JOHN XXIII COLLEGE
(Affiliated with the Australian National University)

WHOLE OF ORGANISATION
ASSESSMENT

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

INTRODUCTION

John XXIII College is a Catholic residential college, founded in 1967, affiliated with the Australian National University, located on the ANU campus in Canberra, ACT. While the College has Catholic foundations, in 2026 it proudly describes itself as a genuinely egalitarian and inclusive community, welcoming students of all faiths and none.

John XXIII College is a values-based organisation. Our community collectively developed and is guided by the following values:

Respect
Demonstrating care and regard for the feelings, wishes and rights of others, and upholding gender equality.

Integrity
Prioritising honesty and personal accountability.

Courage
Exhibiting mental and moral strength and perseverance when navigating difficult.

Empathy
Understanding and acknowledging the feeling and perspectives of others.

Gratitude
Expressing thankfulness and appreciation for our opportunities and blessings.

Inclusivity
Embracing and respecting human diversity.

John XXIII College is one of only two affiliated colleges with the ANU and forms part of a vibrant campus-wide residential community. The College has 315 residents, including postgraduates and undergraduate students. A small number of residents study at the University of Canberra, the Australian Catholic University, and Adelaide University (online).

The College has forty-four dedicated staff who support students across several portfolios. There are seven staff in the Student Services Team (SST): the Deputy Head of College, College Life Manager, Dean of Academic Programs and Development, Dean of Wellbeing and Counselling, and three Community Support Officers. Four Student Services staff live on campus, and the Head of College also resides nearby in a College residence.

There are 48 student leaders across multiple portfolios. The Student Executive leads the student leadership body and is directly supported by the SST, including through weekly meetings with all portfolios. All residents connect with staff regularly in both formal and informal settings.

This Whole of Organisation Assessment is grounded in the gendered drivers of violence against women as outlined in Australia's national prevention framework, Change the Story. These gendered drivers also underpin the National Plan to End Violence Against Women and Children 2022–2032, Australia's national policy framework to end gender-based violence within one generation. The recognised gendered drivers are:

- condoning of violence against women
- rigid gender stereotypes
- men's control of decision-making and limits to women's independence in both public and private life
- male peer relations that emphasise aggression and disrespect towards women.

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

Evidence from Change the Course (2017) and the National Student Safety Survey (2021) consistently demonstrates that residential colleges are higher-risk environments for gender based violence, and that risk increases when men who hold discriminatory attitudes towards women and others misuse alcohol.

John XXIII College is committed to reducing the prevalence of gender-based violence and creating a safe and respectful environment for all residents, staff and visitors.

This Whole of Organisation Assessment provides an evidence-informed overview of the College's strengths, challenges, and opportunities for improvement in preventing gender based violence and supporting victim-survivors. These findings are presented as enablers, risks and barriers, consistent with the terminology used in the National Code.

The assessment identifies areas of College operations relevant to the National Code and will support strategic decision-making, guide planning, and ensure alignment with national expectations and sector best practice.

This assessment was informed by engagement with a broad range of stakeholders, including a sub-committee of Board members, ANU staff with expertise in gender-based violence and respectful relationships, College staff, and members of our student community. In addition, both formal and informal sessions were held with our incoming student leadership team to understand College culture and inform implementation of the Code in 2026. We plan to extend this engagement to the wider student body in early 2026.

LEADERSHIP, CULTURE AND ENVIRONMENT

Leadership is a highly valued and strongly supported element of the John XXIII College experience. The College maintains a broad, diverse, and intentionally structured leadership model designed to reflect our values.

Leadership representation spans gender, culture, background, lived experience, and degree pathways. The structure integrates both staff and student leaders who work collaboratively to shape culture, uphold safety, and foster community connection.

The Student Services Team comprising the Deputy Head of College, College Life Manager, Dean of Academic Programs and Development, Dean of Wellbeing and Counselling, and three Community Support Officers works closely with a student leadership cohort of 48 students across portfolios including wellbeing, academics, sport, arts, social life, culture, charity, and governance. Leaders are selected through a thorough process of written applications and interviews and receive scholarships in recognition of their role in building a safe, respectful, and inclusive community.

Students live and learn alongside peers of diverse identities and beliefs within mixed pods, sharing communal spaces respectfully. Leaders are accountable for modelling values-based behaviours, addressing concerns early, and empowering all residents to engage safely and confidently in community life.

Sources of Information:

This assessment draws on multiple sources, including (but not limited to):

- Agenda and minutes of governance and Board meetings
- Survey data and feedback from residents, including:
  - o End-of-Year Student Survey
  - o End-of-Year Student Leadership Survey
- Information from formal and informal interviews and meetings with residents, including:
  - o One-on-one meetings between the Head of College and all second- and third-year students
  - o One-on-one meetings between the Deputy Head of College and all first-year students
  - o Small-group morning teas and coffee catchups with Student Services
- Findings of any cultural reviews
- Weekly and fortnightly staff operational, leadership and portfolio meeting records
- Weekly student leadership meeting minutes across all portfolios
- Student Services meetings with POD leaders
- Ongoing communication with parents and caregivers at key points in the year
- Observations of daily student engagement and lived experience within the College environment

Leadership, Culture and Environment

Enablers

- Well-trained and accessible leadership including a strong leader-to-resident ratio of approximately 1:6, supporting meaningful relationship building, early intervention, and clear help-seeking pathways. Women are represented across both staff and student leadership roles.
- A relational and supportive college environment characterised by strong staff–resident relationships, engaged second- and third-year leaders, and close monitoring of culture with capacity to intervene early.
- A dedicated Student Services Team committed to resident wellbeing, early support, and the development of safe college cultures.
- Anonymous reporting through Respect X, enabling residents to raise concerns about wellbeing and harmful behaviours safely and confidentially.
- Onsite counsellor with specialist expertise in gender-based violence, culturally responsive practice, community development, and youth wellbeing.
- Comprehensive leadership training, including ethical bystander behaviour, consent, respectful relationships, responding to disclosures, and supporting residents in distress.
- College-wide training and value-driven messaging, including allyship training and alcohol and other drug education, reinforcing inclusive and respectful community norms.
- Updated Drug and Alcohol Policy (2025) aligned with harm minimisation and contemporary best practice.

Systemic Risks

- Leaders, staff and residents require ongoing training to build consistent understanding of gender-based violence, its drivers and impacts.
- The National Student Safety Survey (2021) identified high rates of sexual assault and sexual harassment among university students, demonstrating broader sector risk.
- No recent cultural review of John XXIII College has been completed, limiting whole-of-community insight into cultural patterns or areas for improvement.
- Current social event structures may inadvertently reinforce alcohol centred norms.
- Limited demographic diversity, with most residents identifying as Euro- Australian, cisgender and heterosexual, and low representation of racially diverse and LGBTQIA+ residents.
- Student consultation highlights a lack of established "call-out" culture, and a need to strengthen the community's ability to challenge gender stereotypes, discrimination and disrespectful behaviour.

Barriers

- High annual turnover, with most residents staying two years, requires ongoing renewal of culture and repeated education.
- Historic reputation of John XXIII College may shape who does and does not apply, influencing community diversity.
- High prevalence of single-sex schooling backgrounds, with residents reporting this may reinforce rigid gender norms and impact formation of healthy inter-gender friendships.
- Inconsistent baseline knowledge of gender-based violence among incoming residents each year.

Key Actions in Response

- Deliver ongoing training for all staff and residents on drivers and contributors to gender-based violence, and its individual and community impacts.
- Undertake semesterly evaluation of community knowledge, attitudes, and confidence in support and reporting pathways.
- Provide specialised training for leaders in calling out problematic or discriminatory language and behaviours and modelling inclusive leadership.
- Increase sober and low-risk social events, and design events where success and participation are not dependent on alcohol use.
- Expand marketing and recruitment initiatives that challenge past cultural norms and actively encourage applicants from multicultural and LGBTQIA+ communities.
- Continue diversity, inclusion and allyship training and embed these themes through events, communications and leadership development.
- Conduct a College cultural review in 2026 to better understand strengths, systemic risks and opportunities for improvement.

STRUCTURES, NORMS AND PRACTICES

John XXIII College operates through a clearly defined set of structures, norms and practices designed to uphold a safe, respectful and inclusive residential environment. These structures guide daily life at the College and shape expectations for conduct, leadership, community engagement and shared responsibility. The College's Student Led, Staff Supported model empowers residents to contribute meaningfully to community life while being supported by robust pastoral, academic, and wellbeing systems that reflect the College values.

The Staff and Student Leadership Teams work together to deliver a diverse and holistic co-curricular program spanning Student Leadership, Wellbeing, Academics, Social Life, Sport, Arts and Culture, Music and Charity. Central to this is the John XXIII Student Executive and Residents' Association (RA), which provides structured governance and leadership across specialised portfolios. These student leaders' model and uphold College values, promote an inclusive and respectful environment, and work closely with the Student Services Team (SST) to deliver programs that enrich residential life.

Clear governance processes, regular consultation, and strong student–staff collaboration ensure students feel heard, supported and empowered. This integrated leadership structure strengthens accountability, fosters a culture of service and respect, and underpins a cohesive and high-performing community.

Residents' Association (RA)

The RA plays a pivotal role in shaping community life. Working alongside the College Life Manager (CLM) and SST, the RA designs initiatives to foster connection, meaningful engagement and a healthy weekly rhythm. RA membership includes the President, Vice- President, Secretary, and representatives across social, sport, arts and music portfolios.

The RA meets weekly to plan, review and refine initiatives. Minutes are recorded and circulated to ensure transparency, continuity and accountability.

Social Structures and Events

The College's social program is designed with safety, inclusion and community wellbeing at its core. Whole-of-College events occur every second Thursday and offer both drinking and non-drinking options to support student choice and accessibility.

Drinking-related events are designed with shared student–staff oversight to ensure safety, supported by Dessies (Designated Sober Representatives), the Red Frogs, and the SST. Events occur either at the licensed College Bar or a licensed external venue. All large-scale on campus events are approved through ANU Functions on Campus to ensure alignment with University policy. For specific events the College engages external licensed vendors to provide service of alcohol, security, fencing, internal food provisions and presence from both SST and College staff to provide additional support.

Sport, Arts, Music, Academics and Charity

The College competes annually in the ANU Interhall Sports (IHS) and Interhall Arts Competitions (IAC), each providing 3–4 opportunities per term for students to engage in sport, performance, creativity, and community. The College also runs an internal Corridor Cup (CC) competition, designed to support community building and participation in a range of Sport, Arts, Academic, Music, and Charity activities.

The Charity, Mission and Culture Advocate (CMCA) is a key student leader responsible for promoting and upholding the College values, and cultural expectations. Working closely with Student Services and the SRC, the CMCA advances charitable action, social responsibility, and community engagement while supporting the Catholic ethos of the College.

STRUCTURES, NORMS AND PRACTICES

Student Representative Council (SRC)

The SRC provides a structured and accountable voice for residents. It advocates for student needs, promotes respectful and inclusive culture, and collaborates with the RA and SST to support wellbeing, shape community expectations and respond to emerging issues. The SRC meets regularly and contributes to continuous improvement of the student experience.

Integrated Pastoral, Academic and Wellbeing Systems

John XXIII College's support model brings together academic mentoring, pastoral care and wellbeing services to ensure residents are supported personally, academically and socially. Detailed wellbeing structures are outlined later in this document (see p.16). The combined efforts of the RA, SRC and SST create a cohesive environment where students can thrive and feel safe, supported and included.

Sources of Information:

This assessment draws on multiple sources, including (but not limited to):

- Weekly RA Meetings
- Fortnightly RA Portfolio Meetings
- Fortnightly RA Executive Meetings
- Notes shared between SST and the Leadership Team
- Weekly SST Meetings
- Weekly Staff Operations Meetings
- Termly Whole-of-College Meetings
- Whole Leadership Team Meetings
- Student surveys and feedback data
- Staff and resident observations of community practices
- Internal communication channels (emails, Facebook groups, website, messaging platforms)
- First-year morning teas with the Head of College and SST
- Coffee crawls with Student Services
- Individual meetings between:
  o Head of College and all 2nd- and 3rd-year students
  o Deputy Head of College and all 1st-year students
- Fortnightly SST meetings with student leadership
- Findings and insights from any cultural reviews (past or forthcoming).

Structures, Norms and Practices

Enablers
- College values (respect, integrity, courage, empathy, gratitude and inclusivity) are embedded in everyday practice. Student leaders engage in an annual values workshop to translate these values into structures, behaviours and activities across the College.
  - *Inclusivity* is defined as embracing and respecting human diversity.
  - *Respect* is defined as demonstrating care and regard for the feelings, wishes and rights of others and upholding gender equality.
- All residents are familiarised with College values during onboarding, with explicit discussion of respect, inclusivity, consent, allyship and safe community expectations.
- Strong pastoral care structures offer multiple avenues for support, including Student Services staff, Support Residents, Head Support Residents, and the broader leadership team.
- The Resident of Concern Framework supports leaders to notice residents who may be struggling, initiate supportive check-ins, and connect them with appropriate assistance.
- Leadership training includes wellbeing and mental-health literacy, responding to disclosures, person-centred practice, and fostering safe, inclusive College cultures.
- New residents receive foundational training on safe community norms, wellbeing, support structures and respectful community expectations.
- Safety and wellbeing messaging is reinforced throughout the year via College events, social media, corridor-based engagement, and whole-College meetings.
- All residents receive training in allyship and respectful relationships, promoting shared responsibility for safe and inclusive culture.
- SRC advocacy and event planning prioritise gender equality, respect, diversity and inclusion.
- Respectful behaviours are modelled through gender equity in staffing, leadership and resident intake; through visible, respectful staff–student interactions; and through consistent expectations for respectful conduct across the community.
- A diverse co-curricular program (sport, arts, charity, culture, wellbeing, academic support) actively promotes inclusion, connection and participation.
- Strategic and equitable rooming processes support safety, diversity and inclusion across residential pods and floors.
- College leadership includes representation of women, LGBTIQA+ residents, and Aboriginal and Torres Strait Islander residents, reinforcing visible modelling of inclusive leadership.

Systemic Risks
- Binary gender assumptions and gender stereotypes continue to influence expectations of male and female behaviour, contributing to inequitable social norms and inconsistent consequences for similar behaviours.
- Under-representation of LGBTIQA+, Aboriginal and Torres Strait Islander, and culturally diverse residents' limits opportunities to challenge dominant cultural norms and strengthen inclusion.
- Difficulty raising concerns about staff or management due to unclear processes and existing power dynamics can create barriers to reporting and reduce confidence in support systems.
- Limited diversity within the resident cohort may allow normative assumptions and cultural practices to be presented as universal, reducing visibility of diverse experiences.
- The close-knit nature of the community can impact trust in confidentiality, as both disclosers and respondents are often known to leadership teams or peers, increasing concerns about privacy and gossip.

Barriers
- Residents and staff may hesitate to report concerns due to privacy fears, perceived consequences, or uncertainty about available pathways.
- Ongoing cultural norms around alcohol consumption in collegiate environments can influence behaviour, social expectations, and risk.
- Some residents report resistance to shifting entrenched traditions or norms, particularly those shaped by historical gender dynamics or mono-cultural expectations.
- The College's small scale intensifies interpersonal visibility, making it harder for individuals to avoid those involved in incidents or maintain anonymity.

Structures, Norms and Practices

Key Actions in Response

- Maintain multiple, anonymous and clearly communicated reporting pathways, allowing residents and staff to raise concerns within the College or directly with ANU.

- Display a clear commitment to inclusion and allyship for LGBTQIA+ residents and staff, including visible messaging throughout College spaces.

- Provide annual allyship training to all residents and Student Services staff.

- Ensure clear and transparent communication about confidentiality, including the scope and limits of privacy in counselling, pastoral care and the Respect X reporting platform.

- Conduct reflective practice sessions with leaders and the SRC to examine cultural norms, identify whose experiences are missing or marginalised, and increase visibility of diverse identities.

- Engage in regular evaluation of College culture and reporting pathways, including student surveys, consultation forums and leadership reflections.

- Develop clear, power-aware processes for raising concerns about staff or management, including strengthening the staff grievance policy to ensure accessible, transparent and safe pathways for all community members.

- Continue strengthening inclusive practice, diversity-focused programming, and deliberate cultural change initiatives to broaden representation and challenge outdated gender norms.

SYSTEMS AND INFRASTRUCTURE

John XXIII College operates comprehensive and integrated systems that underpin student safety, wellbeing, academic success, and community engagement. These systems enable early identification of risks and ensure appropriate, timely, and trauma-informed responses to disclosures, consistent with national expectations and sector best practice.

The College's case-management and wellbeing functions are overseen by the Deputy Head of College, the Dean of Wellbeing and Counselling, and the Student Services Team (SST). Resident concerns, disclosures, incident reports, and wellbeing trends are captured, monitored, and escalated through RespectX, a secure, web-based platform that enables confidential and anonymous reporting, guided case-management workflows, and transparent follow-up processes. RespectX allows staff to document actions taken in response to disclosures, incidents (including noise complaints), and wellbeing concerns; track case progression; maintain accurate records; and share de-identified data with the ANU to support institutional accountability and organisational learning.

In addition to RespectX, the College maintains strong early-intervention mechanisms through regular SR and SST wellbeing check-ins, aggregated counselling data, POD meeting records, and individual resident appointments. Operational systems including StarRez (housing administration and POD/SR allocation), Salto access-card audits, Microsoft 365 secure cloud storage, and housekeeping and maintenance reporting tools provide additional reliable, auditable mechanisms for information management.

The physical infrastructure of the College is intentionally designed to enhance safety, visibility, and community oversight. Secure building entry points, controlled access to residential floors, and strategically placed CCTV strengthen situational awareness and reduce opportunities for harm. External lighting is positioned at key access points to optimise night-time safety, and natural and formal surveillance, including four onsite staff members providing 24/7 coverage—ensures continuous oversight across the campus. After-hours response protocols further support safety by enabling rapid staff response to crises, with clear escalation pathways to senior staff, emergency services, and the ANU.

Digital systems, including College Wi-Fi networks, IT monitoring safeguards, administrative systems, and the Salto electronic key platform promote secure digital conduct and reduce risks related to privacy breaches, unauthorised access, and cyber safety. Work is underway to transition to mobile-enabled key access, replacing aging infrastructure and reducing vulnerabilities associated with lost cards, battery failures, and mechanical wear.

Recent bathroom renovations have further enhanced physical safety and privacy, with floor to ceiling partitions installed across all shared bathrooms. A women-only bathroom is available for female-identifying residents. Harmful Behaviours and Gender-Based Violence signage and multimedia resources are displayed throughout the College to reinforce awareness of reporting options and behavioural expectations. Student Services staff are highly visible and readily accessible to students.

Collectively, these systems and infrastructure form the foundation of John XXIII College's safety and wellbeing environment. They reinforce a culture of respect, accessibility, early intervention, and proactive protection for all members of the College community.

Sources of Information:

This assessment draws on multiple sources, including (but not limited to):

- Interviews and informal consultations with staff, Support Residents, Academic Mentors, and student leaders regarding system usability, safety concerns, gaps, and areas for improvement.
- Review of RespectX usage, including reporting patterns, perceived confidentiality, student trust, and barriers to engagement.
- Examination of College security arrangements, including building access controls, Salto system performance, CCTV coverage, staff living arrangements, and after-hours response protocols.
- Review of recent incident-response processes and escalation case studies.
- Guidance from the Board Subcommittee on Gender-Based Violence, ANU Respectful Relationships experts, and external advisors.
- Feedback gathered through leadership training programs, student forums, focus groups, and end-of-year scenario workshops.
- Analysis of physical infrastructure (bathroom stacks, lighting, access pathways, POD layout, and common spaces) and its impact on visibility, privacy, safety, and wellbeing.
- Deputy Head of College meetings with residents and student leaders conducted individually throughout the year.

Systems and Infrastructure

Enablers
- In-person support is available through the Student Services Team (SST), comprising both male and female staff. Staff work intentionally to build rapport, be visible, and ensure residents can choose to speak with the person they feel most comfortable approaching.
- Student Services offices are embedded within community spaces, increasing accessibility and encouraging help-seeking.
- On-site counselling is available four days per week, with residents also able to access 24/7 ANU wellbeing phone support.
- EAP counselling is available to all staff for up to, provided by Marymead CatholicCare.
- RespectX, the College's online reporting platform, enables confidential and anonymous reporting of harmful behaviours and wellbeing concerns, including gender-based violence. Reports can be submitted without identifying oneself and are accessible only to senior Student Services staff.
- Natural and formal surveillance is supported through:
  o 24/7 onsite staff coverage
  o CCTV throughout residential corridors and communal areas (excluding bathrooms)
  o Well-lit entry points and access paths.
  o after-hours duty coverage by Support Residents and Community Support Officers.
- The College is located within the ANU campus, benefiting from regular ANU Security patrols. All external doors, including main access points, are locked and can only be opened using authorised Salto key cards issued to John XXIII staff and students. All doors are self-closing.
- RespectX case management functionality supports consistent follow-up, reduces the need for residents and staff to repeat information, and strengthens documentation and accountability.
- Clear communication of internal and external reporting pathways (including for gender-based violence) is provided through onboarding, whole-of-College communication, signage, and digital platforms.
- Consent and respectful relationships signage is visible throughout the College.
- Salto key access is required for all building entry, supporting physical safety and controlled movement.
- Recent bathroom upgrades have increased privacy and safety.
- The College operates on the ANU Wi-Fi network, which is safeguarded through the University's Cybersense cyber-safety systems.
- StarRez is used as the primary database for resident management and is accessible only to authorised administration, Student Services, and Finance staff.

Systemic Risks
- Five Student Services staff currently have access to RespectX, which may impact resident willingness to report if they feel comfortable with some—but not all—staff who can view disclosures.
- Offsite, informal social events (e.g., pub nights or student-organised gatherings) may lack staff oversight and therefore present increased risk.
- Building trust in both daytime and after-hours staff remains an ongoing need to ensure residents receive supportive responses to disclosures.
- Lack of boundary fencing around the College increases exposure to public foot traffic.
- The Salto system requires upgrading to improve reliability, user experience, and safety features such as door-ajar alerts.
- Digital conduct expectations are briefly noted in the resident handbook but there is no formal digital conduct policy.

Systems and Infrastructure

Barriers	• Some residents express concerns about the security and privacy of online reporting systems, and fear that staff may act beyond their wishes when disclosures relate to gender-based violence.
	• Staff awareness of EAP and how to access it independently is inconsistent, limiting uptake.
Key Actions in Response	• Provide detailed information to residents about RespectX security, anonymity, and reporting protections, including early 2026 communication from the RespectX development team to student leaders.
	• Develop a flowchart of reporting and disclosure pathways, including expected staff responses, trauma-informed processes, and the level of control retained by the discloser. This will complement the College's harmful behaviours procedures.
	• Review and refine access permissions within RespectX. Seek options for:
	o disclosers to nominate which staff member their report is directed to, or
	o a triage model where only one or two designated staff initially receive all reports.
	• Regularly share EAP information with staff, including as part of onboarding and termly updates.
	• Work with student leaders to strengthen community norms and peer support expectations at offsite drinking events such as ensuring highly intoxicated individuals travel home with a safe companion.
	• Deliver responding-to-disclosure training for all staff prior to the return of residents in 2026.
	• Implement boundary fencing and the Salto system upgrade in 2026 to strengthen physical security.
	• Review digital conduct information and develop a comprehensive digital conduct policy in early 2026.

SERVICE DELIVERY

John XXIII College provides a comprehensive suite of services that underpin students' academic, personal, social, and residential experience. Student Services sits at the centre of this framework, coordinating the academic, pastoral, wellbeing, and residential systems that ensure residents are supported to thrive. The team oversees wellbeing programs, engagement monitoring, incident management, and after-hours response, with clear escalation pathways to ensure timely and appropriate support. Student Services also manages orientation and induction processes, provides counselling referrals and access to external supports, delivers training on sexual assault and sexual harassment (SASH) prevention, and supports culturally, ethnically, and queer-identifying communities through targeted initiatives. The team collaborates closely with student leaders to promote safety, inclusion, and community participation across all aspects of College life.

The College delivers a structured academic support program that includes individualised tutorials, group study sessions, discipline-specific workshops, general drop-ins, and ongoing guidance from Academic Mentors. Broader academic enrichment activities such as Nerd Night, enrollment support, academic skills workshops, and N Week and O Week academic programs help students establish effective study habits and navigate ANU systems. Students can also access support for Education Access Plans, degree/course planning, ANU systems troubleshooting, organisational skills, grade-release guidance, and academic probation processes.

Pastoral care is delivered through a multi-tiered framework involving Support Residents (SRs), Head SRs, Student Services staff, and peer support networks. SRs play a key role in fostering a safe and inclusive environment through POD-based engagement, early identification of wellbeing concerns, and confidential guidance to residents. They uphold College and University policies, refer matters appropriately to Student Services, complete rostered duties, and maintain accurate communication with staff and student leaders.

The Student Representative Council (SRC) strengthens representation and student voice by providing residents with accessible pathways for raising concerns, suggesting improvements, and influencing cultural norms within the College. The SRC particularly supports areas relating to identity, gender, neurodiversity, sustainability, accessibility, and inclusion, ensuring all students feel heard and valued.

Together, these academic, pastoral, wellbeing, and representative systems create an integrated and cohesive service environment. This whole-of-College approach supports students to flourish academically, personally, and socially, and reinforces Johns' commitment to respect, safety, community, and inclusion.

Sources of Information:

This assessment draws on multiple sources, including (but not limited to):

- Feedback from staff and residents
- Information provided to residents on pastoral care and College supports
- College Handbook
- College Website
- N-Week structures and orientation materials
- Notes shared with SST & Leadership Team
- Termly Whole of College Meetings
- Weekly SST Meetings
- Weekly Staff Operations Meetings
- Survey data and feedback from Student Surveys
- Whole Leadership Team Meeting
- Internal communication channels: email updates, Facebook groups, website notices, and message groups
- SR Team meetings (fortnightly)
- Corridor SR meetings (fortnightly)
- Head SR meetings
- AM Team meetings (fortnightly)
- AM discipline-specific meetings (fortnightly)
- SRC fortnightly meetings
- SRC Townhalls
- Internal social media groups
- StarRez portal communications
- J23 Website
- ANU academic policy and procedure
- Relevant legislation including the ANU Academic Rule

Service Delivery		
Enablers	•	A collaborative on-site community that enables effective whole-of-organisation messaging to most residents.
	•	Capacity to embed messages of gender equality, respect, diversity and inclusion into existing service delivery—orientation, pastoral care, safety and wellbeing checks—and reinforce these through regular contact with residents.
	•	Strong, consistent relationships between staff and student leadership that promote effective support, early intervention, and guidance.
	•	A Student Services team with diverse professional backgrounds in education, wellbeing, social work, leadership, and law, enabling multidimensional support for residents.
	•	Additional community-building offerings that promote healthy relationship development, including weekly baking, fortnightly coffee crawls with Head Support Residents and Student Services, Nerd Nights, book club, and intermittent wellbeing activities such as painting, Nintendo games, and bush walks.
	•	Well-designed shared study, social, and relaxation spaces that encourage connection and engagement.
	•	Trusted relationship-building between the Student Services Team and the resident community that encourages help-seeking and supports early identification of emerging concerns.
	•	On-site social worker with expertise in mental health, gender-based violence, and culturally responsive practice.
Systemic Risks	•	Limited supervision and absence of dedicated on-site staff after hours.
	•	Multiple informal communication channels (Facebook and WhatsApp groups) that create inconsistent messaging and information flow across the community.
	•	A small proportion of residents who remain disconnected from the community and view the College primarily as a housing provider rather than a residential learning environment.
	•	Resident feedback regarding the dining hall layout, which some find overwhelming or exclusionary, making it difficult to attend meals or choose where to sit.
Barriers	•	Limited ability to modify the existing physical layout of accommodation and shared spaces.
	•	Challenges engaging residents during their personal time, particularly those less inclined to participate in structured activities.
	•	No paid staff currently rostered after hours, limiting immediate response capability.
	•	Counselling office located in a relatively public area—improving visibility of the service but creating apprehension for some residents who prefer discreet access.
Key Actions in Response	•	Employ and train night staff in 2026 to respond to incidents and disclosures of gender-based violence in a timely, trauma-informed manner.
	•	Establish and promote a single, consistent communication platform for all residents to reduce confusion and ensure uniform messaging.
	•	Hold a whole-of-College meeting once per term to reinforce expectations, values, and community priorities.
	•	Increase non-drinking activities and interest-based offerings to support engagement of isolated or disconnected residents, informed by a resident survey conducted early in 2026.
	•	Leaders to develop structured dining initiatives (e.g., open-table days, buddy dining) to promote a culture of inclusive seating and reduce social barriers.
	•	Survey residents in 2026 regarding the accessibility and preferred location of the counselling office to guide improvements.

POLICIES AND PROCEDURES

John XXIII College maintains a comprehensive policy framework designed to promote a safe, respectful, and inclusive environment for all residents, staff, and visitors. In 2025, the College undertook a major review and update of its core safety-related policies and procedures, including the:

- Harmful Behaviours and Gender-Based Violence Policy and Procedure
- Drugs and Illicit Substances Policy and Procedure
- Staff and Student Code of Conduct
- Grievance Policy
- Residential Agreement, and
- Critical Incident Policy and Procedure.

These revisions strengthened the College's alignment with national expectations, sector best practice, and ANU policy, particularly in relation to gender-based violence, sexual assault, sexual harassment, discrimination, and alcohol-related harm.

This work was led by the Head of College, Deputy Head of College, and the Dean of Wellbeing and Counselling, and informed by broad consultation with the College Board, a diverse group of student leaders, the Student Services Team, ANU Student Safety and Wellbeing, and members of the ANU Respectful Relationships framework. The revised policies introduced clearer reporting pathways, strengthened procedural fairness requirements, expanded definitions of harmful behaviours, and embedded commitments to inclusion and safety for women, LGBTIQA+ residents, Aboriginal and Torres Strait Islander residents, culturally diverse residents, and people with disability.

The College also implemented Respect X, a secure web-based system that enables confidential and anonymous reporting of disclosures of harmful behaviours, including gender-based violence. As part of the 2025 policy review, the College closely monitored early use of RespectX, consulted with staff and students, and assessed community understanding and trust in reporting systems to ensure procedures remain trauma-informed, person-centred, and grounded in genuine choice for disclosers.

As ANU finalises its new policies on harmful behaviours and gender-based violence, John XXIII College is committed to undertaking further alignment work to ensure consistency across institutional systems, obligations, and student experience.

Sources of Information:

This assessment draws on multiple sources, including (but not limited to):

- Code Subcommittee consultations (with representation from staff, student leaders, ANU advisors, legal and psychology professionals, and Board members) during the development and refinement of policy.
- Feedback from staff and residents regarding the application of policies during disclosures, support processes, and formal reports.
- Organisational reviews of policy frameworks, including alignment with ANU policies, the National Code to Prevent and Respond to Gender-Based Violence, and whole of organisation risk assessments.
- Community feedback on the introduction and use of the Respect X reporting platform, including trust, accessibility, and clarity of processes.
- Annual reviews of incident responses, case management practices, and escalation protocols to ensure policies are consistently operationalised.

Policy and Procedures

Enablers
- Comprehensive safety-focused policy framework: The College' Harmful Behaviours and Gender-Based Violence Policy an Procedure, Code of Conduct (staff and student), and Drugs an Illicit Substances Policy and Procedure collectively demonstrate the College's commitment to providing a safe, respectful, and accountable environment.
- Student and leadership consultation: Policy development and the Whole-of-Organisation Response and Prevention Plan for gender-based violence were informed through consultation with a diverse leadership group, ensuring student voice and representation were embedded in decision-making.
- Explicit commitment to inclusion and equality: College values emphasise inclusivity, respect, and safety, and the Harmful Behaviours Policy articulates a clear stance against discrimination, outlining expectations and response processes for discriminatory behaviour.
- Trauma-informed, person-centred reporting processes: Responses to disclosures and reports of gender-based violence prioritise the agency, wishes, and safety of the discloser. Processes are designed to minimise re-traumatisation, avoid reinforcing power inequities, and give disclosers choice in who receives their report.
- Policies that directly address inequality: Both the Residential Agreement and the Code of Conduct explicitly address gender inequality and other forms of discrimination, ensuring behavioural expectations are clear and enforceable.
- Clear prohibition of hazing: Hazing is specifically defined in the Policy and Procedure: College Standards | Resident Code of Conduct and categorised as High-Level Discipline (Restorative Practice, Suspension, Exclusion). All residents sign the Code annually and are held accountable for both individual and group-based hazing activity.
- Discloser-led decision making: The College does not move or relocate a discloser unless this is their expressed preference, ensuring safety planning aligns with trauma-informed and person-centred principles.

Systemic Risks
- Inconsistent knowledge base: Staff and residents have varying levels of understanding about what constitutes gender-based violence and harmful behaviours, which can delay help-seeking and lead to inconsistent application of the Harmful Behaviours Policy.
- Compliance pressure: Organisational or external pressure to respond quickly to incidents can, at times, be in tension with trauma informed, person-centred processes, potentially compromising the quality of support for disclosers.

Barriers
- Policy amendment timelines: Formal review cycles and approval pathways mean policies can take considerable time to revise, limiting agility in responding to emerging needs or new best-practice standards.
- Perception of organisational protection: Feedback from some student consultations indicates a perception that College responses may prioritise organisational reputation over student welfare, impacting trust in policy processes.
- Limited awareness and accessibility: Not all staff and residents are fully aware of existing policies or understand how they apply in practice, reducing consistency and confidence in reporting pathways.

Key Actions in Response
- Targeted education and training: Provide ongoing training for staff and residents on recognising gender-based violence and harmful behaviours, supporting accurate identification and appropriate activation of College processes.
- Clear, accessible procedural guidance: Develop user-friendly flowcharts and decision supports that outline steps following disclosures or reports, complementing formal written policies and improving clarity for staff and students.
- Strengthen discloser agency: Ensure disclosers are actively involved in decisions affecting them, with explicit consideration of risks associated with both action and inaction, and documentation of how their preferences inform decisions.
- Embed social-work expertise: Consult the College Social Worker in the application of the Harmful Behaviours Policy to ensure trauma informed, person-centred practice is consistently upheld.
- Transparent communication: Reinforce the College's commitment to student safety and wellbeing through consistent communication that clarifies policy intent, support options, and protections for those reporting harmful behaviours.

MANAGEMENT AND GOVERNANCE

John XXIII College operates under a robust management and governance framework as a company limited by guarantee, registered with the Australian Charities and Not-for-Profits Commission (ACNC). The College's sole Member, the Prior Provincial of the Dominican Order, appoints the Board of Directors, which provides strategic oversight and ensures effective stewardship across organisational risk, compliance, finance, culture, and student safety. The Board's collective expertise includes legal practice, finance, philanthropy, marketing, secondary and tertiary education, psychology, and leadership.

The Head of College serves as Chief Executive Officer and is directly accountable to the Board for the overall operation, culture, safety, and student experience of the College. Governance is strengthened through a structured engagement schedule that includes fortnightly meetings between the Board Chair and Head of College, four formal Board meetings annually, five annual Finance Committee meetings, and regular interaction between Board members, staff, and students at College events. Reflecting the College's egalitarian ethos, there is no High Table at formal occasions; Board members sit alongside staff and students as equal participants in community life.

Information about the current Board of Directors and College management is available on the College website:

- https://www.johnxxiii.anu.edu.au/Governance
- https://www.johnxxiii.anu.edu.au/management

The governance and management framework ensures clear oversight of organisational performance, cultural settings, and risk management, including the College's responsibilities relating to gender equality, student safety, and the prevention of gender-based violence are consistently operationalised.

Sources of Information

This assessment draws on multiple sources, including (but not limited to):

- The College's Constitution and establishing legislation
- Terms of Reference for the Board and key governance committees
- The Board Member Induction Pack
- Minutes, action items, and agendas from Board and Finance Committee meetings
- Senior Management Meeting records
- Operations Meeting records

Management and Governance

Enablers
- The Board Engaged Sub-committee includes university safety representatives, senior staff, a qualified psychologist and social worker, and student members. Gender-based violence (GBV) prevention and response is a standing agenda item at Board meetings.
- The Board reflects diversity in age and gender, with a stated commitment to further strengthening gender representation in 2026.
- The College will develop a new Strategic Plan (2026–2030) in May 2026, with gender equality and prevention of gender-based violence identified as key priorities.
- The Board receives annual community survey results and de-identified counselling data from the College Social Worker, enabling informed oversight of cultural and wellbeing trends.
- Student leaders present at each Board meeting, including opportunities for questions and discussion, ensuring transparency, shared accountability, and resident voice in governance.
- The College undertook a significant culture and accountability review in 2022, examining community attitudes and practices related to gender equality, hazing, and safe event management. This work continues to guide cultural reform.
- The Dominican Council works closely with the Board to ensure governance decisions align with compliance obligations and support gender equality principles.
- Gender equality has been a priority in recent Board appointments, with four of the last five new members being women.

Systemic Risks
- A historical sexual assault case (2015) resulted in legal action against the College, concluding in 2021, highlighting systemic challenges in previous governance and response processes.
- Historically, the College has lacked sufficient staffing and capability in areas relating to gender equality, sexuality, and diversity.
- Equality and diversity initiatives have traditionally been led by male Board members, limiting representation and diverse perspectives.
- Past training and education at the College focused broadly on diversity, inclusion, and consent, without explicitly addressing gender-based violence, its drivers, or the broader prevention framework.

Barriers
- Appointment of Board members can only occur at the AGM of the Dominican Provincial Council each June, limiting responsiveness to emerging needs for diversity or expertise.
- Gender representation on the Board was limited during the 2010s, reducing diverse leadership perspectives.
- In recent years, the Board's focus has been weighted toward financial and legal risk, with cultural risk including gender equality and GBV prevention receiving comparatively less attention.

Key Actions In Response
- Student Services staff, including the Head and Deputy Head of College, will undertake training to strengthen capability and understanding of gender-based violence and the new National Code.
- The Chair of the Board Sub-committee overseeing GBV is a woman, and the staff leading the College's Code implementation work are women, supported by the Head of College and a multidisciplinary, gender-diverse staff and student group.
- From 2026, each Board meeting will include a dedicated report on GBV, focusing on education initiatives, cultural indicators, case data, and progress against Code requirements.
- Senior College leadership includes two female and two male staff, strengthening gender balance in decision-making roles.
- The expanded 2026 Student Services Team comprises eight staff (five female, three male), enhancing diversity and capacity in student-facing work.
- Board members were formally briefed on GBV and the requirements of the National Code in November 2025, with ongoing professional development planned.
- The College engages external professionals with expertise in gender based violence to support both Board and management decision making on a regular basis.

COMMUNITY ENGAGEMENT

John XXIII College operates within a broad ecosystem of schools, local and regional communities, and alumni networks that influence the expectations, norms, and behaviours students bring into the residential environment. These external relationships play an important role in shaping attitudes toward gender equality, respect, safety, and community accountability well before students arrive at College.

The College's 2026 intake represents students from 73 different schools, providing a diverse mix of educational backgrounds, values, and prior exposure to respectful relationships and consent education. This diversity enriches community life but also introduces variability in students' familiarity with gender equality and inclusion. As part of its recruitment and outreach, the College prioritises engagement with regional and remote communities, attending regional careers days and strengthening connections with schools whose graduates form a significant part of the student body. These communities often bring strong values around connection, resilience, and community-mindedness, although norms relating to gender, identity, and inclusion can differ considerably across regions and school sectors.

The broader Canberra community provides a supportive context for the College's focus on respect and safety, with strong alignment between ANU initiatives, local organisations, and evidence-based approaches to preventing gender-based violence. Partnerships with sporting, cultural, and community groups help reinforce positive behaviours, expand support networks, and embed consistent messaging about respectful relationships.

Alumni also play an influential role in shaping community expectations. Many act as positive ambassadors, mentors, and contributors to College culture. However, like many longstanding residential colleges, John XXIII College must intentionally manage the influence of alumni whose nostalgic expectations or past traditions do not align with contemporary standards of gender equality and safety. Clear engagement protocols, structured involvement opportunities, and transparent communication help ensure alumni participation consistently supports the College's values and the wellbeing of current residents.

In addition, the College maintains strong engagement with families through an annual Family Weekend, three formal parent events each year, regular email communication, Pelican Magazine, alumni newsletters, and social media platforms. These touchpoints provide opportunities to reinforce expectations regarding respectful behaviour, community standards, and the College's commitment to preventing gender-based violence.

Overall, community engagement presents significant opportunities to strengthen a culture of respect and inclusion, while also requiring ongoing attention to systemic risks associated with feeder-school diversity, regional variations in gender norms, and alumni influence. Maintaining consistency in messaging, strengthening external engagement protocols, and ensuring alignment with College values across all community touchpoints remain essential to supporting safety and gender equality.

Sources of Information

This assessment draws on multiple sources, including (but not limited to):

- Formal and informal arrangements with feeder schools
- Recruitment and engagement data from regional careers events
- Alumni engagement protocols and historical patterns of alumni involvement
- Feedback from staff, residents, and alumni on community expectations and cultural influence.

Community Engagement

Enablers
- Embedded within the broader ANU and residential college community, which is strongly committed to gender equality, respect, diversity, and inclusion.
- Residents and staff access ANU-led training on consent and respectful relationships, gender-based violence, responding to disclosures, and allyship.
- In 2026, the College will celebrate Illustra – 50 Years of Women at Johns, including a significant event unveiling 50 portraits honouring women who have shaped the College. These will be permanently displayed at the College entrance, reinforcing visible commitment to gender equality.
- Alumni regularly contribute to College life through talks, mentoring, wellbeing and inclusion initiatives, and representation on the College Board.
- The Ex-Ressie Alumni Committee is broadly representative of alumni from the 1970s through to 2022. The committee comprises 13 members, including eight women-identifying and five men identifying alumni, supporting diverse perspectives and strong engagement across generations.

Systemic Risks
- Student consultations indicate that a majority of residents come from single-sex schooling backgrounds, which can contribute to gender stereotyping, binary assumptions, and unfamiliarity with cross-gender friendships and communication styles.
- Incoming residents demonstrate varied levels of understanding regarding gender equality, respect, diversity, and inclusion, which may impact early culture-setting.
- The College has historically had minimal LGBTQIA+ and multicultural representation. Marketing materials and social media content may unintentionally reflect heteronormative assumptions, as noted in student feedback, highlighting a need to reassess demographic targeting and imagery.

Barriers
- The College's evolving culture, particularly regarding alcohol use, inclusivity, and respectful behaviours, may not be well understood by parts of the local community or alumni familiar with past traditions. These perceptions can influence applications and external expectations.

Key Actions In Response
- Review and revise marketing strategies to better reflect and attract a diverse student community.
- Audit internal and external social media channels to ensure messaging consistently reflects the College's commitment to diversity, inclusion, and safe culture.
- Address attitudes carried over from single-sex schooling through orientation sessions; assess residents' baseline knowledge of gender equality, respect, inclusion, and diversity to inform training needs; and design early-year programs that intentionally foster healthy inter-gender friendships.
- Increase alumni engagement opportunities from 2025 onwards to strengthen positive cultural influence and reinforce values-aligned traditions.
- Host three major family engagement events annually to reinforce shared expectations regarding respectful and inclusive community culture.
- Invite key alumni to participate in significant events such as International Women's Day to promote visible, values-aligned role modelling.