

SCHEDULE OF DOCUMENTS

<i>Number</i>	<i>Date</i>	<i>Description</i>	<i>Release</i>	<i>Total pages</i>
1.	17 January 2022	Grant Deed	No, exempt in full, s37 of the Act	36
	10 November 2023	Grant Deed	No, exempt in full, s37 of the Act	37
2.	19 September 2023	Emails between DECYP officers and attached book list	Yes, release in part, part exempt s36	7
	14 August 2024	Emails between Working it Out (WIO) and DECYP officers with attachments:	No, exempt in full, s36 and s37 of the Act	1
		Attachment 1 – Powerpoint presentation	No, exempt in full, s37 of the Act	51
		Attachment 2 – Information Sheet	No, exempt in full, s37 of the Act	2
		Attachment 3 – Session Flyer	No, exempt in full, s37 of the Act	2
		Attachment 4 – Session Flyer	No, exempt in full, s37 of the Act	1
3.	14 March 2024	Email from WIO with attachments:	No, exempt in full, s37 of the Act	1
		Attachment 1 – Pride Group Registration	No, exempt in full, s37 of the Act	1
		Attachment 2 - Flowchart	No, exempt in full, s37 of the Act	1
		Attachment 3 - Newsletter	No, exempt in full, s37 of the Act	12
	undated	Flyer	No, exempt in full, s37 of the Act	2
	July 2025	Flyer	No, exempt in full, s37 of the Act	2

SCHEDULE OF DOCUMENTS

<i>Number</i>	<i>Date</i>	<i>Description</i>	<i>Release</i>	<i>Total pages</i>
	undated	Darlington Table	No, exempt in full, s37 of the Act	2
	2023	Paper – fixing bodies and shaping narratives	Yes, release in full	15
	undated	Foster Pride Guide	No, exempt in full, s37 of the Act	66
	May 2024	Gender Affirmation Planning Guide	No, exempt in full, s37 of the Act	65
	undated	Session Flyer	No, exempt in full, s37 of the Act	2
	undated	Information Sheet	No, exempt in full, s37 of the Act	4
	August 2022	Session Flyer	No, exempt in full, s37 of the Act	1
	May 2025	Session Flyer	No, exempt in full, s37 of the Act	2
	undated	Psychosocial Impact Map	No, exempt in full, s37 of the Act	1
	undated	Service Referral Flowchart	No, exempt in full, s37 of the Act	1
	undated	Paper – Normalisation of Intersex Bodies	Yes, release in full	8
	undated	Session Flyer – Better Lives Project	No, exempt in full, s37 of the Act	2
4.		No information located	Please refer to Decision letter	
5.	31 May 2024	Email from Minister to DECYP with attachments:	Yes, release in part, part exempt s36	2

SCHEDULE OF DOCUMENTS

<i>Number</i>	<i>Date</i>	<i>Description</i>	<i>Release</i>	<i>Total pages</i>
		Attachment 1 - Letter to Minister	Yes, release in part, part exempt s36	1
		Attachment 2 - Toilets Matter document	Yes, release in full	24
		Attachment 3 - Asleep at the Wheel document	Yes, release in full	83
	23 August 2024	Letter from Minister	Yes, release in part, part exempt s36	2
	23 August 2024	Email from Minister to DECYP with attachments:	Yes, release in part, part exempt s36	1
		Attachment 1 - Email to Minister	Yes, release in part, part exempt s36	1
	15 October 2024	Letter from Minister	Yes, release in part, part exempt s36	2
	29 November 2024	Email from Minister to DECYP with attachments:	Yes, release in part, part exempt s36	1
		Attachment 1 – Letter to Minister	Yes, release in part, part exempt s36	6
	2 January 2025	Letter from Minister	Yes, release in part, part exempt s36	1

From: [Smith, Michael](#)
To: [Scott, Rowena](#)
Cc: [Burrill, Jill](#)
Subject: FW: Working it Out - book list
Date: Tuesday, 19 September 2023 10:20:00 AM
Attachments: [image002.png](#)
[image003.png](#)
[image004.png](#)
[Book list.docx](#)

Hi Rowena,

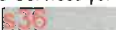
Looks like we have a response from the relevant units. All good to move ahead.

Kind regards,

Michael Smith

HPE Curriculum Lead Prep – Year 10

Portfolio Services for Development and Support | Teaching and Learning

P: +61 

Access our resources

Teaching and Learning Centre | <https://tlc.education.tas.gov.au/>



From: Isaac, Jessica

Sent: Tuesday, 19 September 2023 10:11 AM

To: Jones, Jarrah ; Smith, Michael

Cc: French, Kelley ; Field, Melanie

Subject: RE: Working it Out - book list

Hi Michael,

Thank you for this – it looks great. No other feedback from my end. This will be an excellent resource for the Nurse team as well as teaching staff.

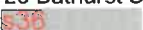
Kind regards

Jessica Isaac | Nurse Manager

School Health Nurse Program | Learning Services Southern Region

Department for Education, Children and Young People

Level 3 26 Bathurst St, Hobart, TAS 7000 | GPO Box 169, Hobart, TAS 7001

Mobile: 

www.decyp.tas.gov.au



From: Jones, Jarrah <jarrah.jones@decyp.tas.gov.au>

Sent: Monday, September 18, 2023 3:54 PM

To: Smith, Michael <michael.r.smith@decyp.tas.gov.au>

Cc: Isaac, Jessica <jessica.isaac@decyp.tas.gov.au>; French, Kelley <kelly.french@decyp.tas.gov.au>; Field, Melanie <melanie.field@decyp.tas.gov.au>

Subject: FW: Working it Out - book list

Hi Michael

Thanks for sharing with us. I've copied in Mel so that she has a copy for her reference. Nothing further to add from us.

Hope you're keeping well.

Many thanks

Jarrah

From: Smith, Michael <michael.r.smith@decyp.tas.gov.au>

Sent: Monday, 18 September 2023 1:49 PM

To: Isaac, Jessica <jessica.isaac@decyp.tas.gov.au>; Jones, Jarrah <jarrah.jones@decyp.tas.gov.au>

Cc: French, Kelley <kelley.french@decyp.tas.gov.au>

Subject: Working it Out - book list

Hi Jessica and Jarrah,

A number of weeks ago the draft 'supporting sexuality sex and gender diversity in schools procedure' was shared with our team from Strategic Policy and Projects.

There was a book list linked under our Teaching and Learning area from WOI. It was not aligned to the curriculum, so we have adapted and aligned the relevant books to the Aus C and text complexity for year levels.

We wanted to share with you to see if you or anyone in your team may have any feedback on the book list? Once we have heard back we will share back with Strategic Policy and Projects.

Kind regards,

Michael Smith

HPE Curriculum Lead Prep – Year 10

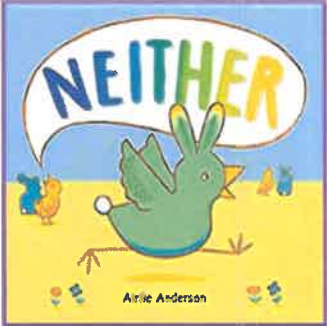
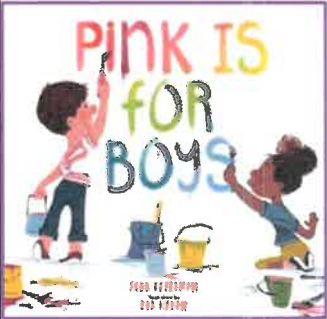
Portfolio Services for Development and Support | Teaching and Learning

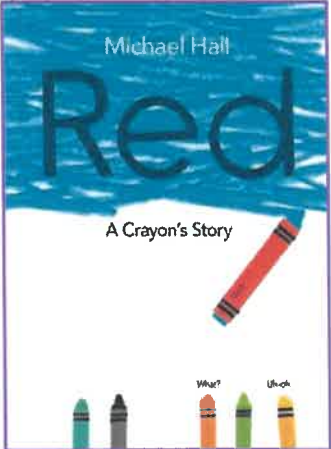
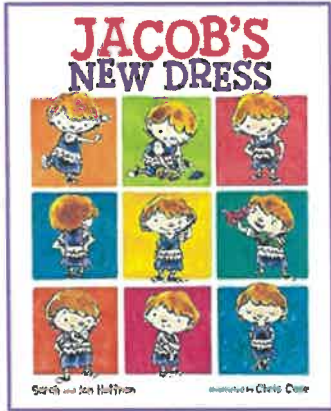
P: +61 

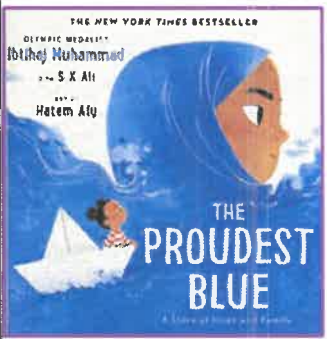

Access our resources

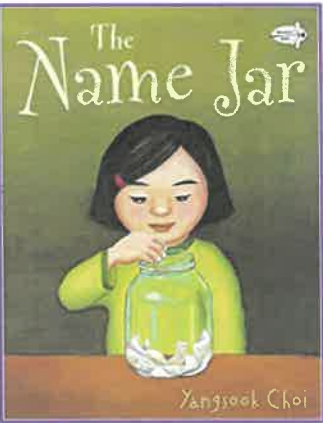
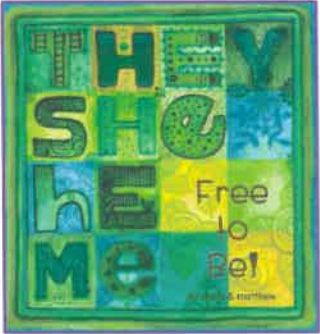
Teaching and Learning Centre | <https://tlc.education.tas.gov.au/>



Book Title	Topic	Year level appropriateness (Text complexity)	Linking the curriculum: in the relationships and sexuality focus area.
<p>Neither by Airlie Anderson (US)</p>  <p>https://www.youtube.com/watch?v=xxIjRemBHLc</p>	<p>Exclusion, difference and identity</p>	<p>Prep</p>	<p>Investigate who they are and the people in their world (AC9HPFP01)</p>
<p>Pink is for Boys by Robb Pearlman (US)</p>  <p>https://www.youtube.com/watch?v=uqjbxSJMaQ</p>	<p>Rethinks and reframes the stereotypical blue/pink gender binary.</p>	<p>Prep</p>	<p>Investigate who they are and the people in their world (AC9HPFP01)</p>

<p>Red: A Crayon's Story by Michael Hall (US)</p>  <p>https://www.youtube.com/watch?v=ytZ2fhuj6kA&t=241s</p>	<p>Developing own identities</p>	<p>Years 1 - 2</p>	<p>Describe their personal qualities and those of others and explain how they contribute to developing identities (AC9HP2P01)</p>
<p>Jacob's New Dress by Sarah Hoffman (US)</p>  <p>https://www.youtube.com/watch?v=Z4cXZ1Yzhbl</p>	<p>Challenges gender stereotypes through gender expression, with the key theme 'clothes have no gender'.</p>	<p>Years 3 - 4</p>	<p>describe how choices and actions can be influenced by stereotypes (AC9HP4P03)</p>

 <p>THE NEW YORK TIMES BESTSELLER OLYMPIC MEDALIST Ibtihaj Muhammed with S.K. Ali Illustrated by Hatem Aly</p> <p>THE PROUDEST BLUE A Story of Faith and Family</p>	<p>The Proudest Blue by Ibtihaj Muhammed (US)</p>	<p>Gender identity and expression Gender stereotypes and racial stereotypes</p>	<p>Years 3 - 4</p>	<p>Describe how choices and actions can be influenced by stereotypes (AC9HP4P03)</p>
<p>https://www.youtube.com/watch?v=YLFzDfUWUA</p>				
 <p>A HOUSE FOR EVERYONE JO HIRST Illustrated by Jo Hirst</p>	<p>A House for Everyone by Jo Hirst (Aust)</p>	<p>Gender identity and expression</p>	<p>Years 3 – 4 Years 5 – 6</p>	<p>Describe how choices and actions can be influenced by stereotypes (AC9HP4P03)</p> <p>Explain how identities can be influenced by people and places and how we create positive self-identities. (AC9HP6P01)</p> <p>investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes (AC9HP6P03)</p>
<p>https://www.youtube.com/watch?v=X93fuhMnqpA</p>				

 <p>The Name Jar by Yangsook Choi (US)</p> <p>https://www.youtube.com/watch?v=192ytnVUCUQ</p>	Identity	Years 5 – 6	Explain how identities can be influenced by people and places and how we create positive self-identities. (AC9HP6P01)
<p>They, He, She, Me: Free to be me! by Maya Gonzales and Matthew SG (US)</p>  <p>https://www.youtube.com/watch?v=UQedEi6LrFA&t=159s</p>	Pronouns - Gender expression, inclusivity, identity	Years 5 - 6	investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes (AC9HP6P03)

I Am Jazz by Jessica Herthel



Transgender
Gender dysphoria

Explores Jennings' struggle with having "a girl brain but a boy body," and her family's confusion over and acceptance of her gender identity.

Years 5 - 6

investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes (AC9HP6P03)

From: [Minister Palmer](#)
To: [Ministerial Services](#)
Subject: REQUEST - DRAFT REPLY - DUE 14 JUNE 2024 - EDUCATION - INCOMING - s36 - Gender Ideology and Social Transition at schools - MIN24/161503
Date: Friday, 31 May 2024 9:40:23 AM
Attachments: [image001.jpg](#)
[image002.jpg](#)
[Gender Ideology and Social Transition at schools.msg](#)

Good morning

Please find MO request for actioning as per below. If you have any queries please don't hesitate to contact me

TO: Department of Education

ACTION REQUIRED: please provide a Draft Reply from the Minister

DUE TO MINISTER'S OFFICE: 14 June 2024

COMMENTS:

Please advise as soon as possible if you are unable to meet the specified due date.

Thank you
Lisa

Lisa Burnett
Departmental Liaison Officer

Office of the Hon. Jo Palmer MLC
Minister for Education
Minister for Disability Services
Deputy Leader in the Legislative Council
Liberal Member for Rosevears
Lvl 1, 7 Franklin Wharf, Hobart, TAS 7000



www.premier.tas.gov.au



-----< Content Manager Record Information >-----

Record Number: MIN24/161503
Title: EDUCATION - INCOMING - s36 - Gender Ideology and Social Transition at schools

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From: s36
To: Minister Palmer (DPaC)
Subject: Gender Ideology and Social Transition at schools
Date: Wednesday, 29 May 2024 8:51:20 PM
Attachments: [toilets_matters.pdf](#)
[Asleep-at-the-Wheel.pdf](#)
[image001.jpg](#)

You don't often get email from s36 [Learn why this is important](#)

Dear Minister Palmer,

We are writing this letter to make you aware of the increasingly troubled teaching of gender ideology at schools in Tasmania. Recently The UK Government announced that it will be updating their Relationship and Sex education guidelines in schools plus the idea that gender is a spectrum is a contested one, and children should focus on facts and proper scientific knowledge. Another important thing to note is the benefits of parental involvement in their children's learning.

<https://www.jurist.org/news/2024/05/uk-government-announces-draft-ban-on-contested-sex-education-topics-in-uk-schools/#:~:text=The%20draft%20statutory%20guidance%20issued,have%20access%20to%20curriculum%20materials>

Contrary to what LGBTQ+ lobby groups want us to believe, gender ideology in schools doesn't make children safer and leaves young girls not only unsafe but sometimes traumatized. A recent example of this, year 9 school students were given a very explicit class on Sex-Education by Headspace Beri where the practice of bestiality was discussed, and that this is what the + in LGBTQ+ includes. In another high school, bathrooms were converted into unisex toilets leaving girls terrified of harassment and unable to use them, examples of these sex exclusionary policies and the mental damage they cause to young girls abound.

<https://www.thepublica.com/australian-school-issues-apology-after-students-taught-about-bestiality-during-lgbtqia-presentation/>

<https://www.dailymail.co.uk/news/article-13322419/Brisbane-State-High-School-unisex-toilets.html>

The mental health of children is getting worse by the minute, with high levels of anxiety and bullying still experienced in school settings, in fact the so-called inclusive policies which were put in place have proven to be more damaging and exclusive. Who would have thought that telling children they were born in the wrong body and a more explicit Sex-Education could make them feel more depressed, isolated, and confused.

Social media also plays a significant role in the lives of school students, *Rapid Onset Gender Dysphoria* which a few years ago was unheard of, is a social contagion affecting primarily young girls and this is fuelled by social media influencers and peer pressure. Children are being socially transitioned at schools without parental knowledge, and despite what gender lobby groups say, social transition is the first step to medical transition. Last year, members from both **Safeguarding Children in Schools Australia** and **Women Speak Tasmania** delivered a document to all schools in Tasmania called ***Asleep at the Wheel: An examination of Gender and Safeguarding at Schools***, we include a copy with this email for your perusal. It's important to note: One of the many recommendations in this document is that schools should not facilitate social transition.

Another issue that we would like to raise with you is the Safer Student Bathroom Program, where toilets at 42 high schools and district school sites will be upgraded to individual private cubicles with basins. No more details were given, and as mentioned, these types of toilets aren't safer for young girls and do not provide the privacy required. We are attaching a copy of ***Toilet Matters*** document for your consideration.

In summary, gender ideology in schools puts our children in danger. Despite claims over the last few years that science was behind it, now we have scientific evidence that the exact opposite is true. Even worse, it can result in children being up to twelve times more likely to self-harm. This shocking and stark reality calls for an immediate halt to any policies or decisions based on 'gender ideology' and a full and complete investigation of how an ideology so wrong, and so damaging, was permitted to take such a strong foothold in our institutions to begin with.

We look forward to being able to establish a long-term dialogue with your office as one short letter with the above links barely scratches the surface of the studies completed worldwide, and the resulting rollbacks in policies. We believe this deserves immediate attention and action.

Yours Sincerely,

s36

Women Speak Tasmania
@WomenSpeakTas

Minister for Education
Minister for Disability Services
Deputy Leader in the Legislative Council

Level 1, 7 Franklin Wharf HOBART TAS 7000 Australia
GPO Box 123 HOBART TAS 7001 Australia
Phone: +61 3 6165 9420
Email: jo.palmer@dpac.tas.gov.au



23 AUG 2024

s36

Dear s36

Thank you for your letter in regard to gender ideology and social transition at schools. I apologise for the delay of my reply.

The Tasmanian Government is deeply committed to the wellbeing of all children and young people in our beautiful State. Our goal is to provide a safe, supportive and inclusive learning environment for children, young people and staff, including members of the LGBTIQ+ community.

Under the *Tasmanian Anti-Discrimination Act 1998*, we oppose any form of discrimination based on gender, sex or race within our schools. We understand that students will be in the best position to learn when they feel valued, safe and supported. Our Child and Student Wellbeing Strategy guides our efforts to ensure the safety, health and engagement of all students.

We have dedicated support staff, including School Support and Wellbeing Teams and Safeguarding Officers, who provide assistance to all students. Additionally, our teachers receive professional development in mental health and wellbeing to enhance their ability to identify and provide appropriate support to students and families. We also continue to prioritise student voice by conducting Student Voice Focus Groups and administering an annual Student Wellbeing Survey for those in Years 4 to 12.

Regarding your concerns relating to toilet facilities, if any student indicates discomfort with sharing gendered facilities, this should be addressed through the school's student support team.


All families are encouraged to reach out to their school support staff or their principal, if they have any concerns regarding the safety and wellbeing of their children.

Once again, thank you for your letter and I hope my response has provided you with reassurance and understanding on these important matters.

Yours sincerely

A handwritten signature in blue ink that reads "Jo Palmer". The signature is written in a cursive style with a large, looped initial "J".

Hon Jo Palmer MLC
Minister for Education

From: [Minister Palmer](#)
To: [Ministerial Services](#)
Subject: MO REQUEST - DRAFT REPLY - DUE 6 SEPTEMBER 2024 - MIN24/170985 : EDUCATION - INCOMING -  - Abhorrent Gender IDEOLOGY
Date: Friday, 23 August 2024 1:12:57 PM
Attachments: [image001.jpg](#)
[image002.jpg](#)
[FW Abhorrent Gender IDEOLOGY .msg](#)

Good afternoon

Please find MO request for actioning as per below. If you have any queries please don't hesitate to contact me

TO: Department of Education

ACTION REQUIRED: please provide a Draft Reply from the Minister, noting response to be worded so MO can use letter for future corro on this issue.

DUE TO MINISTER'S OFFICE: 6 September 2024

COMMENTS:

Please advise as soon as possible if you are unable to meet the specified due date.

Thank you
Lisa

Lisa Burnett
Departmental Liaison Officer

Office of the Hon. Jo Palmer MLC
Minister for Education
Minister for Disability Services
Deputy Leader in the Legislative Council
Liberal Member for Rosevears
Lvl 1, 7 Franklin Wharf, Hobart, TAS 7000
{Entrance off Morrison Street}



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-----< Content Manager Record Information >-----

Record Number: MIN24/170985
Title: EDUCATION - INCOMING -  - Abhorrent Gender IDEOLOGY

From: [Palmer, Jo](#)
To: [Minister Palmer \(DPaC\)](#)
Subject: FW: Abhorrent Gender IDEOLOGY
Date: Wednesday, 21 August 2024 4:23:44 PM

From: s36 >
Sent: Wednesday, August 21, 2024 2:14 PM
To: jo.palmer@parliament.tas.gov.au
Subject: Abhorrent Gender IDEOLOGY

You don't often get email from s36 [Learn why this is important](#)

Good afternoon Ms. Palmer,

We are writing to draw your attention to the extremely disturbing content of a teacher training program being delivered to Tasmanian primary and secondary school teachers by the organization Working It Out on behalf of your department, the DEYCP.

Sex and gender are synonyms, it is a binary and it is a well established biological reality.

Young biological females have the right to single sex spaces such as toilets and sports.

Boys who "identify" as girls are to be allowed into girl's toilets where the toilets retain female labelling. If any objection is raised that is to be considered harassment. This amounts to gaslighting our female students is disgusting identity politics at its worst.

This is not why we voted liberal and as a paid member of the party I can assure you this is why we won't vote liberal again if you can't stand up to this ideology that seeks to medicalise young Tasmanians.

"The world will not be destroyed by those that do evil but by those that watch them without doing anything" even Einstein knew this.

I strongly support the continued use of proper, gendered language and ask you to point out where any law that applies to me doesn't apply to a trans person and as such requires this group to receive extra rights at the expense of biological adult humans known as women.

In abject disgust I look forward to your response,

Yours Sincerely,

s36
[Redacted Signature]

Minister for Education
Minister for Disability Services
Deputy Leader in the Legislative Council

Level 1, 7 Franklin Wharf HOBART TAS 7000 Australia
GPO Box 123 HOBART TAS 7001 Australia
Phone: +61 3 6165 9420
Email: jo.palmer@dpac.tas.gov.au



15 OCT 2024



Dear 

Thank you for your correspondence of 21 August 2024, regarding inclusion teacher training in schools. I sought information regarding your concerns from the Department for Education, Children and Young People (the Department) and apologise for my delayed response.

The Tasmanian Government and the Department is committed to the wellbeing of all children and young people in Tasmania. Our goal is to provide a safe and inclusive learning environment for students, staff and families, including members of the LGBTIQ+ community.

The Department actively opposes any form of discrimination. Under the Tasmanian *Anti-Discrimination Act 1998*, it is unlawful to discriminate protected attributes including race, disability, sex, gender identity or sexual orientation, intersex variations of sex characteristics and religious belief or activity. The Department's policies, resources and training support this commitment opposing discrimination within our schools.

In line with these values, the Department also supports inclusive language within schools, providing advice and recommendations within our Inclusive Language Guidelines. Inclusive language plays an important role in acknowledging everyone and treating people equitably, and with the sensitivity and respect to which we are all entitled.

The Department is dedicated to ensuring the safety and wellbeing of all children and young people in relation to toilet facilities. Every student should have access to facilities that uphold their privacy, safety, comfort, and inclusivity. To comply with the *Anti-Discrimination Act 1998* (Tas) and the *Sex Discrimination Act 1984* (Cth) schools are encouraged to provide at least one all-gender toilet facility where feasible.

The 'Supporting Sexuality, Sex and Gender Diversity in HPE' program run by Working It Out (WIO) provides information on possible health needs and adjustments which LGBTIQ+ children and young people may experience. It also educates Health and Physical Education (HPE) teachers on possible questions children may have surrounding sexuality and gender diversity. This training has been reviewed by Curriculum Services in the Department and is

consistent with the Department's commitment to providing an inclusive learning environment for all children, young people and staff. WIO is also committed to meeting obligations and expectations in accordance with the *Child and Youth Safe Organisations Act 2023* and the Department's Safeguarding Framework.

Once again, thank you for your correspondence, I appreciate you taking the time to express your concerns regarding these important and complex issues.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Jo Palmer'. The signature is fluid and cursive, with a large initial 'J'.

Hon Jo Palmer MLC
Minister for Education

From: [Minister Palmer](#)
To: [Ministerial Services](#)
Subject: MO REQUEST - DRAFT REPLY - DUE 13 DECEMBER 2024 - MIN24/188750 : PALMER EDUCATION MEETING
Gender Ideology
Date: Friday, 29 November 2024 3:03:36 PM
Attachments: [image001.jpg](#)
[image002.jpg](#)
[24.10.24 Letter to Jo Palmer.docx.pdf](#)

Good afternoon

Please find MO request for actioning as per below. If you have any queries please don't hesitate to contact me

TO: Department of Education

ACTION REQUIRED: please provide a Draft Reply from the Minister – Minister will not be meeting with WST

DUE TO MINISTER'S OFFICE: 13 December 2024

COMMENTS:

Please advise as soon as possible if you are unable to meet the specified due date.

Thank you

Lisa

Lisa Burnett

Departmental Liaison Officer

Office of the Hon. Jo Palmer MLC

Minister for Education

Minister for Disability Services

Minister for Women and the Prevention of Family Violence

Deputy Leader in the Legislative Council

Liberal Member for Rosevears

Lvl 9 15 Murray Street, TAS 7000



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5.

Thursday, 24 October 2024

The Honourable Joanne Palmer MLC
Minister for Education
Minister for Disability Services
Deputy Leader in the Legislative Council
Legislative Council, Parliament House, Hobart. 7000
Email: jo.palmer@parliament.tas.gov.au

Dear Minister Joanne Palmer,

Re: Request for meeting to discuss the risk and consequences of gender ideology at schools

Thank you for your email of 15 October 2024 which was in reply to my email with concerns about what is happening in Tasmanian schools.

I would like to give you some background information. s36 a concerned citizen and a member of a group of like-minded people. That group is called Women Speak Tasmania. It was formed in 2018 and since that time we have been learning about the impact of gender ideology on our society and throughout the world.

We have learnt much about how this ideology has marched through all our institutions including governments, corporations, NGOs, schools, sporting organizations, social clubs and our legal system.

We understand that as a politician you are under a lot of pressure to follow along with this trend that has infiltrated everywhere with the influence of powerful lobby organizations such as ACON.

We see that influence in the tenor of your reply with sentences such as “safe and inclusive, “sensitivity and respect to which we are all entitled,” and the “safety and well-being of all students.” No one can argue against those phrases. They are commendable goals. But answers to questions that use these standard phrases skirt around the issues we want you to address.

We want you to go deeper into those issues. Much deeper. We want you to stand up and be counted as a woman and as a mother and to investigate these matters yourself and to break away from the influence of gender ideology that is underpinning every aspect of your department.



Our society is a secular society which allows everyone the freedom to follow a particular religion or to have no religion. State schools may offer religious studies and promote tolerance of a variety of views but they do not teach students how to follow a particular religion.

This has changed with the advent of gender ideology. Under the guise of inclusion and kindness, groups such as "Working It Out" are having an undue amount of influence in a variety of areas. This is something we feel you should address.

Gender Ideology is based on the belief that we all have something called a 'gender identity.' Further, this 'gender identity' may be aligned with a person's physical body or it may not. (Please see Attachment 1) If it is not aligned, then the person is said to have been 'born in the wrong body.' If you consider this carefully you will see that this statement is not scientific. There is no way to prove the existence of gender identity. It is an unprovable belief. It is what amounts to a religious belief.

As mentioned above, in our society we do not teach children to follow a particular religion in our schools. We have many religions. Yet, this one new religion IS being taught in schools.

Our Tasmanian children are being taught that they have a gender identity and to consider the idea that they may have been born in the wrong body.

It is at this fundamental level that we urge you to investigate what is being taught in Tasmanian schools.

Teaching this ideology to children is harmful because it undermines their sense of self. We do not believe, and we would contend that most Tasmanians do not believe, that a child can be 'born in the wrong body.' We would also contend that most Tasmanians have no idea that this is being taught in our schools.

We acknowledge that some children are dysphoric and distressed about their bodies especially when puberty comes along. We believe that it is vital for children in such distress to receive help from schools, teachers, psychologists and health professionals. But we do not believe that children should be encouraged at school to follow the religious beliefs of gender ideology. Children do not have the maturity to make life-changing decisions. The pre-frontal cortex is not mature until 25 years of age.

So, let's be clear the courses being taught DO encourage children to think they might be transgender. Children are being taught they have a choice between deciding if they are in the right body or the wrong body as though these are two equal options. But are they taught what the implications are if they decide they are in the wrong body? Are they taught that they will be starting on a path which involves taking puberty blockers, then hormones, then undergoing risky surgeries and becoming a medical patient for life? Are they taught that they may have serious health issues from these interventions such as loss of fertility, loss of sexual function, osteoporosis, early menopause, heart damage, cognitive damage and even death? Could children comprehend the seriousness of these decisions even if they were told of the risks?



5.

Another important aspect we would like you to address is the question of the safety of children, especially girls. Gender ideology mandates that we believe that biological sex is irrelevant in determining a person's gender/sex. We must now believe that 'gender identity' is what determines your sex. (Again, refer to attachment 1). Therefore, biological boys who say they are girls have the right to use the toilets in accordance with their gender identity. This is taught in The Working It Out course for teachers. If girls complain that would be considered harassment and other toilets should be found for them, that is the girls.

You mention that schools are encouraged to provide at least one all-gender toilet facility but that does not address the question of whether you are allowing trans students to use the toilets that accord with their gender identity.

Your letter indicates that you are confident everything in your department is as it should be. We urge you to consider that in thinking that you are viewing these issues through the lens of gender ideology. We urge you to take another look with an open, secular mind.

Regarding our questions on breast binding your response was 'No, teachers were made aware of the practice within the LGBTQIA+ community and asked to consider the diverse needs of children and young people.'

We put it to you that The Working It Out training for PE teachers DID include the idea that teachers should monitor students who were breast binding and it DID suggest that schools provide a special room for the donning and removing of breast binders over and above the normal changeroom facilities. (Please see the attached slide 3 for evidence of that.) Would you provide a special room for students who wanted to harm themselves in other ways? We think not.

We would also put it to you that schools must take a proactive stand on this issue and not allow any student to attend school wearing a breast binder. These garments are extremely harmful to girls as they restrict their breathing, can cause overheating and can cause deformity of the breasts. Please see the photo below to understand the serious harm to girls which can be caused by breast binding. Attachment 2

We would like to request that representatives of WST have a meeting with you to discuss these important and complex matters in person.

We look forward to your reply,

Yours sincerely,

s36



Attachment 1 Page 55 of DECYP Policy document Respectful Relationships and Consent Early Years

Who has what? A note about gender.²⁹

It's common for children to have questions about genitals and how bodies look different for boys and girls. While the simplest answer is that girls have vulvas and vaginas, and boys have a penis and testicles, that answer isn't true for every child. Boy, girl, man, and woman are words that describe *gender identity*, and some people with the gender identities "boy" or "man" have vulvas, and some with the gender identity "girl" or "woman" have penises/testicles. Your genitals don't make you a boy or a girl.

Keep in mind that it is especially important to use inclusive language if there are gender-diverse children, or children with an intersex variation.

One way to explain it to children is to say that most girls have vulvas/vaginas, and most boys have penises/testicles, but not everyone. You may want to emphasise that it doesn't matter too much what parts someone has – that doesn't tell you much about them.

29 Planned Parenthood (2023). How do I talk with my preschooler about sex? <https://www.plannedparenthood.org/learn/parents/preschool/how-do-i->



Attachment 2 Harm caused by Breast Binders

If a pupil is binding their chest, they should be monitored carefully during particularly physical activities and in hot weather. There is a chance that the binding could cause discomfort or even impair breathing. Short breaks from activity could be offered discretely.

ST ETHELBERGTS, BOLTON

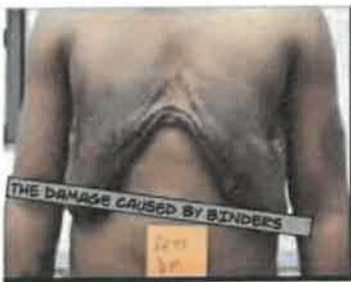
young trans* men who are *binding their breasts* can often experience a great degree of discomfort when participating in activities...

TRANS GENDER TOOLKIT, BRISBANE & HOVE

a FTM adolescent that is developing breasts may strap down their chest so that it is less obvious. This can be hot, uncomfortable and restrictive... It may make certain PE lessons difficult... and could sometimes lead to breathing difficulties, skeletal problems and fainting.

CORNWALL SCHOOLS, TRANS GENDER GUIDANCE

Despite being aware of the facts, UK schools seem happy with the chest binders that can cause this damage in under-age girls.



Attachment 3 A slide from Working It Out Training given to HPE teachers


CHANGEROOMS

Consider whether changing is necessary or can be avoided.

Create a gender-neutral changing area with single stalls.

OR

When impossible, facilities can post the following: "People entering this facility deserve safety and respect. While this space may be labelled for a specific gender, harassment of any kind will not be tolerated."



Attachment 3 A slide from Working It Out Training given to HPE teachers

SAFE BINDING

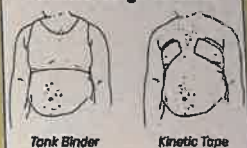
Methods of chest binding include wearing a tank-style garment or use of kinetic tape to compress chest tissue.

Binding can be important for T*GD people as a way to reduce dysphoria and improve mental health & wellbeing.


Considerations in HPE for students who may bind:

- **Breathing** – *watch for signs of distress*
- **Overheating** – *watch for signs of dehydration and heat-stroke*
- **Need for Privacy** – *provide safe spaces for students who may need to don and remove binders, and in conversations with students about binders*
- **Muscle Restriction** – *encourage stretching and safe movement*

Safe Binding Methods



Unsafe Binding Method



Minister for Education
Minister for Disability Services
Minister for Women and the Prevention of Family Violence
Deputy Leader in the Legislative Council



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02 JAN 2025

s36

Dear s36

Thank you for your letter 24 October 2024 titled 'Request for meeting to discuss the risk and consequences of gender ideology at schools'.

I appreciate you taking the time to follow up from our previous correspondence on your concerns. As outlined previously, the Department for Education, Children and Young People policies, resources and training, support our Government's commitment, in line with the *Tasmanian Anti-Discrimination Act 1998*, to oppose any form of discrimination in our schools.

The Australian Curriculum informs teaching and learning programs in Tasmanian Government Schools and the Health and Physical Education learning area supports students to:

- learn about a range of factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups and communities
- develop the understanding to challenge discrimination, assumptions and stereotypes
- gain skills to take positive action regarding diversity, inclusion, consent and respect in different social contexts.

This is consistent with the Government's commitment to providing an inclusive learning environment for all children, young people and staff.

Once again, thank you for your correspondence.

Yours sincerely

A handwritten signature in blue ink that reads "Jo Palmer". The signature is fluid and cursive, with the first name "Jo" being particularly prominent.

Hon Jo Palmer MLC
Minister for Education