



# **Robert Menzies College**

## Whole -of -Organisation Assessment and Prevention & Response Plan

*National Higher Education Code to Prevent and Respond to Gender Based Violence*

**19 December 2025**

|                                          |                                      |
|------------------------------------------|--------------------------------------|
| Provider name:                           | Robert Menzies College               |
| Responsible Executive name and position: | Peter Davis, College Principal / CEO |
| Plan period:                             | 1 January 2026 to 31 December 2029   |

## Executive Summary

This Whole-of-Organisation document is structured in two parts: first, the Assessment, followed by the Prevention and Response Plan. The Assessment provides a comprehensive evaluation of Robert Menzies College's (RMC's) current policies, practices, and organisational culture in relation to the *National Higher Education Code to Prevent and Respond to Gender-Based Violence*. The Assessment identifies strengths in existing leadership commitment, reporting structures, and prevention initiatives, while also highlighting gaps that require coordinated action across governance, certain operations, and targeted year-round training. Drawing on evidence from stakeholder consultations, policy reviews, an external cultural review and survey data analysis, the Prevention and Response Plan then outlines priority areas for improvement, including strengthening prevention education, reviewing documented policies more frequently, improving feedback loops, enhancing environmental and organisation audits, and strengthening accountability channels to various stakeholders. A roadmap of key actions in response is tabulated and guides implementation of our Prevention and Response Plan, ensuring RMC not only meets the expectations of the National Code but fosters a safe, respectful, and inclusive environment for all members of its community.

# Introduction

Robert Menzies College (RMC) is a long-established residential college affiliated with Macquarie University in Macquarie Park, Sydney. Founded in 1973 by the New University Colleges Council (NUCC)—the same body that established New College at UNSW in 1969—RMC has spent more than fifty years forming young adults in a safe, supportive, academically focused and faith-shaped community. Throughout this period, the College has maintained a consistent Christian ethos, expressed through a commitment to student formation, pastoral care, personal responsibility, and the cultivation of a respectful, multicultural environment.

RMC operates as a not-for-profit organisation and has been led by six Masters/Principals over its history. The College began with 200 residential rooms—each with shared bathroom facilities—and expanded in 2012 to 300 beds with the addition of new ensuite rooms, including a number featuring kitchenette facilities. Today, RMC intentionally aims to house a balanced cohort: approximately 50% domestic students and 50% international students, creating a diverse community shaped by global perspectives and intercultural engagement.

Our core business is the holistic formation of student residents aged 17–25, who seek not only academic success but also friendship, leadership development, pastoral support, and a strong sense of belonging. RMC's Strategic Plan identifies the College as a grace-filled, safe and supportive environment where residents learn to live with others, practise resilience, and grow personally, academically and spiritually. Our partnership with The Bridge Church Macquarie Park further strengthens RMC's commitment to fostering a community marked by care, respect and Christian character.

As RMC prepares for the new Gender-Based Violence (GBV) requirements that take effect on 1 January 2026, this Whole-of-Organisation Assessment and Prevention and Response Plan (PRP) outlines how the College's longstanding mission, governance, culture and residential practices align with the emerging national standards. It also demonstrates our commitment to continually strengthening our systems, training, and community culture to ensure that every resident—domestic or international, undergraduate or postgraduate—can learn, grow and thrive in a safe environment marked by dignity, respect, inclusion and accountability.

Rooted in its Anglican heritage and longstanding affiliation with Macquarie University, RMC's governance framework ensures the College provides a safe, inclusive and supportive environment, aligned with contemporary expectations for student wellbeing and the National Accord on Gender-Based Violence.



## Board of Directors

The Board is responsible for RMC's overall governance and long-term direction. Board members bring expertise in higher education, law, finance, ministry, governance, pastoral care and organisational leadership. Their responsibilities include:

- Setting strategic direction and approving major policies
- Ensuring compliance with state and federal legislation, including GBV standards
- Overseeing risk, safety frameworks and safeguarding practices
- Monitoring financial sustainability and major asset planning
- Appointing and reviewing the Principal/CEO
- Upholding RMC's Christian ethos while ensuring the College is safe and welcoming for all

The Board is supported by specialist committees, including:

- **Finance Committee** – financial reporting, budgeting and long-term planning
- **Planning and Building Committee** – maintenance and development of college facilities
- **Risk Committee** – oversight of compliance, policy and risk frameworks
- **Fundraising Committee** – oversight of development strategy, philanthropic engagement and the strengthening of scholarships, bursaries and capital resources

## Principal/CEO

The Principal (formerly titled Master) serves as RMC's Chief Executive Officer, responsible for operational leadership, policy implementation and the wellbeing of the residential community. Historically, this role has been held by senior academics with expertise in theology, history or related disciplines, reflecting the College's formation-focused mission.

The Principal's responsibilities include:

- Overseeing daily operations and ensuring student safety and wellbeing
- Leading the implementation of compliance requirements
- Managing the Senior Executive Team
- Liaising with Macquarie University and Anglican Diocese bodies



- Embedding RMC's pastoral, academic and cultural vision
- Ensuring high standards of community culture and resident support

The Principal reports directly to the Board.

### **Executive Leadership**

RMC's executive team supports the Principal in delivering the College's mission and maintaining high standards of governance and safety. The team is comprised of the Principal, Finance Director, Dean of Residents, Dean of Academics, and Chaplain.

### **Dean of Residents**

The Dean of Residents oversees residential life, student conduct, community standards and the lived experience of residents. Responsibilities include:

- Day-to-day support of residential staff and student leaders
- Responding to student concerns, wellbeing issues and community disputes
- Upholding behavioural expectations and community norms
- Leading initiatives that strengthen belonging, safety and intercultural engagement
- Coordinating the operational aspects of resident life and contributing to emergency response workflows

### **Dean of Academics**

Responsible for academic support, resident development, leadership training and pastoral systems. Duties include:

- Coordination of tutoring, academic mentoring and academic progress monitoring
- Oversight of resident wellbeing and pastoral structures
- Supporting international student transition and engagement
- Delivering leadership development initiatives



- Ensuring an environment conducive to learning and personal growth

### **Finance Director**

Leads financial operations and administrative systems. Responsibilities include:

- Budget management and financial forecasting
- Oversight of accounts, payroll and compliance
- Supporting risk management and financial governance
- Ensuring sustainable resource allocation
- Advising the Principal and Board on financial strategy

### **Chaplain**

RMC has a Chaplain responsible for leading the College's chaplaincy program. The Chaplain provides pastoral care, spiritual leadership and support that helps shape community culture. The Chaplain works with a team of Chaplaincy Residential Advisors and Ministry Scholars to provide pastoral support and lead ministry initiatives. Together, the team fosters a community marked by care, respect and integrity, consistent with RMC's Christian ethos.

### **Residential Staff**

Live-in residential staff, including families, contribute significantly to the safety and wellbeing of the College community. Their responsibilities include:

- Providing after-hours presence and emergency support
- Offering informal pastoral care and early intervention
- Supporting conflict resolution and community cohesion
- Modelling respectful behaviour and social responsibility
- Contributing to a family-like environment that assists student transition



### **Student Leadership Structure**

Student leaders play a vital role in shaping a safe, inclusive and respectful residential culture. There are 13 Residential Advisors and 10 students elected to the RMC Student Association. Their responsibilities include:

- Assisting new residents during orientation and transition
- Supporting academic engagement, peer mentoring and community participation
- Upholding behavioural standards and promoting respectful conduct
- Assisting with wellbeing monitoring and early intervention
- Modelling RMC's values of service, integrity, care and responsibility

Student leaders receive training in GBV prevention, trauma-informed response, cultural competence, conflict resolution and escalation pathways.

### **Administrative and Support Staff**

Administrative, hospitality and maintenance staff ensure that RMC operates smoothly and efficiently. Their work includes:

- Managing admissions, bookings and resident communication
- Delivering catering, housekeeping and facility services
- Maintaining compliance documentation and operational systems
- Supporting residents with timely responses to issues and requests



This Whole-of-Organisation assessment is framed by an understanding of the gendered drivers of violence against women as articulated in Australia's national framework to prevent violence against women, Change the Story. These gendered drivers underpin the National Plan to End Violence Against Women and Children 2022–2032, Australia's national policy framework to end gender-based violence in one generation. These gendered drivers are:

- Condoning of violence against women
- Rigid gender stereotypes
- Men's control of decision-making and limits to women's independence in public and private life
- Male peer relations that emphasise aggression and disrespect towards women.

Other forms of discrimination and inequality – such as racism, homophobia, transphobia – intersect with gender inequality to compound people's experiences of violence.

Evidence from Change the Course (2017) and the National Student Safety Survey (2021) shows that colleges are high-risk environments for gender-based violence to occur. Evidence also shows that the likelihood of violence increases when men that hold discriminatory attitudes towards women and other people misuse alcohol.

Robert Menzies College is committed to reducing the prevalence of gender-based violence and providing a safe environment for our residents, staff and visitors.

This whole-of-organisation assessment provides a clear and evidence-informed overview of RMC's strengths, challenges and areas for improvement in relation to preventing gender-based violence and supporting victim-survivors. These are presented as enablers, risks and barriers in accordance with the language used in the National Code. This assessment identifies areas of operation relevant to RMC as they may align with areas defined in the National Code.

The assessment will support RMC's strategic decision-making, guide future planning and ensure our alignment with national expectations and sector good practice.

## Area of operation: Leadership, culture and environment

Robert Menzies College is a 'not-for-profit' company. The Board consists of a balanced selection of Directors: eight RMC Directors appointed by the Anglican Church (Diocese of Sydney), one director appointed by Macquarie University and one Director appointed by the Directors of the company. Directors do not receive any remuneration for their services. Any surplus income is retained for the future development and maintenance of the College. In terms of residential staffing, several staff members and their families live on site. Their presence enhances the family atmosphere of the college. The staff and families provide pastoral care for all students. RMC also has 13 Residential Advisors to provide all students in their blocks with academic, social and wellbeing support.

### Sources of information

- Agenda and Minutes of Board Meetings
- 2025 and 2024 quantitative and qualitative survey data from 'end of year survey' with residents
- Independent Culture Assessment "Eradicating sexual harassment and assault" Prepared By: Converge International 15 August 2019
- RMC Resident Code of Conduct
- Employee Handbook
- RMC Policies & Procedures
- RMC Student Handbook

## Leadership, culture and environment

### Enablers

- Our leadership demonstrates a clear and consistent commitment to student safety and a zero-tolerance stance on gender-based violence. Senior staff are visible, approachable, and model respectful behaviours that shape a positive college culture. Formalised reporting procedures, regular training, and a collegiate and regular collaboration with our affiliated University (Macquarie University) further strengthens our organisational capability in preventing and responding to GBV.
- From our 2025 'end of year student survey', 95.1% of our residents are 'satisfied' and 'very satisfied' with our staff, with strengths or consistent responses identified relating to "highly praised for care, approachability, and pastoral presence." This reflects the strength of our relationships with residents and, importantly, the level of trust that enables staff to intervene early to reduce the likelihood or severity of crises.
- The presence of residential staff across multiple zones of the college enables timely identification and early intervention in crises or incidents, while also ensuring RAs have ready access to escalation and support. The diversity of the residential leadership team—across gender, ethnicity, age, life stage and life experience—enhances their approachability and strengthens students' confidence in seeking help.
- Our college heavily invests in safety, wellbeing and pastoral care support for students, for instance the Dean of Residents oversees College residential life and pastoral care. She works closely with the student leadership teams of Residential Advisors, RMC Student Association Executive and Duty Officers in developing residential programs and maintaining residents' wellbeing.
- In addition to Macquarie University's Safer Communities course, there are two mandatory Safer Communities @ RMC live interactive forums at the beginning of each semester to foster engagement with the issues within the community. The topics relating to gender-based violence have included: sex positive boundaries, pornography, healthy masculinity and relationships in a digital age. Topics and presenters are chosen according to the identification of particular needs and in consultation and with feedback from students.
- Our RMC Student Association (RMCSA) organises many of the College-wide events such as Welcome Week, Intercollege Sport, Block Wars, fundraising events, Karaoke nights, Spring Festival, College Ball and many more – that are each curated to include different groups of people with different interests, to ensure inclusivity. In terms of Student Leadership in this area, residents are invited to put themselves forward to join RMCSA Committees (Sports; Social; Diversity & Equity; Sustainability, Volunteering & Fundraising; Community, Communications & Marketing) at the election during the General Meeting. Our RA's also organise a range of community events to build belonging and inclusivity.

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|                | <ul style="list-style-type: none"> <li>Specifically, two of the major portfolios in the RMCSA Student Executive is one which represents Diversity &amp; Equity as well as an International Student Representative. These focus on including groups that are particularly vulnerable.</li> <li>In conjunction with Walanga Muru, we run additional training to raise awareness of First Nations Peoples for both the whole of residence and an additional bespoke course for Student Leaders (Residential Advisors and Student Executive). There is a healthy appetite within the community to do inclusion well, we are at the stage of feeding that appetite with appropriate tools.</li> <li>Every year there is a significant portion of time dedicated to Student Leader training during November Leadership training week and in Preparation Week in February, this involves 3 student leadership teams (Residential Advisors, Student Executive and Duty Officers) and is a permanent part of our annual training schedule as there is a yearly turnover. Student Leaders are key in setting culture in the community and providing input into this space is very important.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Systemic risks | <ul style="list-style-type: none"> <li>In the lead up, during and after the Accord passing Parliament, Board Members have been kept informed of the development of GBV in terms of its impacts, requirements and implications for residential settings, ensuring a shared understanding of responsibilities and expected standards of care. This ongoing education supports leaders, staff and residents to recognise the forms and effects of gender-based violence and their role in prevention and response.</li> <li>The College approach to alcohol is that it operates as a “dry” campus, the Resident Code of Conduct prohibits the possession or consumption of alcohol anywhere on-site. Residents wishing to drink are required to do so off-site, with several licensed venues nearby. While this policy reduces on-site alcohol use, it does not entirely prevent it; staff periodically identify and remove bottles. This reflects a preventative but pragmatic approach to managing alcohol use and minimising misuse within the residential environment.</li> <li>The College demonstrates diversity across both leadership and the resident community. The Student Association includes a range of portfolios, including Diversity &amp; Equity and International Representatives, and residents are encouraged to nominate themselves for election through a democratic, college-wide voting process. The College also aims for a balanced cohort of approximately 50% domestic and 50% international students to foster cultural diversity; while recent market factors have resulted in a mix closer to 40% domestic and 60% international, efforts continue to improve this balance and maintain a vibrant, inclusive community. We have a substantial post-graduate and mature-age entry cohort being ~23% with a notable collegiate community being fostered for this group. Our current split of gender is 47% female and 53% male.</li> <li>Leaders actively challenge gender stereotypes and discrimination by modelling inclusive behaviours and embedding clear expectations in policies and training. The leadership cohort includes a mix of genders, cultures and backgrounds, which normalises diversity in decision-making roles. Recruitment for staff and student</li> </ul> |

leadership positions uses gender-neutral role descriptions and transparent selection criteria to avoid bias. All residential leaders complete mandatory training covering GBV, respectful relationships and bystander intervention, equipping them to identify and address discriminatory behaviour. College communications, community standards and disciplinary processes consistently reinforce respect, equity and non-discrimination, and leaders intervene when behaviours or language reinforce harmful stereotypes.

- RMC has a training culture with various blocks of time that are set aside to train staff, student leaders (Residential Advisors, Student Executive, Duty Officers), incoming residents and all-of-residents every year. Content is continually updated according to needs of the community. Student Leaders expect and look forward to receiving relevant training as part of their Personal and Professional Development in their roles.

#### Barriers

- The financial costs and time and staffing commitments involved in an external cultural review is considerable and not feasible to conduct on a frequent basis.
- As new freshers join college, potential for disruption to a stable college culture which appropriately understands GBV is possible.
- Regular training involves a sustained commitment of time, finances and resources from staff and residents.
- Possibility of external drinking culture to challenge our 'dry' college culture.

#### Key actions in response

- Early investment into appropriate education for freshers and new staff on the issues of GBV in a manner that fits with our ethos and culture that maintains a harmonious and respectful environment.
- Regular check-ins and updated training with existing staff and returners on their knowledge of GBV and its effects.

## Area of operation: Structures, norms and practices

RMC's structures, norms and practices reflect more than fifty years of intentional community-building shaped by Christian principles of respect, care, service and integrity. The College's governance frameworks, pastoral systems and residential practices are designed to create a safe, inclusive and supportive environment for residents. These structures are complemented by cultural norms that emphasise personal responsibility, respectful behaviour, academic focus, and strong intercultural engagement. Practically, these commitments are enacted through daily pastoral interactions, academic support programs, student leadership, chaplaincy engagement, clear behavioural expectations, and consistent communication between staff and residents.

These elements work together to form a community culture that is relational, responsive and accountable. Independent reviews confirm that RMC has well-considered and appropriate governance systems, clear behavioural expectations, and a strong foundation for sustaining respectful community life. At the same time, the review highlighted important opportunities to strengthen education, communication and feedback mechanisms—opportunities that have shaped RMC's approach to preparing for the GBV Standards.

### Sources of Information

This assessment draws on multiple sources, including staff and resident insights, internal review processes, operational observations, and the findings of an independent review conducted in 2019. Together, these sources provide a comprehensive understanding of RMC's current structures, norms and practices, as well as areas requiring further development in order to align with strengthened national standards.

#### 1. Staff Feedback and Observations

Staff input has provided detailed insight into how governance structures, pastoral systems and cultural expectations function in practice. Common staff observations include:

- Strong pastoral responsiveness shaped by a deeply relational culture.
- High levels of student engagement with staff, particularly during periods of stress or transition.
- Clear behavioural expectations and consistency of staff modelling.
- A need for more structured, ongoing education around behaviour, consent and cultural safety.
- Opportunities to strengthen feedback channels from students following incidents or concerns.

These observations have led to RMC intentionally designing its systems around the lifecycle of risk management—establishing controls, educating the community, monitoring implementation, evaluating performance and undertaking remedial action.

## **2. Resident Feedback and Observations**

Resident perspectives have been gathered through end-of-year surveys, exit interviews, informal pastoral conversations, academic support interactions, and reports from student leaders. Feedback consistently highlights:

- Strong feelings of belonging, safety and pastoral support
- High levels of satisfaction with community life and staff engagement
- Ongoing challenges related to gossiping and interpersonal conflict
- A desire for clearer communication about behavioural expectations and reporting pathways
- The importance of peers and family as first points of disclosure

## **3. Independent Governance and Culture Review**

The Independent Culture Assessment “Eradicating sexual harassment and assault” prepared by Converge International on 15 August 2019 provides one of the most significant inputs into this assessment. Many of the findings and commentary stated at the time do resonate today, key findings integrated into this report include:

### **Strengths Identified**

- Governance systems are well-considered and appropriate, aligned with risk-management principles and responsive to known exposures.
- RMC demonstrates intentional, proactive management across all stages of the governance cycle.
- The College's systems are particularly effective in inducting new cohorts, an important factor given high resident turnover each semester.
- Students report very high levels of overall satisfaction, with as few as 3–6% expressing dissatisfaction across major domains.
- Parents likewise show very high confidence, with over 94% reporting satisfaction with RMC's communication of standards and expectations.
- Students overwhelmingly understand expected behaviours and can recognise disrespectful conduct, reflecting strong baseline education.

### **Areas for Improvement**

- The need for ongoing reinforcement and promotion of behavioural expectations beyond Orientation Week.
- The need to stagger training around behavioural expectations throughout the semester to support retention and application of information.
- Lack of reliable, systematic feedback data from all students about how they are experiencing RMC's behavioural standards and controls.
- Prevalence of gossiping and peer-driven social dynamics that can undermine respectful environments.
- A small proportion of students (8–9%) reported experiencing unwelcome touching or intrusive physical contact—highlighting risks that require targeted education and intervention.
- Students often prefer informal pathways (friends, family, confronting the person directly) rather than formal reporting—indicating a need to strengthen awareness, confidence and accessibility of reporting mechanisms.

These findings have been incorporated into RMC's preparations for the GBV Standards, particularly around education, communication, early intervention and cultural change.

### **4. Parent Feedback**

Parent insights confirm that:

- Parents hold very high levels of trust in RMC's capacity to maintain student safety.
- Their perceptions strongly correlate with their child's experience.
- Concerns raised with parents most commonly relate to gossip or interpersonal conflict, rather than harassment or assault.
- Parents desire clearer, more proactive communication about student wellbeing, behavioural expectations and areas of focus for the College.

### **5. Internal Incident Reporting, Pastoral Records and Behavioural Patterns**

Data from internal procedures/systems provided insight into:

- Common themes in after-hours incidents
- Pastoral patterns linked to stress, transition periods and social dynamics
- Areas where students required clearer guidance



- Gaps in the escalation pathways or student confidence in reporting
- Practical cultural triggers such as alcohol use, cultural clashes, peer pressure or misunderstandings about consent

These insights are consistent with the independent review's identification of alcohol misuse, peer dynamics and low awareness of diversity as key triggers for disrespectful behaviour.

### Sources of information

- Converge International, Independent Review 15 August 2019
- Student Satisfaction Surveys
- Exit Interviews

## Structures, norms and practices

### Enablers

- RMC is a strong values-based culture rooted in Christian principles of care, respect, integrity, inclusion and service, lived out daily in community practices.
- Multi-layered pastoral care system. Principal, Deans, Chaplain, Residential Staff, RAs, and Duty Officers provide accessible, relational and responsive support.
- Regular communication about safety and wellbeing, delivered through Orientation Week, ongoing reminders, small-group sessions, pastoral conversations and leadership training.
- Programs promoting respect, gender equality and inclusion, including leadership formation, chaplaincy initiatives, cultural events, academic workshops and participation in 'Safer Communities'.
- Visible modelling of respectful behaviour by the Principal, executive team, Chaplain, Board and student leaders, reinforcing expectations across the community.
- Inclusive, multicultural environment fostering cross-cultural understanding, belonging and mutual respect.
- Strong parental and resident trust, supported by transparent communication and consistent pastoral engagement.

## Structures, norms and practices

### Systemic risks

- Peer-driven disrespectful behaviour, especially gossiping, derogatory comments and social exclusion, identified as the most common cultural risk.
- Alcohol-related incidents that increase the likelihood of poor boundaries, harassment, or unsafe decision-making, including due to alcohol being consumed off-college grounds.
- Boundary violations and unwanted physical contact, reported by a minority but posing significant safety concerns.
- Low use of formal reporting pathways, reducing the visibility of issues and delaying early intervention.
- Orientation-heavy training, leading to reduced retention of key safety messages across the year.
- Cultural and linguistic misunderstandings, particularly affecting international students' help-seeking and support access.
- After-hours vulnerabilities during late-night activities, off-campus events and informal gatherings.
- Leadership inconsistency, where occasional lapses by student leaders can undermine trust and culture.
- Close-knit residential dynamics, which can accelerate conflict, rumour-spreading and pressure to self-manage issues

### Barriers

- Reluctance to report formally, due to fear of consequences, uncertainty about seriousness, or preference for informal resolution.
- Confidentiality concerns, especially in a small community where students worry about being identified.
- Cultural and language barriers that make disclosure or navigating processes difficult for international students.
- Fear of social fallout, including damaged friendships, retaliation or being labelled as "overreacting."
- Limited awareness of reporting pathways, especially of what happens *after* a report is made.
- High information load during O-Week, reducing understanding and recall of safety expectations.
- Developmental factors, such as low confidence, identity exploration, and limited experience managing conflict.
- Lack of routine feedback mechanisms, reducing opportunities for students to voice concerns safely and early.

## Structures, norms and practices

Key actions in response

- Introduce staggered, year-round training to reinforce consent, respectful behaviour, boundaries, and cultural safety beyond O-Week.
- Simplify and clarify reporting pathways with guaranteed follow-up communication to build confidence, this is to be strengthened with the recent adoption of the RespectX portal.
- Strengthen leadership selection and accountability, with enhanced GBV, ethics and trauma-informed training throughout the year.
- Target gossiping and peer-driven harms through explicit community expectations, student-led culture initiatives and chaplaincy-based interventions.
- Enhance feedback loops using structured check-ins, and post-incident reviews to identify emerging concerns early.
- Provide tailored support for international students, including cultural onboarding, translated resources and targeted pastoral touchpoints.

## Area of operation: Systems and infrastructure

RMC has established a robust system and infrastructure to support resident and staff safety, wellbeing, and accountability. Since Semester 2, 2025, we have implemented RespectX as our central reporting platform and behavioural case management handling portal, streamlining disclosure and complaint processes, enabling anonymous reporting and 2-way instant communication, the system also provides guidance on identifying inappropriate behaviour, outcome pathways, and available expert support with reference to the GBV code requirements. Completion of RespectX training is compulsory for all residents and staff, reflecting our commitment to both accountability and behavioural change to foster a safer community.

Our surveillance and security systems combine formal and natural approaches. Formal systems include a 24/7 CCTV network covering key common areas, and a Duty Officer roster outside of business hours, including weekends and holiday periods. Natural surveillance is maintained via on-site residential staff, strategically placed Residential Advisors in residential blocks, and a weekend backup roster of senior residential staff to respond if there are crises. Access to the college is controlled through secure entry points.

Residents have ready access to expert support, including an on-site RMC staff counsellor providing free counselling support. Our digital systems are governed by the "RMC Internet Usage Agreement," which prohibits violence, discrimination, sexually explicit material, invasion of privacy, unauthorised access to accounts or networks, and other harmful online conduct. This document is regularly reviewed and updated to ensure safe, responsible use of digital technologies across the College.

Together, these systems provide a comprehensive framework for safety, support, monitoring, and accountability, promoting a secure and respectful residential environment.

### Sources of information

- Interviews and brainstorming sessions with staff and IT provider.
- Review of current security and pastoral care arrangements.
- 2025 and 2024 survey quantitative data and qualitative information from 'end of year survey' with residents.
- Review of current policies and procedures.

## Systems and infrastructure

### Enablers

- Since the beginning of Semester 2 2025, RMC has adopted RespectX as our reporting platform which simplifies and clarifies the reporting process and enables 2-way and instant communication with anonymous reporters. The platform provides guidance on identifying inappropriate behaviour and potential outcomes and supports. Our approach is to balance holding individuals accountable for their behaviour as well as providing support for behavioural change to create a safer community. It is a compulsory requirement for all residents to complete the RespectX training.
- Our formal systems of surveillance include: 24/7 extensive CCTV system in various RMC common areas, a duty officer on shift from 5pm-9am every day and whenever the reception is closed (e.g. Christmas break). Our natural systems of surveillance include: multiple residential staff who live on site spread throughout the college campus, weekend back up roster of residential staff to respond to any crises, RA's strategically placed in the central zones of the floors.
- Our college campus is only accessed via secure and/or manned entry points.
- Our residential layout ensures safety for both genders, as floors are segregated by gender and bathrooms have 2 security-access points to ensure students (especially those who have experienced GBV) can wash or change without fear or harassment. There are privacy cubicles, secure locks, and clear protocols for any maintenance/housekeeping/cleaners entry.
- Our counselling room for students is a secured room to promote privacy for the student.
- Our RA rooms are larger to enable meetings between students to take place in a private and safe space instead of communal spaces on the residential floor.
- We have a "RMC Internet Usage Agreement" which covers digital conduct that is reviewed and updated as necessary which stipulates our college's prohibition on: violence, discrimination, pornography, sexually explicit material, obscene or indecent speech or material, invasion of privacy, accessing unauthorised computers, accounts or networks belonging to another party, uttering threats, defamation, misrepresentation etc.

## Systems and infrastructure

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| Systemic risks          | <ul style="list-style-type: none"> <li>• Our physical infrastructure and site security supports safety from an external level primarily via CCTV and lighting checked by our Facilities Manager for appropriate lux levels. However, there is a reliance on everyone ensuring the door is shut behind them to prevent unauthorised entry and 'tailgaters'.</li> </ul>                                                                                                                                                                                                                                                                                                   |
| Barriers                | <ul style="list-style-type: none"> <li>• Difficulties in balancing physical privacy with natural surveillance</li> <li>• Established IT systems that are not easy to amend</li> <li>• Backlash from certain residents if a website block were to be implemented.</li> <li>• Change of mentality for all residents, staff and visitors to college that it is important to always ensure entry doors are shut behind them, and to close open/ajar doors if they walk past one.</li> <li>• Staff time and accuracy in applying correct restrictions to resident database is required.</li> <li>• Difficulties in upholding privacy of people with surveillance.</li> </ul> |
| Key actions in response | <ul style="list-style-type: none"> <li>• Education and cultural change to always keep entry gates shut, across all residents, staff and visitors.</li> <li>• Review list of prohibited websites for students.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Area of operation: Service delivery

RMC is a student accommodation that was founded to provide a distinctively caring culture and community. It has an emphasis on caring community, academic growth and spiritual depth reflected in its distinctive Christian ethos that is welcoming to students of all faith and cultural backgrounds. Many of its programs underpin these 3 emphases (Community, Academic, Chaplaincy) such as the team of Residential Advisors providing pastoral care and Academic Tutors providing tutoring as part of the Academic Program. The RMC Student Association organises many student events as well as representing the student body in working with RMC Staff to communicate, provide feedback and co-design programs. Duty Officers provide out of hours security and support. The College has a high level of resident participation in the delivery of programs with the number of leadership opportunities available being about 20% of the resident population. In addition there are other roles such as Academic Tutors, Kitchen, Maintenance, Housekeeping, IT Support, and Student Publication Journalist roles that students hold. This means that there is high engagement of residents (half of leadership roles are voluntary) that allows us to have a very 'full' and effective service delivery program, that also provides extensive leadership experience.

### Sources of information

- Feedback from residents and staff
- RA meeting discussion notes

## Service delivery

### Enablers

- High level of participation in Student Leadership (Residential Advisors, Student Executive, Student Committees Duty Officers, and Academic Tutors) means that many of the residents also are held responsible, and take seriously, the expectation for setting appropriate culture. There is also the added opportunity for providing specific training on GBV for those leadership roles to enhance their ability to nurture healthy culture within the College.
- In addition to these formal leadership roles, many residents are employed in casual roles around the College such as Kitchen, Maintenance, Housekeeping and the Media Team. These positions are often in high demand and a vigorous process that includes training is involved which means that we have a further segment of the residential community to invest training into to educate and lead culture.
- Currently there are 6 staff that live on site with their families which means there is quite a lot of natural and informal contact with staff that are able to provide 'thick' community engagement. There is a diversity of ages, ethnicities, marital and family statuses that can role model appropriate relationships as well as informal discussions around these topics.
- RMC has an active program with high engagement. There is a mix of large formal (and compulsory) gatherings such as the 5 formal dinners and 2 Safer Communities Forums as well as many smaller and non-compulsory diverse activities throughout the year. This means that there is a high level of interactions between residents and opportunities to target programming to a community that will be receptive if the event and the content are appropriate.

### Systemic risks

- As it is student accommodation there is significant resident turnover each semester with a new influx of residents that have not received training or orientation to the culture.
- Students come from a wide variety of backgrounds (cultural and religious) which shape views and attitudes around gender stereotypes and roles that are deeply ingrained and held and do not align with the culture that we are trying to promote.

## Service delivery

### Barriers

- Students are often quite busy with balancing study, part-time jobs and socialising so compulsory events are not always a priority for a number of students
- Students who are most likely to engage in antisocial behaviour are least likely to engage in training and orientation sessions.
- Students come from a variety of religious and cultural backgrounds where there is a range of beliefs and practices around gender stereotypes and gender roles that are at odds with the culture we are trying to promote.
- Mental health and wellbeing are major stressors for a large proportion of the student community, some of these are related to relationships and experiences related to this issue. Furthermore, sometimes the pastoral care load can be overwhelming for staff and impact the ability to deliver other services due to the urgency and seriousness of mental health issues.

### Key actions in response

- Compulsory orientation for incoming residents and pre-arrival requirements (Safer Communities Module, RespectX onboarding) are key in setting culture for new residents
- Targeted training that specifically address the particular barriers and issues in the College community delivered appropriately for our cohort

## Area of operation: Policies and procedures

RMC has a comprehensive suite of policies, procedures and practice documents that collectively establish a robust framework for promoting safety, wellbeing and respectful conduct across the entire community. These documents ensure clarity of expectations, accountability, and consistent processes for preventing and responding to risks, including gender-based violence, sexual assault, sexual harassment, discrimination, bullying and broader health and safety issues.

RMC's **Anti-Discrimination and Freedom from Bullying & Harassment Policies**—which exist in distinct versions for students and for staff & contractors—set out clear definitions, rights, responsibilities and reporting pathways. These policies cover sexual assault and sexual harassment, ensuring that all members of the community understand the behaviours that are prohibited and the processes they can rely on when seeking support or raising concerns.

A detailed **Discrimination, Bullying & Harassment Complaints Practice Document** supports these policies by outlining transparent, step-by-step complaints handling procedures for staff, directors, contractors and resident students. This practice document ensures that all allegations are dealt with consistently, fairly and in accordance with procedural fairness.

To further strengthen safety around gender-based violence, RMC has a standalone **Gender-Based Violence Prevention and Response Policy**, which will consolidate prevention, reporting and response measures and align them with contemporary best practice.

Workplace safety expectations are articulated through the **Health & Safety Handbook**, which applies to all workers, and the **Health and Safety Manual**, which provides additional responsibilities and guidance for managers and supervisors, plus our **Emergency Management Manual**. Together, these documents outline safe work practices, risk management processes and critical incident responses.

Community behavioural standards are codified in RMC's **Code of Conduct**, which emphasises respect, care and a positive culture among residents. It defines acceptable and unacceptable behaviours, articulates the College's values, and outlines potential consequences—including warnings, fines and suspensions. The Code of Conduct also clearly prohibits the possession or consumption of alcohol on College premises.

Other governance and behavioural expectations are set out in the **Employee Handbook**, which applies to all employees, including students engaged in employment at the College. For the student cohort, the **Student Handbook**, **Student Welcome Booklet**, and **Accommodation Contract** collectively reinforce behavioural standards, safety practices and the cultural ethos of our residential community.



RMC also maintains an **Internet Usage Agreement**, which outlines safe and responsible online behaviour and protects students and staff from digital harms.

Additional safeguards are provided through the **High Support Needs Residents Guideline Policy**, which ensures appropriate supports and risk mitigation strategies are in place to maintain the safety and wellbeing of all residents.

To ensure safe and appropriate interactions during conference activities, the **Policy for Conference Organisers Involving Minors** outlines requirements for protecting residents, conference attendees and minors who may be present at college simultaneously. This policy ensures that all conference organisers follow stringent safeguarding expectations consistent with child safety principles.

At the governance level, the **Conflict of Interest & Related Party Transactions Policy (Board & Staff)** (in development) provides clear procedures for declaring and managing conflicts of interest. This safeguards the integrity and decision-making processes of the College and ensures transparency and accountability in organisational governance.

Our **Whistleblower Protection Policy** establishes secure and confidential pathways for reporting serious wrongdoing. It protects individuals who make disclosures from detriment and ensures concerns are addressed appropriately and independently with procedural fairness measures.

Together, these documents form an integrated safety system that supports a respectful, responsible and secure residential and working environment for all members of our College community.

### Sources of information

- Consultations with staff from relevant departments and the Board and our external legal professional when developing policies
- Feedback from staff and residents on the policy following managing a disclosure or formal report
- Scheduled organisational reviews of policy frameworks at regular intervals

## Policies and procedures

### Enablers

- RMC's policies and procedures reflect a strong commitment to safety by clearly defining expected behaviour, outlining protections, and ensuring reliable processes for responding to concerns. Policies addressing anti-discrimination, bullying and harassment, sexual assault and sexual harassment, gender-based violence and high-support-needs residents show a proactive approach to preventing harm and supporting those at greater risk.

Our operational documents such as the Health & Safety Handbook and Manual, the Code of Conduct, staff and student handbooks, accommodation contracts and the internet usage agreement translate this commitment into day-to-day practice. They set practical standards that guide safe conduct, restrict harmful behaviours and ensure residents and staff understand their responsibilities.

Policies such as the Conference Organisers Involving Minors Policy, the Conflict of Interest & Related Party Transactions Policy, and the Whistleblower Protection Policy demonstrate strong governance and accountability, giving community members confidence that concerns will be managed impartially and without detriment.

Collectively, these policies create a transparent, prevention-focused framework that actively promotes safety, encourages early reporting and upholds a culture of respect across the College.

## Enablers

- RMC's policies are designed to be inclusive and protective of all members of the community, including attention to groups who may face higher risks of discrimination or gender-based violence. Policies such as the Anti-Discrimination and Freedom from Bullying & Harassment Policy, the standalone GBV Policy, and the Discrimination, Bullying & Harassment Complaints Practice Document apply equally to all residents, staff and contractors, and explicitly prohibit behaviour targeting gender, sexual orientation, gender identity, disability, culture or race.

Clear reporting pathways, protections against victimisation, and accessible complaint processes ensure that women, LGBTIQ+ people, Aboriginal and Torres Strait Islander People, people with disability and culturally diverse community members can safely raise concerns. The High Support Needs Residents Policy helps ensure that people with physical or mental health concerns are provided with appropriate safeguards and adjustments.

The Code of Conduct and student and staff handbooks reinforce inclusive behavioural expectations and promote respect across diverse cultural, gender and identity backgrounds. Governance policies—including the Conflict of Interest & Related Party Transactions Policy and the Whistleblower Protection Policy—further support fairness, impartiality and cultural safety.

Together, these documents embed principles of equity, non-discrimination and cultural respect, ensuring that RMC's safety framework protects and includes all women and people of diverse genders, sexualities, abilities and cultural identities.

- RMC's policy framework directly addresses inequality and discrimination by setting clear expectations for equitable treatment and providing structured mechanisms to prevent, identify and respond to unfair or harmful behaviours. Core policies—including the Anti-Discrimination and Freedom from Bullying & Harassment Policies and the Discrimination, Bullying & Harassment Complaints Practice Document—explicitly prohibit discriminatory conduct based on gender, sexual orientation, gender identity, disability, culture, race or other protected attributes. They outline clear rights, responsibilities and reporting pathways, ensuring that all members of the community can seek support without fear of retaliation.

The Code of Conduct, student and staff handbooks, and accommodation agreements reinforce these principles by promoting respectful behaviour, defining unacceptable actions and outlining consequences for

## Policies and procedures

breaches. Policies such as the High Support Needs Residents Guideline support equity by ensuring that people with additional needs are protected and adequately supported within the community.

Governance policies—including the Conflict of Interest & Related Party Transactions Policy and the Whistleblower Protection Policy—further strengthen fairness, transparency and accountability across the organisation, reducing opportunities for bias or unequal treatment.

Collectively, our College's policies work to reduce systemic and interpersonal inequality, promote consistent and fair decision-making, and foster an environment in which all community members are treated with dignity and respect.

### Systemic risks

- The College's residential agreements and Code of Conduct set clear expectations for respectful behaviour and prohibit a wide range of harmful actions—including bullying, harassment, discriminatory behaviour, abusive language and any form of intimidation or violence. The Code emphasises residents' responsibility to contribute to an inclusive, welcoming and caring community, and explicitly bans harmful conduct both in person and through digital communication.

An opportunity for improvement would be to strengthen the language in the Code of Conduct and residential agreements by explicitly acknowledging gender inequality, gender-based disrespect, and other forms of inequity (such as those relating to sexual orientation, disability, race or cultural background). This could include clearer examples of prohibited acts linked to gender-based harm, and statements reinforcing the College's commitment to preventing behaviours that reinforce unequal power dynamics.

Making these links explicit would help raise awareness, guide resident behaviour more clearly and support a stronger, more proactive culture of gender equality within the College community.

- The RMC disciplinary procedures are designed to minimise the risk of reinforcing inequalities by incorporating flexible, survivor-centred options. Complainants can choose who receives their report on the RespectX platform, including both male and female staff or board members, allowing them to engage with a person they feel comfortable with. They can also bring a support person of their choice to any meetings (Section 2.2.3(j)), ensuring emotional support and advocacy.

The College actively considers gender dynamics during meetings between complainants and respondents to promote fairness and reduce power imbalances. Investigators are required to be impartial and free from prior involvement in the complaint, and complainants have multiple pathways for informal or formal resolution, as well as access to external agencies.

While formal disciplinary processes inherently require victims to give accounts of their experiences, RMC's approach—including choice of investigator, support persons, and attention to gender balance—mitigates the risk of reinforcing inequalities. These measures demonstrate a commitment to procedural fairness, trauma-informed practice, and survivor safety.

### Policies and procedures

- While the College's policies such as the Resident Code of Conduct primarily focus on individual behaviour and misconduct—requiring residents to take responsibility for their own actions—the policy also recognises the role of collective dynamics through expectations of active bystander behaviour.

The Resident Code of Conduct states that residents are expected to intervene, when safe to do so, if they observe others acting inconsistently with the Code, or otherwise report the behaviour to staff or appropriate authorities. This approach encourages community members to address harmful behaviours that may involve groups, rather than relying solely on formal complaints against individuals.

## Policies and procedures

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Barriers                | <ul style="list-style-type: none"> <li>• Policies may not be applied consistently by staff.</li> <li>• There could be a lack of awareness or understanding of policies across the college.</li> <li>• Potential for uneven appetite from management to amend policies and procedures when needed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Key actions in response | <ul style="list-style-type: none"> <li>• Encourage early reporting and foster a transparent, prevention-focused culture of respect.</li> <li>• Strengthen the language in the Code of Conduct and residential agreements by explicitly acknowledging gender inequality, gender-based disrespect, and other forms of inequity (such as those relating to sexual orientation, disability, race or cultural background). This could include clearer examples of prohibited acts linked to gender-based harm, and statements reinforcing the College's commitment to preventing behaviours that reinforce unequal power dynamics.</li> <li>• Explicitly define and prohibit group-based harmful practices (e.g., hazing, initiation rituals, peer coercion) in the Residential Code of Conduct.</li> <li>• Provide mandatory, ongoing training to ensure consistent understanding and application of all policies and procedures.</li> <li>• Implement auditing or reporting mechanisms to track compliance and consistent application of policies by staff.</li> <li>• Schedule regular policy reviews and embed policy improvement discussions in Board and management meetings to maintain momentum.</li> <li>• Create channels for staff, residents, and stakeholders to report gaps or issues in policies, ensuring management can respond promptly.</li> <li>• Encourage leadership at various levels to champion policy adherence and improvements, promoting a culture that values timely updates and safety compliance.</li> </ul> |

## Area of operation: Management and governance

RMC operates under a Board of Directors responsible for strategic oversight, governance, risk management, and accountability. The Risk Committee, which reports directly to the Board, oversees key governance functions including review of the College's risk registers, risk mitigation strategies, risk appetite statement, incident reporting, and Work Health and Safety matters. Day-to-day operations are led by the Principal/CEO, supported by management across Finance, Risk & Governance, Pastoral Care, Counselling, Student Life and Student Academics. The College's governance structures are defined by its Constitution, which set out the responsibilities, composition, and appointment requirements for the Board and its Committees. The Board meets six times per year, and the Risk Committee meets quarterly. These arrangements provide clear accountability, ensure transparent decision-making, and uphold RMC's commitment to safety, equity, respect, and the wellbeing of all student residents.

The Management Team meets regularly to review and discuss any incidents involving residents, ensuring timely responses and consistent application of policies. RMC maintains an Anti-Discrimination and Freedom from Bullying & Harassment Policy & Practice Document and is currently developing a dedicated Gender-Based Violence Policy to strengthen prevention and response mechanisms. Relevant training is provided to both residents and staff to promote awareness, respectful behaviour, and an environment where safety and inclusion are actively upheld.

### Sources of information

This assessment draws upon:

- RMC Constitution and establishing documents
- Governance structure charts and delegated authority frameworks
- Strategic Plan and related organisational documents
- Annual Report and Annual Information Statement

## Management and governance

### Enablers

#### Understanding of Gender-Based Violence

- Members of the Board and Management have undertaken introductory briefings on the National Code and GBV, including definitions, drivers, and sector obligations. GBV information has been included in the Board meeting agenda.
- Risk Committee demonstrates awareness of GBV as a systemic issue influenced by culture, power imbalances, and environmental safety factors, and it is included on multiple meeting agendas.
- Management, Risk Committee and Board members routinely receive updates on GBV-related trends in higher education and within residential settings.

#### Diversity in Membership

- The Board and management teams include a broad mix of gender representation, professional backgrounds, cultural perspectives, and lived experience relevant to student wellbeing.
- The RMC Board and Risk committee have drawn on skills from education, finance, risk, law, IT, and pastoral care—supporting varied perspectives in decision-making.
- Recruitment processes for Board and Committees include consideration of gender balance and inclusive representation.

#### Commitment in Strategic Documents

- RMC's annual plan, risk management framework, and values statements expressly emphasise safety, respect, inclusion, and gender equality.
- Our existing robust risk management frameworks applicable to other areas (e.g., WHS, financial management) can be adapted for compliance with GBV Code requirements.
- Policies and organisational goals incorporate prevention of GBV as a core priority and align with Macquarie University's wider commitments to student safety and wellbeing.
- The College's documented values and Code of Conduct reinforce expectations of respectful behaviour, diversity, and community accountability.

### **Environmental Audits and Oversight**

- Regular environmental safety inspection (lighting, CCTV coverage, building access, visibility of common areas, and event supervision) are reviewed by management and reported to the Risk Committee.
- Annual risk reviews will incorporate GBV-related environmental factors such as isolated areas, after-hours supervision patterns, and resident feedback.
- Findings from inspections influence expenditure decisions in maintenance, security, staff training, and operational procedures.

### **Leadership & Accountability**

- A committed and engaged Principal/CEO & Management team who prioritises student safety and is willing to advocate for change at the governing body level.
- The formal affiliation and collegiate relationship with Macquarie University, which can provide a framework for shared responsibility and access to University resources.

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#### Systemic risks

### **Historical Approach to GBV Incidents**

- There is no known pattern of Board, Risk Committee and Management minimising or excusing GBV ; however, the College recognises the need for ongoing vigilance to ensure all responses remain proportionate, timely, and trauma-informed.
- Past responses to misconduct may not always have been guided by contemporary best-practice frameworks, highlighting the importance of more regularly reviewed (sometimes above and beyond the stipulated minimum review period) policies and clear procedures.

### **Governance Structures and Potential Hierarchies**

- The College acknowledges that traditional residential settings can unintentionally reflect hierarchical or gendered power structures, which may influence reporting behaviours or perceptions of safety.
- Governance arrangements are being reviewed to ensure decision-making processes are transparent, inclusive, and sensitive to gender dynamics.

### **Recognition of GBV as an Institutional Risk**

- GBV is now recognised as a core institutional risk and is being incorporated into the risk register, with monitoring and oversight from the Board, Risk Committee and Management.
- Earlier risk frameworks did not explicitly identify GBV as a standalone category, which may have limited organisation-wide visibility of emerging patterns.

### **Historical Allocation of Resources**

- Historically, resources allocated specifically to GBV prevention have been limited, with reliance on broader student wellbeing initiatives.
- The implementation of the National GBV Code has prompted a more structured allocation of funds toward training, education, and improved reporting systems.

### **Distribution of Workload Across Gender**

- Women in managerial or pastoral care roles eg. Dean of Residents and Chaplain have at times carried a disproportionate share of responsibilities related to wellbeing, conflict resolution, and informal responses to resident concerns.
- The College recognises the risk of gendered expectations in care roles and will take steps to distribute GBV-related prevention and response tasks more equitably across all managers.

#### **Barriers**

### **Appointment Processes**

- The appointment of Board Members is largely determined by external mechanisms in the Sydney Anglican Diocese, which can limit the College's ability to directly influence the diversity, gender balance, or specialist expertise of Board Members.
- These external appointment structures may constrain efforts to intentionally recruit members with backgrounds in gender equality, safeguarding, or social policy.

### **Performance Measurement and Accountability**

- There is currently no formal framework to measure the management, Risk Committee members or Board Members' performance in leading or promoting gender equality initiatives.
- Without defined KPIs or benchmarks, it is difficult to assess the effectiveness of leadership in supporting cultural change, monitoring GBV-related risks, or championing prevention initiatives.
- The absence of systematic evaluation may delay the identification of areas requiring stronger governance oversight or additional capability building.

#### Key actions in response

- **Strengthen governance capability:** Implement regular training for Board and Management Members on GBV, trauma-informed leadership, legal obligations, and risk governance to ensure consistent understanding across all levels.
- **Enhance diversity and expertise:** Engage with Sydney Anglican Diocese and stakeholders to encourage consideration of gender balance, cultural diversity, and safeguarding expertise when nominating future Board Members.
- **Integrate gender equality into strategic frameworks:** Update strategic plans and policy frameworks to explicitly identify the prevention of GBV as an institutional priority and leadership responsibility.
- **Introduce governance performance measures:** Develop KPIs for the Board and management relating to gender equality leadership, oversight of prevention initiatives, and monitoring of GBV-related risks. Incorporate these into annual reviews.
- **Strengthen accountability and reporting:** Establish regular reporting cycles to the Risk Committee and Board on GBV incidents, prevention initiatives, training completion, and environmental audit outcomes to support informed decision-making.
- **Allocate appropriate resources:** Ensure ongoing funding and staffing for prevention, training, risk management, and cultural-strengthening initiatives, with periodic review to assess whether resourcing meets organisational needs.
- **Improve environmental and organisational audits:** Implement annual audits of physical spaces, cultural practices, and governance processes to identify systemic risks related to gender inequality or unsafe environments, and report results to the Risk Committee and Board.



## Area of operation: Community engagement

RMC engages with a diverse range of external partners, with each relationship shaped by its specific purpose and the unique needs of the group involved. Key external partners currently include:

- **Walanga Maru (WM):** The university's indigenous support unit provides continued informal engagement with staff and residents at RMC.
- **Wuyigaba Bush (WB) Uni:** Up to 8 residents from WB Bush Uni come to RMC each year. These range from 18 yr old to mature age residents.
- **Alumni:** Every year there is: one formal alumni dinner where residents, past staff, and alumni meet, plus several informal alumni events engaging with alumni and friends of the college in different regions.
- **The Bridge Church Macquarie Park:** Our church partner which also involves members of the local community and surrounding areas.
- **Connect MPID:** networking and community engagement with businesses and other organisations in the Macquarie Park area.
- **Conferences**
  - Blue Sky Education - Organises study tours to Australia, including student groups from India, Japan, Korea, Vietnam.
  - School Groups - We often have school groups from all over Australia stay with us when they are competing in robotics competitions held at Macquarie University.
  - Vince Barclay Tennis Academy - Japanese students who stay with us and play tennis at the Vince Barclay academy
  - Informal School Visits (Christian Schools) E.g. Orange Christian School
- **Facility users:** Power to Change Australia, Christian Union -AFES, Student Outreach to the World (SOW).

Sources of information

Conference Hire and Stay Contracts

Conference Organisers Involving Minors Safety and Supervision Policy

Formal and Informal relationships between organisation and staff.

## Community engagement

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enablers                | <ul style="list-style-type: none"> <li>Accommodation Providers collectively provide insight, support, training, and direction for GBV prevention to enhance coherence in practice across the MQ Uni environment, boosting a stronger message of GBV prevention.</li> <li>Walanga Maru provides insight, support &amp; training in respect and diversity for RMC indigenous residents and RMC staff.</li> <li>Notable alumni are invited back as guests or to provide presentations, speeches, education, or meet and greet with staff and residents, this is seen as a positive way of extending the RMC networks between generations.</li> <li>The Bridge Church Macquarie Park provides equal opportunities for residents of all genders and cultural backgrounds in religious worship, leadership roles, and spiritual growth.</li> </ul> |
| Systemic risks          | <ul style="list-style-type: none"> <li>People from external groups could engage in GBV on college grounds.</li> <li>As Wuyagiba Bush Uni is a MQ Uni initiative, WB and MQ Uni have responsibility in providing education and expectations o promoting gender equality, respect, diversity and inclusion prior to entering RMC.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Barriers                | <ul style="list-style-type: none"> <li>See above</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Key actions in response | <ul style="list-style-type: none"> <li>Include within conference policy protection of vulnerable people, and application of RMC Residential Code of Conduct for conference guests, ensuring our conference groups share our clear commitment on safety and respect and protection of the vulnerable.</li> <li>Include more explicit wording around GBV prevention and cross-reference our GBV policy in Conference Agreements</li> <li>For some smaller groups, potential for clearer segregation of groups in the common areas, so residents and conference groups are more conscious of appropriate and inappropriate intermingling.</li> </ul>                                                                                                                                                                                            |

# 1. Prevention and Response Plan Introduction

This Whole-of-Organisation Prevention and Response Plan establishes a coordinated framework to prevent GBV, support those affected, and ensure effective, accountable responses across the whole organisation. This Plan has been informed by a Whole--of--Organisation assessment of the enablers, systemic risks and barriers to preventing GBV in RMC. This Plan is structured into key relevant focus areas that align with the National Code.

## 2. Accountable leadership and governance

### Mandatory requirements

|     | National Code Standard summary                                                                                                                                                                                            | Key actions                                                                                                                                                                                                                                                                                                                                                         | Evidence of compliance                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.2 | A Provider must require a student accommodation provider to prepare, implement and publish on its website a Whole-of-Organisation Prevention and Response Plan.                                                           | <ul style="list-style-type: none"> <li>• Include on RMC website our Whole-of-Organisation Prevention and Response Plan.</li> </ul>                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• The endorsed Plan is on the 'About RMC' and 'Governance and Policies' section of the website.</li> <li>• RMC has consulted with staff, external culture review survey, student data surveys in the development of the Plan.</li> <li>• Management will monitor the progress of the Plan's implementation and report on this to the Board on a regular basis.</li> </ul>                                                                             |
| 7.3 | A Provider must require a student accommodation provider to monitor and measure the impact of the Prevention and Response Plan on an ongoing basis and update the Prevention and Response Plan at least every four years. | <ul style="list-style-type: none"> <li>• Implement an internal annual monitoring cycle to review progress against all Prevention and Response Plan (PRP) initiatives.</li> <li>• Collect quantitative and qualitative data through incident reports, reporting portal analytics, training attendance, student leader evaluations, and resident feedback.</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring and evaluation activities and any key performance indicators will consist of:</li> <li>• Annual dashboard of metrics such as: Number and type of disclosures via our reporting portal; Response time; % of staff, student leaders, and residents completing mandatory training; Resident survey results on safety, inclusion, and confidence in reporting; Participation rates in prevention programs and awareness campaigns</li> </ul> |

| National Code Standard summary | Key actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Evidence of compliance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>• Use defined KPIs (e.g., reporting rates, average response timeframes, training completion) to measure effectiveness.</li> <li>• Update the PRP every four years at minimum, or earlier if monitoring identifies systemic issues or significant legislative/sector changes.</li> <li>• Maintain a continuous improvement cycle by incorporating findings into training revisions, policy updates, and operational procedures.</li> </ul> | <ul style="list-style-type: none"> <li>• Post-training evaluations showing knowledge gains and confidence increases.</li> <li>• Periodic review of incident trends to identify risk areas and prevention targets.</li> <li>• Documented stakeholder feedback from RA forums, staff meetings and the like.</li> <li>• Future review cycles are planned as:               <ul style="list-style-type: none"> <li>◦ Four-year comprehensive external or internal review of the PRP to ensure alignment with the National Code and best practice.</li> <li>◦ Mid-cycle review (every 2 years) to assess emerging risks, effectiveness of prevention strategies, and changes in resident demographics.</li> </ul> </li> <li>• Scheduled policy and procedure audits (annual) to ensure consistency with the PRP.</li> </ul> |

## Additional actions from whole-of-organisation assessment

- Schedule regular policy reviews and embed policy improvement discussions in Board and management meetings to maintain momentum.
- Create channels for staff, residents, and stakeholders to report gaps or issues in policies, ensuring management can respond promptly.
- Encourage leadership at various levels to champion policy adherence and improvements, promoting a culture that values timely updates and safety compliance.
- Enhance diversity and expertise: engage with Sydney Anglican Diocese and stakeholders to encourage consideration of gender balance, cultural diversity, and safeguarding expertise when nominating future Board Members.
- Introduce governance performance measures: develop KPIs for the Board and management relating to gender equality leadership, oversight of prevention initiatives, and monitoring of GBV-related risks. Incorporate these into annual reviews.
- Allocate appropriate resources: ensure ongoing funding and staffing for prevention, training, risk management, and cultural-strengthening initiatives, with periodic review to assess whether resourcing meets organisational needs.

### 3. Safe environments and systems

#### Mandatory requirements

| National Code Standard summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Key actions                                                                                                                                                                                                                                                                                                                   | Evidence of compliance                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>7.4a</b> A Provider must require a student accommodation provider to: <ul style="list-style-type: none"> <li>require its staff to declare any previous investigations or substantiated allegations of gender-based violence in similar roles</li> <li>consider any declaration and associated risks in employment/engagement decision-making</li> <li>consider any substantiated allegations found during a person's employment with the college in promotion/recognition processes</li> <li>require staff to declare any existing or previous intimate personal relationship with a resident and manage and monitor any associated risks.</li> </ul> | <ul style="list-style-type: none"> <li>Collect signed staff declaration forms</li> <li>Following this, complete Risk Assessment Suitability for Student Accommodation Role Form and Conflict of Interest Plan Form as necessary as part of managing and monitoring risks identified in the staff declaration forms</li> </ul> | <ul style="list-style-type: none"> <li>Forms will be collected and stored securely by specified staff for certain categories of staff.</li> </ul>                 |
| <b>7.4b</b> A Provider must require a student accommodation provider to: <ul style="list-style-type: none"> <li>prohibit the use of a Non-disclosure Agreement, unless requested by the Discloser</li> <li>if requested, ensure it does not stop the Discloser from sharing information as part of seeking support</li> <li>ensure any settlement agreements do not contain a non-disparagement clause.</li> </ul>                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>This requirement is set out in our GBV Policy</li> <li>Complete and sign a separate 'Declaration Regarding NDAs and Non-disparagement Clauses' form</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>Refer to our GBV Policy.</li> <li>Refer signed 'Declaration Regarding NDAs and Non-disparagement Clauses' form.</li> </ul> |

| National Code Standard summary                                                                                                                                                                                                                                                                                                                                                                                              | Key actions                                                                                                                                                                                       | Evidence of compliance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>7.4c</b> A Provider must require a student accommodation provider to:</p> <ul style="list-style-type: none"> <li>• adopt the Provider's policies and procedures on preventing and responding to Gender-based Violence OR have and implement their own that meet National Code requirements</li> <li>• develop and review the policy at least every three years in consultation with relevant stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>• RMC will adopt our affiliated University's relevant GBV policy and associated guidelines, and make relevant amendments suited to our context.</li> </ul> | <ul style="list-style-type: none"> <li>• Refer 'RMC Gender-based Violence Prevention and Response Policy' and 'Macquarie University Guidelines for Understanding the Gender-Based Violence Prevention and Response Policy'</li> <li>• Record the triennial review cycle, including scheduled review dates and evidence that policies have been updated within the required three-year timeframe.</li> <li>• Store stakeholder consultation records, such as meeting minutes, feedback summaries, survey responses, and contributions from staff, student leaders, residents, and specialist services.</li> </ul> |

## Additional actions from whole-of-organisation assessment

- Strengthen leadership selection and accountability, with enhanced GBV, ethics and trauma-informed training throughout the year.
- Target gossiping and peer-driven harms through explicit community expectations, student-led culture initiatives and chaplaincy-based interventions.
- Integrate gender equality into strategic frameworks: update strategic plans and policy frameworks to explicitly identify the prevention of GBV as an institutional priority and leadership responsibility.
- Improve environmental and organisational audits: implement annual audits of physical spaces, cultural practices, and governance processes to identify systemic risks related to gender inequality or unsafe environments, and report results to the Risk Committee and Board.
- Insert explicit wording around GBV prevention and cross-reference to our GBV policy in the Conference Agreements

## 4. Knowledge and capability

### Mandatory requirements

| National Code Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Key actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Evidence of compliance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>7.5</b> A Provider must require a student accommodation provider to:</p> <ul style="list-style-type: none"> <li>require residents and staff to complete prevention education and training and responding to disclosures training that:               <ul style="list-style-type: none"> <li>meets requirements of Standard 3</li> <li>is tailored to the student accommodation environment</li> <li>is delivered or approved by the provider</li> </ul> </li> <li>promote evidence-based prevention messaging tailored to the student accommodation environment</li> <li>evaluate any initiatives and use findings to inform future activities.</li> </ul> | <ul style="list-style-type: none"> <li>Implement regular training for Board and Management on GBV, trauma-informed leadership, legal obligations, and risk governance to ensure consistent understanding across all levels.</li> <li>Compulsory orientation on the issues of GBV in a manner that fits with our ethos and culture that maintains a harmonious and respectful environment and pre-arrival requirements (Safer Communities Module, RespectX onboarding) for incoming residents and new staff</li> <li>Ongoing mandatory targeted training that</li> </ul> | <ul style="list-style-type: none"> <li>Introduce staggered, year-round training to reinforce consent, respectful behaviour, boundaries, and cultural safety beyond O-Week.</li> <li>Continue to collaborate with MQ and accommodation providers in accessing training through subject matter experts.</li> <li>Continue to identify and assign expert trainers and partner with organisations with evidence-based messaging for ongoing professional development.</li> <li>Continue to audit training in staff and residents to ensure knowledge and practice is up-to-date.</li> <li>Continue to enable various forms of feedback channels for the evaluation of events:               <ul style="list-style-type: none"> <li>Anonymous end of event feedback</li> <li>Personal correspondence with trainees</li> <li>Assessment of material through college counsellor and other subject matter experts.</li> </ul> </li> </ul> |

specifically address the particular barriers and issues in the College community delivered appropriately for residents and staff to ensure consistent understanding and application of all policies and procedures.

- Regular check-ins and updated training with existing staff and returners on their knowledge of GBV and its effects.
- Ensure safe space for feedback for training from various stakeholders.

**7.6** A Provider must require a student accommodation provider to ensure risk assessments are only undertaken by people with expertise prescribed in Standard 3, and when internal capability is not sufficient, engage a person with the requisite expertise.

- Ensure adequate training of risk-assessors, including (but not limited to) senior staff and appropriate board members in the expertise as prescribed in Standard 3.
- Continue to identify and assign expert trainers and partner with organisations with evidence-based training for risk-assessors.
- Continue to audit training in risk-assessment and GBV to ensure knowledge and practice is up-to-date.

- Audit and maintain up-to-date knowledge and practice in risk assessment.
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## Additional actions from whole-of-organisation assessment

- Explicitly define and prohibit group-based harmful practices (e.g., hazing, initiation rituals, peer coercion) in the Residential Code of Conduct.
- Strengthen the language in the Code of Conduct and residential agreements by explicitly acknowledging gender inequality, gender-based disrespect, and other forms of inequity (such as those relating to sexual orientation, disability, race or cultural background). This could include clearer examples of prohibited acts linked to gender-based harm, and statements reinforcing the College's commitment to preventing behaviours that reinforce unequal power dynamics.
- Compulsory orientation for incoming residents and pre-arrival requirements (Safer Communities Module, RespectX onboarding) are key in setting culture for new residents
- Targeted training that specifically address the particular barriers and issues in the College community delivered appropriately for our cohort
- Early investment into appropriate education for freshers and new staff on the issues of GBV in a manner that fits with our ethos and culture that maintains a harmonious and respectful environment.
- Regular check-ins and updated training with existing staff and returners on their knowledge of GBV and its effects.
- Introduce staggered, year-round training to reinforce consent, respectful behaviour, boundaries, and cultural safety beyond O-Week.
- Provide mandatory, ongoing training to ensure consistent understanding and application of all policies and procedures.

## 5. Safety and support

### Mandatory requirements

| National Code Standard                                                                                                                                                                                                                                                                                                                                                                                                                               | Key actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Evidence of compliance                                                                                                                                                                                                                                                                                                       |
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| <b>7.7a-c</b> A provider must require a student accommodation provider to: <ul style="list-style-type: none"> <li>ensure its responses, practices and support services are safe, person centred and trauma informed</li> <li>provide or facilitate access to support services to disclosers and respondents</li> <li>promote and disseminate information on how residents and staff can access policies, procedures and support services.</li> </ul> | <ul style="list-style-type: none"> <li>Utilisation of our reporting portal (RespectX) ensures our responses, practices and support services are safe, person centred and trauma informed</li> <li>Ensure availability and accessibility of our on-site counsellor and pastoral care team as part of support services offered to disclosers and respondents, and have referral pathways in place</li> <li>Promote and disseminate information via: resident orientation, student leader training, student portal, staff being equipped with knowledge of referral pathways</li> </ul> | <ul style="list-style-type: none"> <li>Review our reporting portal procedures to check it maintains best practice in being safe, person centred and trauma informed.</li> <li>Produce a 'RMC Referral Guidelines' document for student leaders and staff to ensure the appropriate support services are referred.</li> </ul> |
| <b>7.7d</b> A provider must require a student accommodation provider to undertake a risk assessment following every disclosure and formal report.                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Included as part of our reporting platform's procedures.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>As part of workflow procedures in our reporting platform (RespectX), a risk assessment is completed as part of the 'in review' step.</li> </ul>                                                                                                                                       |

| National Code Standard                                                                                                                                                                                                                                                                                                                 | Key actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Evidence of compliance                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>7.7ei</b> Where a disclosure relates to behaviour occurring in residence or at an event organised by the residence, a provider must require a student accommodation provider to take all necessary action to manage risk, including relocation of the respondent where required and facilitating urgent access to support services. | <ul style="list-style-type: none"> <li>• Ensure our response procedures include the following:             <ul style="list-style-type: none"> <li>◦ Conduct an immediate risk assessment</li> <li>◦ Prioritise the safety and wellbeing of the discloser</li> <li>◦ Facilitate prompt relocation arrangements</li> </ul> </li> <li>• Consult with the discloser in a person-centred and trauma informed manner             <ul style="list-style-type: none"> <li>◦ Activate urgent referral pathways</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• When there is an incident to prioritise the safety and wellbeing of the discloser, the College has arrangements in place for prompt relocation to a safe alternative, including nearby hotel accommodation. Following consultation, either the discloser or the respondent can be moved, in consultation with ensuring both safety and due process, whilst minimising disruption to their studies or daily life.</li> </ul> |
| <b>7.7eii</b> A provider must have arrangements in place with a student accommodation provider to enable a discloser to choose the provider to lead the response to a disclosure, and the student accommodation provider must cooperate fully and implement any outcomes decided by the provider.                                      | <ul style="list-style-type: none"> <li>• Ensure this is in the Deed Poll.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Refer Affiliated Student Accommodation Provider Deed Poll Cl 7.7(e)(ii)</li> </ul>                                                                                                                                                                                                                                                                                                                                          |

| National Code Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Key actions                                                                                                                                                                                                                                                                                               | Evidence of compliance                                                                                                                                                                                                                                                   |
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| <p><b>7.eiii</b> A provider must have arrangements in place with a student accommodation provider to enable a discloser to choose the student accommodation provider to lead the response to the disclosure, and the student accommodation provider must:</p> <ul style="list-style-type: none"> <li>• undertake a risk assessment within 48 hours and from this determine necessary safety measures (including relocation of the respondent) and immediately implement them</li> <li>• manage and monitor risk</li> <li>• share necessary information with the provider to protect safety of others</li> <li>• implement support plans for both disclosers and respondents that meet requirements of Standard 4 within 48 hours.</li> </ul> | <ul style="list-style-type: none"> <li>• Follow the RMC Process Map</li> <li>• Follow the workflow/guidance steps stipulated in our reporting platform (RespectX)</li> <li>• Liaise with relevant department/s of the Provider (Macquarie University) as necessary to protect safety of others</li> </ul> | <ul style="list-style-type: none"> <li>• Refer to RMC's Process Maps for the Management of Gender-based Violence Disclosures and Formal Reports for Students and Staff</li> <li>• Refer to process workflow/guidance tab of our reporting platform (RespectX)</li> </ul> |

## Additional actions from whole-of-organisation assessment

- Encourage early reporting and foster a transparent, prevention-focused culture of respect.
- Simplify and clarify reporting pathways with guaranteed follow-up communication to build confidence, this is to be strengthened with the recent adoption of the RespectX portal.
- Enhance feedback loops using structured check-ins, and post-incident reviews to identify emerging concerns early.
- Provide tailored support for international students, including cultural onboarding, translated resources and targeted pastoral touchpoints.
- Education and cultural change to always keep doors shut, across all residents, staff and visitors.
- Review list of prohibited websites for students.

## 6. Data, evidence and impact

### Mandatory requirements

| National Code Standard summary                                                                                                                    | Key actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Evidence of compliance                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>7.8</b> A provider must require a student accommodation provider to collect and report data prescribed by Standard 6, where applicable.</p> | <ul style="list-style-type: none"> <li>• Establish a data collection framework aligned with Standard 6 requirements</li> <li>• Use a secure reporting platform (RespectX) to collect, store, and categorise GBV disclosures and incidents.</li> <li>• Provide regular data reports to the Provider in the prescribed format.</li> <li>• Integrate data insights into ongoing risk assessment, prevention activities, and updates to the Prevention and Response Plan.</li> <li>• Make sure all informal and formal reports are inputted by the Discloser (or RMC staff if the disclosure is</li> </ul> | <ul style="list-style-type: none"> <li>• Monthly reporting to provider is already established.</li> <li>• Completed data reports submitted to the Provider, showing compliance with all Standard 6 categories.</li> <li>• RespectX or internal system analytics demonstrating consistent recording of disclosures, incident types, response actions, and referrals.</li> </ul> |



made in person to staff) into our reporting platform (RespectX), ensuring de-identified data is reported.

## Additional actions from whole-of-organisation assessment

- Implement auditing or reporting mechanisms to track compliance and consistent application of policies by staff.
- Strengthen accountability and reporting: establish regular reporting cycles to the Risk Committee and Board on GBV incidents, prevention initiatives, training completion, and environmental audit outcomes to support informed decision-making.