Queen's College
The University of Melbourne

Queen's College

Whole-of-Organisation

Prevention and Response Plan

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

Version 1.0

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Executive Summary

Queen's College was founded on the belief that people grow through shared life and shared responsibility. That belief carries both promise and risk. Residential life brings young adults into close proximity, with all the possibility and danger that entails. Queen's does not deny this. We face it directly.

This Whole-of-Organisation Prevention and Response Plan sets out how Queen's College prevents and responds to gender-based violence in a serious, humane, and accountable way. It meets, and in key areas exceeds, the requirements of the *National Higher Education Code to Prevent and Respond to Gender-Based Violence*, commencing 1 January 2026.

At Queen's, safety is not treated as a compliance exercise. It is part of the daily work of living, learning, and governing together. Responsibility for prevention and response is shared across Council, leadership, staff, students, and systems, and is embedded in how the College is led, organised, and experienced each day.

The Plan integrates accountable governance, safe environments, capable people, accessible support, and continuous learning. Responses to harm are person-centred, trauma-informed, and safety-first. Risks are identified and managed honestly. Data, training, and review are used to strengthen practice over time.

This work reflects Queen's origins and its purpose. The same qualities that sustain safety in a residential community – qualities such as judgement, care for others, courage, and accountability – are those our students will need in their professions and in public life.

The Plan signals a clear commitment: if harm occurs, the College will respond promptly, fairly, and with compassion. It demonstrates to regulators and the public that Queen's understands its obligations and is meeting them, and it provides a practical framework for embedding prevention, response, and accountability into everyday life.

Queen's understands that cultural change is ongoing work, and this Plan will be reviewed, tested, and strengthened over time, guided by evidence, lived experience, and shared responsibility.

Introduction

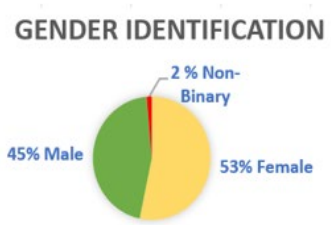
Queen's College was established in 1887 as a residential academic community founded on the belief that people grow through shared life and shared responsibility. From the outset, the College rejected exclusivity and hierarchy in favour of egalitarianism, intellectual openness, and public purpose.

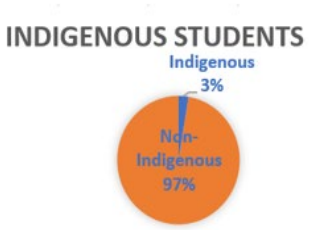
Founded within the Methodist tradition, Queen's was never conceived as a college for a chosen elect or the transmission of dogma. Its early leaders insisted that character is formed through contact with others, accountability for one's actions, and engagement with difference. Responsibility was to be practised, not bestowed, a principle reflected in early commitments to student self-government, broad access, and an unusually open intellectual community.

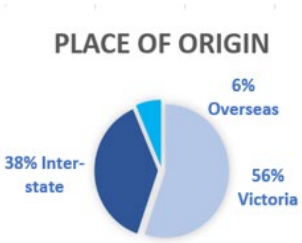
Affiliated by statute with the University of Melbourne, the College welcomes students primarily from the University of Melbourne, as well as a small number of residents from RMIT and the Faculty of Monash Pharmacy. Queen's is home to approximately 300 students, primarily undergraduates, and has been co-educational since 1973, now enrolling roughly equal numbers of male- and female-identifying students.

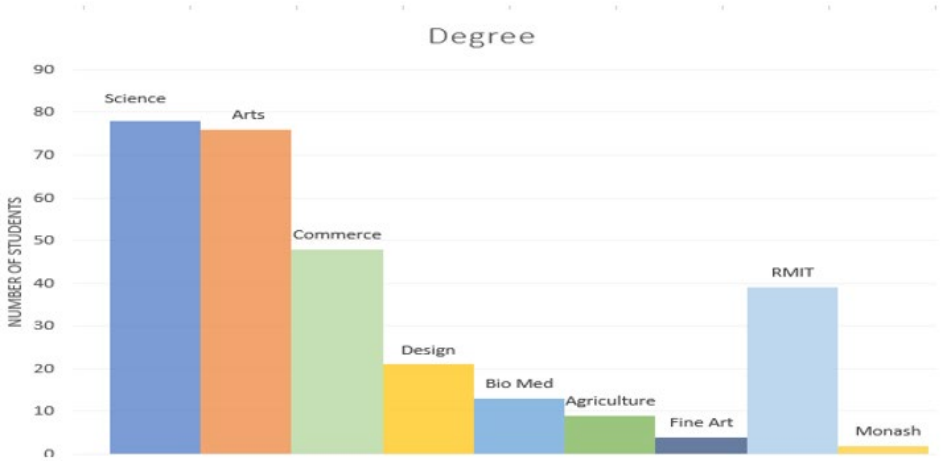
The College's residential and wellbeing environment is supported by three full-time student support staff, four Residential Tutors, two part-time counsellors, and additional operational staff. Governance is provided by the Queen's College Council. As an intentional academic community rooted in civility, inclusion, and mutual respect, Queen's College is committed to meeting the requirements and outcomes of the National Code to Prevent and Respond to Gender-Based Violence in Higher Education, and to providing a safe and equitable environment for all members of its community.

Community at a glance:









National Context and Residential College Risk

Gender-Based Violence remains a significant and unacceptable issue across Australia. The *Personal Safety Survey* (ABS, 2022) reports that one in four women and one in fourteen men have experienced violence from an intimate partner since the age of 15. [1] Evidence from *Change the Course* (2017) and the *National Student Safety Survey* (2021)[2] highlights the elevated prevalence of sexual harassment and sexual assault in university settings, including residential colleges. Many students entering residential communities may have already experienced or been exposed to Gender-Based Violence, either directly or indirectly.

[1] https://www.abs.gov.au/statistics/people/crime-and-justice/personal-safety-australia/2021-22

[2] Fair Agenda & End Rape on Campus Australia. (2022, December). *Australian Universities Accord: Joint submission on priorities*. Department of Education (Australian Government). https://www.education.gov.au/system/files/documents/submission-file/2023-03/Fair%20Agenda%20and%20End%20Rape%20on%20Campus%20Australia.pdf

Queen's College is committed to reducing the prevalence of gender-based violence and fostering a safe, respectful, and inclusive community for all

residents, staff, and visitors. It recognises that university residential colleges are higher-risk environments for gender-based violence, particularly where harmful gender attitudes persist and drugs or alcohol are misused. The College acknowledges its responsibility to take a proactive approach to prevention and response, grounded in evidence, accountability, and continuous improvement.

Purpose, Evidence Base and Assessment Framework

This Whole-of-Organisation Prevention and Response Plan outlines Queen's College's current capacity to meet the requirements of the Code. It provides a coordinated, evidence-informed analysis of the College's approach to preventing Gender-Based Violence, supporting those affected, and ensuring effective responses across the organisation. It has been shaped by a Whole-of-Organisation Assessment (Appendix 1) that examines key enablers, systemic risks, and barriers to preventing Gender-Based Violence in the College.

The Plan and Whole-of-Organisation Assessment are informed by the gendered drivers of violence against women set out in Australia's national framework, Change the Story, which underpins the National Plan to End Violence Against Women and Children 2022–2032.

These drivers include:

- Condoning of violence against women
- Rigid gender stereotypes and dominant forms of masculinity
- Men's control of decision-making and limits to women's independence in public and private life
- Male peer relations and cultures of masculinity that emphasise aggression and disrespect towards women[3]

While grounded in evidence about the gendered drivers of violence, this Plan applies to and protects all members of the Queen's community, recognising that

[3] Source: Our Watch: https://www.ourwatch.org.au/change-the-story/change-the-story-framework

gender-based violence can affect people of all genders, sexualities, and identities.

Other forms of discrimination and inequality, including racism, homophobia, and transphobia, intersect with gender inequality to compound vulnerability and increase the likelihood of violence. In this context, residential colleges are recognised as higher-risk environments. National research has shown that students who lived in a university residential college were seven times more likely to be sexually assaulted in a university setting than students who did not live in a college.[4]

Structure of the Whole-of-Organisation Plan

In accordance with the National Higher Education Code to Prevent and Respond to Gender-Based Violence, the development of the Whole-of-Organisation Plan has been informed by engagement and collaboration with students and staff, including individuals with lived experience of Gender-Based Violence, consistent with *Standard 1.4(i).*

The Plan is organised around five key focus areas that align with the requirements of the Code. Collectively, these focus areas operationalise a whole-of-organisation approach to prevention, response, and continuous improvement, and provide a framework for implementation, monitoring, and evaluation across the College. The five focus areas aligned with the Code are:

- Accountable Leadership and Governance
- Safe Environments and Systems
- Knowledge and Capability
- Safety and Support
- Data, Evidence and Impact

Each focus area addresses the mandatory requirements of the Code, detailing how Queen's College meets its obligations through existing policies, governance arrangements, systems, and operational practices, while also incorporating targeted actions informed by the Whole-of-Organisation Assessment.

[4] Fair Agenda & End Rape on Campus Australia. (2022, December). *Australian Universities Accord: Joint submission on priorities*. Department of Education (Australian Government). https://www.education.gov.au/system/files/documents/submission-file/2023-03/Fair%20Agenda%20and%20End%20Rape%20on%20Campus%20Australia.pdf

Accountable Leadership and Governance

Mandatory Requirements

National Code Standard Summary	Key Actions	Evidence of Completion
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.**	The Whole-of-Organisation Prevention and Response Plan is reviewed and approved by the Queen's College Council. A Gender-Based Violence Advisory Group is established, comprising student and staff representatives. The Group meets at least once per semester to monitor implementation and advise on continuous improvement. The Dean provides an annual report to Council on implementation, outcomes, and identified risks.	Plan is published here: https://queens.unimelb.edu.au/life-at-queens/wellbeing-and-safety/ Initial development involved limited student and Council consultation due to the timing of national guidance relative to the academic year and Council meeting cycle. Full review and consultation are scheduled for the February 2026 Council meeting.
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.**	Adopt RespectX at beginning of 2026 as a confidential and anonymous reporting mechanism to further facilitate ease of reporting. Utilise it for case management tracking and data collection regarding student and staff safety and wellbeing. Students and staff to be surveyed early 2026 to provide baseline data on Gender-Based Violence. Survey to be repeated annually to monitor trends and inform staff/student training. All training to include pre and post evaluations and to comply with Standard 3. An annual report on implementation and impact is presented to Council by the Dean, drawing on incident data, service utilisation, training participation and evaluation, and survey findings.	RespectX will be used to capture survey questions for baseline data in February 2026 that will be repeated annually. Gender Based Violence is an ongoing item for weekly Senior Management Team staff meetings to ensure Prevention & Response measures in Plan are actioned. Reporting and review cycles are embedded within governance and management processes.

Additional Actions from Whole-of-Organisation Assessment

- Implement regular College-wide staff training on responding to disclosures, trauma-informed practice, and inclusive leadership, and ensure this is embedded within onboarding of new staff
- Provide an induction kit for members of the College Council covering the National Code and Gender-Based Violence prevention and response within the specific context at Queen's College.
- College leadership to develop a Gender Equity Action Plan to guide College initiatives, embed best practice, and align policies with broader cultural expectations. Council to be kept informed of how the College is fulfilling its positive duty under sex discrimination laws.

Safe Environments and Systems

Mandatory Requirements

National Code Standard Summary	Key Actions	Evidence of Completion
7.4a **A Provider must require a student accommodation provider to:** • **require its staff to declare any previous investigations or substantiated allegations of gender-based violence in similar roles** • **consider any declaration and associated risks in employment/engagement decision-making** • **consider any substantiated allegations found during a person's employment with the college in promotion or recognition processes**	The College has engaged a Human Resources specialist to implement the following requirements by Q1 2026: 1.Gather declarations of prior Gender-Based Violence investigations and any current/previous intimate relationships with residents. 2.Ensure conduct expectations embedded into all policies, contracts, and position descriptions. 3.Continue to securely store all declarations in line with privacy laws. 4.Establish processes to assess risk and suitability based on declarations, supported by reference and criminal history checks. 5.Ensure substantiated allegations are considered in promotion or recognition decisions and link ethical conduct to career progression. 6.Create conflict-of-interest and risk-management plans for declared	A new staff Code of Conduct has been introduced, and the student leader contract rewritten to address required declarations and behavioural expectations regarding Gender-Based Violence. Onboarding and recruitment processes have been updated to address screening requirements around Gender-Based Violence allegations & existing/previous intimate relationships with residents. Gender-Based Violence policy framework can be accessed here: https://queens.unimelb.edu.au/life-at-queens/wellbeing-and-safety/ and declaration forms are securely stored with our HR office using Australian

• **require staff to declare any existing or previous intimate personal relationship with a resident and manage and monitor any associated risks.**	relationships, and review arrangements regularly.	software than meets Australian privacy legislation. Sample Declaration forms attached as Appendix 2.
7.4b **A Provider must require a student accommodation provider to:** • **Prohibit the use of a Non-disclosure Agreement, unless requested by the Discloser** • **If requested, ensure it does not stop the Discloser from sharing information as part of seeking support** • **Ensure any settlement agreements do not contain a non-disparagement clause.**	A Gender-Based Violence policy framework has been adopted by Queen's College that makes it clear that NDAs and non-disparagement clauses are not permitted unless the Discloser requests them.	Intercollegiate Sexual Harm, Discrimination and Bullying policy (adopted by Queen's College) states in Section 10: *"Unless requested by a Victim Survivor, the College will not require parties to enter into a non-disclosure agreement or agree to any conditions relating to non-disparagement."* Policy can be viewed here - https://queens.unimelb.edu.au/life-at-queens/wellbeing-and-safety/
7.4c **A Provider must require a student accommodation provider to:** • **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** • **develop and review the policy at least every three years in consultation with relevant stakeholders.**	A Gender-Based Violence policy framework has been adopted that meets National Code requirements.	Queen's College has adopted a policy that is separate from University of Melbourne and specific to a residential setting. The policy has been formed following broad consultation as outlined in the Assessment in Appendix 1 and will be reviewed at least every three years. Policy can be viewed here - https://queens.unimelb.edu.au/life-at-queens/wellbeing-and-safety/

Additional Actions from Whole-of-Organisation Assessment

- Communicate key gender-based violence policies and procedures in clear, plain language through regular staff and team meetings, supported by refresher sessions and periodic reminders to promote consistent understanding and application across the College.
- Review gender-based violence policies outside the scheduled review cycle where required to maintain alignment with regulatory requirements, community expectations, and evolving best practice.
- Strengthen employment reference checking processes to support the validation of declared prior investigations or allegations, and to ensure associated risks are appropriately considered in recruitment and employment decisions.
- Explore lawful and appropriate mechanisms for improving information sharing between the University and the College, consistent with privacy obligations and institutional boundaries, in relation to students entering the College after their first year of study who may have been subject to investigations or allegations within separate University processes.

Knowledge and Capability

Mandatory Requirements

National Code Standard Summary	Key Actions	Evidence of Completion

7.5
A Provider must require a student accommodation provider to:
• **require residents and staff to complete prevention education and training and responding to disclosures training that:**
  ○ **meets requirements of Standard 3**
  ○ **is tailored to the student**
	Queen's College provides an evidence based, college-specific tiered training program to students on Gender Based Violence and Responding to Disclosures by accredited providers.
	Queen's College provides evidence based, in person workshops to staff on Responding to Disclosures by accredited providers. Higher level training in trauma informed, person centred responses to Gender-Based
		Queen's College has a targeted curriculum for students and staff in training and education that aligns with the requirements of *Standard 3* of the Code. A full list of training, providers and content is included in Appendix 3.
		All providers are required to provide the college with pre and post-evaluation reports to inform future training.

accommodation environment ○ **is delivered or approved by the provider** • **promote evidence-based prevention messaging tailored to the student accommodation environment** • **evaluate any initiatives and use findings to inform future activities.**	Violence required by all Student Support staff. Training in Managing Disclosures and Gender-Based Violence reporting and policies during onboarding to be provided to sports coaches and non-residential tutors.	
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.**	Queen's College has engaged Code Black Psychology to provide an evidence based and expert-informed risk assessment tool to be used by senior staff who possess necessary experience and have been trained by Code Black Psychology. Only staff who have training and experience in managing gender-based violence cases will be able to use the tool.	Risk Assessment and Training from Code Black Psychology to be provided to senior Queen's College Student Support Staff (Dean, Directors of Student Life/Academics) in early 2026.

Additional Actions from Whole-of-Organisation Assessment

- Review opportunities for training vendors to incorporate examples drawn from Queen's-specific contexts such as parties, corridor dynamics into training. This reduces uncertainty around "grey-area" behaviour, strengthens intervention confidence, and helps shift norms.
- Provide brief, timely reminders of behavioural expectations and support from staff or student leaders before and after large social events. This reinforces shared expectations, models accountability, and normalises seeking support, to promotes incremental cultural change.
- Utilise external experts such as Daniel Principe in the provision of education to residents on respectful, lawful, and safe use of online platforms, including guidance on online content and pornography that may reinforce harmful gender stereotypes.

- Deliver the QuickFix Good Night Out program to students to strengthen our commitment to evidence-based prevention and improve understanding of effective alcohol and drug harm-minimisation strategies.
- Support our Multicultural Student Support Officers to create events that improve student's understanding of how culture, gender, sexuality, race, and disability shape people's experiences of inclusion, belonging, and safety.
- Complete a Cultural Safety Audit for Indigenous Students to ensure that we are providing a safe and respect environment for them.

Safety and Support

Mandatory Requirements

National Code Standard Summary	Key Actions	Evidence of Completion
7.7a-c **A provider must require a student accommodation provider to:** • **ensure its responses, practices and support services are safe, person centred and trauma informed** • **provide or facilitate access to support services to disclosers and respondents** • **promote and disseminate information on how residents and staff can access policies, procedures and support services.**	Formalise communication pathways with the University's Safe Community Programs/CAPS/ wellbeing offices for clarity in escalation, student support, reporting, etc.	Queen's College has a targeted curriculum for students and staff in training and education that aligns with the requirements of *Standard 3* of the Code. A full list of training, providers and curricula is included in Appendix 3. Student handbook contains a plain English summary of policies, procedures and support services. These are explained during Orientation week to students, & during onboarding to staff. Student Code of Conduct addresses College's obligations to uphold the National Code. The College's Policy and Procedure for Gender Based Violence has been created by Moores Legal Group through extensive consultation with students, particularly from groups disproportionately affected by Gender-Based Violence. Protocols are person-centred, trauma

		informed and meet all requirements of the Code. Queen's College employs two counsellors to ensure access to professional support is provided within 48 hours to all reporters and respondents.
7.7d **A provider must require a student accommodation provider to undertake a risk assessment following every disclosure and formal report**	Queen's College has engaged Code Black Psychology to provide an evidence based and expert-informed risk assessment tool to be used by senior staff who possess necessary experience and have been trained by Code Black Psychology. This is to be embedded into the digital tool RespectX as part of the case management workflow.	Timestamped documentation from RespectX will verify that a Risk Assessment following the protocol provided by Code Black Psychology has been completed within 48 hours of a disclosure.
7.7ei **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.**	Identify opportunities to provide stable emergency relocation for respondents, utilising where possible a collaborative network within the Colleges and University of Melbourne community.	Section 5 of our policy requires Queen's college to "*take all necessary immediate action proportionate to the risk arising from the Disclosure to ensure the safety of the Discloser, Residents and Student Accommodation Staff. This may include relocation of the Respondent to alternative accommodation*".
7.7eii **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.**		Queen's College policy makes clear that students are permitted and encouraged to choose whether a response is led by the University or by the College. This shared responsibility is also formally recognised through the legally binding Memorandum of Understanding between Queen's College and the University of Melbourne.
7.7eiii **A provider must have arrangements in place with a student accommodation provider to enable a discloser to**		Queen's College ensures robust safety protocols by using Code Black Psychology's expert-informed risk assessment templates. Our senior leadership

choose the student accommodation provider to lead the response to the disclosure, and the student accommodation provider must: • **undertake a risk assessment within 48 hours and from this determine necessary safety measures (including relocation of the respondent) and immediately implement them** • **manage and monitor risk** • **share necessary information with the provider to protect safety of others** • **implement support plans for both disclosers and respondents that meet requirements of Standard 4 within 48 hours.**		team is trained by Code Black to manage these assessments and implement support plans. Established pathways with the University of Melbourne's Safer Community Unit and Academic Registrar facilitate the necessary information sharing required by our MoU to maintain a secure environment for all.

Additional Actions from Whole-of-Organisation Assessment

- Explore lawful, appropriate, and privacy-compliant mechanisms to improve information sharing between the University and the College in relation to students entering the College after their first year of study, consistent with institutional boundaries and consent requirements.

Data, Evidence and Impact

Mandatory Requirements

National Code Standard Summary	Key Actions	Evidence of Completion
7.8 **A provider must require a student accommodation provider to collect and report data prescribed by Standard 6, where applicable.**	Queen's College utilises the RespectX platform as an anonymous reporting and case-management system to support data collection, trend analysis, and reporting in accordance with Standard 6 of the Code. RespectX supports reporting to the University of Melbourne on required data, in line with agreed reporting timeframes and protocols. Data is used to inform prevention strategies, resource allocation, training priorities, and continuous improvement.	RespectX is adopted as the College's reporting and case-management system. A legally binding agreement with the University of Melbourne sets out clear expectations regarding data sharing and reporting frequency.

Additional Actions from Whole-of-Organisation Assessment

- Amend the annual Orientation week survey to collect information on sense of belonging, safety, and reporting pathways
- Introduce an annual survey of student leaders to capture insights into prevention efforts, response effectiveness, and cultural dynamics within the residential environment.

Appendix 1

Queen's College

Whole-of-Organisation

Assessment

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

Executive Summary

This Whole-of-Organisation Assessment provides an evidence-informed overview of Queen's College's capacity to prevent and respond to Gender-Based Violence, assessed against the framework and expectations of the National Higher Education Code to Prevent and Respond to Gender-Based Violence (the Code). It identifies key enablers, systemic risks, and barriers across seven core areas of College operations, and outlines priority actions to strengthen alignment with best practice. It has been prepared under Standard 7 of the Code.

Overall, the assessment finds that Queen's College has a strong foundation for preventing and responding to Gender-Based Violence. The College demonstrates clear leadership commitment, well-developed pastoral and support structures, comprehensive policies aligned with the Code, and a culture characterised by high levels of peer connectedness and staff–student collaboration. These strengths are supported by experienced student support staff, accessible on site counselling services, robust after hours support arrangements, and a tiered, evidence-based education and training program for students, student leaders, and staff.

The assessment also recognises that residential colleges operate in a higher-risk environment for Gender-Based Violence relative to non-residential settings, consistent with national data. As such, some systemic risks are inherent and cannot be fully eliminated. These include cohort turnover, power differentials within a close-knit community, alcohol-related risks, varied student preparedness on entry, and broader societal drivers of Gender-Based Violence. Importantly, the College has already implemented a range of controls to mitigate these risks and continues to strengthen its approach.

The assessment identifies targeted, proportionate actions to further strengthen practice. Key priorities include establishing a Gender-Based Violence advisory group, reviewing scope for a Gender Equity Action Plan, expanding the use of RespectX for reporting and case management, ensuring consistent training coverage for all staff, and deepening student engagement in prevention planning. Continued investment in long-term, primary prevention initiatives is highlighted as critical to sustaining cultural change over time.

In summary, Queen's College is well positioned to meet its obligations under the Code. This assessment provides assurance that existing systems are largely effective, while also offering a clear, practical roadmap for continuous improvement to further enhance safety, trust, and equity across the College community

Introduction

This Whole-of-Organisation Assessment provides an evidence-informed overview of Queen's College's strengths, challenges, and areas for improvement in preventing and responding to Gender-Based Violence. The assessment is presented in the format of enablers, systemic risks, and barriers, consistent with the language used in the National Code to Prevent and Respond to Gender-Based Violence in Universities. It identifies areas of College operations relevant to the Code, supports strategic decision-making, guides future planning, and ensures alignment with national expectations and sector good practice.

This assessment covers key areas of operation relevant to Queen's College as they may align with areas defined in the National Code:

1. *Leadership, culture and environment*
2. *Structures, norms and practices*
3. *Systems and infrastructure*
4. *Service delivery*
5. *Policies and procedures*
6. *Management and governance*
7. *Community engagement*

<u>Sources of information</u>

This assessment draws on multiple sources of qualitative and quantitative data, including:

- Interviews with student counsellors and student support staff who work at Queen's College, including those from culturally and linguistically diverse backgrounds.
- Interviews with college operational staff
- Results from a student survey conducted by Moore's Legal (the College's third-party experts used to develop and update its policy framework). The survey aggregated 238 responses across the 7 affiliated Colleges of the University of Melbourne, of which 27 were from Queen's College. The survey respondents included a diverse representation including students from the

LGBTIQA+ community, from culturally diverse backgrounds and also those who have experienced gender-based violence

- Results from 3 focus group workshops conducted by Moore's Legal across 7 affiliated Colleges of the University of Melbourne. The workshops included student leaders as well as senior staff who hold existing responsibilities for preventing and responding to GBV within their communities.
- Annual Council Reports of all gender-based violence disclosures and formal reports at Queen's College over the last three years
- Survey data from the annual Queen's College student satisfaction survey
- Survey data from the 2025 student leaders

Area of Operation: Leadership, Culture and Environment

Queen's College is led by the Master and Head of College, who reports to the College Council and provides overall strategic and operational oversight. The Head of College manages the Dean and Deputy Head of College, the Executive Directors of Advancement, Human Resources, Business and Operations, and the Chief Financial Officer. The Dean and Deputy Head of College is responsible for the student experience and oversees the Directors of Academics and Professional Skills, the Director of Student Life, Residential Tutors, Evening Services Officers, counsellors, and the Registrar. The undergraduate and graduate student bodies each elect a leadership group, headed by a student president. The staff work very collaboratively with the student leadership groups to achieve shared aims in building positive culture. This structure supports both the academic and wellbeing dimensions of College life and provides multiple avenues for prevention, early identification, and response to Gender-Based Violence.

Enablers

- Senior student support staff each have at least ten years of experience in working with young adults. Comprehensive training of senior student support staff (Dean, Directors, Residential Tutors, Evening Support officers) in responding to disclosures in a trauma informed person-centred way is provided.
- Both the 2025 internal Student Leaders Survey and the 2025 Moores Intercollegiate Survey identified strong peer connectedness and a positive

community culture, enabling residents to look out for one another and intervene earlier when concerns arise.

- The College benefits from a dedicated full-time Director of Student Life and two counsellors who lead and coordinate prevention initiatives, wellbeing programs, and trauma-informed responses.
- Queen's uses Residential tutors and CONSTANT as a professional provider of after-hours safety, wellbeing and crisis support. This means that student leaders are not responsible for after-hours support and response.
- Student leaders receive annual training in Effective Upstanding and Managing Disclosures, supporting the early identification of risks and appropriate peer-led intervention. They are also trained in mental health first aid, and drug and alcohol harm minimisation. They have ongoing mentoring and support from staff throughout the year.
- The College is progressing several diversity and inclusion initiatives, including an Indigenous Taskforce conducting a cultural safety audit in 2026 and a Gender Equality Action Plan.
- Queen's engages a variety of training providers and professionals to upskill students, student leaders and staff in both prevention and response of Gender-Based Violence and a training matrix has been attached to this document (Appendix 3).
- Strong representation structures exist within the undergraduate Student Club, with designated leaders for Indigenous students, Queer students, and multicultural students.

Systemic Risks

- Residential college students face a sevenfold higher risk of sexual assault than non-college peers, attributed to systemic cultures of hazing and predatory behaviour (Source**:** *Change the Course*).
- From the age of 15, Australian women report high rates of violence: 39% overall, 31% physical, 22% sexual, and 27% involving partner-based abuse (Source**:** *Our Watch*).
- One in four Australian men (25%) aged 18–45 acknowledge using physical or sexual violence against an intimate partner (Source: *Our Watch*).

- Not all staff have received consistent training on Gender-Based Violence in the past. Compulsory college-wide staff training on responding to disclosures is now embedded in onboarding processes but third party contractors working at the College may not have the same level of training.
- According to the intercollegiate student data, students from historically marginalised groups report lower levels of safety and trust in processes, indicating the importance of diversity (where possible in a small staff group) in leadership structures.
- Some students indicated uncertainty re: whether to report low level forms of gender-based harm in survey feedback.

Barriers

- High turnover of residents each year makes it challenging to sustain positive cultural norms and reinforce consistent expectations across cohorts.
- Due to resources for preparing the Whole of Organisation Prevention and Response Plan not being available until after the academic year ended, there has not been an opportunity for detailed student collaboration, which is usual practice at Queen's College.
- There is a large intake of approximately 140-170 new students each year to Queen's College. These students arrive having completed high school within communities with established norms and values that may not always align with the College's expectations.
- Strong cultural norms of loyalty within the community have the potential to inhibit accountability and discourage residents from calling out unsafe or disrespectful behaviour unless training in effective upstanding is given each year and student leaders support this.
- Victim-survivor shame and self-blame (in all settings, not just colleges) can be significant barriers to reporting and accessing support.
- Gender Inequality increases risk of Gender-Based Violence, but the College has not yet developed a Gender Equality Action Plan.

Key Actions in Response

- Implement regular College-wide staff training on responding to disclosures, trauma-informed practice, and inclusive leadership, and ensure this is embedded within onboarding new staff
- Adopt RespectX as a confidential and anonymous reporting mechanism to strengthen students' sense of safety and trust, and ability to report or gain advice on low-level harmful behaviours.
- Review opportunities for training vendors to incorporate examples drawn from Queen's-specific contexts such as parties, corridor dynamics into training. This reduces uncertainty around "grey-area" behaviour, strengthens intervention confidence, and helps shift norms in a practical and relatable way.
- College leadership to develop a Gender Equality Action Plan to guide College initiatives, embed best practice, and align policies with broader cultural expectations.
- Continue a tiered student training program (outlined in Appendix 3).
- Implement on-boarding training in Gender-Based violence for non-residential tutors, ensuring that all casual academic staff understand their part in fostering safe and respectful environments.
- Work with all our training providers to ensure pre and post-evaluations are done and provided to the College to inform future training
- Support our Multicultural Student Support Officers to create events that improve all student's understanding of how culture, gender, sexuality, race, and disability shape people's experiences of inclusion, belonging, and safety.
- Amend the annual Orientation week survey to collect information on sense of belonging, safety, and reporting pathways. This will allow for an early insights into student experiences and allow for timely delivery of primary prevention strategies.
- Supportive messaging before and after large college social events to be shared by staff or student leaders encouraging students to speak up if they have suffered harm.
- Create a Gender-Based Violence advisory group that includes students and staff. This group will meet each semester to discuss this whole organisation plan, our actions, and review policies to create a more equitable environment.

Area of Operation: Structures, Norms and Practices

Queen's College operates within a clearly defined residential, academic, and pastoral framework that emphasises community responsibility, personal development, and respectful conduct. The College's culture is shaped not only by formal policies, including those governing academic engagement, wellbeing, and behavioural expectations, but also by long-standing traditions that reinforce shared identity and student agency. Central to this is the Sugden Tradition, which affirms the principle that students hold responsibility for organising their own activities and managing their personal affairs.

While the Master and Head of College retains executive authority delegated by the College Council, aspects of student life, particularly the coordination of social activities, are further delegated to the General Committee of the Student Club. In all cases, and especially in matters involving risk management, student leaders are expected to collaborate closely with the Senior Management Team and professional staff to ensure activities are safe, inclusive, and aligned with the College's obligations and values.

Enablers

Values of the College

Queen's College is grounded in values of respect, equity, community responsibility, and personal growth, which are clearly articulated in the Student Code of Conduct and embedded in everyday life. Students are expected to uphold a community in which all residents can study without disruption, feel safe from harassment, and participate freely in academic, cultural, and social activities. These rights are paired with responsibilities that emphasise courtesy, tolerance, adherence to Sexual Harm and Bullying & Discrimination policies, participation in self-governance, and care for shared environments.

In practice, these values are reflected through respectful daily interactions, student-led initiatives, collaborative governance, and the expectation that senior students model inclusive and responsible behaviour. Together, these norms help create a living environment where safety, dignity, and mutual support are embedded into everyday practice.

Pastoral Care Structures and Practices

Queen's College delivers pastoral care through a multilayered system that integrates peer relationships with professional support. The Dean oversees the

wellbeing and academic support framework, while the Director of Academics and Professional Skills manages academic advising, equity support, and liaison with the University. The Director of Student Life coordinates pastoral responses and leads a holistic wellbeing program in collaboration with the student Wellbeing Officer.

Residents live on one of eleven corridors, each supported by two trained Corridor Leaders who receive instruction in Mental Health First Aid, Responding to Disclosures, Gender-Based Violence, and cultural safety. Corridor Leaders act as accessible first points of contact for peer support (an approach strongly preferred by students) and guidance in escalating these matters to staff. Alternatively, students or staff can nominate themselves (anonymously if the wish) or others as being in need of wellbeing support via the digital reporting platform RespectX. This integrated framework ensures timely and appropriate responses to academic, personal, and wellbeing concerns.

Safety and Wellbeing Training

Queen's College delivers a comprehensive program of student and staff training focused on preventing and responding to gender-based violence. All cohorts including first-year and returning students, student leaders, residential tutors, student support staff, and professional staff participate in evidence-based, trauma-informed education. This includes intercollegiate and residential training on safety-first principles, responding to disclosures, hazing prevention, healthy relationships, consent, bystander intervention, and creating inclusive cultures. Specialist sessions cover sexual misconduct prevention, risk assessment, legal obligations, LGBTQIA+ inclusion, healthy masculinity, and anonymous reporting. Together, these programs build a consistent, college-wide capability to recognise, prevent, and respond safely to gender-based violence and support a respectful community culture. Specific training programs provided each year by the College are listed in Appendix 3 at the end of this document.

Activities Promoting Inclusion, Equity, and Respect

Queen's College has implemented several initiatives to promote gender equity and inclusion. These include renaming gendered events (e.g., replacing "Ladies and Gents Night" with "Cocktails and Kicks"), hosting O-Week sessions on Indigenous culture and Queer Pride, training staff on supporting neurodiversity, and providing dedicated student leadership positions for Indigenous, Pride, and Multicultural portfolios. The College further models respectful inclusion through annual Indigenous events for both students and the wider College community, and the recent creation

of an Indigenous Scholar role with a mentoring and wellbeing focus. The College also supports annual Pride and multicultural celebrations.

The introduction of RespectX strengthens anonymous reporting and enhances transparency, allowing students to raise concerns safely and confidentially, and receive support from staff without losing anonymity.

Systemic Risks

- Although participation of women and LGBTQIA+ groups at College is strong, recent cultural shifts that normalise misogynistic or homophobic comments in some forums, particularly online via social media or other digital platforms, can create a risk of acceptance of "casualised offensiveness".
- Queen's was originally established as an all-male institution, and small elements of historical gender norms persist. For example, the College has never had a female Head of College, and two endowed scholarships remain restricted to male students. In the absence of a Gender Equality Action Plan it is important to remain vigilant that gender equality is practiced in all settings.
- Power imbalances are unavoidable in a College environment for both staff and students. Staff will always hold power over students, whilst senior students hold power over new students. While only a very small minority of students surveyed felt power dynamics was a significant reporting risk for Gender-Based Violence at Queen's , structural and social hierarchies can potentially still inhibit reporting, particularly in a close-knit environment where loyalty to peers is strong.
- Over the past year Queen's College has increased the training it provides to students on harm minimisation and early intervention strategies relating to alcohol (detailed in Appendix 3). However, the college also acknowledges that consumption of alcohol can escalate and worsen the prevalence of violence and violent behaviour.

Barriers

- Longstanding traditions and embedded practices that create peer loyalty can act as cultural constraints that prevent speaking out against harmful behaviours, and normalisation of "grey-area" behaviours and traditions may produce passive resistance to cultural change.

- Students and college leaders naturally rely on social media and online messaging platforms to connect and communicate. However, the partial anonymity of these spaces can allow behaviours, norms, and language to emerge that fall short of community expectations.
- While alcohol misuse is widely recognised as a factor that can exacerbate violence, effecting meaningful cultural change around drinking practices remains a challenge at the societal level. In university environments, and particularly within residential colleges, this challenge is often intensified given students' age, life stage, and social norms around alcohol use.

Key Actions in Response

- Work with accredited training providers to incorporate Queen's-specific residential scenarios into prevention and response education, reducing ambiguity and strengthening intervention confidence.
- Schedule brief, timely reminders from staff or student leaders before major social events to reinforce expectations and model accountability.
- Commence use of the QuickFix Good Night Out program from 2026 to strengthen evidence-based alcohol and drug harm minimisation strategies.

Area of Operation: Systems and Infrastructure

To allow for accessible reporting of gender-based violence, residents have the choice of making an anonymous informal report or a formal report, which triggers a full investigation. Reports can be submitted in multiple ways, including anonymously via the digital platform RespectX, through the College website, by email, or verbally. The College is able to reply to anonymous reporters through RespectX and offer support and guidance without compromising their identity.

Case management from 2026 will be done via RespectX. This platform will streamline communication with all parties, ensure procedural compliance in a timely manner, and securely store relevant data for reporting purposes.

Queen's College is committed to responding to reporters with compassion and trauma-informed care**.** Staff explain available services, and offer referrals to emergency or external supports (such as CASA House or Orygen) as needed. Reporters are guided through their options, including making a complaint or police report if they wish, and will be offered personalised wellbeing and academic support. This may include reasonable adjustments, special consideration, and the

development of a tailored support plan. Students are also supported and encouraged through our policy framework to report or disclose within the University system, separately to the College, if they wish to do so.

To enhance access to support, staff and residents can contact the Evening Service Office at any hour. From 2026, the service model will evolve to maintain a continuous active presence on campus, replacing the old model that provided passive coverage only from 1am to 7:30am. This will be provided by the external provider CONSTANT and Residential Tutors. Both CONSTANT staff and our Residential Tutors have been trained in managing disclosures in a trauma informed, safety first manner and will triage reporters to senior student support staff.

Enablers

- The digital platform RespectX facilitates communication, procedural compliance, and secure data storage.
- Staff are on site at all times; there is CCTV coverage of property boundaries; an Evening Service Officer (ESO) is available in person or via phone for 24/7 contact. An ESO is an active presence throughout the entire night.
- There is restricted room access via electronic fobs; only the Director of Student Life, the Dean and the overnight duty officer have access to every room; no student has fob access to another student's room; access to staff homes on campus is not permitted for students; there are highly visible, well-lit common areas in each building.
- On site qualified counsellors: Available each weekday for psychological support and advice
- Collaborative, tiered wellbeing: Trained Student leaders, residential tutors and full time senior student support staff are always present to provide multiple options for support. Counsellors are on site all weekdays.
- Internet access is provided through University of Melbourne infrastructure and by extension we are subject to University of Melbourne policy on access rights. Our College also has an IT and social media use policy in place outlining expectations of appropriate behaviour of users.

Systemic Risks

- It is difficult to completely eliminate the risk of students accessing online materials that perpetrate a culture of violence towards women or particular groups
- Despite the external security fences and cameras, a determined intruder may still gain access through following students into the college or finding a way to scale a fence.
- Personal information databases have strict access control but a data breach through a malicious third party is a theoretical possibility.
- Third party contractors visit the College on occasion to do maintenance works or deliveries. They are never left alone with students or staff, and must hold a Working with Children Check so should pose a minimal risk

Barriers

- Balancing privacy with natural surveillance can be difficult. Queen's College does not use CCTV surveillance inside personal private spaces in the college such as bedrooms and bathrooms.
- Monitoring private social media or IT use is not possible and would breach privacy.

Key Actions in Response

- As part of the Campus Refresh Project (2026–27), undertake a lighting audit and fencing maintenance to strengthen physical safety and visibility.
- Continue targeted education for students on the harms associated with online content and pornography, delivered in partnership with external experts in positive masculinity and respectful relationships.

Area of Operation: Service Delivery

Queen's College delivers student services through an integrated residential, academic, and wellbeing model designed to support safety, connection, and early intervention. Students live across eleven corridors or buildings, each supported by two student leaders who monitor wellbeing and act as accessible first points of contact. These leaders meet regularly with student support staff to escalate

concerns and coordinate appropriate responses. This peer-supported model reflects evidence that students are often more likely to disclose harm to peers than to staff.

Staff also engage directly with students to monitor wellbeing and academic progress, referring them to appropriate professional supports where required. This layered approach supports early identification of concerns and timely intervention.

Students have access to confidential, on-site counselling during weekdays, with the option to see either a male or female counsellor. Access is prompt, with minimal waiting times, and there is no session limit. Counsellors work closely with student support staff to coordinate academic and personal supports where appropriate. Students affiliated with the University of Melbourne may also access University Counselling and Psychological Services.

The College delivers a substantial academic support program, including approximately 50 tutorials per week, supported by non-residential tutors, residential tutors, and an Academic Director. Through the Advancement Office, students also access mentoring and internship opportunities via the alumni network.

Beyond academic and wellbeing services, Queen's provides a wide range of extracurricular opportunities through College and intercollegiate sport, performing arts, cultural activities, and social events, contributing to connection and belonging. The College accommodates approximately 300 students daily and provides meals and residential services supported by in-house catering and housekeeping staff.

Enablers

- **Collaborative on-site community:** Enables effective whole-of-organisation messaging and supports the embedding of values such as gender equality, respect, diversity, and inclusion into daily life.
- **Strong Corridor Culture:** Two student leaders (a second year and a third year) are tasked with building a sense of belonging on each corridor through weekly "Chips and Dips" communal check ins and social events. Reminders on support options are communicated personally and via social media to reinforce a sense of care and connection.
- **Preventative practices:** At the beginning of each semester new students or existing students with academic or welfare concerns are offered a check in with staff. Student leaders meet weekly with staff for early identification and intervention practices.

- **Excellent communication pathways:** Messages can be reinforced through orientation, pastoral care, safety and wellbeing checks, and regular staff-resident interactions. Students are taught to never leave another student on their own during external social outings and to look out for each other.
- **High engagement with digital platforms:** Over 90% of students regularly access the internal portal, and nearly 100% are members of the Queen's student Facebook group, facilitating widespread communication. Regular signposting through announcements, posters about reporting pathways, and message boards, allows a culture of care and belonging to be established from Orientation week.
- **After-hours support:** Provided by external service providers (CONSTANT) and Residential Tutors, all of whom are trained in trauma-informed responses to disclosures.
- **On site qualified counsellors:** Available each weekday for psychological support and advice, thus removing financial or travel barriers to access.

Systemic Risks

- Despite best efforts to engage every resident to meet expectations regarding values and community obligations, there is always the possibility that a resident will view Queen's as solely an accommodation provider.
- External visitors (alumni, professionals, academics, fellows) visit Queen's College each year and interact with our students. They may not have had the opportunity to engage with the same education and training around gender-based violence as our staff and students.

Barriers

- **Staffing limitations:** With only three senior student support staff living on site, and all of those being male, it is important that a trained female staff member is available if requested for urgent after hours support for a discloser or respondent. There may be a short delay if they need to travel to the campus. Likewise, providing staff support if multiple critical incidents occur simultaneously may be challenging.
- **Training gaps -staff:** Onboarding of new staff during the year can create short delays before they are trained in responding to disclosures.
- **Training gaps -students**: Admission of new students during the middle of the academic year can mean that they have completed only the compulsory

Queen's College training program with respect to gender-based violence, rather than having had the chance to participate in the full suite of educational opportunities outlined in Appendix 3.

Key Actions in Response

- Deliver regular training opportunities for staff on responding to disclosures throughout the year to minimise the gap between onboarding and training.
- Review education and training evaluations to optimise content and delivery times.
- Explore strategies to increase proactive engagement with residents within existing staffing and scheduling constraints.

Area of Operation: Policies and Procedures

Queen's College has implemented a Gender-Based Violence policy framework developed through consultation with students and staff from Queen's College and six other University of Melbourne affiliated colleges. Moores Legal Group was engaged as an independent legal advisor to support the development of this framework in late 2025. The College also maintains a Drug and Alcohol Policy that explicitly discourages excessive alcohol consumption and outlines associated health and behavioural risks, supporting risk mitigation and harm-prevention objectives.

In 2025, Queen's College engaged law firm Piper Alderman to conduct a review of its Residential Terms and Conditions, Student Code of Conduct, Staff Code of Conduct, and Student Leader Agreement to ensure alignment with the requirements of the National Higher Education Code to Prevent and Respond to Gender-Based Violence.

Enablers

- **Robust Policy Development**: The Gender-Based Violence policy framework was developed by independent legal experts (Moores Legal) to ensure external objectivity and regulatory alignment. A comprehensive consultation was conducted in October and November 2025 across seven affiliated colleges, involving over 250 students and staff through targeted surveys and focus groups. To meet the requirements of the Code, the consultation prioritised diverse representation, including First Nations, LGBTIQA+, and students with disabilities, alongside those with lived experience of Gender-Based Violence.

- The policy framework allows and supports students to make a report through the College or the University if they choose.
- The policy framework encompasses Gender-Based Violence as well as discrimination, bullying, and harassment, ensuring comprehensive coverage of related and overlapping conduct risks and acknowledging their interconnected nature.
- Queen's College requires new and existing employees to declare current or previous investigations relating to Gender-Based Violence, and current/previous intimate relationships with staff or students where a power imbalance may exist. All new permanent or fixed term employees are required to provide a Police Check and all employees are required to hold a current Employee Working with Children Check.
- Alignment of the college's residential contracts (Residential Terms and Conditions; Student Code of Conduct) with the Code was completed in 2025. The Residential Terms and Conditions now allow the College to suspend or ask a student to leave accommodation while investigating an allegation of Gender-Based Violence.
- The Student Code of Conduct has been updated to note that the College is subject to the National Code and now includes Gender-Based Violence as an express form of 'Unwelcome Conduct'. It includes a new section explaining the College's obligations under the Code and the measures it may take in responding to allegations of Gender-Based Violence.
- Definitions of Gender-Based Violence in the College's policy framework, Residential Contract and Student Code of Conduct have been replaced with the definition in the Code.
- The Staff Code of Conduct was updated in 2025 to ensure compliance with the Code.

Systemic Risks

- **Incident Response and Relocation:** The policy framework authorises immediate, risk-based student relocation based on reporter preference; however, finding alternative housing that ensures community or reporter safety but also provides necessary support for the respondent can be challenging.

- **Integrity of Personnel Declarations:** While staff are mandated to disclose prior investigations into allegations, the potential for falsification or non-disclosure remains a residual risk to the institutional vetting process.

Barriers

- While Queen's students are encouraged and supported to report incidents through the university's reporting channels if they wish, the college will not necessarily have knowledge of outcomes.
- Staff from non-English speaking backgrounds or without regular access to the College's internal portal may find it more difficult to access or understand policies, or stay updated on new policies.

Key Actions in Response

- Explore ways to enhance information sharing between the university and the college regarding students who enter the college after their first year and who may have been subject to investigations or allegations during their studies, within the bounds of separate and independent university processes and systems.
- Examine options for ensuring reliable access to emergency accommodation to support the temporary relocation of a respondent, potentially through collaboration with the university and/or other affiliated colleges.
- Reduce the risk and impact of false declarations about prior investigations or allegations by prospective employees by incorporating explicit and targeted questions into reference checks that verify the accuracy of declared information.
- Communicate key policies in simple, plain language during regular staff and team meetings to ensure understanding and consistent application, and provide refresher sessions and regular reminders for all staff to reinforce knowledge and understanding of Gender-Based Violence policies and procedures.
- Ensure Gender-Based Violence policies are reviewed out of cycle if needed to maintain alignment with community expectations, regulatory requirements, and best practice.

Area of Operation: Management and Governance

Queen's College is guided by a broad and interconnected governance structure that brings together its leadership, residents, and academic community**.** The College Council consists of nine members – President, Vice-President, Ex officio (the Master/Head of College), Uniting Church Representative, University representative and four Co-opted members selected from a nominations committee. It oversees strategic direction and appoints the Master/Head of College, who works with the Senior Management Team to run day-to-day operations. Fellows of the College contribute academic and cultural leadership, helping to shape the intellectual and spiritual life of Queen's, but are not involved in management or governance.

Enablers

- **Acknowledgement of harm:** The College Council has demonstrated openness to recognising potential harm from gender based violence, including renaming a building following allegations against a former community member.
- **Gender diversity in leadership:** Governance structures do not reinforce traditional gender hierarchies; all leadership roles (except Head of College) have been held by female representatives at least once. Work to prevent and respond to Gender-Based Violence is evenly shared across management.
- **Institutional risk recognition:** Gender-Based Violence is included in the College's OHS risk matrix**,** ensuring it is treated as an institutional risk.
- **Resource allocation:** Annual budgetary resources are allocated for student training and staff training on Gender-Based Violence prevention and response.
- **Diversity in Council appointments:** The Nominations Committee and a skills matrix ensure strong Council diversity and representation.
- The Council invites the JCR (Undergraduate) Student Club President and the Graduate Student Club President to attend all Council meetings and ensure the student voice is able to contribute to strategic decisions about the implementation of the Code.
- Queen's College has a legally binding agreement with the University of Melbourne that includes a schedule specifically addressing the requirements and obligations under the Code.

- Gender-Based violence is an ongoing agenda item for weekly Senior Management Team staff meetings to ensure Prevention & Response measures in Plan are actioned.
- Annual Report on adherence to Prevention and Response plan presented to Council by the Dean. Data informing this includes: Gender-Based Violence incidents, support service usage, training attendance and evaluations, student and staff surveys.

Systemic Risks

- There is currently no formal measurement of senior management or Council performance on leading gender equality initiatives. This may limit the ability to show continuous improvement in this area.
- While staff and student training is currently well-resourced, it is important that the Senior Management Team works with the Council to continue to fund preventative programs. This long-term approach is needed to sustain cultural change in a cohort of students that completely renews every three years.

Barriers

- New Council members join each year and will require training and education on Gender-Based Violence and the Code.

Key Actions in Response

- Provide an induction kit for incoming College Council members covering the National Code and the specific context of prevention and response to Gender-Based Violence at Queen's College.
- Instigate a report to Council on the College's progress in fulfilling its positive duty under sex discrimination laws, including Gender-Based Violence prevention initiatives, and progress on a Gender Equity Action Plan.

Area of Operation: Community Engagement

Queen's College has a proud history of engaging with its alumni, known as the Wyverns. There are approximately 6,000 members worldwide. The alumni often engage with students via leadership, mentoring, community development and employability initiatives. Queen's College has a dedicated Advancement office to manage alumni engagement.

The College draws its students from a wide range of backgrounds, including major Australian cities (47%), regional and rural areas (37%), and overseas (16%). Queen's has no formal feeder school arrangements and actively seeks diversity in its student intake. For example, the 2025 cohort included students from 146 different secondary schools, contributing to a broad range of perspectives, experiences, and expectations.

Enablers

- **Positive influence of alumni:** The Wyverns actively promotes harmony, fellowship, and the interests of Queen's College**.** Wyverns who are active in the community include victim/survivors of Gender-Based Violence and advocates for at-risk groups, such as LGBTQIA+ members, helping reinforce inclusive values.
- **Recognition of contribution**: The Wyvern of the Year Award celebrates members who demonstrate exceptional service to the community, reinforcing positive cultural values.
- **Community support for values:** Alumni engagement contributes to fostering a culture of gender equality, respect, diversity, and inclusion across the College.
- **Gender Equity initiatives** are often supported by alumni, through speaking at female leadership College events or financially supporting the College's gender equity activities.
- Queen's College assesses understanding of respectful relationships and inclusion during admissions screening interviews. This ensures both diversity in the student cohort and alignment with College values.

Systemic Risks

- **T**he wide diversity of feeder schools means that student knowledge and experience of the drivers of Gender-Based Violence, and training in its prevention is extremely varied.

Barriers

- Overall, community members are highly positive contributors but there remains a possibility in all communities that a member may hold views that do not align with current values.

Key Actions in Response

- Continue to promote alumni who work in Gender-Based Violence prevention, gender equity, or advocacy through College events, speaking engagements, and mentoring programs for students.
- Ensure marketing and recruitment materials continue to reflect diversity and inclusion**,** and ensure the college continues to promote gender equity.
- Formalise communication pathways with the University's Safe Community Programs/CAPS/ wellbeing offices for clarity in escalation, student support, reporting, etc.

Appendix 2: Declaration form

English

Queen's College
The University of Melbourne

Declaration Form - Confidential

In order to meet its obligations under the National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code), Queen's College must ask its current and future employees the questions below.

Gender-based violence is defined in the National Code as "any form of physical or non-physical violence, harassment, abuse or threats, based on gender that results in, or is likely to result in, harm, coercion, control, fear or deprivation of liberty or autonomy"

Have you been investigated for an allegation of Gender-based Violence, or determined to have engaged in conduct that constitutes Gender-based Violence during the course of your previous employment, or otherwise in a legal process? *

- Yes
- No

Are you currently, or have you previously been, in a close personal or romantic relationship with another Queen's College employee where one of you supervises, manages, or makes decisions that affect the other's job? *

- Yes
- No

Are you currently, or have you previously been, in a close personal or romantic relationship with a Queen's College student where you have, or could have, academic or other decision-making power over them? *

- Yes
- No

Your Name *

Today's Date *

22/12/2025

Signature *

Draw signature | Type signature Clear

Submit

Appendix 3 – Gender-Based Violence Training Program at Queen's College

Event	Provider	Educational Outcomes	Compulsory Y/N	First year students	Returning Students	Student Leaders	Res Tutors	Student Support Staff	All Staff
Intercollegiate Staff Training: Leading Safe, Inclusive and Accountable College Environments	Avyon Consulting/Kim Copeland	Safety first and trauma informed principles. Responding to student safety, wellbeing and risk. Gender-based violence, hazing and harmful traditions. Leading cultural change	**Y**					✓	
Residential Staff Training - Contributing to Safe, Inclusive and Accountable College Environments	Avyon Consulting/Kim Copeland	Safety first and trauma informed principles. Responding to student safety, wellbeing and risk. Responding to Disclosures. Hazing Continuum. Challenging traditions and culture. Leading cultural change	**Y**				✓	✓	
Intercollegiate Student Training: Contributing to a Safe, Inclusive College Environment	Avyon Consulting/Kim Copeland	Safety First approach. Trauma informed approach. Gender Based Violence. Hazing continuum and hazing prevention. Normalisation of deviance. Setting healthy, respectful college culture	**Y**			✓		✓	

Event	Provider	Educational Outcomes	Compulsory Y/N	First year students	Returning Students	Student Leaders	Res Tutors	Student Support Staff	All Staff
Post Disclosure Risk Assessment Training	Code Black Psychology	Trauma informed, person centred approach to completing a risk assessment disclosure	**Y**				✓	✓	
Student Pre-arrival University Preventing Sexual Misconduct training	University of Melbourne	Understanding Sexual misconduct; contributing to a safe and respectful campus; getting support or making a complaint	**Y**	✓					
Creating a Consent Culture	CASA House	Definition of Gender Based Violence and the prevalence in Australia; Rape culture and consent culture; consent framework; trauma informed practice; responding to disclosures and myths; crisis response	**Y**					✓	

Event	Provider	Educational Outcomes	Compulsory Y/N	First year students	Returning Students	Student Leaders	Res Tutors	Student Support Staff	All Staff
Consent and Sexual Violence	Elephant Ed	Understanding of consent, consent laws; drivers of sexual violence including gender and power imbalances; legalities and stats in Australian context; prevention strategies emphasizing collective responsibility and bystander intervention; seeking help and supporting peers	**Y**	✓		✓		✓	
Consent and Managing Disclosures	Elephant Ed	Understanding consent; Trauma informed, person centred approach to managing disclosures	**Y**	✓	✓	✓	✓	✓	✓
Effective Upstanding	Elephant Ed	Empower students to support themselves, their peers and be agents for social change. Revised sexual violence stats with an intersectional lens; explore peer pressure, impact of stereotypes and victim blaming; frameworks and strategies for bystander intervention across sexual violence, harassment and peer pressure	**Y**			✓			

Event	Provider	Educational Outcomes	Compulsory Y/N	First year students	Returning Students	Student Leaders	Res Tutors	Student Support Staff	All Staff
Sexual Harm Policy	Moores Legal	Overview of College SAFE policy. Safety first and trauma informed approach to supporting disclosures; Support services available	**Y**	✓	✓	✓	✓	✓	✓
SAFE Coordinators Training	Moores Legal	Training of SAFE Coordinators in Safety First, trauma informed approaches to supporting disclosures	**Y**					✓	
SAFE Contacts Training	Moores Legal	Training of SAFE Contacts in Safety First, trauma informed approaches to supporting disclosures	**Y**				✓	✓	
RespectX Anonymous Reporting Tool training	RespectX & Queen's College	Overview of College anonymous reporting tool RespectX and College/external support channels.	**N**	✓	✓	✓	✓	✓	✓
Transform Whole Day Workshop	Man Cave	Key factors shaping men's behaviour and wellbeing, preventative and protective factors in their development; strategies to build stronger relationships with the young men you work with.	**N**					✓	

Event	Provider	Educational Outcomes	Compulsory Y/N	First year students	Returning Students	Student Leaders	Res Tutors	Student Support Staff	All Staff
Healthy Masculinity Workshop	Daniel Principe	Media & how it reinforces rigid gender stereotypes; impact of porn and normalisation of gender-based violence; Healthy masculinity	**N**	✓	✓	✓	✓	✓	✓
Sexual Health & Wellbeing	Chantelle Otten	Sexual Health, relationships, intimacy, self esteem	**N**	✓	✓	✓			
Running Safe and Inclusive Student Events	Red Frogs	A personalised workshop to guide student leaders in designing and executing successful university events that are community orientated and creatively inclusive.	**Y**			✓		✓	
Introduction to Gender and Sexuality training 101	Minus 18	Introduction to LGBTQIA+ identities, evidence based barriers, practical tools to be a LGBTQIA+ ally and create an inclusive culture	**Y**	✓		✓		✓	
Understanding the National Code for the Prevention and Response to Gender Based Violence	Queen's College	The intent behind the Code; the requirements of the Code; how Queen's College will meet these; rights & responsibilities of students and staff under the Code	**Y**	✓	✓	✓	✓	✓	✓