



Mount Gravatt State High School

Supporting the LGTBIQ+ Community

Policy Document



"Let us seek worthy things"



Supporting the LGBTIQ+ Community Policy

Student Values

Value	Characteristics	Belief Statements
Growth Mindset	<ul style="list-style-type: none"> Resilience Risk-taker Self-reflective 	<ul style="list-style-type: none"> I believe that my social and emotional well-being is critical to positive academic and behavioural outcomes, and helps me to willingly approach new situations, people or experiences with confidence When I am challenged and engaged, I believe that I will learn from my mistakes and grow I believe that I need to set goals and reflect on my progress to learn and grow, and therefore be able to celebrate my successes
Inclusive	<ul style="list-style-type: none"> Empathy Respect and Connectedness Safety Peer Champions - encourage others 	<ul style="list-style-type: none"> I believe it is important to treat others with care and compassion, and to try to understand other people's views, and that this helps me to become a responsible and helpful member of the school I believe it is important to conduct myself in a respectful manner at all times, treating others in a considerate, fair and courteous manner while being honest, reliable and trustworthy. I should respect myself, others and the school I believe that it is important to always conduct myself in a safe manner and that this enhances my social, academic, physical and emotional development
Active citizenship	<ul style="list-style-type: none"> Proactive learning Critical and creative thinkers Global perspective and sustainability 	<ul style="list-style-type: none"> I believe that being proactive in my learning by being motivated to learn, taking responsibility, showing initiative and managing my time appropriately, will allow myself to take control of my learning and develop life-long learning habits I believe critical and creative thinking will help me to become an active citizen who can inspire and innovate I believe that if I have the skills to inspire and innovate, I can shape and define the future and value my role in a diverse society

Staff Values

Value	Characteristics	Belief Statements
Safe and supportive environments	<ul style="list-style-type: none"> Diversity Environments that encourage progress Constructive feedback 	<ul style="list-style-type: none"> We believe that actively valuing diversity and striving for an environment that encourages progress creates a community in which we all thrive

	<ul style="list-style-type: none"> • Clear and explicit expectations • Community 	<ul style="list-style-type: none"> • We believe that upholding high expectations is supported by giving and receiving respectful feedback
Intentional collaboration and positive relationships	<ul style="list-style-type: none"> • Connectivity • Inclusion • Engagement 	<ul style="list-style-type: none"> • We believe individual life experience creates opportunities for collaborative engagement • We believe that prioritising positive connections impacts an inclusive and productive environment
Personal and professional growth	<ul style="list-style-type: none"> • Self-reflection • Growth mindset • Life-long learning • Innovation • Accountability 	<ul style="list-style-type: none"> • We believe that self-reflection and life-long learning leads to personal and professional growth • We believe that having a growth mindset leads to being accountable and innovative educators

1. Rationale

Mount Gravatt State High School is committed to providing quality educational experiences to all of our students to ensure they have the opportunity to reach their full potential. Our school community reflects the diverse nature of communities across Queensland. We are committed to providing the opportunity to learn and succeed in a safe, supportive, inclusive and disciplined learning environment. All members of Mount Gravatt State High school community are required to honour, respect and support this commitment. The School community includes students, staff, parents and members of the public who have any involvement with the School. Inclusion of all students, all staff and all community members is an expectation. Discrimination is unacceptable and will NOT be tolerated under any circumstances.

2. Objectives

Mount Gravatt State High School aims to:

- 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.
- To promote appropriate standards of conduct at all times.
- To implement strategies to ensure that all members of the school community know their rights and responsibilities.
- Provide all students with access to high-quality education that is free from discrimination based on gender and sexual orientation.
- To provide all staff with access to an inclusive and safe work environment free from discrimination.

3. 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 \(Qld\)](#)

[Education \(General Provisions\) Act 2006](#)

4. School Responsibilities

- Provide an inclusive, safe and supportive environment.
- Create a school community where students and families experience a sense of belonging helping to promote positive mental health and wellbeing.
- Create a collaborative partnership between parents and carers as students are more likely to succeed at school when these partnerships are well developed.
- Connect students with support services, as required, external to the school.
- Promote the OPTUM service to staff and provide access to support staff/Principal as needed.
- Provide students with an opportunity to discuss their needs and address this through an individual support plan.
- Provide support and education for staff through professional development.

5. 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. Staff Responsibilities for Student name and pronoun use

- School staff to be aware that students may refer to themselves by a name of their choosing.
- Staff 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/zehn
- The Code of Conduct and school Behaviour Policy should be utilised where staff and students deliberately or repeatedly use names or pronouns other than the one identified by the person concerned.
- School staff should promote the use of inclusive and non-gendered language within the school.
- Staff will refer to students by their preferred name as requested.
- School staff should respond to and challenge all forms of homophobic, transphobic and biphobic behaviour and language.
- 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 parental request student academic reports may use the student's preferred name in OneSchool.
- A parent may lodge a request with the Principal for a student's gender to be changed on OneSchool.
- Independent students may request any name or gender changes directly to the Principal.

7. Curriculum Considerations

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. E.g. using 'parents' instead of mum and dad, 'relationships' instead of boyfriend or girlfriend etc.

8. Toilet and change room use

Children and young people's safety and wellbeing are the primary consideration in determining appropriate use of toilet and change room facilities. A gender-neutral toilet is available for students to use in the Administration building.

9. School dress code

While Formal uniforms are available as gender specific items, it is not compulsory for students to wear these items. Students are free to choose the formal uniform in which they feel most comfortable.

10. Camps

Considerations around sleeping arrangements and situations that are not usually encountered during the school day will be made with parents/carers/students and the school prior to the camp. For instance, considerations if camp groups are grouped according to gender, areas for showering and changing of clothes. A risk assessment for the safety and wellbeing of all children and young people is a requirement of all excursions and camps.

11. Sports

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.

12. Workplace

Mount Gravatt State High School values Teamwork and sees each member of the team as vital in protecting the learning environment to provide a safe and productive workplace. All staff are expected to adhere to the Department of Education's Code of Conduct.

13. Process of support for Gender Diverse Students at Mount Gravatt State High School: (see also Flow Chart below)

Staff who become aware of students requesting to transition or affirm gender at the 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.

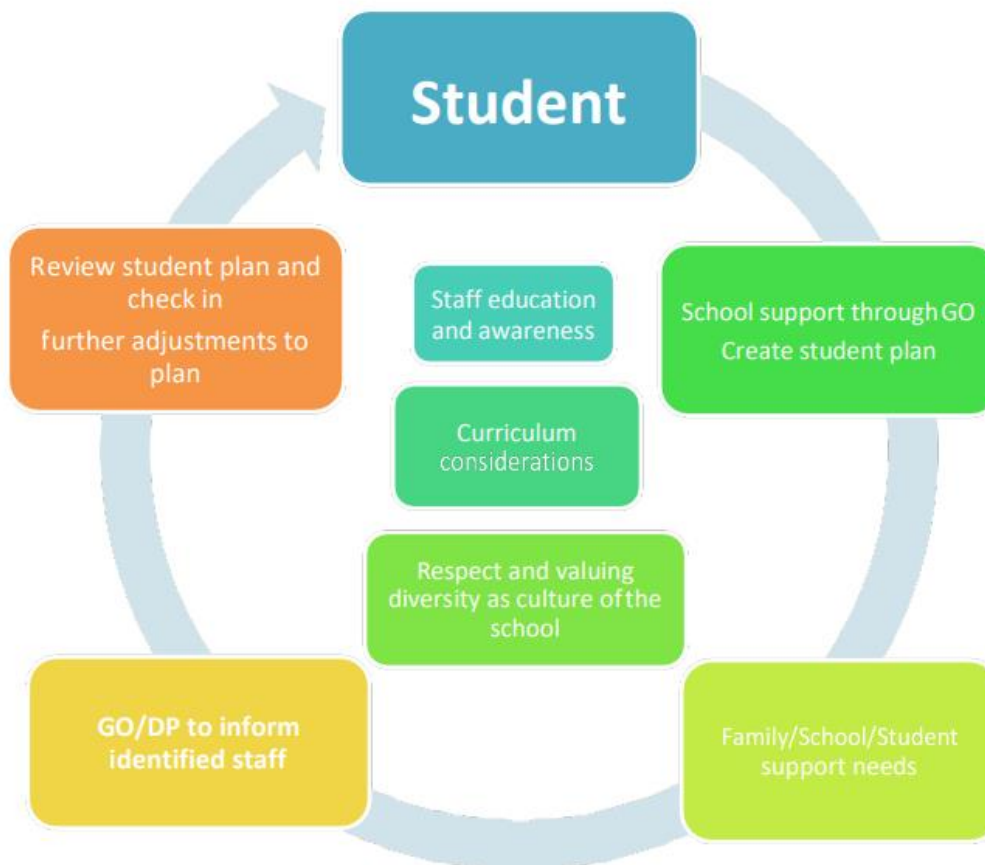
Guidance Officers or Deputy Principals will inform relevant staff of any support as required. This will be a student led process with regards to timing; which students and staff are informed; when the communication will occur and the language used.

Specific professional development will be offered 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 in's 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.

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.

Flow Chart of Support



14. 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.

Sistergirls and Brotherboy – terms used by some Aboriginal and Torres Strait Islander people to describe a person assigned male or female at birth and living partly or fully as the other gender. Use and spelling of the terms may vary across different groups and communities and other cultures will use different terms to describe gender diversity.

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)

15. Supporting Documents & Key Support Contacts

The following supporting documents have been used to inform this document:

[Diversity in Queensland Schools – Information for Principals](#)

[Transgender and intersex student support \(SA\)](#)

[Internal Guidance Materials: Guidelines for supporting students who are gender diverse](#)

[Code of Conduct for the Queensland Public Service](#)

[Student Protection](#)

[Health and Wellbeing](#)

[Melbourne Declaration on Educational Goals for Young Australians](#)

16. Key Support Contacts

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

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

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