse students, parents, carers or staff
 - identify and address issues caused by peer pressure, social stigma and bullying
 - include social and emotional learning resources, topics and programs
 - provide regular communication to the school community on the stance on unlawful discrimination, harassment and bullying.
- The Aboriginal Cultural Standards Framework supports schools to:
 - develop mutually respectful and collaborative relationships with Aboriginal students, families and communities
 - create culturally safe learning environments where Aboriginal students feel welcome, safe and valued
 - build on the strengths of Aboriginal students to engage them in their learning
 - select and evaluate culturally responsive resources.

Visitors to the school often comment on how our students are warm and welcoming. We would like to build on this to ensure that all of our students, staff and members of the school community feel that they belong and are respected. To this end the School Board and the Parents and Citizens' Association have unanimously endorsed the following statement:

Como Secondary College aims to be a welcoming school characterised by an acceptance and understanding of diversity in order to create a safe learning environment in which every student thrives. Students, parents and staff will feel they belong no matter their race, ethnicity and national origins, gender and gender identity, sexuality, socio-economic class, age, religion, and disability. All members of the school community are active participants in building a welcoming school culture that values diversity, fosters positive, respectful relationships and values the contribution of all students.