



**Caloundra City  
Private School**

## ***Gender Diversity Policy***

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| <b>Last Review:</b> February 2026                                                                                                              | <b>Constructed / Reviewed by:</b> Russell Kennedy Lawyers/Compnay Secretary CCPS                                         |
| <b>Next Review:</b> February 2028 and every two years thereafter in accordance with the School's review cycle, or more frequently as required) | <b>Approval Required:</b> CCPS Risk and Compliance Committee/CCPS Board of Directors                                     |
|                                                                                                                                                | <b>Board Sign Off Date:</b> 26 <sup>th</sup> February 2026<br><b>Implementation Date:</b> 26 <sup>th</sup> February 2026 |

## 1 Preamble

Caloundra City Private School (the **School** or **CCPS**) is committed to providing a culture that embraces and fosters diversity and inclusion. Building a culture of respect for our students, staff and community is one of our key values. This includes ensuring a safe, inclusive and respectful culture for gender diverse students and staff.

## 2 Purpose

The purpose of this Policy is to set out how the School will support students and staff who identify as gender diverse.

## 3 Related Documents

- Student Code of Conduct
- Staff Code of Conduct;
- Student Safety and Wellbeing Policy;
- Grievances Policy- Student;
- Student Anti-Bullying and Harassment Policy;
- Uniform Policy;
- Privacy Policy; and
- Privacy Collection Statement.

## 4 Scope

This Policy applies to all students, staff, contractors, volunteers and visitors of the School.

## 5 Definitions

**Gender binary** – refers to the classification of gender into two distinct and opposite categories: male and female.

**Gender diverse** – a broad term that can apply to people who do not identify with the gender binary, the sex assigned to them at birth, or society's expectations about gender. This includes people who may identify as transgender, gender queer, gender fluid, agender, non-binary and gender questioning.

**Gender diversity plan** – a plan developed through consultation between the School and a gender diverse person which is designed to support them and outline any adjustments they require, as per clause 7.

**Gender identity** – means a person's sense of their own gender. Gender identity can correlate with assigned sex at birth or can differ from it.

**Gender transition/affirmation** – refers to the process where a transgender person commences presenting themselves as a member of another gender. This may occur through medical, social or legal changes. Social transition may include coming out, or changes to clothing, voice, names and pronouns. Medical transition may include surgery or hormone therapy. Legal transition may include name and gender change on documents.

**Intersex** – means one of the several biological conditions where a person's sexual characteristics cannot be categorised as exclusively male or female. It relates to 30 or 40 different variations relating to physical, hormonal or genetic features that are neither wholly female nor male, or a combination of female and male.

**Parent** includes a guardian or carer, and 'parents' has a corresponding meaning.

**Pronoun** – is a word that a person uses to identify themselves. The most commonly used pronouns are *she, her, hers* and *he, him and his*. These are often referred to as female/feminine and male/masculine pronouns. Some people will prefer to use gender-neutral pronouns, such as *they, them, and theirs*, or request to have their first name used instead of a pronoun. Other people might have an alternative preference, and so it is always best to ask a person for their pronouns. Table 1 can be used as a guide, however it is better to ask the person for their preference.

**Senior Leadership Team** refers to the Principal, Deputy Principal-Operations, Deputy Principal-Students and Business Manager.

**Sex** – means a person's physical and biological characteristics. A person might identify with a gender that correlates with their sex. Another person might identify with a gender that does not correlate with their sex, or no gender at all.

**Staff** and **staff members** include Board members, the Principal, employees, volunteers, contractors, and other authorised personnel required to perform functions on the School's premises, or at school-organised activities and events.

**Student** means a child under 18 years of age, and any student at the School over 18 years of age, and '**students**' has a corresponding meaning.

**Transgender** – an umbrella term that may be used to describe someone whose gender identity does not match the gender assigned to them at birth; in some cases, this term may be used to describe someone who identifies as both genders, as neither gender or as a third gender.

**Table 1: Gender pronouns**

| Subjective | Objective | Possessive | Reflexive  | Example                                                           |
|------------|-----------|------------|------------|-------------------------------------------------------------------|
| She        | Hers      | Her        | Herself    | She is speaking<br>I listened to her<br>The backpack is hers      |
| He         | Him       | His        | Himself    | He is speaking<br>I listened to him<br>The backpack is his        |
| They       | Them      | Theirs     | Themselves | They are speaking<br>I listened to them<br>The backpack is theirs |

## **6 Gender Transitions**

There is no legal requirement for a student or staff member to inform anyone else at the School of their intention to transition or affirm their gender. If a person does decide to disclose their intention to transition or affirm their gender and would like to discuss a gender diversity plan, they may seek that support or assistance from Deputy Principal-Students

## **7 Gender Diversity Plans**

The School supports all gender diverse staff and students in making a gender diversity plan. The plan will assist the School in supporting the gender diverse person, including if they choose to go through a transition or affirmation process.

For clarity, a gender diverse person does not have to have undergone or be planning to undergo, a gender transition/affirmation to request a gender diversity plan.

For students, gender diversity plans may be prepared over a number of consultation sessions between the student, the School and, if appropriate, their parents/guardians. Gender diversity plans are developed in accordance with the student's gender preference and with paramount consideration to their health and wellbeing, whilst also having regard to the School's operational needs and the best interests of all students.

The aim of a gender diversity plan is to:

- (a) articulate the administrative and practical steps associated with a gender transition or affirmation process, if relevant;
- (b) ensure the gender diverse person is treated with respect and dignity before, during, and after the transition/affirmation process; and
- (c) ensure the School is free from unacceptable behaviours.

A gender diversity plan may include but is not limited to:

- (a) identifying those individuals who need to know about the person's gender transition/affirmation or gender diverse status;
- (b) setting out timelines for gender transitioning/affirmation;
- (c) in the case of gender transition - identifying any likely absences, and in the case of staff, what leave entitlements may be available;
- (d) determining the person's preferred name and pronouns and implementing any necessary changes;
- (e) preparing a list of staff members who are aware of a student's gender diversity;
- (f) identifying the requirements relating to the person's bathroom and facility use;
- (g) determining if and how the person's transition or affirmation will be communicated to other students and/or staff;
- (h) ascertaining the support the person is receiving, and the support available to them during that person's gender transition/affirmation; and
- (i) considering any other adjustments the School may need to make.

Gender diversity plans may also be amended from time to time.

All School staff who have been advised of a person's intention to transition or affirm their gender are expected take action to provide a safe and supportive environment for the individual.

## **8 Gender Expression and School Uniform**

The School acknowledges that gender expression is a significant element of gender affirmation. Staff are encouraged to wear clothing that reflects their gender identity or gender expression.

If a gender diverse person or a person who is transitioning or affirming their gender is a student, they are entitled to wear the School uniform of the gender of their choice. All students must still comply with the School's *Uniform Policy*.

## **9 Prohibition of Conversion Therapy**

The School is committed to compliance with anti-discrimination laws, which includes the prohibition of sexuality and gender identity suppression or conversion practices.

The *Public Health Act 2005* (Qld) makes it an offence for a health service provider to perform conversion therapy on another person. The School strictly prohibits any actions that are in breach of this legislation, as part of its commitment to providing students a safe and inclusive environment free from harm.

## **10 Use of Bathroom and Change Facilities**

The School will give careful consideration to the appropriate use of bathroom and change facilities by gender diverse students, in consultation with their parents/guardians, and with regard to their gender identity.

The School will endeavour to accommodate a gender diverse person's preference with respect to bathroom and change facilities use, which may include providing unisex facilities. In any case, a gender diverse person will be treated with dignity and respect regarding this issue.

## **11 School Excursions and Other Gender Specific Activities for Students**

Gender diverse students, like all students, are encouraged to attend and participate in school excursions and sporting programs.

The School will consider arrangements and make appropriate adjustments for gender diverse students when participating in School excursions or sporting activities. This includes consulting with the student's gender diversity plan (if applicable) and considering any reasonable preferences put forward by the student (whether in relation to facilities use or otherwise).

The School will support gender diverse students whilst away from their routine environment. This includes making efforts to ensure (where possible) that gender diverse students are allocated to sport and/or camp groups with a friend.

Subject to the rules of any interschool sport competition, students are permitted to participate in interschool competitions in a manner consistent with their gender identity. This includes where sports-based events are gender-specific, subject to health and safety concerns.

Gender diverse students are free to contact Deputy Principal-Students to make specific requests regarding sporting and excursion arrangements.

## **12 Use of Names and Pronouns**

Gender diverse students and staff are encouraged to inform the School of their preferred name and pronoun. The School understands that a gender diverse person may prefer the use of a certain name or pronoun in certain situations.

Where appropriate, the School will record an individual's name and pronoun preference within the School's online management systems. This will inform staff of which situations are appropriate to use which names and/or pronouns. For example, gender diverse people may prefer a certain name or pronoun be used with their parents, in the classroom or with certain organisations.

### **13 Record Keeping**

A gender diverse person may wish to update their personal details with the School as part of their transition or affirmation. Before changing your name and/or gender with the School, please refer to [Australian Government Guidelines on the Recognition of Sex and Gender](#) for further information.

### **14 Confidentiality**

The School will deal with all matters relating to a person's gender diversity with sensitivity and respect. All information gathered in connection with this Policy of a person's transition or affirmation will only be disclosed with the person's consent or when the School is required to do so to discharge its duty of care, implement a gender diversity plan, or comply with applicable laws.

Where the School is required by law to disclose a person's birth name or birth gender, practices will be adopted to avoid the inadvertent disclosure of this information outside of the legal reporting requirement.

The School understands the sensitive nature of the relationship between gender diverse students and their parents or guardians, and prioritises the care, safety and welfare of students above all else. In some cases, this may mean the School makes a decision to not share discussions with a student regarding gender transition or affirmation with the student's parents. The relevant staff member will make a written record regarding the reason for any such decision.

### **15 Bullying, Discrimination and Sexual Harassment Prevention and Inclusion Initiatives**

Bullying is not tolerated at the School and should not occur.

It is unlawful to discriminate against or sexually harass another person on the basis of their gender identity or sex. The School has no tolerance for unlawful or discriminatory behaviour.

The School is committed to implementing strategies to prevent bullying, discrimination and sexual harassment, and to ensure that if these behaviours do unfortunately occur, the behaviours are effectively managed.

The School has a focus on training and empowering staff, students and parents/guardians to recognise bullying, discrimination and sexual harassment, and to respond appropriately.

If bullying, discrimination, harassment or inappropriate disclosure occurs, the School will respond in accordance with its policies and procedures (including the [Grievances Policy \(Community\)](#), [Grievances Policy \(Staff\)](#), [Grievances Policy \(Student\)](#), [Student Code of Conduct](#), [Student Safety and Wellbeing - Staff Code of Conduct](#) and [Student Anti-Bullying and Harassment Policy](#)).

The School is committed to reviewing support and inclusion initiatives and the applicability of its current policies to gender diverse students and staff, in line with best practice.