



## Access, Equity and Cultural Diversity

### Organisational Area

ORGANISATION

### Authorisation

This policy was reviewed and adopted by the Park Orchards Community House & Learning Centre Incorporated (POCH&LCI) on 8<sup>th</sup> of April 2025.

### Review Date

This policy will be reviewed every three years or sooner if required.

### Scope

This policy applies to Executive Manager staff, volunteers, and students of POCH&LCI, including prospective students, current students, and childcare families

### Objective

POCH&LCI aims to ensure that individuals have equal opportunities to participate effectively in programs and services, regardless of their age, gender, indigenous culture, ethnic origin, (dis)ability, economic circumstance, religious affiliation, political affiliation, or literacy or numeracy skills.

By providing accessible, equitable, and equal opportunity programs, training, and services to the community, we aim to enhance life and work opportunities for people in our local community.

The objectives of this policy are to:

- Ensure equitable access to educational programs, services, and support for all individuals.
- Promote cultural safety and inclusivity in all aspects of learning and service delivery.
- Identify and eliminate barriers that prevent participation by disadvantaged groups.
- Ensure compliance with relevant legislation and standards for equality and inclusion.
- Develop and maintain an inclusive, culturally competent, and responsive environment that meets the diverse needs of our community.

### Policy

#### Our Commitment to Diversity and Inclusion

- We are dedicated to fostering a learning environment that celebrates and respects cultural diversity, inclusion, and equality for all individuals, regardless of their background.
- We aim to deliver services that are accessible, flexible, and responsive to the diverse needs of learners, including those from Indigenous, Culturally and Linguistically Diverse (CALD) backgrounds, and disadvantaged communities.
- We acknowledge the importance of cultural competence in both the delivery of education and support services, and we commit to ensuring our staff are continually trained to understand, respect, and address the cultural needs of our students.
- To further demonstrate this commitment, we will:
- Maintain a physical environment that is accessible to all people, including those with disabilities.

- Make reasonable adjustments to assessments to accommodate students with learning disabilities or other barriers to learning.
- Develop and implement tailored strategies in the management and delivery of educational services, support services, and child and family services to meet the needs of diverse community groups.
- Actively identify and address potential barriers to participation, including those related to language, accessibility, and resources.
- Pursue and leverage funding opportunities to support services that enhance diversity and inclusion.
- Educate and support staff and volunteers in helping individuals access translation and interpreting services when necessary.
- Provide an effective range of programs and services that meet the varied needs and expectations of our community.
- Offer quality, affordable childcare services that maximise the ability of adults with young children to participate in educational programs.
- Ensure timetabling is flexible to accommodate the childcare needs of adult learners, allowing them to engage fully with their studies.
- Provide low-cost, accessible further education opportunities, particularly for older adults and individuals with language and literacy challenges
- Use a range of teaching and assessment methods to accommodate different learning styles and needs.
- Create a culturally safe learning environment for First Nations people, promoting respect and understanding of their culture, heritage, and learning practices.
- Ensure course materials and resources reflect diverse cultures and viewpoints.
- Incorporate culturally relevant content into courses and assessments.

### **Fostering a Culturally Safe Learning Environment for First Nations People**

Some of the ways POCH&LCI fosters a culturally safe learning environment for First Nations people include:

- Displaying an Acknowledgement of Country in the office and student handbook.
- Including both English and local Indigenous place names in the student handbook.
- Offering professional development opportunities for training and administrative staff to deepen their understanding of First Nations culture and learning approaches.
- Including First Nations elective choices in relevant courses to promote further knowledge of First Nations perspectives among our learners.
- Incorporating First Nations artwork in our classrooms to celebrate and honour Indigenous culture.
- Providing First Nations learning resources (such as books, art activities, and toys) in our Early Learning Centre, which also serves as a resource for our Early Childhood Education and Care students.

### **Complaints and Appeals**

Students or staff who feel they have been disadvantaged or discriminated against under this policy may lodge a complaint through POCH&LCI's Complaints and Appeals process. We will:

- Treat all complaints with respect and confidentiality.
- Address complaints promptly and fairly.
- Ensure that no student will face disadvantage or discrimination as a result of lodging a complaint.

## **Definitions**

**Access** - Refers to the ability of individuals to participate in RTO programs and services.

**Cultural Diversity** - Refers to the acknowledgment and inclusion of individuals from diverse cultural, linguistic, and ethnic backgrounds.

**Equity** - Ensures fair treatment, access, and opportunity for all individuals, while recognising that different people may require different support.

**Reasonable Adjustment** - Changes or modifications to allow people with disabilities to fully participate in the learning environment.

## **Related Documents**

Childcare Enrolment Policy & Procedure  
 Copyright Policy  
 Language, Literacy & Numeracy Policy  
 Legislative Compliance Policy

Literacy & Numeracy Assessment  
Personal Information Disposal Policy  
Privacy Policy  
Reasonable Adjustment Policy  
Reasonable Adjustment Procedure  
Student Complaints and Appeals Policy & Procedure  
Student Enrolment Checklist  
Student Enrolment Form  
Student Enrolment Policy & Procedure  
Workplace Harassment Policy & Procedure  
Workplace Health & Safety Procedure

## Document Locations

Policy and Procedure Manual  
Website

## Related Legislation

**Disability Discrimination Act 1992 (Cth)**  
**Racial Discrimination Act 1975 (Cth)**  
**Sex Discrimination Act 1984 (Cth)**  
**Age Discrimination Act 2004 (Cth)**  
**Equal Opportunity Act 2010 (VIC)**  
Education and Training Reform Act 2006  
Standard for Registered Training organisations (RTOs) 2025

## Area of Compliance

ASQA 2025 RTO Standards Outcome Diversity and Inclusion 2.5 (1, 2a, b)

<b>Date reviewed</b>	<b>Version</b>	<b>Details of changes (if any)</b>	<b>Date of next review</b>
2010	1	Original document	2013
2013	2	Changes to include greater detail	2016
2015	3	Modified policy, updated format	September 2018
16/04/2020	4	General review	16/04/2023
1/03/2022	5	Update ASQA Compliance	1/03/2025
02/05/2025	6	Update for ASQA 2025 RTO Standards Added culturally safe learning environment Added definitions Added complaints and appeals Updated legislation Restructured for clarity	02/052028

**Master document is the Electronic File.**

**This document is uncontrolled when printed.**