

Portfolio Committee No. 8 – Customer Service: NSW Inquiry into Public Toilets

Response to Supplementary Questions – P-TYE (Parents for Transgender Youth Equity)

5 May, 2025

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Notes:

1. In our responses, we have drawn on the experiences of P-TYE families (including from our research), not solely the experiences of the two witnesses at the inquiry. We have done this for many reasons, including our children's rights to anonymity.
2. We have included school toilets in our definition of public toilets, except where specified.
3. The term '**trans**' is used as an umbrella term to describe transgender, gender diverse and/or non-binary children, except where specified.

Question 1: Can you share how the current lack of inclusive toilets affects your child's daily life at school?

We wish to preface this response by emphasising that most schools are unaware of how many trans students attend each day, with research suggesting that 7 out of every 100 students at every school are trans, which means there are approximately 90,000 trans students currently enrolled across NSW who are affected by the lack of inclusive toilets at schools*.

The lack of inclusive toilets affects our trans children's daily life at school physically, psychologically, socially and developmentally.

Physically, the lack of inclusive toilets has led to our kids developing urinary tract infections and kidney infections because they avoid going to urinate when they feel the urge. They also become dehydrated because they avoid imbibing liquids so that they do not feel the need to use the toilet. They also develop other health problems due to their inability to correctly dispose of sanitary products or clean used items (e.g. mooncups). In addition, and most concerning, there have been many cases where our children are physically bullied and injured following transphobic violence committed by other students.

Psychologically, our children are obviously negatively impacted by the bullying or potential for bullying due to the lack of inclusive toilets. The bullying that commences in toilets often expands to every aspect of school, and flows into online spaces.

These problems are intensified when students do not feel supported by school authorities who do not provide safe inclusive toilets, not least because when their peers witness the acceptance of anti-trans activities by authority figures, they are learning that anti-trans positions are socially and morally acceptable. This is made worse by the fact that the Department of Education (DoE) Bulletin 55 currently facilitates that exclusion of trans students from the toilets which best align with their affirmed gender, at the discretion of school staff, without any evidence required from the school or reasons why.

Sometimes our children have been directed to use the all-gender/disabled toilets at school but these are often out of the way and using these toilets makes them late for lessons (and potentially prevent disabled students from being able to use these toilets). Sadly, this 'othering' of trans students is common, with too many of our kids being told the only toilet they can use is next to the 'sick bay' in the school administration building, regardless of the child's (or their supportive family's) wants and needs.

Having to choose between a boys' toilet and a girls' toilet is one way that binary gender norms are imposed on children, leading to our non-binary children often feeling that they do not belong in the world. This also sends a message to other children that non-binary students are not legitimate as people, which in turn increases bullying.

We have been devastated to witness the lack of inclusive toilets contributing to the development of internalised transphobia, depressive disorders, anxiety disorders, eating disorders, dissocial disorders, and self-esteem issues in our often already marginalised children.

All of these experiences contribute to developmental and educational harm, particularly when our children persistently avoid attending school due to the lack of inclusive toilets and their education levels and social skills lag behind their peers as a consequence.

Socially, we have seen this lack of inclusive toilets impact on our children’s ability to develop and maintain long-term friendships and social connections which is a serious concern given the vital role that peer relationships play in the progress of the adolescent journey to adulthood. And, when our children are struggling socially and psychologically, they are potentially going to act out and exhibit signs of disruptive behaviour at school and this impacts negatively on them and those around them.

Examples of these experiences are reported in our research:

“one child: ‘had literally not drunk water. ... For three years, she had not been in the toilets. ... Where she didn’t have to engage with binary [gender]’ (NSW).” (Townley & Ullman, 2025 p.285)

“In another example, a child was suspected of having a parasite, and ultimately diagnosed with colitis, dehydration, and malnutrition. Their health care specialists did not connect the symptoms with the cause, which was avoiding drinking fluids so they did not have to go to the toilet at school” (Townley & Henderson 2024 p.4)

“Throughout [years/grades] 1, 2 and 3 she had problems. She was stopped at the entrance to the toilets by a group of boys who said that ‘You can’t use this toilet – You aren’t a girl!’ so she didn’t go to the toilet at school. She would wet her pants almost every day. She would have urinary tract [infections], or pain in her stomach. ... She was held captive in the toilets by a girl in her class and forced to reveal her genitalia, which is her greatest source of shame. (NSW)” (Townley & Ullman, 2025 p.287)

“[The principal] claims that didn’t happen. I say why would [our child] make it up? [They] named the people who did it and [the principal] refused to do anything about it. (NSW)” (Townley & Ullman, 2025 p.289)

Some trans children have experienced other children looking under the door or walls to view them on the toilet.

“One parent reported that the school tried to manage toilet access by explaining: ‘We’re building a cubicle within the girls’ bathrooms, that has taller walls, and a larger door for [your child] to use’ (NSW).” (Townley & Ullman, 2025 p.288)

“Preschools have communal bathrooms. And kids saw [our child]’s private parts and started saying ‘you’re not a girl’. And then we found out that the educators weren’t correcting them. And when we asked about it, we were told that [our child] could correct them, but [the educators] weren’t going to. That was on her if she had that belief, she could correct them, which I felt was a little unfair of a four-year-old. (NSW)” (Townley & Ullman, 2025 p.289)

All of this has led to our kids actively avoiding school completely, avoiding toilets during school hours, avoiding toilets at recess/lunchtime, restricting their food and liquid intake all day (including physical education classes/school sports participation, during hot Australian summers), an increase in anti-trans rhetoric and actions by peers, and more time away from school to attend doctor’s appointments due to the physical, social, psychological, and developmental impacts from a lack of inclusive toilet facilities at school.

*Power et al., (2022) reported in their study that 7.1% of high-school-aged young people are trans. Using the rate of 7.1% and the Department of Education enrolment statistics for 2023 of all schools across NSW (1,248,456), this equates to approximately 88,640 trans students across NSW in 2023 needing to navigate school toilets each day safely, despite the majority of these youth not being out to their parents or carers (Fenaughty et al., 2021).

Question 2: What changes would help make trans children feel safe and supported when using a public toilet?

The 90,000 trans students at NSW schools should feel supported, respected, engaged with their education, and able to safely navigate all aspects of school themselves each day to optimise their schooling outcomes and start their adulthood in step with their peers. Sadly, this is not currently the case, though it could be with a few changes.

1. **Allow trans children to use the toilet they seek to use.** Some children want to use boys' toilets, some want to use girls, some want a non-binary option.
2. **Provide mandatory education and training for all school community members (especially all school staff)** about trans individuals' rights to use the toilet that they seek to use. This should also include state-wide public education campaigns.
3. **Provide multiple accessible toilet options across the community/school** with sanitary products in all bathrooms and sanitary disposal units in all toilet cubicles.
4. **Build ALL toilets with taller walls and larger doors so that everyone benefits** (most children are more comfortable with this). Many children do not want to be visible when they go to the toilet, so solving this problem with taller walls and larger doors for all toilets would be best. Renovating just one toilet for one trans child is problematic as it 'others' them.
5. **Teach about trans identity in all schools at all ages.** An age-appropriate example for younger students might be: "Sometimes we get someone's gender wrong at birth". Educators need tools on how to identify and intervene in potentially problematic interactions involving trans students, and educators need to know that they will be supported in these situations by their employer.
6. **Actively foster a culture of acceptance, inclusiveness and kindness.**
7. **Identify families who complain about trans kids as the problem, rather than the trans kid themselves.** An excellent response to this situation by one school was flipping the usual approach of making the trans kid use the lone disabled/all gender toilet by suggesting that any cis child who felt uncomfortable sharing the toilets with trans children could use the disabled/all gender toilet:

'The principal said ... "every child is accepted here, we will never want anyone to feel uncomfortable ... if your [cis] child does feel uncomfortable, they're more than welcome to use the disabled toilet"' (NSW). (Townley & Ullman, 2025 p.290)

This is a good approach to managing people in the community with discriminatory views.

8. **Develop and prominently display clear signage** that confirms traditional 'unisex' toilets are gender-free and for use by all. Development of signs should be through community consultation and in conjunction with specialists in the area of public signage.
9. **Nominate trusted accessible adult/s in the school or sporting community** that trans kids know they can safely approach for support in the event issues arise in going to the toilet.
10. **Create a Department of Education (DoE) central unit support line for a parent or student to call or text** when a school is creating barriers to toileting and the trans student and/or their supportive family does not feel they have any support at the school. Parents

and students are having to navigate this by themselves everyday across NSW, and the DoE needs to provide accessible advice for schools and families (see answer to Question 3 in this document for further details).

11. **Provide official state confirmation for trans children** that they are in fact able to use the toilet that they feel best aligns with who they are. Having their rights in writing will provide them with a safe and supported feeling, plus they could share that link with anyone who questions their right to toilet.

Note: Trans kids should only be excluded from using toilets that best align with their affirmed gender, for the same reason that a cis child might be excluded, such as repetitive anti-social behaviour following intervention.

Question 3: What would you like to see in an updated Department of Education policy (replacing Bulletin 55)?

Most educators want to support their students and wider school community. An updated Department of Education (DoE) policy on Transgender Students in Schools will assist in informing teachers, principals, counsellors and all education staff about how to optimise their core role outcomes. This will also support education staff in their core business and competencies when communicating with parents and the wider community, specifically regarding trans students.

As we mentioned during the inquiry, [Bulletin 55](#) is over a decade old, has never been reviewed in any meaningful way throughout that time, and is no longer fit for purpose. For an effective, practical and optimal replacement, we would like to see a **consultative review with experts** in trans youth education and those with lived experience to inform the development of a new DoE policy to replace Bulletin 55. P-TYE is keen to participate in this review, and welcomes direct contact from the committee, parliamentarians, or the DoE to discuss further. P-TYE last submitted [feedback on Bulletin 55](#) to the NSW parliament in 2021.

Further, the new policy will require a **comprehensive communication, implementation, and evaluation plan**, as 90,000 students depend on it for their safety and education. Bulletin 55 was released in 2014 and is inaccessible, which is not sufficient for our kids' safety. **Appendix 1 and 2** is attached with more comprehensive details of what we perceive should be done.

Policy Recommendations:

Establishment of a Centralised DoE Trans Unit

- A well-publicised central contact service unit for all NSW schools is required, dedicated solely to working with schools on ensuring the rights of trans students are met.
 - Schools currently have no dedicated knowledgeable service to contact specifically around trans students, despite questions from schools (and parents) arising daily.
 - This unit could ensure policies and procedures are developed in conjunction with experts, and that they remain current, up to date, centrally located, and easily accessible.
 - This unit should be each school's first and best point of contact for assistance in circumstances where clarification, and/or technical/legal advice is required.
 - This unit could develop desperately needed resources for schools (e.g. Sample documents; FAQs; practical advice for classroom conversations, interactions and educative experiences

and conversation with parents), coordinate resources for parents and students (e.g. where can they find support outside school), seek common legal advice for schools on trans student matters, and coordinate training for staff.

- The unit could also advise schools on realistic consequences for any teacher who intentionally and/or repeatedly misgenders a trans student. e.g. the teacher being removed immediately from the child's classroom as this is psychological abuse and must not be tolerated by the DoE. It is not up to the student to have to change class.

A Focus on Centring the Trans Student

- Trans-affirmative pedagogical spaces for students must be a minimum policy standard.
 - Trans students must be able to enrol in a single sex school as the gender they know themselves to be.
 - Uniform policies must allow all students, including trans students, to wear the uniform items that best reflect their gender identity, without needing special permission.
 - Exclusion must not be the default position of any school. (A trans student should not be viewed as the locus of risk and the advice not be framed as risk mitigation, as currently portrayed in Bulletin 55).
 - The policy must no longer be approached as a problem of individual children that might get bullied and need accommodation. All schools have cohorts of trans students (whether 'out' or not). Our research data demonstrated that many parents were led to believe theirs was the only trans student at the school so their child 'needed' to be othered, but they knew of others.
- Integration of the child with their peers in all school activities must be the focus
 - Not isolation which appears as a central strategy for risk mitigation in Bulletin 55.
 - Each school must designate a trained Inclusion Lead responsible for ensuring these policies are actively implemented, regularly reviewed, and integrated into whole-school wellbeing plans.
- Trans students cannot be made to use the toilets, changerooms, or sleeping quarters (i.e. school camps) of the gender they were assigned at birth
 - However, if they are excluded from toilets, changerooms, or sleeping quarters of their affirmed gender, then it should only ever be for the same reasons any cisgender student would be excluded (e.g. persistent anti-social behaviours after intervention).
 - Bulletin 55 currently facilitates the exclusion of trans students from facilities which best align with their affirmed gender, without any evidence or reasons required from the school. This is a discriminatory practice which is harming our trans kids, and **must end immediately**.
 - Alternatively, if the student chooses to exclude themselves from a gendered option, then this must be available and respected.
 - Participation in school aquatic activities must always be optional for trans students, and only with the child's active consent, and with constructive alternatives provided.
 - All students should be able to participate in school sport without needing to change their clothes during the day, due to the potential impacts of gender dysphoria when dressing.
- The privacy of the student must always be respected and they must have accessible trusted support
 - Noting firmly that it is not appropriate to share with the wider community that a trans child is enrolled at the school or transitions at the school, unless explicitly requested by the student to improve their wellbeing.
 - The trans student must be provided with the name of a trusted adult at the school that they can communicate with and raise any issues that arise, such as bullying by other students, misgendering by teachers, or anything that may adversely impact on the student's wellbeing.
 - Records about trans students must normally mimic notes about cis students. As such, usual record keeping requirements apply.
- NSW public schools' systems operate from a child's preferred name where given
 - Not from their legal name as it currently operates.

- Digital systems used by DoE – including enrolment software, reports cards, and parent portals – must default to using the student’s affirmed name and pronouns, with legal names only used where legally required.
- Given the challenges for trans youth to amend their name and gender on NSW identity documents, legal names should not be displayed to education staff for trans children.
- Where ‘preferred name’ is provided in documents, this should be the only name displayed on all school documents.
- Systems must be updated to prevent accidental outing of students (e.g. in emails or automated messages to parents).
- It is never ok for school staff to disclose a student’s trans status against the student’s wishes.

Education and Training of Staff, School Counsellors and School Volunteers

- Whole-school educative approaches are needed both theoretically and practically;
 - Systemic change accompanied by education about trans identity is required, (not just individual bathroom accommodations)
 - Staff training must include intersectional examples that address how racism, disability, cultural identity, and geographical isolation intersect with the trans experience.
 - Must also include the knowledge that some trans students will only socially transition. E.g. change in name, pronouns, clothes, and haircut. Other trans students may require health care professionals to support their transition.
 - Provide training on how to safely and effectively intervene if a trans child is the subject of bullying in the playground because of their gender. In our experience principals and teachers do not have the skills, resources, or confidence to identify and stop anti-trans rhetoric or actions in the playground or classroom. This can no longer be ignored as it is escalating across the state.
 - Guidance on what to do if a parent or student approaches the school with anti-trans rhetoric and demands. For example, if other students or their parents indicate discomfort with sharing single-sex facilities (toilets or change rooms for example) with a student who is trans, the child complaining or the child of the parent complaining must be offered alternatives such as staff toilets or gender-free toilets where possible. Trans children must no longer be harmed due to ignorance or hate in the community.
 - Should the school have concerns about participation in elite sports then the school should reach out to the individual sport’s governing body e.g. Cricket Australia.
- Training on communication when a child has newly transitioned
 - Education of child’s new trans status must not be left to the child to explain to their peers, unless explicitly requested by the child.
 - Whole of school education must be completed without naming the child, that trans youth are a natural and normal part of every community on earth, and we just got their gender wrong when they were born.
 - Work with the child on how they best wish to share their gender status with their friends.
 - Education staff ignoring a child’s transition at school is not appropriate under any circumstances.
- Sample Documents Required
 - Sample support and risk management plans need to be expanded significantly, beyond what is currently available in Bulletin 55
 - Sample plans are currently provided on how the school can identify risks to individual trans students, however they must additionally
 - optimise equity and dignity for that trans student
 - meet the school’s requirement to support trans students to optimise their engagement with their education and achieve their best.
 - A sample plan should be available to schools for situations where the student is ‘out’ to their parents/carers

- A sample plan should be provided to schools in situations where the student is not ‘out’ to their parents/carers because it would be unsafe for them to do so.
 - Even without a court order, a trans child may not be safe at home if their parents are advised of their gender.
- How to share a trans child’s pronouns and name with their peers must be provided for schools to utilise. Currently education staff just don’t have the tools or experience to know the options to provide a student.
- Expand samples to include practical advice for classroom interactions and conversations with students and with parents.
- Samples of practical advice for educational experiences with students and with parents.
- A sample plan for a binary trans student.
- A sample plan for a non-binary trans student
- Safety plans: a sample plan to make a school safe from anti-trans physical violence and what interventions a principal can engage must be developed
 - Currently (as per Bulletin 55) a principal can prohibit a trans student from using the facilities that best aligns with their gender, if the principal deems that it is unsafe for the student to do so, regardless of the student’s feelings or their supportive family’s, or lack of evidence that the school is violent. This is harming our kids and must cease immediately.
 - If a school is considered so unsafe that a student cannot go to the toilet without harm, then immediate school-wide intervention is required to reduce the violence or suspected violence at that school.
 - The introduction of the dedicated DoE trans unit will help principals make sound decisions, and how to share any valid concerns with the trans child and/or their parents. Being a parent of a trans child, and feeling like the local school principal is anti-trans, is awful.
- **Mandatory training for school counsellors.**
 - Counsellors must be understanding of trans issues as they can make the difference between a child being affirmed and feeling safe at school, or developing internalised transphobia which can often lead to self-harm and contribute to the shocking attempted suicide statistics.
 - School counsellors often are not understanding of trans youths’ particular needs. It cannot be left to the school counsellor to develop suggested responses. Solid usable examples must be provided. All education staff must be aware of the existence of the new policy and understand that there are trans kids attending at every school in NSW, regardless of the children being ‘out’ or not. All Principal Education Officers, Learning and Engagement Coordinators must undergo annual training in common issues schools face regarding trans students

Curriculum Inclusion

- **Introduce a pro-inclusion education program**
 - This should be generalised for inclusion however also provide specific education on trans members of our community for all students with age-appropriate material
 - Inclusion content must reflect diverse trans experiences across cultural, religious, and linguistic backgrounds, and must be co-developed with relevant communities.
- **Trans identities to form part of the curriculum for every stage of education**
 - All schools and students must be provided with appropriate and respectful education that trans kids exist, and that trans people have always been a natural and normal part of every society on earth, and always will be.
 - This will remove the potentially dangerous focus on individual children that transition and provide all students with knowledge of the diversity of our community, better equipping them to enter the world as adults and get along with all community members
- **Urgent interim measures required until curriculum inclusion is possible**
 - When a child transitions at school, all peers must be provided with constructive education on the normal and natural existence of trans youth at age-appropriate levels to ensure the ongoing safety of the trans child and continuing optimisation of their education outcomes.

Question 4: How do you think all gender toilets would help both trans and cis children feel more comfortable?

P-TYE families (including those in professional educator capacities) have witnessed an increase in cis children policing toilet usage, with these children attempting to determine who can and can't access toilets based purely on appearance rather than any gender identity. Whilst this is obviously causing concern for children whose use of toilets is challenged (both trans kids and cis kids), it also causes stress for the cis children who are doing the policing.

Some great school's (albeit limited in number from our experience) are spending time working with families to ensure that children learn that people are allowed to use the toilet that feels safest for them and to have all children refer to toilets in terms of colours (based on interior tiling) rather than a binary gender. This reduces the stress, anxiety, bullying and harassment for both trans and cis children, making them all feel more comfortable.

We note that in early childhood education and care settings, toilets are not segregated by gender, and bathroom use is rarely identified as a problem for trans children.

Ways that all gender toilets would help both trans and cis children feel more comfortable:

- Bullying of trans kids would reduce, if not cease altogether (based on the bully's notion of which gender toilet should be accessed)
- All gender toilets affirm non-binary trans youth
- Cis children who do not conform to western binary gendered beauty ideals (e.g. cis girls with short hair wearing trousers) would not face barriers or violence when trying to access a public toilet.
- Cis children would no longer feel pressure to act in a gender policing role around toilets
- Children who menstruate would feel assured at all times that whichever toilet they enter will be inclusive and practical for them, with sanitary products and sanitary disposal units situated next to each toilet
- All gender toilets would enable toilets dedicated to disabled people to be available for disabled people, reducing guilt on children who feel they have no choice but to use the disabled toilet, and helping disabled children feel confident the toilets for them won't be in use by someone who doesn't need them like they do.

Essentially, all children would feel like they are not being judged on appearance or having their bodily autonomy restricted if able to use gender-free toilets. They will only have to worry about what we all do when toileting: doing their business, washing their hands, and getting out!

Question 5: Could you describe the health or emotional impacts that toilet avoidance has had for your family?

As supportive families of trans kids, the entire family unit experiences negative emotional impacts on toilet avoidance, in addition to the health and emotional impacts on our children detailed above in response to question 1.

One of the most common experiences for our family's, is the regular and ongoing emotional toll of comforting our kids each night due to toilet avoidance which has contributed to mental

health issues. No parent should experience a child asking them ‘why can’t I use the toilet like my friends’? Raising children is hard enough as it is. Toilet avoidance due to the ignorance and/or hate of others makes it so much harder, taking a toll on the whole family despite it not being our child’s fault.

The health and emotional impacts of toilet avoidance on our family’s also includes family-wide friction each morning when trying to get the trans child to go to school (‘school can’t’ has developed), inability to be fully present in the workplace due to worrying all day about whether our children are able to safely navigate independent access to the toilet, development of hypervigilance due to waiting for the school to call at any moment because something has happened to our child trying to use a toilet, or waiting for another health issue to arise as a direct result of toilet avoidance.

One family realised at some point that their child had been absent from school on every scheduled ‘sport’ day as their trans child avoided changing clothes for sport in the toilet area with their peers, due to their gender dysphoria and their inability to use the toilets best aligned to their gender. The child’s education and fitness suffered, and as a supportive family of their child, this impacted them all.

There is also an emotional toll for many of our families through the experience of having to persistently and consistently advocate for our children’s human right to use the toilet that is best for them, whether at school or in the community generally. Some families have felt they have no choice but to change schools because their local school will not accommodate their child’s toilet requirements, which has also led to some families bearing a heavy emotional burden of trying to hide from their new school that their child is trans so that the discrimination around toilet use, and subsequent toilet avoidance does not arise. This is colloquially known as their child attending school ‘stealth’, as they feel a need to hide their child’s gender status from teachers and fellow students. Being stealth at school for a child is a significant burden for them as they can never be their true selves and never be fully comfortable and engaged during school hours. They are also always scared of any other child in the playground finding out. This impacts on their continuing education and mental health, which is an emotional toll on our families.

The most common serious health impact on families of trans kids however, is when they intentionally do not drink water any time before school or during school hours. A compounding problem in this situation is that GPs and health practitioners are often not knowledgeable enough to make the connection between the child’s symptoms and toilet avoidance (Townley & Marjadi, 2024). This can result in multiple health appointments, which means an increase in absenteeism at school and work. Our families have also experienced a detrimental impact on family finances, sometimes significantly, as a result of toilet avoidance.

Another common health impact is our families inability to go to the park, the beach, camping, holidays or anywhere in the community as a family unit, and participate in activities that other families are able to, because when our children invariably need to use the toilet, they don’t feel they can. Our kids then grow up without experiencing comprehensive community integration.

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For Department of Education - in conjunction with Question 3 response above

Appendix 1: Recommendations for communicating the Bulletin 55 replacement policy

For more than a decade, the persistent, consistent, and continuing anecdotal experiences of thousands of parents of trans students across NSW is that public schools are not aware of the existence of [Bulletin 55](#). This is despite Bulletin 55 being the only tailored resource for supporting trans youth in NSW schools this entire time. It is essentially inaccessible.

To support school staff, students, and the wider school community, communication of the replacement '[Transgender Students in Schools](#)' policy must be amplified, with its existence and updates reinforced to all school staff on a regular basis.

A link must be placed in all education staff annual mandatory training so that all staff know of its existence and where to find it to ensure they are able to meet their duty of care obligations to trans students in their school.

A professional development option of the new 'Transgender Students in Schools Policy' as an in-depth course should be an option for all education staff and compulsory for school counsellors and chaplains to undertake on an annual basis.

A dedicated web page for trans students about the DoE policy, their rights, and where they can go for further support should also be established.

External Communications for the Department of Education

There is a definitive gap in knowledge about trans youth in the NSW community. P-TYE has strongly recommended a state-wide education campaign by the NSW government to combat increasingly dangerous anti-trans rhetoric and disinformation campaigns by anti-trans activists. However, until that is actioned, schools need a place to direct parents to resources on trans students in schools.

P-TYE strongly recommends development of a web page for parents and carers of all students (whether cis or trans) with information about trans students in NSW schools, and a link to the new DoE policy which will replace Bulletin 55.

- NSW is in need of freely available accessible education sessions for parents and general community members that genuinely seek to increase their knowledge with facts.
- Educators in NSW schools are in need of a place to direct (increasingly aggressive) parents and community members they encounter, who hold anti-trans views about trans kids in schools, and/or pose questions based on disinformation they have read online.

We also recommend communication with the P&C Association and with NGOs who are experts in trans youth, around the Bulletin 55 replacement policy as they may elect to provide information sessions for parents who may be interested in understanding the new DoE policy and trans youth in more detail.

Communicate with the NSW Department of Communities and Justice (DCJ) around the Bulletin 55 replacement policy for trans youth in out of home care so they can be effectively represented by both their carers and DCJ.

P-TYE is keen to work with the DoE on development of these resources as part of their consultative review, along with experts in trans youth education and those with lived experience.

Appendix 2: Recommendations for implementation of Bulletin 55 replacement policy

Bulletin 55 has never been effectively implemented, reviewed or evaluated to ensure it is fit for purpose. As such, P-TYE strongly recommends a replacement '[Transgender Students in Schools](#)' policy ('the new policy'), which is desperately needed, and that it be comprehensively implemented across NSW schools. This will ensure trans students are safe and have their human rights respected, ensure that educators have effective fit for purpose resources, and provide assurance to the Department of Education (DoE) that the current daily issues faced by trans students, their supportive families and their schools, are a thing of the past. Our whole society benefits when our trans kids are able to focus on their education during their school years, and not worry about their human rights being overlooked - simply because we got their gender wrong at birth.

For effective implementation of the objectives of the new policy we make the following recommendations to the DoE:

- Establish a centralised and dedicated DoE unit that is a resource for all NSW schools that can coordinate the implementation and evaluation of the new policy
 - This unit can ensure development of a necessary comprehensive resource program for all NSW schools that enables knowledge, action, and optimisation of trans youth education by equipping all DoE staff with immediate and easily accessible resources for the most common situations that occur only to trans youth
 - This unit can ensure development of a necessary easy to read summarised resource for trans students of their rights, and where they can go for further support (e.g. Twenty 10, Transcend, Minus 18, Headspace, transhub.org.au, The Gender Centre).
 - The unit can also develop a necessary resource for parents and carers wanting further information about trans youth (including basic education that is lacking from the NSW community, such as the stark difference between gender and sexuality)
- Reminder to all educators of the new policy
 - Inclusion of the link to the new policy should be part of all educators annual mandatory training. This will help staff meet their duty of care obligations to trans students, and ensure all staff know of its location (unlike Bulletin 55 currently).
 - Development of an optional professional development course which would be an in-depth examination of the new policy (mandatory for school counsellors)
- Mandatory professional development course for all school counsellors and chaplains
 - This must include details about affirmation, support and particular barriers and issues that only trans youth face.
 - This professional development should be approved by NESA. This intensive training session would be valid for three years with a short refresher course each year in between.
 - Research has demonstrated that 10% of trans students (of which there are approximately 90,000 currently enrolled in NSW schools) seek counselling support solely through their school counsellor due to the barriers in seeking professional assistance outside of school.
 - The information and support provided must therefore be mandatory, best practice and up to date, as the mental health and wellbeing of at least 9,000 students is at stake.
- Trans identities to form part of the curriculum for every stage of education
 - The NSW curriculum desperately requires inclusion of a comprehensive education program for all students in NSW Public Schools at differing age-appropriate levels around the natural and normal existence of trans youth.
 - This provides education to all students that trans kids are just like them, except we got their gender wrong at birth. E.g. trans youth can excel at mathematics, can excel at social interactions, can be heterosexual, gay, lesbian, bisexual+, asexual etc.