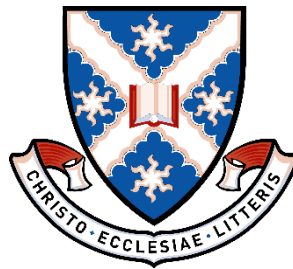


St Andrew's College
within The University of Sydney

Whole-of-Organisation
Prevention and Response Plan

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



1. Introduction

St Andrew's College (SAC) is one of six university colleges located within the University of Sydney. The College offers a world-class student experience that attracts a diverse community of high-potential students from metropolitan and regional Australia, as well as overseas. The College is home to approximately 380 students. It fosters a close-knit community where students enjoy diverse opportunities, including academic support, professional development, sports, creative arts, leadership development, and social events. Strong wellbeing and academic programs, combined with communal dining and vibrant traditions, create an environment of meaningful connection and belonging. This holistic approach ensures university life is enriching, supportive, and deeply engaging.

The Act to Incorporate St Andrew's College received royal assent on 12 December 1867 and was replaced by an updated Act in 1998. The founding Council first met on St Andrew's eve, 1870. SAC is a non-denominational independent institution of Protestant (Presbyterian) origins situated upon its own sub-grant of Crown Land. The main building was officially opened in 1876 and the first all-male student body moved in the same year. In 2001, the College Council resolved to admit female undergraduates for the first time, with the first such students taking up residence at the commencement of the 2002 academic year.

The College Council, in accordance with the St Andrew's Act (1998), is appointed 'to control and direct the affairs of the College'. The Principal is appointed by the Council and, as head of the College, is responsible for the day-to-day administration of the College. The Principal is supported in the management of the College by the Vice Principal and Senior Executive staff.

The College motto is *Christo, Ecclesiae, Litteris* - for Christ, for the Church, for Scholarship.

This *Whole-of-Organisation Prevention and Response* Plan outlines St Andrew's College's commitments in meeting the requirements of the *National Code to Prevent and Respond to Gender-Based Violence in Higher Education* (National Code). It establishes a coordinated framework to prevent gender-based violence, support those affected, and ensure effective, accountable responses across the whole organisation.

This Plan has been informed by a Whole-of-Organisation assessment of the enablers, systemic risks and barriers to preventing gender-based violence in St Andrew's College. This assessment is provided at Appendix 1.

2. Accountable leadership and governance

Mandatory requirements

| | National Code Standard summary | Key actions | Evidence of compliance |
|-----|---|---|--|
| 7.2 | A Provider must require a student accommodation provider to prepare, implement and publish on its website a Whole-of-Organisation Prevention and Response Plan. | <p><i>St Andrew's College has prepared, implemented and published on its website a Whole-of-Organisation Prevention and Response Plan (2026), and a Whole-of-Organisation assessment that identifies systemic risks, enablers and barriers to preventing Gender-Based Violence.</i></p> <p><i>The Plan has been developed through engagement with students and staff alongside a review of internal operations.</i></p> | <p>See www.standrewscollege.edu.au/our-culture/national-code</p> <p>See '1. Introduction' in the Whole-of-Organisation Assessment for an account of the production of this Plan.</p> |
| 7.3 | A Provider must require a student accommodation provider to monitor and measure the impact of the Prevention and Response Plan on an ongoing basis and update the Prevention and Response Plan at least every four years. | <p><i>St Andrew's College will produce an annual report on the impact of its Prevention and Response Plan.</i></p> <p><i>We commit to reviewing and updating the Prevention and Response Plan at least every four years.</i></p> | <p>An annual report will be submitted to the first meeting of Council each year, which will include but not be limited to:</p> <ul style="list-style-type: none"> - Report of student training sessions and attendance - GBV-related incidents and their outcomes (anonymised and aggregated) - Results from cultural surveys |

Additional actions from whole-of-organisation assessment

- The College will review the training it provides to new Senior Executive and student-facing staff and to new Council members.
- Continue to run updated cultural reviews or audits that determine the shift in culture since the Broderick Report. It will be 10 years since the Broderick Report in 2027, a chance to take stock of the progress made from adopting the recommendations.

3.Safe environments and systems

Mandatory requirements

| | National Code Standard summary | Key actions | Evidence of compliance |
|------|---|---|---|
| 7.4a | <p>A Provider must require a student accommodation provider to:</p> <ul style="list-style-type: none"> • require its staff to declare any previous investigations or substantiated allegations of gender-based violence in similar roles • consider any declaration and associated risks in employment/engagement decision-making • consider any substantiated allegations found during a person's employment with the college in promotion/recognition processes • require staff to declare any existing or previous intimate personal relationship with a resident and manage and monitor any associated risks. | <p>Require staff and student leaders to declare any previous investigations or substantiated allegations of gender-based violence in similar roles.</p> <p>Require staff and student leaders to declare any existing or previous intimate personal relationship with a resident.</p> <p>Implement risk management strategies where required.</p> <p>Consider declarations and substantiated findings during employment and promotion/recognition processes.</p> | <p><i>Engagement documents for student leaders which include required declarations.</i></p> <p><i>Onboarding documentation for staff which invite required declarations.</i></p> <p><i>Risk management plans where conflicts of interest or risks are identified.</i></p> |

| | National Code Standard summary | Key actions | Evidence of compliance |
|------|---|---|---|
| 7.4b | <p>A Provider must require a student accommodation provider to:</p> <ul style="list-style-type: none"> prohibit the use of a Non-disclosure Agreement, unless requested by the Discloser if requested, ensure it does not stop the Discloser from sharing information as part of seeking support ensure any settlement agreements do not contain a non-disparagement clause. | <p>Prohibit the use of Non-Disclosure Agreements in relation to Gender-Based Violence, unless requested by the discloser.</p> <p>Ensure any agreement does not prevent the discloser from sharing information as part of seeking support.</p> <p>Ensure settlement agreements do not contain a non-disparagement clause in relation to gender-based violence.</p> | <p><i>The SAC Sexual Harm and Gender-Based Violence Policy contains a statement expressly addressing Non-Disclosure Agreements and non-disparagement clauses.</i></p> |
| 7.4c | <p>A Provider must require a student accommodation provider to:</p> <ul style="list-style-type: none"> adopt the Provider's policies and procedures on preventing and responding to Gender-based Violence OR have and implement their own that meet National Code requirements develop and review the policy at least every three years in consultation with relevant stakeholders. | <p>SAC has updated its Sexual Misconduct Policy to a Sexual Harm and Gender-Based Violence Policy, as well as corresponding procedures, to align with those of the University of Sydney and thus to comply with the National Code requirements.</p> <p>SAC is committed to a thorough review of the policy and procedures at least every three years.</p> | <p>The SAC Sexual Harm and Gender-Based Violence Policy can be found on the College website</p> <p>The updating of this policy and procedures has included consultation with staff and students, including a victim/survivor.</p> <p>SAC will run annual policy review cycle for all policies, that will encompass the Sexual Harm and Gender-Based Violence Policy</p> |

Additional actions from whole -of -organisation assessment

- Update current sexual misconduct policy to a Sexual Harm and GBV Policy no later than December 2025 to be implemented Jan 1, 2026
- From January 1, 2026: SAC to update to RespectX reporting and case management platform as it is whole of organisation

- Update procedure guidelines and training on reporting to reflect the updated policy and the shift to the RespectX reporting platform
- Update social media policy
- Develop a hazing policy, or explicitly embed into an existing policy
- Consistent annual review cycle for policies implemented
- Consider options for alternative accommodation in College that victim/survivors can be relocated to if staying in their own room is not an option due to trauma

4. Knowledge and capability

Mandatory requirements

| | National Code Standard | Key actions | Evidence of compliance |
|-----|---|--|--|
| 7.5 | <p>A Provider must require a student accommodation provider to:</p> <ul style="list-style-type: none"> require residents and staff to complete prevention education and training and responding to disclosures training that: <ul style="list-style-type: none"> meets requirements of Standard 3 is tailored to the student accommodation environment is delivered or approved by the provider promote evidence-based prevention messaging tailored to the student accommodation environment evaluate any initiatives and use findings to inform future activities. | <p>SAC is committed to ensuring all students complete the University of Sydney's Respect@Sydney prevention and responding to disclosures training</p> <ul style="list-style-type: none"> First year students will complete an in-person workshop Returning students will complete an online module <p>SAC requires all student-facing staff to complete Full Stop Australia's prevention and responding to disclosures training.</p> <p>SAC will run evidence-based prevention strategies including accredited educational workshops, seminars and visual/digital messaging across the entire academic year.</p> <p>SAC will work with accredited training providers to evaluate the education, training, and initiatives run.</p> | <p>Organisations used for prevention and response training:</p> <ul style="list-style-type: none"> University of Sydney Safer Communities Office Full Stop Australia Consent Labs Elephant Ed <p>Detailed overview of all education and training modules are outlined in the College Handbook (updated 2026 version available on the website from February)</p> <p>Records of attendance at training (staff and students).</p> |
| 7.6 | <p>A Provider must require a student accommodation provider to ensure risk assessments are only undertaken by people with expertise prescribed in Standard 3, and when internal capability is not sufficient, engage a person with the requisite expertise.</p> | <p>SAC requires risk assessments to be completed only by a Respectful Relationships Officer staff member who has extensive experience working in education settings and has completed the highest level of Responding with Compassion training from Full Stop Australia as well as other GBV prevention training.</p> | <p>Approved staff members to complete risk assessments have completed the highest level of Full Stop Australia's Responding with Compassion training in an annual 3 hour workshop</p> <p>Records of staff position descriptions and staff training are kept and stored internally</p> |

Additional actions from whole-of-organisation assessment

- Enhanced staff education in relation to DEI and GBV.
- Ongoing review of student training, particularly in relation to the expectations of incoming students.
- Continue to focus the training of student leaders to emphasise leadership that does not rely on rigid hierarchies and power dynamics, but rather empathy and kindness.
- Normalise help-seeking by ongoing promotion of clear, accessible reporting options (digital, posters, leader briefings etc).
- Continue to improve engagement strategies for wellbeing and inclusion programs (e.g. incentives, crossing over with meal-times, leveraging social capital of student leaders etc).
- Continue to find ways to engage external experts on GBV prevention who are willing to include peer-facilitation and to ensure the learning is context specific to the college environment.
- Track participation in initiatives to identify gaps and target interventions for high-risk groups.

5. Safety and support

Mandatory requirements

| National Code Standard | Key actions | Evidence of compliance |
|---|---|---|
| 7.7a-c A provider must require a student accommodation provider to: <ul style="list-style-type: none">ensure its responses, practices and support services are safe, person centred and trauma informedprovide or facilitate access to support services to disclosers and respondentspromote and disseminate information on how residents and staff can access policies, procedures and support services. | <p>SAC requires all staff who hold the role of Respectful Relationships Officer to have completed the highest level of Responding with Compassion training from Full Stop Australia, as well as other GBV prevention training.</p> <p>SAC will use customised templates from RespectX's trauma informed, expert-developed reporting and response module, enabling individuals to access support services in a safe and simple way.</p> <p>SAC has a 0.6FTE accredited professional Counsellor on staff to support anyone involved in a disclosure.</p> <p>SAC has a close relationship with the University of Sydney's Safer Communities office and will readily access additional support services provided through the university.</p> <p>SAC runs thorough annual training on policies, procedures, and support services related to GBV. This is complemented by refresher sessions and reminders throughout the year as well as physical and digital imagery that supports the messaging.</p> | <p>Respectful Relationship Officers who complete risk assessments have completed the highest level of <u>Full Stop Australia's Responding with Compassion training</u> in an annual 3 hour workshop. Records of staff training are kept and stored internally.</p> <p>Respect X response templates conform to requirements</p> <p>Detailed documentation and infographic on reporting and support options available to anyone who has experienced GBV posted on Student Intranet, including options for support from the University of Sydney</p> |
| 7.7d A provider must require a student accommodation provider to undertake a risk assessment following every disclosure and formal report. | <p>SAC is committed to ensuring that risk assessments are completed by a Respectful Relationships Officer staff member using the RespectX customised risk assessment tool. This ensures a trauma-informed and consistent approach to risk assessments in relation to disclosures and formal reports</p> | <p>Respect X response and risk assessment templates conform to requirements</p> |

| National Code Standard | | Key actions | Evidence of compliance |
|------------------------|--|---|---|
| 7.7ei | Where a disclosure relates to behaviour occurring in residence or at an event organised by the residence, a provider must require a student accommodation provider to take all necessary action to manage risk, including relocation of the respondent where required and facilitating urgent access to support services. | <p>SAC policies and procedures related to sexual harm make it clear that when a risk assessment deems it necessary due to potential harm or threat, a responding party will be relocated for the duration of the investigation and not permitted on SAC campus or at SAC events (even if held off campus).</p> <p>Where necessary or requested, SAC will also work with The University of Sydney to support the reporting party in academic accommodations to ensure safety on the university campus.</p> | Policies and procedures listed on the SAC website |
| 7.7eii | A provider must have arrangements in place with a student accommodation provider to enable a discloser to choose the provider to lead the response to a disclosure, and the student accommodation provider must cooperate fully and implement any outcomes decided by the provider. | As per the formal agreement between SAC and the University of Sydney, SAC will make all disclosure and reporting options available to individuals, including whether they would like the College or University to lead the response. | <p>Policies and procedures listed on the SAC website</p> <p>Signed agreement with the University of Sydney relating to Sexual Harm and Gender-Based Violence.</p> |
| 7.7eiii | A provider must have arrangements in place with a student accommodation provider to enable a discloser to choose the student accommodation provider to lead the response to the disclosure, and the student accommodation provider must: <ul style="list-style-type: none">undertake a risk assessment within 48 hours and from this | SAC will lead a response to a disclosure or formal report on GBV where this is the choice of the discloser. The response undertaken by SAC will be fully compliant with all requirements of the National Code including risk assessment (within 48 hours), safety measures, support plans, and investigations. | <p>Policies and procedures listed on the SAC website</p> <p>Signed agreement with the University of Sydney relating to Sexual Harm and Gender-Based Violence.</p> |

| National Code Standard | | Key actions | Evidence of compliance |
|------------------------|--|-------------|------------------------|
| | <p>determine necessary safety measures (including relocation of the respondent) and immediately implement them</p> <ul style="list-style-type: none"> • manage and monitor risk • share necessary information with the provider to protect safety of others • implement support plans for both disclosers and respondents that meet requirements of Standard 4 within 48 hours. | | |

Additional actions from whole-of-organisation assessment

- Update previous sexual misconduct policy to a GBV & Sexual Harm Policy (by 1 January 2026)
- Consider options for alternative accommodation in College that victim/survivors can be relocated to if staying in their own room is not an option due to trauma
- Move to RespectX reporting and case management platform
- Update procedure guidelines and training on reporting to reflect the shift to the RespectX reporting platform

6.Data, evidence and impact

Mandatory requirements

| | National Code Standard summary | Key actions | Evidence of compliance |
|-----|---|---|---|
| 7.8 | A provider must require a student accommodation provider to collect and report data prescribed by Standard 6, where applicable. | <ul style="list-style-type: none">• In January 2026, SAC will move to the web-based reporting platform RespectX, which facilitates compliant reporting.• SAC is committed to securely collecting data prescribed by Standard 6, subject to our privacy obligations.• SAC will share de-identified data within the University of Sydney where required to meet the reporting obligations of the National Code. | <ul style="list-style-type: none">• Respect X meets the highest standards of security and has been updated to ensure compliance with the National Code's data reporting requirements.• Signed agreement with RespectX.• Signed agreement with the University of Sydney relating to Sexual Harm and Gender-Based Violence. |

Additional actions from whole-of-organisation assessment

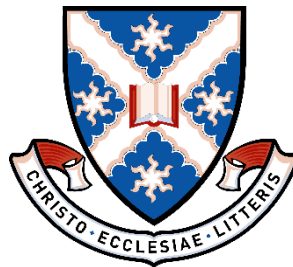
| |
|---|
| <ul style="list-style-type: none">• Move to RespectX reporting and case management platform• Update procedure guidelines and training on reporting to reflect the shift to the RespectX reporting platform |
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Appendix 1- Whole-of-Organisation Assessment

St Andrew's College within The University of Sydney

Whole-of-Organisation Assessment

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



Executive Summary

St Andrew's College (SAC), within the University of Sydney, has undertaken a Whole-of-Organisation Assessment in alignment with the *National Higher Education Code to Prevent and Respond to Gender-Based Violence*. This assessment reflects SAC's commitment to creating a safe, inclusive environment for students, staff, and visitors, and aligns with national frameworks such as *Change the Story* and the *National Plan to End Violence Against Women and Children 2022–2032*.

The assessment identifies key enablers, systemic risks, and barriers across seven operational areas: leadership and culture, structures and norms, systems and infrastructure, service delivery, policies and procedures, governance, and community engagement. SAC demonstrates strong leadership with gender diversity at senior levels, robust pastoral care systems, and proactive initiatives promoting diversity, equity, and inclusion. Programs such as the Community Living Program and partnerships with expert organisations (e.g., Full Stop Australia) reinforce education on gender-based violence (GBV) and respectful relationships.

However, challenges remain. Cultural legacies, traditions, and high annual student turnover necessitate ongoing training and cultural renewal. Risks are associated with drinking practices, gendered sporting structures, and some resistance to mandatory training. Barriers such as historically limited diversity in student demographics and fear of social exclusion for reporting require targeted strategies.

Key actions include enhancing staff and student training, updating policies to explicitly address GBV, transitioning to the RespectX reporting platform, and improving engagement strategies for wellbeing programs. St Andrew's College will continue cultural audits, strengthen training and education, and continue to expand outreach to diversify the student body.

This assessment provides a roadmap for St Andrew's College to mitigate risks, embed best practice, and foster a culture of safety and respect. It positions the College to meet national expectations and lead sector-wide efforts to eliminate gender-based violence.

This Whole-of-Organisation Assessment has been prepared under Standard 7 of the National Code.

1. Introduction

St Andrew's College (SAC) is one of six university colleges located within the University of Sydney. The College offers a world-class student experience that attracts a diverse community of high-potential students from metropolitan and regional Australia, as well as overseas. The College is home to approximately 380 students. It fosters a close-knit community where students enjoy diverse opportunities, including academic support, professional development, sports, creative arts, leadership development, and social events. Strong wellbeing and academic programs, combined with communal dining and vibrant traditions, create an environment of meaningful connection and belonging. This holistic approach ensures university life is enriching, supportive, and deeply engaging.

The Act to Incorporate St Andrew's College received royal assent on 12 December 1867 and was replaced by an updated Act in 1998. The founding Council first met on St Andrew's eve, 1870. SAC is a non-denominational independent institution of Protestant (Presbyterian) origins situated upon its own sub-grant of Crown Land. The main building was officially opened in 1876 and the first all-male student body moved in the same year. In 2001, the College Council resolved to admit female undergraduates for the first time, with the first such students taking up residence at the commencement of the 2002 academic year.

The College Council, in accordance with the St Andrew's Act (1998), is appointed 'to control and direct the affairs of the College'. The Principal is appointed by the Council and, as head of the College, is responsible for the day-to-day administration of the College. The Principal is supported in the management of the College by the Vice Principal and Senior Executive staff.

The College motto is *Christo, Ecclesiae, Litteris* - for Christ, for the Church, for Scholarship.

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

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

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

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

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

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

The assessment will support St Andrew's College's strategic decision-making, guide future planning and ensure our alignment with national expectations and sector good practice. It was conducted through consultation with key stakeholder groups and a review of internal operations, including:

- St Andrew's Act (1998)
- The Andrew's Book: St Andrew's College Within the University of Sydney, Fourth Edition by R. I Jack, (2013)
- St Andrew's College [website](#)
- Survey data from end of year student survey 2025
- Survey data from Welcome Week surveys (2023-2025), which include benchmarks against the Broderick Report questions.
- Focus groups with students and staff in November 2025
- Findings from the Broderick Report conducted by Elizabeth Broderick (2017, and subsequent one and two year 'report cards')
- Findings from the Broderick Report Five-Year Review conducted by the Social Research Centre (2022)
- Findings from the Diversity, Equity, Inclusion, & Belonging (DEI&B) Review conducted by Korn Ferry (2023)
- Interview with victim/survivor in December 2025
- A code specific review conducted by Senior Executive Staff working group across September-December 2025
- Review of current Sexual Misconduct Policy (now renamed Sexual Harm & Gender Based Violence Policy) in Dec 2025.

2. Area of operation: Leadership, culture and environment

At St Andrew's College (SAC), the governing body is the College Council which has responsibility for the strategic direction of the college, overall governance, and monitoring risk and compliance. The SAC Council is comprised of thirteen members with strengths in a range of areas satisfying a governance skills-matrix. In accordance with the St Andrew's Act (1998), this number includes the Principal, and three ordained ministers of an approved church.

The Principal is responsible for implementing the strategy and for the day-to-day administration of the College. The Principal is supported in the management of the College by the Vice Principal and three other Senior Executive staff.

Sources of information

St Andrew's Act (1998)

The Andrew's Book: St Andrew's College Within the University of Sydney, Fourth Edition by R. I Jack, (2013)

St Andrew's College [website](#)

Survey data from end of year student survey 2025

Focus groups with students and staff in November 2025

Findings from the Broderick Report conducted by Elizabeth Broderick (2017, and subsequent one and two year 'report cards')

Findings from the Broderick Report Five-Year Review conducted by the Social Research Centre (2022)

Findings from the Diversity, Equity, Inclusion, & Belonging (DEI&B) Review conducted by Korn Ferry (2023)

Interview with victim/survivor in December 2025

Leadership, culture and environment

| | |
|----------------|---|
| Enablers | <ul style="list-style-type: none">• St Andrew's has an experienced staff team, especially at the senior level, with a number of sector-experienced staff members who have been working in college environments for many years. The Senior Executive leadership of the College currently has one man and four women, demonstrating a commitment to promoting and developing a strong presence of women in executive leadership roles.• Three senior staff reside on campus. This arrangement allows for a strong monitoring of culture and for on-campus events to be closely monitored by senior residential staff.• The College operates a 'no wrong door' policy enabling ease of access for students to receive support. An In-house professional Counsellor is also available 0.6 FTE for students to reduce wait-times and barriers to accessing Counselling experienced by many university students.• Following the Broderick Report in 2017, St Andrew's College adopted all recommendations to promote gender equality including a mandated gender split on the student-elected House Committee and the creation of a new Student Leader role - Pastoral Care Leaders. The eight years that have followed these recommendations have seen these recommendations become embedded in the culture of the College.• The Pastoral Care Leader student team includes two DEI Officers and a First Nations Officer. A part time staff member also serves as the First Nations Officer to support Indigenous students.• Many initiatives and events run throughout the year that promote diversity, equity, and inclusion- including 'Safe & Sexy Week' (focus on GBV and consent), IWD and other women in leadership events, IDAHOBIT Day, National Close the Gap Day and Reconciliation Week events. |
| Systemic risks | <ul style="list-style-type: none">• Whilst staff and students have a strong understanding of the impacts of GBV, there are some gaps in the understanding of some of the cultural drivers. For example, some students do not understand how gendered events or 'male-only' activities could enable behaviours that perpetuate a culture of inequality.• A high degree of alcohol consumption and a culture of binge drinking was found to be evident in past cultural reviews including the Broderick Report. The nature of young adults who have recently turned 18 living in a tight-knit community is an enabler for binge drinking practices to occur. The College has worked to improve the level of education and training related to alcohol, has improved planning, risk-management, and oversight of all events that include alcohol service and consumption, and strengthened the College's alcohol policy.• As a College that caters primarily to undergraduate students who need to relocate to Sydney for their university studies, some demographics of the student population are not as diverse as the broader Australian landscape- for example, |

| | |
|-------------------------|---|
| | age, socio-economic background, education type etc. However, the Admissions strategy of the College is seeking to enhance the diversity of the student population through a targeted outreach strategy. |
| Barriers | <ul style="list-style-type: none"> • Each year, approximately a third of the student population departs and we welcome new students, most of whom are straight out of high school. This high degree of turnover on an annual basis results in the College having to repeatedly educate students about our culture and expectations. This can be particularly challenging when students bring with them cultural norms they have established in their home and schooling environments, which are often deeply engrained and challenging to shift. • St Andrew's College promotes and enables a high degree of autonomy and independence for its students to navigate university and collegiate life as young adults with agency. This can be a barrier as the student demographic is largely 18-21 years old and therefore, whilst legally adults, this age group can lack some maturity and developed decision making abilities and there is more likely to be a higher degree of risk-taking behaviours present within the student population. |
| Key actions in response | <ul style="list-style-type: none"> • Enhanced staff education in the space of DEI and GBV • Ongoing review of student training, particularly in relation to the expectations of incoming students. • Ongoing review of the way events involving alcohol are planned, run, and managed to ensure a culture of responsible consumption of alcohol and that harm minimisation practices are being upheld |

3. Area of operation: Structures, norms and practices

St Andrew's College prides itself on being a tight-knit and collegial institution of approximately 380 predominantly undergraduate students, with a small number of residential staff. St Andrew's College has been historically quite homogenous in nature, with many of the students coming from feeder boarding schools or targeted regional areas. As a result, the student body has historically shared many demographical similarities, and this homogeneity has contributed to the establishment of a collective identity through the construction and maintenance of cultural norms, traditions, and symbols. In recent years, a strong focus on increasing the diversity of the student body has resulted in shifting demographics and subsequently shifting norms and culture within SAC. SAC places a strong emphasis on wellbeing and pastoral care support. The relationship and connection between staff and students is well-established, and student leadership also provides a layer of support to students. The St Andrew's College motto, 'Christo, Ecclesiae, Litteris', ('for Christ, for the church, for scholarship'), can be used to provide the structure for a broader set of College values that both recognises the College's Presbyterian foundation, but reflects that our current students are far more diverse, not least in their religious outlook, than the first residents in 1876. Christo - Service, Responsibility, Humility. Ecclesiae - Leadership, Friendship, Community, Inclusion. Litteris - Attainment, Enlightenment, Rigour, Engagement.

Sources of information

St Andrew's Act (1998)

The Andrew's Book: St Andrew's College Within the University of Sydney, Fourth Edition by R. I Jack, (2013)

St Andrew's College [website](#)

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Findings from the Diversity, Equity, Inclusion, & Belonging (DEI&B) Review conducted by Korn Ferry (2023)

Interview with victim/survivor in December 2025

Structures, norms and practices

Enablers

- The College values, all derived from the original Latin motto, reflect a diverse student cohort, with a strong underlying emphasis on inclusion and being a part of a community and the development of character.
- There is very strong pastoral care/wellbeing structures in place at the College. Within the Student Life Department, there are two full-time staff (one of whom is residential) that support with the provision of wellbeing. There is also a 0.6 FTE Student Counsellor who provides confidential counselling without the standard wait times faced at the university or private practice. In addition to these dedicated staff are two other senior residential staff (Principal and Director of Education) who are experienced and complete annual training in crisis response and responding with compassion.
- Beyond the staff, there is a team of 17 Pastoral Care Leaders, selected from the student body and appointed by staff to provide peer-support to students at the College who are experiencing challenges. Each PCL is appointed to a portfolio or Officer role that determines the types of initiatives and activities they run for the community (e.g.: Sexual Health Awareness Portfolio, or DEI Officers).
- The Student Life Department and the Pastoral Care Leader team run a myriad of programs and initiatives on safety, wellbeing, and inclusivity. These range from Welcome Week workshops led by Elephant Ed, ADES, Consent Labs and Out for Australia, to ongoing sessions throughout the year such as 'Safe & Sexy' Week, Mancave Men's Mental Health, IDAHOBIT Day Panel discussions.
- Gender equality is modelled and celebrated through the Council down to the Student Leaders. Having gone co-educational in 2002, the close to 25 years of women in residence has seen many aspects of gender equality normalised and ingrained. In 2023 two portraits were commissioned to hang alongside the many other important figures in the history of the College, this included the first female Chair of Council and the first female Senior Student. This very visible tribute to the role of female leaders is just one aspect of modelling, layered on top of many other areas of promotion including scholarships, events for women in leadership, and prescribed gender parity on House Committee adopted into the constitution of the Students' Club.

Structures, norms and practices

Systemic risks

- There are some aspects of College that allow for a gendered dynamic to continue. For example, the highly competitive intercollegiate sporting competition is divided by gender with men's and women's teams. Both genders do not compete in all sports- for example men have cricket and rugby whilst women have netball and hockey. This can create spaces that exclude all genders from participating. Male-only sporting cultures can also historically be places that allow for discrimination and problematic cultures to perpetuate.
- St Andrew's College accepted women in 2002, nearly 25 years ago. Whilst today, there is a very strong sense of inclusion and equality between male and female residents, for over 100 years the College was men only. Therefore almost all of the history, legacy, and culture of the College was constructed by men. The vast majority of the alumni base is male, as is the majority of the benefactors. It is comparatively recently that women have begun shaping the culture and history of the College. It is through turning co-residential that the term 'Drewsman' was re-coined 'Androvian' to refer to an alumnus or alumna.
- As evidenced by the Broderick Report, St Andrew's College has a historic legacy of hazing practices from decades past, many of which reinforced gender stereotypes. Since adopting all recommendations in the Broderick Report, significant cultural renewal has ensued to end hazing and traditions linked to gendered norms.
- A level of hierarchy exists in that students typically stay for three years at the College and therefore incoming first-year residents often look up to those who are two years older than them and have lived at the College longer. Whilst rigid hierarchical practices have been re-worked to reduce power-dynamics, some naturally do still exist by virtue of the age and stage that the students enter the College.

Barriers

- Cultural renewal and the examination and re-working of deeply engrained traditions is challenging work. College is a space that students and alumni feel deep emotional attachment and loyalty toward, and therefore a shift in a tradition can see significant emotional pushback and resistance. As such, sustained change takes time to achieve.
- In tight-knit institutions like SAC, fear of social exclusion can discourage reporting of behaviours that are inappropriate, don't align with the values of the college or breach policies

Structures, norms and practices

Key
actions
in
response

- Continue to run updated cultural reviews or audits that determine the shift in culture since the Broderick Report. It will be 10 years since the Broderick Report in 2027, a chance to take stock of the progress made from adopting the recommendations.
- Continue to celebrate the achievements and contributions that women have made in shaping the history of the College, as each year more women join the alumni community.
- Continue to focus the training of student leaders to emphasise leadership that does not rely on rigid hierarchies and power dynamics, but rather empathy and kindness.
- Normalise help-seeking by ongoing promotion of clear, accessible reporting options (digital, posters, leader briefings etc)

4. Area of operation: Systems and infrastructure

St Andrew's College uses an online case management system to enable an effective and consistent approach to reporting of any incidents or potential breaches of the code of conduct and/or policies. From January 1, 2026 this case management system will be RespectX and will encompass the whole of the organisation including staff. RespectX meets the highest standards of IT security to ensure privacy and security of data. Reporting pathways for students are clearly mapped out through the use of detailed procedure documents and infographics that are easily accessible on the student intranet and website. St Andrew's College is a gated community that has overnight security measures in place alongside a residential senior member of staff being on-call at all times. This is complemented by a strong CCTV presence throughout the college.

Sources of information

St Andrew's College [website](#) and student intranet
Survey data from end of year student survey 2025
Focus groups with students and staff in November 2025
Consultation with Senior Executive staff, including the Director of Operations

| Systems and infrastructure | |
|----------------------------|---|
| Enablers | <ul style="list-style-type: none">• The whole of college (students and staff) has access to RespectX as a reporting and case management platform.• Extensive CCTV coverage provides security for residents and can be used as evidence in formal investigations. The College has 24/7 security coverage, via Reception and 'Nighthawks' (out-of-hours security presence).• Senior residential staff are available out-of-hours in case of emergency. The College has 24 hours on-the-ground staff who are accessible to students face to face (after hours by the Nighthawk), and on-call residential staff who are Respectful Relationship Officers with training on responding with compassion. |

| Systems and infrastructure | |
|----------------------------|---|
| | <ul style="list-style-type: none"> Safeguards in the physical environment include fully secure external perimeter gates, access to safe spaces within college, room access is limited to residents and authorised staff. |
| Systemic risks | <ul style="list-style-type: none"> Student data is held securely on a College database, available only to authorised staff, but there is a need to find the optimal balance between security and accessibility of data for those that legitimately need it. Although doors are equipped with electronic locks, students often leave their doors unlocked which presents a security risk. Students use their own channels for communication at their discretion. Naturally, staff do not have oversight of all these communications which leads to risk. The College Code of Conduct and Social Media Policy regulate appropriate communications. |
| Barriers | <ul style="list-style-type: none"> Some safeguards, such as external perimeter gates and undisclosed room locations, are pertinent only to external visitors. Other students have access to the grounds and buildings and usually know where their peers live. There may be limited 'natural surveillance' around bedrooms, including out of hours. |
| Key actions in response | <ul style="list-style-type: none"> Review social media policy Update privacy policy From January 1, 2026, SAC will move to RespectX as its reporting platform for students and staff |

5. Area of operation: Service delivery

St Andrew's College offers a multifaceted experience that goes far beyond providing a room on campus. The small scale (380 students) fosters an intimate community where close friendships and connections develop. Students can engage in countless activities across academic, extra-curricular, community engagement, and professional development programs. Many of these activities provide opportunities for small group and one-to-one support between students and between students and staff. Communal dining and spaces like the Junior Common Room create a vibrant social life, whilst opportunities for leadership and collaborative learning provide an environment that blends personal growth, academic success, and enduring community. Services provided in addition to accommodation and meals include; academic subject tutorials, academic mentoring, professional development seminars, social and intercollegiate sports competitions, debate and public speaking, essay prizes, the Drama Society, musical ensembles, leadership development short-courses and workshops, guest academic lectures, entrepreneurial competitions, chapel services, community service initiatives, language courses, and a number of student leadership positions (paid and voluntary) that can be applied for.

Sources of information

St Andrew's College [website](#)

Survey data from end of year student survey 2025

Focus groups with students and staff in November 2025

Findings from the Broderick Report conducted by Elizabeth Broderick (2017, and subsequent one and two year 'report cards')

Findings from the Broderick Report Five-Year Review conducted by the Social Research Centre (2022)

Findings from the Diversity, Equity, Inclusion, & Belonging (DEI&B) Review conducted by Korn Ferry (2023)

Interview with victim/survivor in December 2025

Service delivery

Enablers

- Within a comparably small, on-campus community, effective whole-of-organisation messaging can be delivered in a more impactful, in-person way. This is primarily achieved in Welcome Week, but can be continued throughout the year with a range of in-person and meaningful initiatives.
- SAC has a mandatory 'Community Living Program' whereby all incoming students must complete 5 compulsory modules across their first year of college (ideally first semester) in order to be able to return for a second year. These include:
 - University of Sydney Safer Communities Office – 'Respect@Sydney' GBV Workshop
 - Elephant Ed – 'Healthy Sexual Relationships' Workshop
 - National Centre for Cultural Competency – 'Cultural Competency' Workshop
 - Out for Australia & Rainbow Giving – 'LGBTIQIA+ Inclusion & Ally Training' Workshop
 - Alcohol & Drugs Education Specialists – 'Alcohol & Other Drug Education' Workshop
- Close engagement between staff and students allows early identification of unsafe dynamics as well as pastoral care and wellbeing checks which offer regular opportunities for safety conversations.
- Ability to reinforce gender equality messages through deeply influential student leaders running programs and leveraging the power of peer-facilitation.
- Highly reputable external speakers such as Consent Labs contribute to awareness and training via in-person workshops and seminars run throughout the year and promoted by student leaders
- Students regularly come together, specifically in the dining hall at mealtimes, providing opportunities for learning. Initiatives can be embedded into these times of high attendance and community engagement

| Service delivery | |
|-------------------------|---|
| Systemic risks | <ul style="list-style-type: none"> As students are entering into an adult environment following 18 years of parental guidance and comparably rigid schooling structures, there can be resistance to anything that is deemed mandatory or feels too much like a high school environment. Therefore, this can result in some resentment toward mandatory talks on GBV/DEI Whilst peer facilitation on important topics using student leaders can result in higher student engagement, if the messaging is not evidence-based and endorsed by experts, this can result in inconsistent or incorrect messaging on topics such as GBV and DEI |
| Barriers | <ul style="list-style-type: none"> Once Welcome Week ends, the ability to retain a captive/mandatory audience rapidly diminishes, and many programs afterwards see inconsistent attendance and reduced message reach. An incredibly packed and busy student calendar can result in students prioritising attending social events over educational opportunities (such as a gender equality workshop). Welcome Week can be overwhelming for students with a high volume of information being imparted in a short space of time. This can result in low retention of information. Different levels of prior knowledge before coming to college means different reception/benefit of training. |
| Key actions in response | <ul style="list-style-type: none"> Continue to improve engagement strategies for wellbeing and inclusion programs (e.g. incentives, crossing over with mealtimes, leveraging social capital of student leaders etc) Continue to find ways to engage external experts on GBV prevention who are willing to include peer-facilitation and to ensure the learning is context specific to the college environment. Track participation in initiatives to identify gaps and target interventions for high-risk groups |

6. Area of operation: Policies and procedures

St Andrew's College is committed to maintaining a safe, respectful, and supportive environment through a comprehensive suite of policies and procedures. These include the College Code of Conduct, Respectful Relationships Policy, Sexual Harm & Gender Based Violence Policy, Diversity and Inclusion Policy, Alcohol, Smoking, Medications and Other Drugs Policy, Academic Support Policy, and Social Media Policy. Clear reporting pathways are in place for policy breaches, offering options for informal and formal reports, supported by detailed guides and investigation procedures. Students have access to multiple support channels, including Respectful Relationship Officers, Pastoral Care Leaders, and confidential Counselling services, ensuring guidance and assistance are available at every stage. Together, these measures reflect the College's dedication to wellbeing, procedural fairness, and accountability.

Sources of information

- Senior Executive review of Sexual Harm and Gender Based Violence Policy – December 2025
- Policy and Procedure documents (online and in house)
- St Andrew's College [website](#)
- Survey data from end of year student survey 2025
- Focus groups with students and staff in November 2025
- Findings from the Broderick Report conducted by Elizabeth Broderick (2017, and subsequent one and two year 'report cards')
- Findings from the Broderick Report Five-Year Review conducted by the Social Research Centre (2022)
- Findings from the Diversity, Equity, Inclusion, & Belonging (DEI&B) Review conducted by Korn Ferry (2023)
- Interview with victim/survivor in December 2025

Policies and procedures

Enablers

- SAC has a suite of policies readily accessible on our website that cover all aspects of safety and wellbeing including:
 - College Code of Conduct
 - Respectful Relationships Policy
 - Sexual Harm & Gender Based Violence Policy (updated Dec 2025)
 - Diversity and Inclusion Policy
 - Alcohol, Smoking, Medications and Other Drugs Policy
 - Social Media Policy
 - Academic Support Policy
 - Where to go for help Guidelines
- Many of the College policies work in tandem with one another, including for example the Diversity and Inclusion policy that can also interplay with the Respectful Relationships policy to ensure that intersectionality is being considered
- The College website details procedures in relation to reporting potential policy breaches and investigation procedures into alleged policy breaches. These documents are designed to provide clear and concise information for those reporting or responding to misconduct breaches. It includes documents on the following:
 - Investigator Procedure for Formal Investigations
 - Information for the Reporting Party
 - Information for the Responding Party
 - The Role of the Support Person
 - Reporting Policy Breaches Overview
 - Making a Formal Report
 - Formal Reporting Guide: Reporting Party
 - Formal Reporting Guide: Responding Party
 - Making an Informal Formal Report
- The Sexual Harm & Gender Based Violence Policy, Respectful Relationships Policy, and Diversity & Inclusion Policy all explicitly discuss diversity and equity in the descriptions of these policies and how they are upheld in the College

| Policies and procedures | |
|-------------------------|---|
| Systemic risks | <ul style="list-style-type: none"> The 2025 suite of policies did not explicitly address Gender Based Violence. Whilst many of the aspects that make up GBV (ie: sexual assault and harassment) are specifically addressed, the broader umbrella of GBV is not (this is updated for 2026). There is currently not a policy in place for addressing all cultural drivers of GBV, for example none of the policies explicitly references the practice of 'hazing'. Whilst the behaviours that take place in hazing practices could be defined under other aspects of the various policies of code of conduct, it is based on individual behaviours, not group behaviours Within the procedures, it is common practice to remove the responding party from campus for the duration of a sexual misconduct investigation. However, there is currently no designated space in college to be able to move a reporting party, should it be unsafe for them to remain in their own room. Moving them would depend on switching rooms and that therefore jeopardises confidentiality as others in the community may question why. |
| Barriers | <ul style="list-style-type: none"> Policies reviews are a considerable undertaking that takes time and a level of experience and expertise. Our current online reporting and case management platform has been designed with much larger institutions in mind and as such has a complex back-end interface that is not particularly user-friendly. This makes case-management and workflow more challenging. Whilst our current platform allows for anonymous reporting, there is currently no way to communicate with the anonymous reporter in order to provide essential wellbeing support, or provide follow up guidance and options for reporting. |
| Key actions in response | <ul style="list-style-type: none"> Consistent review cycle for policies implemented. Develop a hazing policy, or explicitly embed into an existing policy. Update current sexual misconduct policy to a GBV & Sexual Harm Policy no later than December 2025. Consider options for alternative accommodation in College that victim/survivors can be relocated to if staying in their own room is not an option due to trauma. Move from current platform to the RespectX reporting and case management platform. Update procedure guidelines and training on reporting to reflect the shift to RespectX reporting platform. |

7. Area of operation: Management and governance

St Andrew's College is governed according to the St Andrew's Act (1998), an act of parliament which replaced the founding act of 1867. Accordingly, a Council is appointed 'to control and direct the affairs of the College'. The Council meets approximately five times a year. Subcommittees of the Council (e.g. the Operations Committee) meet with the same frequency.

The Principal of the College is appointed by the Council. The Principal is, as the head of the College, responsible for the day-to-day administration of the College. This includes responsibility for the general supervision and control of the students residing at the College. The Principal is supported in the management of the College by the Vice-Principal and the Senior Executive staff.

The Visitor of the College is the Chancellor of the University of Sydney.

Sources of information

St Andrew's Act (1998)

The Andrew's Book: St Andrew's College Within the University of Sydney, Fourth Edition by R. I Jack, (2013)

St Andrew's College [website](#)

Survey data from end of year student survey 2025

Focus groups with students and staff in November 2025

Findings from the Broderick Report conducted by Elizabeth Broderick (2017, and subsequent one and two year 'report cards')

Findings from the Broderick Report Five-Year Review conducted by the Social Research Centre (2022)

Findings from the Diversity, Equity, Inclusion, & Belonging (DEI&B) Review conducted by Korn Ferry (2023)

Interview with victim/survivor in December 2025

Management and governance

Enablers

- Senior Executive staff and other student-facing staff members are trained in responding to gender-based violence by Full Stop Australia. Council members are drawn from corporate and church/chaplaincy backgrounds and typically have extensive training in diversity, inclusion, and safeguarding.
- The College's Misconduct processes require the investigator's report into any formal report to be provided to Council, enabling oversight of culture and conduct, and recognising that gender-based violence is an institutional risk. Council receives the report in anonymised form, to mitigate the risk of fear or favour.
- Under the current, experienced leadership team, responses to cases of student misconduct have been timely and proportionate.
- There is reasonable diversity within the Senior Executive and Council memberships. As at 01/01/2026, there are four female senior executives and one male. Four out of twelve Councillors are female. Other diversity characteristics are also represented within these groups.
- The College's strategic documents cross-refer to the College's values, derived from its motto (Christo, Ecclesiae, Litteris). These values include 'inclusion', understood in its application as 'You value equality and equity, seeking to create respectful and inclusive relationships. You continually look for ways to create a safe environment, open to everyone. You understand that a supportive and inclusive environment can assist everyone to create a life of meaning and connection.'
- The Constitution of the Students' Club mandates a gender balance on the House Committee.
- Investigations into sexual misconduct cases are managed by a senior member of College, but conducted by an external, trained legal professional to ensure impartiality. Final recommendations are approved by Council.
- The Director of Student Life reports to Council on the training sessions run, including those relating to Gender-Based Violence, and on the attendance at those sessions.
- Surveys, which include questions on College culture, are run each semester. Reports and findings are shared with Council. Welcome Week surveys are run each year. Reports are shared with Council and with the Students' Club leaders. These surveys include questions from the Broderick Report to facilitate benchmarking.

Management and governance

| | |
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| Systemic risks | <ul style="list-style-type: none">• In a residential community, the most likely response to substantiated gender-based violence is exclusion (and eviction), so the stakes in an investigation are higher than in other organisations, which puts additional pressure on the process and the decision-making.• Training: the College does not automatically offer training in understanding the drivers of gender-based violence to Council members or to Senior Executive Staff on appointment. |
| Barriers | <ul style="list-style-type: none">• There is a structural barrier to responding to gender-based violence given the independence of St Andrew's College from the universities and other colleges where gender-based violence affecting our students may occur. |
| Key actions in response | <ul style="list-style-type: none">• The College will review the training it provides to new Senior Executive and student-facing staff and to new Council members. |

8. Area of operation: Community engagement

At St Andrew's College, community engagement contributes to shaping the cultural environment. SAC draws many students from feeder schools, including large single-gender metropolitan private boarding schools, and those in regional areas, where traditional norms and attitudes toward gender roles can vary widely. Alumni also play a prominent role in SAC's culture, acting as ambassadors and mentors, but their influence can also perpetuate outdated traditions if not carefully managed. There is involvement with local communities through community service outreach activities.

Sources of information:

St Andrew's Act (1998)

The Andrew's Book: St Andrew's College Within the University of Sydney, Fourth Edition by R. I Jack, (2013)

St Andrew's College [website](#)

Survey data from end of year student survey 2025

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Findings from the Diversity, Equity, Inclusion, & Belonging (DEI&B) Review conducted by Korn Ferry (2023)

Interview with victim/survivor in December 2025

SAC Admissions data 2022-2026

Community engagement

Enablers

- Following 20 years of women at SAC, the female alumni cohort is very strong. Past recruitment efforts of bringing in cohorts of very high achieving women have resulted in an alumni-base of extremely impressive individuals including CEOs, authors, Olympians and professional athletes, Rhodes Scholars, and many others who are at the top of their fields. Whilst the cohort of female alumnae is comparatively much smaller than then men, the quality is high and results in female mentors for current students who drive a strong culture of attainment, achievement, and gender equality.
- Strong connections with alumni through community engagement activities. These include a mentor program, frequent industry evenings, and ongoing community engagement events that bring students and alumni together.
- Having an admissions strategy that is deeply rooted in developing a diverse cohort whereby caps are placed on any one school, has prevented one school's culture from dominating. The intake of students is generally geographically diverse including increasing numbers of interstate and international students. This prevents a dominant culture from prevailing.
- Outreach strategy that builds on existing relationships with rural and regional schools.
- Student-led initiatives to engage with local communities through service (Sony Camp, Choir for a Cause, Newtown mission etc.)

Systemic risks

- Whilst SAC places a cap on the number of students accepted per school, the number of applicants and admissions from a small range of large independent schools, many with boarding houses, is comparatively high. Whilst each school has its own culture, there can be risks in drawing a critical mass of students who have spent their adolescent years in a single-gender boarding house. For many students who attended a single-gender boarding school, entering into SAC marks the first time they have spent considerable time in the presence of peers of another gender.
- Cultural influences from schooling and home environments often carry into college life, particularly during Welcome Week, before the norms and values of SAC can be imparted via training programs.
- Many of the dominant and influential alumni groups went through SAC during a time when it was men-only. Therefore their memories of the traditions and culture of the college were very different to those now in a co-educational environment.

Community engagement

Barriers

- A lingering negative reputation of inequality or harmful behaviours impedes the efforts of SAC to attract and retain students from increasingly diverse backgrounds. Students from identities historically under-represented within the College may be hesitant to apply and attend based on stories of cultures that they have heard from the past.
- Whatever culture, environment, and community our incoming students have been socialised and educated within dramatically impacts SAC. In the case of many schools that have done an excellent job in terms of educating on gender equality and GBV, this positively impacts SAC. However when students enter from environments that have sustained cultures of inequality or have poorly educated students in the space of GBV, we inherit these challenges.

Key actions in response

- Continue to work closely with schools where we receive a high proportion of applications to examine the cultures related to GBV and gender equality that exist within their institutions and the level of prevention education taking place.
- Continue to expand outreach and recruitment efforts into spaces where we are currently under-represented (ie: government schools).