

ACTION PLAN SAMPLE FOR DUAL SECTORS

Our Watch  
Respect and Equality

Our Watch acknowledges the support of the Victorian Government in the development of the Respect and Equality Framework.

Our Watch acknowledges the support of the Department of Social Services.

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Our Watch acknowledges the Traditional Owners of the land across Australia on which we work and live. We pay respects to Elders past and present and recognise the continuing connection Aboriginal and Torres Strait Islander people have to land, culture, knowledge, and language for over 65,000 years.

As a non-Aboriginal organisation, Our Watch understands that violence against Aboriginal and Torres Strait Islander women and children is an issue for the whole community. As highlighted in Our Watch’s national resource Changing the picture, the evidence clearly shows the intersection between racism, sexism, and violence against Aboriginal and Torres Strait Islander women.

Our Watch has an ongoing commitment to the prevention of violence against Aboriginal and Torres Strait Islander women and children, who continue to suffer from violence at a significantly higher rate than non-Aboriginal women. We acknowledge all Aboriginal and Torres Strait Islander people and organisations who continue to lead the work of sharing knowledge with non-Indigenous people and relentlessly advocate for an equitable, violence-free future in Australia.

# Acknowledgement of Country

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## Vision

All members of our dual-sector community feel safe, respected, and can readily participate in all aspects of dual-sector life free from discrimination and harassment.

## Alignment

The Respect and Equalityaction plan has strong ties to existing organisational activities that challenge inequality and discrimination and is aligned to our strategic direction of creating an institute that is innovative and enhances the social and economic futures of individuals, industry and communities. This includes alignment to our:

* Reconciliation Action Plan
* Strategic Plan
* Organisational Values: Collaboration, Integrity, Inclusivity, Innovation

## Context

The following data sources have been collected, and have been examined with a gender lens to inform our self-assessment and Respect and Equality action plan:

Table 1: Data sources under the Respect and Equality domains

| Domain | Sources of data |
| --- | --- |
| Workplace | Our institute has the following staff policies:  Equal Opportunity Policy  Discrimination and Sexual Harassment Policy  Family Violence leave policy  Staff employment data indicates female staff:  comprise 3/8 Directors.  comprise 45% of leadership positions.  are 2x more likely to be employed in short term contract roles.  are 3x more likely to be employed part time.  Links to the results of the People Matter survey. |
| Students | Student enrolment data confirms:  Male dominated courses such as plumbing, electrical and carpentry are heavily dominated by male students, comprising 93% of the student cohort.  Female dominated courses have an even greater contrast, with females comprising 96% of the student cohort.  4% of the student population identified as Aboriginal or Torres Strait Islander.  Link to Student code of conduct.  Link to Student Ambassador Program.  Student counselling is offered through student services. |
| Teaching and learning | Consultation with teaching staff indicates:  Students who use disrespectful language and behaviour towards teachers and other students in the classroom (in particular male students towards female students and staff) suffer few consequences.  Educators have received limited training about gender equality and prevention of violence against women and how it relates to their role as trainers/assessors.  Most course work does not incorporate materials that are gender sensitive or topics related to gender equality or the prevention of violence against women. |
| Business operations and communications | There have been efforts to increase the diversity in student recruitment in male dominated courses.  Links to marketing materials representing females in trades, and production of case studies from female graduates. |
| Industry and partnerships | The Horticultural Cadetship program developed and implemented in partnership with local industry providers, has a key focus on increasing representation of female students in this program. |
| Research | An audit of researchers that:  Are women or gender diverse.  Specialise in gender research.  Consider gender within their research practices. |

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## Self-assessment process used to develop this action plan:

1. The Respect and Equality Working Group met and conducted self-assessment workshops over 3 sessions comprising a total of 10 hours.
2. The development of this Respect and Equality action plan is informed by the self-assessment process, consultation with staff and the above existing pieces of organisational data.

## Domain 1: Workplace

Our workplace prioritises gender equality and all staff are supported to be safe, respected and have equal opportunities at work.

Table 2: Goals under the workplace domain

| Goal | Action | Responsibility | How it will be achieved | Timeframe | Indicators |
| --- | --- | --- | --- | --- | --- |
| * 1. Our leadership team demonstrates proactive commitment to gender equality and preventing violence against women. | Leadership to develop and communicate a statement clearly articulating our institute’s commitment to gender equality and expectations of all staff to promote gender equality. | Senior leadership group  Managers | Senior leadership group dedicate time to creating a leadership statement at the executive meeting  Leadership statement is published on the staff intranet and our institute’s website  Leadership statement is shared via email  Leadership statement and expectations of staff are discussed at team and staff meetings | 4 months | Leadership statement published on staff intranet and the institute’s website  Staff have knowledge of the leadership statement  Staff are aware of expected behaviour to promote gender equality  All members of senior leadership can confidently explain and communicate the statement |
| * 1. Our strategies, policies and procedures include proactive measures to address gender inequality and violence against women. | Review policies and procedures with a gender lens and implement efforts to ensure that all staff receive adequate information in how policies should be used. | Respect and Equality Working Group  Human Resources | Working Group support HR to develop a schedule of policy and procedures reviews (2 policies will be reviewed each month until all policies and procedures are reviewed)  HR review policies and procedures.  The Working Group will seek advice from local Aboriginal and local Women’s service on relevant policies to ensure the policies are best practice and contextualised to local service area  Policy review updates are shared each month with staff via email  Updates to policies and the review are shared with staff at team meetings every quarter | 2 years | A register of reviewed policies is created  Staff can recall and locate policies and procedures  All policies and procedures have been reviewed with a gender and intersectional lens |
| * 1. We have structural support for women’s leadership, including the provision of leadership and promotional opportunities for part-time staff. | Promote flexible work arrangements and the benefits of facilitating job-share arrangements to all staff.  Investigate enablers to support more women to take up leadership opportunities. | Respect and Equality Working Group  Senior Leadership  Human Resources  Communications Team | State in all job advertisements that the institute is committed to flexible work arrangements including potential to job share  Staff induction and annual appraisals to discuss flexible work arrangements options  Staff newsletters to include reminders of flexible working arrangements available to all staff  Representatives from the Respect and Equality Working Group to host focus groups with women from across the institute exploring strategies that would support them to take on leadership positions  All managers are equipped to discuss flexible working options with their direct reports. | 3 years | Changes made to staff induction and appraisal processes  No. of staff participating in focus groups  Feedback from focus groups  Increase in staff uptake of flexible work arrangements  Staff are aware of flexible workplace arrangements |
| * 1. We have dedicated resources and budget to actively promote and monitor actions to prevent violence and address gender inequality, and to support those who disclose violence within our educational institution. | Budget is allocated to facilitate the delivery of training to key and targeted staff, supporting them to understand the drivers of violence against women and how to respond if someone discloses.  Key staff are permitted paid time to attend in-house training workshops. | Leadership  Respect and Equality Working Group  Partnerships with local women’s health and family violence services | Contract a local family violence service to deliver a workshop for all members of the Respect and Equality Working Group, and senior managers, providing them with skills to support and refer staff or student who discloses violence  The Working Group contracts the local women’s health organisation to facilitate a workshop for teachers on teaching with a gender lens. | 12 months | Number of sessions  Number of participants in each session  Participant feedback from each training session  Participants reported change in knowledge |
| * 1. Staff across our institute understand the importance of promoting gender equality and feel confident and supported to challenge sexism and raise concerns related to gender and discrimination. | See actions in 1.4 regarding the delivery of training  Review policies and procedures to ensure there is a clear process for staff to raise concerns related to sexism, harassment and discrimination | Respect and Equality Working Group  Human resources  Managers | Members of the Working Group and Human Resources to review and discuss policies and procedures relating to reporting sexism, harassment and discrimination  Ensure policies are aligned with the Sex Discriminations Act (Commonwealth) and the jurisdictional legislation.  Adapt current policies or if required developed new procedures  Communicate policies and procedures to staff  During team meetings managers discuss the expectations of all staff members regarding gender equality, providing the team with an opportunity for open discussion. | 12 months | Policies reviewed and recommendations made  Adaptions/development of new policy or procedure  Staff awareness of procedures and expectations relating to reporting sexism, harassment and discrimination  Staff confidence to report incidents of sexism, harassment and discrimination |

## Domain 2: Students

All students feel safe and confident to express themselves and participate equally within our community, and can raise concerns about gender inequality, violence and discrimination without adverse consequences.

Table 3: Goals under the students domain

| Goal | Action | Responsibility | How it will be achieved | Timeframe | Indicators |
| --- | --- | --- | --- | --- | --- |
| * 1. Our engagement with students reflects our commitment to promoting gender equality and the prevention of violence against women. | Consult with students to identify their current experiences relating to gender inequality at the institute, and explore opportunities to address inequalities and enhance the student experience | Respect and Equality Working Group  Managers, Student Services and Engagement  Student Association | Members of the Working Group meet with Students Services to gain a thorough understanding of the level of student engagement, current initiatives to support students and their understanding of student concerns  Students invited to participate in a focus group exploring their current experience at the institute and for them to share what practices or programs would further support them  Invitations to the focus group are distributed via social media, the student newsletter and via posters  Targeted invitations distributed to existing student groups e.g., Student ambassadors  Students receive a free lunch for participating in the focus group  Recommendations from the student focus group are collated into a report and shared with the Respect and Equality Working Group  The Working Group identifies achievable actions from the report and integrates into the Respect and Equality action plan. | 12 months | No. of focus groups held  No of students participating in focus groups  Development of report summarising recommendations from students  Respect and Equality action plan integrated with actions |
| * 1. Our policies and procedures for students are fair and inclusive and include proactive measures to address gender inequality and violence against women. | Refer to activity 1.2. | Respect and Equality Working Group  Managers, Student Services and Engagement | See activity 1.2Relevant policy review updates are shared with students quarterly via the student newsletter  Relevant policies are included in student’s induction pack | 2 years | A register of reviewed policies is created  All policies have been reviewed with a gender and intersectional lens  Students can recall and have access to policies |
| * 1. Our programs and services delivered to students aim to address inequality and prevent violence against women. | See activity 2.1.  Necessary updates to programs and services delivered to students will be made once students and student services have been consulted and the policy review has been completed |  | See activity 2.1 |  | See activity 2.1 |

## Domain 3: Teaching and learning

Our educators are leaders in integrating and promoting gender equality messages and actions into their teaching practice, and in creating equal and respectful learning environments.

Table 4: Goals under the teaching and learning domain

| Goal | Action | Responsibility | How it will be achieved | Timeframe | Indicators |
| --- | --- | --- | --- | --- | --- |
| * 1. Gender equality and the prevention of violence against women is embedded into our teaching practices and learning environments. | Refer to action 1.4 | Respect and Equality Working Group  Managers  Course Coordinators  Educators | All teaching staff are invited to participate in workshops focused on increasing their knowledge on how include gender equality in their teaching practices  Teaching with a gender lens is included as an agenda item in all educator team meetings following the workshop to ensure staff continue to discuss and embed learnings in their practice. | 12 months | No of workshops delivered  No of educators participating in training  Changes in participant knowledge  Changes to educators teaching practice |
| * 1. The skills and knowledge required to promote gender equality and prevent violence against women in different occupations is embedded into our curriculum. | Refer to action 1.4 | Respect and Equality Working Group  Managers  Course Coordinators  Educators | Following the workshops, educators will discuss embedding learnings into practice at their team meetings, and identify further opportunities to embed into the curriculum  Changes to practices and learning material will be documented and incorporated into curriculum | 18 months | Changes to teaching practice  Changes to learning material and curriculum |
| * 1. Practical placements and apprenticeships are managed in a way that aims to overcome gender-based inequities and actively challenge stereotypes, to contribute to desegregating the workforce. | Practical placement and apprenticeship providers are engaged in discussions to ensure they can provide safe and inclusive environments | Apprenticeship support officers  Respect and Equality Working Group | Consult with students who currently enrolled in apprenticeships, requesting they share their experience of placement and identify any issues relating to the worksite  Engage with Apprenticeship support officers, seeking their feedback on student experiences, current practices in the industry and opportunity to promote equality and respect in student placements  Conduct research into gender inequality in key industries more broadly (trades industry, aged care industry) identifying levels of sexism, harassment and gender segregation  Apprenticeship support officers engage with providers, discussing current inequalities and harassment in the industry, opportunities to address the concerns, and requirements of providing a safe, respectful and inclusive worksite for students. | 3 years | No of students engaged in consultation  Report summarising feedback from students and apprenticeship support officers  Research report on sexism and inequality in the industry  Changes to student placements and worksite practices and behaviours |
| * 1. All teaching and learning staff feel confident and prepared to integrate evidence-based gender equality messages and actions into their teaching practice. | Refer to action 1.4 All education staff are encouraged to utilise the *Respect and Equality: A Practice Guide for TAFE Educators* resource | Respect and Equality Working Group  Managers  Course Coordinators  Educators | See action in 3.1 and 3.2  Course Coordinators shares the *Respect and Equality: A Practice Guide for TAFE Educators* resource with all educators  The *Respect and Equality: A Practice Guide for TAFE Educators* resourceis discussed at team educator meetings | 18 months | No of workshops delivered  No of educators participating in training  Changes in participant knowledge  Changes to educators teaching practice  Staff can identify the *Respect and Equality: A Practice Guide for TAFE Educators* resource  Staff have utilised the *Respect and Equality: A Practice Guide for TAFE Educators* resource |

## Domain 4: Business Operations and Communication

Our internal and external communications play an important role in creating an equal, safe and respectful community and culture.

Table 5: Goals under the communication domain

| Goal | Action | Responsibility | How it will be achieved | Timeframe | Indicators |
| --- | --- | --- | --- | --- | --- |
| * 1. We are a public champion for gender equality and the prevention of violence against women. | Refer to action 1.1 | Senior leadership group | Senior leadership group dedicate time to creating a leadership statement at the executive meeting  Leadership statement is published on the staff intranet and organisational website  Leadership statement regarding commitment to gender equality is included in key organisational documents (e.g., annual report) | 4 months | Leadership statement published on staff intranet and website  Staff have knowledge of the leadership statement  All members of senior leadership can confidently explain and communicate the statement |
| * 1. Our internal communication promotes gender equality for all staff, students, industry partners and the community. | Refer to action 1.2  Develop a Respect and Equality Communications Plan | Respect and Equality Working Group  Human Resources  Communications team | Refer 1.2 for policy review steps  Members from the Respect and Equality Working Group socialise the Respect and Equality action plan with the communications team  Members from the Communications teams are invited to the Respect and Equality Working Group meeting to develop key messages and a communications plan  Utilising the Respect and Equality *Key messages* resource, the Respect and Equality Working Group and members of the communications team develop a communications plan relating to all internal and external communications at our institute. | 3 years | A register of reviewed policies is created  All policies have been reviewed with a gender and intersectional lens  Key messages relating to gender equality are developed  Communications strategy is developed  Staff have knowledge of Respect and Equality Communications Plan |
| * 1. All external communication materials reflect our commitment to gender equality and preventing violence against women. | Refer to action 4.2 | Respect and Equality Working Group  Communications team | Refer to action steps in 4.2 | 3 years | Key messages relating to gender equality are developed  Communications plan is developed  Staff have knowledge of communications plan |

## Domain 5: Industry and community

As a learning institution with a strong connection to industry and community, our commitment to gender equality and the prevention of violence against women is reflected in all that we do.

Table 6: Goals under the industry and community domain

| Goal | Action | Responsibility | How it will be achieved | Timeframe | Indicators |
| --- | --- | --- | --- | --- | --- |
| * 1. We use our public profile, influence and strong connection to community to act as leaders in gender equality and the prevention of violence against women. | Refer to actions 1.1 and 4.1 | Senior leadership group | Senior leadership group dedicate time to creating a leadership statement at the executive meeting  Leadership statement is published on the staff intranet and website  Leadership statement regarding commitment to gender equality is included in key organisational documents (e.g., annual report) | 6 months | Leadership statement published on staff intranet and website  All members of senior leadership can confidently explain and communicate the statement |
| * 1. We partner with industry in a strategic and meaningful way that actively promotes gender equality and the prevention of violence against women. | Members of the Respect and Equality Working Group actively participate in local violence against women prevention networks and partner with family violence services | Respect and Equality Working Group | Respect and Equality Working Group map existing local family violence services and networks  Members of the Working Group make contact with networks, seeking participation at network meetings and membership by sharing commitment to gender equality  Develop relationships with local service providers through participation on networks | 12 months | Map of local networks and service providers  Attendance at network meetings  Relationship development |
| * 1. We engage with our broader community to promote gender equality and prevention of violence against women. | Refer to action 3.3 environments  Develop relationships with key leaders in the Trades Industry, and subject matter experts relating to inclusivity and safe at work | Apprentice support officers  Respect and Equality Working Group | Refer to steps in action 3.3  Respect and Equality Working Group to map key stakeholders and industry leaders in the trades industry  Members of the Respect and Equality Working Group to connect with industry leaders (i.e., Tradeswomen Australia, State Trades Hall Council, Worksafe) exploring opportunities for partnership to promote gender equality across the sector. | 3 years | Map of industry leaders  Relationships with industry leaders formed  Changes to student placements and worksite practices and behaviours |
| * 1. Our engagement with students, staff, industry partners and the community reflect our commitment to promoting gender equality and the prevention of violence against women. | Refer to actions 1.1, 1.3, 1.4, 2.1, 3.3, 4.2, and 5.3 | Respect and Equality Working Group | See related action steps | 3 years | See related indicators |

## Domain 6: Research

Our commitment to gender equality and the prevention of violence against women is reflected in our research and researchers.

Table 7: Goals under the research domain

| Goal | Action | Responsibility | How it will be achieved | Timeframe | Indicators |
| --- | --- | --- | --- | --- | --- |
| 6.1 Leaders support gender equality within research teams and support research that promotes gender equality and respect. | Embed Gender Equality KPIs in Leadership Roles | Research leaders | Set clear, measurable objectives for research leaders to actively promote gender equality in their teams (e.g., balanced gender representation in staffing, mentoring opportunities for women and underrepresented groups). | 1 year | Clear, measurable objectives for research leaders to actively promote gender equality in their teams  Gender equality KPIs measured against as part of regular reporting and professional development. |
| 6.2 The university applies a gender and intersectional lens to its research | Mandate Training on Intersectionality  Establish a Review Panel | Research leaders | Scope intersectionality training  Work with partner to deliver intersectionality training  Form a committee or review board to assess research proposals for their application of gender and intersectionality principles. | 3 months | Intersectionality training delivered to all research staff.  Committee/review board is formed and has a regular schedule of meetings. |
| 6.3 There is a culture of equality and respect for women and LGBTIQ+ people within university research teams | Regularly Monitor and Assess Workplace Culture |  | Conduct anonymous surveys to assess the experiences of women and LGBTIQ+ people in research teams.  Foster allyship and advocacy networks by establishing support groups for women and LGBTIQA+ researchers |  | Survey results used to inform ongoing initiatives and accountability.  Published annual reports on progress toward inclusivity goals.  Allyship and advocacy networks meeting regularly. |

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