



Supporting gender diverse students' policy

1. Commitment

Harristown State High School is committed to providing all students with access to high quality education. All members of our school community have the right to feel safe, be respected and free from discrimination based on gender, language, sexual orientation, culture, ethnicity, religion, health, disability or socioeconomic background.

At Harristown State High School we acknowledge diversity and respect all students and their choice to live authentically in their affirmed gender identity. As a school community we will:

- Promote positive educational outcomes for gender diverse students
- Promote an inclusive school community which encourages all students to be authentic and acknowledge their affirmed gender identity
- Promote compliance with relevant legislation concerning discrimination and privacy
- Work collaboratively with local community members to support gender diverse students and their families
- Negotiate and respond to the individual needs of gender diverse students
- Support staff in the ongoing development of inclusive curriculum which incorporates gender diverse perspectives

2. Legislation

Legislation seeks to promote equality of opportunity for all by prohibiting both direct and indirect discrimination. Relevant legislation includes:

- [Age Discrimination Act 2004 \(Cwlth\)](#)
- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Australian Human Rights Commission Act 1986 \(Cwlth\)](#)
- [Disability Discrimination Act 1992 \(Cwlth\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Sex Discrimination Act 1984 \(Cwlth\)](#)
- [Sex Discrimination Amendment \(Sexual Orientation, Gender Identity and Intersex Status\) Act 2013 \(Cwlth\)](#)

3. Policy

3.1 Student Transitions

At Harristown State High School we acknowledge each student's affirmed gender identity. Each student experiences a unique transition process which requires varying levels of collaboration and support. We work collaboratively with students and their families to negotiate a transition plan which is specific to their needs. This plan is an ongoing collaborative process which is adapted to suit the individual needs of the student.

The department is required to comply with the Information Privacy Principles (IPPs) that are contained in the [Information Privacy Act 2009 \(IPA\)](#).

The *IPA* prohibits the use and disclosure of personal information about a student without their consent or unless authorised or required by a law.

3.2 Student Name/s

Acknowledging a person's request to change their name or pronoun is an important part of validating their identity. Harristown State High School staff are encouraged to use the preferred name, personal pronouns and gender identity in response to a student's request.

3.3 School records

Acknowledging a person's name and pronoun through school records, is an important part of validating their identity and respecting their privacy. It is a legal requirement that school records are made and kept accurately. There is no requirement for a student's gender recorded on their *Application for student enrolment form*, or their sex recorded in One School, to align with the sex shown on the student's birth certificate or passport.

At Harristown State High School, when the school receives confirmation that a student identifies as gender diverse, or has chosen to be identified by a preferred name for other reasons, their preferred name will be the name recorded on school documentation such as timetables, academic reports, awards and other certificates of commendation. Neither the student's biological sex nor affirmed sex is included on any regular school documentation.

Principals and school staff are to consider requests from gender diverse students on a case-by-case basis, guided by the student's expressed wishes, with decisions based on:

- the **best interests of the student** as the prime factor; and
- consideration of all other available information, such as the student's **age**; anticipated **benefits** and possible **risks** to the student, including the student's **wellbeing**; and how risks could be mitigated

3.4 Curriculum

At Harristown State High School we pride ourselves on incorporating and promoting an inclusive curriculum. When developing curriculum, staff consider current research and promote equitable access for all students. Regular professional development assists our staff to deliver curriculum which avoids generalisations and considers the perspectives of sexuality and gender identity.

3.5 Bathroom Facilities

Considerations about appropriate bathroom and change room access will be negotiated with individual students. Harristown State High School has a duty of care to act in the best interests of all students and potential risks will be assessed before determining the appropriate course of action. Subject to any specific risk factors identified in relation to protecting the safety of a gender diverse student or other students, gender diverse students should be permitted to use their affirmed gender toilets.

3.6 School Uniform

The sports uniform available for all students is gender neutral.

The Student dress code procedure (<https://ppr.qed.qld.gov.au/pp/student-dress-code-procedure>) states that school dress codes must comply with legislation and guidelines to:

- provide flexible uniform options, including shorts and pants, in all uniform categories for all students, regardless of gender

Harristown State High School students are permitted to wear the full formal uniform of their affirmed gender. Uniform and Dress code guidelines apply to all students. Students who do not comply with uniform policy will face consequences in accordance with Harristown State High School Code of Conduct.

3.7 Extra Curricular activities (Dance, Physical Education and Sport)

Harristown State High School is committed to providing equitable and inclusive pathways for all students to participate in extracurricular activities, including trans, intersex and gender diverse students.

When an event or activity is separated by gender, the school will negotiate where possible for students to participate with their affirmed gender identity. Student athletes under the age of 12 are not required to be grouped by gender.

Different sports require different skills and physical inputs from athletes. If strength, stamina and physique are relevant, an assessment should be based on these factors, not on the gender of an individual student.

If a restriction is being considered, a risk assessment must be undertaken which:

- considers the safety of all students participating in the event;
- could be applied to all students;
- is conducted prior to applying to the QRSS Regional Committee for a competitive sporting activity restriction.

3.8 School camps

When determining school camp arrangements, it is important to discuss with the student and/or their parent or carer, any situations that may not usually be encountered during the school day, such as sleeping arrangements and areas for showering and changing clothes.

Unless there are specific risk factors identified with the gender diverse student concerned, the student should be permitted to sleep in the sleeping quarters and use the toilet/change facility of their affirmed gender, provided private cubicles are made available for them to change in privacy.

4. Whole of School support

Every member of Harristown school community, including teachers, support staff, volunteers, families and students, works collaboratively to ensure students can access and participate in all aspects of school life. <https://ppr.qed.qld.gov.au/pp/inclusive-education-policy>

4.1 Collaboration with students, families and the community

We work with students, parents and caregivers, and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support students, parents, caregivers and families to have a voice and to be heard. Their views are considered in decision making at all levels.

We encourage parental and carer collaboration when supporting gender diverse students. A strong support network plays an essential role in the transition and ongoing support of gender diverse students. According to the Anti-discrimination Act 1991, a parent/carers is not exempt from direct or indirect discrimination based on gender identity.

4.2 Support for gender diverse students

Understanding or changing one's gender identity can be a challenging process. Harristown State High School has a diverse team of internal and external student support services available. Some of the school-based services also provide pathways and referrals to external services to further support students and their parent/carers.

4.3 Discrimination, Harassment, Bullying

Any incidents of Discrimination, Harassment and Bullying will be actioned as per Harristown State High School Code of Conduct.

5. Additional information, resources and support services

5.1 Department of Education

[Creating a safe, supportive and inclusive school environment for LGBTIQ+ students](#)

[Diversity in Queensland schools: information for principals](#)

[Diversity in Queensland schools: fact sheet for students](#)

[Diversity in Queensland schools: fact sheet for parents](#)

[Internal guidance materials to assist Queensland state schools in supporting gender diverse students](#)

[Capability, Confidence and Diversity Initiative \(CCDI\)](#) – is a partnership with True Relationships and Reproductive Health (True) that provides support for departmental school staff to create and maintain educational environments inclusive of LGBTIQ+ and gender diverse students. Sessions are delivered in person and online, guided by social and emotional wellbeing frameworks, embedded in education policies and procedures.

Two free online, self-paced courses are also available:

- [LGBTIQ+ inclusive education: Introduction to key terminology and concepts](#) –provides an introduction to key terminology and concepts relating to LGBTIQ+ communities, including assigned sex, intersex variations and diverse gender identities and sexualities.
- [LGBTIQ+ inclusive education: Establishing student groups External link](#) – provides guidelines for establishing supportive school-based groups for LGBTIQ+ students, with the aim of creating inclusive, safe environment.

[Student Inclusion team](#) – available to departmental staff to provide advice on LGBTIQ+ and gender diversity issues.

[Supporting LGBTIQ+ students](#) – Department of Education internal webpage containing information and links to resources and services to support gender diversity in the school environment.

5.2 External stakeholders

[Australian Human Rights Commission](#) – an independent statutory organisation, established by an act of Federal Parliament to protect and promote human rights in Australia and internationally including discrimination based on sexual orientation and gender identity.

[Australian Transgender Support Association of Queensland \(ATSAQ\)](#) – provides support, advocacy and services to transgender, gender diverse and non-binary.

[LGBTI Legal Service](#) – provides free and confidential advice to the LGBTIQ+ community throughout Queensland.

[Open Doors Youth Service](#) – supports LGBTIQ+ young people through access to mental health counselling, group therapy programs, social supports, providing essential food & sanitary items, securing stable employment and housing, and conducting training & education with schools, workplaces, and families.

[QLife External link](#) - national counselling service for LGBTIQ+ people, friends and family.

[Queensland Aids Council \(QuAC\)](#) – enable lesbian, gay, bisexual, transgender and intersex people to increase control over and improve their health, as a resource for social, economic and personal development and an important dimension of quality of life.

[Queensland Human Rights Commission](#) – protect and strengthen human rights in Queensland, including sexual rights and gender identity rights, and to help build a fairer, safer, and more inclusive community.

[Queensland School Sport](#) - provides additional information on Queensland Representative School Sport management including procedures.

[Pride in Sport](#) - Australia's sporting inclusion program specifically designed to assist sporting organisations at all levels with the inclusion of employees, players, volunteers and spectators with diverse genders and sexualities.

[Trans@School](#): Guide for educators – Provides guidance, assisting educators to navigate issues that may arise at school, including school sport, for trans and gender diverse children and young people.

Definitions/Glossary

Affirmed gender relates to a person's "true gender" as opposed to gender assigned at birth.

Agender - Describes a person who identifies as having no gender.

Assigned sex at birth – The sex (male or female) assigned to a child at birth, most often based on the child's external anatomy. Also referred to as birth sex, natal sex, biological sex, or sex.

BrotherBoy: Aboriginal and Torres Strait Islander people may use these terms in a number of different contexts, however they can be used to refer to transgender and gender diverse people. BrotherBoy typically refers to masculine spirited people who were assigned female at birth.

Cisgender – A person whose gender identity and assigned sex at birth correspond (i.e., a person who is not transgender).

Coming out – The process by which one accepts and/or comes to identify one's own sexual orientation or gender identity (to come out to oneself). Also the process by which one shares one's sexual orientation or gender identity with others (to come out to friends, etc.).

Gender affirming surgery (GAS) – Surgeries used to modify one's body to be more congruent with one's gender identity. Also referred to as sex reassignment surgery (SRS) or gender confirming surgery (GCS).

Gender dysphoria – Distress experienced by some individuals whose gender identity does not correspond with their assigned sex at birth. Manifests itself as clinically significant distress or impairment in social, occupational, or other important areas of functioning. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) includes gender dysphoria as a diagnosis.

Gender expression – The way a person acts, dresses, speaks, and behaves (i.e., feminine, masculine, androgynous). Gender expression does not necessarily correspond to assigned sex at birth or gender identity.

Gender fluid – Describes a person whose gender identity is not fixed. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more one gender some days, and another gender on other days.

Gender identity – A person's internal sense of being a man/male, woman/female, both, neither, or another gender.

Gender marker: The designation (male, female, or other) that **appears on a person's official records, such as a birth certificate or driver's licence**. The gender marker on a transgender person's documents is their sex assigned at birth unless they legally change it, in parts of the world allowing that.

Gender non-conforming – Describes a gender expression that differs from a given society's norms for males and females.

Gender role – A set of societal norms dictating what types of behaviours are generally considered acceptable, appropriate or desirable for a person based on their actual or perceived sex.

Heteronormativity – The assumption that everyone is heterosexual, and that heterosexuality is superior to all other sexualities.

Heterosexual (straight) – A sexual orientation that describes women who are emotionally and sexually attracted to men, and men who are emotionally and sexually attracted to women.

Intersex – A rare condition where the reproductive organs and genitals do not develop as expected. Some prefer to use the term disorders (or differences) of sex development. Intersex is also used as an identity term by some community members and advocacy groups.

Outing – Involuntary or unwanted disclosure of another person's sexual orientation or gender identity.

Non-binary - A term to describe someone who doesn't identify exclusively as male or female.

Same-sex attraction (SSA) – A term that is used to describe the experience of a person who is emotionally and/or sexually attracted to people of the same gender. Individuals using this term may not feel comfortable using the language of sexual orientation (i.e., gay, lesbian, bisexual) for

personal reasons. Use of this term is not indicative of a person's sexual behaviour.

Sexual orientation: A person's feelings of attraction toward other people. A person may be attracted to people of the same sex, of the opposite sex, of both sexes, or without reference to sex or gender. Some people do not experience sexual attraction and may identify as asexual.

Sexual orientation is about attraction to other people (external), while gender identity is a deep-seated sense of self (internal).

Sister Girl: Aboriginal and Torres Strait Islander people may use these terms in a number of different contexts, however they can be used to refer to transgender and gender diverse people. SisterGirl typically refers to feminine spirited people who were assigned male at birth.

Trans man/transgender man/female-to-male (FTM) – A transgender person whose gender identity is male may use these terms to describe themselves. Some will just use the term man.

Trans woman/transgender woman/male-to-female (MTF) – A transgender person whose gender identity is female may use these terms to describe themselves. Some will just use the term woman.

Transgender – Describes a person whose gender identity and assigned sex at birth do not correspond. Also used as an umbrella term to include gender identities outside of male and female. Sometimes abbreviated as Trans.

Transition – For transgender people, this refers to the process of coming to recognise, accept, and express one's gender identity. Most often, this refers to the period when a person makes social, legal, and/or medical changes, such as changing their clothing, name, sex designation, and using medical interventions. Sometimes referred to as the gender affirmation process.