SWINBURNE UNIVERSITY OF TECHNOLOGY

Whole-of-Organisation Gender-based Violence Prevention and Response Plan and Outcomes Framework

1 January 2026 to 31 December 2030

swinburne.edu.au

Contents

Acknowledgement of Country

We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east, and pay our respect to their Elders past, present and emerging.

We are honoured to recognise our connection to Wurundjeri Country, history, culture, and spirituality through these locations, and strive to ensure that we operate in a manner that respects and honours the Elders and Ancestors of these lands.

We also respectfully acknowledge Swinburne's Aboriginal and Torres Strait Islander staff, students, alumni, partners and visitors.

We also acknowledge and respect the Traditional Owners of lands across Australia, their Elders, Ancestors, cultures, and heritage, and recognise the continuing sovereignties of all Aboriginal and Torres Strait Islander Nations.

Content warning

This document contains information and references about gender-based violence. Please take care when reading. If you notice any topics or content is affecting you, support is here if you need it:

1800RESPECT

The national domestic, family and sexual violence counselling, information and support services.

Phone (24/7): 1800 737 732

Visit: www.1800respect.org.au

Lifeline

National charity providing crisis support and suicide prevention services.

Phone (24/7): 13 11 14

Visit: www.lifeline.org.au

13YARN

Crisis support for Aboriginal and Torres Strait Islander people who are feeling overwhelmed or having difficulty coping.

Phone (24/7): 13 92 76

Visit: www.13yarn.org.au

Safe Steps

Safe Steps is a confidential and supportive family violence response line for Victoria.

Phone (24/7): 1800 015 188

Visit: www.safesteps.org.au

Victoria Sexual Assault Crisis Line

Phone (available after-hours): 1800 806 292

Visit: www.sacl.com.au

Eastern Centre Against Sexual Assault (ECASA)

Available during business hours and 24/7 for recent incidents.

Phone: (03) 9870 7310

Visit: www.easternhealth.org.au/service/ecasa

Email: ecasa@easternhealth.org.au

Men's Referral Service

Advice for men who use violence.

Phone (24/7): 1300 766 491

Visit: www.ntv.org.au/mrs

Kids Helpline

Counselling service for Australian children and young people aged between five and 25 years.

Phone (24/7): 1800 551 800

Visit: www.kidshelpline.com.au

InTouch Multicultural Centre Against Family Violence

InTouch is a specialist family violence service that works with multicultural women, their families, and their communities.

Phone (during business hours): 1800 755 988

Visit: www.intouch.org.au

Rainbow Door

Rainbow Door is a free specialist LGBTIQ+ helpline providing information, support, and referral to all LGBTIQ+ Victorians, their friends and family.

Phone (during business hours): 1800 729 367

Visit: www.rainbowdoor.org.au

SONDER app

Swinburne Staff can also access 24/7 confidential support, wellbeing resources, safety check-ins, and short-term counselling options via the SONDER app.

Download from your app store or you can access a QR code to download by visiting: https://sonder.io/members

Swinburne Student Wellbeing Support Line

Swinburne Students can also access 24/7 support via the Swinburne Student Wellbeing Support Line.

Phone (24/7): 1300 845 144

Text (24/7): 0488 884 145

1. Statement of commitment

At Swinburne University of Technology, we are committed to creating a learning and working environment where every person is safe, respected, and able to participate fully in university life.

Gender-based violence – whether physical, sexual, psychological, or facilitated through power imbalances – has no place in our community. As Vice-Chancellor, I affirm Swinburne's commitment to the National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code) and to embedding its principles across our policies, practices and culture.

We recognise that gender-based violence is a serious and pervasive issue across society, and universities have a responsibility to lead with integrity, transparency and care. Our commitment is grounded in evidence, guided by lived experience and strengthened by values of inclusion, innovation and social impact. This Action Plan outlines the steps we will take to prevent harm, support those affected, and build a culture where respect and equity are the norm.

As part of this plan, Swinburne is upholding our commitment to prioritising safety and wellbeing, ensuring our campuses, digital spaces, and learning environments uphold the Code's expectations for safe, inclusive and respectful participation. We will measure the impact these actions are having to end gender-based violence through our Outcomes Framework.

> We will embody a culture that is inclusive and equitable, free from discrimination in all forms.

We will strengthen prevention and education, delivering evidence-based resources and support that challenge harmful norms, promote gender equality, and help prevent gender-based violence.

We will provide clear, accessible and trauma-informed reporting pathways, ensuring that disclosures are met with compassion, confidentiality and timely support. We will also ensure those processes are fair, transparent, procedurally sound, and aligned with the Code.

By building institutional capability, we are equipping our leaders, educators, professional staff, and student-facing teams with the skills and confidence to uphold their responsibilities under the National Code.

The foundational work for this will occur in 2026, as we prioritise a comprehensive review of our governing framework (regulations, policies and procedures) and student support services to ensure they are streamlined, accessible and relatable as an enabler to providing an environment that is safe, person-centred and trauma-informed.

And we will not stand still as things change. Our Action Plan will be delivered through continuous engagement and collaboration with our community, including those members disproportionately impacted by gender-based violence, those with lived experience and subject matter experts.

By partnering with experts and community, and embedding continuous improvement practices, we will use data, evaluation and feedback to further strengthen our prevention and response systems over time.

We recognise that gender-based violence is not unique to Australia, and we are committed to sharing our learnings and approach as we deliver the Action Plan with our transnational education partners.

This work is essential to who we are as a university. We call on every member of the Swinburne community to join us in building a culture where gender-based violence is never tolerated and where safety, dignity, and respect are defining characteristics of the university experience.

2. Provider overview

Swinburne is a dual sector university delivering educational courses in Undergraduate (UG), Vocational Education Training (VET), Postgraduate (by coursework) (PG), and Higher Degree Research (HDR) courses.

Swinburne has three campuses located in the eastern suburbs of Melbourne at Hawthorn, Croydon and Wantirna. In addition, we offer a suite of courses that can be completed wholly online.Swinburne directly owns, operates and manages six student residences at its Hawthorn campus, providing a total of 610 student beds.

Swinburne's 61,201 students come from diverse cultural backgrounds, with students from 144 different countries choosing to study at Swinburne. Of whom, 7% study offshore with one of our transnational education partners in Malaysia, China, India, Vietnam and Qatar. Of the 56,917 students studying within Australia, nearly two-thirds (65.4%) are domestic students, with the next top countries of origin being China (4.2%), India (3.5%), Sri Lanka (3%) and Vietnam (2%).

Swinburne students are predominantly 25 years or older, with recent school leavers (16-18 years) representing just over a quarter of our student cohort. Swinburne students are predominantly women (57.9%) compared to 41.7% men and 0.5% gender diverse.

Swinburne's ability to deliver a suite of UG, PG and VET courses online provides access to education to under-represented groups. For example, 41.3% of students with a low Social Economic Status (SES), 41.6% of our Indigenous students and 40.9% of our students with a disability study online.

Swinburne employs a diverse workforce of academic and professional staff who bring a breadth of expertise and lived experience to our community. Our staff cohort comprises 2,701 employees, with representation across education, research, student services, and corporate functions.

The majority of Swinburne staff are based at our Hawthorn campus (89%), with smaller teams located at Croydon (5%), Wantirna (5%) and other locations (1%). Our workforce spans multiple generations, with early-career professionals working alongside experienced academics and industry experts. Women represent 55.8% of our staff, men 43.9%, and staff who identify as gender diverse make up 0.3%. 0.96% of our staff identify as Aboriginal and Torres Strait Islander. Our formal systems have limited data on the cultural and linguistic diversity of our staff and staff with a disability.

3
Melbourne campuses
in Hawthorn, Croydon and Wantirna

6
student residences
providing 610 beds at our Hawthorn campus

61,201
students from
144
different countries

2,701 staff
across education, research, student services, and corporate

Swinburne students are
58% women
42% men
0.5% gender diverse

Swinburne staff are
56% women
44% men
0.3% gender diverse

3. Planning, engagement and evidence

Swinburne's Whole-of-Organisation Gender-based Violence Prevention and Response Plan (Action Plan) responds to the National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code).

The Action Plan builds on our **Gender Equality Action Plan 2022-2025 (GEAP)** and **Disabled Equity Action Plan 2025–2028 (DEAP)**, **Science Australia Gender Equity Action Plan 2022–2025** and the development of a **Reconciliation and Truth-Telling Plan and Treaty**.

3.1 Planning

In April 2025 Swinburne established a Sexual Harm and Gender-based Violence Prevention and Response Taskforce (the Taskforce) to oversee the development, implementation, and continuous improvement of Swinburne's strategy for preventing and responding to gender-based violence, including sexual harm. Chaired by the Deputy Vice Chancellor, Education, Experience and Employability (DVC, EEE) and working in collaboration with the Behavioural Risk Assessment and Management committee (BRAM), the membership of the taskforce included staff from across the University, with representatives from senior leadership (DVC EEE), the student body (Swinburne Student Association Board Student Directors), academic staff from our higher education schools, professional staff from our vocational education and training departments, Student Residences, Student Services, Health, Safety and Wellbeing, Facilities and Infrastructure, Legal, Compliance and Integrity, Diversity and Inclusion and Workplace Relations teams.

In August 2025, Swinburne commissioned Equality Partners to undertake an independent gap analysis of our existing policies and processes and to report on compliance gaps against the (then draft) National Code. The Equality Partners National Code Gap Analysis (Gap Analysis), led by Renee Hamilton, has informed the development of this Action Plan.

The Gap Analysis acknowledged there was a strong desire across Swinburne to prevent gender-based violence and improve support for victim-survivors, however it identified that existing governance arrangements were unlikely to be effective in overseeing a whole-of-organisation approach to gender-based violence and that our existing policies, practices and systems were at risk of not complying with the (then proposed) National Code, for example:

- existing policies did not explicitly address conflicts of interest arising from personal intimate relationships between staff and students
- our devolved approach to managing student general misconduct risked authorised officers not having the required knowledge and expertise to make informed decisions
- students and third parties are only able to make a disclosure via email or through an online form (not in person or via phone)
- limited information is collected on the characteristics of disclosers and respondents of gender-based violence
- our student accommodation is not staffed 24/7.

The Gap Analysis identified six streams of work that needed to be addressed on our journey towards compliance, they were to:

- urgently progress Swinburne's Whole-of-Organisation Prevention and Response Plan
- develop a new organisation-wide policy on gender-based violence and amend intersecting policies
- amend complaints and misconduct procedures and associated policies
- determine future prevention and education resources for students, staff and student accommodation and amend responding to disclosure training
- implement an organisation-wide case management and data collection system
- develop suitable policies and procedures for student accommodation.

Since receiving the final report of the Gap Analysis in September 2025, Swinburne has commenced work to progress each stream of work, with a specific priority on the development of the Action Plan and Gender-based Violence Policy and Procedures. In addition to replacing our Prevention of Sexual Harm and Response Policy, Sexual Harm Response and Prevention Procedure [Staff] and Sexual Harm Response and Prevention Procedure [Students] with our **Prevention of and Response to Gender-based Violence Policy** and **Prevention of and Response to Gender-based Violence Procedure** we have also established a new Health, Safety and Wellbeing committee of Council, updated our Council skills matrix to include expertise in health, safety and wellbeing and effective from the start of Semester 1 2026, our student accommodation will be staffed 24/7.

> We acknowledge that there is more work to be done in relation to each stream of work, and this is reflected within our Action Plan.

In addition to the Gap Analysis undertaken by Equality Partners, as part of our planning, Swinburne undertook an enterprise-wide risk assessment to define the risks to the organisation against each standard within the National Code, documenting the triggers that could cause the risk to materialise and the potential consequences that could arise, and then identifying controls to manage each risk, and mapping these against the Action Plan. As the Action Plan is implemented, the enterprise-wide gender-based violence risk assessment will be periodically reviewed to reassess the overall effectiveness of the controls and the risk rating (based on an assessment of consequence and likelihood) to inform the continued development of the Action Plan (refer actions 1.3, 5.1, 6.3 and 6.4).

3.2 Data analysis and evidence review

To ensure that the Action Plan responds to systemic risks, barriers and enablers within the Swinburne context, available data sets were used to inform the development of the Action Plan. These include the 2021 National Student Safety Survey results (NSSS), (10,000 Swinburne students were invited to participate and 10.5% completed the survey in full), the 2024 Gender Equality Staff Survey (GESS), (76% participation rate), the 2025 Swinburne Staff Engagement Survey (SSES), (80% participation rate) and 2025 Student Wellbeing Insights and Engagement survey (SWIN), (7% participation rate) and an analysis of (de-identified) disclosures made to Swinburne in 2023, 2024 and 2025.

The NSSS data, which has been considered both at a whole-of-sector level, and to the extent possible, Swinburne-specific responses, identified a broad range of barriers to making a disclosure and seeking support. In both instances, the most common barriers were not thinking help is needed, thinking others would not consider the incident serious enough and thinking it would be too hard to prove.

Other barriers identified by 15-18% of Swinburne respondents included: feeling embarrassed or ashamed, worried they may not be believed, not wanting to get anyone into trouble, not knowing who could provide them with support or assistance, not knowing who to make a disclosure to and not wanting anyone to know. Concerns that seeking support or making a disclosure would affect their studies or career opportunities, a lack of confidence that the incident would be kept confidential, not wanting to involve the police and being too scared or frightened were identified as barriers by at least 4% of Swinburne respondents.

Direct comparison of Swinburne staff surveys (GESS and SESS) and Swinburne student surveys (SWIN) to provide a single whole-of-organisation view is not possible, however the results of each survey have been considered individually and alongside each other to identify trends, and importantly, where there might be points of difference.

Presently, Swinburne student survey data (SWIN) is only able to be analysed by student cohort variables i.e. undergraduate, postgraduate, vocational education and training, commencing, completing, international, full-time and part-time study load. The inclusion of additional intersectional data points is captured in action 6.2. Overall, responses to the SWIN survey indicates Swinburne students are informed on how to access support for a range of personal wellbeing matters (78% know how to access information and resources to support their mental health, 76% for physical health and 71% for sexual health) and how to report misconduct (76%). Completing students were the least likely to know how to report misconduct 72%), and international students were the most informed on how to report misconduct (82%), followed by commencing students (80%). This suggests that initiatives implemented in response to the 2021 NSSS results have had a positive impact on awareness of where to go to get support and how to report misconduct. Actions 2.5, 2.6 and 4.5 will further build on this.

Staff survey data (both the GESS and SESS) can be, and have been, analysed at an overall (all-staff) level and by those groups that are disproportionately affected by gender-based violence, including women, First Nations people, culturally and linguistically diverse communities, people with disability and people of diverse sexual orientation and gender identity. Analysis of both GESS and SESS data shows that across all categories, including respect, gender equity, inclusion, health and safety, safe to speak up and sense of belonging, the experience of our staff who identify as Aboriginal or Torres Strait Islander, have a disability, are of diverse sexual orientation and gender identity all have a significantly more negative experience, with the variance from the overall Swinburne result being up to 61 percentage points lower in some instances. The experience of our staff who are women and linguistically diverse was rated consistently higher (across all categories) than the overall Swinburne experience. It is evident from these results, that whilst our Gender Equality Action Plans have delivered for our women, a similar focus is required for other minority groups within our diverse community if we are to deliver a safe and inclusive environment in which to study and work. Actions 1.5, 2.5, 2.10 and 2.11 aim to directly address this.

Informed by this analysis, Swinburne has focused its internal engagement with staff and student networks and clubs that promote and support members of the Swinburne community who are of diverse sexual orientation and gender identity, and/or identify as Aboriginal or Torres Strait Islander and/or have lived experienced of disability.

A growing awareness of gender-based violence and disclosure channels is also evident in the analysis of gender-based violence disclosures made over the last three years, which identified an increase in the number of disclosures made across all cohorts: professional staff, academic staff, local students, international students and disclosures made anonymously and by those external to the University.

However, whilst overall disclosures have increased, the number of low-risk cases have declined, with medium-risk cases increasing and high-risk cases remaining relatively stable, reinforcing the need for ongoing proactive prevention, education, and support capabilities. The number of substantiated disclosures has also increased, suggesting stronger evidence gathering and improved recognition of gender-based violence and clearer outcomes, however to date, most disclosures have been unable to be formally investigated due to insufficient information. Addressing barriers to follow-up and improving confidence in the disclosure and reporting processes have been identified as a key area for improvement (refer action 3.1, 3.4 and 3.5).

Other areas for improvement that have informed the development of the Action Plan include:

- Despite having a high awareness of how to report misconduct, disclosures from international students remain comparatively low.
- Sexual harassment remains the most prevalent form of gender-based violence, indicating the need for sustained prevention and cultural change efforts as part of an ongoing education and training program.
- Small increases in reporting of image-based and other forms of abuse indicate an emerging trend that may require online safety awareness (action 3.1).

3.3 Engagement

Swinburne staff and students, including those staff and students from groups disproportionately affected by gender-based violence, have been invited to engage in the development and implementation of the Action Plan through an opt-in approach. As part of our commitment to supporting people with lived experience to engage in ways that feel safe and manageable, and recognising that those staff who belong to groups disproportionately affected by gender-based violence are more likely to have lived experience, the process for inviting staff and students to participate was developed in collaboration with the network leads for the Ally Network and Accessibility Network, and the Pro-Vice Chancellor Indigenous Engagement. Information on the engagement and consultation process and an invitation to opt-in were first issued to students and staff from groups disproportionately affected by gender-based violence via a leader within the network and clubs established to promote and support members of the Swinburne community who are of diverse sexual orientation and gender identity, and/or identify as Aboriginal or Torres Strait Islander and/or have lived experienced of disability. Once members of these networks and groups had been informed, information on the process and how to opt-in was shared with all staff. Due to the timing of commencing this process with exams and the end of the final semester of the year, a broader invitation to opt-in has not yet been issued (refer action 1.3).

Staff and students who chose to opt-in were provided with a consultation brief that outlined the purpose and objectives of the process, what to expect (how and when they will be invited to engage) and the principles that will guide the consultation and engagement process. The consultation brief also included information on how to access support, and a note that individuals can opt-out at any time without explanation – this information was also included in the body of all correspondence issued (emails, calendar invites, etc.).

As a first phase of engagement, staff and students who opted in were provided with a copy of the draft plan, along with Swinburne's draft Prevention of and Response to Gender-based Violence Policy and draft Prevention of and Response to Gender-based Violence Procedure for their review and input. A second phase of engagement in the form of consultation sessions facilitated by external, trauma-informed facilitators has commenced, and is still ongoing as we develop and operationalise detailed implementation plans.

For example, as part of the co-creation of Swinburne's next Gender Equality Action Plan (GEAP) consultation sessions have been held with representatives from Swinburne's vocational education and training (VET) staff, professional staff, the Swinburne Academic Women Network and members of the National Tertiary Education Union (NTEU). These sessions were designed and led by trauma-informed facilitators from Women's Health East (WHE) and included a focus on staff perspectives regarding the prevention of and response to gender-based violence within the Swinburne context. Additional sessions are scheduled to be held in January 2026 with our Indigenous staff, the Ally Network (facilitated by WHE) and the Swinburne Accessibility Network (facilitated by the Australian Disability Network – AusDN) and individuals with lived experience of gender-based violence. Following consultation with Network leads on the approach to these sessions, changes were incorporated which necessitated delaying these into 2026.

Similar consultation sessions will also be scheduled (aligned to our teaching semesters to ensure availability) for our students in the development of student-specific Gender Equality Actions (refer action 1.5).

Where GEAP consultation sessions have already been held, WHE were able to provide an early partial report on the outcomes of the gender-based violence discussions to inform the development of this Action Plan.

3.3.1 Key themes identified through engagement and consultation held to date

Consultation sessions held to date reaffirm the key findings from the Equality Partners review, reflecting a mixed level of confidence in Swinburne's formal policies and processes for responding to gender-based violence and a recognition that Swinburne is still in the early stages of fully embedding prevention and response measures.

Consistent with the NSSS 2021 survey results, the consultation sessions identified a wide range of barriers that may prevent staff and students from reporting incidents or seeking help in relation to gender-based violence, including feelings of shame, stigma and concerns that reports may not be taken seriously or responded to appropriately, fears of real or perceived bias towards perpetrators and experiences of minimisation where behaviour was previously dismissed as unintentional or 'not that serious'.

Another significant barrier to disclosure shared by participants is power imbalances and discomfort with complaint-focussed language and formal reporting frameworks. For international students, experiences were also shared of additional barriers around the uncertainty of what happens after a disclosure is made, specifically how the information is used and shared, creating a fear of negative consequences in relation to their visa status. This reiterates that whilst ensuring members of our community know how to make a disclosure is important, it is not sufficient to improve disclosure rates – we must also improve the understanding of, and confidence in, the disclosure process itself.

Consultation sessions linked confidence in making a disclosure and seeking support to knowing that disclosures would be managed by people with appropriate expertise, with access to external specialist services where needed, and transparency about who has access to information at each stage of the process and how confidentiality is maintained. Participants also emphasised the value of having flexible and multiple reporting options that can be tailored to individual needs, acknowledging that some staff may feel safer initially disclosing concerns to trusted colleagues, peer supports, or alternative contact points rather than directly to people leaders. The availability of clearly defined, confidential pathways outside formal management structures is seen as critical to building trust, particularly in contexts involving power imbalances (refer action 5.3).

Consultation sessions also highlighted that a more effective and trauma-informed response would need to be underpinned by a supportive workplace culture where gender-based violence is openly discussed, understood, and taken seriously. A strong emphasis was placed on the need for education and training, particularly expanding trauma-informed training beyond managers to all staff (refer actions 3.1, 3.2 and 3.3). Participants also noted that education may be more effective than formal reporting alone, as many individuals want issues addressed and resolved without fear of negative consequences such as career/educational impact or stigma.

Across all feedback, the quality of the response to initial disclosures was identified as critical, with being heard, believed, and treated respectfully seen as central to building trust and encouraging future help-seeking (refer action 4.3).

With respect to engaging with subject matter experts on gender-based violence, the following organisations were engaged to review and input into the draft Prevention of and Response to Gender-based Violence Policy and Prevention of and Response to Gender-based Violence Procedure, Action Plan and Outcomes Framework:

- Rape and Sexual Research and Advocacy (RASARA)
- Women's Health East (WHE)
- Free from Family Violence (FVREE)

The feedback from RASARA, WHE and FVREE has been considered and incorporated into the relevant documents as appropriate.

4. Our approach

Preventing and responding to gender-based violence takes a whole-of-university effort. Swinburne's Action Plan brings together the different parts of Swinburne — where our staff and students live, learn, work, research, and connect with industry and the community — into one clear framework for action, so that together, we can prevent gender-based violence.

Our approach is guided by:

- The **National Code to Prevent and Respond to Gender-Based Violence (2025)**, which sets the standards all universities must meet.
- **Our Watch frameworks** (*Educating for Equality* in Higher Education and *Respect and Equality* in TAFE), which provide a roadmap for building safe, respectful, and inclusive learning and work environments.
- The **National Plan to End Violence Against Women and Children 2022–2032** which is an overarching national policy framework that will guide actions towards ending violence against women and children by 2032.
- **Aboriginal and Torres Strait Islander Action Plan 2023–2025** which addresses the current safety needs of Aboriginal and Torres Strait Islander women, children and families, as well as laying a strong foundation for longer-term structural change.

4.1 Our progress to date

Swinburne acknowledges that we cannot prevent gender-based violence unless we remove gender inequality and other forms of oppression, such as racism, ableism, classism, heteronormality and cissexism. Our Diversity and Inclusion Framework commits us to promoting and embedding equality, diversity, inclusion and cultural safety, understanding and responding to the diverse needs of our staff, students and community, and adopting an intersectional approach that enables and improves access and participation to employment and education.

As part of our Diversity and Inclusion Framework, Swinburne has a **Gender Equality Action Plan 2022-2025 (GEAP)** – authorised by the Victorian Commission for Gender Equality in the Public Sector with the next scheduled revision reportable to the Commission for Gender Equality in the Public Sector by 30 June 2026 – a **Disabled Equity Action Plan 2025-2028 (DEAP)**, and a **Science in Australia Gender Equality Action Plan (SAGE)**. We have also had two successive **Elevate Reconciliation Action Plans (RAP)** and are currently developing a **Reconciliation and Truth-Telling Plan and Treaty**. Initiatives already delivered under our GEAP, DEAP, SAGE and RAP include:

- **Gender inclusion:** Swinburne's preferred name program; inclusive language guide, gender affirmation protocols, gender neutral bathroom and parent/family rooms at all campuses and dedicated Women and Queer safe spaces at our Hawthorn campus, with plans to develop others at our Croydon and Wantirna campuses (refer action 2.11).
- **Cultural inclusion:** Providing **cultural safe spaces for our Indigenous students** by developing Indigenous student lounges, learning circles and Aunty Dot Peters AM Flowering Grasslands at our Hawthorn, Wantirna and Croydon campuses and hosting and connecting Indigenous students to an array of cultural opportunities and events through our **Moondani Toombadool Centre** and **Indigenous Student Services**.
- **Respect Week:** Swinburne has been actively involved in the Victorian sector-wide Respect at Uni and Respect and Equality at TAFE initiatives (now referred to collectively as Respect Week). In 2025, our Respect Week campaign focused on promoting respectful relationships, consent, help-seeking, and active bystander behaviours across both student and staff cohorts. A key feature of the 2025 campaign was the Respect Fair – large-scale, in-person campus activations bringing together internal services and specialist external partners (including the National Student Ombudsman, Victoria Police, Women's Health East, FVREE, ECASA and local councils) to generate conversations around respect, equality and inclusion. Across three Melbourne campuses, over 1,300 students and staff registered for Respect Fair activities, with 703 participants engaging with seven or more of the 22 stalls. Engagement was supported through interactive stalls and an innovative digital engagement tool (Respect Digital Passport), which enhanced participant experience and enabled improved tracking of engagement across campuses. Alongside the Respect Fair, the campaign included a dedicated webpage that promoted targeted education and training initiatives to staff, student leaders and residential students, the launch of a digital toolkit to staff and students, and a Respect art competition. The Respect Week webpage was visited 471 times and Respect Week posts to our internal all-staff messaging board (Viva) attracted between 204 and 617 views.

In response to the NSSS, Swinburne developed a suite of education and training resources to increase our students' understanding of inappropriate and unacceptable behaviours alongside initiatives to improve the awareness and knowledge of where to go to get support and how to report misconduct. For example, we have implemented a Talking about Consent training module which includes a pre-course survey measuring perceived knowledge, attitudes and optional experiences questions and concludes with three end-of-module quizzes assessing learning objectives and open-ended feedback to capture qualitative insights on content and learner experience. Evaluation shows that for students who have completed the training, 87% reported improved understanding of sexual consent, 79% reported improved understanding of support and reporting options and 77% reported improved confidence in responding to a disclosure of sexual harm and reported improved confidence in intervening as an active bystander if witnessing harmful behaviour.

The module is now mandatory for all onshore students studying at one of our physical campuses and enforceable (since Semester 2 of 2025) through the withholding of results to students who have not completed the training, resulting in a 90% completion rate among this cohort. In 2026, the module will be expanded to be mandatory for all onshore students including those studying online, with further rollout to students studying offshore via our transnational education partners planned through a staged, collaborative approach.

In addition to the mandatory 'Talking about Consent' training, we also deliver 'Sex in the Know' training that is tailored to students living in our on-campus student accommodation and to Residential Advisors as well as a series of factsheets on **What is bullying**, **Cyber Harassment**, **Sexual assault and sexual harassment**, **Consent**, **Discrimination, harassment and vilification**, **Stalking**, **Family violence** and **Dangerous extremist views – risk to university experience and culture**.

We also provide face-to-face training sessions to staff and students on respectful relationships, consent, recognising harmful behaviour, responding to harm, responding to disclosures and how to be an active bystander, with 53 sessions delivered in 2025.

With respect to (relevant) education and training programs specific to our staff, all staff are required to complete online modules on Child Safe Standards, Conflict of Interest, Improper Conduct Awareness, Indigenous Engagement, Work Occupational Health and Safety, Positive Workplace Behaviours and Working Together with an additional compulsory online module for all people leaders on Work, Health and Safety for Managers and Supervisors.

Optional training available to all staff includes quarterly face-to-face workshops on Occupational Violence and Aggression/De-escalation (half-day) and Trauma-Informed Practice Training (full-day), Koorie Heritage Trust Indigenous Australian Cultural Competency Training (full-day) and online modules such as the Sunflower Program – Making the Invisible Visible and two online modules from the Black Dog Institute: Workplace Mental Health for Leaders and Supervisors and Promoting Wellbeing and Help-Seeking Resources at Work.

We will continue to progress the development of our education and training, and monitor their effectiveness through Actions 3.1, 4.1 and 7.1.

4.2 Our next steps

Swinburne's Whole-of-Organisation Gender-based Violence Prevention and Response Action Plan is intended to be a living document that will continue to evolve over the next four years.

In the first year of the Action Plan, Swinburne will focus on:

- our systems and processes, ensuring they are safe, and trauma-informed, this includes:
  - operationalising the **Prevention of and Response to Gender-based Violence Policy** and **Prevention of and Response to Gender-based Violence Procedure** and any updates to intersecting policies, procedures and guidelines (actions 2.2, 2.3, 2.4 and 2.7)
  - embedding responsibility for the prevention of and response to gender-based violence into our governance and leadership structures and Swinburne-owned and operated student accommodation (actions 1.1, 1.2, 2.1, 7.1 and 7.3)
  - the re-design of our student wellbeing support services to be trauma-informed (actions 3.1, 4.1, 4.4, and 7.2) and improvements to the disclosure process (actions 4.2, 4.6, 4.7, 5.2 and 5.4)
  - enhancing our data capture and reporting capability (actions 1.6, 2.8, 6.1, 6.2, 6.3 and 6.4)
- developing a comprehensive suite of education and training resources that spans both prevention of gender-based violence and responding to gender-based violence (action 3.1)
- building the foundation for a stronger culture of respect and equality (actions 1.7 and 2.10).

In years 2-4 of the Action Plan, Swinburne will build on the foundation and learnings from year one to review and refine the Action Plan further so that as we progressively mature our culture of prevention and response, increase our capability for trauma-informed support services and enhance the availability and visibility of data and trend analysis, we will leverage this growing capability to inform and improve the actions in each subsequent year of our Action Plan.

As we continue to mature our Action Plan and data capability, we will further develop and enhance our outcomes framework.

5. Whole-of-Organisation Gender-based Violence Prevention and Response Plan

Swinburne recognises that whilst each of the Standards within the National Code address a different theme, the Standards are interrelated and have a cascading effect on compliance. Individual actions within the Action Plan therefore address multiple themes. The actions within our plan have been assigned to a primary theme and are recorded within the table for that theme only.

Swinburne confirms that it is committed to delivering the Action Plan and will ensure that appropriate resources are made available through its annual budget and business planning processes.

Table 1: Actions primarily related to: Effective governance and a whole-organisation approach, prioritising safety and support, in the prevention of and response to gender-based violence.

Action		Responsible	Timeline	Resources
1.1	Review and amend as appropriate the Council Charter and Governance Framework to embed responsibility and accountability for compliance with the National Code.	Council Secretary	Q1 2026	Existing
1.2	Operationalise the Health, Safety and Wellbeing Committee of Council (established in Dec 2025). 1.2.1 Appointment of co-opted members with expertise in health, safety and wellbeing 1.2.2 Establish an annual work plan for the committee, ensuring compliance with the National Code (including 6-monthly reporting) 1.2.3 Update Council annual work plan to include a standing report from the Health, Safety and Wellbeing Committee Chair	Council (1.2.1) Council Secretary (1.2.2 and 1.2.3)	Q1 2026	New
1.3	Appoint a project manager to coordinate the implementation of the Action Plan, ensuring alignment with the engagement and consultation plan (appendix 1) and establish progress reporting* to the Behavioural Risk Assessment and Management Committee and Health, Safety and Wellbeing Committee of Council as a standing item. *linked to action 1.5	Chief of Staff to the Vice-Chancellor	Q1 2026	New
1.4	Update Behavioural Risk Assessment and Management Committee Terms of Reference to include monitoring of gender-based violence, risk trends and incidents and management oversight of the implementation of the Action Plan and review membership as appropriate.	Chief of Staff to the Vice-Chancellor	Q1 2026	Existing
1.5	Embed a culture of equality 1.5.1 Develop the new University community-wide Gender Equality Action Plan 1.5.2 Develop and implement a Reconciliation and Truth Telling Plan and Treaty 1.5.3 Complete all actions within the 2025-2028 Disability Action Plan 1.5.4 Complete actions within the 2026 -2028 Swinburne Gender Equality Action Plan	Director, Talent, OD and Remuneration (1.5.1, 1.5.3 and 1.5.4) Director, Student Experience (1.5.1) Pro Vice-Chancellor Indigenous Engagement (1.5.4)	Q2 2026 (1.5.1) Q4 2028 (1.5.2, 1.5.3 and 1.5.4)	Existing and new (supported by external subject matter experts (SMEs) with resourcing requirements for implementation to be determined)

Action		Responsible	Timeline	Resources
1.6	Establish a task force to review existing health safety and wellbeing and conduct, review, appeals and misconduct dashboard reports currently tabled to management and governance committees and develop a gender-based violence reporting framework to clearly document how, when and where data related to the prevention of and response to gender-based violence, including data on risks, incidents and trends will be reported on in compliance with the National Code. (note: interdependencies with actions 3.1, 4.2 and 6.1)	Chief of Staff (until project manager appointed)	Q1 2026	Existing and new (supported by external SMEs)
1.7	Include all systems, policies and procedures relevant to the prevention of gender-based violence in the internal audit schedule.	Director, Audit and Risk Audit and Risk Committee	Q3 2026	Existing

Table 2: Actions primarily related to: Environments are safe, and systems continuously improve to prevent and respond to gender-based violence.

Action		Responsible	Timeline	Resources
2.1	As part of the recruitment for new and re-appointment of existing (fixed term) staff, members of Council, Co-opted members of Council Committees and Residential Advisors, and the onboarding of elected staff and student representatives to Academic Senate and Council implement a declaration requirement for prospective employees and members of Council, Council Committees and Academic Senate and Residential Advisors in respect to whether they have been investigated for an allegation of Gender-based Violence, or determined to have engaged in conduct that constitutes Gender-based Violence during the course of their previous employment, or otherwise been the subject of a legal process concerning gender-based violence, and establish a procedure and process for responding to the declarations made. (note: interdependency with action 7.1)	Director, Talent, OD and Remuneration (staff) Council Secretary (members of the governing bodies, including elected representatives) Director, Student Experience (residential advisors)	Q1 2026	Existing
2.2	Review and update as required the policy, procedures and guides for managing conflicts of interest for staff, members of Council, Council Committees, Academic Senate and Residential Advisors to ensure compliance with the National Code. (note: interdependency with action 7.1)	Director, Legal, Risk and Compliance Council Secretary (members of the governing bodies) Director Workplace Relations (staff) Director, Student Experience (residential advisors)	Q1 2026	Existing
2.3	Ensure contractors, suppliers and our research and industry partners are aware of the need to comply with Swinburne's Prevention of and Response to Gender-based Violence Policy by: 2.3.1 Reviewing and updating as required standard templates for engaging contractors and suppliers and entering into Memoranda of Understanding and Collaboration agreements to include compliance with Swinburne's Prevention of and Response to Gender-based Violence Policy. 2.3.2 Communicating with current preferred suppliers.	General Counsel Associate Director, Procurement Business Partnering	Q2 2026	Existing

Table 2: Actions primarily related to: Environments are safe, and systems continuously improve to prevent and respond to gender-based violence (continued).

Action		Responsible	Timeline	Resources
2.4	Develop, with a three-year review cycle, trauma-informed policy and procedures for preventing and responding to gender-based violence in collaboration with students, staff, persons who have experience of gender-based violence, groups disproportionately affected by gender-based violence and subject matter experts on gender-based violence.	Director, Legal, Compliance and Integrity	Developed by Q1 2026 Reviewed by Q4 2029	Existing and new (supported by external SMEs)
2.5	Publish culturally sensitive translated versions of the Prevention of and Response to Gender-based Violence Policy and Prevention of and Response to Gender-based Violence Procedure in Standard Chinese, Hindi, Sinhala, Tamil and Vietnamese.	Director, Legal, Compliance and Integrity	Q1 2026	New (supported by external SMEs)
2.6	Enable google translation within the Universities 'Policies and regulations' webpages and its sub-pages.	Executive Director, Future Students and Marketing	Q2 2026	Existing
2.7	All regulations, policies, procedures and charters to undergo a gender impact assessment, review and update to ensure compliance with the National Code.	Director, Legal, Compliance and Integrity (regulations) and relevant policy owners (policies, procedures and charters)	Q4 2026	Existing and new (supported by external SMEs)
2.8	Draft appropriate protection clauses in accordance with standard 2.8 of the National Code for inclusion in Non-Disclosure Agreements that may be requested by the Discloser.	General Counsel	Q1 2026	Exisiting
2.9	Embed continuous improvement practices by reviewing and analysing available data sources, including the 2026 National Student Safety Survey, annual Student Wellbeing, Insights, and eNgagement survey (SWIN), annual student accommodation survey, feedback collected from service users and relevant dashboard reports (refer action 1.5), developing and implementing actions as appropriate in response to information and insights gathered.	Director, Student Experience	Q3 2026 (repeat annually, informed by new survey data)	To be determined (once actions have been developed)
2.10	In collaboration with relevant networks, clubs and the Moondani Toombadool Centre, identify barriers to inclusivity and equality at Swinburne and develop and implement specific actions to close the gap in the staff and student experience of members of Swinburne's community with lived of experience of disability and/or are of diverse sexual orientation and/or gender identity and/or identify as Aboriginal and Torres Strait Islander.	Director, Talent, OD and Remuneration (staff) Director, Student Experience (students)	Q4 2026 (2.10.2 to be repeated annually, informed by new survey data)	To be determined (once actions have been developed)
2.11	As part of Swinburne's campus master-planning, develop design principles for the provision of safe spaces to guide future implementation of additional safe spaces at our Croydon and Wantirna campuses.	Director of Property, Space and Infrastructure Projects	Q4 2026	Existing and new (supported by external SMEs)

Table 3: Actions primarily related to: Build knowledge and capability to safely and effectively prevent and respond to gender-based violence.

Action		Responsible	Timeline	Resources
3.1	Establish a working group dedicated to education and training on the prevention of, and response to, gender-based violence. In collaboration with students, staff, persons who have experience of gender-based violence, groups disproportionately affected by gender-based violence and subject matter experts on gender-based violence and curriculum designers the working group will: 3.1.1 Comprehensively review the existing suite of staff and student health, safety and wellbeing and compliance related education and training materials, including the suite of factsheets, applying a trauma-informed gender-based violence lens. 3.1.2 Design and develop a tiered suite of evidence based, trauma-informed training and education programs to prevent and respond to gender-based violence within the Swinburne context, informed by our psychosocial risk priorities and analysis of disclosures (e.g. image abuse and online safety as an emerging trend). This should include practical guidance on the disclosure process and what to expect once a disclosure is made. 3.1.3 Develop an evaluation framework to track learning outcomes and inform continuous improvement and further development of the education and training program to prevent and respond to gender-based violence. 3.1.4 Establish guidelines to identify for different cohorts of staff (e.g. all staff, people leaders, authorised officers and staff approved to respond to a discloser and investigate a disclosure or formal report) and students (e.g. students living on campus, student volunteers, elected representatives and Residential Advisors) are required to complete each tier within the gender-based violence education and training program that is mandatory or optional, and the cadence in which training is required to be updated. 3.1.5 Establish processes to monitor completion rates and enforce mandatory training requirements. (note: 3.2.3, 3.2.4 and 3.2.5 have interdependencies with actions 1.6 and 6.1)	Director, Health, Safety and Wellbeing Pro Vice Chancellor, Educational Innovation (curriculum design and evaluation framework)	Q4 2026	Existing and new (supported by external SMEs)
3.2	Embed the cadence with which preventing and responding to gender-based violence training and education must be undertaken by staff into the annual 'your development plan.	Director, Talent, OD and Remuneration	Q1 2027	Existing
3.3	Integrate gender-based violence prevention and response information and practical guidance (refer 3.2.2 and 3.2.4) into the student orientation experience.	Director Student Experience	Q1 2027	Existing
3.4	Develop a skills and expertise matrix for those staff authorised to respond to a disclosure or formal report, undertake gender-based violence risk assessments and investigating general misconduct matters (refer action 4.2). The skills and expertise matrix must comply with standards 3 and 4 of the National Code.	Director, Health, Safety and Wellbeing	Q1 2026	Existing and new (supported by external SMEs)
3.5	Apply the skills and expertise matrix for those staff responsible for responding to a disclosure or formal report, undertaking gender-based violence risk-assessments and investigating general misconduct matters (refer actions 4.6 and 4.7) by: 3.5.1 Embedding the skills and expertise matrix into the recruitment process for those positions responsible for responding to a disclosure or formal report. 3.5.2 Assessing current staff profiles against the skills and expertise matrix and developing a workforce plan to address any gaps (note: requires actions 4.6 and 4.7 to be completed first). 3.5.3 Developing a procedure for those staff authorised to respond to a disclosure or formal report, undertake gender-based violence risk assessments and investigating general misconduct matters to engage external subject matter experts to assist with these responsibilities as appropriate, and in accordance with the skills and expertise matrix and workforce plan. 3.5.4 Reviewing, every three years: • the skills and expertise matrix • the staff profile against the skills and expertise matrix • the workforce plan to address any gaps against the skills and expertise matrix.	Director, Talent, OD and Remuneration	Q1 2026 (for 3.5.1, 3.5.2 and 3.5.3) Q3 2029 (for 3.5.4)	To be determined as part of 3.5.2

Table 4: Actions primarily related to: Responses and support services are safe and person-centred.

Action		Responsible	Timeline	Resources
4.1	Embed trauma-informed student wellbeing support services (including student residences) by: 4.1.1 Undertaking a comprehensive trauma-informed review of existing student wellbeing support services and practices every three years. 4.1.2 Re-designing student wellbeing support services and practices in response to the review and in collaboration with students, staff, persons who have experience of gender-based violence, groups disproportionately affected by gender-based violence and subject matter experts on gender-based violence to ensure they are trauma-informed and person-centred. 4.1.3 Establishing processes to ensure priority access to interpreters and other external support as required.	Director, Student Experience	Q1 2026 and 2029 (for 4.1.1) Q4 2026 and 2029 (for 4.1.2)	Existing and new (supported by external SMEs), with further internal resourcing to be determined after 4.1.1 has been completed)
4.2	Implement a case management system (IT application and business processes) to support person-centred, safe and timely responses to all disclosures or formal reports made (e.g. different staff are assigned to support the discloser and respondent and are involved in investigating the disclosure or formal report, confidentiality and privacy are assured in accordance with the National Code and relevant legislation, risk assessments are completed within 2 business days, tracking of how long investigations into disclosures and formal reports have been for etc.) and enables consistent (de-identified) reporting on all disclosures and formal reports in accordance with the gender-based violence reporting framework. (note: interdependencies with actions 1.6 and 6.1)	Director Workplace Relations (staff) Director Student Experience (students)	Q1 2026	Existing and new (supported by external SMEs)
4.3	Review and update as required procedures for managing disclosures and supporting the discloser to ensure their safety and enable them to continue their duties and/or studies in a safe working and learning environment as per Standard 4 of the National Code, applying learnings from 4.1.1 and in collaboration with students, staff, persons who have experience of gender-based violence, groups disproportionately affected by gender-based violence and subject matter experts on gender-based violence to ensure they are trauma-informed and person-centred.	Director Workplace Relations Director, Student Administration	Q1 2026 Q2 2029	Existing and new (supported by external SMEs)
4.4	Review and update as required special consideration processes to ensure they enable a person-centred and trauma-informed approach that minimises the retelling of events and supports the continuation of studies as part of a support plan, applying learnings from 4.1.1 and in accordance with the collaboration and engagement plan (Appendix 1).	Director Student Experience	Q1 2026	Existing and new (supported by external SMEs)
4.5	Develop a communications strategy to support the ongoing consultation and engagement in the continued development of the Action Plan and Outcomes Framework, the implementation of the Action Plan and awareness campaigns to ensure staff and students are aware of: • the National Code • how to opt into the engagement and consultation process • the Prevention of and Response to Gender-based Violence Policy • the Prevention of and Response to Gender-based Violence Procedure • disclosure channels and supporting resources to assist with making a disclosure • where to go to access support • the education and training program to prevent and respond to gender-based violence.	Director, Communication and Media	Q1 2026 (with implementation ongoing)	Existing
4.6	Develop and maintain a register of staff and external subject matter experts approved to: • respond to a disclosure or formal report • undertake gender-based violence risk assessments.	Director, Legal, Compliance and Integrity	Q1 2026	Existing
4.7	Review and revise as appropriate the current allocation of Authorised Officers for investigating general misconduct matters (note this is a dependency for action 3.5.2).	Director, Legal, Compliance and Integrity	Q1 2026	Existing

Table 5: Actions primarily related to: Gender-based violence responses are safe and timely.

Action		Responsible	Timeline	Resources
5.1	Maintain the enterprise-wide gender-based violence risk register to monitor and proactively manage the effectiveness of the controls and the risk rating to inform the continued development of the Action Plan (refer action 6.4).	Director, Audit and Risk	Q1 2026 (repeat annually)	Existing
5.2	Review and update as appropriate the process for undertaking risk assessments once a disclosure or formal report is made, ensuring the risk assessment is: • completed by an approved person (refer action 4.6) within 2 business days • is dynamic and able to respond to changes • findings are reflected in safety measures, support plans and outcomes in respect to imposing proportionate sanctions following investigation of a formal report • discloser and respondent are informed on where and how to access support.	Director, Health, Safety and Wellbeing (staff) Director Student Experience (students)	Q1 2026	Existing and new (supported by external SMEs)
5.3	Establish additional disclosure channels and supporting resources* to ensure that anyone (whether staff, student or a third party) knows how to make a disclosure or formal report in-person, by email, phone, online and anonymously and are enabled to provide sufficient information to enable the disclosure to be investigated. *Resources to address identified barriers to investigating disclosures, these include (but are not limited to): concerns regarding confidentiality of information provided and insufficient information being provided.	Director, Legal, Compliance and Integrity	Q1 2026	Existing and new (supported by external SMEs)
5.4	Develop and implement updated and new business processes, guidelines and standard templates to operationalise the Prevention of and Response to Gender-based Violence Procedure and in compliance with Standard 5 of the National Code.	Director Workplace Relations (staff) Director Student Experience (students)	Q1 2026	Existing and new (supported by external SMEs)

Table 6: Actions primarily related to: Use evidence to approach, measure change and contribute to the national evidence base.

Action		Responsible	Timeline	Resources
6.1	Establish a working group to develop a gender-based violence data collection framework to: 6.1.1 Document where and how the source data required to comply with the National Code reporting requirements is currently stored establishing process to ensure appropriate access, in accordance with relevant legislation and with our Data Governance Framework. 6.1.2 Identify any data gaps in complying with the reporting requirements of the National Code. 6.1.3 Develop and implement an action plan in response to the data gap analysis to ensure compliance with the reporting requirements of the National Code. 6.1.4 Ensure access to identifiable data is controlled and establish the process for sharing de-identifiable and aggregate data in accordance with relevant legislation and with our Data Governance Framework. (note: interdependencies with actions 1.6 and 4.2)	Chief Data Analytics Officer	Q1 2026 (timeline for implementing data action plan to be determined once scope of works known)	Existing (resourcing requirements for implementing 6.1.3 to be determined once 6.12 is completed)
6.2	Implement additional demographic questions into the Student Wellbeing, Insights, and eNgagement (SWIN) survey to enable more detailed analysis to support the continued improvement of support services that meet the needs of different cohorts.	Director, Student Experience	Q2 2026	Existing

Table 6: Actions primarily related to: Use evidence to approach, measure change and contribute to the national evidence base (continued).

Action		Responsible	Timeline	Resources
6.3	Leverage our increased data capture and analysis and improved awareness and understanding of gender-based violence, its drivers and the barriers to preventing and responding to gender-based violence to regularly review and continuously improve the Outcomes Framework and Action Plan, in collaboration with students, staff, persons who have experience of gender-based violence, groups disproportionately affected by gender-based violence and subject matter experts on gender-based violence to ensure they are trauma-informed and person-centred.	Chief of Staff (until project manager appointed)	Q3 2026 Q3 2030	New
6.4	Leverage the learnings and outcomes from the 2026-2030 Action Plan, available data and insights (from internal and external sources) to develop the 2031-2035 Action Plan in collaboration with students, staff, persons who have experience of gender-based violence, groups disproportionately affected by gender-based violence and subject matter experts on gender-based violence to ensure they are trauma-informed and person-centred.	Chief of Staff	Q2 2027 Q2 2030	New

Table 7: Actions primarily related to: Student accommodation is safe for all students and staff (where relevant).

Action		Responsible	Timeline	Resources
7.1	Establish processes to ensure that Residential Advisors (RA) are required to comply with Swinburne regulations, policies, procedures and charters in the application of their RA duties. (Note: interdependencies with actions 2.1 and 2.2).	Director, Student Experience	Q1 2026	Existing
7.2	Develop and implement a survey specifically for those students living in Swinburne Student Accommodation to provide insights into their student accommodation experience, including safety and increase our understanding and awareness of student accommodation specific risks and barriers to prevent and respond to gender-based violence risks within the Swinburne context.	Director, Student Experience	Developed by Q1 2026 Implemented in Q2 2026 (and annually thereafter)	Existing and new (supported by external SMEs)
7.3	Implement continuous improvement practices for the provision of student accommodation, informed by analysis of the student accommodation survey results.	Director, Student Experience	Q4 2027 (and annually thereafter)	To be determined (once actions have been developed in response to future survey data)

6. Outcomes framework

Swinburne's outcomes framework has been developed based on current data capture and reporting capacity and anticipated future data capture and reporting capability.

The outcomes framework will be further developed as our data capture and reporting capability matures through the implementation of specific actions within the Action Plan (refer action 6.3). Where data is currently available, unless otherwise noted, 2025 data will be used as the baseline.

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
Effective governance and a whole-of-organisation approach, prioritising safety and support, in the prevention of and response to gender-based violence	Leadership are accountable for gender-based violence risks	Gender-based violence risks are monitored and pro-actively managed	• Annual review of GBV risk register • Maintain risk ratings of GBV risks within appetite, and where this is not occurring appropriate treatments are identified and undertaken to mitigate
		Zero tolerance for gender-based violence	• % of students of who experience sexual harassment in the university context that do not make a disclosure because: – they did not think others would think it was serious enough – they were worried they might not be believed – they were worried it would affect their studies or career opportunities – they felt embarrassed or ashamed. (baseline data 2021 NSSS Swinburne specific results)
	Swinburne has an inclusive and equitable culture	Students and staff who are disproportionately impacted by gender-based violence feel included and are treated equitably	• % of students who feel a sense of belonging • % of students who feel free to express themselves on campus • % of staff who feel a sense of belonging • % point variance in staff engagement, culture and gender equality survey data (across all categories) for staff who are Women, Gender Diverse, have a disability, Identify as Aboriginal or Torres Strait Islander, are sexually diverse, and are linguistically diverse compared to the overall Swinburne results • % point variance in student survey data (across all categories) for students who are Women, Gender Diverse, have a disability, Identify as Aboriginal or Torres Strait Islander, are sexually diverse, and are linguistically diverse compared to the overall Swinburne results (data capture dependent on action 6.2)
Environments are safe, and systems continuously improve to prevent and respond to gender-based violence	Swinburne campuses are safe	Students are safe on campus and in our online learning environments	• % of students who feel safe on campus • % of students of have experienced sexual harassment in the university context in the last 12 months* • % of students who have observed another student being sexually harassed in the university context in the last 12 months • % of students who have experienced sexual harassment within the university context in the following locations – General campus areas* – Lecture theatres or computer labs* – University library* – Hospitality or retail areas on campus* – University-related online spaces and social activities* – Sports and recreation areas on campus* – Academic of administrative staff office* • % students who have experienced sexual assault in the university context in the last 12 months* (baseline data 2021 NSSS Swinburne specific results)
		Staff are safe on campus	• % of staff who feel safe to speak up • % of staff disclosures made that relate to incidents occurring on campus (data capture dependent on action 4.2)

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
Environments are safe, and systems continuously improve to prevent and respond to gender-based violence (continued)	Continuous improvement informed by data, organisational learnings and lived experience	De-identified data is captured, analysed and applied in the development of: • new actions review of policy and procedures • service delivery improvements • design of education and training initiatives (for preventing and responding to gender-based violence).	• Action plans are developed in response to internal and external surveys • Actions are implemented within the agreed time frame as per the Action Plan • Policy and procedures are reviewed every 3 years • Support services are reviewed every 3 years
Build knowledge and capability to safely and effectively prevent and respond to gender-based violence	Increased awareness and understanding of what constitutes gender-based violence and the factors that contribute to gender-based violence	Pro-active engagement with Respect Week	• Number of staff and student registrations • Number of participants checking in to Respect Week activities • Number of touch points with Respect Week artefacts
		Delivery of Prevention and Response education and training programs	• Completion rates for mandatory training • Completion rates for optional training
	Our staff and students have the capability to identify and respond to gender-based violence	Prevention and Response education and training programs are effective at increasing knowledge, understanding and confidence to identify and respond to gender-based violence	• Education and training evaluation (to be developed as part of action 3.1)
	Students understand how to access support and make a disclosure	Increased knowledge on where to get support and make a disclosure	• % of Swinburne students who know how to access support • % Swinburne of students who know how to make a disclosure • % of students seeking support from the University after experiencing sexual harassment in the university context • % of students who experience sexual harassment in the university of context that did not seek support from the university because they did not know who could provide them with support or assistance (baseline data for all measures 2021 NSSS Swinburne specific results)
Responses and support services are safe and person-centred	Individuals making a disclosure or supporting someone to make a disclosure feel safe and supported throughout the process.	Increased knowledge of trauma-informed, person-centred and culturally sensitive approaches	• Education and training evaluation (to be developed as part of action 3.1)
		Increased trust and confidence in making a disclosure	• Number of disclosures made • % of disclosures unable to be investigated due to insufficient information • % of students who experience sexual harassment in the university of context that did not seek support from the university because – They did not think it would be kept confidential* – They were too scared of frightened* • % of students extremely confident in university reporting process for sexual harassment* (baseline data 2021 NSSS Swinburne specific results)

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
Gender-based violence responses are safe and timely	Students and Staff can access the right support at the right time	Actions to ensure the safety of disclosers are taken without delay	• Average time taken to complete risk assessments (data capture dependent on action 4.2) • Average number of times risk assessments are reviewed (data capture dependent on action 4.2)
		Disclosures and Formal Reports are responded to efficiently	• Average time taken to complete investigations into disclosures and formal reports (data capture dependent on action 4.2)
Evidence is used to approach, measure change and contribute to the national evidence-based	Outcomes are reported and available to others	Increased participation in the NSSS	• % of completed survey responses (baseline data 2021 NSSS Swinburne specific results)
		Publication of an annual progress report	• Number of times the annual progress report is accessed
Student accommodation is safe for all students and staff	Swinburne Student Residences have a safe and inclusive culture	Students living on campus are safe	• % of student residents who feel safe living on campus (data capture dependent on action 7.2) • Number of disclosures where the incident occurred in Swinburne student accommodation (data capture dependent on action 4.2)
		Students living on campus have a sense of community	• % of student residents who feel a sense a belonging (data capture dependent on action 7.2) • % of student residents who feel they can express themselves (data capture dependent on action 7.2)
		Students living on campus are aware of available support services and know how to access them	• % of student residents who know how to access support (data capture dependent on action 7.2)
	Understanding of gender-based violence	Staff working in Swinburne accommodation are appropriately trained in preventing and responding to gender-based violence	• Education and training evaluation (to be developed as part of action 3.1)
		Students living on campus understand the drivers of gender-based violence	• Education and training evaluation (to be developed as part of action 3.1)

Appendix 1 – Engagement and consultation framework

The engagement and consultation framework has been developed to ensure that Swinburne's Gender-based Violence Prevention and Response Action Plan and outcomes framework is both developed and implemented in collaboration with students, staff, persons who have experience of gender-based violence, groups disproportionately affected by gender-based violence and subject matter experts on gender-based violence.

This means that input from identified stakeholder groups will be actively sought in the development of detailed implementation plans and in the design and creation of any new documents, materials and resources.

In developing the engagement and consultation framework, Swinburne acknowledges the expertise that lived experience can bring to both the development and implementation of the Action Plan. We recognise that participating in these conversations can be challenging and may carry a risk of re-experiencing distress. We are committed to supporting people with lived experience to engage in ways that feel safe and manageable.

In line with our approach of supportive engagement, internal stakeholders will be invited to opt in to the consultation process. For staff and student groups at higher risk of experiencing gender-based violence, network and club leads will share invitations directly with their members to support comfort, safety, and trust. Materials will be made available to those who opt in, allowing participants to engage in ways that feel right for them. All sessions will be designed and led by a trauma-informed facilitator skilled in supporting safe and inclusive engagement. Support options will be available throughout, with participants able to access what they need, when they need it.

Who needs to be invited to participate

- Students
- Staff
- Persons who have experience of gender-based violence
- Groups disproportionately affected by gender-based violence
- Subject matter experts on gender-based violence

Why their participation matters

- **Grounds the Action Plan in lived experience:** Their knowledge ensures the Action Plan reflects actual challenges and that the detailed implementation plans (to be developed in 2026) enable effective solutions.
- **Enhances equity and inclusivity:** Diverse voices, especially those experiencing intersectional disadvantage, and those disproportionately impacted by gender-based violence ensure we tackle compounded inequalities.
- **Builds ownership and sustainability:** Co-creating the Action Plan and the detailed implementation plans increases their relevance, acceptance, and impact across the university.

Consultation principles

- **Experienced facilitators** will be engaged and will use inclusive, trauma-informed methods that acknowledge participants' trauma histories to minimise harm and create a safe and supportive environment for all.
- **Confidentiality:** Participants **don't need to disclose anything about their identity** to participate, and we won't ask anyone to speak for their identity group. If someone has observations about barriers for particular groups, they can share those without explaining how they know. Their name or any identifying details will not appear in reports or publications. Pseudonyms may be used, and personal details will be aggregated or generalised.
- **Privacy:** Data gathered during consultation, including transcripts and notes, will be securely stored in accordance with the *Privacy and Data Protection Act 2014 (Vic)* and *Privacy Act 1988 (Cth)*.
- **Respect and cultural safety:** Participation is voluntary and the facilitators will lead the discussion in a safe and respectful space where everyone's contribution is valued and active participation is encouraged. All communications will include information on where and how to access support (refer standard statement below).

Standard statement to be included in all correspondence

Swinburne acknowledges the expertise that lived experience can bring to both the development and implementation of the Action Plan. We recognise that participating in these conversations can be challenging and may carry a risk of re-experiencing distress. We are committed to supporting people with lived experience to engage in ways that feel safe and manageable.

If you notice any topics or content is affecting you, support is here if you need it:

- **Swinburne EAP:** Offers confidential support, wellbeing resources, safety check-ins, and short-term counselling options for staff, the SONDER app is available to download via your app store or you can access a QR code to download by visiting **sonder.io/members**
- **Swinburne Student Wellbeing Support Line** (available 24/7): call 1300 845 144 or text +61 488 884 145
- **1800RESPECT:** The national domestic, family and sexual violence counselling, information and support services. (available 24/7): Call 1800 737 732 or visit **www.1800respect.org.au**
- **Lifeline** (available 24/7): National charity providing crisis support and suicide prevention services: Call 13 11 14 or visit **www.lifeline.org.au**
- **13YARN** (available 24/7): Crisis support for Aboriginal and Torres Strait Islander people who are feeling overwhelmed or having difficulty coping. Call 13 92 76 or visit **www.13yarn.org.au**
- **Safe Steps** (available 24/7): Safe Steps is a confidential and supportive family violence response line for Victoria. Call 1800 015 188 or visit **www.safesteps.org.au**
- **Victoria Sexual Assault Crisis Line** (available after-hours): Call 1800 806 292 or visit www.sacl.com.au
- **Eastern Centre Against Sexual Assault (ECASA) (**available during business hours and 24/7 for recent incidents): Call 03 9870 7310, email **ecasa@easternhealth.org.au** or visit **www.easternhealth.org.au/service/ecasa**
- **Men's Referral Service** (available 24/7): Advice for men who use violence. Call 1300 766 491 or visit **www.ntv.org.au/mrs**
- **Kids Helpline** (available 24/7): Counselling service for Australian children and young people aged between five and 25 years. Call 1800 551 800 or visit **www.kidshelpline.com.au**
- **InTouch Multicultural Centre Against Family Violence** (available during business hours): InTouch is a specialist family violence service that works with multicultural women, their families, and their communities. Call 1800 755 988 or visit **www.intouch.org.au**
- **Rainbow Door** (available during business hours): Rainbow Door is a free specialist LGBTIQ+ helpline providing information, support, and referral to all LGBTIQ+ Victorians, their friends and family. Call 1800 729 367 or visit **www.rainbowdoor.org.au**

You can opt-out of the consultation process at any time without explanation.

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