



CENTENARY STATE HIGH SCHOOL



Protocols for Supporting LGBTIQ+ Student Inclusion



At Centenary State High School, our moral purpose is to foster positive relationships and a strong sense of belonging so that all learners flourish.

Commitment Statement

Centenary State High School's greatest strength is the diversity of our staff, students, and school communities. We create welcoming, inclusive, accessible educational settings that value student, parent/carer, community, and stakeholder voices. All students, including LGBTIQ+ students, are welcome in our school, in line with our school values of Respect, Belonging, Growth and Achievement.

We are committed to providing safe, supportive, inclusive learning environments free from discrimination, where every student can reach their potential. All Centenary State High School community members must honour, respect, and support this commitment. Our 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 NOT tolerated under any circumstances.

Objectives

As a school community, we will:

- Create a working and learning environment that is inclusive of all students and staff and treats all community members with courtesy, dignity, and respect.
- Promote appropriate standards of conduct at all times.
- Enable all school community members to know their rights and responsibilities.
- Work collaboratively with local community members to support LGBTIQ+ students and, where appropriate, their families.
- Provide all students with access to high-quality education that is free from discrimination based on sex, gender, intersex status, sexuality, or sexual orientation.
- Provide all staff access to an inclusive and safe work environment free from discrimination.
- Support staff in the ongoing professional development of an inclusive curriculum that incorporates LGBTIQ+ perspectives.
- Promote compliance with relevant legislation concerning discrimination and privacy.

Legislation

Under the [Education \(General Provisions\) Act 2006 \(Qld\)](#) (EGPA), schools are to provide safe and supportive learning environments.

The [Anti-Discrimination Act 1991 \(Qld\)](#) prohibits discrimination based on gender identity or sexuality. The [Sex Discrimination Act 1984 \(Cwlth\)](#) also prohibits discrimination based on a person's sex, gender identity, intersex status or sexual orientation. Under the Human Rights Act 2019 (Qld), students in state schools have the right to access primary and secondary education appropriate to their needs and can expect equality before the law. Children also have the right to have their best interests protected.

The department's Inclusive education policy supports legislation to embed inclusion in all aspects of school life. This commitment means that LGBTIQ+ students are entitled to:

- Attend their local state school and education centre and be welcomed.

- Access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers.
- Learn in a safe and supportive environment, free from bullying, discrimination or harassment.
- Achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

Confidentiality and Privacy

The department must comply with the Information privacy principles contained in the [Information Privacy Act 2009 \(Qld\)](#) (IPA). LGBTIQ+ students are entitled to the same confidentiality and privacy as any other student. Schools must treat an individual's decision to disclose sex, gender or sexuality respectfully by following confidentiality and privacy requirements of the [Education \(General Provisions\) Act 2006 \(Qld\)](#) (EGPA). 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 or is at risk of psychological or physical harm.

Workplace

All staff must adhere to the Queensland Department of Education's [Standard of Practice](#). Centenary State High School values teamwork and sees each team member as vital in creating a safe and productive workplace that supports equitable access to inclusive learning environments for all students, including LGBTIQ+ students. Centenary State High School proudly supports LGBTIQ+ people and allies by implementing the Department's [Proud at Work workforce strategy](#), modelling inclusive practices and creating visibility and awareness to enable students and staff to bring their whole selves to school and work.

Discrimination, Harassment, Bullying

Centenary SHS will manage any incidents of discrimination, harassment and bullying by the following:

- [Centenary SHS Student Code of Conduct](#);
- [Centenary SHS Parent and Community Code of Conduct](#);
- [Code of Conduct for the Queensland Public Service](#)

Whole of School Approach

Challenging homophobia, biphobia and transphobia

LGBTIQ+ students are less likely to feel anxious about self-identifying and being open at school if the culture challenges homophobia, biphobia and transphobia (HBT) language and behaviour. Students who do not conform to stereotypical ideas of what a 'boy' or 'girl' are more likely to experience discrimination, harassment and bullying, as are LGBTIQ+ students. All students, and especially LGBTIQ+ students, at Centenary State High School must see all school staff and leaders consistently challenge HBT language and behaviour.

LGBTIQ+ student-led groups

Centenary State High School recognises the protective factors provided by LGBTIQ+ student groups in creating inclusive educational environments where all students feel safe, are valued, and belong. Centenary SHS is committed to establishing, facilitating and maintaining student-led and staff supported LGBTIQ+ groups on campus.

Curriculum considerations

At Centenary State High School, we pride ourselves on incorporating and promoting an inclusive curriculum. When developing the curriculum, staff consider current research and promote equitable access and inclusive representation for all students. Teachers are encouraged to avoid making generalisations or assumptions about sexuality or gender, 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.

Wellbeing Services

Understanding sexuality and gender can be a challenging process. At Centenary State High School, a diverse team of internal and external student support services are available. Some school-based services provide pathways and referrals to external services to support LGBTIQ+ students and their parents and carers.

Roles and Responsibilities

Leadership

- Ensure all staff are familiar with these protocols and links to legislation, and that the school culture and learning environments for LGBTIQ+ students are safe and inclusive.
- Call out and address behaviours in staff and students that are discriminatory in content, tone, or intent – and offer a means to increase individual and group awareness, understanding and capability.
- Protect the wellbeing and safety of all students, and ensure appropriate support and arrangements for LGBTIQ+ children and young people.
- Provide consideration and final decision on LGBTIQ+ student inclusion requests.
- Ensure all volunteers and service providers (if and as contracted) act in line with the obligations outlined in these protocols.
- Ensure compliance with the [Inclusive education policy](#) and departmental code of conduct.
- Ensure school bullying prevention policy specifically addresses HTB bullying and that high-risk groups who may experience marginalisation feel safe and supported.
- Provide staff-appropriate training to support and respond to the needs of LGBTIQ+ students by modelling and encouraging participation in the department's fully-funded [professional development for school staff](#).
- Record incidents of HTB bullying, harassment and discrimination appropriately.
- Incorporate procedures for resolving complaints and complex matters into the school's Protocols for supporting LGBTIQ+ student inclusion.
- Monitor staff compliance with these protocols and implementation of LGBTIQ+ student inclusion requests.
- Identify and confirm staff members responsible for providing support to specific LGBTIQ+ student inclusion requests.
- Model and promote the use of inclusive and non-gendered language and behaviour.
- Direct and embed an inclusive culture that positively represents and acknowledges LGBTIQ+ students across the school.

All Staff

- Knowledge of these protocols, and competency in actioning procedures and processes to support LGBTIQ+ student inclusion.
- Compliance with these protocols and leadership directives to facilitate and action LGBTIQ+ student inclusion requests.
- Participate in training to support and respond to the needs of LGBTIQ+ students through the department's [professional development for school staff](#).
- Model appropriate and professional conduct at all times, including calling out and addressing student behaviour that is discriminatory in content, tone, or intent including HBT language.
- Identify and act on opportunities to be an ally by expressing support and building individual and group awareness, understanding and capability in the LGBTIQ+ student inclusion space.
- Respond positively to LGBTIQ+ student inclusion requests for support from a child or young person or their parents or carers in line with these protocols.
- Contribute to positive representation of LGBTIQ+ students across the school.
- Promote the use of inclusive and non-gendered language.

Administration Staff

- Carry out administrative processes to ensure LGBTIQ+ student inclusion requests e.g., changes to name and gender, occur correctly, accurately and comprehensively as directed by school leadership.
- Ensure student privacy and confidentiality when implementing administrative changes to LGBTIQ+ student records and reporting.

Student Support Services

- Implement and facilitate protocols, procedures and processes supporting LGBTIQ+ student inclusion.
- Assist with referring children, young people, and families to appropriate support services where possible and as needed.
- Provide advice to leadership and staff, as appropriate, to initiate and facilitate LGBTIQ+ student inclusion requests.
- Attend professional development for school staff.

LGBTIQ+ Student-led Inclusion Requests

Why have an LGBTIQ+ student inclusion request process?

Centenary State High School acknowledges that consideration of LGBTIQ+ student-led requests, such as choosing the name they use at school, is essential to supporting their wellbeing, belonging and engagement. Factors considered include, but are not limited to, state and federal legislation protecting the student's right to education and privacy, the student's age, and the anticipated benefits to the student of granting their request.

The following process articulates issues and actions specific to providing comprehensive consideration of and support for LGBTIQ+ student-led requests, including the roles and responsibilities of leadership and staff; quick reference information to help with routine requests e.g., names, uniforms, facilities, camps; An example of an individual student-led support plan and the risk assessment matrix is attached to this plan (Appendix 1 & Appendix 2).

LGBTIQ+ Student-led Requests – Consideration and Support Process

1. This process is student-led and addressed on a case-by-case, individual basis.
2. If a staff member is approached by a student with an LGBTIQ+ inclusion request they must, only with the student's explicit consent, inform the Guidance Officer or relevant Deputy Principal. Consideration or approval of the request occurs only after such notification. No action is to be taken by the staff member to consider or grant the request.
3. All staff and leadership must respect, support and (where directed) action LGBTIQ+ student inclusion requests, for example, consistently using the student's name and pronouns correctly i.e., avoiding and preventing the use of a student's former (dead) name in all school interactions and documentation.

Routine Requests – Quick Reference Guide

School Records

A student's name, gender, and pronoun details are recorded on the Application for student enrolment form and used on internal school documents. The details can be updated at the request of the student or their parent/carer.

A student's gender recorded on the [Application for student enrolment form](#) or in OneSchool does not need to align with the sex shown on the student's birth certificate or passport, and there is no requirement for formal school documentation (e.g., school reports, attendance records, roll marking records) to use a student's legal name and sex.

Centenary State High School must provide information about students to the Australian Government Department of Education in compliance with the Australian Education Regulation 2013.

Documentation

No supporting documentation is required to update student details in school records. In considering the student's best interests, the Principal may inquire about any supporting documentation (for example, from a health professional) that would guide decisions about the type of support to implement in the school environment. However, the existence or sharing of this information is NOT required to implement support for students.

Names and Pronouns

Students can request independently and in collaboration with their parents or carers to update these details in school records. Student requests can be made directly to the school Principal or through a trusted adult, e.g., a guidance officer, health professional, or teacher. If a student requests to update their name, but the parents do not agree or are unaware of the student's request, the Principal will assess on a case-by-case whether involving the student's parents or guardian aligns with the student's best interest and psychological well-being at that point in time.

Changes to the [Births, Deaths, and Marriages Registration Act 2023 \(Qld\)](#) provide an opportunity for individuals born in Queensland to update these details on legal documents using the [Replacement acknowledgement of sex certificate application form](#).

Toilet and Change Room Use

Student safety and wellbeing are the primary considerations in determining the appropriate use of toilet and change room facilities. Students should have the choice of accessing facilities of their choice.

Many school toilets have individual stalls or cubicles, which provide privacy for students using those toilets.

School Uniform

At Centenary State High School, uniform and dress code policy guidelines apply to all students and are consistent with anti-discrimination legislation. Gender-neutral sport uniforms are available for all students. Day uniforms are available as gender-specific items. However, students do not have to wear these items gender-specifically. Students are free to choose the formal uniform in which they feel most comfortable.

Sport and Physical Activity

At Centenary State High School, all students have the right to participate in physical education, sporting events and activities. When sporting events or activities are gender-separated, the school will arrange, where possible, for student participation with the cohort of their choice. It is essential to note that some physical activities (particularly representative sports) must consider the sporting activity's stamina, strength, and physical requirements. Decisions are made based on assessing the activity's strength, stamina, or physique requirements rather than the individual student. Consideration is on a case-by-case basis and must include discussion with the student and, in most cases, their parents and carers (unless the student is living independently).

Camps and Excursions

Centenary State High School will make reasonable adjustments to enable all students to participate in school camps and excursions. In preparation, discussion will take place with students, parents and carers, and the host venue as required to accommodate access, sleeping arrangements, bathroom facilities, and student grouping. A risk assessment for the safety and well-being of all children and young people is a requirement of all excursions and camps.

Parental and Carer Collaboration

At Centenary State High School, we encourage parental and carer collaboration when supporting students. A strong support network is essential in their ongoing support. According to the Anti discrimination Act 1991, a parent or carer is not exempt from direct or indirect antidiscrimination legislation.

Resources

Glossary Definitions

Affirmed gender – When an individual affirms their own gender.

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 other days.

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

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 – people who have innate sex characteristics that don’t fit medical and social norms for female or male bodies.

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.

SisterGirl – 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/male-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 gender affirmation process.

Links to Legislation

- [Age Discrimination Act 2004 \(Cwlth\)](#)
- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Australian Human Rights Commission Act 1986 \(Cwlth\)](#)
- [Births, Deaths and Marriages Registration Act 2023 \(Qld\)](#)
- [Replacement acknowledgement of sex certificate application form \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Sex Discrimination Act 1984 \(Cwlth\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Sex Discrimination Amendment \(Sexual Orientation, Gender Identity and Intersex Status\) Act 2013 \(Cwlth\)](#)

Department and School Resources

[Supporting LGBTIQ+ Student Inclusion—information for principals](#)

[Supporting LGBTIQ+ Student Inclusion—fact sheet for students](#)

[Supporting LGBTIQ+ Student Inclusion—fact sheet for parents](#)

[Department of Education Equity and excellence: realising the potential of every student](#)

[Department of Education Standard of Practice 2016 \(Qld\)](#)

[Department of Education Inclusive education policy](#)

[Department of Education Proud at Work workforce strategy](#)

[Department of Education professional development for school staff](#)

[Department of Education Application for student enrolment form](#)

[Department of Education Enrolment process](#)

[Centenary State High School Student Code of Conduct](#)

[Centenary SHS Parent, Carer and Community Code of Conduct](#)

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

[Department of Education Parent and Community Code of Conduct](#)

External Resources

Queensland Government. *Replacement acknowledgement of sex certificate application form.*

<https://www.publications.qld.gov.au/dataset/rbdlm-qld-replacement-acknowledgement-of-sex-birth-certificate-application/resource/6f3ef808-eb91-4542-b706-aa6904ab7f7d>

Queensland Human Rights Commission. *Trans@School: A guide for schools, educators, and families of trans and gender diverse children and young people.*

<https://www.qhrc.qld.gov.au/audience/lgbtqia-rights/trans-@-school>

Queensland Human Rights Commission. *Trans@School: A guide for trans and gender diverse children and young people.* <https://www.qhrc.qld.gov.au/audience/lgbtqia-rights/trans-@-school>

Transcend. *A guide for schools: Information on supporting trans, gender diverse or non-binary students.* https://transcend.org.au/wp-content/uploads/2021/07/Transcend_A-Guide-for-Schools-1.pdf

Transcend. *A guide for parents and carers: Supporting your trans, gender diverse or non-binary child*

at school. https://transcend.org.au/wp-content/uploads/2024/01/Transcend_Guide-for-Parents-Carers_V2.3_2024.pdf

Transcend. Student support plan. https://transcend.org.au/wp-content/uploads/2024/01/Student-Support-Plan-Gender-Affirmation_V2_2024.pdf

Support Services

Young People

- Headspace: <https://headspace.org.au/> – search for ‘sexuality’
- MINUS18: <https://www.minus18.org.au/>
- Open Doors: <https://www.opendoors.net.au/>
- QLIFE: <https://www qlife.org.au/>

Parents and Carers

- Beyond Blue: <https://www.beyondblue.org.au/>
- PFLAG+: <http://www.pflagbrisbane.org.au/>
- Parents of gender diverse children: <https://www.pgdc.org.au/>
- Queensland Human Rights Commission: <https://www.qhrc.qld.gov.au/your-rights/forlgbtiq->
- Raising Children: <https://raisingchildren.net.au/>
- Transcend: <https://transcend.org.au/>

Protocols

Consultation

Centenary State High School – Protocols for Supporting LGBTIQ+ Student Inclusion was developed in consultation with the school community, including:

- LGBTIQ+ Student Group
- Teaching and Non-Teaching Staff
- Parents and Citizens (P&C)

Review

Centenary State High School – Protocols for supporting LGBTIQ+ Student Inclusion will undergo annual minor updates to reflect changing circumstances, data and staff.

A fulsome review is conducted in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Key Support Contacts

- Student Inclusion team LGBTIQStudentInclusion@qed.qld.gov.au
- Regional Principal Advisor Education Services: Alex.Wills@qed.qld.gov.au
- Regional Principal Advisor Inclusion: Nicholas.Landolt@qed.qld.gov.au

Appendix 1: Example Individual LGBTIQ+ student-led support plan

<i>Individual LGBTIQ+ student inclusion support plan</i>	
<i>School name</i>	
<i>Student full name</i>	
<i>DOB</i>	<i>Plan start date</i>
<i>Roll class</i>	<i>Plan review date</i>
<i>Primary school support</i>	<i>Name and contact details of Guidance Officer or Identified trusted adult</i>
<i>Secondary school support</i>	<i>Name and contact details e.g., Student identified need-to-know staff member</i>
<i>Support</i>	<i>Considerations</i>
<i>Request details and actions</i>	<p><i>Summary of request, e.g.,</i></p> <ul style="list-style-type: none"> <i>Student name and pronouns at school</i> <i>Facilities, camp accommodation, uniform</i> <i>Camp accommodation choice</i> <i>Choice of uniform</i> <p><i>What actions are required to support this plan, e.g.,</i></p> <ul style="list-style-type: none"> <i>Risk assessment and mitigation matrix</i> <i>School records updated</i> <i>Need to know staff and students informed</i> <i>Specific supportive actions from staff/students</i> <i>Parental engagement</i>
<i>School staff Friendship group Student cohorts</i>	<p><i>Who is supportive, who needs to know, who does not, e.g.,</i></p> <ul style="list-style-type: none"> <i>in class or during class time (student will be given a leave pass to use when needed)</i> <i>in playground</i> <i>in their contact with others – individuals/cohorts/class groups</i> <i>with use of toilets and change rooms</i> <i>before and after school</i>
<i>School environment</i>	<p><i>Where feels safe and supportive, e.g.,</i></p> <ul style="list-style-type: none"> <i>Administration building, library, student club, guidance office</i> <p><i>Where is more support needed to feel safe, e.g.,</i></p> <ul style="list-style-type: none"> <i>Toilets, classroom, playground, after school</i>
<i>Out of school contact</i>	<p><i>Who is supportive, who needs to know, who does not e.g.,</i></p> <ul style="list-style-type: none"> <i>Parent, sibling, other (please specify)</i>
<i>Plan development and review</i>	<p><i>What processes are in place to monitor the effectiveness of the plan e.g.,</i></p> <ul style="list-style-type: none"> <i>Monthly student check-ins, review and update</i> <i>End of term updates and evaluation – Principal/Deputy Principal</i>

Appendix 2: Risk rating matrix

Risk appetite outlines the level of risk that can be taken in delivering the department’s objectives. The department has the lowest appetite for risks associated with:

Strategic risk areas of lowest appetite			
Safety of children and students	Workplace Health and safety of staff and the community	Fraud and corruption	Security of confidential and personal information

A risk and its applicable risk rating are identified by:

1. the applicable **Consequence** or result if the risk were to occur
2. the realistic **Likelihood** of the risk occurring
3. the consequence and likelihood are mapped on the risk matrix to provide a **Risk Rating**.

Risk consequence

Using risk consequence categories and risk likelihood, determine the risk level on the risk matrix.

RISK MATRIX		Consequence				
		Insignificant	Minor	Moderate	Major	Critical
Likelihood	Almost Certain	Medium	Medium	High	Extreme	Extreme
	Likely	Low	Medium	High	High	Extreme
	Possible	Low	Medium	Medium	High	High
	Unlikely	Low	Low	Medium	Medium	High
	Rare	Low	Low	Low	Low	Medium

Risk likelihood

Likelihood of occurrence	
Almost certain	Is almost certain to occur within the foreseeable future
Likely	Is likely to occur within the foreseeable future
Possible	May occur within the foreseeable future
Unlikely	Is not likely to occur within the foreseeable future
Rare	Will only occur in exceptional circumstances

Framing risk

Risk	There is a risk that...caused by...resulting in...
Wellbeing and engagement of children and students (SR2)	There is a risk that child and student mental health and wellbeing is compromised, caused by wellbeing and mental health strategies across the department not able to respond effectively to the increasing complexities of communities, children, students and families’ mental health and wellbeing needs, resulting in disengagement and diminished socio-economic outcomes.

Culture and inclusion (SR7)	There is a risk that the department does not provide culturally inclusive learning environments and workplaces caused by a failure to implement collaborative strategies and practices that value culture, inclusion and diversity of students, staff and the community resulting in decision making that may not be sufficiently equitable.
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Category	There is a risk that...	caused by...	resulting in...	Consequence	Likelihood	Risk rating	Existing controls	Proposed mitigation
Student Internal	There is a risk that the Non-binary Student (NBS) will with-hold or delay going to the toilet at school,	caused by the stress generated by using current options of unisex and girls’ toilets,	resulting in exhibiting heightened holding and consequently wetting behaviours within school hours.	Major	Almost certain	Extreme	S1E1. School consultation with NBS and parent consulted re. preferred toilet use, support staff S1E2. NBS provided options including affirmed gender, girls, boys, unisex, converted gender neutral toilet, prep toilet in classroom. S1E3. Individual cubicles or stalls provide privacy for students S1E4. Sharing of private information clarified with NBS parent S1E5. Staff advised to support NBS in using preferred toilets	S1P1. Principal to consider how best to meet the needs of all students S1P2. Formal discussion with NBS regarding toilet preference to be conducted ONLY when parent is present S1P3.
Student Internal	There is a risk that the NBS will experience negative wellbeing and mental health impacts,	caused by intentional and unintentional discrimination from students and staff,	resulting in disengagement, anti-social or self-harming behaviour.	Critical	Possible	High	S2E1. Wellbeing Support Plan developed in consultation with NBS, parent, school allied health staff and DP, to clarify and detail supports e.g., use of facilities, uniform, sport, pronouns, safe spaces, trusted adults	S2P1. Monthly check-in with NBS and parent to assess mitigation outcomes S2P1. Monthly update report on issues, risks and mitigations discussed with Principal (or appropriate delegate) and actions identified
Student Internal	There is a risk that the NBS will experience negative social and emotional impacts,	caused by limited awareness and understanding from students, staff and school community regarding gender-diversity in general, and towards the NBS specifically,	resulting in reduced social interactions, inability to form close or lasting connections with peers and identify trusted adults.	Major	Possible	High	S3E1. Allied Health Professionals provide regular check-ins with NBS in consultation with parent S3E2. School staff support NBS to establish friendship group S3E3. School staff identified as trusted adults for NBS to seek out when needing support	S3P1. NBS paired with friend for 2025 class S3P2. School check-in with NBS and parent re. friendship and trusted adults at commencement of each term S3P3. Staff attend LGBTIQ+ Student Inclusion training in 2025 (teachers, leadership, support services staff, business support staff) S3P4. Principal to investigate providing information and awareness session to school community covering LGBTIQ+ student inclusion concepts, presented in a supportive and informed environment that encourages questions and shared experience.

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Student Internal	There is a risk that the NBS will experience reduced academic achievement,	caused by lack of mitigations to address social, emotional wellbeing and mental health risks,	resulting in school absences, diminished learning opportunities and academic success.	Major	Possible	High	S4E1. Ongoing consultation between school, NBS and parent to identify and mitigate risks S4E2. LGBTIQ+ Student Inclusion team providing ongoing guidance and advice for school consideration S4E3. Respectful Relationships provides age-appropriate curriculum responses	S4P1. School identify and implement whole-of-school inclusive practices that mitigate risks i.e., develop LGBTIQ+ student inclusion protocols, visible symbols of support and allyship. S4P2. Principal to consider NBS specific risk and protective factors when designing and implementing mitigations
Student External	There is a risk that NBS will experience negative outcomes in their home environment	caused by parental, cultural or community beliefs and actions regarding NBS risk mitigations,	resulting in potential for physical or psychological harm, and reduced mental health or wellbeing.	Critical	Rare	Medium	S5E1. Principal assessment of student privacy requirements S5E2. LGBTIQ+ student-led request process S5E3. Supporting LGBTIQ+ student inclusion protocols	S5P2. Parental involvement unaligned with student’s best interest at this point in time S5P2. Individual LGBTIQ+ student-led support plan
Other Student Internal	There is a risk that Other Students [OS] will experience negative impacts,	caused by NBS behaviour,	resulting in reduced psychological safety.	Moderate	Rare	Medium	O1E1. Risk assessment – behaviour, safety and wellbeing completed (Date?) O1E2. NBS disciplined as per Student Code of Conduct and Behaviour Support Plan uploaded to OneSchool	O1P1. Ongoing implementation and review of Behaviour support plan O1P2. Regular reminders to all students re. personal space and privacy
Other Student External	There is a risk that OS will experience negative outcomes in their home environment	caused by parental, cultural or community beliefs and actions regarding NBS risk mitigations,	resulting in potential for physical or psychological harm, and reduced mental health or wellbeing.	Critical	Rare	Medium	O2E1. Supporting LGBTIQ+ student inclusion protocols O2E2. NBS provided options that do not place OS at risk i.e., alternative facilities use	O2P1. Ongoing explicit teach to all students and specifically to NBS via social narrative O2P2.
Complaint Internal	There is a risk that school staff will refuse to follow proposed mitigations,	caused by personal, cultural or ideological objections to NBS behaviour, or request mitigations,	resulting in increased potential for ERI action, and reduction in the school’s ability to implement equitable risk mitigation options.	Major	Unlikely	Medium	CIE1. LGBTIQ+ specific professional development offered to staff O2E1. Supporting LGBTIQ+ student inclusion protocols	CIP1. Principal meet with individuals as required to review expectations of staff in supporting LGBTIQ+ student requests

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Complaint External	There is a risk that parents or community members will complain to government, department, school, or media representatives,	caused by personal, cultural or ideological objections to NBS behaviour/or school actions,	resulting in a reduction in schools' ability to provide equitable risk mitigation options.	Moderate	Rare	Low	C1E1. LGBTIQ+ Student Inclusion team provided advice to DP in response to Parental objection, from the mother of another student, to NBS using girls bathroom	C1P1. School identify and implement whole-of-school inclusive practices that mitigate risks i.e., School Protocol for supporting LGBTIQ+ students, professional development, visible symbols of support and allyship C1P2. Principal to consider NBS specific risk and protective factors when designing and implementing mitigations
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Information is correct at time of publication.