

teaching and learning CONTINUED

20> Teachers who teach subjects on sexuality do so with the backing and support of senior staff	YES <input type="checkbox"/> 10	NO <input type="checkbox"/> 0	
21> Students can borrow books/magazines from the library that include gay and lesbian characters or discuss sexual diversity	YES <input type="checkbox"/> 10	NO <input type="checkbox"/> 0	
SUBTOTAL			
22> The same sex attracted youth population of our school is included in the school profile of our School Strategic Plan	YES <input type="checkbox"/> 10	NO <input type="checkbox"/> 0	
23> The Strategic Plan includes goals, targets and key improvement strategies for the support of sexual diversity	YES <input type="checkbox"/> 10	NO <input type="checkbox"/> 0	
24> We use the Department's <i>Supporting Sexual Diversity in Schools</i> booklet to guide our review of school policies and plans	YES <input type="checkbox"/> 10	NO <input type="checkbox"/> 0	
SUBTOTAL			
0-50 Your school is still a challenging environment for someone trying to address these issues and you have a lot of work ahead of you. Don't despair, small steps are very effective.			TOTAL

50-100 You have made a very good start and show potential to do really well with the issues even though you still have a long way to go.

100-150 The work on these issues in your schools is happening on several fronts now and starting to make a difference – coordination and consolidation are the next steps to going further forward.

150-200 The school culture includes and acknowledges same sex attracted young people and homophobia is not tolerated. You are close to achieving the ideal.

200-270 Your school has a real appreciation of sexual diversity and celebrates the presence of same sex attracted people in its community. Same sex attracted people flourish at your school and are supported and enjoyed by their heterosexual counterparts, but it's not really that big a deal. Well done!!!

ideas for action

Change doesn't happen overnight. Reflect on the answers you gave in your audit. Using the framework suggested below, list the actions you might undertake to bring about short, medium and long-term change. Then, come back to the audit in a year's time to help you report on your progress.

CULTURE/ENVIRONMENT

In the next 6 weeks we can address school culture/environment issues by...
In the next 6 months we can address school culture/environment issues by...
In the next year we can address school culture/environment issues by...

POLICY

In the next 6 weeks we can address Policy issues by...
In the next 6 months we can address Policy issues by...
In the next year we can address Policy issues by...

STUDENT WELLBEING

In the next 6 weeks we can address issues in Student Wellbeing by...
In the next 6 months we can address issues in Student Wellbeing by...
In the next year we can address issues in Student Wellbeing by...

COMMUNITY PARTNERSHIPS

In the next 6 weeks we can improve community partnerships by...
In the next 6 months we can improve community partnerships by...
In the next year we can improve community partnerships by...

TEACHING AND LEARNING

In the next 6 weeks we can address issues in Teaching and Learning by...
In the next 6 months we can address issues in Teaching and Learning by...
In the next year we can address issues in Teaching and Learning by...

SCHOOL STRATEGIC PLAN

In the next 6 weeks we can address issues in planning by...
In the next 6 months we can address issues in planning by...
In the next year we can address issues in planning by...

FOR MORE INFORMATION ABOUT ONGOING RESEARCH WITH SAME SEX ATTRACTED YOUNG PEOPLE GO TO www.latrobe.edu.au/ssay
To find a list of community and agency staff or school-based staff such as DHS Secondary School Nurses, who facilitate groups, coordinate projects or work with same sex attracted young people in the community or school-based settings, go to www.latrobe.edu.au/rainbow

The DEECD's *Supporting Sexual Diversity in Schools* is available at www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/supportsexualdiversity.pdf

how to support sexual diversity in schools > A CHECKLIST

> Making it easier for schools to promote student wellbeing for everyone

For information about complying with legislative and departmental requirements see the DEECD's *Supporting Sexual Diversity in Schools (July 2008)*.

Attitudes towards sexual diversity in Australia have undergone remarkable change in the last 10 years. Gay men and lesbians experience greater social acceptance and less discrimination than in the past. More public identities have been willing to be open about their sexuality.

Despite these changes, a young person who is same sex attracted, or who thinks they might be, cannot be sure of their reception – at home or at school. Research tells us that 60% of same-sex attracted young people experience abuse, and that the greatest amount of the abuse (74%) occurs at schools. These figures do not represent the impact of living with a background 'soundtrack' that being gay is wrong, and being heterosexual is the only right way to be. Nor have we measured the impact of abuse on young people who are not necessarily same sex attracted but who fall outside of accepted gender stereotypes.

It does not take much imagination to consider the effects of this on a young person's health and identity. We know that when young people experience homophobic abuse they are more likely to self harm. This is one reason why accounting for sexual diversity is relevant to providing a good education – not only for the sake of supporting individual students, but to help make whole environments less hostile, and more accepting.

This checklist is intended to help identify strategies that might make a difference for students (as well as their families, and staff).

It could also be used to help articulate goals, targets and strategies for your school's Strategic Plan, for the improvement of young people's safety, wellbeing and engagement in learning.

Research shows that approximately 10% of all students in your school experience feelings of same sex attraction.

Write down the number of students that would be in your school _____

school environment

SCORE

- 1> We acknowledge and support the needs and experience of young people who are same sex attracted, questioning their sexuality or who don't fit gender stereotypes
- always* 10 *often* 8 *rarely* 5 *never* 0
- 2> We display materials (posters, fliers etc) around our school that depict sexual diversity in a positive way
- always* 10 *often* 8 *rarely* 5 *never* 0
- 3> This material remains in place without being damaged or defaced
- always* 10 *often* 8 *rarely* 5 *never* 0
- 4> Our students actively participate in countering homophobia
- always* 10 *often* 8 *rarely* 5 *never* 0
- 5> When staff or students bring partners to school functions, same sex partners are welcomed in the same way as opposite sex partners
- always* 10 *often* 8 *rarely* 5 *never* 0

school policies

- 6> Our policies which support the inclusion of same sex attracted young people and make clear that homophobic behaviours and language are unacceptable
- YES* 10 *NO* 0
- 7> These policies have been clearly communicated to the entire school community including:
- a) Staff *all* 10 *some* 5 *none* 0
- b) Parents *all* 10 *some* 5 *none* 0
- c) Students *all* 10 *some* 5 *none* 0
- d) School Council Members *all* 10 *some* 5 *none* 0
- 8> Training has been provided to understand and implement these policies to:
- a) Staff *all* 10 *some* 5 *none* 0
- b) Parents *all* 10 *some* 5 *none* 0
- c) Students *all* 10 *some* 5 *none* 0
- d) School Council Members *all* 10 *some* 5 *none* 0

SUBTOTAL

SUBTOTAL

student wellbeing practices

SCORE

- 9> We have a clearly designated staff member available to provide counselling and support to students with concerns about homophobia or who want to talk about sexuality
- always* 10 *often* 8 *rarely* 5 *never* 0
- 10> The availability of this staff member is promoted throughout the school community
- always* 10 *often* 8 *rarely* 5 *never* 0
- 11> The office of this staff member has posters and other material that portrays sexual diversity in a positive light
- YES* 10 *NO* 0
- 12> Counselling areas in the school provide confidentiality and privacy for students seeking support
- YES* 10 *NO* 0
- 13> Our staff are able to recognise and follow appropriate protocols for students believed to be at risk of self harm
- YES* 10 *NO* 0

community partnerships

- 14> We have strong links with community organisations which can provide information, services and support to the school, parents and students about sexual and gender diversity
- YES* 10 *NO* 0
- 15> We consult with and refer students to these organizations
- always* 10 *often* 8 *rarely* 5 *never* 0

teaching and learning

- 16> Gay, lesbian and transgender people are portrayed respectfully in all subject areas
- always* 10 *often* 8 *rarely* 5 *never* 0
- 17> All classes that focus on health and sexuality include the needs of same sex attracted young people
- always* 10 *often* 8 *rarely* 5 *never* 0
- 18> Anti-homophobia education is applied when appropriate across the whole school curriculum
- always* 10 *often* 8 *rarely* 5 *never* 0
- 19> Staff who are required to teach on the topic of sexuality are provided with training on how best to deal with students' comments and concerns about sexuality
- always* 10 *often* 8 *rarely* 5 *never* 0

SUBTOTAL

SUBTOTAL

