



YEPPOON STATE HIGH SCHOOL

Yeppoon State High School

Diversity in Queensland Schools Policy

Supporting students who are diverse in their sex, gender identity and sexuality; Student diversity policy; creating a safe, supportive and inclusive environment for all students.

1. Vision Statement

Yeppoon State High School is committed to providing all students with a safe and supportive environment where all students can learn free from discrimination based on gender, language, sexual orientation, culture, ethnicity, religion, health, disability or socioeconomic background.

2. Aim or Goal

To ensure all students are provided with equal opportunities to reach their potential, irrespective of sex, gender identity or sexual orientation.

3. Implementation

Every student is different having their own background, culture, religion and language which makes them unique. As such, any decisions around students will be made on a case-by-case basis, considering the context of the student. The school's aim will be achieved through the following actions:

Confidentiality and Privacy

Students have the right to disclose their personal information, including their gender identity and sexual orientation with whom they choose. This information is confidential and will be treated on a need-to-know basis e.g. consistent with duty of care requirements and privacy legislation.

Staff Responsibilities

The use of derogatory terms against any diverse groups will be dealt with promptly; this may require some education around why these terms are not acceptable, but ultimately consequences should be applied. This may best be approached with an individual student away from the group, involving a conversation about what is appropriate (calling-in approach).

Teachers will use respectful and inclusive language at all times, avoiding the use of gendered terms, e.g. "guys", "ladies", "gentleman" and instead opt for gender-neutral terms, "students", "year 8's" or "everyone".



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Student Name and Pronoun Use

Students will be supported in their choice of personal pronoun in everyday use, both in, and out of the classroom. Teachers will lead by example.

At parental request, student academic reports may use the student's preferred name in OneSchool. At parental request, student gender may be changed through the Principal contacting OneSchool. Independent students may request any name or gender changes directly through the Principal.

Use of Bathrooms or Change Rooms

Young people's safety and wellbeing are the primary consideration in determining appropriate use of toilet and change room facilities. Transgender and gender diverse students should have the choice of accessing a toilet/change room that matches their gender identity. A gender-neutral toilet can also be made available for students to use. All considerations for the use of toilets and change rooms should be discussed directly by the individual with the Principal. This policy aligns with the Sex Discrimination Act Amendment 2013.

Student Dress Code

The everyday and sports uniforms are available for all students in gender neutral options. Students are permitted to wear the formal uniform of their choice following discussion with the principal. Uniform and Dress code guidelines apply to all students.

Participation in sport

All students have the right to participate in Physical Education and Sport. Considerations of individual student needs and type of sport will be discussed as required with the Principal. For competitive sporting activities there will be no discrimination based on sex or gender identity for students 12 years and under. Restrictions on participation in sport for children over 12 years of age may be imposed on the basis of biological sex or gender identity, if the restriction is reasonable. This may include consideration of the strength, stamina or physique requirements of the activity, not of the individual student. Therefore, this may restrict the participation of some students in their chosen activity or require them to submit medical evidence based on the potential developmental impact. Regional sporting organisation may implement their own participation rules (Refer to Diversity in Queensland Schools document in resources).

Communication with Parents or Carers

At Yeppoon SHS we encourage parental and carer collaboration when supporting students. A strong support network plays an essential role in the well-being of young people. The student's rights to confidentiality will also be considered when interacting with families, as will consideration of harm and potential harm.



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When communicating with parents and caregivers, reinforce the messages that we support students' rights to feel safe and supported irrespective of gender, sex or sexuality. Staff should use inclusive language, students affirmed gender and preferred pronouns.

Inclusive Teaching and Learning Programs

As a school, we visibility and explicitly promote that all students have the right to feel safe and supported irrespective of their gender, sex or sexuality.

Teachers will complete professional development to increase their knowledge regarding how to create supportive and inclusive learning environments for students. This training will occur on a regular basis and be included in the new teacher induction program.

School staff will be aware of diversity considerations when teaching curriculum and Heads of Department will be responsible to ensure that this occurs with sensitivity and respect.

Information will be provided in the newsletter and on social media for LGBTQIA+ specific support services. Yeppoon State High School will also celebrate diversity and individuality of students by supporting events such as PRIDE Month (June), Wear it Purple Day (August 27th) and R U OK Day (September 9th). Teachers can also choose to indicate being an ally through supportive gestures (e.g. rainbow lanyards).

Bullying, Harassment or Discrimination

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

The Code of Conduct will be utilised where staff and students deliberately or repeatedly use names or pronouns other than the one identified by the person concerned.

4. Support

Staff who become aware of students requesting to transition or affirm gender at the school will notify the Guidance Officer. The purpose of this is to ensure that adequate support is offered to the student and family with specific consideration of the student's individual needs. Guidance Officers have specific training in developing student plans and supporting students and families. In instances where one or both parents/guardians do not support or oppose the young person's decision to affirm their identity the school will assess the best interests of the child to ensure their physical and psychological safety and wellbeing.

Guidance Officers or Deputy Principals will inform relevant staff of any support as required. This will be a student led process with regards to timing; which students and staff are informed; when the communication will occur and the language used. Specific professional development will be offered

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through the school to staff. It is possible that further opportunities will be available for staff to receive professional development within small teams.

Students will be offered a Case Manager or supportive adult to liaise with at school. Check-ins will occur from time to time and be inclusive of parents/guardians where this is appropriate. At this time, the student's support plan will be reviewed and adjustments made if necessary.

Students in Years 10-12 who identify as gender diverse, with parental consent, will be invited to join YSHS True Colours Student Support Group which is a student led initiative, supervised by the Guidance Officer – Senior School. This group meets three times a term and is well supported by YSHS staff members who identify as allies, as well as the Youth and Community Engagement Officer from headspace Rockhampton. These group sessions offer a safe, comfortable and supportive place for like-minded students to feel able to express their true selves without fear of being judged or discriminated against. YSHS True Colours group organise school events to celebrate diversity including PRIDE Month, Wear it Purple Day and R U OK Day to let all students know they are valued and YSHS is an inclusive school.

5. Student Support Team

The Student Support Team at Yeppoon State High School recognises that “all humans are born free and equal in dignity and rights” (United Nations, 2012) and embraces diversity of expression of human gender, sexuality and relationship structures.

Our staff recognise that lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+) people and their families are subject to significant pressures and discrimination based on prejudice towards their sexual and/or gender identity. We recognise that this can have direct negative mental health impacts for students and their families; including anxiety, depression, and family and relationship concerns.

The Student Support Team is committed to the early identification and elimination of all forms of bullying within the school, including that based upon gender or sexual identity.

We recognise that same-sex attraction (homosexuality) is not a mental disorder (APA, 2013); neither are gender-diverse or transgender identifications. Gender dysphoria pertains to the degree of distress caused by stigma, not to the transgender identity itself (APA, 2013).

The members of the Student Support Team respect the rights of LGBTIQ+ people and their families to privacy, confidentiality, self-determination and autonomy.

Our team members are aware of their personal values, beliefs and assumptions in relation to diverse clients; and respect diversity by not discriminating against clients based on their gender and/or sexual identity, either directly or indirectly.



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- Support Team

- Lisa Ramsay - Guidance Officer – Senior School
- Peta Thomas – Guidance Officer – Junior School
- Mischa Lawford - School Based Health Nurse
- Kerrie McDonald - Youth Support Coordinator
- Jillian Jeffries – Youth Worker

- External:

- Qlife 1800 184 527
- Kids Helpline
- Beyond Blue
- Relationships Australia Queensland
- headspace
- Centacare
- Strengthening Family Connections
- Women's Health Centre
- General Practitioner
- Psychologists

6. Links to relevant documents and resources

<https://intranet.qed.qld.gov.au/Students/mental-health-wellbeing/Documents/diversity-qld-schools-internal-guidance-materials.pdf>

Queensland State Schools: StudentWellbeing@qed.qld.gov.au

True Relationships: <http://www.true.org.au/>

PFlag: <http://www.pflagbrisbane.org.au/>

[Headspace](#)

[ehespace](#)

7. Legislation

The Anti-Discrimination Act 1991 prohibits state schools from discriminating on the attribute of gender identity or sexuality. The Sex Discrimination Act 1984 also prohibits discrimination on the basis of a person's sex, gender identity, intersex status or sexual orientation in the area of education.

Links to relevant legislation:

- Anti-Discrimination Act 1991 (QLD) Sex Discrimination Act 1984 (Cwlth)
- Sex Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status) Act 2013 Information Privacy Act 2009 (Qld)

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Education (General Provisions) Act 2006

Attachment A – Student support plan for supporting gender diverse students.

Student Support Plan – GUIDANCE OFFICER USE ONLY

Yeppoon State High School Support Plan <i>The purpose of this document is to create a shared understanding about the ways in which the student's authentic gender will be accounted for and supported in school.</i>		
Date:	Date Enrolled:	
Student Name:	Care Class:	
Date of Birth:	Gender:	Assigned sex at Birth:
Confidentiality: How public or private will information about this student be? i.e. whole class aware, teachers, students, office staff, etc.		
Student Safety:		
Who will be the student's "go to" adult at school?		
If this person is not available, what should the student do?		
What if any, will the process be for periodically checking in with the student and/or family?		
Names, Pronouns and Student Records:		
Preferred name entered into OneSchool system with parental permission:		
Name to be used when referring to student:		
Pronouns:		
How will instances be handled in which the incorrect name or pronoun are used?		



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How will the student's privacy be accounted for in the following situations or contexts?

With supply teachers:

Standardised Tests:

School photos:

Student files:

Academic reports:

Student ID Card:

Facilities:

Student will use the following toilet/s during school:

What are the expectations for the use of facilities for any excursions?

What are the expectations regarding rooms for any overnight trips/camps?

Are there any questions/concerns regarding the student's access to facilities?



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Extra-Curricular Activities:

Does the student participate in any sporting/extracurricular activities?

What steps will be necessary to support the student there?

Other considerations:

Uniform:

Are there any specific social dynamics with other students, families or staff members that need to be discussed or accounted for?

Does the student have any siblings at school?

What factors need to be considered regarding siblings' needs?



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Attachment B Definitions:

For the purpose of this document the follow terms are defined but it is acknowledged that they are general terms.

Discrimination – treating a person in a way that results in that person receiving less favourable treatment because of their sexual orientation, gender identity or intersex status.

~phobia (as in: homophobia, transphobia and biphobia) – the fear, intolerance, and/or discrimination of people who identify as: same-sex attracted (homophobia); transgender, gender diverse or gender nonconforming (transphobia); bisexual (biphobia).

Transgender (or Trans) – an umbrella term used to describe anyone whose gender identity differs from their biological sex.

Intersex – a long-established medical condition where an infant is born with reproductive organs and/or sex chromosomes that are not exclusively male or female.

Gender expression – is the outward signs they present to the world around them. This could include their choice of name and preferred pronoun, their style of dress and appearance and/or mannerisms.

Gender diverse – used to describe anyone whose gender identity differs from their biological sex. Includes people who identify as transgender, a-gender (having no gender), bi-gender (having two genders), and non-binary (not strictly woman or man).

Gender transition/affirmation – is the process whereby a transgender person commences living as their true gender identity.

Gender identity – a word or series of words that a person of any sexuality may use to describe their gender – for example: girl, boy, woman, man, transgender, gender diverse etc.

Same-sex attracted – any person who identifies as being same-sex attracted. This may include people who identify as gay, lesbian or bisexual.

Sexual orientation – the underlying direction of sexual attraction towards people of a particular gender or genders. Sexual orientation can include being heterosexual, homosexual or bisexual. Having a homosexual or heterosexual orientation does not always mean people will have a gay, lesbian or heterosexual identity.

Sexual identity – how you see yourself sexually and how you present yourself to others. It includes being gay, lesbian, bisexual or heterosexual.

(Definitions have been resourced from: Australian Human Rights Commission, Safe Schools Coalition Australia, Victorian Department of Education and Training, Queensland Department of Education)



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