

DUNMORE LANG COLLEGE

A Residential College affiliated
with Macquarie University

DUNMORE LANG COLLEGE

Whole-of-Organisation Prevention and Response Plan

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

Responsible Executive Officer:	Dr Alasdair Murrie-West - Principal & CEO
Responsible Staff Member:	Ms Emily Itto - Dean of Students
Plan Period:	1 January 2026 to 31 December 2028
Next Review Date:	31 December 2028
Code Requirements:	As an affiliated college under the <i>National Higher Education Code to Prevent and Respond to Gender-based Violence 2025</i> , Standard 7 (Student Accommodation Providers) applies. Standards 1-6 apply to TEQSA-registered higher education providers.

Introduction

Statement of Commitment

Dunmore Lang College is committed to fostering a community where all residents and staff feel safe, respected, and fully supported.

Gender-based violence, in any form, is unacceptable in our community.

We uphold a clearly articulated, research-informed, and responsive approach to preventing and eliminating gender-based violence (GBV), as well as the underlying attitudes and behaviours that enable it. Our approach emphasises education, training, and awareness-raising to drive prevention, alongside person-centred and trauma-informed processes for support and response.

The Dunmore Lang College Whole-of-Organisation Gender-based Violence Prevention and Response Plan (“The Plan”) builds on our prior training, awareness, and prevention initiatives, as supported by the data from our 2024 Respect, Consent and Inclusivity Survey conducted by Henry Reed (Appendix A), as well as data from RespectX, our online anonymous reporting platform (Appendix B).

The Plan affirms the College’s commitment to sustained systemic and cultural change, guided by our values of inclusion, diversity, and respect, and by our shared goal of eliminating GBV within our community. It brings together strong governance, best-practice support structures, and a commitment to centring student voices—including victim-survivors and groups disproportionately impacted by GBV, such as women, First Nations peoples, culturally and linguistically diverse communities, people with disabilities, and people of diverse sexualities and gender identities.

Dunmore Lang College has embedded GBV prevention in all student-facing staff roles, with quarterly reporting to the College Board across the year. GBV prevention training is provided to staff, student leaders, and students (). From 2025, this training will be offered to Board members on a voluntary basis and will become compulsory in 2026.

About This Plan

This Whole-of-Organisation Prevention and Response Plan outlines Dunmore Lang’s commitments in meeting the requirements of the *National Higher Education Code to Prevent and Respond to Gender-based Violence in Higher Education 2025* (“the Code”). It builds on our

existing work and sets out planned improvements within a coordinated framework to prevent gender-based violence, support those affected, and ensure effective, accountable responses.

The Plan affirms our commitment to sustained systemic and cultural change, guided by our values of inclusion, diversity, and respect, and by our shared goal of eliminating GBV within our community. It brings together strong governance, best-practice support structures, and a commitment to centring the voices of students and staff—including victim-survivors and groups disproportionately impacted by GBV.

About Dunmore Lang College

Dunmore Lang College is an affiliated residential college at Macquarie University (MQU), established in 1972 to create pathways for rural, regional, and remote students to access higher education. Today, the College provides a home for 260 students, predominantly from rural and regional New South Wales (NSW) and interstate, with approximately 30% from international locations. The College operates as a not-for-profit/for-purpose organisation registered as a charity through The Dunmore Lang College Foundation.

Dunmore Lang College is committed to fostering a safe, respectful, and inclusive community that welcomes individuals from diverse backgrounds and experiences. As articulated in our guiding values: *“We are a residential academic community grounded in respect, personal integrity and responsibility, excellence, and service to others. We encourage students to seek leadership and initiate positive change.”*

A comprehensive scholarship programme supports students who might otherwise be unable to attend university, enabling them to pursue and complete their studies. The College maintains an assertive outreach to rural and regional communities, Aboriginal and Torres Strait Islander students, lower socioeconomic status areas, and students who are first in their families to attend university.

Student residents are supported by an integrated wellbeing team of staff and student leaders, including the Principal, Dean of Students, Senior Resident Advisers, and 14 Resident Advisers, who all reside at the College, as well as the Assistant Dean, Student Engagement Coordinator, and the overnight Community Supervisor. A wellbeing staff member is available on-site 24/7.

The College is located on Macquarie University's Wallumattagal Campus on the traditional lands of the Wallumattagal people of the Dharug Nation. We are grateful for the generations who have cared for this land before us, so we have the opportunity and privilege of living, studying, and working here. We acknowledge this land was never ceded and that this presents both a challenge and an imperative to be good stewards of the land and to work towards justice and equality actively.

The College operates as a completely secured compound with fob/swipe access and CCTV monitoring, and maintains no shared facilities with other residences. The campus is situated on a well-lit main road with an awake overnight supervisor on duty. Additional security is provided through Macquarie University campus patrols, access to university support services, and a courtesy bus service connecting the College to campus locations.

Student Demographics

- 260 residents: 57% female, 42% male, 1% non-binary/gender diverse
- 70% domestic (93% from rural/regional NSW), 30% international
- 25% first-in-family to attend university
- 11% Aboriginal or Torres Strait Islander
- 21+ openly identify as LGBTIQ+
- 71% work part-time while studying
- 57% first year, 26% second year, 15% third year, 2% fourth year

Staffing Structure

The College employs 33 staff across student support and wellbeing (7), administration (6), academic tutors (8), catering (10), and part-time psychologists (2). A wellbeing staff member is available 24/7, with an integrated support team that includes the Principal, Dean of Students, Senior Resident Advisers, 14 Resident Advisers (all of whom live on-site), Assistant Dean, Student Engagement Coordinator, and an overnight Community Supervisor.

Senior Leadership is 67% female, with significant representation across Indigenous (33%), LGBTIQ+ (33%), and multilingual (67%) identities. Student support and administration staff are 85% female, with 23% First Nations representation, 23% LGBTIQ+ identified, and 69% born outside Australia.

Board Governance

The Board comprises nine Directors (eight volunteer non-executive, one executive): 45% female, 11% Aboriginal, 22% LGBTIQ+ identified, and 89% holding postgraduate qualifications. The Board maintains a skills matrix ensuring expertise in student experience, risk management, university teaching and learning, and legal compliance.

The Board meets five times per year and holds one strategy day, in addition to the Annual General Meeting. In addition to this, the Board's sub-committees, including the Risk, Facilities and Property, Governance, and Finance and Audit Committees, meet three times per year.

Scope of the Plan

This Plan applies to:

- a. All members of the Dunmore Lang College community, including Student Residents, Student Leadership (appointed and elected), and academic tutors.
- b. All individuals employed or engaged by the College (including full-time, part-time, and casual employees; volunteers; Company Directors; contractors, and other service providers undertaking work at the College.
- c. All incidents within the Dunmore Lang College campus, as well as College-sponsored or arranged events.
- d. Where an incident occurs off-site, the College will provide immediate and ongoing wellbeing support for students affected and assist them in accessing appropriate help from New South Wales Police and other agencies.

Section 1: Our Journey to Date

This section demonstrates Dunmore Lang's established commitment to preventing and responding to gender-based violence, outlining the significant work already undertaken.

Established Prevention and Response Framework

Dunmore Lang College has established a comprehensive, whole-of-organisation approach to gender-based violence (GBV) prevention and response since 2014, reflecting current leadership commitment to effective prevention and response. This approach includes ongoing awareness-raising programmes addressing issues such as power imbalances, sexual harassment, coercion, and other harmful social norms that lead groups to tolerate or fail to challenge abusive behaviour.

Throughout this period, the College has not used non-disclosure agreements (NDAs) or non-disparagement clauses (NDCs) and has consistently applied trauma-informed, person-centred approaches to the management and resolution of concerns and incidents.

Governance and Leadership

Board Oversight and Reporting (Established 2023)

- Quarterly de-identified reporting to the College Board commenced in 2023, providing ongoing governance oversight of GBV prevention and response activities
- From 2024, incident reporting has been extended to Macquarie University through the Student Wellbeing Case Management Adviser (Student Accommodation), and to the CEO of U@MQU Ltd, who facilitates the Macquarie University Accommodation Partners meetings
- The College Board has participated in relevant webinars and forums from organisations including Our Watch, The Hatchery, and the Institute of Community Directors (2025)
- A more formalised approach to Board Director training is being developed for 2026, with information packs covering GBV drivers, trauma-informed responses, College policies, and procedures.

Designated Leadership Roles

- The Principal and Dean of Students live on-site, providing accessible senior leadership support 24/7. The 2024 Henry Reed review (Appendix A, p. 10) found that 88% of students believe DLC staff genuinely care about them, and that students specifically appreciate the accessibility of the Principal and Dean of Students living on-site, which provides "a great sense of safety".

Strategic Integration

- GBV prevention and response is integrated into the College's core operational and strategic priorities, with dedicated staffing, training budgets, and infrastructure improvements aligned to creating a safe and respectful community

Prevention Education and Training (Appendix C)

Pre-arrival education was introduced in 2024 and includes:

- Completion of Macquarie University's Safer Communities module
- Acknowledgement of the DLC Accommodation Contract
- Completion of the RespectX module explaining the anonymous reporting process.

Orientation training is conducted annually in Semesters 1 and 2 and includes:

- Principals address all new students and families on the college values, community standards and behavioural expectations
- First year mandatory training delivered by [Fearless Fox](#) covering gendered violence understanding, consent, respectful relationships, reporting options and support pathways.
- Bystander Ethics training delivered by Catholic Care has been in place since 2019 and supports new students each year and RAs and ADS (Student Activities leaders), focusing on ethical bystander intervention and trauma-informed approaches. The program has received excellent feedback over the years, with practical examples and scenarios for students to engage in.
- Gendered peer-led sessions established in 2025, conducted during the first weekend of College for returning students, focusing on College culture and setting expectations for the year. These sessions were well-received and will be expanded in 2026.

Ongoing training throughout the year:

- Ongoing presentations by specialist facilitator Adair Donaldson take place at the start of each semester, with student feedback indicating that he delivers "very engaging and informative sessions". The 2026 sessions will also incorporate information about the use of AI, including deep fakes.
- Restructured the O-Week schedule in 2025 to stagger sessions across 2 days rather than a full day, increasing engagement and participation
- Refresher training opportunities are delivered by Fearless Fox during mid-Semester 1 to support student understanding and reinforce behavioural expectations. These refreshers have now been expanded to returners and will include online options in 2026 to ensure no one misses out.

Support and Response Systems

24/7 Support Structure

The College maintains comprehensive after-hours staffing and escalation arrangements:

- Following business hours, the Duty Residential Adviser (RA) assumes responsibility for after-hours student support, responding to student welfare concerns, safety issues, and low- to moderate-risk incidents
- The Duty RA is supported by the Senior RA, Dean of Students, and Principal (all living on-site)

- At 11:00 pm, the Community Supervisor assumes responsibility and is available from the on-site office. They conduct regular monitoring, manage student welfare, safety, and security risks, and serve as the primary escalation point for higher risk incidents
- Emergency services (000) are contacted without delay for immediate health or safety risks
- Formal handover to office staff at shift conclusion, ensuring continuity of care

Wellbeing and Student Engagement Care

- On-site psychologist available weekly (Wednesdays with additional days as needed). However, the external review noted that capacity was not reached, suggesting that there may be barriers to address, or additional communication required to outline the support offering.
- Structured "first-year chats" ensure new students are settling in successfully and provide an opportunity to address questions or concerns.
- Optional weekly academic guidance sessions available, integrated with scaffolded, individualised supports where appropriate.
- Following the external review in 2024, and in response to concerns for support for RAs, all RAs are required to meet monthly with a psychologist to debrief about students and themselves.

Reporting pathways

- From early 2025, the anonymous reporting process was significantly strengthened by implementing the [RespectX](#) platform (providing secure, accessible, and mobile-friendly reporting mechanisms, encrypted two-way communication, and de-identified data collection to identify trends and inform risk management strategies).
- RespectX is administered by the Principal and Dean of Students, who can assign matters to the Assistant Dean or Senior RA where appropriate (though sexual harm or harassment matters remain with senior leadership). analysis and improvement planning that is also reported to the meetings
- The platform, which received two reports in 2025 (both resolved within one day of being submitted), has strengthened the College's ability to easily and efficiently collate GBV data, supporting quarterly Board reporting.

Response Protocols

- The college is guided by 11 key principles when responding to behavioural and well-being concerns, including taking a victim-centred approach, procedural fairness, access to support, informed decision-making, confidentiality, and timely response.

Training has been provided to College staff by Full Stop Australia and Fearless Fox to help embed trauma-informed principles and practices into the College's understanding.

- A risk assessment process for both students and staff has been developed to support Code compliance (Appendix G - DLC Student Risk Assessment Template)
- Emergency accommodation arrangements through Macquarie University are available when a DLC student relocation is required

- The College has designed a new emergency response checklist with escalation pathways to emergency services, NSW Police, and specialist external support services
- The College has clear referral pathways to Macquarie University Student Wellbeing services, local sexual assault services, and other specialist providers. This information is shared with incoming students, and flyers are available at multiple key locations throughout the College, including in the main office foyer.

Physical Safety Measures

- The common areas are designed to maximise visibility and passive surveillance with glass viewing panels indoors and/or CCTV
- CCTV coverage is in place at all main entrances and along key thoroughfares for prevention, monitoring, and post-incident review
- The landscaping and lighting are managed in accordance with Crime Prevention Through Environmental Design (CPTED) principles, with vegetation maintained at low heights for clear sightlines
- Continuous external campus lighting with internal lighting is reduced after hours while maintaining adequate illumination
- Formal security and safety audit completed in July 2025 by the MQU Property Services to assess risks and confirm compliance, with the next review to be completed in 2-3 years and informed by any legislative changes under workplace health and safety standards.
- Room access guidelines (Appendix F) have been designed and promoted through posters and social media, setting expectations about personal space and consent

Evidence and Evaluation

Henry Reed 2024 Independent Review (Appendix A)

Comprehensive independent assessment conducted in May 2024 by Henry Reed, focused on student experiences and understanding of consent, respect and inclusion through a survey (which received 180 responses or 87% of the then student cohort); 52 participants in focus groups across six sessions; and a desktop review of key documents and information provided to students.

RespectX 2025 Training Data (Appendix B)

Prevalence data collected through RespectX training module completion provides baseline insights into student awareness and experiences upon arrival at the college.

2024 Student Leader-led Review

In May 2024, student leaders led their peers in a review of the College's sexual harm policies and processes and formally provided feedback to the College on areas for improvement. This feedback

included requests for simpler reporting methods, additional visual information about consent, consistent communication about which RAs were on duty on a given day, and the introduction of Student Harassment Contacts.

Ongoing Data Collection

- Quarterly de-identified incident data reporting to the College Board
- Post-training evaluations from all training providers
- Anonymous qualitative and quantitative feedback through RespectX platform
- Student welfare and incident data tracking
- Analysis of trends to inform policy updates, training priorities, environmental safety improvements, and ongoing monitoring of effectiveness

Collaboration and Co-Design

This initial Plan has been informed by the above data insights; no specific formal consultation has been undertaken to develop this Plan, rather a series of informal conversations with Resident Advisors that have contributed to this presentation. Instead, the Plan has undergone external review, and a formal consultation is planned for late February 2026, to be led by the Dean of Students and is an integral action outlined in the plan below.

Student-Facing Communications

- The [DLC Handbook](#) is provided to all students on arrival at College, containing key information about day-to-day College functions
- College 101 information sessions covering key information about how the College operates, who does what, and how to reach them
- RespectX reporting process posters in all student rooms and common areas
- Subject-specific noticeboards throughout the College covering mental health, anonymous reporting, room access guidelines, and bystander ethics
- Key noticeboard in foyer with QR codes for maintenance requests, RespectX, key contacts, and important notices
- Social media communications reinforcing expectations around consent, respect, room access, and reporting pathways
- [Website](#) dedicated to GBV response and prevention, where all future communication will be centralised.

Staff Communications

- Regular updates through team meetings on GBV prevention and response approaches
- Clear protocols and escalation pathways are documented and accessible
- Training on trauma-informed communication approaches

Section 2: Contextual Analysis - Risks, Barriers and Enablers

This section articulates Dunmore Lang's understanding of the specific factors that contribute to gender-based violence within our context, informed by our journey to date, as well as the barriers and enablers to preventing and responding to it effectively.

Understanding Gender-Based Violence in Our Context

This section articulates Dunmore Lang's understanding of the specific factors that contribute to gender-based violence within our context, informed by our journey to date, as well as the barriers and enablers to preventing and responding to it effectively.

Gender-based violence stems from factors that we must acknowledge, understand, and address within our community, including attitudes that support violence against women, rigid gender stereotypes, cisnormativity and heteronormativity, men's dominance in decision-making and male peer cultures that emphasise aggression, dominance and control.

Other contributing factors include broader acceptance of violence, childhood exposure to violence, weakened prosocial behaviour due to events like natural disasters, the use of alcohol or gambling, and backlash to prevention and gender equality efforts ([Our Watch](#), *Change the Story*, 2022).

Tackling these issues demands an understanding of gender-based violence within the context of Dunmore Lang College, ongoing systemic and cultural change, trauma-informed responses, education, training, awareness and prioritising the voices of those most affected.

Evidence Base

To understand GBV in Dunmore Lang College's context, we have drawn on evidence such as:

- Results from the Henry Reed Report into Consent, Respect and Inclusivity, which were presented to the College on 10 May 2024. 180 student residents, or approximately 87% of the 2024 student cohort, participated in an online survey as part of the review, with 52 students also participating in focus groups (Henry Reed, pg. 4).
- Anonymous reporting data from a prevalence survey conducted by RespectX in 2025.
- Ad hoc conversations with students and Resident Advisors are planned for the w/c of February 26th with the Dean of Students.

Identified Risks

Risk Category	Specific Risks Identified
Interpersonal Violence	Inappropriate behaviours: 22.5% of students (40 students) experienced inappropriate behaviours, including: abusive or aggressive behaviour, spreading malicious rumours or gossip, unwanted physical touching (groping and hugging), bullying, exclusion or isolation, offensive comments, and aggressive or intense behaviour from new arrivals. (Henry Reed, pg. 13) Sexual harassment: 7% reported experiencing sexual harassment, and 8% we unsure. However, the report noted that “the type of sexual harassment experience by students at college is primarily touching, groping and inappropriate advances while intoxicated.” (Henry Reed, pg. 14) Gender-based discrimination: 10.5% of students (15 students) experienced discrimination or harassment based on gender identity, with 80% being returning students. (Henry Reed, pg. 14)
Social and Cultural Factors	Alcohol-related incidents: A small group displays disrespectful behaviour while influenced by alcohol, and the sexual harassment that was noted occurs ‘primarily while intoxicated’. (Henry Reed, pg. 4) Male risk behaviour: “It is more likely that males will participate in risky or boisterous behaviour in common areas without thought of consequences for others. This is often interpreted by female students as physically unsafe and potentially threatening to their safety.” (Henry Reed, pg. 15) O-Week overwhelm: Large events were reported to create high anxiety by some, with others reporting an ‘O-Week overload’ with limited downtime. Returning students identified that O-Week can “cause high levels of anxiety for those students of all year groups who are introverted or not confident to participate.” (Henry Reed, pg. 4)
Demographic Factors (Vulnerable populations)	Isolated students: 9.5% (14 students) don't feel connected to the community, experiencing loneliness and anxiety. "Significantly less likely to participate in events and activities,

	and do not feel encouraged to participate by others." Feel excluded by other students more than staff. (Henry Reede, pg. 9) Introverted students: Those with social anxiety or who are introverted struggle with large group activities; for this group, "the college environment is not inclusive. (Henry Reed, pg. 4) Residential Advisers: "The group most requiring support are the Residential Advisers. These students are feeling a high level of pressure and stress, and are an essential part of the College community and influence culture and behaviours" (Henry Reed, pg. 17)
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Identified Barriers

Barrier Category	Specific Barriers Identified
Reporting and Disclosure	Poor recall of resources: Students have difficulty recalling where to access information for anonymous complaints and online forms when needed. However, this has improved since the introduction of RespectX. (Henry Reed, pg. 8) Reporting process concerns: Students reported multiple barriers, including uncertainty about the process, concerns about anonymity and confidentiality, emotional barriers to reporting, and perceived ineffectiveness of the process. (Henry Reed, pg. 15) However, this has improved since the introduction of RespectX, as the College is able to provide feedback directly to the reporter.
Social and Cultural Barriers	Fear of social consequences: 9.5% of students (14 students) don't feel connected to the DLC community, experiencing higher levels of loneliness and anxiety affecting both first-year and returning students Hesitancy to report incidents: Students fear social backlash, gossip, malicious comments, or social exclusion when lodging complaints. (Henry Reed, pg. 15) Boundary-setting difficulties: There is a gap between understanding consent and having confidence to

	give/withdraw consent regarding privacy and personal space, despite 98% understanding that consent applies to room access. (Henry Reed, pg. 11) O-Week overload: First-year students reported receiving too much information in their first week as they tried to get settled into College life, and some felt pressured to join activities during O-week. (Henry Reed, pg. 8)
Access to Support	RA perception of inadequate support: RAs perceive a lack of support and a lack of priority from the college administration and leaders (Henry Reed, pg. 5)
Behavioural and attitudinal barriers	Gender differences in safety awareness: Male students are less likely to consider safety or the impact of their actions on female students' sense of safety. Male students rarely lock their doors, while female students reported being 'constantly aware of their safety' and 'more likely to lock their doors' (Henry Reed, pg. 14)
Resource and Capacity	Communication gaps: Day-to-day communication was identified as an area for improvement in 'timeliness of communication, transparency of information and decision, and ease of accessibility of methods for reporting concerns.' (Henry Reed, pg. 16) (Noting the latter has been improved by the introduction of a new anonymous reporting system).

Identified Enablers

Enabler Category	Specific Enablers Identified
Prevention Culture	The Henry Reed survey results indicate that there are very high levels of understanding across the following topics: ● 100% understanding of consent, sexual harassment, and sexual harm ● 99% understanding of respect ● 98% understanding of inclusion ● 97% understanding of active bystander behaviour, appropriate behaviours (Henry Reed, pg. 7, Table 2).

	However, understanding of behaviours is different to engaging in them. Strong active bystander culture: "Students repeatedly reported that many students actively call out behaviour that is not respectful or inclusive in group situations". (Henry Reed, pg. 12) Behavioural accountability: 100% of students reported being accountable for their behaviour and actions, and 99% said they understand the behaviour expected of them. (Henry Reed, pg. 13)
Supportive environment and leadership	Strong sense of safety: 89% feel safe from inappropriate behaviours; 95% feel safe from sexual harm. "Principal and Dean of Students living on-site has provided a great sense of safety" (Henry Reed, pg. 14) Staff care and support: 88% believe DLC staff genuinely care about them (including administrative staff, college leadership, and kitchen staff) (Henry Reed, pg. 10) RA support to students: Students feel well supported by RAs. "RAs have been acknowledged in the focus groups as maintaining a respectful environment by calling out behaviours and providing support both at College and in social situations" (Henry Reed, pg. 10) Peer support systems: "Overwhelmingly, the students recognise and value the support they have from the whole student cohort at DLC, including texting group chats, looking out for each other at events, providing practical help, and intervening in situations. (Henry Reed, pg. 10)
Systems and Resources	Updated emergency procedure: The College has developed a new emergency response checklist for students and staff to ensure consistent communication. New anonymous reporting: The College has adopted the RespectX platform, which students have noted has made a difference with ease of use, communication and access compared to the previous platform

	Psychological support for RAs: RAs receive monthly psychological support to discuss their responsibilities and any challenges related to them. This support has been in place since 2017.
External Partnerships	External reviews: The College has engaged external reviewers in the lead-up to the Code enforcement, including HENRY REED and Our Watch.

Disproportionately Impacted Groups

Gender-based violence disproportionately affects certain groups within our community. We acknowledge that women, First Nations people, people with disabilities, culturally and linguistically diverse communities (including international students), and people of diverse sexual orientation and gender identity experience higher rates of GBV and face additional barriers to reporting and accessing support.

INTERNATIONAL STUDENTS (11-15% of student community)

Key Risks and Vulnerabilities	Current Supports
Limited employment opportunities increase vulnerability to exploitation Targeted by scams and extortion schemes Cultural and linguistic barriers to accessing support	International student representation on the Resident Advisor team Active promotion of on-campus support services and clubs Connection to Macquarie University international student services

FIRST NATIONS STUDENTS (10% of student community)

Key Risks and Vulnerabilities	Current Support
- Impacts of historical trauma and ongoing experiences of racism - Need for cultural safety within college and broader society	- Two Indigenous staff members providing culturally responsive support - Connections to culturally appropriate organisations, including Bungee Bidgel and Walanga Muru (Macquarie University Indigenous student support unit)

• Additional barriers to reporting and accessing support	• Warrawal - dedicated Indigenous students' hang-out space and resource room • Revitalised Indigenous student program (2025), encompassing broader initiatives with a focus on education and cultural activities • Indigenous students holding visible student leadership roles • College is actively renewing connections with appropriate Elders following the recent loss of a key contact
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LGBTIQ+ STUDENTS (Approximately 9% openly out)

Key Risks and Vulnerabilities	Current Supports
• Experiences of transphobia and homophobia within college and broader society • Family rejection and past trauma, particularly for students from small rural towns • Heightened vulnerability following state government removal of access to gender-affirming care • Female and LGBTIQ+ students report constant awareness of their safety during interactions, activities, and in rooms/common areas (Henry Reed Report, p.14) • Some returning students reported experiencing discrimination based on gender identity (Henry Reed Report)	• Openly queer-identifying staff members • Queers and Allies peer support group with College support for events and activities throughout the year • Annual formal dinner featuring queer community speakers • Clear information is readily available throughout college on accessing rainbow-specific support services

STUDENTS WITH DISABILITIES (Profile percentage to be confirmed)

Key risks and vulnerabilities	Current supports
• Higher rates of experiencing GBV (based on national evidence) • Additional barriers to reporting and accessing support (based on national evidence) • The College is not an accessible building	• Close collaboration with the Macquarie University accessibility team • Individual Education Access Plans (IEAP) are in place for assessment accommodations • Individualised support plans are developed on a case-by-case basis

RURAL AND REGIONAL STUDENTS (Approximately 60% of the student community)

Key risks and vulnerabilities	Current supports
• Transitional challenges when moving to a major city • First-generation university students requiring additional support • Students from low socioeconomic backgrounds • Culture shock regarding more liberal perspectives on Aboriginal history, sexuality, gender identity, and other beliefs	• Peer leader support and shared experiences with the majority of the rural/regional cohort • Annual family event enabling families to meet, share experiences, and build connections • Parent and family evening specifically for regional students to visit the college and meet the community • Special emphasis on encouraging first-generation student families to participate and build networks

INSIGHTS AND COMMITMENT TO ONGOING IMPROVEMENT

The College recognises that more work is needed to understand particular barriers and support requirements for students from diverse backgrounds, especially those holding intersecting characteristics that increase their risk of experiencing gendered violence.

The College commits to conducting a targeted review with students from marginalised backgrounds in 2026 to:

- Identify specific barriers to reporting and accessing support
- Understand experiences of safety and inclusion within the college community
- Develop enhanced, culturally responsive prevention and response strategies
- Ensure support services are accessible and appropriate for students with intersecting identities

Section 3: Whole-of-Organisation Action Plan

This Action Plan sets out the specific, time-bound actions Dunmore Lang College will take to address the identified risks, barriers and enablers, and to meet the requirements of Standard 7 of the National Code.

As an affiliated college, Standard 7 (Student Accommodation Providers) applies to Dunmore Lang College. The actions below align with the relevant requirements of Standard 7 and include cross-references to the broader National Code principles where applicable.

Actions Taken to Date

Governance and Leadership (Standard 7.2(a), 7.6)

- Embedded GBV prevention in all student-facing staff roles with quarterly reporting to the College Board
- Extended GBV prevention training to Board members from 2025
- Appointed designated staff roles, including Dean of Students, with responsibility for GBV prevention and response
- Integrated 24/7 wellbeing support through residential staff, including the Principal, Dean of Students, Senior Resident Advisers, and Resident Advisers living on-site
- Established reporting arrangements with Macquarie University Student Wellbeing Case Management Adviser and CEO of U@MQU Ltd from 2024
- Not used non-disclosure agreements (NDAs) or non-disparagement clauses (NDCs)

Policy and Procedures (Standard 7.4)

- Implemented Sexual Harm and Harassment Policy (currently being updated to address GBV more broadly)
- Established Room Access Guidelines (from 2019)
- Created clear, visually-based accommodation contracts requiring acknowledgment of policies, assisted by embedded videos

Evidence-Based Prevention (Standard 7.5)

Pre-arrival training:

- Mandatory completion of Macquarie University's Safer Communities module covering respectful behaviour, consent, and bystander awareness
- Mandatory completion of Dunmore Lang College Accommodation Contract, requiring policy review and consent/respect video acknowledgment
- Mandatory completion of the RespectX training module on anonymous reporting processes

Orientation programs:

- Principal address to all new students and families at shift-in day, outlining values, community standards, and zero tolerance for GBV
- First-year mandatory training sessions covering consent, respectful relationships, and bystander intervention

Ongoing initiatives:

- Trauma-informed response training for staff and student leaders
- Active Bystander intervention training
- Training on responding to disclosures
- Board education on governance oversight of GBV obligations and best practices

Support and Response Systems (Standard 7.7)

- Provided anonymous reporting pathways for several years prior to the implementation of RespectX platform in 2025 for secure, anonymous reporting with encrypted two-way communication
- Developed structured risk assessment processes for students and staff
- Created clear action plans and referral pathways
- Implemented building modifications designed to promote safety
- Maintained 24/7 well-being staff availability

Evidence and Evaluation (Standard 7.6)

- Conducted an external audit of College culture regarding consent, respect, and inclusivity in 2024 by Henry Reed (planned to repeat in 2027)
- Used findings to inform policy updates, training priorities, environmental safety improvements, and ongoing monitoring
- Established a de-identified data collection to identify trends and inform risk mitigation strategies

Community Engagement (Standard 7.2(g))

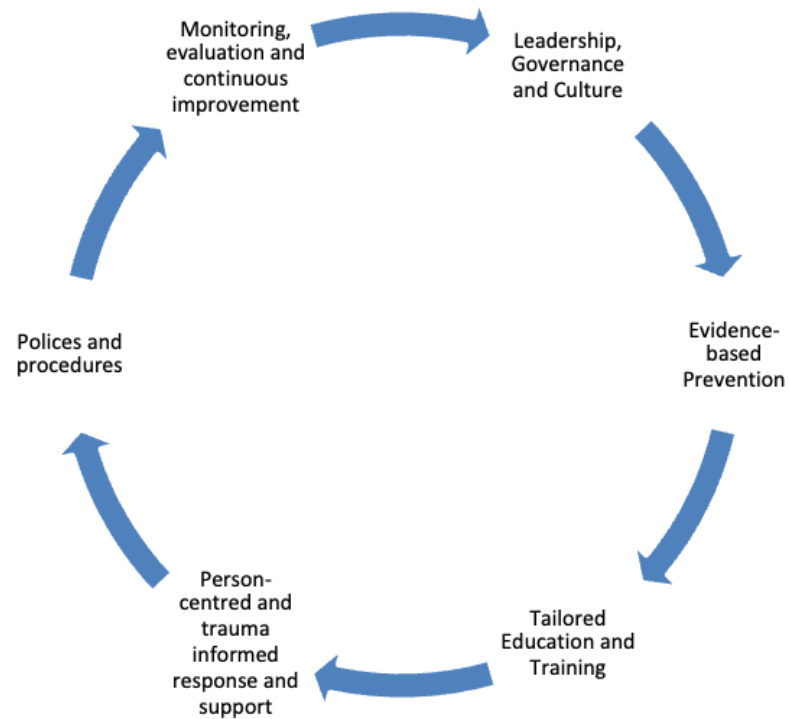
- Consulted with the Resident Adviser team (including victim-survivors, Indigenous representation, and gender diversity representation) during plan development
- Established plans for ongoing student working groups
- Created accessible information on sexual safety and respect on the College website

Physical Safety Measures

- Secured college campus with fob/swipe access and CCTV monitoring
- Awake overnight supervisor on duty
- Access to Macquarie University campus patrols and support services
- Well-lit main road location
- MQ courtesy bus service available

Future and Ongoing Actions

The recommended actions are structured into the following themes to reflect those embedded within the Code Standards and to address the barriers, risks, and enablers unique to Dunmore Lang College.



Priority Area 1: Leadership, Governance and Culture

Rationale: To address specific risks/barriers/enablers identified in Section 1 that this priority area responds to.

Number	Action	Responsibility	Timeframe	Resources	Success Measure	Code Reference (Standard 7)	Update
1	Maintain quarterly Board reporting covering incident data and trends, prevention activities and effectiveness, continuous improvement measures, and key risk/barrier/enabler analysis.	Principal & CEO, Dean of Students	Ongoing - Q1, Q2, Q3, Q4 annually	Existing staff time, RespectX data systems, Board reporting templates	The board receives a comprehensive GBV report in all four quarters with incident trends, prevention activities, and improvement actions	7.2(a), 7.3	Ongoing Q2 board report included RespectX and education training evaluation.

2	Extend GBV prevention training to all Board members annually, covering governance oversight obligations and sector best practice	Principal & CEO	Annually - Q1 2026 and ongoing	External training provider, existing Board meeting time	100% Board member completion of annual GBV governance training	7.2(a), 7.5	Ongoing
3	Maintain active participation in the Macquarie University Accommodation Providers working group	Principal & CEO, Dean of Students	Ongoing - meetings held quarterly	Staff time for meeting attendance	College represented at all quarterly meetings; sector learnings integrated into College practices	7.2(a)	Ongoing
4	Conduct a review with students to see if the changes made following the Henry Reed report regarding poor communication and limited support for RAs have improved.	Principal & CEO, Dean of Students	Q2 2026 (First review) Q4 2026 (Second Review) then annually Q3 thereafter	Existing staff time, student survey mechanism		7.2(g)	Set for 2027

5	Review and update the Whole-of-Organisation Prevention and Response Plan every three years minimum (with interim reviews annually)	Principal & CEO, Dean of Students	2026, 2027, 2028 (annual reviews); 2029 (major review)	Staff time, external consultation if needed, student advisory group input	Plan reviewed and updated on schedule; updates published on website	7.2, 7.4	Set for after student focus groups
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Priority Area 2: Evidence-Based Prevention

Rationale: Address specific risks/barriers/enablers identified in Section 1 that this priority area responds to, including factors driving GBV in our context. Please note that education and training are addressed in priority area 3.

Number	Action	Responsibility	Timeframe	Resources	Success Measure	Code Reference (Standard 7)	Update
6	Conduct an external culture audit, following from the baseline established in the Henry Reed review on consent, respect, and inclusivity	Dean of Students	2027 (next cycle)	External contractor, budget allocation ~\$15,000-20,000	Survey completed with representative response rate; findings inform prevention initiatives	7.2(d), 7.5(c), 7.6	Set for 2027

7	Collect and analyse post-training evaluation data from all prevention education sessions to assess effectiveness	Dean of Students, Student Engagement Coordinator	Ongoing - after each training session Annual review across prevention-related training to inform the development of the next annual training plan	Evaluation tools, staff time for analysis	Evaluation data collected for 100% of training sessions; findings used to improve future delivery	7.5(c), 7.6	Completed for 2026
8	Request evidence-based credentials and evaluation data from all external training providers	Dean of Students	Q1-Q2 2026 (for existing providers); ongoing for new providers	Staff time for provider assessment	Evidence-based documentation obtained from all external providers; documented in the training register	7.5(c)	Ongoing Georgia doing up a table
9	As part of future student engagement processes, understand what is working across response, early intervention, and primary prevention initiatives, identify gaps,	Dean of Students, in conjunction with the Principal and Student Leaders	Annual cycle Q1 in 2027, 2028, 2029	Staffing time; survey use; communication channels; external provider (possible)	70%+ survey response rate; 30+ students engaged in focus groups representing diverse cohorts; Student advisory	Standard 7.2(g), 7.4, Standard 1.5, 1.9	Ongoing Student focus groups

	and ask students to suggest improvements they would like to see.				panel established with 8-10 members Feedback collected across all three levels (response, early intervention, primary prevention); specific improvement suggestions documented Findings reported to the Board within 6 weeks of completion; minimum 3 student-suggested improvements implemented annually; students informed of actions taken Engagement report completed by July each year; action plan developed by Sep;		
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					progress updates provided to students quarterly		
10	Implement a whole-of-college behavioural standards and cultural change campaign that integrates and amplifies all GBV prevention work through coordinated, evidence-based messaging and community engagement activities.	Dean of Students with support from Student Leaders, Communications and external specialists as needed.	Design in Q1 2026 Implementation in Q2 2026 Ongoing review of 2027 and 2028	Staffing and student leader time; consultant support for communications or prevention messaging	95%+ students identify 3+ key messages (annual survey) 98% agree all have responsibility to prevent GBV; 90%+ articulate bystander actions Increased bystander interventions; 25% reduction in incidents over 3 years We aim to have 80%+ attend campaign events; 100% RA/ADS participation 4+ campaign touchpoints per semester; annual evaluation completed; materials refreshed annually	Standard 7.2(f), 7.5(c); Standard 3.5 and 3.6	Ongoing

11	Develop and implement a strategic communications framework to ensure that all GBV-related policies, procedures, support services, and prevention initiatives are communicated consistently, accessibly, and effectively to all students year-round through diverse media channels.	Dean of Students and Communications Co-ordinator	Strategy Development Q2 2026 Implementation Q3/4 2026 Initial Review Q1 2027 Ongoing review and update annually in 2027 and 2028	Staffing time, existing communication channels, printing costs, and possible translation or surveys to evaluate the impact	95%+ students know where to access GBV policies and support; improved recall of information access points (annual survey) 100% materials meet accessibility standards; translation available for the top 3 student languages 90%+ students receive info via preferred channels; 100% staff trained on communication protocols All GBV initiatives use a standardised messaging framework; a communication calendar is	Standard 7.2(f), 7.4(a); Standard 4.3, 3.5	Update Ongoing Aimee and P For June meeting – update from P and Aimee
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					implemented with 100% adherence Communications strategy document completed Q1 2026; quarterly review meetings held; annual evaluation completed		
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Priority Area 3: Tailored Education and Training

Rationale: Address training gaps and the need for specialised support for disproportionately impacted groups

Number	Action	Responsibility	Timeframe	Resources	Success Measure	Code Reference (Standard 7)	Update
12	Deliver comprehensive pre-arrival training package: MQU Safer Communities module, DLC Accommodation Contract with consent videos, RespectX training module	Dean of Students, Student Engagement Coordinator	Ongoing - before each student arrival (Feb, July)	MQU Safer Communities access, RespectX platform, video content	100% new student completion before arrival; completion tracked and followed up on	7.5(a), 7.5(b)	Ongoing. Exploring online platforms for pre-arrival training.
13	Continue the Principal's address at Orientation,	Principal & CEO	Ongoing - each	Orientation program time	Address delivered at	7.5(a)	Ongoing.

	covering values, expectations, consent, and zero tolerance for GBV		Orientation (Feb, July)		100% of Orientations; key messages reinforced		
14	Deliver first-year mandatory training sessions covering consent, respectful relationships, and bystander intervention	Dean of Students, external trainers	Ongoing - within the first 6 weeks of arrival	External trainer costs, venue, and staff coordination time	100% first-year attendance at mandatory sessions; attendance tracked	7.5(a), 7.5(b)	Completed for Semester 1.
15	Provide trauma-informed response training for all student-facing staff and student leaders (RAs)	Dean of Students	Annually - Q1 for returning staff/leaders; Pre-semester for new appointments	External training provider, staff time	100% relevant staff and student leaders complete training annually	7.5(a), 7.5(c)	Completed. Included GBV harassment contacts.
16	Deliver active bystander intervention training to staff and student leaders	Dean of Students	Annually - integrated into leadership training program	Training materials, facilitator time	100% RA completion; bystander interventions tracked and reviewed	7.5(a), 7.5(b)	Completed for 2026.
17	Maintain specialised training on responding to disclosures for designated staff	Dean of Students	Annually - Q1 2026 and ongoing	External specialist training provider	All designated responders (Principal, Dean, Assistant	7.5(a)	Completed for 2026.

					Dean, Senior RAs) complete training annually		
18	Provide specialised training on complaint handling for designated staff and RAs	Dean of Students	Annually - Q1 2026 and ongoing	External specialist training provider	All designated responders (Principal, Dean, Assistant Dean, Senior RAs) complete training annually	7.5(a)	Ongoing.
19	Develop and deliver targeted training for staff on supporting disproportionately impacted groups (LGBTIQA+, international students, First Nations students, students with disabilities)	Dean of Students	Q2-Q3 2026 (development and first delivery)	External specialist consultants, staff development budget	Training developed and delivered to all student-facing staff by the end of 2026	7.2(f), 7.5	Ongoing. Aimee – new calendar
20	In collaboration with MQU, develop and deliver targeted training for student leaders (RAs) on the complaints/reporting and investigation	Dean of Students	Annually - integrated into leadership training program	MQU Safer Communities support, training materials, facilitator time	100% RA completion	7.7(a), 7.7(b)	TBC post point 18.

	processes of both the College and MQU						
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Priority Area 4: Trauma-Informed and Person-Centred Response and Support

Rationale: Address barriers to reporting and gaps in support pathways and ensure all informal and formal support provided to students is reflective of person-centred and trauma-informed practice.

Number	Action	Responsibility	Timeframe	Resources	Success Measure	Code Reference (Standard 7)	Update
21	Maintain 24/7 wellbeing staff availability through on-site residential staff (Principal, Dean, Senior RAs, 14 RAs, overnight supervisor)	Principal & CEO	Ongoing - 24/7/365	Staffing structure, on-call arrangements	100% coverage maintained; response times tracked	7.3, 7.7	Ongoing.
22	Maintain a structured first-year support program, including "first-year chats" and optional weekly academic guidance	Dean of Students, Senior RAs, RAs	Ongoing - throughout academic year	Staff time, structured program materials	100% first-year students have scheduled check-ins; concerns identified and addressed	7.3, 7.7(b)	Ongoing.
23	Implement support plans for disclosers and respondents within 48	Dean of Students (lead), Principal & CEO	Ongoing - within 48	Staff time, support plan templates,	100% cases have support plans	7.7(d)	As required.

	hours of the disclosure meeting Standard 4 requirements		hours of each disclosure	and coordination with MQU Student Wellbeing	implemented within 48 hours, documented and reviewed		
24	Establish and document referral pathways to specialist services for disproportionately impacted groups	Dean of Students	Q1-Q2 2026	Staff time to establish partnerships, documentation materials	Documented referral pathways established for LGBTIQ+, Aboriginal and Torres Strait Islander, CALD, and disability support services; staff trained on pathways	7.2(f), 7.3, 7.7	In development Georgia to share end of June
25	Maintain coordination with MQU Student Wellbeing for students accessing university support services	Dean of Students	Ongoing	Staff time for coordination meetings	Regular coordination meetings held; seamless referrals maintained	7.3, 7.7	Ongoing. Met with the new MQU GVB prevention co-ordinator.
26	To increase the number of reports received, redevelop the Handbook Action Charts and create	Dean of Students	Q1-Q2 2026	Staff time, materials	Documented increase in the number of	7.7	In development .

	public, accessible, student-focused resources that explain College and MQU reporting/complaints and investigation processes, including information about steps taken upon receipt of a complaint/report, timeframes for expected communications and resolutions, confidentiality provisions, etc.				reports made by students		
27	Continue operating the RespectX anonymous reporting platform with encrypted two-way communication Increase the number of reports made through the RespectX platform	Dean of Students, Student Leaders, Communications Co-ordinator and RespectX Provider	Q1 2026 communications push Ongoing review in Q2 each year (2027, 2028, 2029)	Staffing and student leader time; RespectX Provider time; Annual renewal fee for subscription	Platform is operational 24/7; all reports receive an initial response within 24 hours 60% increase in RespectX reports annually (indicating improved	Standard 7.2(f), 7.3, 7.7: Standard 4.3	Ongoing.

					awareness and trust in the system); increased proportion of early-stage concerns reported 90%+ students can describe what happens after a report is submitted; 85%+ awareness of both informal and formal pathways Process documentation available in multiple formats (flowchart, FAQ, video); reviewed annually by student advisory group for clarity		
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					All process information is available in plain language; trauma-informed framing is used throughout Annual survey shows decreased hesitancy to report due to process concerns; improved understanding of confidentiality protections		
28	Proactively communicate what happens when someone submits a report, including possible penalties if a matter proceeds through a formal process.						To be completed at the end of the year. Respect X noticeboard.

	Publish disclosures, reports and complaint data annually and share the learnings the College has had, and what actions are being taken to reduce the likelihood of them occurring again.						Further comms once earlier points are completed.
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Priority Area 5: Policies and Procedures

Rationale: Ensure policies comprehensively address GBV and are implemented in a person-centred and trauma-informed way

Number	Action	Responsibility	Timeframe	Resources	Success Measure	Code Reference (Standard 7)	Update
29	Update Sexual Harm and Harassment Policy and associated procedures to comprehensively address all forms of GBV (beyond sexual harm), and ensure compliance with the Code, with consultation from students and staff	Principal & CEO, Dean of Students	Q1-Q2 2026	Legal review, consultation sessions, and staff time	Updated policy approved by Board and published by the end of Q2 2026; explicitly addresses all GBV forms per Standard 7.4(c)	7.4(c), 7.7(e)	Ongoing. Aimee completed draft – for review by Emily and P

30	Review all related policies to ensure they reflect the new GBV policy and procedure, use trauma-informed language and principles, and align with the Code, Respect@Work, and occupational health and safety standards regarding psychosocial hazards and risks.	Principal to lead with input from the Board, Student Advisory group, and external reviewer	Q1-Q2 2026 Review and drafting Q2-Q3 2026 Approval and implementation Review in accordance with the Board schedule	Internal review with the student advisor group, and external review to ensure they meet Code, OHS, and Respect@Work requirements.	100% of related policies reviewed and updated by Oct 2026; External reviewer confirms policies meet National Code Standard 7, Respect@Work Act 2021, and WHS psychosocial hazard requirements Student Advisory Group provides feedback on a minimum of 3 draft policies; student recommendations are documented and	Standard 7.4; Standard 2.1, 2.2	Ongoing. Share doc from Aimee re: psychosocial hazards
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					addressed; final policies are tested for readability All staff trained on policy changes by Dec 2026; community communicatio n completed; updated policies published and accessible		
31	Maintain and review Room Access Guidelines, ensuring they align with GBV prevention principles	Dean of Students	Annual review - Q3 each year beginning 2027.	Staff time for review, consultation with RAs	Guidelines reviewed annually; updates made based on feedback; published and communicate d	7.4(c)	Completed at end of 2025. Due for review end of 2026.
32	Implement and maintain four declaration processes: Staff GBV allegations, Student GBV allegations, Staff intimate	Principal & CEO, Dean of Students	Ongoing - integrated into inductions;	Declaration forms (Appendices D and E), tracking	100% staff and Board members complete declarations	7.4(a), 7.4(b)	Completed. WWCC as well

	relationships, Student intimate relationships		annual renewal	system, HR time	annually; 100% new students complete declarations; risk management plans are implemented for all relevant declarations		
33	Maintain deed poll agreement with Macquarie University, clarifying Standard 7 responsibilities	Principal & CEO	Review annually - Q4 each year	Legal review if needed	Agreement remains current and aligned with Standard 7 requirements	7.9	Completed.

Priority Area 6: Monitoring, Evaluation and Continuous Improvement

Rationale: Ensure evidence-based decision-making and accountability through the implementation and review of the plan

Number	Action	Responsibility	Timeframe	Resources	Success Measure	Code Reference (Standard 7)	Update
34	Conduct a biennial external climate survey and use findings to inform prevention initiatives	Dean of Students	2027, 2029, 2031 (biennial cycle)	External survey provider, budget	Survey completed biennially; response rate	7.2(d), 7.5(c), 7.6	TBC.

	(including existing climate surveys, RespectX platform and any additional questions informed by the 2026 student consultation)			allocation, and staff time for analysis	>40%; findings drive action plan updates		
35	Maintain quarterly data collection and analysis from the RespectX platform covering incidents, trends, and prevalence data	Dean of Students, Principal & CEO	Ongoing - quarterly	RespectX platform, staff time for analysis	Quarterly reports completed; trends identified; findings inform prevention strategies and are reported to the Board	7.6, 7.8	Completed. Presented at May board meeting.
36	Maintain quarterly reporting to Macquarie University (Student Wellbeing Case Management Adviser and CEO of U@MQU Ltd)	Principal & CEO, Dean of Students	Ongoing Q1, Q2, Q3, Q4 annually	Existing staff time, incident tracking systems	Data is submitted to MQU monthly, and MQU then analyses insights quarterly.	7.8	Completed.
37	Establish a student advisory panel to provide ongoing input on prevention and response initiatives	Dean of Students	Q1 2026 (establishment); ongoing meetings thereafter	Staff coordination time, meeting space, and potential	Panel established with diverse representation by the end of	7.2(g), 7.4(c)(iii)	In process.

				student honorariums	Q1 2026; meets quarterly; feedback documented and actioned		
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Appendices

The following appendices support this Plan with detailed evidence and documentation:

- Appendix A: Henry Reed Results Summary
- Appendix B: Anonymous Reporting Data
- Appendix C: Training Program Schedule
- Appendix D: Staff and Board Member Declarations (template)
- Appendix E: Intimate Relationship Declarations (template)
- Appendix F: Room Access Guidelines
- Appendix G: Student Risk Assessment Template

Document Control

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