



Standard 4

Equity and diversity

Embedding equity into organisational policies and practices is essential for creating safe and inclusive environments for all children. Maroochy Beach Gymnastics actively seeks to go beyond compliance and actively ensure that the unique needs of children from diverse backgrounds are recognised, respected, and met.

KEY ACTION AREAS	HOW MGB IS ALREADY EMBEDDING THIS KEY ACTION AREA	OUR GOALS (STEPS)	PRIORITY RATING <i>LOW</i> <i>MEDIUM</i> <i>HIGH</i>	HOW MGB WILL EMBED OUR GOALS AND WHEN	MEASURES OF SUCCESS REVIEW DATE <i>Term based Reviews</i>
4.1 The organisation, including staff and volunteers, understands the diverse circumstances of each child, provides culturally safe and trauma-informed support, and responds to those who need extra support.	Resources and posters for support. Links and contact for support in newsletter and emails Recognisable framework for members and children to understand and inclusive culture – included in staff training schedule. Board members, staff, and volunteers reflect on how	Trauma-informed support – will require expert training for all staff and volunteers.	M	Research and employ expert trauma informed support. Term 3, 2026	Organisational materials and resources reflect diversity in language, imagery, and accessibility. Success in reports of inclusive culture

	<p>discrimination and exclusion, whether intentional or unintentional, may work against a safe and inclusive culture. Constant strategies to address this without bias.</p>				<p>Diversity within classes/ classes offered</p> <p>Language used by individuals within the club.</p> <p>Review: Term 2, 2026</p>
<p>4.2</p> <p>Staff are equipped with the necessary training and skills to provide trauma-informed and culturally safe supports and services to all children.</p>	<p>Include social and emotional wellbeing and health initiatives into the club environment via the newsletter and through coaches embedding their educational practices into their training sessions.</p> <p>Volunteers have commenced training to recognise and respond effectively to children with diverse needs.</p> <p>Prioritising social and emotional wellbeing and health – Physical and online environments will be designed with Aboriginal and Torres Strait Islander principles of health and wellbeing.</p> <p>Implement cultural safety training for leadership and human resources teams to address unconscious bias and systemic barriers in recruitment practices.</p>	<p>Provide staff with training to recognise and address unconscious bias and individual and institutional racism.</p> <p>Staff training action plan – club manager to schedule all relevant training requirements into compulsory and regular staff meetings. Set up a modular learning style education training scheme where modules can be released and completed by staff and coaches.</p>	<p>M</p> <p>M</p>	<p>Committee and club manager to design, develop and implement staff training modules on racism and addressing unconscious institutional bias.</p> <p>By July 1st 2026</p>	<p>Staff and volunteers demonstrate awareness of, and sensitivity to, diverse needs in their daily practices and report rise of respect levels between children, adults, (members and parents, staff and volunteers)</p> <p>All training completed.</p> <p>Review: Term 2, 2026</p>

<p>4.3</p> <p>Children have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.</p>	<p>Organisational materials and resources reflect diversity in language, imagery, and accessibility.</p> <p>All communication and materials are accessible, available in different formats, and are culturally appropriate.</p>	<p>Children involved with ways to give feedback, know the complaints process and understand support culturally safe practices and codes of conduct within our club.</p> <p>Children’s survey - what does it mean to feel safe?</p> <p>Education opportunities for children: Provide children with educational opportunities to learn about different cultures, peoples and communities, to ensure safety among children.</p> <p>Sharing power and decision-making – Aboriginal and Torres Strait Islander staff, families, children and communities are directly involved in designing and evaluating child-safe spaces.</p>	<p>H</p> <p>H</p> <p>H</p>	<p>Ask members for expression of interest to member group to identify minority groups. Aboriginal and Torres Strait Islander Peoples, other ethnicities and children with disabilities to meet and target areas of improvement and evaluate the club for child-safe spaces and activities for all children and members.</p> <p>Term 2, 2026</p>	<p>Children report knowing and understanding who to go to for support.</p> <p>Children report feelings of safety and respect.</p> <p>Review: Term 2, 2026</p>
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<p>4.4</p> <p>The organisation pays particular attention to supporting the needs of Aboriginal and Torres Strait Islander children, children with disability, children from CALD backgrounds, children who are refugees or asylum seekers, those who are unable to live at home, and LGBTIQ+ children.</p>	<p>Board members, staff, and volunteers champion attitudes and behaviours are respectful of the human rights of all children, and are inclusive, well informed, and responsive to diverse needs.</p> <p>We have created our spaces, policies, procedures and governance models are equitable and inclusive of Aboriginal and Torres Strait Islander ways of knowing, being and doing.</p> <p>Committee and volunteers demonstrate attitude and behaviours that respect the rights of all children with diverse needs. Run inclusive programs for children with special needs. Promote special events.</p> <p>Updated policies and practice, procedures and governance models are equitable and inclusive of cultural awareness.</p>	<p>Implement targeted strategies to support all people, particularly Aboriginal and Torres Strait Islander peoples; CALD peoples, refugee and asylum-seeking people; children with disability; those who identify as LGBTIQ+; and those who identify across various diversity identifiers.</p> <p>Celebrate special days of recognition.</p>	<p>M</p>	<p>Seek advice and set up Liaison with Sunshine Coast Council Representative.</p> <p>By End of Term 2, 2026</p>	<p>Practices from policies are seen, reinforced and recorded.</p> <p>Surveys report increase in respect in minority groups.</p> <p>Review: Term 2, 2026</p>
<p>4.5</p> <p>Policies and practices embed Aboriginal and Torres Strait Islander knowledge systems and</p>	<p>The organisation has specific policies in place that promote equity and respect diversity for the safety and wellbeing of all children.</p> <p>A Cultural Safety Framework and/ or Action Plan is in place to embed</p>	<p>Develop an Inclusive policy that respects diversity for safety and wellbeing - Adopt the Inclusive Practice Policy (GA) and consult with staff about own backgrounds and culture to be incorporated.</p>	<p>H</p>	<p>Club Manager to update and record within one on one meetings with staff.</p> <p>Survey Staff on culture and</p>	<p>Staff report feeling that their voices are heard and that they can bring their cultural knowledge, worldviews,</p>

<p>perspectives about child safety.</p>	<p>cultural safety, equity and diversity principles across policies, programs and governance structures.</p> <p>Action plan includes embedding equity and diversity principles.</p>	<p>Lack of culture related safety and practices in current policies.</p>	<p>H</p>	<p>practices unique to them and what they know about the cultures of children in their care.</p> <p>Term 2, 2026</p>	<p>and perspectives to their work.</p> <p>Review: Term 2, 2026</p>
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