

Gender Diversity Policy



VERSION: 1 **CODE:** 09-06
OWNER: Kiera Lewis
EFFECTIVE: Term 1, 2025 **REVIEW:** Term 4, 2025

1.0 Scope

Bremer 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, sexuality, culture, religion, health, disability or socioeconomic background. This policy is intended to be followed by all community members.

2.0 Purpose

To ensure all students are provided with equal opportunities to reach their potential, irrespective of sex, gender identity or sexuality. At Bremer State High School, we acknowledge our diversity and respect all students and staff, and their choice to live authentically in their gender identity. As a school community we will:

- Promote positive educational outcomes for gender diverse students
- To create a working and learning environment that is inclusive of all students and staff and where all members are treated with courtesy, dignity and respect
- Promote an inclusive school community which encourages all students to be authentic and acknowledge their chosen 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
- Provide all staff with access to an inclusive and safe work environment free from discrimination.
- Provide all students with access to high-quality education that is free from discrimination based on gender and sexual orientation.

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3.0 Policy Statement

At Bremer State High School, we recognise In Australia, it is estimated that 11% of Australians identify as LGBTIQ and 2–3% of young people identify as transgender, gender diverse or non-binary (trans). We acknowledge each student’s chosen gender identity. Students experience a unique gender transition process which requires varying levels of collaboration and support. At Bremer State High School, 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 regularly to suit the needs of the student.

In alignment with the Information Privacy Act (QLD) 2009, a person’s gender identity, legal name or gender assigned at birth is private. Disclosing this personal information without justification or consent is a breach of privacy and confidentiality.

4.0 Responsibilities

All staff are responsible for creating a safe and supportive environment for all community members.

Executive Principal Associate Principal	<ul style="list-style-type: none">• Support all staff to meet legislated obligations
Deputy Principal (Wellbeing)	<ul style="list-style-type: none">• Policy design and review• Providing appropriate professional development on gender diversity matters and issues• Quality assurance of policy objectives and procedures
Guidance Officers	<ul style="list-style-type: none">• Provide individual conferencing to students and staff on gender diversity matters and issues
Teaching Staff, Teacher Aides and Support Staff	<ul style="list-style-type: none">• Meet obligations and procedures outlined in school-based and departmental policies and related legislation

5.0 Related Policies and Legislation

- Qld DOE, Diversity in Queensland Schools: Internal Guidance Materials to Assist Queensland State Schools in Supporting Gender Diverse Students - <https://intranet.qed.qld.gov.au/Students/mental-health-wellbeing/Documents/diversity-qld-schools-internal-guidance-materials.pdf#search=gender%20diversity>
- Anti-Discrimination Act (QLD) 1991 - <https://www.legislation.qld.gov.au/view/html/inforce/current/act-1991-085#sec.111>

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- Information Privacy Act (QLD) 2009 - <https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-014>
- Education (General Provisions) Act (QLD) 2006 - <https://www.legislation.qld.gov.au/view/html/inforce/current/act-2006-039#sec.426>
- Sexual Discrimination Act (Cth) 1984 - <https://www.legislation.gov.au/Details/C2014C00002>
- Sexual Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status Act (Cth) 2013

6.0 Implementation Procedures

6.1 Student Name/s

Acknowledging a person's request to change their name or pronoun is an important part of validating their chosen identity. At Bremer State High School staff are required to use the name, personal pronoun and gender identity of a student's request.

Staff are required to:

- Be aware that students may refer to themselves by a name of their choosing
- Will refer to students using their preferred pronouns as requested. Pronouns may include, but are not limited to, she/her, he/him, they/their, zie./zhen
- The Code of Conduct and School Code of Conduct should be utilised where staff and students deliberately or repeatedly use names or pronouns other than the one identified by the person concerned.
- Promote the use of inclusive and non-gendered language within the school
- Respond to and challenge all forms of homophobic, transphobic and biphobic behaviour and language
- At parental request student academic reports may use the student's preferred name in OneSchool
- As per legal requirements, school staff must ensure that school records are made and kept accurately/ School records must reflect the sex as stated on the student's birth certificate or passport.
- At parent request student gender may be changed through Principal contacting OneSchool

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- Independent students may request any name or gender changes directly to the Principal.

6.2 Student records

Acknowledging a person's name and pronoun through school records is an important part of validating their chosen identity and respecting their privacy. It is a legal requirement that school records are made and kept accurately. School enrolment records must reflect the sex as stated on the student's birth certificate or passport. Academic reports can reflect the student's preferred chosen name and gender. A student's preferred name can be recorded on OneSchool under 'preferred name' and staff are required to use the preferred name, personal pronouns and gender identity of a student's request.

6.3 Curriculum

At Bremer 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 in delivering curriculum which avoids generalisations and considers the perspectives of sexuality and gender identity.

Teaching staff will consider that all curriculum can be facilitated in a manner that promotes inclusivity. Teachers are encouraged to avoid making generalisations or assumptions about sexuality or gender identity, particularly when delivering curriculum related to relationships and sexuality education. Eg; using 'parent's' instead of mum and dad, 'relationships' instead of boyfriend and girlfriend.'

6.4 Bathroom Facilities

Considerations about appropriate bathroom access will be negotiated with each individual student. At Bremer State High School, we work collaboratively to promote safety and comfort for all students. Some options that have been previously negotiated with students include the use of unisex bathroom facilities around the school. Transgender students and gender diverse students should have the choice of accessing a toilet/change room that matches their gender diversity.

6.5 School Uniform

At Bremer State High School, students are permitted to wear the formal uniform of choice and are free to wear the uniform in which they feel most comfortable. Uniform and dress code guidelines apply to all students. Students who do not comply with

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uniform policy will face consequences in accordance with Bremer State High Schools Responsible Behaviour Plan for Students.

<https://ppr.qed.qld.gov.au/pp/student-dress-code-procedure>

6.5 Student Transitions

At Bremer State High School, we acknowledge each student's chosen gender identity. Each student experiences a unique transition process which requires varying levels of collaboration and support. At Bremer State High School, 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 regularly to suit the needs of the student.

In alignment with the Information Privacy Act (QLD) 2009, a person's gender identity, legal name or gender assigned at birth is private. Disclosing this personal information without justification or consent is a breach of privacy and confidentiality.

6.6 Extra Curricula activities (Dance, Physical Education and Sport)

All Students have the right to participate in Dance, Physical Education and Sport. When an event or activity is separated by gender, the school will negotiate where possible for students to participate in their chosen genders' identity. Considerations of the student needs and type of sport will be discussed as required with the Principal. 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.

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-1991-085#sec.111>

6.7 School Camps

At Bremer State High School, reasonable adjustments are made to enable participation in school camps for gender diverse students. In preparation for school camps negotiations will take place with the host venue to accommodate the access, sleeping arrangements and bathroom facilities for gender diverse students.

6.8 Confidentiality and Privacy

LGBTIQ+ Students are entitled to the same confidentiality and privacy as any other student. The decision to disclose gender diversity or sexuality is an individual matter and must be treated respectfully and in accordance with confidentiality and privacy requirements. As for all students, staff must adhere to their mandatory reporting obligations if they suspect on reasonable grounds that a child has been abused or neglected.

6.9 Parental and Carer collaboration

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At Bremer State High School, 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/carer is not exempt from direct or indirect discrimination based on gender identity.

6.10 Wellbeing Services

Understanding or changing one's gender identity can be a challenging process. At Bremer State High School, we have a diverse team of internal and external student support services available. Some of the school-based services (such as Guidance Officers and School based GP), also provide pathways and referrals to external services to further support students and their parents/carers.

(StudentWellbeing@ged.qld.gov.au)

6.11 Discrimination, harassment and bullying

Any incidents of Discrimination, Harassment and Bullying will be actioned as per the Bremer State High School Responsible Behaviour Plan for students.

6.12 Process of Support for Gender Diverse Students at Bremer SHS.

Staff who become aware of students requesting to transition or affirm gender at Bremer State High School, will notify a Guidance Officer at the school. 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 Principal's 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 through the school to staff. It is possible that further opportunities will be available for staff to deliver professional development within small teams.

Students will be offered a Case Manager or supportive adult in the school to liaise with. Check ins will occur from time to time and be inclusive of parents/guardians. At this time the student's plan will be reviewed and adjustments made if necessary. The Guidance Officer will be the liaison person if the identified person is not the Guidance Officer.

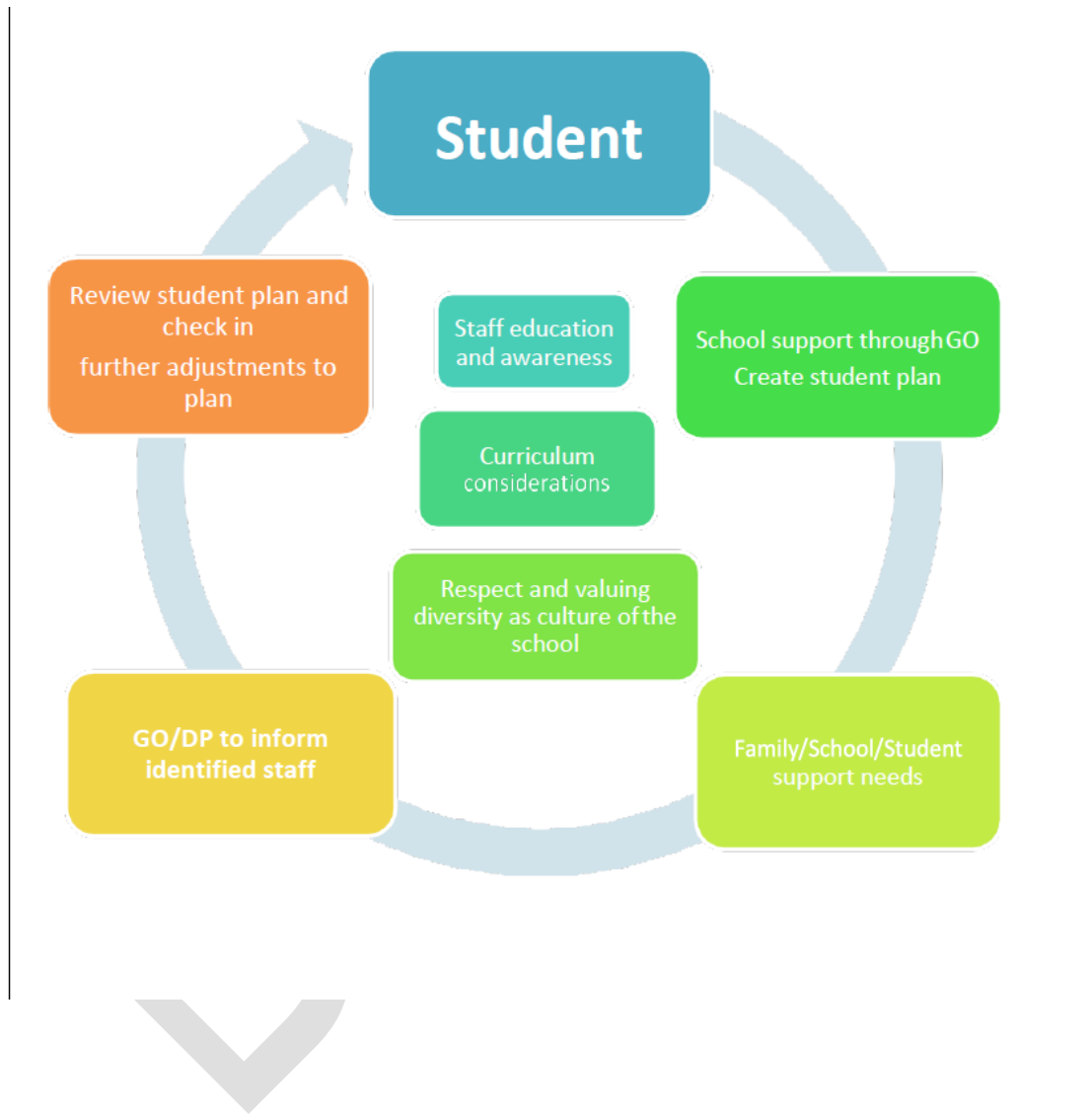
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School staff will be aware of curriculum considerations when teaching specific content and Heads of Department will be responsible to ensure that this is occurring within subject areas.

6.12.1 Flow Chart of Support



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7.0 Appendices

7.1 Definitions

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

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.).

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).

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

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).

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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 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.

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 – Group of rare conditions 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.

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

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

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.

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.

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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.

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.

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

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7.2 Sample Student Plan

Student Support Plan – GUIDANCE OFFICER USE ONLY		
<p>Number One State High School - Support Plan -</p> <p><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></p>		
Date:	Date Enrolled:	
Student Name:	Form Class:	
Date of Birth:	Gender:	Assigned Sex at Birth:
<p>Confidentiality: How public or private will information about this student be:</p> <p>i.e. whole class aware, teachers, students, office staff, etc.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>Student Safety:</p> <p>Who will be the student's 'go to adult' at school? _____</p> <p>If this person is not available, what should the student do? _____</p> <p>What if any, will be the process for periodically checking in with the student and/or family?</p> <p>_____</p>		
<p>Names, Pronouns and Student Records:</p> <p>Preferred name entered into One School system with parental permission _____</p> <p>Name to be used when referring to student _____ Pronouns _____</p> <p>How will instances be handled in which the incorrect name or pronoun are used?</p> <p>How will the student's privacy be accounted for in the following situations or contexts?</p> <p>With supply teachers _____</p> <p>Standardized tests _____</p> <p>School photos _____</p>		
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Student Files _____

Extra-curricular activities _____

Academic Reports _____

Student ID Card _____

Assignment of IT accounts _____

Facilities:

Student will use the following restroom/s during school _____

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

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

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

Extra-Curricular Activities:

Does the student participate in an after-school program (sport/cultural)?

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? _Y/N_ What factors need to be considered regarding the sibling's needs?

