



Protocols for supporting LGBTIQ+ Student Inclusion

Vision – Making a Difference for Every Student

Values – Respect, Integrity and Resilience

1. Commitment statement

Loganlea SHS'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.

We are committed to providing safe, supportive, inclusive learning environments free from discrimination, where every student can reach their potential.

Loganlea SHS community members 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.

2. 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.

3. 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 \(Cth\)](#) 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](#) (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](#) (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](#). Loganlea SHS 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. Loganlea SHS 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

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

- [Loganlea SHS Student Code of Conduct](#)
- [Code of Conduct for the Queensland Public Service](#)
- [Department of Education Parent and Community Code of Conduct](#)

4. 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' is are more likely to experience discrimination, harassment and bullying, as are LGBTIQ+ students. **All** students, and **especially LGBTIQ+ students**, at Loganlea SHS must see **all** school staff and leaders consistently challenge HBT language and behaviour.

LGBTIQ+ student-led groups

Loganlea SHS recognises the protective factors provided by LGBTIQ+ student groups in creating inclusive educational environments where all students feel safe, are valued, and belong. Loganlea SHS is committed to maintaining student-led LGBTIQ+ group 'Rainbow Club' on campus.

Curriculum considerations

At Loganlea SHS we pride ourselves on incorporating and promoting an inclusive curriculum. When developing the curriculum, staff 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 Loganlea SHS, 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 caregivers. Guidance Officers, School Based Youth Health Nurse, GP and psychologist may all provide referrals to support LGBTIQ+ students.

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.
- 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.
- Expect 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.

Business Support 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

- Guidance Officers implement and facilitate protocols, procedures and processes supporting LGBTIQ+ student inclusion.

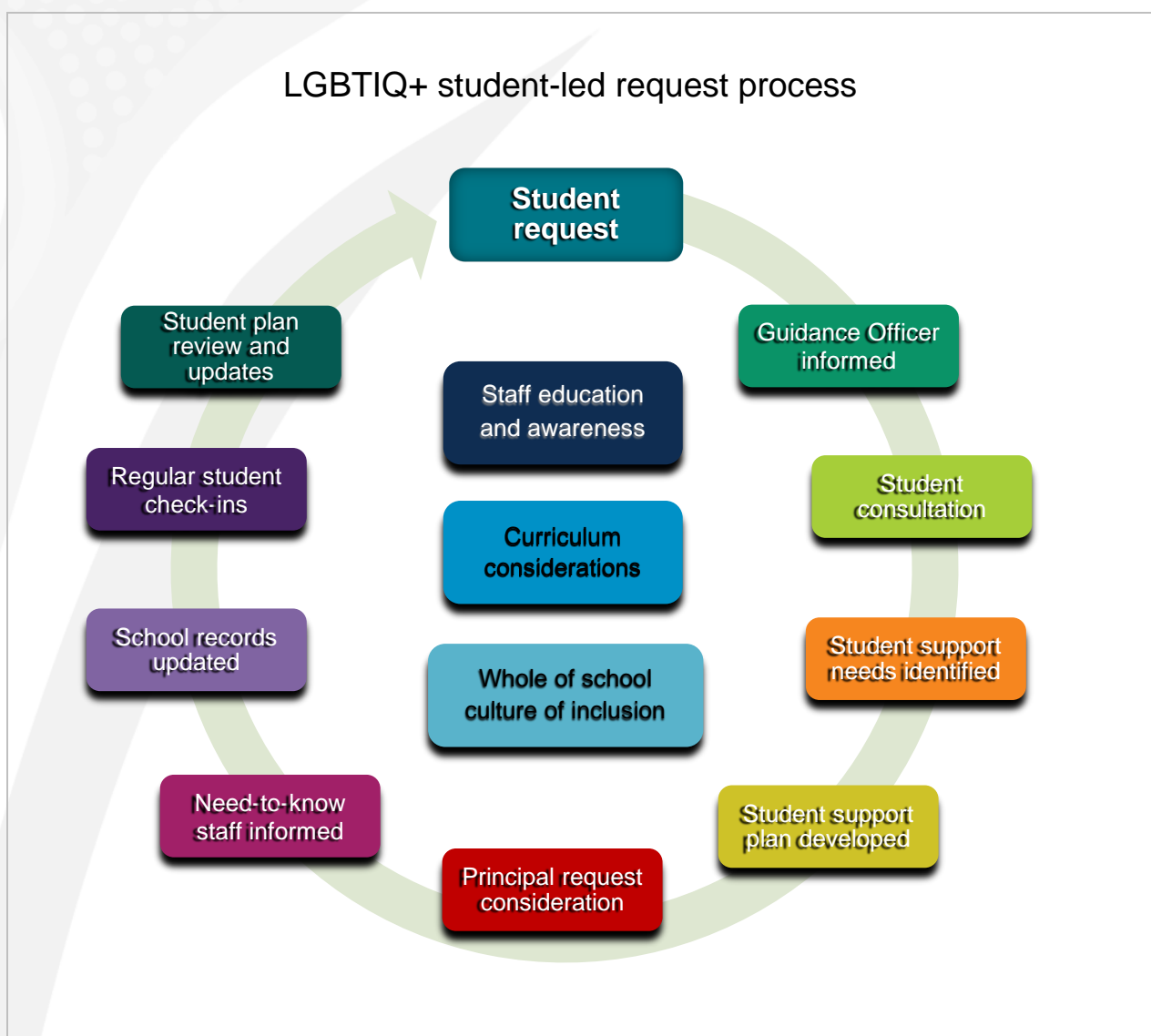
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- Assist with referring children, young people, and families to appropriate support services where possible and as needed.
 - Provide advice to leadership and staff, as appropriate, to initiate and facilitate LGBTIQ+ student inclusion requests.
 - Attend [professional development for school staff](#).

5. LGBTIQ+ Student-led inclusion requests

Why have an LGBTIQ+ student inclusion request process?

Loganlea SHS 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; examples of risk assessment matrix and individual student-led support plan.



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** by completing a Wellbeing Referral. 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. The **Guidance Officer** serves as the primary contact for the student inclusion request. However, if a student prefers, a trusted adult identified by the student can support them when they meet with the Guidance Officer.
4. Following student consultation, the **Guidance Officer** identifies the student's support needs, benefits and potential risks to the LGBTIQ+ student, other students, and the school community.
5. When the student is willing for the parents/carers to be notified, and they are supportive of the requests made, the **Guidance Officer** assists the student in creating an *Individual LGBTIQ+ student-led support plan*. This individual plan delineates roles and responsibilities for all parties, ensuring clear, consistent implementation, review and evaluation of actions. Formal support plans may not be necessary or appropriate in all cases. The Guidance Officer may consult with the **DP Inclusion** if required.
6. Following student consultation and identification of student support needs, the **Guidance Officer** meets with the **Principal** to discuss details of the student request and to provide any additional information (e.g., risks and mitigations, privacy issues, behavioural concerns) relevant for the **Principal** to consider the request.
7. Should a student state that their parents or guardians are unsupportive or don't want parents/guardians contacted, the **Principal** will assess – prior to proceeding with request consideration – whether involving the student's parents or guardian aligns with the student's best interest and psychological well-being at this point in time.
8. The **Principal** is responsible for considering and granting individual student inclusion requests based on all available information, including:
 - the student's age and expressed wishes
 - anticipated risks and benefits to the student of both action and inaction
 - consideration of the student's overall wellbeing including risk and protective factors in both school and home environments
 - equitable access to education and provision of a safe school environment
 - privacy issues specific to LGBTIQ+ students
 - behavioural concerns or issues among specific individuals or student cohorts
 - how risks to all students are best mitigated.
9. In consideration, the **Principal** may employ the formal risk assessment matrix to help prioritise risks and identify mitigations.
10. The Guidance Officer informs and involves relevant **staff** on a strictly need-to-know basis to maintain privacy and support for the student (and family if appropriate).

11. Identified **staff** ensure school records are updated and maintained in support of the student-led request.
 12. Regular engagement with the student is maintained through check-ins by the **Guidance Officer**, extending engagement to parents or guardians if appropriate.
 13. Individual LGBTIQ+ student-led support plans are reviewed at check-ins and adjusted as needed. ***NB. Individual LGBTIQ+ student inclusion support plans are confidential. Access to plans must be restricted to a need-to-know basis.***
 14. Specific professional development is offered to school **staff** to build capability in fostering and sustaining whole of school LGBTIQ+ student inclusion.
15. School **staff** must be conscious of curriculum requirements when teaching specific content. **Curriculum and Department Heads** are responsible for ensuring staff adherence within subject areas and classroom settings.
16. **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

6. Roles and responsibilities

Staff

Staff must respect and support student inclusion requests.

- Notify **Guidance Officer** of requests (with student consent)
- Protect student request privacy
- Ensure school records are updated and maintained in support of the student requests
- Be conscious of curriculum requirements when teaching specific content.
- Specific professional development is offered to all **staff** to build capability to foster and sustain whole of school LGBTIQ+ student inclusion.

Guidance Officers are the initial point of contact and source of ongoing support for student-led requests.

- Primary contact
- Student consultation
- Identify student support needs
- Risk assessment in collaboration with leadership
- Develop individual student-led support plan in collaboration with student
- Check-ins with student and parents if appropriate
- Review and update student support plan as indicated

Leadership

Principal is responsible for considering and granting individual student inclusion requests.

- Assess student privacy requirements relating to individual requests
- Prioritise risks relating to requests

- Approve individual requests and delegate mitigations
- Ensure staff are informed on a need-to-know basis
- Provide professional development for staff
- Build whole of school student inclusion.

Department and Curriculum heads are responsible for ensuring adherence within subject areas.

Key support contacts

- LGBTIQ+ Student Inclusion team: LGBTIQStudentInclusion@qed.qld.gov.au
- SER Principal Advisor Education Services: Melanie Denton
Melanie.DENTON@qed.qld.gov.au
- SER Principal Advisor Inclusion: Jacqui Walker Jacqui.Walker@qed.qld.gov.au

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.

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.

Loganlea SHS 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.

Name 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. All school toilets have individual stalls or cubicles, which provide privacy for students using those toilets and students can choose to access a non-gendered toilet at A Block.

School uniform

At Loganlea SHS, uniform and dress code policy guidelines apply to all students and are consistent with anti-discrimination legislation. The junior school uniform and sports uniform are gender-neutral for all students. Students are permitted to wear the senior formal uniform of their choosing as long as they don't mix and match the components.

Sport and physical activity

At Loganlea, 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

Loganlea SHS 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 Loganlea SHS, 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 anti-discrimination legislation.

7. 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/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 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](#)
- [Loganlea SHS Student Code of Conduct](#)
- [Parent and Community Code of Conduct](#)
- [Code of Conduct for the Queensland Public Service](#)

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/_data/assets/pdf_file/0019/24535/QHRC_TransAtSchool_forschools.pdf
- Queensland Human Rights Commission. *Trans@School: A guide for trans and gender diverse children and young people*. https://www.qhrc.qld.gov.au/_data/assets/pdf_file/0005/24629/QHRC_TransAtSchool_forstudents.pdf
- 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/>
- Queensland Human Rights Commission: <https://www.qhrc.qld.gov.au/your-rights/for-lgbtqi-people>
- Trans Hub Trans Mob: <https://www.transhub.org.au/trans-mob>
- Transcend: <https://transcend.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/for-lgbtqi-raising-children>
- Raising Children: <https://raisingchildren.net.au/>
- Transcend: <https://transcend.org.au/>

Protocols

Consultation

Loganlea SHS - Protocols for supporting LGBTIQ+ Student Inclusion was developed in consultation with the school community, including:

- LGBTIQ+ Student Group;
- Leadership, Teaching and non-teaching staff;
- AVID Student Representative group;

Review

Loganlea SHS - Protocols for supporting LGBTIQ+ Student Inclusion will undergo annual updates as required 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
- SER Principal Advisor Education Services: Melanie Denton
Melanie.DENTON@qed.qld.gov.au
- SER Principal Advisor Inclusion: Jacqui Walker Jacqui.Walker@qed.qld.gov.au

EXAMPLE

Individual LGBTIQ+ student-led support plan

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