



STUDENT DIVERSITY, EQUITY AND INCLUSION POLICY

1. Purpose

The purpose of this policy is to describe Villanova College's (Villanova's) approach to student diversity and inclusion. The aim of this policy is, within our capacity and resources, to promote inclusion that ensures positive attitudes and responsiveness to diversity in cultural and linguistic diversity, socio-economic status, religion, sexual orientation and ability.

This policy must be read in conjunction with: Villanova Teaching and Learning Policy, Pastoral Care policy; Student Protection policy; Social Networking and Media guidelines; Anti-discrimination Bullying and Harassment policy; College Uniform guidelines and the Code of Conduct, Domestic Student Enrolment Policy.

Our diverse student population enriches the communal life of Villanova College.

2. Rationale

The Queensland Catholic Education Commission position statement on inclusive practices informs us of our responsibility to recognise and respect the rights and needs of every child. This is achieved by providing equitable access to the curriculum, offering maximum learning opportunities and meeting the educational and social needs of all students.

Villanova College is a Catholic School for boys and young men where education is the formation of the whole person within a faith community. It is the role of all staff at Villanova to ensure that each student is given the support and encouragement they need to flourish as a human person loved by God. Our staff, parents, caregivers and students both past and present contribute their gifts and talents towards the development of young men of Gospel values who seek the common good. Our community promotes life-long learning through continually challenging itself in the restless search for Truth.

Supporting diversity and being inclusive is about building communities that value, celebrate and respond to diversity, underpinned by respectful relationships between learners, teachers, caregivers and volunteers. It is supported by collaborative relationships with communities and governments and shapes the society in which we live and the type of society to which we aspire.

The principles of inclusion recognise practice that is informed by Catholic social teaching, legislative requirements, educational philosophy and societal expectations.

An education in the fullness of humanity should be the defining feature of Catholic schools... An inclusive education finds a place for all and does not select in an elitist way the beneficiaries of its efforts (Pope Francis address to the Association of Catholic School Parents, 2015)

3. Policy Statement

Every student deserves to flourish and has the right to learn in a safe, supportive, and inclusive school environment, free from discrimination, bullying and harassment. Villanova, where reasonably practical, supports all students, regardless of background, identities, and abilities to access and fully participate in their learning. Thus, enabling all to belong and feel connected in an atmosphere of positive wellbeing and an environment where they can flourish.

4. Principles

Villanova believes that every learner:

- is unique and created in the image and likeness of God and inspired by the Spirit
- seeks to find meaning in life and learning and in the Catholic Tradition we find meaning in the person and teachings of Jesus to grow as pilgrim people
- is a lifelong learner, with a desire to search for truth and do what is right, is accountable for choices and responsible for their actions
- can achieve success in life and learning where diversity is valued, and shared wisdom contributes to decision-making that enriches and enlivens our world
- brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

Villanova caters for students who have a diverse range of personal characteristics and experiences. As these different student groups experience different barriers to inclusion, Villanova commits where reasonably practical to continue to develop and implement strategies and policies, and support practices that address the unique needs of:

- students of different ability and those who are neurodivergent
- gifted and talented students and those twice exceptional
- Aboriginal and Torres Strait Islander students
- students from culturally and linguistically diverse backgrounds
- students from a refugee or migrant background
- students living in out-of-home care



- students who identify as gender diverse or LGBTQIA+
- students from lower socio-economic backgrounds
- students with mental health and wellbeing concerns.

5. References

- Anti-Discrimination Act 1991
- Australian Human Rights Commission Act 1986 (Cwlth)
- Disability Discrimination Act 1992 (Cwlth)
- Disability Standards for Education 2005 (Cwlth)
- Education (General Provisions) Act 2006
- Privacy Act 1988 (Cwlth)
- Sex Discrimination Act 1984 (Cwlth)
- Sex Discrimination Amendment (Sexual Orientation, Gender Identity, and Intersex Status) Act 2013.
- Queensland Catholic Education Commission (Inclusive Practices for Students in Queensland Catholic Schools 2019)
- Australian Catholic Bishops Conference (2022) Created and Loved: A guide for Catholic schools on identity and gender.
- New Zealand Catholic Bishops Conference (2022) Aroha and Diversity in Catholic Schools.

Document Review History

Policy Drafted by	Endorsed by College Board	Date for Review
Dean of Mission and Identity on behalf of College Principal	January 2024	