Gender Equality Progress Report for Melbourne Polytechnic 2023 - 2025



MELBOURNE POLYTECHNIC

Organisation name	Melbourne Polytechnic
Total number of employees (and full-time equivalent FTE), as at 30 June 2025	Total employees: 1441 Total FTE: 893.81
Response rate to employee experience survey	58.5%
Location	Metropolitan

Contextual Information

Meaningful progress was achieved under the previous GEAP, particularly in establishing foundational capability at Melbourne Polytechnic (MP). However, implementation occurred while the gender equality function was still developing, amid competing priorities and reliance on manual data systems, which constrained monitoring and the scale of outcomes achieved.

An organisational restructure during the period strengthened the work by bringing together the key functions of Organisational Development, Culture and Values, Data Analytics and Recruitment into a broader People & Culture portfolio, aligning the teams responsible for the different GEAP objectives. While this enabled reprioritisation of GEAP strategies, embedding the restructure also limited capacity for transformative work in gender equality.

Attestation by head of organisation

I confirm that:

- ☒ I am the head of organisation (CEO or equivalent).
- ☒ I have reviewed and approved the submission of this progress report on behalf of my organisation (as named above). I attest to providing truthful and accurate information.
- ☒ I attest that my organisation has completed all relevant gender impact assessments under the Gender Equality Act 2020, or I have explained why not in the comment box below.



Cathy Frazer
Acting Chief Executive

Date: 18/05/2026

Step 1: Reporting on gender impact assessments (GIAs)

Section 1.1 Confirming GIA exemptions

If you have not listed any GIAs, please choose one or more permitted reason:

- ☐ Reporting on the GIA(s) would make the progress report an exempt document. This is within the meaning of the Freedom of Information Act 1982.
- ☐ Reporting on the GIA(s) would result in a disclosure prohibited by a different Act.
- ☐ Reporting on the GIA(s) would reveal confidential information.
- ☐ Your organisation had no policies, programs or services requiring a GIA. This is under the parameters of the Gender Equality Act 2020.
- ☒ None of these apply (go to 1.2).

Section 1.2 Describing policies, programs and services subject to a GIA

Ref #	A: Title	B: Subject	C: Description of Policy, program or service	D: Status	E: Description of gendered impacts
1	Skills Labs: ▸ VSA (Victorian Skills Authority) Clean Economy Skills Lab for Residential Building and Construction ▸ Clean Economy Skills Lab for Circular Design and Manufacturing	Program	Collectively, the TAFE Network Clean Economy Skills Labs will: ▸ Identify the emerging training needed to meet Victoria's transition to a clean economy in key areas of focus; ▸ Plan, design and implement activities that will get the TAFE Network ready to deliver across different emerging clean economy skills areas efficiently, when needed, and in a way that is scalable; and ▸ Build expertise among TAFEs to lead and apply the Skills Lab methodology for addressing delivery gaps and respond to emerging industry needs in a range of areas in the future. ▸ The Skills Lab co-design process will provide new insights/knowledge on the problems and barriers to the development of an environmentally sustainable residential building and construction industry, and enable the education and training sector to assist with overcoming them with new knowledge on clean economy skills formation and innovative educational approaches.	New	Consultation with industry has identified there is a need to improve diversity and inclusion in programs. Research shows a lack of women in trades (approx. 2%), lack of gender diverse people in trades, and lack of LGBTQIA+ people in trades. Language in the industry isn't always inclusive or diverse. **Workforce barriers & perception** ▸ Visible gender imbalance: common structure in operations is approx. 1 woman to 90 men. ▸ Misconception of entry requirements: widespread belief that women must have a manufacturing background—this deters entry and reinforces exclusion. ▸ Low public visibility: many women are unaware of available pathways or opportunities in manufacturing or construction. **Language & cultural shifts** ▸ Terms like "male-dominated" create psychological barriers. ▸ Optics vs fit: there's a tendency to focus on appearances over capabilities."
2	Security Operations	Service	Campus security operations, focusing on the processes and procedures of security personnel in regards to the following aspects: ▸ Protection of property and people including premises and users of premises, students, staff, visitors, contractors and their personnel. ▸ Customer service first port of call gaining access, emergencies, direction of visitors, meet and greet. ▸ Response to certain incidents on campus first aid, security, safety, evacuations, fire alarms.	Up for review	Different types of services offered will be picked up by different genders. Being escorted, e.g. to car parks at night, is utilised more by women. Notifications of theft are more prevalent by trades students, who are mainly men. 90% of AVOs relevant to campus are women students, against a man. Data shows that women feel less safe in public spaces at night (general statement). Women may feel more comfortable reporting an incident to women from the security team. Gender impacts the provision of First Aid. Security guards are predominantly men, and anecdotally, are more inclined to deal with a physical incident than a woman, and for the incident to escalate. Security Officers who are women are more inclined to be able to de-escalate an incident. Security personnel represent Melbourne Polytechnic and its authority, and there is usually a power differential between a guard (who is more often a man) and the other person. While this is necessary and useful for providing security services when dealing with problematic behaviours, in other circumstances this power differential may pose a perceived threat to a woman, a gender-diverse person or a person

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2					from a culturally and racially marginalised community. This sense of perceived threat may in turn make those people less likely to avail themselves of security services when they need it. Additionally, some feedback indicates that women especially women from underrepresented communities are less likely than men to be believed by other men when they speak up about an issue. Women from culturally and racially marginalised backgrounds can experience significant barriers to approaching security personnel for assistance at MP. These include lack of confidence with English, lack of trust in authority figures, socially influenced attitudes about gender roles, and cultural barriers to interacting with men who are not family. Cisgender women can feel unsafe in bathrooms used by transgender/ gender-diverse people who identify as women (despite this being the latter's right under equal opportunity legislation). It has also been raised that this is especially challenging for women from culturally and racially marginalised communities. Many of those interviewed as part of the GIA (who were predominantly women given the information above) stated that they were unaware of the services available to them from security personnel.
3	Skills and Jobs Centre (SJC)	Service	The Skills and Job Centre (SJC) is a community resource, funded by the state government. It provides expert advice on training and employment opportunities. The staff support people with their careers and match industry with skilled employees. The Centre: ▸ supports people who are looking for employment, study and training opportunities ▸ provides information on pathways ▸ provides a free impartial service ▸ supports people to explore their options ▸ provides career counselling and job readiness services. Staff refer people to other services as required.	Up for review	People with caring responsibilities (who are predominantly women) often prefer service provision via phone or video call (e.g. MS Teams) during school hours. They are more likely to reschedule multiple times or not show for appointments, due to e.g. ill children or casual/ variable employment. They are also more likely to experience distracting factors impacting service delivery e.g. children in background during online appointments. Women tend to access the service for smaller things they need help with—they are more likely to seek help early and in preparation for job seeking and employment. Men tend to use the service as a last result and are more desperate. Accessibility—women may find it more difficult to access the service—they may have extra requirements for making an appointment. Some people, e.g. those who have been out of the workforce for a while such as women returning to work after undertaking caring

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4	Targeted Outreach Program	Program	Melbourne Polytechnic (MP) commenced the Targeted Outreach Program pilot (TOP pilot) in Semester 2 of 2023 as part of its efforts to enhance student retention. This pilot aims to identify and contact students who are at risk of withdrawing from their course, by using a range of student characteristics and learner analytics and 'real time' data points. The primary goal of the pilot is to reduce attrition / withdrawal rates by providing targeted support.	New	**Help-Seeking Behaviours:** Male students are generally less likely to admit they are struggling or seek support due to stigma and social norms. This can reduce their engagement with the program and limit its effectiveness for this group. **Caregiving Responsibilities:** Many female students balance study with caregiving and household responsibilities, which can affect their ability to attend classes or respond to outreach calls. Flexible scheduling and alternative communication methods are critical for this group. **Safety Concerns:** Women, particularly those from culturally and linguistically diverse backgrounds, expressed concerns about safety when attending evening classes or working late (e.g., gig work). This impacts their participation and sense of belonging. **Cultural and Gender Norms:** Some female students may feel uncomfortable attending classes dominated by male students due to cultural or religious expectations. Conversely, men in non-traditional fields (e.g., education) may feel isolated and require targeted support. **Intersectional Challenges:** Gender intersects with other characteristics such as disability, cultural background, and socioeconomic status. For example: ▸ Women from CALD backgrounds often face language barriers and isolation. ▸ Men and women with disabilities experience stigma differently—men may avoid seeking help, while women may face stereotypes limiting their ambitions. ▸ LGBTQIA+ students may experience misgendering or discrimination, affecting retention.

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5	Orientation Policy	Policy	The purpose of the Orientation Policy is to provide a framework that will deliver a successful transition, for undergraduate Higher Education students, to the academic, social and administrative aspects of study at Melbourne Polytechnic. This Policy also outlines the provision of orientation programs by Melbourne Polytechnic, to students prior to commencement of their course.	Up for review	**Caring Responsibilities:** Women are more likely to have caregiving duties for children, elderly parents, or dependents. This affects their ability to attend orientation sessions scheduled during school drop-off times or standard business hours. **Safety Concerns:** Female students and gender-diverse students expressed heightened concerns about safety during evening orientations or when navigating campus facilities. Lack of clear communication about security measures (e.g., car park escorts, swipe access to female toilets) can exacerbate these concerns. **Cultural and Gender Norms:** Students from certain cultural backgrounds may feel uncomfortable in male-dominated spaces or interacting with staff of a different gender. Gender-diverse and LGBTQIA+ students may face misgendering or lack of inclusivity in communications and orientation activities. **Representation and Inclusion:** Lack of visible gender diversity among orientation presenters and leadership can make women and gender-diverse students feel excluded, especially in male-dominated courses (e.g., trades). **Intersectional Barriers:** Women from CALD backgrounds often face language barriers and may struggle to understand orientation materials. Students with disabilities, including neurodiverse learners and those who are Deaf or Hard of Hearing, require accessible formats and tailored support.

Section 1.3 Describing actions taken as a result of a GIA

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1	Yes	Conducting research to understand the current gender and equity challenges within the construction and manufacturing workforce allowed final recommendations and outcomes of the program to consider how gender equality brings significant economic, social and health benefits for Victoria. By gathering information from resources including Women in Construction and the Making it Equal report, the program ensured that the implementation of workshops and the final recommendations meet the needs of all people. It also ensures that regardless of gender, everyone is free to develop their personal abilities, pursue their professional careers and make choices about their lives without being limited by gender stereotypes, gender roles or prejudices. Research will also determine whether gender inequality may be compounded by other forms of disadvantage or discrimination that a person may experience on the basis of Aboriginality, age, disability, ethnicity, gender identity, race, religion, sexual orientation and other attributes.	N/A	The Skills Lab worked with a variety of stakeholders to ensure intersectionality was considered in the research phase of the project, including Empowering Women in Trades (eWIT), Koorie Support Services and Tradeswomen Australia. It was decided that at the start of this phase, research would be conducted to show any data determining barriers to women, gender diverse people and First Nations people entering the construction and manufacturing workforce. It was determined to focus on these key groups to enable valuable outcomes and targeted research. This approach allowed the project to identify gaps in representation and create opportunities for underrepresented groups. The actions taken as a result of all these recommendations are listed in columns G and J as appropriate.	The recommendation to conduct gender and equity research for each Skills Lab before workshops was developed by conducting a desktop analysis using a various resources from government and non-government organisations. Policies reviewed and analysed included: Victoria's Women in Construction Strategy, Building Women's Careers Program - Department of Employment and Workplace Relations, Australian Government, and The Future of Indigenous Participation in the Construction Industry. The analysis allowed the team to utilise any policies or strategies relevant to each industry in the equity space. Two reports were produced, one for each Skills Lab. The research allowed outcomes and design of the process to have an evidence-based intersectionality lens. The recommendation to ensure more diverse representation at workshops by collecting and recording data and tailoring sessions was developed through adding diversity questions to expressions of interests, which allowed the team to determine gaps in their workshops and then engage with specific groups (eg Koorie Services, Women in Trades, direct classroom engagement) in a more tailored manner.

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2	Yes	In 2025, as the previous supplier was no longer able to meet contractual requirements, Melbourne Polytechnic approached the market to procure a new physical security contractor to provide on-campus services. The Security Operations GIA informed the 2025 security tender specifications. This included the service provider needing to include Gender Equality training to their staff. The new/current contractor has to comply with social procurement requirements of the State government and MP selected the provider who scored highest on social procurement. We have five female guards on rotation, including a First Nations contractor. Deaf awareness training and cultural awareness training have occurred, and diversity training is going to be rolled out as well (in addition to the pre commencement training requirements).	Other actions were actively considered out of the GIA: ▸ High-visibility safety zones with two-way communication as a way of making security services more visible and increasing the sense of safety especially at night for women ▸ Enhanced professional development for security guards to: ▸ Understand the gendered power dynamics that impact service users who are women interacting with service providers who are men ▸ Implement the recommended actions that were developed as a result of the consultations detailed in column I. While extensive scoping work was undertaken to identify suppliers and approximate costs, apart	Refer to comments regarding women from underrepresented, or culturally and racially marginalised, communities in column E in section 1.2. MP's Koorie Services Centre provided recommendations relevant to our Aboriginal and Torres Strait Islander students including cultural awareness and cultural safety training for security personnel. Deaf and Hard of Hearing staff were consulted about their communication needs, especially during emergencies e.g. evacuations. Staff who opted into focus groups, as well as the Student Equity and Access service, provided input into how neurodivergent people encounter challenges interacting with security personnel.	Provision of Deaf awareness and cultural awareness training by the security contractor to their employees as described in column G.

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2			from the provision of Deaf awareness and cultural awareness training as mentioned in column G, neither option could be supported to progress to procurement and implementation due to budgetary limitations.		
3	Yes	Actions to support women returning to work after a break (usually for caring responsibilities) support them to develop their abilities, pursue their professional careers and make choices about their lives without being limited by gender stereotypes, gender roles or prejudices. They may also constitute special measures necessary to achieve gender equality. Gender alignment in service delivery (women delivering to women, and men to men) meets the need of women who may have historically experienced discrimination and disadvantage based on sex and gender. The GIA recommended this alignment continue; currently, and in future, the SJC always honours requests for career counsellors of a particular gender. The recommendation for outreach to services like playgroups, libraries and women's chats has been actioned ongoing by a woman SJC staff person conducting a Women's Career Chat + Coffee.	N/A	The Skills and Jobs Centre works with a very varied array of service users. In determining the optimal way to undertake the research, consultation and recommendation phases, it was decided near the start of the GIA process to identify approx. three key cohorts and focus the investigation and findings on those. These key cohorts were then identified as: women returning to work after a break (usually for caring responsibilities); skilled and unskilled newly arrived/migrants/refugees and their partners; those with mental ill-health; and neurodiverse people. (There was no intention to conflate mental ill-health with neurodiversity, and the SJC team are not set up to support service users with significant mental illness.) The scope of understanding the needs of these groups was both 'in general' and 'from the services provided by the SJC'. The actions taken as a result of all these recommendations are listed in columns G and J as appropriate.	The recommendation to have increased presence at Epping campus (where there are more English as Additional Language (EAL) students) has been actioned ongoing via regular presentations to the Young Adult Migrant Education Course students. The recommendation to consult and interact more with the staff and students of the Overseas Qualified Professionals (OQP) program (a stream of the Certificate III in EAL) has been actioned through OQP class visits to the Sk nd Jobs Centre and their participation in industry engagement events. The recommendation to have more contact with external support bodies has been actioned via increased connections with mental health and neurodiversity support networks, as well as referral of neurodivergent clients to a local external support program and delivery of a presentation by SJC staff to the students at that external program.

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3		Provision of up-to-date information on women-specific programs such as **Empowered Women in Trades** was recommended; ongoing relationships with such groups and active participation in events has facilitated this. The recommendation related to supporting victim-survivors of domestic/family violence, thereby preventing family violence and other forms of violence against women and girls, has been actioned via referring clients who have experienced DFV to individual support programmes such as **EMPower Coaching - Juno**. One woman staff person presents regularly to new coaching clients on the Skills and Jobs Centre services, and the same staff person has also attended a workshop on trauma-informed practices.			The recommendation to build capability through connections with Melbourne Polytechnic staff working with disability and neurodiversity has been actioned through two-way referrals between the SJC and the Disability Transition Officer, delivery of presentations to Work Education students, and inviting the Work Education program leader to meet with the SJC team.
4	Yes	Targeted Outreach Program: ▸ Calls supplemented with emails and accessible formats for students who cannot take calls (e.g., Deaf or Hard of Hearing). ▸ Flexible scheduling for outreach to accommodate students with caregiving responsibilities. ▸ Targeted engagement with minority genders and students in gender-atypical courses (e.g., women in construction). ▸ Collaboration with specialist teams (Koorie Services, international welfare) to address cultural and gender-specific needs.	N/A	Intersectionality was considered because gender intersects with disability, cultural background, and socioeconomic status. For example, women from CALD backgrounds face language barriers and caregiving burdens, while men may avoid seeking help due to stigma.	▸ Accessible communication for students with disabilities. ▸ Cultural sensitivity training and tailored outreach for CALD and Aboriginal students. ▸ Proactive support for minority genders and LGBTQIA+ students. ▸ Flexible outreach for women balancing study and caregiving.

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5	Yes	Orientation Policy: ▸ Relevant orientation resources shared with students unable to attend orientation. ▸ Inclusive language in communications; pronouns added to systems; preferred names enabled. ▸ Female representation in male-dominated courses during orientation. ▸ Simplified materials for CALD students; interpreters and captioning for Deaf students; quiet spaces for neurodiverse learners. ▸ Highlighted prayer rooms and gender-neutral facilities during campus tours.	N/A	Intersectionality was considered because students' experiences are shaped by overlapping factors such as gender, culture, disability, and age. Women from CALD backgrounds, LGBTQIA+ students, and older learners face compounded barriers.	▸ Orientation materials in multiple formats for accessibility. ▸ Cultural inclusivity measures for CALD and Aboriginal students. ▸ Safety and representation initiatives for women and gender-diverse students. ▸ Peer mentoring ("orientation buddies") for students facing multiple barriers.

Step 2: Reporting on progress against the indicators

Section 2.1 Describing progress against the workplace gender equality indicators

K: Indicator	L: Progress data	M: Additional progress data	N: Has progress been made?	O: Explain how the data does (or does not) demonstrate progress.
1. Gender composition of all levels of the workforce	**Critical performance measures** Gender composition of the duty holder organisation: ▸ 2023: Women 59.7%, men 40.3%, self-described 0.0% ▸ 2025: Women 57.8%, men 41.9%, self-described 0.3% Gender composition of part time workers in the duty holder organisation: ▸ 2023: Women 26.1%, men 15.1%, self-described 0.0% ▸ 2025: Women 24.4%, men 15.3%, self-described 50.0% Gender composition of senior leaders in the duty holder organisation: ▸ 2023: Women 55.6%, men 44.4%, self-described 0.0% ▸ 2025: Women 46.4%, men 53.6%, self-described 0.0%		No	From 2023 to 2025, the organisation drew slightly closer to gender parity overall, and the proportion of women working part-time decreased marginally and that of men increased marginally. These factors represent progress; however these changes occurred alongside a more substantial shift in senior leadership composition. Taken together, the data indicates mixed outcomes across measures over the reporting period.
2. Gender composition of the governing body	**Critical performance measures** Gender composition of the duty holder organisation's governing body: ▸ 2023: Women 63.6%, men 36.4%, self-described 0.0% ▸ 2025: Women 54.5%, men 45.5%, self-described 0.0%	▸ 2021: Women 54.5%, men 45.5%, self-described 0.0% ▸ Our 2023 Progress Report stated, 'Having slightly more women than men corrects long-standing biases towards men in public sector boards. Having slightly more women also serves to keep organisational gender equality more firmly in the minds and deliberations of directors.'	No	MP's Board has had slightly more representation of women since 2021. We consider this to be a state of 'stable progress' and that gender equality has been achieved. Following the Commission's 2026 Progress report guidance v2, 'No' has been chosen in column N.
3. Equal remuneration for work of equal or comparable value across all levels of the workforce, irrespective of gender	**Critical performance measures** Mean total remuneration gender pay gap by occupation group: ▸ 2023: Women ▸ Managers: -1.1% ▸ Professionals: 1.6% ▸ Technicians and Trades Workers: -10.0% ▸ Community and Personal Service Workers: 10.8% ▸ Clerical and Administrative Workers: 11.7%	On the advice of an external data analyst, MP also tracks the median total gender pay gap for levels from CEO -2 and below. This is to avoid the potential skewing effect of the salaries of our executives. *Continued overleaf*	Yes	From 2023 to 2025, there was positive progress of the Commission's critical measures. Mean total remuneration gender pay gap decreased from 7.3% to 5.4%, and mean total remuneration senior leader gender pay gap decreased from 4.6% to -1.0%. Therefore, the data demonstrates progress. *Continued overleaf*

Section 2.1 Describing progress against the workplace gender equality indicators

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3	▸ Sales Workers: -10.3% ▸ Machinery Operators and Drivers: -1.7% ▸ Labourers: DU (data unavailable) ▸ All occupations: 7.3% ▸ 2023: Self-described ▸ DU for all fields ▸ 2025: Women ▸ Managers: 3.6% ▸ Professionals: 0.0% ▸ Technicians and Trades Workers: -9.8% ▸ Community and Personal Service Workers: 3.1% ▸ Clerical and Administrative Workers: 5.8% ▸ Sales Workers: -18.0% ▸ Machinery Operators and Drivers: 0.0% ▸ Labourers: DU (data unavailable) ▸ All occupations: 5.4% ▸ 2025: Self-described ▸ Professionals: 19.0% ▸ Clerical and Administrative Workers: 21.9% ▸ All other occupation codes: DU ▸ All occupations: 22.6% Mean total remuneration senior leader gender pay gap: ▸ 2023: Women 4.6%, self-described DU ▸ 2025: Women -1.0%, self-described DU **Supplementary measures** Mean base salary pay gap: ▸ 2023: Women 7.8%, self-described DU ▸ 2025: Women 5.3%, self-described 22.4% Median total remuneration pay gap: ▸ 2023: Women 5.7% ▸ 2025: Women 10.1% Median base salary pay gap: ▸ 2023: Women 1.4% ▸ 2025: Women 9.8%	Median total remuneration pay gap for level -2 and below: ▸ 2023: Women 4.8% ▸ 2025: Women 8.3%		However, work remains to be done, as there was negative movement in the median total remuneration gender pay gap, which is a key metric in our organisation as it is less sensitive to outliers. This negative movement took place from 2023 to 2025 in the whole organisation and also level -2 and below.

Section 2.1 Describing progress against the workplace gender equality indicators

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4. Sexual harassment in the workplace	**Critical performance measures** Anonymous experience rate of sexual harassment: ▸ 2023: Women 3.1%, men 3.7%, self-described DU ▸ 2025: Women 2.9%, men DU, self-described DU Number of formal reports of sexual harassment: ▸ 2023: Women 2, men 1, self-described DU, other DU ▸ 2025: All genders DU **Supplementary measures** Participants who said they reported sexual harassment: ▸ 2023: All genders DU ▸ 2025: Women 10.0%, men DU, self-described DU Reasons for not making a formal sexual harassment complaint: ▸ 2023: All fields DU ▸ 2025: All fields DU Satisfaction with handling of workplace sexual harassment complaint: ▸ 2023: All fields DU ▸ 2025: All fields DU Satisfaction with handling of formal workplace sexual harassment complaint: ▸ 2023: All fields DU ▸ 2025: All fields DU		No	From 2023 to 2025, the anonymous experience rate of sexual harassment decreased only slightly. And in 2025, there were no formal reports of sexual harassment, which as per the Commission's guidance, could be a sign that employees don't know how to report or don't want to use formal reports. These two measures suggest that progress has not been made.
5. Recruitment and promotion practices in the workplace	**Critical performance measures** Gender composition of recruited employees: ▸ 2023: Women 60.8%, men 39.2%, self-described 0.0% ▸ 2025: Women 64.2%, men 33.1%, self-described 2.7% Gender composition of employees who were promoted: ▸ 2023: Women 66.7%, men 33.3%, self-described 0.0% ▸ 2025: Women 51.1%, men 48.9%, self-described 0.0% Perceptions of recruitment, by gender: ▸ 2023: Women 52.0%, men 49.3%, self-described DU ▸ 2025: Women 66.3%, men 58.4%, self-described 76.9%	In 2023, while more women were recruited, proportionately fewer ended up in higher base salaried positions and more ended up in lower base salaried positions when compared with the men recruited at the same time. In 2025, the proportion of women recruited into higher, medium or lower base salaries corresponded in approximate terms to the proportion	Yes	In 2023, while more women were recruited, proportionately fewer ended up in higher base salaried positions and more ended up in lower base salaried positions when compared with the men recruited at the same time. In terms of positive signs of progress, in 2025, the proportion of women recruited into higher, medium or lower base salaries corresponded in approximate terms to the proportion of men recruited into higher, medium or lower base salaries. That is, the extra women recruited

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K: Indicator	L: Progress data	M: Additional progress data	N: Has progress been made?	O: Explain how the data does (or does not) demonstrate progress.
5	Perceptions of promotion, by gender: ▸ 2023: Women 32.3%, men 35.1%, self-described DU ▸ 2025: Women 47.6%, men 44.9%, self-described 38.5%	of men recruited into higher, medium or lower base salaries. That is, the extra women recruited were not more likely to end up in lower base salaried positions.		were not more likely to end up in lower base salaried positions. Additionally, positive perceptions of fairness in recruitment and promotion grew from 2023 to 2025, among both men and women. In terms of negative signs of progress, where women received the majority of promotions in 2023, which was positive to address the gender pay gap, this did not continue into 2025, where promotions were nearly at gender parity. Overall, the signs of progress are positive, so Yes has been chosen in column N.
6. Availability and utilisation of terms, conditions and practices relating to: family violence leave, flexible working arrangements, and working arrangements supporting employees with family or caring responsibilities	**Critical performance measures** Average weeks of parental leave, by gender: ▸ 2023: Women 31.7, men 1.5, self-described DU ▸ 2025: Women 36.5, men 1.5, self-described DU Uptake of flexible work, by gender: ▸ 2023: Women 16.7%, men 11.8%, self-described DU ▸ 2025: Women 9.5%, men 6.8%, self-described DU Perceptions of flexible work culture, by gender: ▸ 2023: Women 65.5%, men 64.9%, self-described DU ▸ 2025: Women 76.4%, men 69.8%, self-described 76.9% **Supplementary measures** Gender composition of parental leave takers: ▸ 2023: Women 89.5%, men 10.5%, self-described DU ▸ 2025: Women 83.3%, men 16.7%, self-described DU Gender gap in carer's leave: ▸ 2023: Women 23.1%, men 16.6%, self-described DU ▸ 2025: Women 22.3%, men 14.5%, self-described DU		No	From 2023 to 2025, the average duration of parental leave taken by women increased from 31.7 weeks to 36.5 weeks, while the average duration taken by men remained unchanged at 1.5 weeks. As a result, the difference between women's and men's average parental leave duration increased over the reporting period. Over the same period, participation in formal flexible work arrangements decreased for both women and men. The reduction was greater for women than for men, resulting in a narrowing of the gender difference; however, by 2025, uptake for both women and men was below 10%. It is noted that the organisation has not had robust systems for recording formal flexible work arrangements and is undertaking work to improve data quality in this area. From 2023 to 2025, the positive perceptions of flexible work culture grew 10.9 percentage points for women and 4.9 percentage points for men. This suggests positive progress for gender equality. In 2023, women accounted for 89.5% of parental leave takers and men for 10.5%. By 2025, this distribution shifted to 83.3% women and 16.7% men, indicating a

Section 2.1 Describing progress against the workplace gender equality indicators

K: Indicator	L: Progress data	M: Additional progress data	N: Has progress been made?	O: Explain how the data does (or does not) demonstrate progress.
6				positive change in the gender composition of parental leave uptake. From 2023 to 2025, fewer women and fewer men accessed carer's leave. Women were more likely than men to take carer's leave in both years, and the decrease in men's was slightly more than the decrease in women's. This suggests negative progress to gender equality. Taken together, the critical and supplementary measures relating to carers and parental leave show mixed outcomes across the reporting period. Based on these results, "No" has been selected in column N.
7. Gendered segregation within the workplace	**Critical performance measures** Occupational gender segregation: ▸ 2023: ▸ 1 - Managers: Women 54.7%, men 45.3 %, self-described DU ▸ 2 - Professionals: Women 53.9%, men 46.1%, self-described DU ▸ 3 - Technicians and Trades Workers: Women 35.9%, men 64.1%, self-described DU ▸ 4 - Community and Personal Service Workers: Women 63.2%, men 36.8%, self-described DU ▸ 5 - Clerical and Administrative Workers: Women 79.7%, men 20.3%, self-described DU ▸ 6 - Sales Workers: Women 60.0%, men 40.0%, self-described DU ▸ 7 - Machinery Operators and Drivers: Women 14.3%, men 85.7%, self-described DU ▸ 8 - Labourers: all fields DU ▸ 2025: ▸ 1 - Managers: Women 52.5%, men 47.5 %, self-described DU ▸ 2 - Professionals: Women 52.4%, men 47.1%, self-described 0.4%	In 2023, there were 1555 records (employees) listed in the Workplace Gender Audit, and in 2025, there were 1714. Of those, most were 1 - Managers, 2 - Professionals, 3 - Technicians and Trades Workers, 4 - Community and Personal Service Workers, and 5 - Clerical and Administrative Workers. The occupation groups that were much smaller in number were 6 - Sales Workers (12 records in 2023 and 19 in 2025), 7 - Machinery Operators (8 records in 2023 and 6 in 2025) and 8 - Labourers (DU). Therefore, any progress to gender equality in occupation groups 6, 7 and 8 should be viewed in the light of the overall size of those cohorts.	No	From 2023 to 2025, the following may be observed by occupation group: ▸ 1 - Managers (a traditionally male-dominated category): the marginal over-representation of women narrowed almost to parity with men, suggesting negative progress ▸ 2 - Professionals (a traditionally male-dominated category): the marginal over-representation of women narrowed almost to parity with men, suggesting negative progress ▸ 3 - Technicians and Trade Workers (a traditionally male-dominated category): the significant under-representation of women became greater, suggesting negative progress ▸ 4 - Community and Personal Service Workers (a traditionally female-dominated category): the significant over-representation of women became greater, suggesting negative progress ▸ 5 - Clerical and Administrative Workers (a traditionally female-dominated category): the significant over-representation of women became slightly less, suggesting some positive progress ▸ 6 – Sales Workers (a traditionally non-gendered category): the over-representation of women moved

Section 2.1 Describing progress against the workplace gender equality indicators

K: Indicator	L: Progress data	M: Additional progress data	N: Has progress been made?	O: Explain how the data does (or does not) demonstrate progress.
7	▸ 3 - Technicians and Trades Workers: Women 31.6%, men 68.4%, self-described DU ▸ 4 - Community and Personal Service Workers: Women 67.6%, men 32.4%, self-described DU ▸ 5 - Clerical and Administrative Workers: Women 75.4%, men 24.2%, self-described 0.3% ▸ 6 - Sales Workers: Women 50.0%, men 50.0%, self-described DU ▸ 7 - Machinery Operators and Drivers: Women 16.7%, men 83.3%, self-described DU ▸ 8 - Labourers: all fields DU			▸ to parity, but as this is a small cohort, this positive progress is not significant ▸ 7 - Machinery Operators (a traditionally male-dominated category): the significant under-representation of women lessened slightly, but as this is a small cohort, the positive progress is not significant ▸ 8 - Labourers (a traditionally male-dominated category): data unavailable. As the balance of progress listed above is negative, No has been chosen in column N.

Section 2.2 Describing factors limiting and contributing to progress

P: Indicator	Q: Did any of the factors listed below limit or contribute to your progress?*	R: Explain how any factor(s) limited or contributed to your progress. If 'none' is selected, write N/A and move to (S)	S: List the strategies implemented that contributed to or aligned with the indicator.
1. Gender composition of all levels of the workforce	☐ None ☐ a ☒ b ☐ c ☒ d ☒ e ☐ f ☐ g	There were a number of factors relevant to the development and implementation of the previous GEAP that limited Melbourne Polytechnic (MP)'s progress on this Indicator. The gender equality function was still developing, and stakeholders across the organisation were managing competing priorities, which limited engagement and contributed to an overly ambitious GEAP that did not achieve consistent buy-in. Manual data systems further constrained effective monitoring and implementation. An organisational restructure during the period strengthened the work by bringing together the key functions of Organisational Development, Culture and Values, Data Analytics and Recruitment into a broader People & Culture portfolio, aligning the teams responsible for the different GEAP objectives. While this enabled reprioritisation of GEAP strategies, embedding the restructure also limited capacity for transformative work in gender equality.	1.1 Measure, analyse, monitor and ensure equity of pay by gender, role type, job level and diverse characteristics 1.3 Apply a gender lens to employee life cycle - processes of attraction, recruitment, retention, promotion and development 1.4 Implement a culture of flexible work for all staff at all levels
2. Gender composition of the governing body	☐ None ☐ a ☒ b ☒ c ☐ d ☐ e ☐ f ☒ g	Melbourne Polytechnic's governing body has maintained gender balance across all three reporting 1.2 Apply a gender lens to governance periods, with the Chair consistently held by a woman. In FY25, the Board comprised six women and five men, sitting comfortably within the 40:40:20 band. As noted above, we consider this to be a state of 'stable progress' and that gender equality has been achieved. Following the Commission's 2026 Progress report guidance v2, 'No' has been chosen in column N in Section 2.1. The organisation has however applied a gender lens to governance, and the factors at left are pertinent to intersectional gender diversity in the following ways: ▸ Melbourne Polytechnic and its Board operate under the accountability, powers, duties and functions as set out in the **Education and Training Reform Act 2006** and **The Constitution of Melbourne Polytechnic Order 2016** ▸ Six Board Directors are appointed by the Minister ▸ MP's Board Charter was last revised and approved in April 2025; it states that membership of the Board "should reflect **diversity**," and links directly to the Victorian Government's skills matrix diversity criteria and guidelines ▸ To inform appointments by the MP Board, the MP Board Skills Matrix was reviewed and significantly revised and expanded in late 2024 to fully incorporate the (then new) skills matrix diversity criteria for Victorian Government sector boards ▸ The MP Board is committed to observing the Victorian Government's policy that no less than 50 per cent of all new appointments to paid Victorian Government boards be women; this is reflected in the composition of the MP Board itself, its sub-committees and academic boards.	1.2 Apply a gender lens to governance

Section 2.2 Describing factors limiting and contributing to progress

P: Indicator	Q: Did any of the factors listed below limit or contribute to your progress?*	R: Explain how any factor(s) limited or contributed to your progress. If 'none' is selected, write N/A and move to (S)	S: List the strategies implemented that contributed to or aligned with the indicator.
3. Equal remuneration for work of equal or comparable value across all levels of the workforce, irrespective of gender	☐ None ☐ a ☒ b ☐ c ☒ d ☒ e ☐ f ☐ g	While there has been progress with this Indicator, Melbourne Polytechnic tracks the supplementary measure 'median total remuneration pay gap' as it better captures the typical employee experience. It narrowed from 18.6% (FY21) to 5.7% (FY23) before widening again to 10.2% in FY25. In relation to the mixed progress on this measure, the factors that impacted progress in Indicator 1 (refer above) apply here.	1.1 Measure, analyse, monitor and ensure equity of pay by gender, role type, job level and diverse characteristics 1.3 Apply a gender lens to employee life cycle - processes of attraction, recruitment, retention, promotion and development
4. Sexual harassment in the workplace	☐ None ☐ a ☒ b ☐ c ☒ d ☒ e ☒ f ☒ g	Genuine attempts to make progress on this Indicator were made through initiatives such as an extensive review of the organisation's Sexual Harm Prevention and Response policy and procedure in line with best practice; development by the relevant oversight body at MP of statements of commitment to address harmful behaviours; development and implementation of coordinated campaigns on bystander action and responding to disclosures, involving training, promotion, and creation of digital and physical resources, landing pages and marketing material; and regular training on understanding and addressing harms linked to gendered masculine stereotypes. The nature of the organisation, its resources, and its competing operational obligations required prioritisation and balancing of all organisational change programs, and determined practical limits on staff capacity to engage in programs alongside service delivery. Additionally, training and labour costs influenced the reach and duration of programs.	2.1 Raise awareness of what constitutes harmful behaviour, and an understanding of MP's position on dealing with it 2.2 Ensure staff are skilled to manage incidents of harmful behaviour, and give and receive feedback (self-reflection) 2.3 Improve our transparency regarding incidents, responses and outcomes 2.4 Improve our processes for staff to report harmful behaviour, and build the confidence and capability to do so; publicise and promote processes 2.5 Develop and promote to staff and students clear statements of commitment, including support for those who report, without victimisation - Values/behaviours 2.6 Provide support for those who experience harmful behaviour - including specific strategies for specific roles

Section 2.2 Describing factors limiting and contributing to progress

P: Indicator	Q: Did any of the factors listed below limit or contribute to your progress?*	R: Explain how any factor(s) limited or contributed to your progress. If 'none' is selected, write N/A and move to (S)	S: List the strategies implemented that contributed to or aligned with the indicator.
5. Recruitment and promotion practices in the workplace	☐ None ☐ a ☒ b ☐ c ☐ d ☐ e ☐ f ☒ g	The organisation's systems for recruitment (including managing advertised roles, internal vacancies and direct appointments) were extensively reviewed and upgraded during the reporting period. This includes clear guidance on gender balance on interview panels and ensuring that selection decisions are free from discrimination. Hiring managers are provided extensive guides and clear processes to ensure recruitment is timely, fair and effective. It should be noted that except for one teaching area, promotions are not part of the organisation's industrial agreement. Career progression depends on vacancies becoming available and the applicant successfully engaging in a competitive recruitment process.	1.3 Apply a gender lens to employee life cycle - processes of attraction, recruitment, retention, promotion and development
6. Availability and utilisation of terms, conditions and practices relating to: family violence leave, flexible working arrangements, and working arrangements supporting employees with family or caring responsibilities	☐ None ☐ a ☐ b ☐ c ☒ d ☒ e ☐ f ☐ g	The factors that contributed to progress (shown in increased positive perceptions of flexible work culture) included standardisation and normalisation of flexible work agreements as business-as-usual where operational constraints permit, and enhanced organisational leadership and support for employees and managers as they determined local arrangements. The factors that limited progress (shown in persistent gendered patterns of leave-taking) include those described in Indicator 1 above.	1.4 Implement a culture of flexible work for all staff at all levels
7. Gendered segregation within the workplace	☐ None ☐ a ☒ b ☐ c ☒ d ☒ e ☐ f ☐ g	The factors that limited progress in this Indicator include the nature and circumstances of our organisation: delivering education and training in occupational areas that are heavily gendered and require staff to have current competency in the relevant skills and knowledge, and doing so in a competitive market for staff. For example, there are significant shortages of female teachers in male-dominated trades, which complicates addressing gender segregation in this cohort. The other factors that limited progress include those described in Indicator 1 above.	1.1 Measure, analyse, monitor and ensure equity of pay by gender, role type, job level and diverse characteristics 1.3 Apply a gender lens to employee life cycle - processes of attraction, recruitment, retention, promotion and development

***Factors (column Q):**

a. the size of the organisation, including the number of employees
b. the nature and circumstances of the organisation, including any barriers to making progress
c. requirements that apply to the organisation under any other Act, including an Act of the Commonwealth
d. the organisation's resources
e. the organisation's operational priorities and competing operational obligations
f. the practicability and cost to the organisation of making progress; and
g. genuine attempts made by the organisation to make progress.

Step 3: Reporting on GEAP strategies

Section 3.1 Explaining incomplete strategies

MP's GEAP contained ten strategies: four related to driving down the pay gap by ensuring equal gender representation across the organisation, and six related to addressing harmful behaviours.

Of the first four strategies, three were not completed. They relate to: understanding the breakdown of the gender pay gap across the organisation and addressing it where required; applying a gender lens to the employee life cycle; and implementing a culture of flexible work across the organisation. While these strategies were not completed overall, a number of actions within each strategy were completed (see 3.2 below). The reasons behind non-completion are listed above in Indicator 1 in Section 2.2.

Of the second six strategies, two were completed and four were completed in part. The partial completion can be explained due to a range of factors.

- Programs designed to build a) staff capability in addressing harmful behaviours and b) confidence in how to report, are in place and being progressively rolled out, but resources and competing operational obligations require ongoing prioritisation and balancing of all organisational change programs, and place practical limits on staff capacity to engage in programs alongside service delivery.
- Regarding greater transparency on incidents, responses and outcomes – there is increased transparency at a governance level, through enhanced reporting of harmful behaviours data to governing bodies, but privacy concerns around publicising, for example, sexual harassment complaint statistics limit transparency at an operational level.
- Support for individuals experiencing harmful behaviours is provided across the organisation. Nevertheless, the reprioritisation of resources has meant that some initiatives to tailor support for specific cohorts, such as educators experiencing harassment from students, were not completed within the reporting period. However, it is noted that there are other programs delivered at MP outside of the GEAP that support educators to manage classroom behaviour.

Section 3.2 Describing achievements, challenges and learnings

Achievements include:

- Strengthening organisational understanding of gender equality and beginning to consolidate responsibility for this work
- The organisation's approach to recruitment was completely overhauled, strengthening non-discriminatory approaches including job marketing
- All onboarded employees are now presented with an intersectional demographic data survey and encouraged to complete it to enhance data; existing employees have also been encouraged to populate their data
- A Gender Pay Gap Calculator was developed to provide detailed data insights into general and localised gender pay gaps
- A systematic approach was developed and implemented to maintaining the gender balance, and enhancing the diverse representation, on our governing bodies.
- Ongoing rollout of staff training on bystander action, responding to disclosures, and understanding the pressures on men due to gendered stereotypes.

Challenges include:

- The gender equality function was still developing, and stakeholders across the organisation were managing competing priorities, which limited engagement and contributed to an overly ambitious GEAP that did not achieve consistent buy-in
- Manual data systems further constrained effective monitoring and implementation.

Learnings include:

- Ambition in strategy development must be balanced with organisational capacity
- Early and consistent engagement with key stakeholders is essential for shared ownership
- Aligned structures and governance significantly improve implementation
- Strengthened data systems are critical to effective monitoring and decision-making
- Embedding gender equality work within broader organisational change frameworks improves coherence and impact.

Section 3.4 Describing resourcing allocation

The organisation conducted an analysis of resourcing required for implementation of the 2022 – 2025 GEAP to inform the Strategic Resourcing Plan. Over the 3.5 years of implementation, it was estimated that 1.5 EFT was required at the commencement, gradually tapering down to 0.4 EFT at the conclusion. The roles identified in implementation, with respective responsibilities, included:

- Implementation Lead, Gender Equality and Family Violence Primary Prevention
  - Coordination, communications and training implementation
- Manager, Organisational Learning
  - Uplift of organisational capability
- Director, Organisational Capability
  - Strategic alignment with organisational development
- Manager, People and Culture
  - Policy alignment
- Manager, Operations
  - HR systems implementation

- Director, People and Culture
  - Strategic alignment with P&C initiatives
- Inclusion Respect and Equality Taskforce
  - Oversight and governance.

Financial resources were allocated to enable building of organisational capability in understanding gender pay gap and addressing harmful behaviours.

However, operational priorities and competing operational obligations, especially the challenges listed above in 3.2, resulted in reprioritisation of maintenance activities over transformational projects. A key decision that strengthened the work, and will address resourcing going forward, was bringing together the key functions of Organisational Development, Culture and Values, Data Analytics and Recruitment into a broader People & Culture portfolio. This deliberate realignment is delivering clear benefits, enabling more coordinated action, stronger accountability and increasing momentum in progressing gender equality outcomes.

In the 2025 - 2029 GEAP, oversight of resourcing and progress will occur at multiple levels. The Director, People and Culture, who supervises the Culture and Partnering team, will monitor completion of GEAP strategies and assess resourcing implications. The People Committee and the Melbourne Polytechnic Board will receive regular updates on GEAP progress. The Board is committed to ensuring the GEAP is appropriately supported and resourced, recognising gender equality as a strategic priority for the organisation. The Inclusion Respect and Equality Taskforce will receive annual updates on progress toward gender equality, including at least biennial reporting on the Workplace Gender Equality Indicators, and will provide oversight regarding resourcing needs and alignment across related initiatives.

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Please note: Documents are still being compliance checked by the Commission.