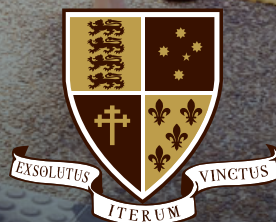
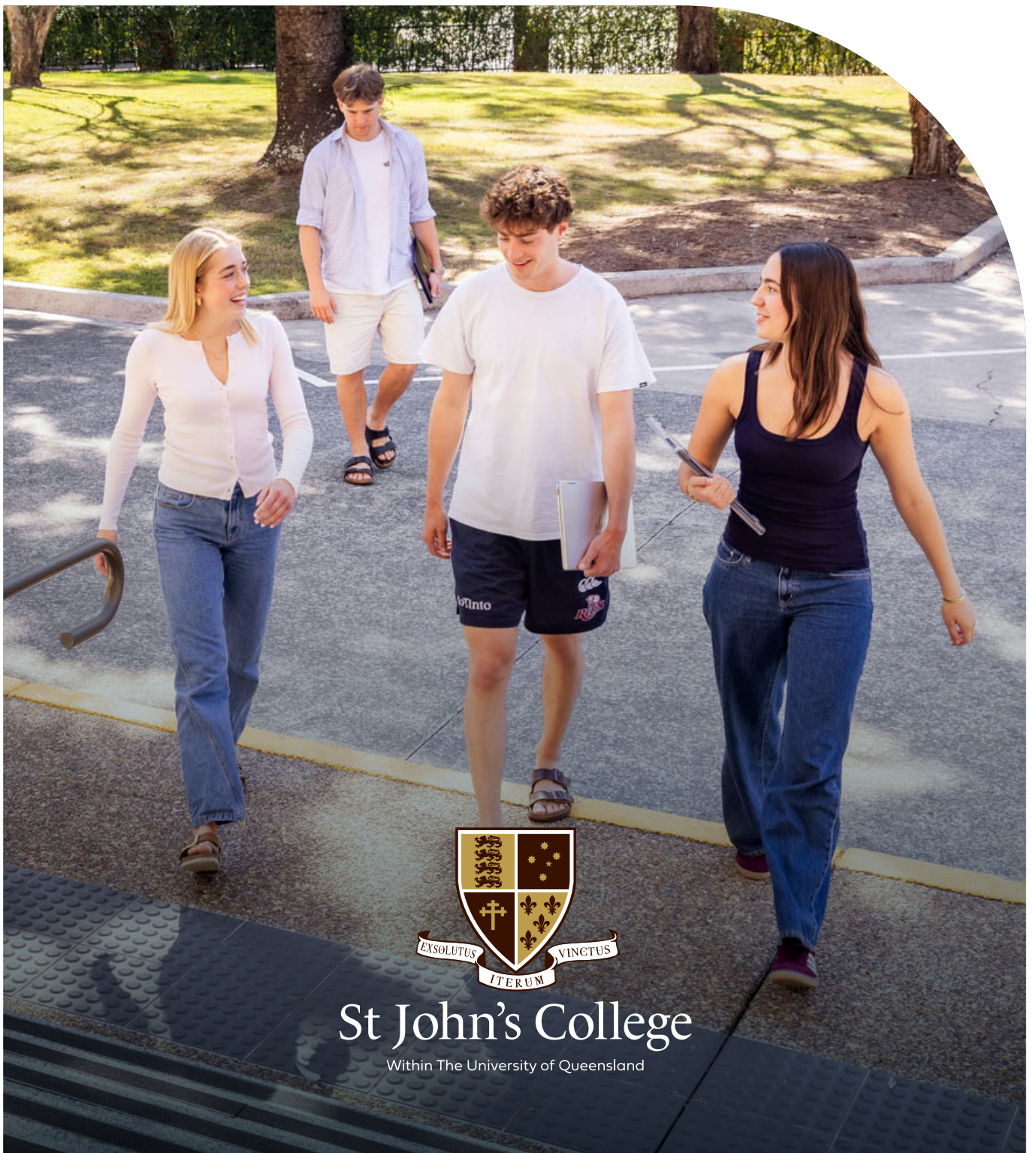


St John's College

Whole of Organisation Assessment

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



St John's College

Within The University of Queensland

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Executive Summary

St John's College recognises its responsibility, as a residential college affiliated with the University of Queensland (UQ) and as a leader in residential higher education, to foster a community culture in which respect and equality are central, and in which all members of the College community; students, staff, families and alumni understand and uphold these values in their conduct and interactions.

In the context of the National Higher Education Code to Prevent and Respond to Gender-Based Violence, and in particular Standard 7 relating to student accommodation, residential colleges play a critical role in shaping community norms, supporting help-seeking, and ensuring safe, respectful and inclusive residential environments. This Whole-of-Organisation Assessment has been undertaken to evaluate St John's College's current capability, readiness and risk position in preventing and responding to gender-based violence, as required under Standard 7.2 of the Code.

The Assessment draws on a robust evidence base, including student and staff consultations, five years of internal data, Cultural Review findings, and analysis of existing policies, systems and practices. It considers the College's approach across leadership, culture and environment; structures and norms; systems and infrastructure; service delivery; policies and procedures; management and governance; and community engagement.

The Assessment indicates that St John's College operates from strong foundations. Clear governance and management structures are in place; staff and student leaders are trained in safety and wellbeing; reporting pathways such as RespectX are established; and inclusive community

initiatives are embedded. The College has a comprehensive suite of policies, a structured pastoral care model, and a developing early-intervention culture supported by trained staff, Residential Advisors and Night Duty personnel living on site.

Alongside these strengths, the Assessment identifies systemic risks consistent with residential education environments nationally. These include alcohol-related contexts, informal norms within close-knit communities, variation in policy literacy and reporting confidence, and opportunities to further strengthen governance oversight in line with the National Code. Barriers include annual cohort turnover, uneven understanding of policies and support pathways, and the ongoing challenge of balancing tradition, community expectations and contemporary safety standards.

These findings establish the foundation for the College's Whole-of-Organisation Plan (WOOP). The WOOP will set out targeted and measurable actions to strengthen prevention, enhance reporting confidence, build capability across staff and student leadership, and reinforce a safe and respectful residential environment. It will also articulate governance oversight mechanisms, training cycles, communication approaches and operational improvements aligned with the National Code, ensuring a coherent and whole-of-College response.

St John's College is committed to continuous improvement and to fostering a residential community where safety, respect, inclusion, and academic and personal growth are integral to the student experience. This Assessment and the forthcoming WOOP position the College to meet the requirements of the National Code and to continue strengthening its culture, systems and practices in line with sector best practice.

Introduction

About St John's College

Established in 1911, St John's College is an Anglican co-residential community affiliated with UQ and home to approximately 320 undergraduate students predominantly from UQ and a smaller cohort from Queensland University of Technology, and the Queensland Conservatorium of Music. The College provides a supportive academic and residential environment grounded in values of respect, community, excellence, integrity, and inclusion. These values underpin the Student Code of Conduct, which sets out behavioural expectations and the requirements for membership of the College.

As an intentional academic community, the College's purpose is to foster a strong sense of belonging, support academic success, and encourage personal growth within a respectful and inclusive residential community.

Governance

St John's College is an Anglican College affiliated with the University of Queensland. Council membership includes representatives appointed by the Archbishop of South East Queensland, the Diocesan Council, UQ, the Old Johnnians' Association, and members nominated by Council.

The College Council provides strategic oversight of governance, risk management, compliance, and organisational performance. It sets the policy framework within which the College operates and ensures alignment with legislative requirements, sector standards, and the College's stated values.

Sector and Policy Context

This Whole-of-Organisation Assessment is framed by Australia's national evidence base on the gendered drivers of violence against women, as articulated in *Change the Story*, which underpins the National Plan to End Violence Against Women and Children 2022–2032. These drivers include the condoning of violence against women, rigid gender stereotypes, unequal power and decision-making, and male peer relations that emphasise aggression and disrespect.

National evidence, including *Change the Course* (2017) and the National Student Safety Survey (2021), identifies universities and residential colleges as environments with an elevated risk of sexual misconduct and gender-based violence, particularly in contexts involving alcohol misuse and discriminatory attitudes. These risks are compounded by intersecting forms of inequality, including racism, homophobia and transphobia.

In this context, residential colleges have a distinct responsibility and opportunity to influence community norms, strengthen prevention, and ensure accessible and effective support and reporting pathways.

Approach to the Whole-of-Organisation Assessment

St John's College has undertaken this Whole-of-Organisation Assessment to identify strengths, vulnerabilities and emerging risks relating to the prevention of, and response to, gender-based violence. The Assessment forms the evidence base for the College's Whole-of-Organisation Prevention and Response Plan (WOOP), to be developed and published in accordance with Standard 7.2 of the National Higher Education Code.

The Assessment draws on multiple sources of evidence, including:

- consultation with 45 student residents and leaders (November 2025);
- analysis of reporting trends and incident outcomes over the past five years;
- review of the 2022 Cultural Review and longitudinal student survey data; and
- examination of existing policies, procedures and codes for alignment with legislative and best practice requirements.

Findings are organised across four areas consistent with the National Code: enablers, systemic risks, barriers, and key actions in response. The Assessment confirms that St John's has made significant progress in prevention training, incident response capability, and cultural expectation-setting, while also identifying areas requiring continued focus and strengthening.

This Assessment will support strategic decision-making, guide future planning, and ensure St John's College remains aligned with national expectations and sector good practice.

Area of operation: *Leadership, culture and environment*

Leadership Structure of St John's College (Standard 7.2 Requirement)

St John's College operates under a defined governance and management structure that provides clear accountability for strategy, compliance, and operational oversight.

College Council

The College Council is the governing body, with the Archbishop of Southern Queensland as President. Membership includes representatives appointed by the Diocese, the Archbishop, the Old Johnnians' Association, UQ, and Council nominees.

The College Council appoints the Warden, sets strategic direction, approves the Strategic Plan and budget, and oversees organisational performance, risk, and compliance.

Executive Leadership

- **Warden and CEO** - CEO and academic head, accountable for College operations and strategic leadership.
- **Vice Warden** – Leads student-facing operations, including wellbeing, residential life, and academic support.
- **Business Manager** – Leads finance, HR, facilities, legal, and IT functions.
- **Director of Advancement** – Leads the Alumni engagement, philanthropy and communication portfolio.

College Life Team

- **Chaplain** – Pastoral and spiritual care.
- **Dean of Students** – Residential life, and RA program leadership and general wellbeing.
- **Dean of Studies** – Academic support and program oversight and general wellbeing.
- **Resident Wellbeing and Support Manager** – Wellbeing lead, pastoral care and student support.

Student Leadership

- **Student Club Executive** – Elected annually by the student cohort; leads student-directed cultural, social, sporting, and community engagement.
- **Residential Advisor Team** – Appointed by the College and led by Senior Residential Advisors; provides peer support, community-building, and after-hours assistance.

Sources of Information Informing the Assessment (Standard 7.2 Requirement)

This Whole-of-Organisation Assessment is informed by multiple data sources to ensure an evidence-based understanding of capability, readiness, and risk, including:

- Governance documents and papers
- Strategic Plan 2021-2025 and 2026-2030
- College's risk framework and tolerances
- Consultation with student leaders during Leadership Week (Student Club Executive, Residential Advisors, O-Week leaders).
- Values and Behaviours Cultural Review 2022
- Annual Cultural Review survey data (2022-2025)
- Continuous feedback from the RA team.
- Consultation with student-facing staff (wellbeing, academic, pastoral).
- Involvement in sector wide committees including University Colleges Australia and staff involvement in Professional Training and Education development.
- UQ Relationship Framework
- UCA Safer College Communities Framework

LEADERSHIP, CULTURE AND ENVIRONMENT

ENABLERS	SYSTEMIC RISKS	BARRIERS	KEY ACTIONS IN RESPONSE
<ul style="list-style-type: none"> Strong working relationships between student facing staff and student leaders, supporting shared ownership of culture, safety and behaviour expectations as clearly articulated in our Student Code and policies 	<ul style="list-style-type: none"> Variation in literacy and confidence between leadership groups and broader cohort 	<ul style="list-style-type: none"> Annual turnover of residents, affecting continuity of expectations 	<ul style="list-style-type: none"> Targeted training for returning students on RespectX and reporting pathways.
<ul style="list-style-type: none"> Wellbeing-trained staff and clear pastoral roles 	<ul style="list-style-type: none"> Limited awareness of available support pathways 	<ul style="list-style-type: none"> Social/psychological discomfort raising concerns about peers 	<ul style="list-style-type: none"> Annual refresher training on GBV prevention and responding to disclosures.
<ul style="list-style-type: none"> RespectX established and accessible as a reporting pathway 	<ul style="list-style-type: none"> Normalisation of RespectX as a reporting mechanism. 	<ul style="list-style-type: none"> Concern/fear about retribution (from cohort) and uncertainty about process or outcome after disclosure/report 	<ul style="list-style-type: none"> Additional capability-building for student leaders.
<ul style="list-style-type: none"> Timely, proportionate responses to behaviour that compromises safety 	<ul style="list-style-type: none"> Alcohol-related risk associated with student run events that increase risk of harm and behaviours that cross personal boundaries. 	<ul style="list-style-type: none"> Risk of retraumatisation when disclosing experiences 	<ul style="list-style-type: none"> Staff training on responding to disclosures.
<ul style="list-style-type: none"> Evidence-based and peer-supported training across the year (full list in addendum) 	<ul style="list-style-type: none"> Boundary-stretching behaviours may be overlooked in close-knit communities. 	<ul style="list-style-type: none"> Fear and concern about judgement or embarrassment inhibiting help-seeking 	<ul style="list-style-type: none"> Increased promotion and education of reporting and support pathways
<ul style="list-style-type: none"> Professional Night Managers rostered on busy social evenings 	<ul style="list-style-type: none"> Informal social hierarchies influencing help-seeking 	<ul style="list-style-type: none"> Hesitation discussing sensitive matters with staff 	<ul style="list-style-type: none"> Review and risk-rating of events to reduce alcohol-related harm.
<ul style="list-style-type: none"> Staff living on site 	<ul style="list-style-type: none"> Under-representation of diverse voices in student leadership 	<ul style="list-style-type: none"> Uncertainty about information privacy and confidentiality 	<ul style="list-style-type: none"> Engagement of subject matter experts to reinforce prevention and leadership
<ul style="list-style-type: none"> Staff as escalation point after-hours if required 	<ul style="list-style-type: none"> Some gendered traditions requiring review 	<ul style="list-style-type: none"> Limited knowledge of policies and reporting options. 	<ul style="list-style-type: none"> Various staff members and student leaders (RAs) available for disclosure.
<ul style="list-style-type: none"> Early-intervention practices embedded 	<ul style="list-style-type: none"> Reduced engagement with training during the intensity of O-Week 	<ul style="list-style-type: none"> Partial visibility of student leader roles in promoting respectful environments. 	
<ul style="list-style-type: none"> Equity & Inclusion RAs and a First Nations Officer supporting inclusion and visibility 			
<ul style="list-style-type: none"> Immediate action taken against perpetrators of gender-based violence 			

Area of operation: *Structures, norms and practices*

St John's College operates as a values-based residential community with structures and practices designed to support student wellbeing, academic achievement, and respectful community living. The College's norms emphasise respectful conduct, adherence to the Code of Conduct, and active engagement in College life.

St John's College promotes gender equality, respect, diversity and inclusion through a coordinated approach encompassing structured programs, leadership practices and community-based initiatives. This approach includes education and discussion embedded within orientation and leadership training, as well as student-led initiatives and events that support inclusive communities and respectful relationships.

Daily operations centre on communal living arrangements, shared dining, academic support programs, and student-led cultural, sporting, and social activities. These practices are supported by clear governance processes, defined behavioural expectations, and collaboration between staff and student leaders to promote a safe, inclusive, respectful and accountable environment.

Sources of Information

This assessment draws on multiple inputs to provide an accurate understanding of current structures, norms and practices, including:

- College handbook, policies and procedures.
- Consultation with student leaders during Leadership Week (Student Club Executive, Residential Advisors, O-Week leaders).
- Annual Cultural Review survey results.
- Ongoing feedback from the Residential Advisor team.
- Consultation with student-facing staff across wellbeing, academic, and pastoral roles.
- College Life Team meetings led by the Vice Warden with all student facing staff.

STRUCTURES, NORMS AND PRACTICES

ENABLERS	SYSTEMIC RISKS	BARRIERS	KEY ACTIONS IN RESPONSE
<ul style="list-style-type: none"> Consistent promotion of values of respect and inclusion throughout the year. 	<ul style="list-style-type: none"> Certain social spaces perceived as male-dominated or less inclusive. 	<ul style="list-style-type: none"> Preference among some student leaders and students to maintain established traditions. 	<ul style="list-style-type: none"> Expanded promotion of RespectX and other reporting pathways.
<ul style="list-style-type: none"> Residential Advisor team with dedicated Equity & Inclusion and First Nations leadership roles. 	<ul style="list-style-type: none"> Informal social hierarchies that may contribute to patterns of exclusion. 	<ul style="list-style-type: none"> Under-use of RespectX due to limited familiarity or confidence. 	<ul style="list-style-type: none"> Increased visibility of staff roles, qualifications, and internal/external support options.
<ul style="list-style-type: none"> On-site staff providing visible after-hours support. 	<ul style="list-style-type: none"> Normalisation of casual offensive language. 	<ul style="list-style-type: none"> Over-reliance on student leaders to manage complex situations independently. 	<ul style="list-style-type: none"> Enhanced training protocols for returning students.
<ul style="list-style-type: none"> Annual "Safe and Sexy Week" and related wellbeing initiatives. 	<ul style="list-style-type: none"> Gendered traditions or events that may not align with inclusion expectations. 	<ul style="list-style-type: none"> Variable confidence in staff to manage sensitive matters 	<ul style="list-style-type: none"> Additional leadership capability development for student leaders.
<ul style="list-style-type: none"> Evidence-based staff-organised training program (full list in addendum). 	<ul style="list-style-type: none"> Historic prioritisation of some male sporting events. 	<ul style="list-style-type: none"> Limited understanding of the National Code and associated expectations. 	<ul style="list-style-type: none"> Application of the Retain, Rework, Remove framework to review norms and events.
<ul style="list-style-type: none"> Normalisation of co-residential living and diverse friendship networks. 	<ul style="list-style-type: none"> Alcohol-related risk associated with some gendered events reinforcing stereotypes. 	<ul style="list-style-type: none"> Reluctance among students to initiate difficult conversations with peers and/or staff 	<ul style="list-style-type: none"> Continued focus on building trust and rapport between staff and student bodies
<ul style="list-style-type: none"> Discreet and proportionate responses when disclosures are made to staff. 	<ul style="list-style-type: none"> Limited knowledge among some students about accessing external mental health support 	<ul style="list-style-type: none"> Persistence of informal practices or behaviours that sit outside formal expectations. 	
<ul style="list-style-type: none"> Student Club Executive maintaining regular informal engagement with students. 			
<ul style="list-style-type: none"> RespectX utilised, embedded and understood as a reporting pathway. 			
<ul style="list-style-type: none"> Student-led inclusion initiatives contributing to visibility and community culture. 			

Area of operation: *Systems and infrastructure*

St John's College operates a coordinated set of systems and infrastructure designed to support resident wellbeing, safety, academic success, and effective case management. Student support is structured through clear escalation pathways involving the Warden, Vice Warden, Dean of Students, Dean of Studies, Chaplain, Residential Advisor team, and student leaders. Residents have access to multiple reporting options, including the online RespectX platform, with pathways for anonymous reporting.

All residents are required to complete onboarding training during orientation and may submit reports through the system on either a formal (named) or informal (anonymous) basis. System administration is restricted to the Warden/CEO and Vice Warden, with case management responsibilities assigned to key staff according to the nature of the report and the individual's specific needs or requests for support. The system also enables residents to request wellbeing support.

Security and access systems include RFID card access across residential areas, CCTV monitoring of communal spaces, and after-hours coverage provided by an on-site Night Duty Manager and Duty Tutor. In addition to trained and skilled staff who can also refer, students also have access to university counselling, medical services, and emergency supports. These systems collectively provide structured mechanisms for responding to concerns, escalating issues appropriately, and ensuring timely access to internal and external supports.

Sources of Information

This assessment draws on a range of inputs to understand the effectiveness of current systems and infrastructure, including:

- Consultation with student leaders during Leadership Week (Student Club Executive, Residential Advisors, O-Week leaders).
- Annual Cultural Review survey data.
- RespectX Data
- Ongoing feedback from the Residential Advisor team.
- Consultation with student-facing staff regarding reporting pathways, case management processes, and after-hours support.
- Review of current security arrangements and after-hours escalation protocols.
- College handbook, policies and procedures.
- Regular audits of Night Duty reports and escalation points.

SYSTEMS AND INFRASTRUCTURE

ENABLERS	SYSTEMIC RISKS	BARRIERS	KEY ACTIONS IN RESPONSE
<ul style="list-style-type: none"> • RespectX established as a secure reporting pathway. 	<ul style="list-style-type: none"> • Areas of limited CCTV coverage. 	<ul style="list-style-type: none"> • Some staff offices located in exposed areas, limiting private entry for residents. 	<ul style="list-style-type: none"> • CCTV system upgrade and review of footage retention settings.
<ul style="list-style-type: none"> • CCTV in communal and external areas. 	<ul style="list-style-type: none"> • Standard CCTV retention period limiting retrospective review. 	<ul style="list-style-type: none"> • Balancing physical privacy with natural surveillance in residential corridors. 	<ul style="list-style-type: none"> • Review of "open-door" practices with the Student Club Executive and entire student body
<ul style="list-style-type: none"> • Staff living on site with an established on-call roster. 	<ul style="list-style-type: none"> • Informal norms and high trust levels amongst residents may, from time to time, limit effectiveness of formal safety systems unintentionally normalising risk tolerant behaviours, for example: <ul style="list-style-type: none"> » Students propping doors open, reducing access control effectiveness. » Informal "open-door" practices contributing to inconsistent safety norms. » Instances of room access being shared or informally exchanged. 	<ul style="list-style-type: none"> • Long-standing convention of leaving doors open in communal settings. 	<ul style="list-style-type: none"> • In consultation with residents, introducing new messaging around promoting more security-conscious practices with the intention of enhancing personal and collective safety.
<ul style="list-style-type: none"> • Night Duty/Resident Support Officers on site Thursday– Sunday 			<ul style="list-style-type: none"> • Continued education on personal safety, access control, and safe practices as part of multi-touch annual training.
<ul style="list-style-type: none"> • RFID swipe-card access to blocks and rooms. 			
<ul style="list-style-type: none"> • Residential Advisors located in each block. 			
<ul style="list-style-type: none"> • Equity & Inclusion and First Nations Officers accessible to students. 			
<ul style="list-style-type: none"> • Social media policy for students and the Student Club Executive. 			
<ul style="list-style-type: none"> • Student access to personal information appropriately restricted. 			
<ul style="list-style-type: none"> • Student-led inclusion initiatives contributing to visibility and community culture. 			

Area of operation: *Service delivery*

St John's College provides a residential living and learning environment for approximately 320 undergraduate students, predominantly enrolled at UQ, with a smaller cohort from Queensland University of Technology and the Griffith Conservatorium of Music. The College operates as a residential community in which students are actively engaged in program delivery and leadership, contributing to the development and maintenance of College culture.

The College maintains a coordinated framework to support residents' academic progress, wellbeing and personal development. Academic support is provided through a structured tutorial program overseen by the Dean of Studies, supplemented by mentoring and individual academic wellbeing support as required. A structured pastoral care model operates across the College, delivered by student-facing staff, the Chaplain and the Residential Advisor team, with access to wellbeing resources and referral pathways where appropriate.

Residents are accommodated in single rooms, the majority with shared bathroom facilities. Rooms are cleaned weekly. The College provides 21 meals per week, including a formal dinner program and key College events that incorporate educational and community-building elements. Residents have shared access to study spaces, a library, common rooms, outdoor areas and communal facilities. The College bar operates under a liquor licence for approved events.

The College offers a broad co-curricular program, including sporting, cultural and social activities delivered through UQ's Inter-Collegiate Competition framework. Leadership development and education are delivered through Leadership Week, Pre-Orientation Week, Orientation Week and periodically throughout the year.

St John's College operates a 24-hour staffing and supervision model, including a Night Duty Manager, four staff members residing on site, and a pastoral care team. Senior residential staff are present on site to ensure residents can access support, advice and appropriate responses outside standard business hours where required.

Sources of Information

This assessment draws on several inputs to understand the effectiveness and accessibility of current service delivery, including:

- Consultation with student leaders during Leadership Week 2025 (Student Club Executive, Residential Advisors, O-Week leaders).
- Annual Cultural Review survey findings.
- Feedback from the Residential Advisor team regarding pastoral and academic support needs.
- Consultation with student-facing staff on service delivery practices and student engagement.
- Strategic Plan 2021-2025 and 2026-30
- ICC Sporting competition, UQ Sport

SERVICE DELIVERY

ENABLERS	SYSTEMIC RISKS	BARRIERS	KEY ACTIONS IN RESPONSE
<ul style="list-style-type: none"> • Tight-knit residential community with multiple channels for communication and information sharing. 	<ul style="list-style-type: none"> • Training concentrated on first-year students and student leaders, with limited reach across the broader cohort. 	<ul style="list-style-type: none"> • Lower engagement in non-mandatory sessions compared with compulsory training. 	<ul style="list-style-type: none"> • Implementation of a comprehensive annual training program for returning students.
<ul style="list-style-type: none"> • Well-established and structured training program integrated across the academic year. 	<ul style="list-style-type: none"> • Inconsistent follow-up or reinforcement for returning students not in leadership roles. 	<ul style="list-style-type: none"> • Cost considerations associated with external facilitation and specialist delivery partners. 	<ul style="list-style-type: none"> • Publication of clear investigation and response flowcharts to support transparency and understanding.
<ul style="list-style-type: none"> • Access to a range of trusted external partners providing evidence-based training and capability development (full list retained in addendum). 			<ul style="list-style-type: none"> • Ongoing reinforcement of RespectX and reporting pathways through multiple communication channels

Area of operation:

Policies and procedures

St John's College maintains a suite of policies and procedures that underpin student safety, community standards and behavioural expectations within the residential environment. Core documents include the Student Code of Conduct and Residential Agreements, which articulate expected behaviours, shared responsibilities and standards of conduct for residents.

The College's Gender-Based Violence and Sexual Misconduct Policy provides clear, accessible pathways for disclosures and reports and is underpinned by a person-centred, trauma-informed and safety-focused approach. Policies relating to alcohol and other drugs, as well as social media use, emphasise harm minimisation, responsible decision-making, and care for self and others. Together, these policies operate as an integrated framework designed to support a safe, respectful and accountable residential community.

College policies and procedures establish the conditions for a safe, respectful and inclusive environment in which individual rights and responsibilities are promoted and protected, behavioural expectations are clearly set out, and reporting options and response pathways are well defined. All policies are written in clear and inclusive language to support accessibility and understanding. Policies are subject to regular review by the College Council and are reinforced through education and discussion with students during Leadership Training Week, Orientation Week and at intervals throughout the year.

Policies addressing sexual misconduct and gender-based violence are designed to align with those of UQ, providing a consistent and coordinated framework for students. A person-centred, trauma-informed and safety-focused approach underpins these policies, with multiple options for disclosure and reporting available to residents.

Sources of Information

This assessment draws on several inputs to understand policy effectiveness, accessibility, and application, including:

- Consultation with student leaders during Leadership Week (Student Club Executive, Residential Advisors, O-Week leaders) including a session with Q and A, led by the Deputy Vice Chancellor Academic from UQ.
- Findings from the annual Cultural Review survey.
- Ongoing feedback from the Residential Advisor team regarding the application of policies in practice.
- Consultation with student-facing staff on policy clarity, implementation, and alignment with the National Code.
- Internal review of policy frameworks, handbook and associated procedures.
- UQ Relationship Framework
- Harmonisation of Policies with UQ

POLICIES AND PROCEDURES

ENABLERS	SYSTEMIC RISKS	BARRIERS	KEY ACTIONS IN RESPONSE
<ul style="list-style-type: none"> • Policies reviewed annually (February each year) 	<ul style="list-style-type: none"> • Students may not read or recall policies, relying instead on informal information-sharing 	<ul style="list-style-type: none"> • Low awareness or limited comprehension of policies across the broader cohort 	<ul style="list-style-type: none"> • Integrate policy content into education and training to strengthen understanding of expectations and reporting pathways.
<ul style="list-style-type: none"> • Regular information about the National Student Code 	<ul style="list-style-type: none"> • Variation in understanding of processes relating to disclosures and investigations 	<ul style="list-style-type: none"> • Availability of support options not always well understood by students 	<ul style="list-style-type: none"> • Embed information about the National Code and associate policies and a new Code of Conduct in renewed 2026 training.
<ul style="list-style-type: none"> • Leadership week focusing on pathways for reporting 	<ul style="list-style-type: none"> • Support staff not available at all times, affecting immediate access to guidance 		<ul style="list-style-type: none"> • Raise awareness of the National Code and the new Code of Conduct with all students.
<ul style="list-style-type: none"> • Policies published in the Student Handbook, including: <ul style="list-style-type: none"> » Student Code of Conduct » Gender-Based Violence and Sexual Misconduct Policy » Social Media Policy » Addressing Concerns and Complaints » Responsible Consumption of Alcohol » Drugs Other Than Alcohol 			<ul style="list-style-type: none"> • Run information sessions promoting reporting options to residents throughout the year.
<ul style="list-style-type: none"> • Residential Agreement 			<ul style="list-style-type: none"> • Prioritise visibility and comprehension of key policies, not only access.
<ul style="list-style-type: none"> • Staff Code of Conduct 			
<ul style="list-style-type: none"> • Established procedures for receiving and managing disclosures and reports. 			
<ul style="list-style-type: none"> • Procedural safeguards applied during investigations to support safety and wellbeing for all parties. 			
<ul style="list-style-type: none"> • Person-centred, trauma informed, safety-focused response to disclosures 			
<ul style="list-style-type: none"> • Policies are published on the website and accessible to all, including: <ul style="list-style-type: none"> » Student Code of Conduct » Responsible Consumption of Alcohol » Drugs Other Than Alcohol » Gender-Based Violence and Sexual Misconduct Policy » Addressing Concerns and Complaints 			

Area of operation: *Management and governance*

St John's College operates under a defined governance and management framework that provides strategic oversight, accountability, and effective operational leadership. The Anglican Diocese of Brisbane is the Trustee of the College. Governance is exercised by the College Council, chaired by a member elected from within its ranks, with the Archbishop of Southern Queensland serving as President. Council membership, as set out in the Constitution, includes representatives appointed by the Diocese, the Archbishop, UQ, the Old Johnnians' Association, and Council nominees.

Operational leadership is delegated to the Warden, who serves as Chief Executive Officer and academic head of the College. The Warden is supported by the Vice Warden, Business Manager, Deans of Students and Studies, the Chaplain and support staff. Together, these structures ensure clear lines of accountability, consistent decision-making, and coordinated oversight across academic, operational, and pastoral domains.

Sources of Information

This assessment draws on information relating to the College's governance and management arrangements, including:

- The College Constitution and associated governance instruments.
- Charters for the College Council and Committees including membership composition and appointment requirements.
- Strategic Plans
- Consultation with student leaders during Leadership Week (Student Club Executive, Residential Advisors, O-Week leaders).
- Annual Cultural Review survey findings.
- Ongoing feedback from the Residential Advisor team and Student Leaders
- Consultation with student-facing staff regarding governance clarity and escalation pathways.
- UQ Relationship Framework

MANAGEMENT AND GOVERNANCE

ENABLERS	SYSTEMIC RISKS	BARRIERS	KEY ACTIONS IN RESPONSE
<ul style="list-style-type: none"> • Student-facing staff trained in responding to disclosures with a person-centred, trauma informed, safety-focused, trauma informed approach. 	<ul style="list-style-type: none"> • Opportunities to further strengthen governance literacy relating to gender-based violence and National Code obligations. 	<ul style="list-style-type: none"> • Governance bodies appropriately operate at a strategic level, creating a natural distance from day-to-day behavioural information. 	<ul style="list-style-type: none"> • Code obligations and GBV risk.
<ul style="list-style-type: none"> • Clear executive oversight and timely action taken in serious matters. 	<ul style="list-style-type: none"> • Reliance on executive reporting in the absence of more structured or codified oversight mechanisms. 	<ul style="list-style-type: none"> • Varying levels of exposure to contemporary residential environments and student experience. 	<ul style="list-style-type: none"> • Deliver regular governance education sessions focused on residential-college contexts and campus-based risk profiles.
<ul style="list-style-type: none"> • Values of respect and inclusion embedded within strategic and operational practice. 			<ul style="list-style-type: none"> • Map medium-term governance refresh pathways within constitutional parameters.
<ul style="list-style-type: none"> • Strong representation of women in leadership roles. 			<ul style="list-style-type: none"> • Develop a dashboard reporting model to enhance visibility of key indicators and emerging risks.
<ul style="list-style-type: none"> • Gender balance and equality at senior management level. 			<ul style="list-style-type: none"> • Introduce a standing GBV/Risk agenda item for Council meetings.

Area of operation: *Community engagement*

St John's College is supported by a broad and engaged community that includes alumni, students from a wide range of schools, and strong partnerships with UQ. Engagement with this wider community supports student recruitment, transition to college life, mentoring opportunities, and ongoing connection to the College beyond residency.

Consistent with widening participation objectives, the College maintains relationships with secondary schools across Queensland and interstate, including schools in regional, rural and remote communities. These relationships support equitable access by improving awareness of College life, communicating expectations and values, and outlining the academic, pastoral and financial supports available to prospective residents and their families.

The St John's College admissions process prioritises students from rural and remote areas of Queensland and interstate, with a smaller proportion of students drawn from the greater Queensland metropolitan area. More than 100 secondary schools are represented within the College's residential community of approximately 320 students. While applicants' family connections to the College are considered as one of several contextual factors, admission decisions are not determined solely by family affiliation.

Alumni engagement is fostered through formal events, mentoring and networking opportunities, and the Old Johnnians' Association. Alumni contribute to widening participation and student success through scholarships and bursaries, mentoring, guest speaking and professional networking, as well as broader philanthropic support that assists in reducing financial barriers to College participation.

Sources of Information

This assessment draws on information relating to community engagement, including:

- Review of current engagement practices with feeder schools and school liaison activities
- Review of formal and informal engagement protocols with alumni and the Old Johnnians' Association.
- Consultation with student leaders during Leadership Week (Student Club Executive, Residential Advisors, O-Week leaders).
- Annual Cultural Review survey findings.
- Ongoing feedback from the Residential Advisor team.
- Consultation with student-facing staff regarding community interactions and support structures.

COMMUNITY ENGAGEMENT

ENABLERS	SYSTEMIC RISKS	BARRIERS	KEY ACTIONS IN RESPONSE
<ul style="list-style-type: none"> • Strong and constructive relationship with UQ and key stakeholders. 	<ul style="list-style-type: none"> • Long-standing traditions and expectations among some alumni may contribute to slower cultural change. 	<ul style="list-style-type: none"> • Balancing community expectations, tradition, and contemporary standards of safety and inclusion. 	<ul style="list-style-type: none"> • Continue delivering values-aligned, inclusive community programming.
<ul style="list-style-type: none"> • Inclusive annual program of community events, including: <ul style="list-style-type: none"> » International Women’s Day Breakfast » National Reconciliation Week Breakfast » Academic and Professional Dinner » Academic Success Dinner » IDAHOBIT Day activities » Women in Leadership High Tea » Donors and Scholars events » Guest speaker and community engagement programs 	<ul style="list-style-type: none"> • Limited visibility of cultures and norms within feeder schools. • Lower representation in applicant pools from some equity cohorts, including First Nations, LGBTQIA+ and low-SES communities. 	<ul style="list-style-type: none"> • Varied perspectives within the broader community regarding inclusion initiatives. • Political and social diversity within stakeholder groups influencing expectations. 	<ul style="list-style-type: none"> • Maintain strong engagement with UQ stakeholders, from senior leadership to student support services. • Strengthen relationships with external partners and aligned organisations that support inclusion, wellbeing, and community engagement.

Appendix A: Training and Capability Development Programs

St John's College delivers a structured program of student and staff training to support safety, wellbeing, respectful behaviour, and capability development. Training is provided throughout the year and is delivered through a combination of internal facilitation, sector-recognised experts, and university partners.

1. Core Training Programs (Students and Staff)

- UQ Respect - Online and in-person modules covering respectful relationships, consent, reporting pathways, and bystander capability.
- RespectX Orientation Modules - Introduction to reporting pathways, confidentiality, and support processes.
- Avyon Training – Responding to Disclosures and Trauma Informed Training
- In Your Skin - Evidence-based program exploring gender, respect, and relationship dynamics.
- Our Watch Training - Prevention-focused education aligned with the national Change the Story framework.
- Adair Donaldson (Donaldson Law) - Sessions on consent, alcohol-related harm, and legal responsibilities.
- ConnectedLE - self-awareness, and peer support capability development.
- Leading Teams - A national culture and leadership organisation.
- Blurred Minds - Alcohol harm-minimisation and decision-making program.
- Safe & Sexy Week Programming - A curated week of education, health promotion, and engagement activities.
- Guest Speaker Series - External facilitators focused on inclusion, wellbeing, leadership, and community responsibility.

2. Leadership-Specific Training

- Residential Advisor Training Including responding to disclosures, safe intervention, event management, and pastoral support skills.
- Student Club Executive Training Leadership capability development, event risk management, communication, and culture-building (Leading Teams)
- Equity & Inclusion and First Nations Officers Training Inclusive practice, cultural capability, referral pathways, and student support.

3. Staff Professional Development

- Responding to Disclosure Training- For all student-facing staff, ensuring person-centred and trauma informed, safety-focused responses.
- Trauma-Informed Principles Workshops - Integrated into staff development sessions.
- External briefings from UQ and sector partners - Covering sexual misconduct frameworks, National Code requirements, and emerging best practice
- Critical Incident Management Training (UQ)
- Investigation Training (UQ)

Appendix B: *Harmonised Glossary of Key Terms*

This glossary has been reviewed for alignment with the National Code to Prevent and Respond to Gender-Based Violence in Higher Education and reflects trauma-informed, person-centred, and proportionate regulatory expectations.

Behavioural Expectations

Standards of conduct required under the Student Code of Conduct, Residential Agreement, and supporting College policies. These expectations apply to all members of the College community and underpin safe, respectful, and inclusive residential environments.

Disclosure

When a person provides information about an experience of sexual misconduct or gender-based violence, either their own or another person's, without necessarily seeking a formal investigation or disciplinary response. A disclosure requires a person-centred, trauma-informed and safety-focused response.

Formal Report

The provision of information through formal reporting channels about an experience of gender-based violence by a discloser to the College. A formal report requires the College to consider, where appropriate, actions beyond the provision of support services, which may include the commencement of an investigation and/or disciplinary process.

Gender-Based Violence (GBV)

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.

Whole-of-Organisation Approach

A coordinated, systemic approach to preventing and responding to GBV across all parts of the College, including governance, leadership, culture, service delivery, training, policy, student life, and community engagement.

Systemic Risk

A risk arising from organisational structures, norms, cultures, or practices rather than isolated individual incidents. Systemic risks require organisation-wide mitigation, monitoring, and capability development.

Risk Indicator

A factor or pattern that may signal elevated risk within the residential environment. Examples include alcohol-related events, low reporting confidence, or unclear behavioural boundaries. Risk indicators support early identification and intervention.

Early Intervention

Actions taken to address risks, behaviours, or concerns before they escalate. This includes proactive conversations, expectation-setting, event design, leadership presence, and timely engagement by staff or student leaders.

Person-Centred Response

A trauma-informed, safety-centred approach to disclosures that prioritises the agency, dignity, preferences, and wellbeing of the person disclosing

Clear Referral Pathways

Documented and accessible pathways for students to seek help from internal and external supports (e.g., College staff, RespectX, UQ Counselling, medical and wellbeing services).

RespectX

The College's secure online reporting platform that enables disclosures and reports, including anonymous options. Forms part of the College's formal reporting and documentation system.

Residential Advisor (RA)

Senior student leaders trained to provide peer support, early intervention, community-building, and after-hours assistance. RAs play a key role in safety and culture, consistent with College student leadership expectations.

Governance Oversight

Council's responsibility for monitoring risk indicators, ensuring compliance with the National Code, reviewing trend data, and supporting cultural safety through strategic direction, oversight, accountability, and resourcing.

Wellbeing Support

Any pastoral, academic, cultural, psychological, or peer support offered by College staff, student leaders, or external providers. Forms part of the College's prevention and response system.

Community Accountability

A shared responsibility among all community members to contribute to a safe and respectful environment. This includes modelling appropriate behaviour, exercising bystander responsibility, and adhering to College values and policies.

Leadership Capability

The knowledge, skills, and behaviours required of staff and student leaders to prevent harm, lead culture, and respond appropriately to disclosures.

Event Risk Management

Processes for identifying, assessing, and mitigating risks associated with student events, particularly where alcohol is present. This includes planning, supervision, adherence to safe event protocols, and post-event review.