Supporting gender diverse, intersex and sexually diverse children and young people policy

This is a mandated policy under the operational policy framework. Any edits to this policy must follow the process outlined on the creating, updating and deleting operational policies page.

Overview

This policy outlines the responsibilities of the Department for Education's (the department) corporate, schools, preschool, school and care settings for supporting all children and young people to have equal opportunities for the best learning and wellbeing outcomes, regardless of gender diversity and identity, intersex status or sexual diversity. This policy should be read together with the gender diverse and intersex children and young people support procedure (PDF 246KB).

This policy aims to ensure that:

- all children and young people receive a quality education in a safe, supportive, and inclusive environment, free from discrimination, bullying and harassment regardless of intersex status, sexual orientation, gender identity or gender expression

- all staff understand and meet their obligations to protect the above entitlement

- the department complies with legislative requirements under the:

  o Equal Opportunity Act 1984 (SA) as amended by the Statutes Amendment (Gender Identity and Equity) Act 2016 (SA)

  o Sex Discrimination Act 1984 (Cth) as amended by the Sex Discrimination Amendment (Sexual Orientation, Gender Identity And Intersex Status) Act 2013 (Cth) and as outlined at related legislation.

Scope

This policy applies to all staff working in department preschools, schools, and care settings, and corporate offices. This includes family day care educators and respite care program care providers.

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Detail

This policy is based on the overarching concept of inclusive education. The right to inclusive education is fundamental to the department's commitment to providing safe and supportive learning environments for all children and young people, including those who have been identified as higher risk groups.

Quality educational environments and learning experiences set a trajectory of lifelong outcomes for children and young people that affect their achievements, health, wellbeing and life opportunities throughout adulthood (Lyons et al, 2020). Gender diverse, intersex and sexually diverse children and young people have the same entitlement to a safe education and care environment as other children and young people. Research suggests that all education and care services are likely to have gender diverse, intersex and sexually diverse children and young people attending their education and/or care setting.

Gender diverse, intersex and sexually diverse children and young people report experiencing high levels of verbal and physical biphobic, homophobic, interphobic and transphobic abuse in the community, with a notable percentage reporting that this has occurred within the education environment (Hill et al, 2021). This can have a significant effect on their wellbeing, attendance and educational outcomes. There is a strong correlation between this abuse and increased rates of anxiety and depression and 'at risk' behaviours including self-harm and suicide.

Research indicates that gender diverse, intersex and sexually diverse children and young people were more likely to feel safe to regularly attend their education environment and more likely to feel positive about their sexuality when there are protective policies in place (Australian Human Rights Commission, 2015)

It is important to read the definitions and abbreviations in the definitions section before proceeding.

Related legislation

It is unlawful under State and Federal law for an education authority to discriminate against a child or young person in an education and/or care environment based on sexual orientation, gender identity or intersex status.

Specific obligations are established by the following Acts:

- Equal Opportunity Act 1984 (SA) as amended by the Statutes Amendment (Gender Identity and Equity) Act 2016 (SA)

- Sex Discrimination Act 1984 (Cth) as amended by the Sex Discrimination Amendment (Sexual Orientation, Gender Identity And Intersex Status) Act 2013 (Cth) specifically identifies educational settings and makes it unlawful for an educational authority to discriminate on the grounds of a child or young person's sex, sexual orientation, gender identity or intersex status (section 21).

Relevant National frameworks, principles and guidelines:

- Australian Student Wellbeing Framework

  National principles for the promotion of student wellbeing through safe, supportive and respectful teaching and learning communities.

Relevant State principles and guidelines:

- DPC PC012 — Information Privacy Principles (IPPs) Instruction

    Establishes obligations for the collection, storage and disclosure of personal information collected by Government agencies. It also gives an individual rights to access and amend their personal information.

- DPC Information Sharing Guidelines for Promoting Safety and Wellbeing (ISG)

    Provides a state-wide approach to appropriate information sharing practice wherever there are threats to safety and wellbeing of children and young people.

- Information sharing guidelines for promoting safety and wellbeing procedure (PDF 875KB)

    This guideline explains how the ISG is to be applied in the department context. The guideline ensures that department staff:

    o follow the ISG decision making steps when sharing and seeking information to promote and protect children's safety

    o ensure a child's right to safety is paramount in guiding actions and is not overridden by other considerations such as privacy or confidentiality

    o share information about 'at risk' parents or carers to help prevent children's experience of cumulative harm.

Policy requirements

In complying with this policy all department preschools, schools and care settings must:

- provide quality education for all children and young people in a safe, supportive and inclusive environment, free from discrimination, bullying and harassment regardless of intersex status, sexual orientation, gender identity or gender expression

- ensure that staff have a considered understanding of gender diversity, intersex and sexual diversity and the issues that may face these population groups

- ensure that staff understand and follow their legal obligations not to discriminate based on sexual orientation, intersex status, gender identity or gender expression

- develop and promote inclusive practices to ensure that children and young people who may experience marginalisation feel safe and supported, and as part of the school's anti-bullying and harassment policy incorporate and address specific types of bullying that may particularly affect children and young people who may be marginalised on the basis of, but not limited to: culture, race, ethnicity, disability, socioeconomic status, trauma and gender and sexual diversity

- ensure that gender diversity, intersex and sexual diversity are addressed in the implementation of the Keeping Safe: Child Protection Curriculum, the Australian Student Wellbeing Framework and the Australian Curriculum. This applies across all learning areas of the Australian Curriculum but includes a specific focus in the Health and Physical Education: Foundation to Year 10 learning area (for further guidance see the curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy (PDF 792KB))

- support children and young people, staff and families to access information and resources on gender diversity, intersex and sexual diversity and to address related discrimination and harassment

- ensure that all staff have access to professional learning opportunities, advice and support (refer to professional learning)

- understand the IPPs Instruction relating to the right of a child or young person to keep their gender identity, intersex status or sexual orientation private (refer to respecting privacy and confidentiality)

- adhere to the requirements outlined in the department's ISG Procedure for promoting safety and wellbeing (refer to respecting privacy and confidentiality)

- follow the gender diverse and intersex children and young people support procedure (PDF 246KB) to support gender diverse and intersex children and young people to safely affirm their gender identity within their education environment.

Mandatory categories

The primary consideration is the safety and wellbeing of the child or young person within the education and early childhood service setting. The setting's duty of care (PDF 182KB) (staff login required) to the child should inform a site leader's decisions. The best interest of the child or young person is the primary consideration. When education and early childhood service settings design policies, procedures, and programs, the following categories must be addressed.

Bullying and harassment

Discrimination based on sexual orientation, intersex status, gender expression or gender identity must be addressed as a part of the anti-bullying and harassment policy, which is a requirement of all department preschools, schools and care settings. Such policies must integrate and address all types of bullying that may affect children and young people who may be marginalised on the basis of, but not limited to: culture, race, ethnicity, disability, socioeconomic status, trauma and gender and sexual diversity.

The policy must be accompanied by a procedure for resolving complaints. The local policy must address the use of homophobic, interphobic, biphobic and transphobic language and behaviour.

Incidents of sexual, homophobic, interphobic and transphobic and biphobic bullying should be recorded as part of the system-wide collection on specific data relating to bullying and harassment.

All department preschools, schools and care settings must ensure that the policy is easily accessible to the relevant community.

A whole-setting commitment to an inclusive environment and the wellbeing of gender and sexually diverse and intersex children and young people is important.

Curriculum

All areas of the curriculum must use language that includes gender diversity, intersex and sexual diversity. Staff practices need to challenge gender stereotypes, expectations, values and attitudes.

National approved learning frameworks:

- [Belonging, Being & Becoming: Early Years Learning Framework (PDF 24.9MB)](#)

  'Inclusion: involves taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. The intent is to ensure that all children's experiences are recognised and valued. The intent is also to ensure that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference.'

- [My Time Our Place: Framework for School Age Care (PDF 27.1MB)](#)

  'Children learn about themselves and construct their own identity within the context of their families and communities. During childhood the sense of self identity becomes more complex and multifaceted as children have more varied interactions and experiences in the broader community. As children get older they are able to differentiate aspects of their self-identity and reconcile different ideas and traits about themselves. When children have positive experiences they develop an understanding of themselves as significant and respected, and feel a sense of belonging. Relationships are the foundations for the construction of identity – 'who I am', 'how I belong' and 'what is my influence?'

[Keeping Safe: Child Protection Curriculum](#) (KS:CPC):

- The KS:CPC is a requirement under the department's [safeguarding children and young people policy (PDF 826KB)](#) and states that children and young people will engage with curriculum which explicitly teaches them about the nature of personal safety and wellbeing; help seeking and self-protecting behaviours and their responsibilities to the safety and wellbeing of others.

- 'Schools and preschools should provide all children and young people with a quality education in a safe, supportive and inclusive environment, free from discrimination, bullying and harassment regardless of intersex status, sexual orientation, gender identity or gender expression. Sites must address sexual, homophobic, biphobic and transphobic bullying as part of their anti-bullying and harassment policy and be inclusive of all diversity'. (Department for Education, n.d.)

- The KS:CPC fits primarily within the [Health and Physical Education (HPE)](#) learning area of the Australian Curriculum, but can also be incorporated across other learning areas.

[Australian Curriculum (AC)](#)

- The AC recognises diversity and promotes excellence and equity in education not only through specific learning areas but also through the General Capabilities e.g. personal and social.

- In particular the Health and Physical Education [HPE (Foundation to Year 10) Curriculum](#) explicitly encompasses gender diverse, intersex and sexually diverse children and young people:

- "As with other areas of student diversity, it is crucial to acknowledge and affirm diversity in relation to sexuality and gender in Health and Physical Education. Inclusive Health and Physical Education programs that affirm sexuality and gender diversity acknowledge the impact of diversity on students' social worlds. They acknowledge and respond to the needs of all students, and provide more meaningful and relevant learning opportunities for all students. All school communities have a responsibility when implementing the Health and Physical Education curriculum to ensure that

teaching is inclusive and relevant to the lived experiences of all students. This is particularly important when teaching about reproduction and sexual health. Schools must ensure that the needs of all students are met, including students who may be same-sex attracted, gender diverse or intersex" (ACARA, 2022).

Australian Curriculum Assessment and Reporting Authority [ACARA], 2022).

Professional learning

The department is committed to the professional development of staff to support gender diverse, intersex and sexually diverse children and young people.

The department provides services to ensure that tailored support and whole school approaches that meet the needs of each preschool, school and care setting community are available.

These initiatives aim to build staff ability to create safe and inclusive environments for all children and young people.

Information about the available training and advice can be found on the department's intranet and on plink. Consultancy for complex or urgent cases, and policy advice can be obtained by contacting the department's Engagement and Wellbeing Directorate.

Resources

Children, young people, staff and families may need support in understanding gender diversity, intersex and sexual diversity and/or addressing discrimination and harassment. Staff must make information available and be aware of relevant resources and services and how to access them.

The purchase, development and promotion of digital and printed resources for teaching and learning should be inclusive and representative of gender diverse, intersex and sexual diverse children, young people and their families. Inclusive materials and resources should be available to support the curriculum throughout early childhood, primary and secondary years.

Staff should ensure that children and young people have access to developmentally appropriate books and other resources that reflect the diversity of sexuality and gender of all children and young people. For further guidance see selecting and using resources for educational purposes guideline (PDF 369KB).

Respecting privacy and confidentiality

Disclosure about intersex status, gender or sexual diversity might come from a child or young person themselves, or their parent or carer. A child or young person's intersex status or gender or sexual diversity is personal information and must be treated with confidentiality. A child or young person's identity must be recognised. They must not be encouraged to hide or change their identity. The child or young person's preferences about sharing their personal information must be considered and respected.

The department's information sharing guidelines for promoting safety and wellbeing procedure (PDF 875KB) sets out a framework for disclosure of information that applies to all department employees. A child or young person's confidential information may be disclosed without consent only where it is authorised by law or it is unreasonable or impracticable to seek consent, or consent has been refused, and the disclosure is

reasonably necessary to prevent or lessen a serious threat to the life, health, or safety of the child or young person.

Disclosure by staff without informed consent may breach privacy principals under the Instruction. The decision to disclose a child or young person's confidential information should be informed by [duty of care (PDF 182KB)](#) (staff login required) obligations and be approved by an appropriate officer within the department or preschool, school and care setting. Advice should be sought from the department's Engagement and Wellbeing Directorate and Legal Services when considering whether to disclose personal information about a child or young person to a third party.

Disclosure of a child or young person's personal information may be needed under the mandatory reporting requirements in section 31 of the *Children and Young People (Safety) Act 2017 (SA)* or other legislation or policy. Staff must adhere to their mandatory reporting obligations if they suspect on reasonable grounds that a child or young person is, or may be, at risk, as defined by section 18 of that Act.

Related procedural information is available in the department's [gender diverse and intersex children and young people support procedure (PDF 246KB)](#).

Roles and responsibilities

Chief Executive

This policy is issued under the authority of the Chief Executive who is ultimately responsible for ensuring compliance by department preschools, schools and care settings and staff with this policy.

Executive directors and directors

Executive directors and directors are responsible for ensuring that department policies and processes support gender diversity, intersex and sexual diversity, and will oversee the development of state-wide initiatives to support these children and young people. Corporate leaders will maintain oversight of the relevance of these documents, their alignment with legislation, state government commitments and national standards and will amend as appropriate.

Education directors

Education directors will ensure that:

- all principals and preschool directors are familiar with the policy and the [gender diverse and intersex children and young people support procedure (PDF 246KB)](#) supporting them to address gaps in compliance and advising corporate leaders as needed

- department preschools, schools and care settings are safe and inclusive environments for all children and young people including gender diverse, intersex and sexually diverse children and young people

- department preschools, schools and care settings have practices and procedures in place to address and respond to homophobia, interphobia, transphobia and biphobia as part of their local bullying prevention policy and procedure

The Education Director will support staff to implement the policy and will respond to concerns raised by the education and/or care community and department staff in relation to the policy.

Education and early childhood services leaders

Leaders are responsible for ensuring:

- all staff are familiar with this policy and the [gender diverse and intersex children and young people support procedure (PDF 246KB),](#) and that department preschools, schools and care settings are safe and inclusive environments for gender diverse, intersex and sexually diverse children and young people

- gender diverse and intersex children and young people are given appropriate support and arrangements are recorded (refer to the [gender diverse and intersex children and young people support procedure (PDF 246KB)](#))

- all volunteers and service providers (if and as contracted) act in line with the obligations outlined in this policy

- compliance with the ISG procedure

- gender diverse and intersex children and young people are given appropriate support (in line with the [gender diverse and intersex children and young people support procedure (PDF 246KB)](#))

- the learning site's bullying prevention policy specifically addresses homophobia, interphobia, transphobia and biphobia bullying, to ensure that high risk groups who may experience marginalisation feel safe and supported, and to ensure the wellbeing and safety of all children and young people

- teaching and learning is inclusive and relevant to the lived experiences of all children and young people (refer to [curriculum)](#)

- staff are appropriately trained to support and respond to the needs of gender diverse, intersex and sexually diverse children and young people (refer to [professional learning](#))

- incidents of homophobic, transphobic and biphobic bullying, harassment and discrimination are recorded appropriately.

In addition, leaders of education and care settings with a secondary enrolment are responsible for ensuring:

- that secondary schools have a written policy against sexual harassment by children and young people that incorporates procedures for resolving complaints that the public education and care setting community is made aware that it is unlawful under section 87(3)(3) of the South Australian Equal Opportunity Act 1984 (SA) for a child or young person 16 years and over to sexually harass another child or young person or staff member.

Leaders will provide ongoing monitoring of their public education and care setting's compliance with this policy and the Gender diverse, intersex and sexually diverse support procedure.

Staff

All staff are responsible for:

- being familiar with this policy and the [gender diverse and intersex children and young people support procedure (PDF 246KB)](#)

- complying with this policy and modelling appropriate and professional conduct at all times

- responding to and challenging all forms of homophobic, interphobic, transphobic and biphobic language and behaviour

- responding to requests for support from a child or young person or their parents or carers in line with this policy and the [gender diverse and intersex children and young people support procedure (PDF 246KB)](#)

- ensuring positive representation of gender diversity, intersex and sexual diversity across all areas of the curriculum

- promoting the use of inclusive and non-gendered language within the education or early childhood service setting.

Student Support Services

Student Support Services are responsible for supporting staff to implement this policy. This includes helping with the referral of children, young people and families to appropriate support services where possible and as needed.

Definitions

Language in gender diverse, intersex and sexually diverse communities is frequently evolving. The use of inclusive and acceptable terminology empowers individuals and allows visibility of important issues. Respecting the personal preferences of everyone is important.

All terms mean something unique and specific to the person using them. There are also many culturally distinct terms that are used and should be respected, for example, in some Aboriginal and Torres Strait Island communities the terms Sistergirls and Brotherboys are used.

assigned gender at birth

An infant is assigned a sex at birth determined by the visible sex characteristics. At the same time an infant is assigned the gender that corresponds to their sex assignment. A child is identified and nurtured in this gender, but the assigned gender does not always match a person's innate gender identity.

best interest of a child

Consideration of the long-term and short-term welfare concerns for a child or young person, such as their

academic, social and emotional needs, aspirations and abilities.

bisexual

A person who is emotionally and romantically attracted to people of more than one gender. This is not necessarily in the same way or at the same time.

carer

Carers are approved carers as defined by section 16 of the Children and Young People (Safety) Act 2017. Carers can also include Aboriginal kinship carers.

discrimination

When a person treats another person or their child in a way that is less favourable because of their gender, nationality, culture, age, disability, religion, gender identity, pregnancy or potential pregnancy, sexual orientation, intersex status, marital or relationship status, and family responsibilities as defined in the:

- Equal Opportunity Act 1984 (SA)
- Sex Discrimination Act 1984 (Cth)
- Disability Discrimination Act 1992 (Cth).

EDSAS

The Education Department School Administration System (EDSAS) is the mandated electronic database provided to all department education and early childhood services and contains student information.

EMS

The Education Management System (EMS) is a student-centred, digital platform that helps you manage administration tasks and supports you to do your job.

EMS supports education and early childhood services with everything from student enrolments to lesson plans and financial management.

gender

Generally understood as a social and cultural construct. A person's gender identity or gender expression is not always exclusively male or female and may or may not correspond to their sex.

gender affirmation/gender transition

The actions a gender diverse person takes to affirm their gender identity that is different to the gender typically associated with the sex assigned to them at birth.

gender diverse

A broad term that can refer to all forms of gender identity and gender expression and includes people who may identify as for example trans, transgender, gender queer or gender questioning. It refers to people whose gender expression or identity differs from the gender identity associated with the sex assigned them at birth or society's expectations. The person may identify as neither male nor female, or as both.

gender dysphoria

A term used to refer to distress or discomfort that may occur when a person's biological sex and gender identity do not align.

gender expression

A person's gender expression is the outward signs they present to the world around them. This could include their choice of name and preferred pronoun (which may include using no pronoun), their style of dress and appearance and/or their mannerisms.

gender identity

Refers to a person's strongly held internal sense of self, of being masculine or feminine, or both or neither. Gender identity does not necessarily relate to the sex a person is assigned at birth.

informed consent

Permission an individual gives to information sharing, either implied or explicit, after they have demonstrated that they understand the purpose of the request and the likely outcomes of consenting.

in loco parentis

A person acting in a parental style relationship with a child, where the person has intended to place themselves in the position of a parent toward a child and has assumed the same duty and authority as a parent with respect to the nurturing, control and protection of a child. A person in loco parentis may include a person:

- in a de facto relationship with a child's biological parent where they have assumed responsibility for the child

- who has taken over care of a child after the death of both biological parents, or where there has been a family breakdown and the child is estranged from both biological parents

- in an informal fostering arrangement. This person does not have to assume any or all financial responsibility for a child to satisfy this definition.

intersex

An umbrella term for people born with sex characteristics that do not fit medical norms for female or male bodies.

Intersex variations are natural manifestations of human bodily diversity and include a wide range of hormonal, genetic and gonadal differences that may be diagnosed prenatally, at birth, at puberty, when trying to conceive, or through random discovery.

Being intersex is not about gender identity and most intersex people identify as women or men. Some intersex people do not identify as the sex assigned to them at birth, and therefore may go through a process of affirming their true gender identity in a way that is similar to a transgender person.

There are at least 40 known intersex variations.

LGBTIQA+

An acronym that is used to describe lesbian, gay, bisexual, transgender, intersex and questioning/queer (plus other) people collectively.

misgendering

The act of referring to someone, especially a gender diverse person, using a word, name, pronoun or form of address, that does not correctly reflect the gender with which they identify.

non-binary

Someone who doesn't identify exclusively as male or female. They might feel like they have a mix of genders or like they have no gender at all.

parent

For the purposes of this procedure, the term 'parent' refers to all persons responsible for the child. A person responsible for the child means a person who is the child's:

- biological parent, adoptive parent or other person recognised as a parent if the child was conceived following a fertilisation procedure or under a surrogacy arrangement
- guardian
- person standing in loco parentis.

This does not include a person who has had their legal custody, guardianship or responsibility for the child removed by a Court, Act or Law.

As an example, a biological parent who has had their custody, guardianship or parental responsibility for the child removed by a parenting order made under Family Law Act 1975 (Cth) is not a person responsible for the child.

phobia

As in transphobia, interphobia, homophobia and biphobia. The fear, intolerance, and/or discrimination of people who identify as:

- intersex (interphobia)
- same-sex attracted (homophobia)
- transgender, gender diverse or gender nonconforming (transphobia)
- bisexual (biphobia).

These attitudes can be linked with hostility, verbal and physical abuse, prejudice or discrimination.

same-sex attracted

People who experience feelings of sexual and emotional attraction to others of the same sex. This term includes people who may identify as lesbian, gay, bisexual or something else, or who are questioning their sexuality.

sexual diversity

A diverse range of sexualities, identities, and romantic or sexual attractions. This term includes those who may identify as same-sex attracted, lesbian, gay and bisexual.

sexual orientation

Refers to a person's emotional and/or sexual attraction to another person, which can include the following identities: heterosexual, gay, lesbian, bisexual or something else.

Sistergirls and Brotherboys

Terms used by some Aboriginal and Torres Strait Islander communities to describe a person assigned male or female at birth and identifying or living partly or fully as another 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.

site leader

The person who has ultimate responsibility for the welfare of children and young people attending that education or early childhood service; for example, the principal, director, manager or family day care educator supported by their coordinator, or their delegate.

social transitioning

Refers to a number of changes that can be made in a transgender person's social life and situation, including:

- use of a different name and pronouns
- physical appearance (eg hair, clothing)
- use of amenities in keeping with their gender.

It does not refer to medical intervention.

staff

Refers to Department for education employees, professional service providers (if and as contracted), and volunteers.

transgender

An umbrella term used to describe a person whose gender identity or gender expression is different from the sex assigned to them at birth.

These definitions have been sourced from:

- Australian Human Rights Commission
- Australian Institute of Family Studies.

Supporting information

Australian Curriculum, Assessment and Reporting Authority (ACARA)

Australian Curriculum: Health and Physical Education: Foundation to Year 10

Bullying prevention requirements (staff login required)

Curriculum planning: a whole school approach (staff login required)

Diversity and inclusion in the department (staff login required)

EDAS Fact Sheet FS60-131: Maintaining EDSAS records to support transgender students

Health condition plans and forms (staff login required)

Keeping Safe: Child Protection Curriculum

Responding to Risks of Harm, Abuse and Neglect – Education and Care

Student mental health (staff login required)

United Nations Convention on the Rights of the Child

Related legislation

[Births, Deaths and Marriages Registration Act 1996 (SA)](#)

[Children and Young People (Safety) Act 2017 (SA)](#)

[Children and Young People (Safety) Regulations 2017 (SA)](#)

[Education and Early Childhood Services (Registration and Standards) Act 2011](#)

[Equal Opportunity Act 1984 (SA)](#) as amended by the [Statutes Amendment (Gender Identity and Equity) Act 2016 (SA)](#)

[Sex Discrimination Act 1984 (Cth)](#) as amended by the [Sex Discrimination Amendment (Sexual Orientation, Gender Identity And Intersex Status) Act 2013 (Cth)](#)

Related policies

[Access to legal services across the department procedure (PDF 176KB)](#) (staff login required)

[Australian Student Wellbeing Framework](#)

[Behaviour support policy (PDF 165KB)](#)

[Belonging, Being & Becoming: Early Years Learning Framework (PDF 24.9MB)](#)

[Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy (PDF 792KB)](#)

[Duty of care to children and young people policy (PDF 182KB)](#)

[DPC PC012 — Information Privacy Principles (IPPs) Instruction](#)

[Gender diverse and intersex children and young people support procedure (PDF 246KB)](#)

[Information Sharing Guidelines for Promoting Safety and Wellbeing (ISG)](#)

[Information sharing guidelines for promoting safety and wellbeing procedure (PDF 875KB)](#)

[National Quality Framework and Standard](#)

[Safeguarding children and young people (PDF 826KB)](#)

[Sexual harassment policy](#) (staff login required)

[Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education or care settings (PDF 3.2MB)](#)

[Wellbeing for Learning and Life Framework (PDF 4.5MB)](#)

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