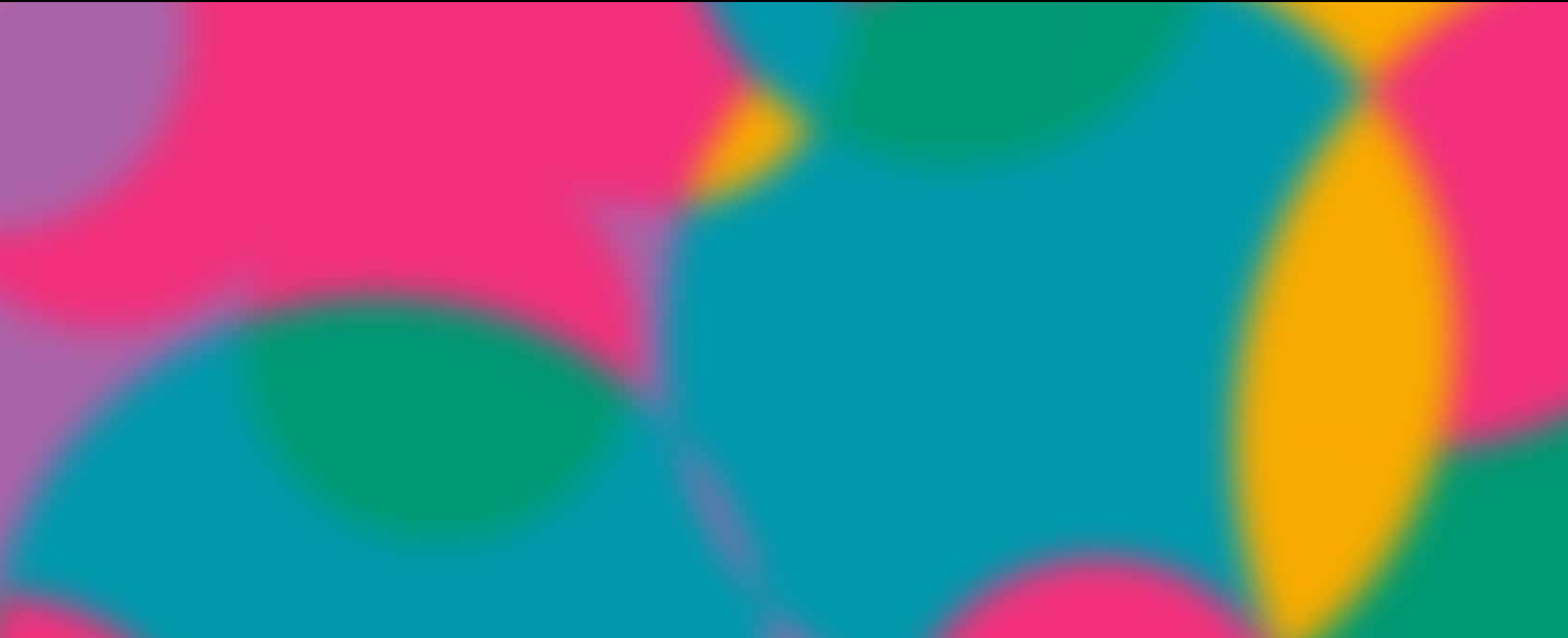


Bendigo Kangan Institute

Gender Equality Report

DECEMBER 2024



Acknowledgment of Country

Bendigo Kangan Institute would like to acknowledge the Traditional Custodians of the land where all of our campuses and centres are located.

The Institute acknowledge their campuses and offices are located on the ancestral lands of the Wurundjeri Woi-Wurrung people, the Djaara people of the Dja Dja Wurrung, Yorta Yorta Nations and the Gunaikurnai People.

The Institute respects traditional custodians, elders past, present and emerging, and their cultural heritage and pays respect to other Aboriginal and Torres Strait Islander people present today. We recognise their continuing connection to land, waters and culture.

At Bendigo Kangan Institute we share the vision of Reconciliation Australia that recognises the special place and culture of Aboriginal and Torres Strait Islander people as the First Australians. We also recognise that reconciliation will only be achieved if the past is acknowledged, the present understood, and the future based on equality, respect and genuine opportunity

Gender impact assessments

Table 1 - Gender impact assessments progress

Required	Required	Required	Required	Required	Required	Recommended	Recommended
Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
<p>What is the title of the policy, program or service that was the subject of the GIA?</p> <p>Please use one row for each GIA completed. When reporting on multiple actions taken, include this information in the relevant single cell.</p>	<p>Was the subject of the GIA a policy, program or service?</p> <p>For definitions of policies, programs and services, please refer to the guidance materials at Appendix A: Glossary of terms.</p> <p>Use the drop-down menu in the cell to select your answer.</p>	<p>Provide a description of the policy, program or service subject to the GIA.</p>	<p>Was the policy, program or service new, or up for review?</p> <p>Use the drop-down menu in the cell to select your answer.</p>	<p>Were actions taken to develop or vary the policy, program or service to meet the needs of people of different genders, address gender inequality and promote gender equality as a result of the GIA?</p> <p>Use the drop-down menu in the cell to indicate whether or not actions were taken as a result of the GIA.</p>	<p>Describe the actions taken to develop or vary the policy, program or service to meet the needs of people of different genders, address gender inequality and promote gender equality.</p> <p>When reporting on multiple actions taken, include this information in one cell. You can press alt+enter to include new lines.</p>	<p>Was it considered that gender inequality may be compounded by disadvantage or discrimination that people may experience on the basis of intersectionality?</p> <p>Use the drop-down menu in the cell to select your answer.</p>	<p>Explain how an intersectional lens was applied while completing the GIA.</p> <p>If this was not done, explain why this was not practicable.</p>
Student complaints and appeals policy	Policy	This policy enables students to lodge a complaint or an appeal (regarding the quality of an action taken, decision made, or service provided by BKI, Contractors or Third Party Providers, or a delay or failure in providing a service, taking an action, or making a decision by an BKI, its contractors or a third party provider)	For Review	Yes	<p>Amend the policy to include the following:</p> <ul style="list-style-type: none"> Investigator available after hours for those with sole carer responsibilities Provide culturally-appropriate support Brief staff who are covered by the policy on gender/intersectionality issues Promote cultural safety of complaints process across BKI The student target group to be consulted in any review. 	Yes	When undertaking the GIA, students of different genders, and from different under-represented communities, expressed that without specific supports for cultural issues, or the ability to be interviewed after hours, they would feel less likely to make or follow through a complaint.

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
Student welfare and accessibility policy	Policy	This policy seeks to ensure students are aware of and can access the disability supports available to them and that all reasonable adjustment are supported.	For Review	Yes	<ul style="list-style-type: none"> • Communicate availability of teacher development resources in disability and reasonable adjustment. • Removal of following sections due to duplication in other policies: child safety, communication, attendance and course progression, excursions, practical placements, student medical needs, first aid and ambulance cover, and student conduct. • Disability champions in teaching departments, with support from the Diversity & Inclusion and Student Support teams. (To be established.) • Implement trauma informed practice training for student support staff as well as teaching staff and disability champions. • Advocate for organisation-wide implementation of Universal Design for Learning. • Develop plan to communicate disability services to current and potential students and encourage disclosures, with a focus on countering gender barriers to disclosure through stories and images. • Recommend a review of the Pre-Training Review to include a learning needs assessment to be communicated to teachers. 	Yes	<p>An intersectional lens was applied to this GIA and found the following when considering people living with a disability and their other intersectional identities:</p> <ul style="list-style-type: none"> • Men are less likely to engage with support services in the broadest sense, but their reasons could be significantly different based on age, culture, trauma, if they are First Nations etc, etc. Implementing this policy can't just look at men as homogeneous group. • Trans men, women and gender diverse people may have additional trauma connected with the handling of their gender identity and being pathologized, so trauma informed care is needed not only in the interactions with student services, but in how the policy is promoted and implemented. • Women may also be reluctant to access support because of stigma or because it's not promoted in a culturally appropriate way that connects with the individual. • LGBTQIA+ group – very rarely students will disclose, but if a student is transitioning or changing name/pronouns they will seek support with this being respected by the teachers.

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
Broadmeadows Health and Community Centre of Excellence Operational Plan	Program	<p>The Operational Plan lays out how the building going to operate, including how the teams are going to exist in the building and make full use of all its features and accessible and inclusive designs. It encompasses:</p> <ul style="list-style-type: none"> • Employing staff • Relocation of staff • Timetabling • Course development, moving to blended learning • Building handover • Student facilities, private rooms for study and video conference 	New	Yes	<p>The list below are actions agreed that need to be taken, they have not yet be implemented.</p> <ul style="list-style-type: none"> • Develop induction process in consultation with teachers. Include accessible features of building, meaning of artworks, tiles and flags (Aboriginal, Rainbow and Trans), story of the building to be picked up by teachers etc. Include information about the gender-neutral bathrooms and why we have them. • Distribute resources for teachers to then communicate with students. Include information in multiple formats – written, aural (tour script), 3D tour, visual guides and instructions, student portal page. • Key messages translated – things like ‘Having trouble? Contact Student Services’ – but the majority of communications and instructions will be in English. • All communications will use plain language in line with best practice guides and be reviewed for gendered language. <p>Visual materials will include representation of a wide range of people including all genders, and people from CALD communities.</p>	Yes	<p>In applying an intersectional lens to this GIA the following things were considered:</p> <ul style="list-style-type: none"> • the cultural and language needs of students currently studying in Broadmeadows • the gender breakdown of students studying Health and Community • the accessibility needs of people of different genders and cultural backgrounds and • the associated impacts of it being highly feminised environment. <p>This resulted in actions being identified for when the building is operational to ensure an induction process that focusses on creating a sense of belonging to the course and the TAFE is established. This will ensure that men, women and nonbinary people feel empowered to benefit from the inclusive design aspects of the building. It also actively includes intersectional identities including disability, sexuality, cultural background, and language (with short messages translated into many languages). To help First Nations students feel a sense of belonging and connection to the building the prominence of local artwork will be utilised and discussed through induction processes and information about the artist/s made available.</p>

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
Digital Trainee Pilot	Program	<p>The pilot is intended to contribute to filling the gap between the supply and demand for software development skills, reduce the time a new employee take to be productive, and minimise attrition within the sector where currently 12-18 months is considered a long tenure.</p> <p>The pilot is an alternative pathway into a job that is traditionally accessed via a bachelor's degree. The traditional pathway excludes many people due to the time and financial commitment required for a 3-4 year degree, and graduates are still not job-ready.</p>	New	Yes	<p>The following actions have been created but not implemented yet, these will be considered by the organisation moving forward.</p> <p>Introduce a scholarship for women and nonbinary students to promote gender diversity in the course.</p> <p>Flexible study load: option to complete the course at own pace and only move to work integrated learning when ready.</p> <p>Flexible course delivery:</p> <ul style="list-style-type: none"> • Materials available online. • Flexible delivery by default with options for online, in-person and asynchronous delivery. • Student are offered a choice of how they engage. • First two weeks are synchronous with orientation and introduction to course and materials. Following weeks are self-paced. • Offer studio-style drop in environment similar to an open plan office. Students work at their own pace with teachers on hand to help and direct. Option to work from home with access to 1:1 video conference appointment with teachers. <p>Website and information to attract students to reflect the flexibility offered through the delivery of this model – using as a selling point to people who need flexible options.</p>	Yes	<p>In applying an intersectional lens to this pilot had a focus on the following groups:</p> <ul style="list-style-type: none"> • High school leavers, long term unemployed, people from lower socioeconomic status and those returning to work. • Women, with plans to collaborate with a social enterprise like Code Like a Girl. • Public housing, refugee and migrant communities. • People with disability and • First Nations Peoples. <p>It was found that as the course requires a level of literacy and numeracy this can limit entry to some people. Therefore, a Certificate 3 level entry was developed to support people who didn't meet the literacy or numeracy requirements and they could develop these alongside building their knowledge of the subject.</p> <p>It was found that when trying to attract prospective students, a generic value proposition doesn't work – it's necessary to communicate to different groups according to their needs and media that they consume. The following will be considered:</p> <ul style="list-style-type: none"> • How do we inform and attract from an intersectional perspective? • How do we communicate through their lens – Value proposition etc.? • What medium/combination is best for each audience? How do we communicate in the way they want to receive? <p>The pilot also considered the impact of the place of learning/education and how this would impact people differently. There is a specific element of the program that requires students to work collaboratively in team environments, but also provides flexibility at other times to work remotely. The different impacts on people with caring responsibilities and disability was considered and reflected in the final actions that were developed.</p> <p>In undertaking the impact assessment, we found that those with caring responsibilities and work commitments experience time-based barriers to accessing the course and there is a need to consider a different delivery model to run concurrently, offering flexibility in learning. This has been a recommendation of the impact assessment.</p>

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
VETASSESS Feedback and Complaints Policy	Policy	Policy outlines how clients can provide feedback or submit complaints and how VETASSESS will manage the submissions.	For Review	No action taken	No issues identified and no changes made	Yes	Considered the policy against multiple intersecting identities to understand potential barriers - found the policy was supportive. Also utilised technology to assist in identifying if any gendered, racial, or other forms of normative language was used.
VETASSESS Marketing: Social Media and Website	Policy	Ensure website and Social Media content is not gender (or other factor) biased by use of appropriate language and images.	For Review	Yes	Policy modified to match practice required to be inclusive. Image selection documented ensuring that diverse and reflective of our customers. Ensuring that language is not gendered.	Yes	Considered the policy against multiple intersecting identities to understand potential barriers - found the policy was supportive. Also utilised technology to assist in identifying if any gendered, racial, or other forms of normative language was used. Reviewed our selection process for images in creatives to aid inclusion.

Strategies and measures

Table 2.1 - Strategies and measures progress.

Required	Required	Required	Required	Recommended	Recommended	Recommended																																																																																																														
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<p>List your organisation's strategies and measures. Include one strategy or measure per row.</p> <p>These are the planned actions that you have outlined in your GEAP to promote gender equality in your workplace.</p>	<p>Assign each strategy or measure a status from the following list:</p> <ul style="list-style-type: none">• 'Complete' indicates that all planned activities related to this strategy or measure have been finalised.• 'In progress' indicates that the activities under this strategy or measure are progressing but not yet complete.• 'Ongoing' indicates that the activities under this strategy or measure do not have an end-date and will be addressed on a continual basis.• 'Not started' indicates that the planned activities related to this strategy or measure have not yet commenced, including those that are intended to commence in future years. This should include strategies or measures that have been delayed.• 'Void' indicates that this strategy or measure appeared in your defined entity's GEAP, but has since been cancelled.	<p>Describe your progress in implementing each strategy or measure in your GEAP.</p> <p>In particular, you need to explain:</p> <ul style="list-style-type: none">• Why you have selected that status from the drop-down menu; and• Whether the status indicates any delay or change from what was planned in your GEAP and if so, the reason for this change.	<p>Evaluating the success of each of your strategies or measures may include:</p> <ul style="list-style-type: none">• tracking against pre-identified success markers. These markers may have been specified in your GEAP.• other evaluation markers that may not have been specified in your GEAP, such as participation levels, outcomes, or changes resulting from the strategy or measure,• other ways the strategy or measure has contributed to promoting gender equality in your defined entity.	<p>If your GEAP included a timeline for action or implementation for your strategies and measures, include this timeline below.</p> <p>If you did not include a timeline in your GEAP, we highly recommend you do so in this progress report by including a timeline below.</p>	<p>Include the role or team responsible for implementing of each strategy or measure.</p>	<p>Identify one or more indicators for each strategy or measure that the action was designed to address.</p> <p>See the Indicators Key to the right of this table for a description of each workplace gender equality indicator.</p>																																																																																																														
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Strategies and measures	Status	Status description	Evaluation of success	Timeline	Responsible	1	2	3	4	5	6	7
Explicitly state in advertisements that BKI welcomes candidates from a diverse community specifically encouraging females, First Nations, LGBTQIA+, or people with a disability to apply.	Complete	BKI implemented a statement in all job adverts welcoming candidates from diverse communities to apply in 2022. As part of an intersectional review of our employee lifecycle this statement was updated in May 2023. The statement says: We are committed to building a workforce that reflects and represents the vibrant and diverse communities where we work, teach and study. We welcome First Nations people, people of all genders, ages, cultures, religions, disabilities, sexual orientations, family structures and those with caring responsibilities. Our culture celebrates diversity and prioritises wellbeing and belonging, ensuring our people can thrive.	This action was completed in 2022 within the timeframe originally set. Anecdotal feedback from the teams involved in the recruitment process report an enhanced focus on attracting and recruiting from diverse candidate pools since the introduction of the Talent Acquisition and Diversity and Inclusion Teams. Applicant demographic data has not been collected so quantitative analysis to understand if this action has impacted the diversity of applicants and new staff is not possible. A new HRIS system planned for 2025 will play a vital role in enabling this data to be collected.	2022	People and Culture	X				X		X
Target advertisements to diverse and targeted cohorts and include key provisions to support a diverse workforce for example: flexible work arrangements.	In progress	Target advertisements have been created specifically for First Nations roles and cohorts. Recruitment agencies and specific approaches to target communities have been implemented. BKI created a Talent Acquisition team in 2022 to help support the attraction and recruitment needs of the business. An intersectional review of the employee lifecycle identified areas for development and changes have been implemented to way job adverts are crafted, making them more appealing to a diverse audience. Initial planning has begun to identify the appropriate approach for more targeted advertisements for other key diversity cohorts. Flexible working options are highlighted in all job adverts.	The promotion of flexible work options has been included with in all BKI adverts within the timeline set of 2022. There is ongoing work within the organisation to educate staff on the broad scope of flexible working and how roles can be performed flexibly. There have been some specific targeted advertisements for First Nations communities and an evolution of the language and tone of our adverts to remove gender bias. There is still further work needed to target and attract applicants from other diversity cohorts which will be a focus moving forward. The Construction and Industry team have been working with Talent Acquisition to make their job descriptions and adverts more appealing to diverse genders in a further attempt to remove barriers to participation.	2022	People and Culture	X				X	X	X
Establish improvement targets for recruitment, promotion, development, attrition of diverse employees at specific levels based on baseline establishment figures.	Not started	Baseline diversity data has not been established since the plan was launched in March 2022, therefore impacting the ability to develop appropriate improvement targets. Work has progressed on the development of a specific employment, development and retention strategy for First Nations peoples that will support this outcome. The organisation has gone through a significant restructure and therefore setting improvement targets prior to the final structure being in place would have been premature.	Currently no improvement targets have been set as base line diversity data has not been established. Due to the delay in collecting this data it is anticipated that PMS data be used to help set these targets. An original timeframe of 2023 for this action was probably overly ambitious given the plan was only launched in March 2022.	2023	People and Culture	X				X		X

Strategies and measures	Status	Status description	Evaluation of success	Timeline	Responsible	1	2	3	4	5	6	7
Update systems and processes to capture gender and intersectional data for all new candidates as well as current employees.	In progress	A new HRIS is planned for BKI in late 2024 which will allow for the capture and analysis of full demographic data throughout the entire employee lifecycle. In 2022 a process was developed that allows staff to report their demographic data. The questions were updated to align with the demographic questions in the People Matters Survey in 2023. BKI is early on its journey to capturing this data and currently employee completion rate is low.	A system for recording staff demographics was established in 2022 and updated in 2023, but currently staff completion is low. Work is planned to support staff to feel more confident in sharing demographic data and to remove concerns employees may have about providing this information. This will include an Executive led campaign to improve the completion of demographic data. An update to our induction program will have a specific focus on educating new staff on why this information is important and will provide support in how to access the demographic questions.	2022	People and Culture/Payroll	X	X			X		X
Review recruitment processes to attract greater gender and intersectional diversity in candidates. For example, through reviewing language in job descriptions, composition of interview panels, shortlisting and appointment processes.	Complete	An intersectional review of the employee lifecycle was undertaken when the Diversity and Inclusion team joined BKI in February 2023. Updates to recruitment templates and language used in job descriptions to attract greater diversity and demonstrate our commitment to inclusion were made. Progress has been made on updating recruitment policies and procedures with a specific and explicit focus on gender equity, removing barriers to employment and addressing unconscious bias.	A review of recruitment processes was undertaken with a number of updates implemented within the set timeframe of 2023, including looking at competency-based questions, language of job descriptions and the wording of job adverts. While the review part of this action has been completed, an updated recruitment policy and procedure is expected to be completed in 2024 to further embed the necessary outcomes. This will be part of a continuous improvement cycle, updating our practices as necessary and in line with best practice.	2023	People and Culture					X		

Strategies and measures	Status	Status description	Evaluation of success	Timeline	Responsible	1	2	3	4	5	6	7	
Create and implement an internal awareness campaign to help employees understand the gendered segregation of occupations within the workplace, workforce and industry and the impact gender stereotypes can have on decisions about role type and level.	Ongoing	The BKI Internal Communications and Diversity and Inclusion teams have collaborated on gender equity events, stories and presentations that challenge gender stereotypes and promote gender equity. We have utilised key milestone events such as International Women's Day to host internal keynote discussions on gender equity and women in trades events. This included spotlighting current female staff teaching in the trade areas, former BKI students now working in the trade industry and the CEO from Sheforce Recruitment and Labour Hire. BKI has also had a focus on gender stereotypes through our response to the Respect and Equality in TAFE framework with events, workshops and campaigns planned to coincide with the 16 Days of Activism against Gender-Based violence in November 2023.	<p>The Women in Trades campaign has made good progress and supported the engagement of staff across our business, as evidenced by the substantial turnout we observed during our recent International Women's Day panel. Over 100 staff members attended, showcasing a genuine interest in the initiative.</p> <p>Similarly, our event during Harmony Week, featuring a young Muslim female filmmaker discussing crucial themes of gender, race, racism, and religion, drew a comparable level of engagement.</p> <p>Although we initially aimed for the action to be completed by 2022, it's increasingly apparent that this initiative must remain a continuous priority, evolving alongside the growth of our organisation. Sustaining this commitment is pivotal in maintaining an inclusive and diverse workplace culture aligned with our values and objectives.</p>	2022	People and Culture/Internal Communications	X							X
Continue our campaign to encourage more men and women to teach in non-traditional fields; leverage the alumni network and work with Victorian TAFE Association (VTA).	Ongoing	BKI has sought to encourage people of all genders to teach across those fields that are considered non-traditional. This is a developing strategy with further activities and interventions planned. The TAFE Teacher Incentive Program (TTIP) provides funding for industry specialists to transfer to vocational teaching. Through this funded program we have targeted adverts towards potential female teachers who are currently working in the construction area. This involved advertising on the noticeboard of the National Association of Women in Construction and utilising their social media platforms to promote the program. As part of the intersectional review into our recruitment practices there have been changes made to the way adverts are developed for teaching roles in male dominated industries more inclusive and attractive. We continue to connect with our alumni network as part of an overall approach to increasing our teacher workforce and addressing the gender imbalance in particular industries.	This is an ongoing strategy with some successes identified through TTIP in recruiting women into non-traditional industries. This is an ongoing priority and much is still to be achieved. The challenge is having the people in the industries with level of expertise to then be able to teach. In the non-traditional industries space there are many potential employers, but not the same number of potential staff. The TTIP funding is a support helping specialised transfer into teaching roles. Through the TTIP we have seen 1 non-binary and 2 female teachers supported into non-traditional industries.	Ongoing	People and Culture / Education Delivery					X		X	

Strategies and measures	Status	Status description	Evaluation of success	Timeline	Responsible	1	2	3	4	5	6	7
Improve the transparency of internal (and sector) progression and remuneration increases (potentially through an expanded classification structures in applicable enterprise agreements)	In progress	Initial broader sector conversations are in train to potentially consolidate EBA's across the TAFE network to drive consistency as it relates to the PAACT and MEA agreements. There is significant discrepancy across each of the VIC TAFE's and it is expected this would require government funding to support this outcome.	To successfully deliver on this action requires sector wide and union engagement and participation, that currently is in its early stages of development. As part of an organisational restructure BKI has redeveloped and realigned a significant number of job roles and position descriptions. The original timeline for this action was 2023 and while some aspects of this action have been achieved, the broader sector aims are complex and will require further time as well as TAFE sector and government support.	2023	People and Culture	X		X		X		
Clarify competency requirements across position descriptions and band structures	In progress	This has been partly completed through restructure processes and job design work. Additional work is being undertaken as part of the organisational redesign for all position descriptions to be updated and aligned to BKI's capability framework.	This action has been partly achieved but will progress further throughout 2024 with the creation of a new capability framework with all new roles aligned to it.	2023	People and Culture			X		X		
Conduct a review of the performance management system to ascertain correlation with non-budgeted remuneration increases	Void/cancelled	This action was cancelled as there are no remuneration increases budgeted or otherwise that are linked to the performance management process. There is a review of performance management more broadly taking place with reward and recognition forming an important part of that process, but as there are no remuneration increased linked to employee performance, it was felt this action was no longer appropriate.	This action was considered void as performance management processes are not used to provide remuneration increases.	2022	People and Culture/Finance				X			
Allocate a specific budget for resolving any pay discrepancies identified through gender pay gap analysis	Ongoing	Each year roles not covered by Enterprise Agreements are reviewed against job score, time in role and gender to ensure there is fairness in awarded salary. Budget is provided to support necessary changes through this evaluation process. Further work is needed to look at those roles on Enterprise Agreements, however the complexity of this work is greater due to consideration of Agreement requirements and tenure impacting the pay level of someone receives.	The systems and processes needed to easily analyse this data for staff on Enterprise Agreements currently does not exist within our resourcing. The complexity related to fully implementing this strategy has resulted in part of this objective being achieved. New systems and approaches planned for later 2024 will make the process more achievable. While the target originally set for 2022 of allocating budget has been achieved, we believe the essence of this strategy is more than allocating budget on a one-off occasion and therefore have moved this timeline to an ongoing status to ensure we continue to review our process and the fair allocation of salary.	2022	People and Culture/Finance			X				

Strategies and measures	Status	Status description	Evaluation of success	Timeline	Responsible	1	2	3	4	5	6	7
Allocate Executive sponsorship of all GEAP actions	Complete	All actions have an Executive sponsor allocated to them. They are regularly monitored and reviewed as part of organisational monitoring processes.	Allocating an Executive sponsor to each action has supported the GEAP to progress with monthly reports going to the executive to track progress.	2022	Executive	X	X	X	X	X	X	X
Establish a Gender Equality Working Group with Executive sponsorship to provide a forum or employees to share feedback, ideas and monitoring of the GEAP	In progress	A Gender Equality Working Group was established and played a pivotal role in the development of the Gender Equality Action Plan. They supported the role out of staff consultations and developing priorities that were included as part of BKI's Gender Equality action plan. There has been a gender working group looking specifically at gender-based violence through the Respect and Equality in TAFE framework in place since April 2023 with representation across the teaching and non-teaching portfolios.	This action was completed early in BKI's gender equality journey, however as a result of staff changes this group is in the process of being re-established by our newly appointed Diversity and Inclusion Team. The reforming of this group has been scheduled for August 2023. Since April of 2023 BKI have established a Respect and Equality in TAFE leadership group who have supported the organisations efforts on gender-based violence. This has ensured there has been a continual focus on gender equality whilst the formal workgroup was needing to be re-established	2022	People and Culture	X		X	X	X	X	X

Strategies and measures	Status	Status description	Evaluation of success	Timeline	Responsible	1	2	3	4	5	6	7
Develop and implement a communications campaign to drive gender equality awareness, including through stories and sharing of data and GEAP progress	Complete	<p>This initiative was originally set for completion in 2022 with the elements required to satisfy the criteria being met. However, we will be ensuring the activities connected to this action needs continue beyond 2022 as it is integral to progress of our Gender Equality Action Plan (GEAP). Over each operational year, our strategy will evolve, drawing from past successes as we move forward.</p> <p>Yearly Progression: Initially, our communications campaign effectively engaged our staff in shaping the GEAP. The Internal Communications Team consistently disseminated updates through established channels: CEO Updates, Operational Updates, Leader Bulletins, and Townhalls.</p> <p>Campaign Objectives: Our initial campaign aimed to raise gender equity awareness, underscores our unwavering commitment to challenge prevailing gender stereotypes.</p> <p>Diverse Activities: The campaign encompassed various communication activities, events, and targeted professional growth opportunities tailored for women. Notable events included on-site sessions in January, July, and October 2022, offering women and girls hands-on experience with trade areas. Both internal and external communications highlighted the success of these events to key stakeholders. Marking International Women's Day in 2022 and 2023 was used as an opportunity to reinforce our dedication to gender equity, leveraging these moments to confront workplace barriers faced by women. In 2023, a pivotal panel discussion was held, featuring the CEO, former female trade students, a current female trades teacher, and the CEO of Sheforce. This discussion highlighted experiences, challenges, and successes, further emphasizing our commitment to gender equality. The establishment of a dedicated Diversity and Inclusion Team marked a pivotal step in supporting this action. This team operates internally across departments and collaborates with partners within the TAFE network to reinforce awareness and action.</p> <p>Addressing Gender-Based Violence: We heightened our focus on addressing gender-based violence in the first half of 2023 with further activities planned towards the end of the year and throughout 2024. This will include providing staff an update on our GEAP progress and the 16 Days of Activism Against Gender-Based Violence.</p>	This action has progressed well with positive stories that challenge gender stereotypes being regularly promoted internally and externally. Initially set for completion in 2022, it is appropriate that this action be continuous, and we build on our previous momentum. Our Internal Communications and Diversity and Inclusion Teams have formed a successful partnership to develop meaningful content. As we progress there will be a focus on prevention of gender-based violence and communicating our progress against our GEAP.	2022	People and Culture	X	X	X	X	X	X	X

Strategies and measures	Status	Status description	Evaluation of success	Timeline	Responsible	1	2	3	4	5	6	7
Run organisation-wide training covering: inclusive leadership training, sexual harassment internal complaint mechanisms training, sexual harassment awareness and active bystander training, unconscious bias training and gender equality in practice training.	In progress	There has been a series of professional development sessions and training aimed at leaders and emerging leaders, taking place between 1 July 2021 and 30 June 2023. These had a particular focus on leading with compassion, authenticity and vulnerability, essential to creating an inclusive approach to leadership. Sexual harassment awareness training is core element of BKI's essential learning with all staff required to complete as part of induction. Refresher training is scheduled for 2024 for all staff. Other training planned for 2024 will address consciously inclusive leadership, complaint handling and bystander training. This will support an uplift in staff knowledge of and capability to respond effectively to incidents of sexual harassment and help put in place effective practices to prevent sexual harassment as required under the Respect at Work legislation.	This is an ongoing priority recognising the breadth and depth of training and upskilling required. Our Senior Leaders have undergone regular capability uplift education that supports inclusive leadership practices. Staff have reported enhanced leadership skills from attending these sessions. In 2024 and beyond there will be a focus on Consciously Inclusive Leadership, Understanding and preventing sexual harassment and bystander training. There also specific team interventions planned for teams needing additional support to achieve the desired team culture and performance outcomes. Some training elements have been delayed due to organisational restructure significantly impacting the business and staff. Their wellbeing during this time had to be prioritised and additional training and education sessions could not be accommodated. Providing education to teaching staff also presents challenges as they are in the classroom for most of their working day, certain times in the year there is no availability and they have competing priorities to maintain their currency.	Continuous	People and Culture				X	X	X	X
Build a culture of 'checking in' consistently to ensure that Employees making complaints or disclosures are supported, that issues raised are always taken seriously and dealt with appropriately and effectively.	In progress	This strategy is in progress as our policy and procedure connected is currently being updated. There is a significant refocusing on being victim centric, understanding the needs of person who has raised the complaint, consulting with experts when look at issues connected to gender, violence, sexual harassment and other areas impact psychological wellbeing.	This strategy has an ongoing time frame set to recognising the nature of this work is constantly evolving. There are system, process and cultural changes that need to be impacted to be successful in this strategy. The new policy, yet to be finalised has an enhanced focus on psychological safety which has been supported by a newly appointed psychological health and wellbeing expert.	Continuous	Governance and Risk/People and Culture				X			

Strategies and measures	Status	Status description	Evaluation of success	Timeline	Responsible	1	2	3	4	5	6	7
Provide GIA training, tools, and resources to relevant departments	Complete	In 2022 a series of training sessions were run for BKI staff to develop their skills and competencies in completing Gender Impact Assessments (GIA). Tools and resources were also developed to assist with the completion of GIA's. The initial aims of this action were met within the timelines set, however with a new Diversity and Inclusion Team being created in February 2023 and opportunity was taken to enhance the organisations approach to GIA's by ensuring an intersectional lens was applied to the process and renaming them Equity Impact Assessments.	The initial training and tools on Gender Impact Assessments (GIA) provided participants with a sound understanding of the how to undertake a GIA. Due to a change in staffing, there were elements of the GIA process that hadn't been completely embedded within BKI processes. The creation of the new Diversity and Inclusion Team allowed BKI to reset our approach to GIA's and align them with our newly developed a Social Justice Framework. This new focus allowed us to ensure that our efforts in undertaking GIAs were intersectional and looked at all barriers and challenges. A new template and coordinated processes were developed, and a new name of Equity Impact Assessment (EIA) was adopted. This was done in collaboration with the City of Greater Bendigo who operate in a similar way. The EIA process ensures that all the requirements of GIA's were included but has additional areas are address. This process is managed by the Diversity and Inclusion Team who provide further education for teams undertaking EIAs and manage the four-stage process. All new or reviewed policies and procedures go through the BKI policy and procedure working group, we have been able to add in checks and balances that ensure any with a significant impact on our students go through an EIA.	2022	People and Culture	X						
Review all teaching materials and forms from a gender/diversity lens	Void/cancelled	This is a very important action, but as it doesn't align to one of the seven indicators it was decided that this should be cancelled. It is expected that this would be identified through an GIA as an action and progressed there.	This is being looked at through our teaching departments as they redevelop content - but as it does not align to one of the seven indicators it should not be an action in this GEAP	Commence 2022 - continuous	Education Delivery/ Teaching and Learning							X

Workplace gender equality indicators

Table 3 - Workplace gender equality indicators progress.

Required	Required	Required	Recommended							Recommended
Indicator	Confirm if progress made	Progress Recommended	Factors							Factors discussion
			A	B	C	D	E	F	G	
This column contains the seven workplace gender equality indicators. Complete the 'required' fields, and you are encouraged to complete the 'recommended' columns, to the right of each indicator.	Indicate whether your organisation has made progress in relation to the workplace gender equality indicators. Use the drop-down menu in the cell to select 'yes' or 'no.'	Demonstrate your progress in relation to each workplace gender equality indicator. In this column, please explain why you believe changes in your data do or do not represent progress against each indicator. Refer explicitly to quantitative changes in the data between your previous workplace gender audit and your progress audit. If you wish, you may also make reference to any strategy or measure from your GEAP that supported, or was designed to support, progress against that indicator.	Indicate below whether or not one of these factors has affected your organisation's progress against each indicator. You are encouraged to reference these factors in your discussion in the next column. See the Factors Key below for a description of each factor.							If you have selected 'yes' to any of the factors in the recommended columns to the left, you are encouraged to complete this column. This column allows you to discuss each factor that has affected your organisation's progress in relation to any of the workplace gender equality indicators.
Gender composition of all levels of the workforce	Yes	What is similar to 2021 Women make up 59% of BKI's workforce (27 person increase since 2021); men make up 41% (7 person decrease since 2021). We have had the same female CEO throughout. Compared to overall workforce gender composition, women make up a higher proportion of staff at level -6, 80% women and 20% men. What is different to 2021 In a positive shift the Executive Leadership Team (level -1) has moved from 38% women in 2021 to 64% women in 2023. We now more women than men in every category from 0 to -6.	No	No	No	No	No	No	Yes	BKI finalised their plan in March 2022, so are only reporting on 15 months, not a full 24 months. B) Staff changes post-plan launch and the establishment of the establishment of the Diversity and Inclusion Team not taking place until February 2023 contributed to aspects of our strategies connected to this indicator not being fully implemented in the reporting period. G) The organisation has made genuine attempts to recruit in a fair way and the data would suggest that there has been positive increase of women in senior level positions.
Gender composition of governing bodies	Yes	In 2021 the BKI Board had 7 women and 3 men. In 2023 this has shifted to 9 women and 1 man.	No	No	No	No	No	No	Yes	G) The organisation has made genuine attempts to recruit women to onto our governing body.

Indicators key

- A** Gender composition of all levels of the workforce.
- B** Gender composition of governing bodies.
- C** Equal remuneration for work of equal or comparable value across all levels of the workforce, irrespective of gender.
- D** Sexual harassment in the workplace

- E** Recruitment and promotion practices in the workplace.
- F** Availability and utilisation of terms, conditions and practices relating to:
 - family violence leave
 - flexible working arrangements
 - working arrangements supporting employees with family or caring responsibilities
- G** Gendered segregation within the workplace

Indicator	Confirm if progress made	Progress Recommended	Factors							Factors discussion
			A	B	C	D	E	F	G	
Equal remuneration for work of equal or comparable value across all levels of the workforce, irrespective of gender	Yes	<p>To truly address the Gender Pay Gap we believe it is necessary to use a methodology that includes total remuneration, not just the base salary. We understand that whilst we are only required to report on the base salary and many organisation will do this, we are providing both methodologies, to ensure that we can be compared like for like against other organisations, but are also challenge ourselves to address the total barriers.</p> <p>Information about Methodologies</p> <p>The pay gap represents men earning more than women. Methodologies used have minor differences to what was used in 2021 audit report, however, 2021 results have been adjusted accordingly to allow for like-to-like comparison. Analysis was conducted using only employees who were active on 30 June 2023.</p> <p>Methodology 1</p> <p>Average (mean) base salary pay gap for all employees. The mean, or arithmetic average, is one measure of centre that is commonly used to evaluate the 'average' of a set of numbers. It is calculated by simply dividing summing up each observation in a set of values, and then that sum by the number of observations. Base salary is the full time equivalent annualised salary specified in an individual's employee agreement. It includes wage/salary payments, leave, penalty rates and leave loading but NOT superannuation, allowances or overtime. In 2021 BKI's Gender Pay Gap under methodology 1 was 7.6%. In the 2023 audit it had reduced by 0.9% to 6.7%.</p> <p>Methodology 2</p> <p>The median, or middle number, is another measure of centre also commonly used to evaluate an average. It is the middle value in a set of values, which separates the upper half of the observations from the lower half. If there is no middle value (i.e. an even number of observations), the median is simply the mean of the 2 middle values. Total remuneration is calculated using an employee's base salary PLUS additional payments such as, above award payments, allowances, overtime and superannuation. This is a more accurate depiction of an employee's take-home package. In 2021 BKI's Gender Pay Gap under methodology 2 was 15.5%. In the 2023 audit the pay gap had reduced by 5.4% to 10.1%</p> <p>Progress</p> <p>It is obviously encouraging that through both methodologies BKI has made progress compared to 2021. It is particularly encouraging to see a 5.4% reduction in total remuneration pay gap.</p> <p>Areas for improvement</p> <p>Level -3 has changed from a pay gap where women earned more than men in FY21, to the largest gap in FY23 where women earn less than men in both methodologies (7.9% and 7.3% in each methodology). It should be noted that level -3 had 13 more women than men recruited into this level during the period and 58% of the total women in this level have formal flexible arrangements which could impact the total remuneration of women.</p>	Yes	Yes	No	Yes	Yes	Yes	Yes	<p>BKI finalised their plan in March 2022, so are only reporting on 15 months, not a full 24 months.</p> <p>A) BKI has made good overall progress in this area, but the size of the organisation and number of employees has impacted our ability to make even further progress in the time period.</p> <p>B) Some of the barriers experienced relate to tenure of employees being at different places on the pay scale, women more likely to work part-time. On reflection some of the strategies selected to support this indicator were overambitious in the scope and timelines.</p> <p>D) BKI does not have a HRIS that allows for easy data access and integration, this impact our ability to make the progress we would like in this area. The Diversity and Inclusion Team did not commence their roles until February 2023 which contributed to aspects of our strategies connected to this indicator not being fully implemented in the reporting period.</p> <p>E) The organisation is going through significant transformation change and coming off the back of COVID this has proved challenging to make progress in all of the areas that were planned.</p> <p>F) While significant improvements have been made there are very really and challenging cost implications to full realising this indicator and not something that can be achieved in a short period.</p> <p>G) The organisation has made genuine attempts to reduce the gender pay gap and has been successful in doing so.</p>

Indicator	Confirm if progress made	Progress Recommended	Factors							Factors discussion
			A	B	C	D	E	F	G	
Sexual harassment in the workplace	No	Despite efforts to address sexual harassment our reports in PMS, show we haven't progressed as we would like. In 2021, 3% of BKI indicated through PMS they had experienced sexual harassment. In 2023, 4% of BKI staff indicated through PMS that they had experienced sexual harassment. The gender breakdown saw, 5% of women report experiencing sexual harassment and 3% of men, demonstrating that while still higher proportions of women described experiences of sexual harassment, men were also impacted and our efforts must ensure we are responding to all genders and gender identities. Only 1 official complaint lodge through BKI processes. These results support an even greater focus on sexual harassment will be take moving forward by the organisation. This aligns with our commitment in the GEAP to roll out sexual harassment training, improving our complaints handling processes and building a culture of checking in following complaints. The introduction of the Respect at Work legislation will provide further support for the embedding of this work and the change that is necessary. Better understanding of sexual harassment and the reporting mechanisms when it occurs is needed to ensure all examples are documented, resolved and the organisation has real-time information. This will better enable the organisation to understand the situations and experiences and put in place preventive measures.	No	Yes	No	Yes	Yes	Yes	Yes	<p>B) Some of the barriers experienced relate to changing perceptions and understanding on what sexual harassment is and the need to report it.</p> <p>D) The Diversity and Inclusion Team did not commence their roles until February 2023 which contributed to aspects of our strategies connected to this indicator not being fully implemented in the reporting period. Resourcing the level of education and training is significant and will be an iterative process.</p> <p>E) Teaching staff have many competing priorities both in and outside of the classroom to remain and it is a challenge that needs to be managed to ensure that all aspects are being addressed. E) The organisation is going through significant transformation change and coming off the back of COVID this has proved challenging to make progress in all of the areas that were planned.</p> <p>F) There are very really and challenging cost implications to full realising this indicator, both financial in the sense of education and capability uplift but time resourcing. It is essential this work takes place, but staff responsible are stretched and staff needing to attend session have limited availability because of competing pressures.</p> <p>G) The organisation has made genuine attempts to eradicate sexual harassment from the organisation, but more is needed to cut through and ensure we are proactively preventing sexual harassment. Despite these efforts we felt it only appropriate to report a no for progress as our PMS scores were worse by 1%</p>

Indicator	Confirm if progress made	Progress Recommended	Factors							Factors discussion
			A	B	C	D	E	F	G	
Recruitment and promotion practices in the workplace	Yes	<p>The data pertaining to the recruitment, promotion, and development of women at BKI reflects encouraging trends and ongoing enhancements. Despite these positive indicators, further investigation is warranted to understand why this progress did not mirror similarly in responses to People Matters Survey questions related to this aspect. It's crucial to acknowledge the nuanced nature of this issue, and the slight decrease in ratings from the People Matters Survey may not be unequivocally attributed to gender-related factors. Therefore, caution should be exercised in drawing direct correlations.</p> <p>A noteworthy observation is the significantly elevated participation of both women and men in career development training, attainment of higher duties, and completion of internal secondments in comparison to the data from 2021. This surge in engagement underscores a positive trajectory in fostering professional growth and opportunities for employees across genders within the organisation.</p> <p>Recruitment</p> <p>The recruitment of women at BKI is encouraging and shows continuous progress is being made. Women were recruited at higher rates than men across all levels apart from level -4 where the split was 54% men and 46% women.</p> <p>What is similar to 2021?</p> <p>Women comprised 61% of new recruits which is reflective of BKI's workforce gender composition. A higher proportion of men were recruited into full-time positions than women (73% compared to 61%).</p> <p>What has changed since 2021?</p> <p>A higher proportion of women were recruited to part-time positions; the gap between men (13%) and women (25%) increased in 2023.</p> <p>Results from People Matter Survey</p> <p><i>The wording of the People Matter Survey question was changed between 2021 and 2022, therefore 2022 data is used as the most appropriate comparison.</i></p> <p>There was a slight decrease of 2% across the organisation in relation to the question of fairness of recruitment practices scoring 54%. This is also below the Victorian TAFE average of 58%. Men were more likely to agree scoring 61% and women 56%. It cannot be confirmed if the respondents are linking this to issues of gender or other matters, but still an area for improvement overall for the organisation. As part of our GEAP an intersectional review of the recruitment process has taken place with changes to take place in the remaining period of the GEAP. This will include new policies and procedures that focus on fairness and efficiency in the recruitment process.</p> <p>Promotions</p> <p>There was 100% of new recruits identifying as female in the level -1 category which accounted for 3 positions.</p> <p>What is similar to 2021?</p> <p>The proportion of promotions awarded to women was the same in 2023 as it was in 2021 (62%). More full-time employees were promoted than part time employees, in line with the breakdown of the total workforce.</p> <p>What has changed since 2021?</p> <p>A higher proportion of women were recruited to part-time positions; the gap between men (13%) and women (25%) increased in 2023. The proportion of casual recruits in 2023 is consistent between men and women (14%). There were more total promotions at BKI in 2023 (268) compared to 2021 (116) and at every level. The greatest number of promotions for women were at Levels -3 (28), -4 (29), and -5 (70). Continued</p>	No	Yes	No	Yes	Yes	No	Yes	<p>BKI finalised their plan in in March 2022, so are only reporting on 15 months, not a full 24 months. Overall we have made good progress, but this is a nuanced area with many interconnected parts, so there are still areas for improvement.</p> <p>B) It is unclear if the barrier is directly or indirectly connected to gender. Our data shows good progress, but employee perception has decreased.</p> <p>D) BKI does not have a HRIS that allows for easy data access and integration, this impact our ability to make the progress we would like in this area. The Diversity and Inclusion Team did not commence their roles until February 2023 which contributed to aspects of our strategies connected to this indicator not being fully implemented in the reporting period.</p> <p>E) The organisation is going through significant transformation change and coming off the back of COVID this has proved challenging to make progress in all of the areas that were planned.</p> <p>G) The organisation has made genuine attempts to improve our approach to recruitment and promotion and has been successful in doing so. We do acknowledge there are further improvement to make.</p>

Continued

Result from the People Matter Survey (PMS) - The wording of the People Matter Survey question was changed between 2021 and 2022, therefore 2022 data is used as the most appropriate comparison.

Despite more women than men being promoted in 2023 across every level, women (44%) were less likely than men (47%) to strongly believe the organisations promotion practices were fair. The total organisational average was lower again at 41%, 3% lower than 2022 and 1% lower than the Victorian TAFE average. There were similar scores recorded for the question asking participants about their equal chance at promotion, with 50% of women, 51% of men and 47% of the organisation strongly agreeing. The organisational score had decreased by 4% and was 1% lower than the Victorian TAFE average. In both these questions the overall average is lower than both the averages for men and women. This indicates that people who prefer to ascribe their own gender, are non-binary or did not identify a gender are recording lower scores than those who identify as male or female. This collective account for 41 people or 5% of the total population.

Development opportunities

A substantially higher proportion of both women and men undertook career development training, were awarded with higher duties, and completed internal secondments compared to 2021.

Higher duties

There were opportunities for higher duties for both men and women at the -1 level with 56% women and 43% of men having them awarded in 2023 in comparison to 0% for both groups in 2021. At the -2 level women remained the same at 21% where men increased from 6% to 29%. The other level of significance was -4 with women being awarded higher duties rising from 11% to 24% and men rising from 9% to 18%.

Internal Secondments

Internal secondments rose significantly for both men and women across all levels. In 2023 across the levels -4, -5 and -6 the percentage difference between men and women who went on secondment minimal - within 3% difference, with women scoring higher in level -4 and -5. At level -1, 67% women and 29% of men went on an internal secondment. At level -2, 37% of women and 21% of men.

Career Development Training

As show from the figures below there has been a significant uplift in the training and education of staff. Both men and women are reporting high level of professional development.

Training participation	Women 21	Women 23
-1	25%	100%
-2	50%	92%
-3	44%	98%
-4	38%	97%
-5	27%	98%
-6	37%	93%

Training participation	Women 21	Men 23
-1	83%	100%
-2	41%	93%
-3	39%	97%
-4	42%	98%
-5	28%	99%
-6	39%	90%

Indicator	Confirm if progress made	Progress Recommended	Factors							Factors discussion
			A	B	C	D	E	F	G	
Availability and utilisation of terms, conditions and practices relating to: - family violence leave; and - flexible working arrangements; and - working arrangements supporting employees with family or caring responsibilities	Yes	<p>Staff at BKI are accessing both formal and informal flexibility at encouraging levels, have utilised higher levels of carers and other leave and part-time rates are at a similar level compared to 2021.</p> <p>Flexibility What's Across BKI 52% of women and 33% of men have formal flexible arrangements in place. The overall proportion of women using flexible working arrangements has increased from 49% in 2021 to 52% in 2023, whereas the proportion for men has slightly decreased from 34% to 33%. Across all levels except level -1, women are more commonly on formal flexible work arrangements than men. Level -3 saw the largest increase for women (+21%), followed by levels -1 and -4 (+14%). In levels -3, -4 and -5 at least 50% of women have formal arrangements in place.</p> <p>Leave Men have increased their use of carers leave by 13% and women by 5%. It is positive progress to note that overall men and women are accessing carers leave at almost identical levels, 31% for men and 32% for women. In contrast and an area for further investigation, the 2023 PMS results showed a 10% drop in men feeling confident the organisation would support their flexible working request. For the same question there was an increase in the percentage (from 78% – 81%) of women who felt confident the organisation would support their flexible working request.</p> <p>A positive finding from the PMS was the high and improving scores on the question related to participants belief the organisation would support them to take family violence leave. Women increased their score from 75% in 2021 to 81% in 2023. Men increase their score from 69% in 2021 to 79% in 2023. The organisation overall increased from 69% in 2021 to 77% in 2023. Since the beginning of 2023 and the introduction of the Diversity and Inclusion team there has been specific and targeted promotion and campaigning about gender-based and family violence to staff. This proactive campaigning and awareness raising appears to have had an impact in the results.</p> <p>An area of note and one that speaks to the broader societal issues is the access to and use of parental leave. In 2023, there were 62 staff members who accessed parental leave, 56% were women and 44% were men. While the data at this level is encouraging there is significant disparities when we look at what the leave was and the duration of time that leave was taken. There were 59 people received paid parental leave, 39 received unpaid parental leave and many received both. Women took an average of 13 weeks paid and 26 weeks unpaid leave. Men took an average of 1.4 weeks paid and 0.5 weeks unpaid.</p> <p>Employment basis A similar proportion of staff are employed on a part time basis (27% in 2021 and 28% in 2023). A similar proportion of women (~52%) and men (~48%) are employed on a full-time basis in both 2021 and 2023. In a positive change from 2021 there are not 3% more staff working in full time roles in 2023. There are 4% fewer staff working in casual roles and the proportion of women in casual roles reduced from 64% in 2021 to 60% in 2023.</p>	No	Yes	Yes	No	No	Yes	Yes	<p>BKI finalised their plan in March 2022, so are only reporting on 15 months, not a full 24 months. Overall we have made good progress.</p> <p>B) There is a perception that some roles can be more flexible than others. This relates to teachers who are required to be in the classroom. Further cultural shift from some managers is needed to look at flexibility not through a single lens of working from home.</p> <p>C) There are various legislative acts that support BKI to implement flexible working, provide carers and family violence leave etc. These legislations are supportive tool to impacting flexibility in the workplace.</p> <p>F) There is a clear disparity between the length of time men and women are taking parental leave. As the current legislative systems incentivises women taking paid leave, that will obviously continue. For an organisation to offer outside the legislative requirements would be a significant financial cost.</p> <p>G) The organisation has made genuine attempts to improve our approach flexibility and accessibility of services and we have been successful in making progress. We do acknowledge there are further improvement to make particularly with men feeling they would be supported to have formal flexible working and in educating our staff and managers that flexible working isn't just working from home.</p>

Indicator	Confirm if progress made	Progress Recommended	Factors							Factors discussion
			A	B	C	D	E	F	G	
Gendered segregation within the workplace	Yes	<p>This is a particularly nuanced area to look at, especially given the size of the organisation and the vast number of industries that are represented through our employees. There has been significant progress at the Education Manager level with women now accounting for 71% of this role. The split of teachers is almost identical, but the challenge that BKI and other TAFE's experience is the gender segregation within the industries the teachers represent. There are male and female dominated industries, automotive, construction, nursing, hair and beauty etc. that remain either male or female dominated. We have assigned strategies in our GEAP to assist with this and to break down the barriers, but these are generational changes that will take time.</p> <p>What's similar to 2021? Women represent the majority of clerical, management, and marketing roles. Men represent the majority of systems analyst roles. Teaching roles are relatively evenly split between men and women (49% women, 51% men); compared to the overall workforce gender composition, this reflects a higher proportion of men. When looking at responses to the PMS, there is strong agreement that work is allocated fairly, regardless of gender, with slightly more women (84%) agreeing than men (80%). The overall organisation score is 79%.</p> <p>What's different to 2021? Program or Project Administrator has shifted from 74% women in 2021 to 52% women in 2023. Call or Contact Centre team Leader has shifted from 61% women in 2021 to 74% women in 2023 and Education Managers have shifted from 48% women in 2021 to 71% women in 2023. Both women (-2%) and men (-1%) reported lower levels of agreement that work is allocated fairly, regardless of gender, in their workgroups when compared to 2021.</p>	No	Yes	No	Yes	Yes	No	Yes	<p>BKI finalised their plan in March 2022, so are only reporting on 15 months, not a full 24 months. Overall we have made good progress.</p> <p>B) As a TAFE we have teachers that represent the industries they come from. This includes in many examples being gendered in the workforce. There are male and female dominated industries that then are naturally replicated in our teaching workforce. Making shift in gender segregation within teaching departments is a huge challenge that is likely to be multigenerational. Our teachers must be experts in the industry they are teaching and the industries are gendered.</p> <p>D) Teaching resources are stretched incredibly thinly. The Diversity and Inclusion Team did not commence their roles until February 2023 which contributed to aspects of our strategies connected to this indicator not being fully implemented in the reporting period.</p> <p>E) The organisation is going through significant transformation change and coming off the back of COVID this has proved challenging to make progress in all of the areas that were planned. There is a significant teacher shortage in general and bringing in teachers is a challenge, this impacts the organisation ability to be proactive and look for solutions to more systemic issues like gender segregation within teaching industries.</p> <p>G) The organisation has made genuine attempts to reduce the gender segregation within the organisation and overall had promising outcomes. We have seen improvements in Education Managers and small changes within teaching industries</p>