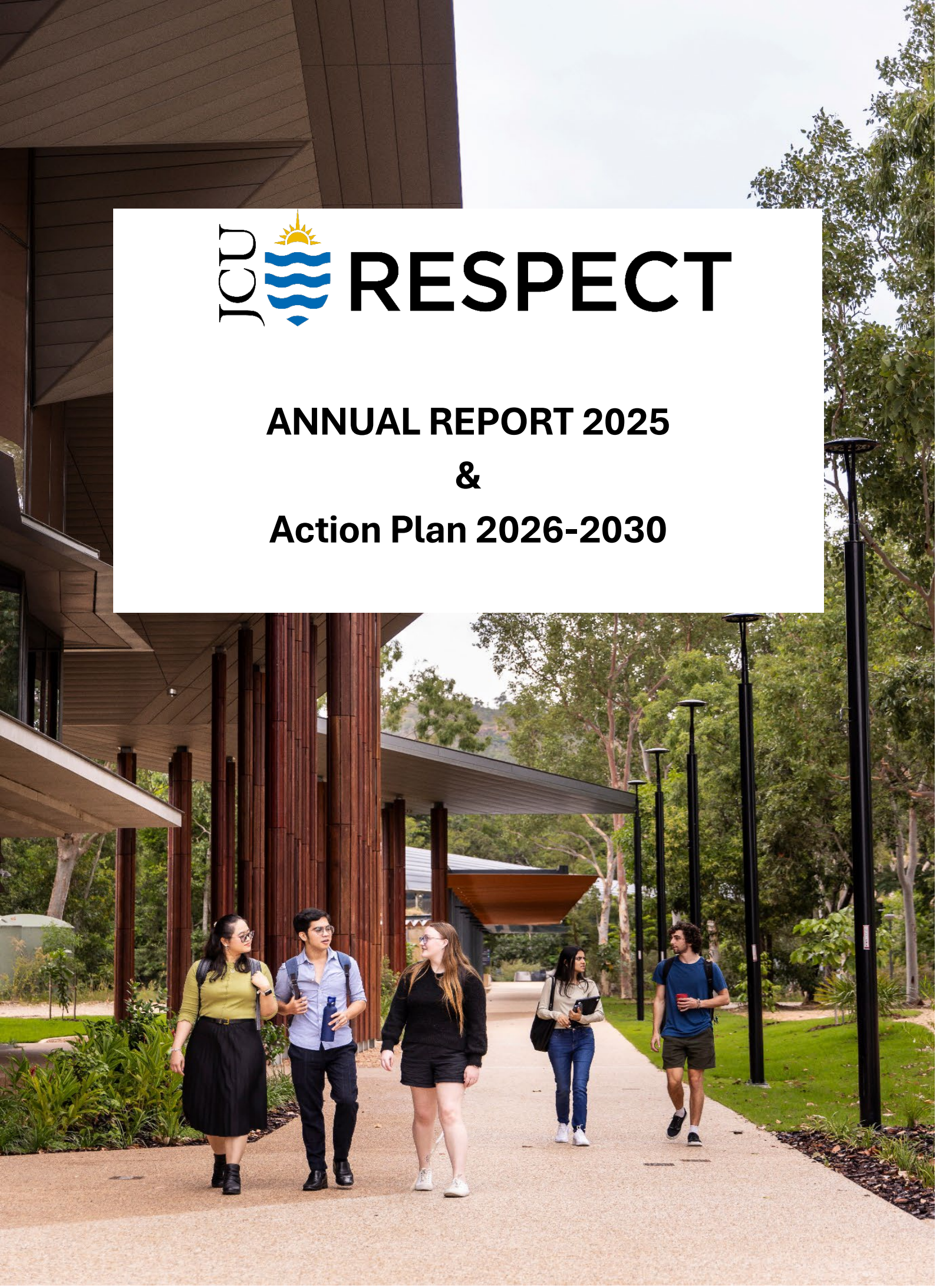


JCU RESPECT

ANNUAL REPORT 2025
&
Action Plan 2026-2030

About this report

This report is published on the JCU website and has been prepared by the JCU Respect team, Chancellery Division, JCU.[1]

The report outlines JCU's whole of organisation approach to preventing and responding to gender-based violence, including outcomes and evaluation for 2025, and planned activity for 2026 – 2030.

The report provides detail of how JCU meets the intent of *the National Higher Education Code to Prevent and Respond to Gender-based Violence* that is in force from 1 January 2026.

For more information email: vc@jcu.edu.au or jcurespect@jcu.edu.au

Content Warning

Sexual and gender-based violence impacts the lives of JCU students and staff. You can find a range of confidential support and resources at:

www.jcu.edu.au/safety-and-wellbeing/sexual-harassment-and-sexual-assault/finding-support

1800 Respect: Phone 1800 737 732

[1] Standard 1.4

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A message from the Vice-Chancellor and President

I'm very pleased to be presenting this annual report for 2025, and to be setting out the activity in focus for 2026 – 2030.

JCU has been deeply engaged in addressing sexual harassment and sexual assault within our university and more broadly since 2017. It is important work.

In 2016, our University's systems failed in responding to a member of staff who raped a student and was convicted in a court, where a JCU staff member had provided a character reference. This terrible crime exposed weaknesses that existed in our institutional response and resulted in a comprehensive overhaul of our operations.

The work that occurred between 2017 and 2024 was grounded in the exemplary review the former Sex Discrimination Commissioner Elizabeth Broderick AO completed, that became the foundation of the JCU Respect program.

In 2025, a JCU student pled guilty to the assault of his then partner at a student social event, the judge did not record a conviction citing the possible impact on the student's future career, with a JCU staff member providing a character reference to the court. The case caused considerable concern within the University and the community, with a strong focus on the University's response to this situation.

This court matter also exposed an area of weakness in our process, and an internal review has led to the expansion of the JCU Respect program to explicitly incorporate domestic and family violence, alongside its current focus on sexual harassment and sexual assault, with full alignment of support and reporting pathways from 2026 to address this.

A new consolidated Policy that brings together existing policies covering Gender-based Violence and Sexual Misconduct has been established to ensure trauma-informed support is consistently provided to anyone affected, and the Student Code of Conduct has been updated to clearly reflect the expected penalties applying to those who perpetrate abuse and violence, and, for the avoidance of any doubt, the Staff Code of Conduct explicitly prohibits staff from providing character references in any court process in a professional capacity, and that knowing an individual solely through their employment or enrolment does not constitute a personal capacity.

These two crimes – occurring almost a decade apart – have each resulted in reviews that have changed our practice, as is appropriate and right. Importantly though, the very structure of our approach to gender-based violence requires continuous inbuilt practices of evaluation, transparency and accountability, and I am confident that JCU's solid foundation of reflective practice supports ongoing improvement, as outlined in this report and plan.



In 2025, the Government legislated the *National Higher Education Code to Prevent and Respond to Gender-based Violence*, which takes effect from 1 January 2026. We are pleased to reference the requirements of this Code throughout this Report and Plan and look forward to further engagement with sector colleagues and the Department.

JCU Respect is a program of activities that reports directly to me that reflects the commitment the University has made to the elimination of gender-based violence. I would like to thank Professor Debra Miles for her service as Academic Lead of the JCU Respect program and wish her well in her retirement. I'm pleased that Associate Professor Ines Zuchowski has agreed to take on this important role.

I acknowledge the work and commitment of the students involved in the JCU Respect Student Reference Group, and other student leaders, including the JCU Student Association's immediate past president Chey Hamilton, and those students working in the Residential Colleges who care deeply about addressing gender-based violence.

I reiterate my thanks of last year to the key partnerships JCU has with the Residential Colleges and the specialist community-based Sexual Assault and Domestic and Family Violence Support Services for their commitment, time, and effort.

My door is always open.

Professor Simon Biggs
Vice Chancellor and President

Leadership, Governance, and Resourcing

In 2025, the University Council and University Executive updated the enduring Statement of Commitment to the Elimination of Sexual Harassment, Sexual Assault and Gender-based Violence first made in 2018 that guides the University's work. The Statement sets out that gender equality is a necessary foundation for respectful relationships and is an underpinning principle for change.

The renewed Statement explicitly recognises and supports the stronger alignment of domestic and family violence with the existing support and reporting pathways that are in place for sexual harassment and sexual assault under the JCU Respect program of work. This is a new and positive focus.

The *National Higher Education Code to Prevent and Respond to Gender-based Violence* (National Code) was legislated in 2025, to come into effect on 1 January 2026. JCU has drawn on the resources provided by the Department of Education to audit our existing activity against the National Code. Footnotes are used in this document to indicate cross-referencing.

The legislative requirement to take a whole-of-organisation approach mirrors JCU's existing approach. At JCU our work has been conceptualised under three principles, these are:

- Successful and sustainable change depends on **strong and courageous leadership** that reverberates through the institution.[2]
- **Effective systems are needed** to create a safe and supportive response for individuals who experience gender-based violence and to ensure individuals are accountable for their actions.[3]
- **Education underpins behaviour change** to create a safe, respectful and inclusive culture.[4]

These principles, that arose from the comprehensive review completed by former Sex Discrimination Commissioner Elizabeth Broderick in 2017, have guided the JCU Respect program, which gives effect to JCU acting on its commitment.

The JCU Respect program serves student and staff communities in an integrated way, rather than differentiating between these communities. The key benefits of a fully integrated approach across student and staff cohorts are:

a) Consistent, coherent messages from university leaders,
b) a single trauma-informed pathway for responding,
c) focused resourcing of preventative educational actions.

JCU's fully integrated approach has been unique within the Australian higher education sector.

Leadership and Governance:

JCU's Chancellor, Professor Ngaire Brown, has disciplinary expertise in fields of health and wellbeing, including strengths-based, culturally relevant approaches to trauma and recovery, and provides strong leadership within JCU's University Council on student and staff safety and wellbeing.[5]

The Vice Chancellor, through the Chief of Staff, oversees the JCU Respect program within the Chancellery, reflecting the significance of the work to the Executive, and the University Council. This includes the Chief of Staff's role as Chief Risk Officer and Advisor to the Council committees that are responsible for the audit, risk and compliance, and work, health and safety functions. The University's work in the JCU Respect program, and in compliance of the National Code, are reported quarterly to these Committees and full University Council.[6] This governance and management structure seeks to foster strong leadership across staff and student communities, accountability, and transparency.

Whilst the JCU Respect program establishes the foundation for cultural change through effective systems and education, it is Deans, Directors, and Senior Leaders who are accountable for building on this foundation by driving and sustaining effective practice and cultural shifts within their areas of responsibility. Their leadership is essential to ensuring lasting progress.

Resourcing:

The JCU Respect program has been supported by a Program Coordinator (0.6 FTE), and a small team of casual workshop facilitators. The program has also relied significantly on the contributions of the Academic Lead, the Chief of Staff and the Strategic Policy Adviser. In 2026, an additional JCU Respect Project Officer (1 FTE) will join the program. This dedicated position will enable some of the actions that are planned for 2026-2030 and provide a sustainable foundation for the future.

Additional university staff with delegated responsibilities in their functional roles include three who are designated as JCU Respect Misconduct Officers and personnel who have functional roles in Workplace Health and Safety; Human Resources; and Student Services and Support including Student Communications, Student Matters, and Student Counselling and Wellbeing.

The structure of the program is depicted on the next page.

[2] Standard 1; Standard 6
[3] Standard 2; Standard 4; Standard 5; Standard 6; Standard 7
[4] Standard 3.
[5] Standard 1.2
[6] Standard 1.9; Standard 1.10; Standard 1.11

Structure of the JCU Respect program

University Council - Governance

Monitoring and oversight of the Statement of Commitment, the JCU Respect program and the National Code through:

- Audit, Risk and Compliance Committee
- Work Health and Safety Committee

Vice Chancellor Professor Simon Biggs, and the Office of the Vice Chancellor

Vanessa Cannon, Chief of Staff - Risk Management and Critical Incidents
Associate Professor Ines Zuchowski - Expert Academic Lead. Prevention and Response
Dr Ryl Harrison - Strategic Policy Adviser. Prevention and Response

JCU Respect program

Associate Professor Ines Zuchowski - Expert Academic Lead. Prevention and Response
TBC – JCU Respect Program Officer
Dr Chris Pam - Program Coordinator and facilitator

Prevention	Response
Dr Chris Pam Dr Chris Pam with workshop facilitators TBC - JCU Respect Program Officer	**JCU Respect Misconduct Officers** TBC - JCU Respect Program Officer Linda Ford - Senior Lecturer, Social Work Ashton Kline - Lecturer in Nursing and Midwifery

Partnerships

Specialist Sexual Assault and DFV Services	Student Groups	Workshop Facilitators	Residential Colleges
JCU has MOUs and/or referral pathways in place with the Specialist Services in Townsville and Cairns covering prevention and response.	The JCU Respect program is engaged with: • JCU Respect Student Reference Group • JCU Student Association • Residential Leaders	JCU retains a small pool of expert casual facilitators who deliver Respectful Relationship Workshops in the Residential Colleges.	JCU has agreements with the 4 Residential Colleges outlining a shared approach to prevention and response.

Consistent approach across University enabling functions

The JCU Respect program works in an integrated way with other areas in the University that have delegated responsibilities: such as: • Workplace Health and Safety • Human Resources • Student Services and Support, including communications and Counselling and Wellbeing	Response is centralised via JCU Respect Misconduct Officers who provide a single point of contact to the person affected (or their support person) and for line managers where this is appropriate. This is an important safeguard to ensure that policy and procedures are enacted consistently and to ensure that response is trauma-informed and victim-centred.

Colleges, Institutes and Directorates

Divisional DVCs, Academic College Deans, Research Institute Directors and enabling services Deans and Directors are responsible for leading activity to address gender inequality and demonstrate JCU's commitment to the elimination of sexual harassment, sexual assault and gender-based violence in the areas of the University they lead. The JCU Respect program provides advice to, but does not replace, this critical activity.

Accountability and Transparency

JCU Respect Program - 2025 Impact on a page

Education

1400+ students involved in 42 Respectful Relationship workshops in Residential Colleges

200+ HDR Candidates and Academic Advisers involved in 9 Respectful Relationships workshops

97% of staff completed the Respect online module

All eligible students completed the Respect online module

Partnerships

5 Memorandum of Understandings in place with specialist sexual assault services and residential colleges

11+ Meetings with partners to share planning and activity

Communication

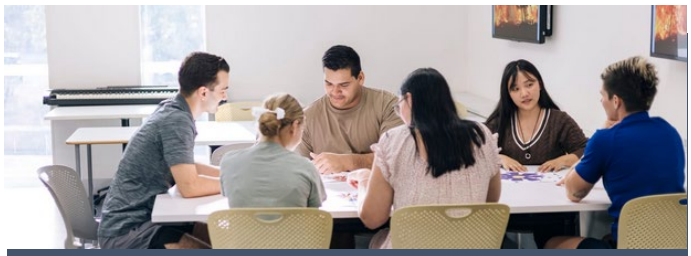
19 Respect pop-ups @ residential colleges and university events

480+ Posters in bathrooms across campuses and all residential colleges.

5+ students engaged in the Student Reference Group

9,961 JCU Safety and Wellbeing website views (sexual misconduct subpages), 1,063 returning visitors to these pages)





Meetings & Presentations

34+ With Graduate Research School, Associate Deans Learning and Teaching, Associate Deans Research, College Leadership Groups, Academic Groups, JCU Students Association, Residential Colleges, Security and Cleaning

9 Placement briefing sessions for Students.

Reports and Complaints

120+ Contacts with a JCU Respect Misconduct Officer

39 Confidential exemptions

59 Reports

3 Complaints

Evaluation & Outcomes

822+ Qualitative feedback forms received from students and staff.

91% of staff and 91% of students

Based in Australia agreed or strongly agreed that the JCU Respect online module was useful to them.

96% of staff and 87% of students

Based in Singapore agreed or strongly agreed that the JCU Respect online module was useful to them.

Campus Safety

429 Friend Walk/Virtual Walk/Mobile Blue Light

7,821 JCU Safe App subscriptions as at end 31 December 2025

Reports and Complaints in 2025

JCU is committed to accountability and transparency in our prevention and response work.[7]

The data reported below includes Reports or Complaints associated with the Residential Colleges as JCU has a single prevention and response pathway with the affiliated Colleges.[8]

Terminology: At JCU a **disclosure** is the act of telling someone that gender-based violence, sexual harassment or sexual assault has occurred, been experienced, witnessed, or suspected. JCU has training, guidelines and support for all members of the JCU community who may hear a disclosure on how to respond compassionately, how to appropriately refer the person disclosing to support, and how to make a report. A **report** is information provided to the University – either through contacting a JCU Respect Misconduct Officer or via the report form. JCU uses the term **complaint** to refer to a request for the University to take disciplinary or other action in response to the alleged conduct, rather than the alternate terminology of Formal Report.

Reports in 2025

There were 699 views of the Make a Report webpage where readers can find detailed information on what is involved in making a report, with 413 unique visitors, 85 of whom returned. 127 people selected the 'Click here to make a report' button that transfers to an externally-hosted secure webpage that allow anonymous reports to be made.

There may be multiple reports made about a single incident.

Who made the Report	**Sexual Assault**		**Sexual Harassment**	
	JCU	non-JCU	JCU	non-JCU
Person who experienced the behaviour	5	-	5	1
A person who received a disclosure	20	1	13	5
A person who observed	2	-	7	-
Total 2025	***27***	***1***	***25***	***6***

Anonymous reports	**Sexual Assault**	**Sexual Harassment**
Number of reports where reporter was not identified	2	9

Who was impacted by the behaviour in the Report		
A student	26	28
A member of staff	1	2
Non-JCU	-	1

Whose behaviour was the subject of the Report		
A student	10	19
A member of staff	-	6
A person at a student placement workplace	-	-
Someone unrelated to the university	16	6

How was the Report made		
Using the Sexual Misconduct Report Form	23	29
Direct contact with a JCU Respect Misconduct Officer	3	2

When did the incident occur		
In 2024	19	29
Last year	3	2
Two or more years ago	6	-

Complaints in 2025

Complainant	**Respondent**	**Allegation**	**Outcome**
female undergraduate student	Male undergraduate student	Sexual assault	proved, sanctions, removal from residential college
female undergraduate student	Male undergraduate student	Sexual harassment	allegations not issued
female undergraduate student	Male undergraduate student	Sexual harassment	proved, warning and reprimand, retraining

Declaration during recruitment processes

From 2026, JCU will collect and report on declarations during recruitment processes and related risk assessments, including for JCU Council and the Residential Colleges.[9]

Confidential Exemptions:

As part of taking a trauma-informed approach, all students and staff members can seek a confidential exemption from a JCU Respect Misconduct Officer if they feel unable to engage in any compulsory prevention initiative (the JCU Respect online module or Respectful Relationships workshops) for personal reasons.

The JCU Respect Misconduct Officer will ensure any person who is granted a confidential exemption has other support, if needed.

During 2025, 39 confidential exemptions were made to students and staff on this basis (57 exemptions were made in 2024 and 70 exemptions were made between July 2019 – December 2023).

Disclosures of sexual harassment, sexual assault and/or gender-based violence during student counselling services

JCU's procedures set out that when any student or staff member discloses sexual harassment, sexual assault and/or gender-based violence, they be referred to the specialist sexual assault services as a first response. Students who disclose sexual violence to the Student Counselling service are offered this option with some choosing to remain with Student Counselling (rather than being referred to specialist sexual assault services). Counsellors working at JCU's Student Counselling Service will contact the specialist services for

[7] Standard 6.1; Standard 6.2; Standard 6.3; Standard 6.5; Standard 6.6
[8] Standard 6.4
[9] Standard 6.10

additional support for the Counsellor in assisting a student for domestic and family violence, or sexual violence, if required.

Students who disclose experiences of sexual violence or domestic and family violence during student counselling services who do not wish to access any other accommodations or support from the university are not recorded in the 'Reports in 2025' data – although all are advised by their counsellors about the support available to them from the University through the JCU Respect Misconduct Officers.

The exception for this is if the disclosure identifies a JCU student or JCU staff member as the perpetrator, or if the incident happens on campus or on placement. In these circumstances the student is advised that the counsellor will submit a fully deidentified report (unless the student advises they want to be identified).

Students or staff who contact the specialist sexual assault or domestic and family violence services are also advised of the support the University can provide. The JCU webpages provides information on the Specialist Sexual Assault Services, with 213 page views, 187 unique visitors, 27 repeat visitors in 2025.

JCU Student Counselling – listed reasons for presentation	2023	2024	2025
Sexual harassment	17	19	
Recent sexual assault	29	31	
Historical trauma and abuse	-	192	205
Domestic and Family Violence	-	-	124

National Prevalence Surveys

Universities Australia commissioned two national prevalence surveys, in 2016/17, and 2021. The surveys used different methodologies so results across time cannot be directly compared.

The National Student Safety Survey (reporting on 2021 rates)

43,819 Australian students, including 1,176 from JCU, participated in the NSSS conducted by the Social Research Centre.

JCU had higher rates of sexual harassment and sexual assault in a university context in 2021 compared to other Australian universities.

- 22.2% of students had experienced sexual harassment since starting university (sector = 16.1%)
- 13.8% of students had experienced sexual harassment in the past 12 months (sector = 8.1%)
- 9.5.% of students had experienced sexual assault since starting university (sector = 4.5%)
- 3.3% of students had experienced sexual assault in the past 12 months (sector = 1.1%)

JCU also had higher levels of students knowing about support and assistance, and reporting channels for sexual assault, as well as seeking support for sexual harassment when compared to other Australian universities in the sector.

- 69.6% of students knew everything, a lot, or some about support/assistance (sector = 55.7%)
- 63.8% of students knew everything, a lot or some about reporting channels (sector = 45.8%)
- 22.6% of students sought support for sexual harassment (sector = 16.8%)

Australian Human Rights Commission (reporting on 2016)

30,930 Australian students, including 833 from JCU, participated in the AHRC survey.

JCU had similar levels of students experiencing sexual harassment and sexual assault at university compared to other Australian Universities in 2016.

- 27% of students had experienced sexual harassment in 2016 (sector = 26%)
- 1.8% of students had experienced sexual assault in 2015 and/or 2016 (sector = 1.6%)

JCU had similar levels of knowledge on seeking support/assistance at university as the sector average.

- 57% of students knew something, a lot or everything on where to seek support (sector = 54%)

Universities Australia has indicated a third-sector wide survey will be undertaken in 2026.[10]





[10] Standard 6.9

Effective Systems

Trauma-informed practice

Trauma-informed practice is at the heart of JCU's approach. It prioritises the safety, choice, and control of individuals affected by sexist behaviours, sexual harassment, sexual assault, domestic and family violence and all gender-based violence. It ensures that both individual and institutional responses are culturally informed, sensitive and do not cause further harm. This approach is supported by the following principles:

- **Trauma Awareness**: Educating staff and students about the potential impacts of physical, emotional, or psychological harm on individuals.
- **Consistent Communication and Trustworthiness**: Maintaining clear, honest, and consistent communication to establish and uphold trustworthy processes and responses.
- **Empathy and Compassion**: Responding with compassion and understanding to individuals' experiences.
- **Personal Autonomy, Choice, and Empowerment**: Prioritising safety, choice and control to ensure any person impacted has a voice in their engagement with the University.
- **Strength-Based Approach**: Focusing on people's strengths, respecting and valuing diversity.
- **Peer Support**: Promoting opportunities for peers to provide support and share strategies to challenge the beliefs and attitudes that underpin gender inequality.
- **Continuous Reflection and Improvement:** Regularly evaluating and enhancing trauma-informed practices through collaboration with community-based specialist gender-based violence services and feedback from students and staff.

Key Policy and Procedure

The Bullying, Discrimination, Harassment and Sexual Misconduct Policy and the Sexual Misconduct Procedure has provided a single, consistent process applying to both students and staff for the University, the Residential Colleges, and the JCU Student Association to respond to sexual misconduct and gender-based violence.[11]

JCU undertook a comprehensive review of our Policies and Procedures in 2025. Changes included bringing together Sexual Misconduct and Domestic and Family Violence under the one renamed Gender based Violence and Sexual Misconduct Policy to ensure fully aligned support and reporting pathways for all gender-based violence matters. Additionally, the Student and Staff Codes of Conduct were updated to clearly reflect the penalties applying to perpetrators and in doing so providing more guidance and less discretion to decision-makers – with Sexual Assault and Family and Domestic Violence being classified as serious misconduct. The Codes also, to avoid any doubt, explicitly prohibit staff from providing character references on behalf of the University, or personally on behalf of other staff or students.

These Policies are reviewed regularly (most recently, 2025, 2023) and are recorded in the Policy Database managed by JCU's Policy Officer for review by November 2028, if not before.[12]

JCU seeks to make it as easy as possible for any student, staff member or member of the public to receive support, provide information (treated as a report) or make a complaint.[13] The two main ways that contact is initially made are: a) making a report through the online Gender-based Violence and Sexual Misconduct Report form (including anonymous reports), and b) by contacting a JCU Respect Misconduct Officer (usually by phone, email or text).[14]

The JCU Respect Misconduct Officers provide a single point of contact, and safe and supportive responses to any person who is affected by gender-based violence or sexual misconduct, or to anyone who is supporting an affected person. Support is available to anyone whose studies or work are impacted by gender-based violence and sexual misconduct, regardless of how long ago it occurred, who committed it, or where it happened [15] and is responsive to diverse experiences, including cultural background, sex, gender identity, sexuality, and age.[16]

Risks are assessed and managed by JCU Respect Misconduct Officers as part of all responses[17] and the person impacted is keep informed of any decisions impacting them, including appeals, disciplinary outcomes; sanctions; reasons; rights to make internal or external complaints, including to the National Student Ombudsman.[18]

The outcome of Reports can be resolution; safety measures or support, and the decision to progress or not progress to a Complaint.[19] The outcome of Complaints can be range of requirements including training or education, and disciplinary actions including suspension and exclusion as a proportionate response.[20]

Where a complaint process commences with a student or staff member respondent, different JCU Respect Misconduct Officers are assigned to the person who has made the complaint, and to the person who is responding, to provide support. Strict adherence to the principles of procedural fairness and natural justice are essential to achieving the best outcome.[21]

[11] Standard 2.3
[12] Standard 2.5
[13] When someone discloses to JCU this is called a 'Report'. JCU uses the term 'Complaint' rather than the alternate terminology of Formal Report.
[14] Standard 5.1; Standard 5.2; Standard 5.3; Standard 5.3
[15] Standard 1.4 (b); Standard 4.1; Standard 4.5; Standard 4.6 (i-ix); Standard 5.9
[16] Standard 4.1; Standard 4.2; Standard 4.3.
[17] Standard 4.4
[18] Standard 5.7; Standard 5.19; Standard 5.21; Standard 5.23; Standard 5.27; Standard 5.28
[19] Standard 5.5
[20] Standard 5.13; Standard 5.20
[21] Standard 4.7; Standard 4.8; Standard 5.18

A specialist external Inquiry Officer may be appointed to collect and review information and provide a report to the relevant Decision-maker who then decides whether there is sufficient evidence to issue allegations, considers any response from the Respondent, and determines any outcome on the balance of probabilities in line with the applicable Code of Conduct or industrial instrument.

The complainant is notified that allegations are to be provided in writing to the respondent, who is also notified on the same day, with the support of the respective JCU Respect Sexual Misconduct Officer.[22] Both parties are also advised through the JCU Respect Misconduct Officers that the outcome of the complaint will be provided in writing by the decision maker. The outcome letter for the complainant and respondent (provided on the same day) will also provide information on appeals processes for the respective party.[23] Complainants and respondents are able to have support persons present during any meeting.[24]

All reports and complaints are recorded in a confidential Incident Register that is only accessed by the Chief of Staff. This register enables the Chief of Staff to identify patterns of behaviour, triangulate reports, do probity checks, and monitor the impact of communication and education activity.[25]

JCU Respect Misconduct Officers, specialist external Inquiry Officers and Decision-makers are required to be knowledgeable about gender-based violence, including risk factors, patterns and effects, and the nature of coercive control. From 2026, these key roles continuing professional development will occur annually.[26]

JCU Respect Misconduct Officers

The key message the JCU Respect program promotes to all students and staff is:

> "You can talk with a JCU Respect Misconduct Officer about any matter that is causing you concern - no matter how big or small the issue might seem".

JCU has three staff members who are designated as JCU Respect Misconduct Officers. JCU Respect Misconduct Officers work directly with any person who has experienced sexist behaviours, sexual harassment, sexual assault, gender-based violence, or with anyone who is supporting that person. They provide a single point of contact so that people seeking support do not have to repeat their story to get needed assistance. They work with the person to meet their needs.[27]

JCU's policy requires all Managers and Supervisors to seek the advice of a JCU Respect Misconduct Officer as soon as they become aware of any potential matter. JCU Respect Misconduct Officers work with Deans, Managers and HR Business Partners to ensure management and leadership responsibility is exercised correctly in response.

Having JCU Respect Misconduct Officers as designated positions helps create confidence in a system that can recognise issues at early stages and deal appropriately without delay. JCU Respect Misconduct Officers enable centralised, consistent, culturally safe, trauma-informed, and victim-centred responses to anyone impacted.

In 2026, these roles are being undertaken by new Officers:

- Ashton Kline has lectured in Nursing at JCU and is a JCU Respectful Relationships Workshop facilitator. Ashton is an Alannah and Madeline Foundation Ambassador and is a survivor of domestic and family violence.

- Linda Ford lectures in Social Work and Human Services and brings 30 years-experience including as past president of the Australian Association of Social Workers and Australian representative for the International Federation of Social Work Indigenous Commission from 2021 until 2024.

- The JCU Respect Program Officer, due to commence January 2026, will be the third JCU Respect Misconduct Officer.

The JCU Respect Misconduct Officers are senior, experienced practitioners, who engage in, and lead, continuing professional development on gender-based violence prevention and response, and risk-assessment.[28]

JCU monitors the effectiveness of support services annually through a joint meeting of the JCU Respect Team with the community-based Specialist Support Services in Townsville and Cairns, and the Student Counsellors to report, reflect, and share on practice and outcomes.

There are also six-monthly meetings between Chief of Staff and Specialist Support Services have been in place from 2018. This will include additional domestic and family violence and Indigenous-led services from 2026.[29]

Privacy and Confidentiality

Whilst all staff who receive a disclosure or who are otherwise aware of a matter are required to make a Report, they must not provide details that may identify the person impacted (unless they have the consent of that person).

Protocols on if, and when, people should be identified are outlined on the online Gender-based Violence and Sexual Misconduct Report form, and can be discussed with a JCU Respect Misconduct Officer. The protocols exist to ensure the privacy and confidentiality of any person affected and is critical to ensure that seeking support and reporting prioritise safety, choice and control for the person impacted. The Report form is hosted by an external secure provider and

[22] Standard 5.10
[23] Standard 5.23; Standard 5.28
[24] Standard 5.11
[25] Standard 6.5; Standard 6.6; Standard 6.12; Standard 6.13; Standard 6.14
[26] Standard 3.16
[27] Standard 4.5; Standard 4.6 (i-ix)
[28] Standard 3.14
[29] Standards 4.9

does not use university systems to enable anonymous reports to be made.

Confidentiality during complaint processes

During any complaint process, JCU requires students and staff to maintain confidentiality, and this may extend past the resolution of the complaint if required to support the ongoing privacy and wellbeing of complainants and respondents.

There are no restrictions on any student or member of staff with respect to confidentiality that preclude seeking support or engaging with other agencies.

JCU does not permit the use of Non-disclosure Agreements unless requested by the person impacted.[30]

During 2025, JCU participated in the National Student Ombudsman's Own Motion Investigation on the Fair Use of Confidentiality Clauses. This participation involved two meetings, and providing two submissions totalling 125 pages of examples and evidence in response to NSO questions. JCU provided material covering policies, procedures, protocols, training materials, templates, and case studies. Although participation was administratively time intensive, we have valued the opportunity to inform the NSO's position on balancing the need for autonomy with safety, and that privacy and confidentiality requirements are designed to be protective, not restrictive. The methodology and logic JCU employs to navigate these tensions has informed the best-practice advice the NSO will provide to the sector.[31]

Confidential Record-Keeping – Incident Register

All Reports and Complaints are kept on a confidential Incident Register that is only accessible by the Chief of Staff. As outlined earlier, this register enables the Chief of Staff to identify patterns of behaviour, triangulate reports, conduct probity checks and monitor the impact of communication and education activity.

The Incident Register, from 2026, will also record recruitment declarations, and the outcomes of related risk-assessments.[32]

Safeguarding

High-risk cohort assessment[33]

The Higher Degree Research (PhD) advisory, and Residential Accommodation settings, represent high-risk areas for gender-based violence at JCU. The hierarchal nature, and close working or living environments, contribute to settings where exploitative and predatory behaviour can occur, and can be heightened with alcohol and/or social norms including minimisation or dismissal under the guise of humour or in-group behaviour. These cohorts are regularly engaged through face-to-face workshops designed to create reflection and support the establishment of safe social norms as a key preventative strategy.

Placements, particularly in health settings and to remote locations, create factors around hierarchy and isolation that also contribute to settings where exploitative and predatory behaviour can occur. These cohorts are engaged via 'just-in-time' reminders with online and face-to-face briefings occurring immediately prior to deployment, including the reminder that workplaces are obligated to provide respectful environments free from sexual harassment. When students, or someone on their behalf, reaches out to a JCU Respect Misconduct Officer about the impact of these behaviours during their placement rotations, JCU has, and will, take direct precautionary measures, for example, restricting access to students by doctors employed by Queensland Health where this is required to ensure safety.

Working with Children

JCU meets, and requires affiliated Residential Colleges to meet, Queensland Government compliance for Working with Children Checks. This is managed internally through JCU's Child Safety Policy and Working with Children Procedure, which set out mandatory screening, verification and renewal requirements for all roles engaging with children, and the agreements in place with affiliated Colleges. The University maintains central oversight of Blue Card requirements, monitors currency, and ensures staff and affiliates understand their obligations. JCU also has clear procedures for reporting suspected child abuse, ensuring concerns are escalated promptly to the appropriate authorities and managed in line with legislative requirements. [34]

Recruitment Declarations

From 2026, JCU will ask, and requires affiliated Residential Colleges to ask, prospective employees and Council members to declare whether they have been investigated for, or determined to have engaged in, conduct that constitutes gender-based violence during the course of their previous employment, or if they have been investigated for, or have been convicted of, gender-based violence in a legal process.[35]

Any declarations, risk assessment and outcomes will be recorded in the Incident Register. The Recruitment, Selection and Appointment Policy has been updated to reflect this practice and the Conduct of Council Elections Policy and Chancellor's Committee Charter will be updated in early 2026. During 2026, Risk Assessments will be conducted by the Chief of Staff, as Chief Risk Officer, to ensure expertise and competency as this practice is established.[36]

The intention of the National Code Standard 2.1 is to curb perpetrators' ability to move to another institution to avoid facing disciplinary consequences at the employing institution when the conduct occurred. JCU further addresses the intent of this requirement, and exercises our duty of care, through our Policy stipulating that an inquiry and determination on matters of gender-based violence will proceed regardless of any decision by a Respondent to resign.

[30] Standard 2.8
[31] Standard 2.9
[32] Standard 6.10
[33] Standard 1.4 (c)
[34] Standard 2.1; Standard 7
[35] Standard 2.1 (b)
[36] Standard 3.14 (a – c)

Promotions and Reward and Recognition Probity

The University ensures that any substantiated findings of gender-based violence or related misconduct during employment are taken into account in decisions relating to promotion, reward and recognition. The Incident Register is checked in the academic promotions process, and for staff rewards and recognition processes.[37]

Conflicts of Interest

Intimate Personal Relationship

JCU requires staff to declare existing or previous intimate personal relationships where there is supervisory, oversight, decision-making, or academic responsibilities.[38] The Conflict of Interest Policy outlines that the Director Human Resources maintains the Human Resources Conflict of Interest Register. The Conflict of Interest Procedure is that a Declaration Form must be provided to the Manager / Supervisor who forwards the Form, and a Management Plan, to the relevant Dean, Director, and if involving Higher Degree Research candidates to the Dean Graduate Research School. Management Plans include permanent alternative teaching, research or working arrangements.[39]

These expectations are covered in the mandatory Respectful Relationships Workshops for HDR Candidates and Advisers – using this video which also features on the Graduate Research School's website.

From 2026, JCU's agreement with the Residential Colleges obligates them to require their staff to declare existing or previous intimate relationships with any residential student. These declarations, and a proposed Management Plan must be discussed with the Chief of Staff to ensure quality risk assessment[40]

In 2026, the Conflict of Interest policy will be reviewed to ensure compliance with the National Code, including the requirement that Directors and Deans seek the advice of a the Chief of Staff when developing risk management plans resulting from disclosures of intermate personal relationships to ensure risk assessments include expert advised on gender-based violence.[41]

Partnerships – a fundamental enabler of change

JCU's ability to effect change within our University, and within the community, rests entirely on the quality of our partnerships.[42] The enduring Statement of Commitment recognises that:

> *"progress that has been made to date, and the progress we need to make, is not possible without the generous and courageous sharing from those who have experienced harassment and violence and the commitment of all members of our community"*

The Statement of Commitment further recognises that the material circumstances of peoples' lives matter, and that institutions of our society need constant attention to ensure just and equitable outcomes:

> *"without vigilance some people - by virtue of their identity, ethnicity, sex, abilities, resources or age – are routinely believe, supported and served whilst others are routinely marginalised, disbelieved and forgotten."*

With Specialist Sexual Assault, and Domestic and Family Violence Services

JCU values long-standing partnerships with the Women's Centre who operate the Townsville Sexual Assault Support Service and the Cairns Sexual Assault Service and seeks to keep communication channels open with specialist sexual assault and domestic and family violence services operating in other parts of Queensland.

JCU's response to incidents of sexual assault and domestic and family violence are integrated with the community-based services. JCU's Gender-based Violence and Sexual Misconduct Policy sets out that the specialist community-based service providers are the first port-of-call and will provide direct support to staff and students who have experienced gender-based violence (either historical or recent).[43]

For sexual harassment, JCU's Employee Assistance Program and the student counselling service are available to provide support, and staff and students may also access the specialist sexual assault services in cases of sexual harassment, where they choose to do so.

JCU's relationships with the specialist service providers are multi-faceted, covering prevention, response, accountability and transparency domains. Including:

- JCU's Department of Social Work trains many of the workers who deliver human services in northern Queensland. The specialist community-based service providers host students on placement, who are often engaged in supporting community-wide awareness events as part of the placement, including annual candlelight vigils and Reclaim the Night activities.
- JCU staff, including those within the JCU Respect program, have served on the management committees, including past Presidents of the Women's Centre – Professor Debra Miles (past JCU Respect Academic Lead) and Dr Ryl Harrison, Strategic Policy Adviser in Chancellery. Associate Professor Ines Zuchowski (current JCU Respect Academic Lead) is currently on the management committee of DVNQ, and has previously worked for DVNQ, as well as managing the Women's Centre prior to entering academia.
- MOUs with the Townsville and Cairns specialist sexual assault services (in place since 2018) that support the

[37] Standard 2.1(d)
[38] Standard 2.2 (a)
[39] Standard 2.2 (b)
[40] Standard 7.1 (a – e) [41] Standard 3.14
[41] Standard 3.14
[42] Standard 1.4 (h); Standard 1.5
[43] Standard 4.6(iv); Standard 4.7(c)

terms of the relationship including data-sharing, expert input into policy and training[44], service delivery, annual co-delivered professional development meeting, and support for JCU's engagement in regional strategic priority meetings with the SART (Sexual Assault Response Team) model.

With Residential Colleges

JCU values strong, structured partnerships with the affiliated residential colleges located on the Townsville and Cairns' campuses that are home to around 1600 students. The partnerships have been formalised since 2018 through Memorandums of Understanding, transitioning to legally binding contracts for 2026.

Whist the MOU/Contract sits between JCU and each Accommodation Provider individually -

- Saints Catholic College
- The John Flynn College
- Unilodge (Burralga Yumba, George Roberts Hall; Rotary International House; John Grey Hall)

- the intent is also expressed collectively with the student leaders and staff at these residences working collaboratively in prevention activities, and through membership of leadership groups, including JCU's Behaviour Risk Group.

The agreement between JCU and the Residential Colleges is based on a shared commitment to safety, and joint prevention and response activity. Technically, Standard 7.2 of the National Code is directed at Affiliated Colleges who are not directly owned, operated or managed by a university. In practice at JCU – Standard 7.1 for directly owned, operated or managed Accommodation most closely reflects the systems and processes that are already in place. The MOUs, and binding contracts commencing in 2026, articulate the obligation and commitment to a single reporting, support and complaint pathway and preventative educational activity, facilitated by the JCU Respect program, and completed on behalf of the Residential Colleges by the University. The Residential Colleges are responsible for ensuring the single pathway is employed, and for undertaking logistical and communication tasks related to prevention (such as, using JCU's communication plan – communicating with students about workshop attendance and following sanctioning processes for non-attendance).

In addition, the JCU Respect team does outreach, including Pop-Ups at the Colleges, and Q&A scenario sessions during the year with Student Leaders.

In 2024, the Residential Colleges updated position descriptions and recruitment processes for Student Leaders/Residential Assistants to strengthen the qualifications and training appropriate for the responsibilities these key positions carry.

In 2025, the JCU Respect Facilitators introduced calls to student leaders after their recruitment and appointment at the end of the year for an initial touch-base phone call to ensure this component of their role is top-of-mind as they commence training and work early in the new study year.

JCU's systems for conducting risk assessments related to recruitment declarations, managing intimate personal relationship conflicts of interest, and promotions, rewards and recognition probity extend to the Residential Colleges. That is, Residential Colleges refer to the Chief of Staff in each of these instances, who facilitates risk assessment and management plans, provides recommendations to the Residential Colleges as the employer..[45]

Details relating specifically to training within the Residential Colleges as outlined under the Education and Communication section of this report.



With Student Leadership

The JCU Student Association have consistently publicly expressed commitment to student safety and strongly support the JCU Respect program. 2025 President (now past) Chey Hamilton regularly engaged with the JCU Respect Student Reference Group, and with JCU Respect team, including the Chief of Staff.

The JCU Respect program has delivered briefings to JCUSA Council members, and executives of the Clubs and Societies affiliated with JCUSA annually as part of supporting JCUSA to undertake their responsibilities towards gender-based violence and sexual misconduct, including how to host safe events with risk assessment and management. JCUSA Student Leaders have been invited to voluntarily attend Respectful Relationship workshops designed specifically for Student Leaders, but uptake has been limited. In 2025, the JCUSA determined to make the workshop a mandatory requirement for Council members and the Executives of Clubs and Societies commencing in 2026 as new office bearers are elected to their roles. These mandatory workshops will focus on leadership and event management and responding to disclosures.

In 2025, the JCU Respect team and the JCUSA President and Advocates, as well as the Manager of Students Plus Pty Ltd (who provide business services to the Association) met to consider and progress the formalisation of the existing partnership arrangements through a MOU, or other instrument, based on those in place with the Residential Colleges. As part of the discussion, the objective of updating JCUSA's documentation of their own Policies and Procedures,

[44] Standard 3.9(d); Standard 3.3 (a) (d)

[45] Standard 7.1 (a – e); Standard 7.4 (a)

to reflect their current practice of joint prevention and response activity, and the National Code, was identified as a priority for JCUSA in early 2026.

JCUSA Advocates play an important role in assisting students to connect with the University's support and reporting and complaint processes and were in regular contact with JCU Respect Misconduct Officers across 2025.

With the JCU Respect Student Reference Group

The JCU Respect Student Reference Group comprises undergraduate and postgraduate students, including residential college students and at different times members of other groups, such as the JCU Women's Collective, who are interested in developing and delivering relevant content and resources within the JCU Respect program. Students provide valuable feedback about workshop content and delivery, insights into student understandings of relevant issues, such as consent and pornography, and ideas about how to engage with the broader student cohort. Some members of the Student Reference Group also work as workshop facilitators.[46]

In 2025, the Student Reference Group met in March and August. In 2024, the Group completed initial work towards developing a new 'Who are we?' video, to follow up on the "Who am I?" video, but this did not proceed in 2025 due to capacity within the JCU Respect team.

With other prevention programs

In 2024, the JCU Respect Program Coordinator completed Love Bites training, and met with Love Bites program facilitators, with some joining JCU as workshop facilitators in the residential colleges.

With Research and leading Academics

In 2024 and 2025, the JCU Respect team engaged with academic leads from JCU's "Keeping Women Safe from Violence" team who have produced leading Domestic Violence curriculum tools in the dentistry discipline to discuss their curriculum as exemplars of best practice.

In 2025, initial discussions between the Chair Academic Board, and JCU Respect team explored 2026 planned project to map learning and teaching activities and curriculum at JCU, against JCU's Commitment to the elimination of sexual harassment and sexual assault. This mapping will support the University's broader commitment to ensuring our graduates are well positioned to contribute to the elimination of violence in their future careers within their disciplinary areas.

The project will also enable a higher-level of scaffolding between the JCU Respect prevention activities, and student's disciplinary curriculum. For example, relevant links between dentistry's learning outcomes around disclosures and trauma-informed care and similar JCU Respect learning outcomes.

Further, it will support evidence based and discipline specific curriculum development. Using dentistry as an exemplar, research co-authored by JCU Honours Graduate Dr Sai Pabbati and Head of Dentistry and Professor of Organ and Maxillofacial (OMF) Sciences Peter Thomson reviewed hospital records from the Queensland Injury Surveillance Unit for more than 9000 OMF injuries from 2015 – 2021, finding regional areas have had the sharpest increase in numbers, with remote areas the most consistent upward trend showing the problem is accelerating. People in regional areas face around twice the risk of injury, whiles those in remote areas are up to 11 times more like to be affected compared to major cities.

With National Student Ombudsman

As outlined, under the Effective Systems section, during 2025, JCU participated in the National Student Ombudsman's Own Motion Investigation on the Fair Use of Confidentiality Clauses. This participation provided an opportunity to inform the NSO's position on balancing the need for autonomy with safety. The methodology and logic JCU employs to navigate these tensions has informed the best-practice advice the NSO will provide to the sector.[47]

JCU promotes the role of the National Student Ombudsman to students through policy and procedures including appeal processes, and in training.

Other Universities / Professional Networks

During 2025, JCU met with staff from Murdoch University and the University of the Sunshine Coast, Central Queensland University, Charles Sturt University, Southern Cross University, Federation University, University of Newcastle and the Australian Institute of Marine Science to discuss program elements, as well as participating in the Queensland Safer Communities Network on a monthly basis, and the Higher Education Integrity Network.

[46] Standard 3.4; Standard 3.3 (b)

[47] Standard 2.9

Education and Communication

This Annual Report documents the educational outcomes and impact of outreach activity occurring in the prevention space across the calendar year, with regular communication to students, staff and Council on outcomes also occurring across the year in workshops, meetings and through other channels.[48]

Principles for engagement

JCU's Statement of Commitment articulates gender equality as a foundation for respectful relationships and an underpinning principle for change.

Gender Equality Action at JCU

The provision of data and analysis is key to all gender equality actions at JCU, including the JCU Respect program. It is the basis of making change and serves to address myths and misconceptions about the nature of the change being sought.

JCU whole-of-organisation gender equality change priorities are set as part of the University's central Integrated Dynamic Planning process, and Performance Monitoring Workshops.

The gender equality priorities are informed by the Gender Equity Advocacy and Reference (GEAR team), that has been in place in various forms since 2016. The team is chaired by the Vice-Chancellor and provides input across a range of domains, with a focus on workforce.[49]

Gender equality initiatives at JCU are operationalised by responsible divisional offices, for example, Research Division operates parental leave continuity schemes and conference participation scheme; Human Resources supports WGEA data and reporting; Chancellery runs the JCU Respect program and the Vice Chancellor's Gender Equity Project Fund, and so on.

The Gender Equity @ JCU webpage outlines activity across the institution, with the GEAR team hosting twice-yearly forums where women can raise and discuss issues.

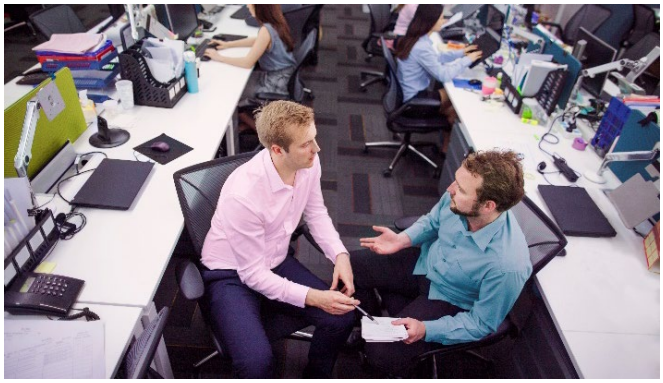
A Strengths-based approach

The JCU Respect program takes a positive, strengths-based approach to engaging and empowering staff and students in addressing sexism, sexual harassment, sexual assault, and gender-based violence.

A strengths-based approach, especially when used by leaders, reduces resistance to mandatory training and lessens the backlash compliance-focused language about policies and procedures can provoke when it is seen as demanding or insincere in prevention work.

The JCU Respect team produces communication templates and provides advice to other areas of the university who have functional responsibility, including Workplace Health and Safety, Human Resources and Student Services and Support, and the Student Communication team, to ensure that a consistent language and approach, that is culturally appropriate and trauma-informed, is employed across the university.

Leadership responsibilities for prevention work:



Whilst it is the JCU Respect program that establishes the foundation and context for cultural change through effective systems and education, it is the Vice Chancellor, Deputy Vice Chancellors, Deans, Directors, and Senior Leaders who are accountable for building on this foundation by driving and sustaining cultural shifts within their functional areas of responsibility.

The JCU Respect online module ensures that every student and member of staff is exposed to JCU's expectations around recognising, responding, referring, and reporting sexual misconduct and gender-based violence. It builds awareness and provides a minimum baseline of knowledge.[50]

Respectful Relationships workshops, both those directed at Academic staff, and those directed at Doctoral Candidates and Residential College Students are not designed to 'train an individual' but rather, through facilitation by experts, create the space for peers and colleagues to collectively discuss important issues. The Respectful Relationships workshops work best when participants engage in good faith, with a willingness to listen to others and contribute thoughtfully.

Within the Academy, it is important College Deans and leadership teams find ways to facilitate ongoing discussions related to power, risk factors, safeguarding, bystander action, sexist behaviours, sexual harassment, sexual assault and gender-based violence within their disciplinary areas.

Facilitating ongoing discussion about these issues, outside of structured JCU Respect program activity, is necessary to ensure that Respectful Relationship workshops and the JCU Respect online module are not viewed as 'box ticking' and that prevention work in the disciplines and in the Colleges is as strong as it can be.

Presentations and information sessions also form an important pillar of educational activity. They involve the Chief of Staff and/or JCU Respect Academic Lead attending meetings, for example Vice Chancellors Committee, Academic Board, College Executive Leadership Groups, A/Deans Learning and Teaching, A/Deans Research meetings,

[48] Standard 1.7; Standard 1.8

[49] Standard 3.4

[50] Standards 3.1

A/Dean Research Education, to remind members of the role of JCU Respect Misconduct Officers, and to run broad-ranging question and answer sessions that can explore scenarios and address any ambiguity.

A trauma-informed approach

All educational activities in the JCU Respect program account for the safety of people who may have been personally impacted by gender-based violence.[51] All registration pages and communication messages for mandatory training include information on the confidential exemption process.

Workshop and online content are carefully curated with feedback indicating most who have lived experience feel comfortable with many expressing appreciation for the opportunity to address what they consider to be important issues.

Workshop facilitators also commence by reminding participants of the exemption process, and to take care and a break if required, advising others to not make assumptions about why someone may be leaving the room.

All participants are provided with information on support services, resources, and referrals. Facilitators are available to stay later after workshops to talk with participants and follow up afterwards with any person identified as possibly requiring support.[52]

All educational activities in the JCU Respect program account for the likelihood that a proportion of people participating will have perpetrated abuse and violence against others or hold attitudes or beliefs that dismiss or condone such behaviour. Care is taken to air and name tensions with genuine curiosity as they arise, creating space for reflection, discomfort and thoughtfulness, and not minimise, collude or appease.

Training on responding to Disclosures

All educational activities include components on responding to disclosures with compassion, groups who are disproportionately impacted and the possible impacts of trauma.[53]

The 'Respond' component on the JCU Respect online module completed by all staff and students addresses this specifically. It is also covered in all Respectful Relationship Workshops undertaken by specific target audiences.

Groups facing intersecting barriers or inequities

Engaging with students, staff and community from diverse backgrounds has been part of the development and review of JCU Respect curricula.[54]

Aboriginal and Torres Strait Islander, International, and LGBTQI students and staff expressed concerns about representation, cultural-safety, and access to community-based services during focus groups, interviews and through written submissions to the Broderick Review in 2017, and these led to improvements in JCU's reporting and support practices and continue to inform delivery of education.

The representation of Aboriginal and Torres Strait Islander peoples within learning materials is a particularly salient issue. Meeting during the initial development of core material in 2018 focussed around disrupting social mores that position Indigenous people as inherently violent. Materials have continued to develop, with facilitators highlighting the national and local leadership of Indigenous women in violence-prevention work, and content covering the data on the disproportionate rates of violence against Indigenous women.

In 2025, the JCU Respect team engaged with Yasmin Johnson as a critical friend, across dedicated sessions where consideration and time was given to reflecting on culturally-informed practice, covering a range of domains – from strengths-based language and safety to community-engagement. This engagement directly informed the major review of policy. In 2026, plans will be developed to share these learnings through local community-engagement with Indigenous-led human services providers.

The JCU Respect team has also engaged with LGBTIQ staff and students in 2025. Curricula initially developed in 2017 included discussions with groups interested in seeing their communities reflected in teaching materials and scenarios, with an increasing range of visual resources available to reflect student identities over time. Across 2025, consistent student evaluation feedback, and observed workshop dynamics, demonstrate that facilitators are pre-emptively addressing frameworks students may hold about diversity of sexual orientation and gender-identities at the commencement of workshops. This is being done in ways that enable people to recognise their own experiences, even when discussion resources, such as scenarios, intentionally do not use identity-markers.

Accessibility is supported through universal design principals for online content, and through facilitation skills, particularly awareness around neurodiversity, in face-to-face settings.

Evidence-base

The JCU Respect program draws on a range of government sources and studies to provide data and analysis, including ANROWS, Our Watch, Australian Bureau of Statistics, e-Safety Commission and Australian Institute of Health and Welfare.

Materials and resources are critically engaged by the JCU Respect team, with curriculum development led by Professor Debra Miles as Academic Lead, as well as Dr Chris Pam and Dr Ryl Harrison, drawing on their disciplinary research backgrounds in Social Work and Human Services, Political Science, Women's Studies, and Anthropology.

The JCU Respect team has reviewed and engaged with programs developed internationally and nationally, including, for example, MATE Bystander Program, Love Bites,

[51] Standard 3.2 (b) (g)
[52] Standard 3.9
[53] Standard 3.8; Standard 3.9
[54] Standard 3.1; Standard 3.2 (c), (d), (e), Standard 3.3(d); Standard 3.4

Intervention Initiative, The Representative Project, Flip the Script, Yale's Myths of Miscommunication to ensure pedagogical currency.

Additionally, JCU Respect team members frequently meet with staff from other universities to discuss initiatives. This occurs formally through the Queensland Safer Communities Network, and in ad-hoc ways responding to requests. In 2025, there were 6 meetings across the sector. [55]

Communication channels

The JCU Respect program engages the following communication channels:[56]

- Webpages: Safety and Wellbeing.
- JCU Respect online module (for all staff and students).
- Social media, short videos like 'Who am I?'
- Orientation welcomes.
- Week 1 engagement featuring Luke and Lushimi video.
- @Communication newsletter items.
- All staff and student emails.
- Meetings and briefings.
- Workshops
- Visibility at outreach activities and events.

A Communication Strategy identifies channel, audience, key message/asset, frequency, outcome.

Prevention activities



The prevention activities calendar is included at Appendix 1.

JCU Respect online module

The JCU Respect online module covers four key areas:



Recognise: Identifying sexist behaviours, sexual harassment, sexual assault, consent, and understanding university policies and procedures.

Respond: Acting as an active bystander and responding if someone discloses.

Refer: Directing individuals to appropriate support services.

Report: Reporting incidents to the University and external agencies.

Developed in 2018 and launched in 2019, the module initially targeted residential college students and staff before expanding to all students on Australian tropical campuses in 2022. In 2023, a hurdle requirement withheld exam results from students who had not completed, but this feature was paused due to technical issues. Continuing staff completed their first module refresh in 2023.

In 2024, the student hurdle was reinstated for students manually while technical work addressed automation and system integration issues.

In 2025, the module was rolled out to all staff and students in Singapore, Brisbane, and in pathway courses, with automated communications and sanction processes in place. The roll-out was supported with the JCU Respect team conducting staff briefings, communication collateral including posters in bathrooms, and in support for students to complete the modules. In 2026 there will be further technical work to ensure that systems can respond to all edge cases.

The module is compulsory for all staff and students, with trauma-informed support and confidential exemptions available through JCU Respect Misconduct Officers for those unable to complete it due to personal reasons.

Module completion rates

97% of eligible staff have completed the module (4048 staff, not including adjuncts, 95 are due to refresh the module, and 30 are due to complete the module for the first time, as at 23/12/25).

All students are required to complete the module in the first study period.

Respectful Relationships workshops

Residential college students and doctoral candidates are at increased risk of being subjected to sexual harassment or sexual assault (Broderick Report, national prevalence survey reports of 2017 and 2022) and are required to attend Respectful Relationships workshops.

Respectful Relationships workshops – Residential Colleges

All residents are required to attend a program of three Respectful Relationships workshops over the first 18 months of living in college:

- Respectful Relationships (RR1): Foundations (2 hours)
- Respectful Relationships (RR2): Let's Talk Respect (90 minutes)
- Respectful Relationships (RR3): Film and discussion (90 minutes)

Additional workshop

- JCU Respectful Relationships – Residential Leaders (Student Leaders and College Staff)

The discussion-based, face-to-face workshops for each cohort are different but complementary, with knowledge of the issues discussed building over time. Key early content includes personal relationships, consent, the interaction between consent and alcohol/drugs, bystander responsibilities, gender inequality, and support available and

[55] Standard 3.2 (a); Standard 3.3 (a)

[56] Standard 3.5

reporting options. The Student Reference Group is involved in content design and delivery.

The Residential Colleges are responsible for the logistics of each student being allocated, and attending, a workshop each year, with the JCU Respect team providing communication plans and templates.

In 2026, Residential College staff (excluding Student Leaders) will undertake professional development run by the JCU Respect team. Residential College staff have previously been engaged through meetings and attending student workshops, but this new training will provide structured and tailored training.

Residential College workshop numbers:

In 2025, approximately 1400 students were involved in 42 workshops occurring across Townsville and Cairns, predominantly in O-week, Week 1, and Week 2 of Trimester 1 and Study Period 1, with some also in Weeks 1 and 2, Study Period 2.

Respectful Relationships workshops – Doctoral Candidates and Academic Advisors

The Respectful Relationships workshops for Doctoral candidates and academic advisors have been developed to enable discussion of power and risks within advisory relationships, and collective safeguarding strategies where systems and practices are in place. Workshops include prevalence data from national surveys, data from the ANROWS longitudinal study on attitudes towards violence against women, qualitative experiences from the Broderick Review, as well as the Principles for Respectful Supervisory Relationships, before participants go into small group breakout rooms to discuss scenarios common to research education.

The workshops have been developed in two versions, one for advisors and one for candidates, although there is similar content covered.

- Respectful Relationships Workshop (HDR Candidates)
- Respectful Relationships workshop (Academic Advisers)

Candidates are required to complete the workshop at induction (before passing the Confirmation milestone). Advisors are required to complete the workshop when they are added to the Advisors Register (or as soon as possible and before taking on their next HDR Candidate). The workshops in 2025 were delivered primarily by zoom with 20-25 participants, and including 3 face to face workshops for HDR Candidates.

The Graduate Research School is responsible for Advisors and Candidates registering and completing the workshops, leaving College Deans and Executives free to focus their communications on the importance of the workshops to College culture and practice, rather than details that could be interpreted through a singularly compliance lens.

HDR Candidate and Academic Advisor workshop numbers:

In 2025, approximately 170 HDR Candidates attended a workshop (7 workshops held), and 60 Academic Advisors (2 workshops held).

Continuous Professional Development – key roles

From 2026, JCU Respect Misconduct Officers, Inquiry Officers and Decision makers will undertake development annually covering required professional competencies on gender-based violence, trauma-informed and victim centred approaches, culturally-informed practice, risk, duty of care, and procedural fairness and due process.[57]

Presentations and Information Sessions

The Chief of Staff presented approximately 34 information sessions in 2025 on JCU's policy and procedures and the role of JCU Respect Misconduct Officers to various groups, including College level Learning and Teaching or Research committees, Committees of Academic Board, Student Services Support Showcase, JCU Student Association Clubs and Societies Inductions, Student Advisory Forums, Student Mentor and Peer Assisted Study groups, volunteer clinical role-players (as well as attending many of the residential college workshops and student leader forums). The presentations are interactive and include broad-ranging question and answer sessions that can explore scenarios and address any ambiguity

In addition, Student facing support services and the Residential Colleges attend monthly Behaviour Risk Group meetings chaired by the Chief of Staff to identify and mitigate risks.

Student Placements

The Chief of Staff meets face-to-face with key student cohorts before they start the major rotations. In 2025 this included 9 briefings across: Veterinary Science, Sports and Exercise Science, Occupational Therapy, Medical, Nursing and Midwifery students. In 2026 this will be expanded to include Engineering and other remote placements.

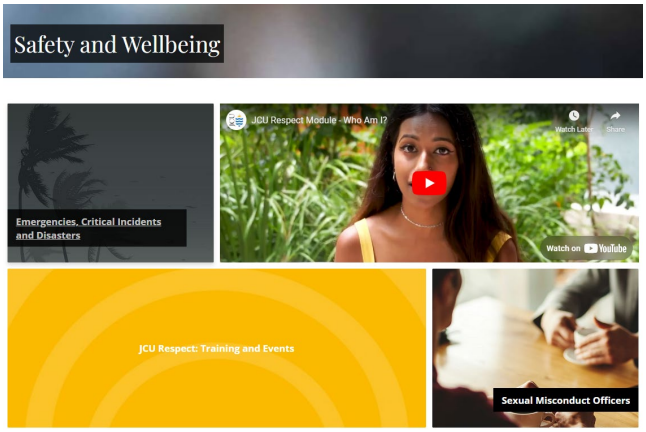
All students complete reminder activities about gender-based violence whist on placement, immediately prior to departure as part of their broader briefing and preparation.

Safety and Wellbeing webpage

The Safety and Wellbeing webpage is the go-to place for any student or staff member relating to JCU Respect, JCU Respect Misconduct Officers, sexist behaviours, sexual harassment, and sexual assault, finding support and making a report or complaint. There is also information on how to respond to disclosures and relevant policy and procedures. The JCU Respect online module mirrors the information in the JCU Respect online module.

[57] Standard 3.16; Standard 3.17

In January 2026, the webpages will undergo a major refresh to update details relating to the new Policy and the inclusion of domestic and family violence into the reporting pathway.



Page Views 2025	Unique Visitors	Returning Visitors	Bounce Rate
Safety and Wellbeing webpage			
2,703	1,771	399	63.29
Bullying, Discrimination and Harassment			
416	489	56	66.43%
Cyber and technology facilitated abuse			
229	206	10	87.5%
Sexual Harassment and Sexual Assault			
639	368	61	41.91%
What is sexual harassment and sexual assault?			
1,813	1529	11	93.17%
What is consent?			
448	312	6	86.39%
JCU Respect Misconduct Officers			
1028	672	153	69.05%
Finding Support			
248	174	17	75%
Support Services			
1,202	784	199	47.7%
Specialist Sexual Assault Support Services			
213	183	27	74.47%
Make a Report			
699	413	85	63.24%
Sexual Misconduct Complaint Information			
254	162	33	54.55%
Guidance for staff and students accused of Sexual Misconduct			
69	49	6	58.62%

Most website page views were up on 2024 numbers, with Support Services and Specialist Sexual Assault Support Services being slight down. Across all pages, there were was a 23.58% increase in page views on 2024. Fewer people are connecting to information via the 'Safety and Wellbeing' landing page.

The main external website that users leave the JCU pages for is the online Sexual Misconduct Report Form that is managed by a third party to provide confidentiality and security (allowing anonymous reports). 127 exits to this page occurred in 2025.

MySafety website

The JCU MySafety website, launched in 2022, is a resource for students who are worried about something that happened during sex, who are concerned about their relationship, or who are trying to help a friend. The website was developed with the University of Melbourne (based on their award-winning site) with funding from the Queensland Department of Justice and Attorney-General's *Investing in Queensland Women* grant program.

JCU Safe App



The JCU Safe App enables the broadcast of critical incident bulletins to all students and staff, and connects to emergency contacts, emergency plans, and reporting forms for accidents, incidents, hazards, and sexual misconduct. There is a chat function to security, bookable security escorts and friend walk. The App was launched in January 2022, and there has been very positive feedback from students about it streamlining access to online reporting.

JCU Safe App usage data

Function	Number of Occurrences 2025
Subscriptions as at 31 Dec 2025	7821
Friend Walk/Virtual Walk/Mobile Blue Light	429
Chats with Security operator	127
Incident reports	35
Work alone sessions	87
Emergency Notifications	
• Weather events	10
• Safety/other	7

Outreach Activities and Events

On campus

During 2025, JCU attended 20 events with our stall (during 3 O-Weeks, and 11 times at the residential Colleges, and on 6 other student and staff occasions). These pop-up stalls create visibility within the university community and are an opportunity to share information and engage in informal discussions with students.



In 2026, plans will include ways to support pop-ups at smaller satellite campuses and in Brisbane and Singapore.

Community

Each year JCU supports the Townsville Sexual Assault Support Service and the Cairns Sexual Assault Service to promote awareness raising activities during Sexual Violence Awareness Month including Reclaim the Night.

Evaluation and Outcomes

The effectiveness of the JCU Respect program is monitored, with feedback from participants and benchmarking with partners informing the content and delivery of activities.[58]

The JCU program is responsible for supporting activity related to JCU's commitment to the elimination of sexual harassment and sexual assault, and follows the three principles of:

- **Strong and courageous leadership** that reverberates through the institution in order to achieve successful and sustainable change.
- **Effective systems are needed** to create a safe and supportive response for individuals who experience sexual harassment or sexual assault and to ensure individuals are accountable for their actions.
- **Education underpins behaviour change** to create a safe, respectful and inclusive culture.

Measuring change across the domains of systems and behaviour is multi-dimensional. The impact of discrete prevention and response activities on changing behaviours or attitudes, whether statements by leaders or mandatory online training, may not necessarily be known immediately following an intervention, and collective norms and behaviours develop over time.

The JCU Respect program draws on broader longitudinal community studies on prevalence of sexist behaviours, sexual harassment and sexual assault, and on social attitudes towards this, in understanding the communities the program engages. Qualitative feedback on activities designed to raise awareness (online module and workshops for example) provide a rich source of data that is used to guide future work and to assess quality of an activity (and whether it was seen as worthwhile).[59] Data on help seeking behaviours is drawn from website data analytics and from qualitative feedback in activities designed to raise awareness (also presented under the Education and Communication section of this Report). [60]

JCU Respect online module evaluation

The JCU Respect online module has been highly valued by students and staff consistently since its introduction in 2019. 2025 evaluations are set out in the graphs below.

In 2025, there was a 3% increase from 2024 in Australian-based students agreeing or strongly agreeing the module is useful, now 91%, with 2% fewer students feeling neutral and 1% fewer disagreeing on this.

There was also an improvement in the perceptions of Australian-based staff in 2025. 97% of Australian staff agreed or strongly agreed the module was useful for students, with 3% feeling neutral, an improvement from 2024 when 1% disagreed that the module was useful for students. Ibn 2025, 2% of Australian-based staff respondents disagreed that the module was useful to them, this position has softened since 2024 when 1% disagreed that the module was useful, and 1% strongly disagreed.

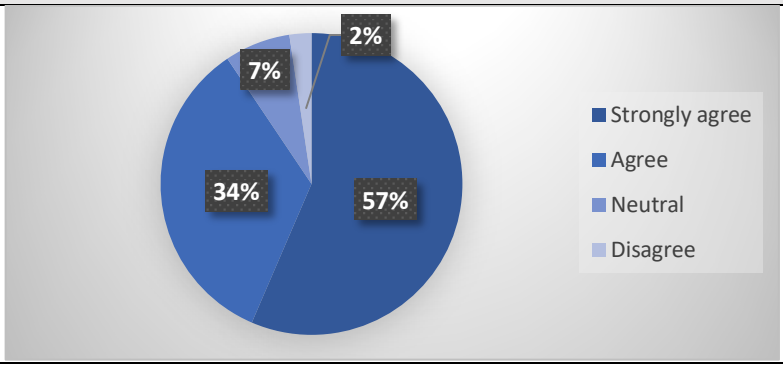
2025 is the first year the module has been deployed in Singapore. Singapore-based staff strongly support the module for themselves and for their students, with fewer neutral responses than for Australian-based staff.

Singapore-based students were slightly less positive than Australian-based students, with 87% of Singaporean students compared to 91% of Australian students agreeing that the model was useful to them, and 3% disagreeing or strongly disagreeing. These figures reflect 2024 student responses in Australia, so there may also be some moderating of the small proportion of negative sentiment in Singapore over time, reflecting the Australian experience.

Australia Staff: The content of the JCU Respect module is useful to me:

- 91% of staff agree or strongly agree that the module was useful to them.
- 7% of staff were neutral.
- 2% of staff disagree that the module was useful to them.

(85 responses 2025)

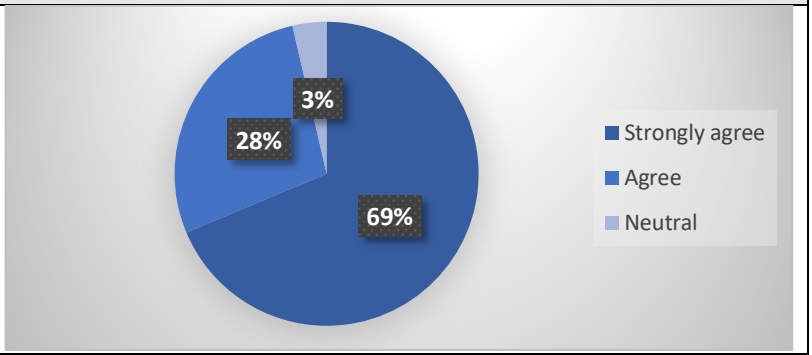


[58] Standard 3.6; Standard 3.7
[59] Standard 3.11; Standard 3.13
[60] Standard 3.10

Australia Staff: The content of the JCU Respect module is useful to students:

- 97% of staff agree or strongly agree that the module was useful to students
- 3% of staff were neutral.

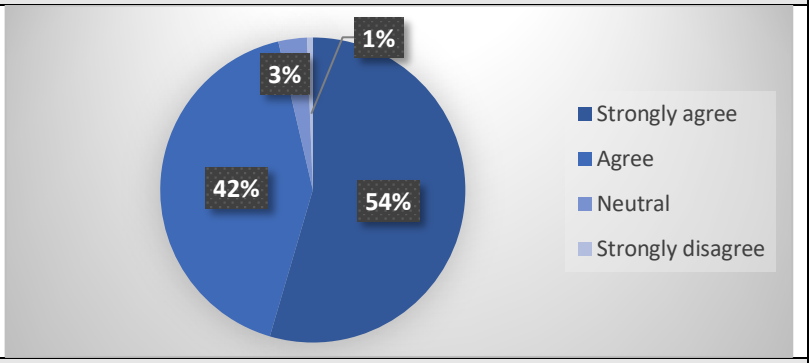
(83 responses 2025)



Singapore Staff: The content of the JCU Respect module is useful to me:

- 96% of staff agree or strongly agree that the module was useful to them.
- 3% of staff were neutral.
- 1% of staff strongly disagree that the module was useful to them.

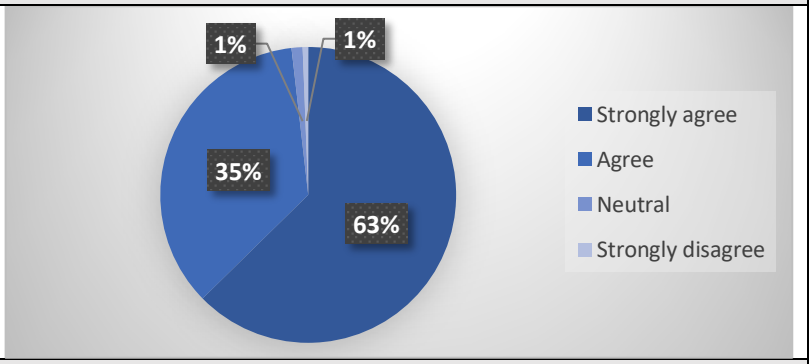
(165 responses 2025)



Singapore Staff: The content of the JCU Respect module is useful to students:

- 98% of staff agree or strongly agree that the module was useful to students
- 1% of staff were neutral.
- 1% of staff strongly disagree that the module was useful to students.

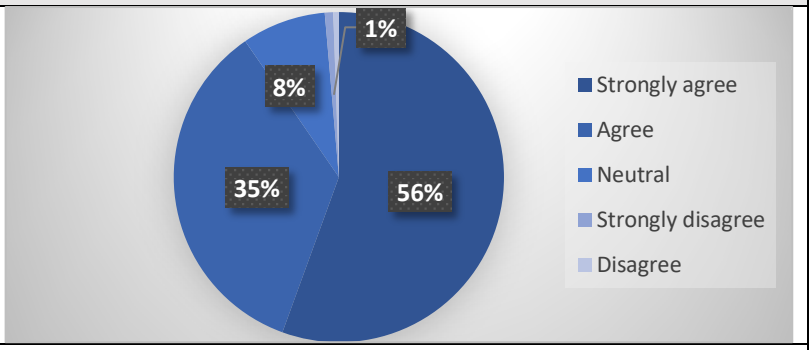
(166 responses 2025)



Australia Students: The content of the JCU Respect module is useful to me:

- 91% of students agree or strongly agree that the module was useful to them.
- 8% of students were neutral.
- 1% of students disagree or strongly disagree that the module was useful to them.

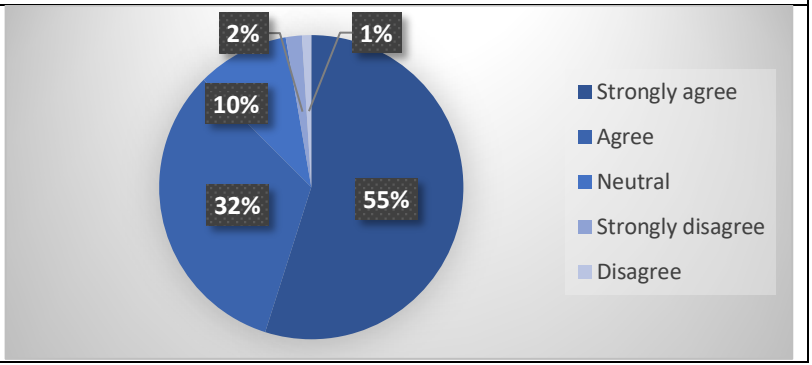
(729 responses 2025)



Singapore Students: The content of the JCU Respect module is useful to me:

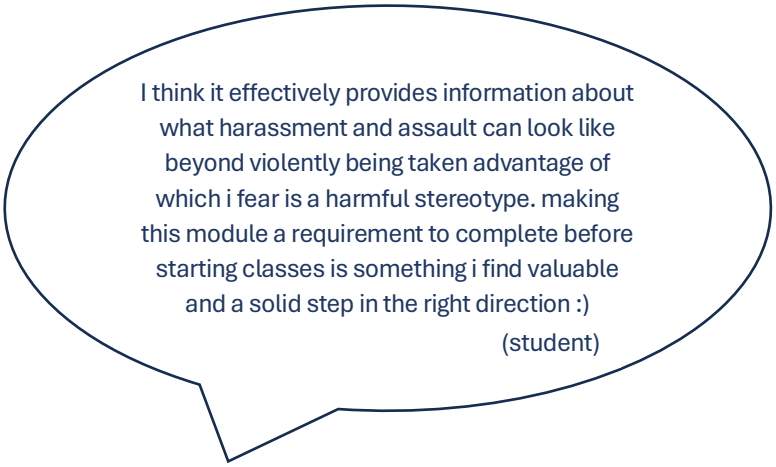
- 87% of students agree or strongly agree that the module was useful to them.
- 10% of students were neutral.
- 3% of students disagree or strongly disagree that the module was useful to them.

(408 responses 2025)



Qualitative feedback from Australia students (73 comments) was overwhelmingly positive, with students expressing appreciation, identifying aspects that personally resonated, as well commenting on the relevance of the materials covered, as per this representative sample:

- 'I am really thankful for providing us with all this information which is very important for everyone to know and understand and helps us out in many different ways.'



- 'The terms were well-defined, scenarios were very helpful in comprehending the information, and the selection of videos provided the idea well.'
- 'Quite informative and reassuring, creating some kind of a 'safe space' for every individual.'
- 'Although difficult at times as it brought up my own experiences of sexual harrassment, a very helpful module and I am glad all students are required to complete it. I thought the part on actions you can take to stop sexual harrassment as a bystander was helpful. Hopefully going through this content will also help some perpetrators who do not realise their behaviour constitutes harassment to realise how uncomfortable they may make others feel.'
- 'Appreciated how in depth the content was. It made the learning experience much easier.'
- 'Very insightful training that is useful and relevant to uni.'
- 'Thank you, this is a really well put together unit, which really drives home the importance of respect. Being a woman and the mother of teenage girls, it was not particularly new to me but very well planned and accessible. I do think that people who engage with it honestly will find benefit and hopefully change.'
- 'I am an Online student but still very relevent .'
- 'It helped me understand what it means to be sexually harrased and how to go about it in case it happens to me or someone confides in me.'
- 'The respect module provided very important awareness and training about unacceptable behaviours and conduct and provided comprehensive teachings and resources associated with responding, referral and reporting… What really resonated with me after completing this module was JCU support emphasis on "the power of education to change lives" and "a respectful and safe workplace and learning environment is everyone's responsibility".'

Qualitative feedback from Australia staff (17 comments) was mainly positive on the quality of the modules, as per this representative sample below:

- 'Good module; short, focused videos; important info highlighted; easy to navigate.'
- 'Clear, respectful and insightful course.'
- 'Well presented material in a variety of formats.'
- 'Excellent training resources.'

Six of the responses provided suggestions for improvement or were negative, including:

- 'For those of us that have undertaken similar training previously, it is a bit on the lengthy side - perhaps an option to 'test out' of some of the early material – the JCU-specific stuff on the other hand was very useful!'
- 'I'd suggest that the wording in Module 4's quiz questions be reviewed for clarity and to support reinforcement of learning.'
- 'While I agree with the principle that all staff and students should undergo training, I am concerned that if an individual completing this was previously a victim, that they may in fact be triggered by the content and regardless of the links you give if they are feeling uncomfortable is there an alternative approach to support people through this process.'
- 'Not all content of the module was useful to me. I found some of it inappropriate.'

Of the 73 comments from Australia students 23% (17 responses) provided suggestions or were negative:

- Technical or administrative issues x 5 comments
- Content is not relevant to online students x 5 comments.
- Module should be more interactive, expanded to cover additional content x 2 comments.
- Quiz questions were tricky x 1 comment
- Cultural safety written into policy and procedure for sexual misconduct x 1 comment
- 'I think consideration should be given to survivors of sexualising assault and rape. Some of this content is triggering and maybe a modified option should be available.' x 1 comment
- 'It is offensive beyond compare to assume that all people need to be assumed to be some sort of monster that needs training in the basics of humanity.' x 1 comment

Qualitative feedback from Singapore students (32 comments) was mostly positive, with students appreciating the module addresses worldwide themes, and provides practical resources, as per this representative sample:

- 'This is a good module and i am really happy to see that JCU takes this very seriously.'

- ‘Good education for university students. Keep going.’

> I do believe that sexual harassment is a serious issue around the world and people need to be aware to this situation. JCU respect module helps me to understand the do's and dont's of sexual consent and it also helps on how to identify the issue and how to resolve it. (student)

- ‘Very informative and educational, I had no idea how to go about such situations since most of the time feels unsafe to intervene and really awkward.’
- ‘I am genuinely so grateful for this module. This is one of the best respect modules I have ever seen... thank you for actually providing amazing resources… so insightful and I learned so much! Thank you for also talking about LGBTQ+ people and the violence that they face. This module needs to be shown to every student and every person worldwide in my opinion. I am so extremely grateful that I live in a time where we have modules like this which provide such concrete examples on what to do, or what not to do. I am really just so full with gratitude. Thank you for having such modules. I have really learned so much.’

Qualitative feedback from Singapore staff (26 comments) was mostly positive (60%) and provided clear and accessible information, as per this representative sample:

- ‘Very helpful indeed in identifying grey areas and our uncertainties.’
- ‘It is good to have the process and procedures outlined in detail. Very eye-opening.’
- ‘The quizzes are very do-able and the content were well presented and to the point.’
- ‘Great job compiling this timely module.’
- ‘This training should be conducted regularly.’

Of the 26 comments from Singapore staff 46% (12 responses) provided suggestions for improvement or were negative, including:

- Include more Singapore content x 2 comments
- I have seen this same content before x 2 comments
- Module should be expanded to cover additional topics x 1 comment
- Promote the module/issue x 2 comments
- Technical or content suggestions x 3 comments
- ‘This training should be conducted regularly.’ x 1 comment
- ‘A bit long’ x 1 comment

Of the 32 comments from Singapore students 28% (9 responses) provided suggestions for improvement or were negative, including:

- Include more Singapore content x 2 comments
- ‘A bit too lengthy’ x 2 comments
- Develop content further x 2 comments
- Module is not relevant or is common sense x 2 comments
- ‘It was an absolute waste of time and effort’ x 2 comments

<u>Respectful Relationship Workshops Evaluations:</u>

Workshop participants provide a wide variety of feedback about content and process through:

- Staying after a workshop to talk with the facilitators.
- Emailing the facilitators directly.
- Raised in GEAR forums.
- Contacting Dean Graduate Research School.

Written participant evaluations are completed at each workshop and are used in continuous reflection and content development. Evaluations are reviewed during the period of workshop delivery to identify any concerns that are necessary to address immediately.

<u>Residential Colleges – Respectful Relationships Workshops evaluation</u>

Written student evaluations have been recorded for workshops from 2019 and have consistently been overwhelmingly positive. Student comments continue to reflect support for interactive workshops, especially the use of scenarios to promote discussion in small and large groups. In previous years, key themes included the representation of LGBTQIA+ specific content and the need for more focus on male-oriented examples and male facilitators. These themes have been addressed in workshop content and were not strong themes in 2024 and 2025 workshop feedback.

Over 2025, there were 649 qualitative feedback forms submitted, with students consistently expressing their appreciation for the discussions.

> I think this workshop was extremely proactive and important to ensure and encourage a safe space and environment for students to feel more comfortable. I think it’s also very informative and enlightening as it gets you to be more alert and aware of such situations. (Residential College student)

- ‘It was a comfortable environment - the group discussions were good.’

- ‘The speakers were well understood and open, making it easy for everyone to engage in meaningful conversations. The blended message format was also better to mix up how we received information.’
- ‘Everyone communicated their ideas and shared interesting views on topics at hand that were educational.’
- ‘Being an international student at uni this session was definitely useful and informative for me. All the info given was very helpful and made me aware of everything i can do if I’m ever in a bad situation.’
- ‘The videos shown were very informative and engaging. The topics covered were very relevant and important for young people to discuss.’
- ‘I feel like you got information about what you should do when it happens and who to go to, and how to support if someone confides in you.’
- ‘Everything was really great, thank you so much again for the helpful information. Really appreciate these talks! :)’

Feedback suggestions often focus on areas for further discussion, for example pornography, a topic that was expanded in the 2024 workshops. In 2025 this topic was expanded further with the use of real-time technology to allow students to respond anonymously to multiple-choice questions. This approach brought more students into the conversation and supported the conversation to develop in different ways.

HDR Candidate Respectful Relationships workshop evaluations

During 2025, 25 HDR Candidates provided written feedback. Feedback was overwhelmingly positive, and particularly support for the interactive nature of the workshops:

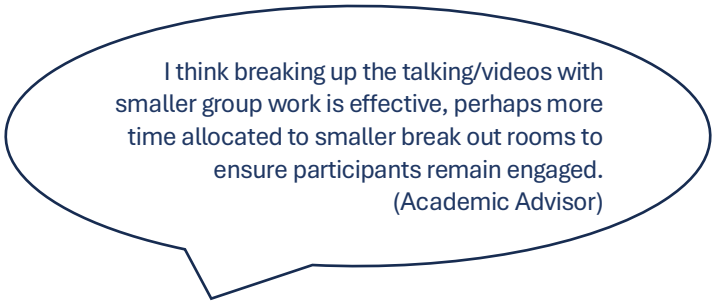
- ‘The content of the workshop was excellent and it covered numerous important topics that need to be discussed and thought about.’
- ‘Getting into small discussion groups and really learning from different perspectives and also knowing that services are available to help.’
- ‘Such an engaging and well presented workshop.’
- ‘Good use of breakout rooms, good use of video and case examples.’
- ‘Face to face training is much better than zoom training.’

Workshops were conducted face-to-face wherever possible in 2025, and this will continue in 2026 as the workshops will be presented in the Research Training Network Intensives for candidates.

Advisor Respectful Relationships workshop evaluations

During 2025, 7 Advisors provided written feedback which was entirely positive, with some suggestions for spending more time in breakout rooms for small group discussion.

- ‘The sessions were short enough to maintain high interest and participation.’
- ‘Interactive elements combined with real-life scenarios.’



- ‘The scenario discussions were interesting.’
- ‘Thank you for the session, it was very helpful and well delivered.’

Residential Colleges – Residents Survey 2025

Students at Unilodge Townsville and Cairns recorded stronger results on sexual harassment training than students staying at other Unilodge-run facilities.

In 2025, Unilodge (Cairns) analysed 100 responses to their residents survey (37% response rate).

The most valued residents result was:
a) sexual harassment training,
b) safety and security,
c) helpfulness and friendliness of staff,
d) overall friendliness of the residence.

- 94% of respondents reported they felt their residence was free of sexual harassment
- 95% reported that if they experienced or observed any bullying, discrimination or sexual harassment, they would know how to access support and assistance.

Unilodge (Townsville) analysed 300 responses to their residents survey (40% response rate).

The most valued residents result was:
a) sexual harassment training,
b) helpfulness and friendliness of staff,
c) accessing support and assistance if experiencing bullying or harassment,
d) price was important in choosing preferred residence.

- 81% of respondents reported they felt their residence was free of sexual harassment,
- 91% reported that if they experienced or observed any bullying, discrimination or sexual harassment, they would know how to access support and assistance.

Strategic Planning 2026–2030

In addition to the planned activity outlined throughout this report and in the Calendar at Appendix 1, the following Strategic Planning priorities are in train for 2026 – 2030. The JCU Respect team will continue to focus on sustainability of the program and strengthening of systems to ensure consistency and alignment.



Strategic program work includes:

- Finalisation of policy, procedure, committee charter and other framework reviews required for compliance against the National Higher Education Code to Prevent and Respond to Gender-based Violence.
- Strengthening the systems needed to ensure consistency and alignment of activity across Australian and Singaporean campuses.
- Improved collaborative online workspace (Microsoft team) for coordination of communication plans and workshops.
- Full refresh of the Safety and Wellbeing webpages, and social media engagement.
- Strengthening of a whole-of-institution approach so that teaching and learning development, and curriculum development systems are aligned with the University's commitment to the elimination of sexual harassment and sexual assault.
- Developing an internal framework for publishing program outcomes in peer-reviewed literature.
- Working with National Student Ombudsman and the Department of Education around sector-level initiatives, reporting and regulation.
- Plan for Internal Audit review in 2027, assessing compliance under National Code and effectiveness of controls.

Appendix 1 Prevention Activity Calendar

MONTH	Residential Colleges Workshops and training	Facilitators and SRG	GRS Workshops	Student outreach/events	JCUSA	Student placements presentation	Respect presentations/training	Meetings	Online module, workshop evaluations and Annual Report	Reporting
JANUARY	Student Leaders Training	Facilitators training		JCUSA Market Day	JCUSA Clubs and Societies Executives training	CMD 'base week' for 4th year rural rotations - last week January 2025	Student Mentor training	AWARE - Singapore - annual phone call	Review Module links	
	RR1 New Students workshops			International students orientation		Vet students - intro week for the large animal rotation 30 Jan 8-9am	Briefing JCUS Staff			
	RR3 Returning Students workshops						Briefing JCUB Staff			
	RA training - Mackay						Briefing JCUB Student leaders			
	Residential College staff - online - last week Jan						Briefing JCUS Student leaders			
FEBRUARY	Student Leaders training			JCUSA Market Day	JCUSA Clubs and Societies Executives training	Midwifery and Nursing 3rd year placement	Student Support Services showcase - Townsville/Cairns	Connect with SSAS and DFV services by phone		
	RR1 New Students workshops			International students orientation		Sports and Ex Sci placements		GRACe meeting		
	RR3 Returning Students workshops			Safer Internet Day - 10 Feb - link to cohersive control						
MARCH	RR3 Returning Students workshops	Facilitators Debrief meeting	Academic Advisors workshop	Pop-up visit to each residential college		Midwifery and Nursing 1st year placement	IERC Student Support Officers		Review workshop evaluations - TR1 and SP1	First quarter reporting to:
	RR1/RR3 catch-up workshops	SRG meeting	HDR Candidates workshop	Internation Women's Day						
	RA training - Mackay									
	Q&A with Student Leaders									
	College Principals catch-up									
APRIL	Frontline Training - Residential College staff - online 1hr				Frontline Training - JCUSA General Manager and student advocates		PD - Frontline Response Training - RMOs, decision makers, HR business partners, ECOs, student		Review module evaluations and content links	
MAY	RR1 New Students workshops			JCUSA Market Day		Vet students - intro week for the large animal rotation 15 May 8-9am				
				International students orientation		Occupational Therapy placements				

				DV Awareness Month						
				Pop-up visit to each residential college						
JUNE	RA training - Mackay		Academic Advisors workshop		Indigenous Nationals - attend athlete team briefing (develop workshop for 2026)			Report to Executive and University Council		
JULY							Security Information Session			
AUGUST		Facilitators training	HDR Candidates workshop		JCUSA General Manager and student advocates	Vet students - intro week for the large animal rotation 21 Aug 8-9am		Specialist gender-based violence services and JCU SEW counsellors - annual catch-up	Review module content, links and evaluations	
		SRG meeting								
SEPTEMBER	RR1 New Students workshops	Facilitators Debrief meeting	Academic Advisors workshop	JCUSA Market Day	UniSport Nationals - attend athlete team briefing (develop workshop for 2026)				Review workshop evaluations - TR2 and TR3	
	RR2 Returning Students workshops			International students orientation						
	Q&A with Student Leaders			Pop-up visit to each residential college						
	RA training - Mackay									
OCTOBER				Sexual Violence Awareness Month						

NOVEMBER	RA training - Mackay		HDR Candidates workshop	UN 16 Days of Activism against Gender-based Violence			CMD Role Players (paid exams and volunteers)		Annual Report preparation	
DECEMBER			Academic Advisors workshop		JCUSA Student Council Induction	CMD Clinical School P&T Staff (Student Placement teams)	Professional Development for RMOs, External Inquiry Officers, decision makers	JCU Respect Team planning meeting	Review content, links and evaluations - report on evaluations	
							Student Placements and Internships	Report to Executive and University Council		
TO BE SCHEDULED						CHS Placements	JCU Vet Staff Briefing (6 monthly)	Vice Chancellors Committee		
							CHS Placements	Academic Board		
								College Exec/Leadership		
								A/Deans Learning & Teaching A/Deans Research A/Deans Research Education		
								Cleaning and Security		