



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

Provider name:	New College and New College Postgraduate Village
Higher Education Principal Executive Officer name and position:	Dr. William Peirson, Master
Plan period:	1 January 2026 to 31 December 2030

1. Statement of commitment

New College and New College Postgraduate Village are university colleges founded on Christian faith and values. As such, they are committed to providing safe working and living environments where all workers and student residents are treated with dignity, courtesy, respect and fairness. There is no place in our communities for harassment in any form (2.8 Harassment, Bullying and Discrimination Policy

https://newcollege.unsw.edu.au/downloads/File/Board_Policies/2.8%20Harassment%20Bullying%20and%20Discrimination%20Approved%202022.11.09.pdf

Consequently, there is no place within our communities for Gender-based Violence: that is any form of physical or non-physical violence, harassment, abuse or threats, based on gender, that results in, or is likely to result in, harm, coercion, control, fear or deprivation of liberty or autonomy. (National Higher Education Code to Prevent and Respond to Gender-based Violence 2025).

The New College Board holds the college Master accountable to ensure that there is a rapid response to any form of harassment, there is ongoing monitoring of the resident communities and that the Board is kept informed of any serious breaches of college policy or procedures.

Biblical Christian belief has always affirmed gender equality (Galatians 3:26-29) within the context of important gendered relationships (Matthew 19:4-6; Ephesians 5:18-33) in which faithful Christian family and church practice may vary in its understanding of gender roles.

2. Provider overview

Our Communities

The New College Communities are presently composed of two university residential colleges, New College and New College Postgraduate Village, both affiliated with the University of New South Wales.

New College is a fully-catered college that is home to 247 full-time undergraduate students (L6, 330 Anzac Parade, Kensington NSW 2033) and was established in 1969. New College Postgraduate Village is a self-catered community that is home to 315 postgraduate and senior undergraduate students (H3, 215A Anzac Parade, Kensington NSW 2033) and opened in 2009.

The colleges are founded on Christian faith and values and so we seek to provide care and support consistent with that faith. We also provide opportunities for students to express their faith and to grow spiritually while they are here. That said, we accept students of all faiths (and none) and encourage open dialogue about beliefs and worldviews. There is no religious test to gain entry to our communities.

Served by a staff team of approximately 80, these colleges aim for student populations with approximately equal numbers of men and women. Correspondingly, these colleges aim to appoint staff, at all levels, with approximately equal numbers of men and women.

Background

Since separation from Robert Menzies College at Macquarie University in 2002, the New College Board in collaboration with the then Master, Professor Trevor Cairney, established two cornerstone, trauma-informed policies to govern student safety in general and possible gendered violence, in particular. These policies were:

2.7 Critical Incident Policy.

2.8 Harassment (now Harassment, Bullying and Discrimination) Policy.)

These policies have guided the colleges' approach to gendered violence since but adapted according to changes in government legislation or UNSW policy.

In 2016 and at the initiative of the UNSW affiliated colleges, a charter was drafted, signed and submitted to UNSW undertaking to adhere to all federal and state laws relating to sexual misconduct; to provide corresponding training for all pastoral staff; to make students in their communities aware of the legal, cultural and individual issues; to make students aware of the risks of alcohol and drugs in relation to sexual misconduct; to intervene early and sensitively to any allegations of sexual misconduct; to make a designated officer at UNSW aware of allegations with possible police intervention; to maintain statistical records of sexual misconduct in their communities; and to partner with UNSW and local authorities to ensure ongoing preventative strategies are maintained.

https://newcollege.unsw.edu.au/downloads/Recommendation_9/Appendix%20B.pdf. Since that time, all instances of sexual misconduct at our colleges have been reported to UNSW accordingly by the Master. Please note that the identities of those involved have not been reported.

A major review was initiated by the colleges' Master in 2017 in response to the Australian Human Rights Commission report regarding sexual misconduct on university campuses. This review was

subject to external comment by the then students' association, alumni and independent external expert Dr. Jackie Burke. (Full documentation is available at <https://newcollege.unsw.edu.au/about/the-new-college-communities/governance/recommendation-9.>)

Appropriate adjustments to college policy and practice were made accordingly. The most significant of these was the introduction of a dedicated induction for incoming students at the beginning of each term which included both formal presentations on sexual misconduct that included scenario discussions. It was required that any romantic relationships between staff and others within the college community be disclosed. It forbade any sexual relationships between staff and students. Where UNSW has made training modules available, our colleges have incorporated these into our student orientation.

3. Planning, engagement and evidence

Engagement

Since 2018, all incoming students have been required to undertake an orientation program. An important component of this has been gaining an understanding of the state Laws in relation to sexual misconduct and the colleges' prohibition of any form of harassment. Incoming students have participated in scenarios relevant to gender-based violence to illustrate the whole-of-college response to inappropriate behaviour.

A staff code of conduct was developed in late 2021 (Available at <https://newcollege.unsw.edu.au/about/the-new-college-communities/governance/policies>) which requires all staff to comply with all college policies.

As part of the development of this present response plan and outcomes framework, the draft documents will be made available for public comment via the college website.

(See <https://newcollege.unsw.edu.au/about/the-new-college-communities#Governance>).

Invitations will be issued to all present student residents, next-of-kin, staff, alumni and friends of the colleges to provide comments on the draft plan and framework to the college Master.

The Master will publish on the website a summary of the comments received, responding with any clarification or amendments, as required.

Data Analysis and Evidence Reviewed

The colleges have maintained records of any incidents of sexual misconduct for more than 20 years as per Board policy. Since 2016, the colleges have provided de-identified summaries of any disclosed incidents of sexual misconduct within their student communities to UNSW. Similar internal records have been maintained in relation to staff. Consequently, there is a longstanding and continuous database of material relevant to assessment of the prevalence of gender-based violence within these communities.

Non-disclosure agreements have never been used by our colleges in dealing with allegations of gender-based violence. This longstanding practice will not change.

Each year, the Deans of Residents and the Master review any incidents that have occurred within that academic year and determine whether any changes are required to college practice, including incoming student inductions, the college handbooks, pastoral team training or means of encouraging disclosure.

Systemic Risks, Barriers and Enablers

The research group (the Centre for Christian Apologetics, Scholarship and Education) within the New College Communities continues to publish a quarterly journal which regularly addresses topics of sexuality, gender and community safety (www.case.edu.au). Of specific relevance to this *Whole-of-Organisation Plan and Framework*, the present college Master published a piece review of the systemic risks, barriers and enablers of threats to wellbeing, in general, and gender-based violence, in particular within residential communities. (See Peirson, W.L., 2019, Wellbeing in communities run by Christian organisations. *CASE Quarterly*. **54**, 9-13, ISSN 1447-7858. Available at https://www.case.edu.au/blogs/case-subscription-library/wellbeing-in-communities-run-by-christian-organisations?_pos=1&_sid=a96c33a2c&_ss=r). This work was based on his (then) five years experience as Dean of Residents thence Master of the New College Communities.

This document is a core reference in the training of our student pastoral leaders (Resident Advisers at New College and Senior Residents at New College Postgraduate Village) which happens prior to each academic year. The core elements of this training are undertaken during a three-day pastoral leader retreat which commenced in 1996 (I. Walker, *pers. comm.*). Initial focus was on incoming students with special needs but gradually developed into a published training manual (https://newcollege.unsw.edu.au/downloads/Recommendation_9/Appendix%20D.pdf). The current version is provided as part of this present review (https://newcollege.unsw.edu.au/about/the-new-college-communities/governance/gender_based_violence).

Our methods for data capture and reducing risk are discussed in Peirson (2019) but summarised in point 3 on page 13, *viz.* "The four key practical elements to encouraging disclosure are:

- a. **Clear definitions of misconduct.**
- b. Commitment by organisational leaders to **responsive action** where allegations are received.
- c. Communication across the entire organisation of **how such Christian principles work in practice**.
- d. Having staff with **dedicated focus** to **monitor community behaviour** and **encourage disclosure**.
... (all) staff should be actively looking out for situations in which members are becoming vulnerable."

While the application is to all forms of misconduct in community, these principles are applicable directly to gender-based violence. As stated previously, the Master and Deans of Residents undertake annual reviews of any gender-based violence incidents and adjust management practice and any training gaps accordingly. Our staff code of conduct (https://newcollege.unsw.edu.au/downloads/File/Board_Policies/Staff%20Code%20of%20Conduct.pdf) enables any changes in expectations of all staff to be communicated directly.

Revision Summary

Subject to the public review of our practices that will be initiated in late 2025, our present understanding is that our present practice encompasses all the requirements of the National Code with the following exceptions:

- a. Incoming employees have not been required to disclose whether they have been the subject of allegations of gender-based violence. Our staff onboarding processes have been changed according to code guidance.
- b. At present, deidentified disclosures of all gender-based violence impacting students are made to UNSW. This will be extended explicitly to include all disclosures relating to college staff.
- c. Provision of alternative accommodation for those disclosing or responding to allegations of gender-based violence has remained an explicit consideration within college practice (https://newcollege.unsw.edu.au/downloads/File/Board_Policies/2.8%20Harassment%20Bullying%20and%20Discrimination%20Approved%202022.11.09.pdf, Section 8, p. 12). Trigger thresholds for provision of alternative accommodation are now defined for compliance with the 48 hour risk assessment process now defined as required by the Code (Standard 7.1 (g)).
- d. While anonymous reports have been permitted explicitly (https://newcollege.unsw.edu.au/downloads/File/Board_Policies/2.8%20Harassment%20Bullying%20and%20Discrimination%20Approved%202022.11.09.pdf, Section 5.4.3), an explicit mechanism to submit anonymous reports has not been made available. This is now available at <https://newcollege.unsw.edu.au/about/contact-us/anonymous>.
- e. It has been our practice to have the designated Dean of Residents lead any investigation as they have the best working knowledge of the community context in which any alleged gender-based violence would take place. Disclosers will formally be offered four different lead investigators for any alleged gender-based violence: (1) Their Dean of Residents; (2) The Dean of Residents of the other New College community; (3) A person designated by UNSW; or (4) Police. External investigators will have the full support and cooperation of our colleges throughout their response.
- f. It has been our practice to encourage gender-based violence disclosures via the designated pastoral care team. This is because we believe that it is the best way of ensuring good support for discloser and respondent, while maximising confidentiality. In view of (e) above, we will correspondingly ensure that students and staff are aware that, apart from the pastoral care team in their college, they can make disclosures to (1) The Dean of Residents of the other New College community; (2) A gender-based violence portal maintained by UNSW; or (3) Police.
- g. While gender equality is foundational to a Biblical Christian understanding of humanity and therefore fundamental to our college practices, we have not had a formal gender equality action plan. This plan is now presented in Section 7 below.

4. Approach

Responding to gender-based violence

Our colleges response to gender-based violence will remain consistent with our longstanding policies and practice. The core elements are:

- 1) Active encouragement of disclosure of any incidents of gender-based violence (Peirson, 2019, p. 13), especially to the designated student pastoral care leaders (Resident Advisers and Senior Residents) who live amongst our students.
- 2) Response to all allegations of gender-based violence as per our longstanding, trauma-informed policies (especially https://newcollege.unsw.edu.au/downloads/File/Board_Policies/2.7%20Critical%20Incident%20Policy%20Approved.pdf and https://newcollege.unsw.edu.au/downloads/File/Board_Policies/2.8%20Harassment%20Bullying%20and%20Discrimination%20Approved%202022.11.09.pdf).

- 3) Ongoing deidentified disclosure to UNSW of any incidents of gender-based violence in our communities as per our formal undertaking in 2016. This will be undertaken according to the procedural requirements of UNSW.
- 4) Implementation of immediate action proportionate to the risk arising from a gender-based violence disclosure with documented completion of a risk assessment within 48 hours. This will happen according to the following interrogated thresholds:
 - a) Where the discloser requests that any form of gender-based violent behaviour stop, there will be immediate, confidential, direct communication with the respondent asking them to be careful not to commit the alleged behaviour.
 - b) Where the discloser says that they do not feel safe, a resident respondent will be required to move to temporary accommodation with the accompanying instruction not to visit the resident location of the discloser without the explicit permission of the Dean of Residents or the Master. Incoming residents will be warned prior to arrival that if there is an allegation of gender-based violence against them by another resident member, they will be required to move to temporary accommodation provided by us.
 - c) If there are obvious indications or received allegations of physical injury to the discloser, emergency hospitalisation will be facilitated so that the matter can be appropriately investigated by medical authorities. According to the wishes of the discloser, the college will issue a statement to police or support the discloser in doing so.
 - d) Where a respondent is formally charged by Police, their membership of and employment by the relevant college will cease and they will not be permitted to re-enter our communities without the permission and direct supervision of the Deans of Residents or the Master.
 - e) Ongoing support for all parties potentially impacted by the alleged incident as per our critical incident policy
[\(https://newcollege.unsw.edu.au/downloads/File/Board_Policies/2.7%20Critical%20Incident%20Policy%20Approved.pdf\)](https://newcollege.unsw.edu.au/downloads/File/Board_Policies/2.7%20Critical%20Incident%20Policy%20Approved.pdf)

Formal investigation may be undertaken outside of the 48 hour window in accordance with the preceding key elements.

Addressing the factors that drive and contribute to gender-based violence

Policies and Procedures

The full list of relevant New College Communities policies and procedures relevant to gender-based violence are available at <https://newcollege.unsw.edu.au/about/the-new-college-communities/governance/policies>. As noted earlier, Policies 2.7 and 2.8 are longstanding, trauma-informed policies that have guided our practice for more than 20 years.

There are specific revisions to college practice that have been prompted by the Code that have been implemented as summarised above.

Risk of gender-based violence arises principally because different people come to live together in our colleges from diverse family, social and cultural backgrounds with differing developmental stages, beliefs, levels of drug and alcohol abuse, mental health risks, interpersonal traumatic histories and emotional regulation skills.

One principal factor mitigating gender-based violence in our communities is the strict management of alcohol and the prohibition of drugs. New College is a dry college and alcohol is prohibited entirely. At NCPV, no drinking of alcohol is permitted in public, except with the express permission of the Dean of Residents or the Master. Of the few incidents of gender-based violence that have

happened in our communities, the abuse of alcohol appears as a disproportionately high contributing factor. Of course, people are allowed to drink outside of the college so this cannot be mitigated entirely.

A second factor mitigating gender-based violence is that all incoming students to our colleges are interviewed by the Dean of Residents, the Assistant Dean or the Master. Incoming student character and ambition are significant factors when determining whether they are going to be good contributors to our communities.

All staff leaving the organisation are interviewed at departure. Any concerns regarding staff safety are addressed. All students are asked to complete either a readmissions survey or a departure survey and are asked directly whether they have any concerns about their experience during their time with us.

Capability and Training

Our pastoral leadership team consists of the Master, the two Deans of Residents and, to a lesser degree, the Dean of Studies. Of these, the Master has had more than 10 years experience in managing residential communities and issues surrounding gender-based violence. He has published a series of articles relating these issues and supervises CASE, which has published substantial material relating to gender, violence and community management.

The two Deans of Residents have worked with the Master for seven and five years respectively. Initially, their management of gender-based violence issues was closely supervised by the Master but, in recent years, they have developed their own initiatives to minimise any incidents of gender-based violence in their communities and engage actively with published literature on the management of gender-based violence in communities.

The Dean of Studies has had two years in the role. He is appropriately briefed on any gender-based violence incidents and participates in the training of our student resident leaders accordingly.

Consequently, we have a strong leadership team with a track record of good and transparent management of any gender-based violence issues in our communities.

The leadership team are overseen by the New College Board which includes members with substantial experience in responding to gender-based violence, community life and community management.

In general, our student leadership teams are composed of senior students who will only spend one or two years in the role. The beauty of this approach is that the Resident Advisers or Senior Residents are close in age and study stage to those to whom they are offering pastoral care. Consequently, they are a principal and accessible point of disclosure. These students undergo at least four days of training at the commencement of academic year. Critical incidents, in general, and gender-based violence, in particular, are important topics in which they receive instruction from the Deans of Residents and the Master.

All incoming students receive training in relation to gender-based violence. As stated earlier, any training programs provided by UNSW are incorporated, where these have been available. Important elements of our gender-based violence training are: the college policies in relation to gender-based violence; NSW law in relation to gender-based violence (this is particularly important for

international and interstate students as the law changes according to jurisdiction); and, scenario-based sessions relating to gender-based violence which encompass the roles of disclosers, respondents, bystanders, the pastoral care teams, the Deans of Residents and the Master.

The New College Communities value the research culture that comes from being part of a major international university – especially where one of these communities is the university's postgraduate village. Consequently, the senior staff engage actively with new developments in the prevention of gender-based violence in communities. This is evidenced by present and former Masters' track records in this area. The Deans also have their own research and training programs, exploring how to better care and serve residential communities. The senior staff are regular participants in national and international meetings of university residential college communities, contributing actively to discussions on the prevention of gender-based violence.

Ongoing Monitoring and Evaluation with Continuous Improvement

The Master is required to report all critical incidents to the Board. Consequently, there has been continuous review and upgrades to the college policies relating to gender-based violence.

As noted previously, the Master and the Deans of Residents meet annually to review practices in the light of any changes in Policy and any incidents in the preceding 12 months. The objective of these reviews is to minimise any possibility of gender-based violence occurring in the upcoming year.

As part of the review by the Master and the Deans of Residents, appropriate changes to the pastoral retreat and incoming student training are made for each new academic year.

The pastoral student teams meet weekly with the Dean of Residents to review any concerns about behaviour within the communities in relation to gender-based violence. Of course, any disclosures to members of these student teams are immediately escalated (now) via their selected investigative pathway (see *Revision Summary Point e* above). To ensure compliance with our Critical Incident Policy, the Dean of Residents will be briefed by the pastoral leader so that appropriate pastoral support can be offered to those potentially impacted.

The Master meets fortnightly with the Students Association of New College so that they can raise directly any matters relating to student safety, including gender-based violence.

The Master meeting weekly with each Dean of Residents to ensure that there is transparency within the leadership team on gender-based violence issues.

There are two student and two Dean duty phones (one for each college) which are monitored 24/7. The two Dean duty phones are carried by two separate members of the leadership team who are designated to be on duty after hours.

The New College Communities Staff Code of Conduct requires that all staff report any immediately any inappropriate or unlawful behaviour as per college policy.

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

Effective governance and a whole-of-organisation approach, prioritising safety and support, in the prevention of and response to gender-based violence

Action	Responsible	Timeline	Resources
Ongoing review of college policies relevant to gender-based violence	The Board	Active	Eight Board meetings per year Board Policy subcommittee
Implementation of college policies relevant to gender-based violence	The Master	Active	Weekly leadership team meetings
Deidentified reporting of any gender-based violence disclosures within our communities (including both staff and students) to UNSW	Master	Active	University reporting facility

Environments are safe, and systems continuously improve to prevent and respond to gender-based violence

Action	Responsible	Timeline	Resources
Environments are student accommodation. Please see response table below.			

Build knowledge and capability to safely and effectively prevent and respond to gender-based violence

Action	Responsible	Timeline	Resources
Minuted weekly and fortnightly meetings with senior students to monitor any developing concerns regarding student safety	Master	Active	Scheduled meetings
Annual reviews by leadership team of any gender-based violence incidents	Master and Deans	Active	Leadership team availability
Annual training of pastoral teams	Master and Deans of Residents	Active	Budget and pastoral team availability
Annual training of incoming students	Master and Deans of Residents	Active	Allocated times in O'Week and Week 1 of each term
Annual training of incoming staff and visitors	Master and Bursar	Active	Staff code of conduct and visitor code of conduct
Exit surveys for staff and students with explicit questions regarding any risks to personal safety	Master	Under implementation for 2026	

Responses and support services are safe and person-centred

Action	Responsible	Timeline	Resources
Ongoing training of pastoral staff training in trauma-informed practices	Master	Active	Retreats for pastoral care student staff. On-the-job and formal training of senior staff
Availability of pastoral care teams to receive allegations of gender-based violence	Pastoral care team	Active	Maintained rosters
Availability of two leadership team members to receive allegations of gender-based violence 24/7	Leadership team	Active	Leadership team roster
Executive decision in relation to matters of gender-based violence	Master	Active	Acting Master designated when Master is unavailable.

Gender-based violence responses are safe and timely

Action	Responsible	Timeline	Resources
Implementation of thresholds in relation to gender-based violence thresholds for accessing alternative accommodation requirements.	Deans of Residents	Active	College budget to cover possible alternative accommodation for respondent
Formal reporting consistent with the Harassment, Bullying and Discrimination Policy	Master	Active	Availability of Deans of Residents to investigate and formally report
Formal attention to anonymous disclosures	Master's EA	Active	Availability of Master's EA and others, as appropriate, to address the concern.
Multiple options for disclosing and subsequent investigation	Deans of Residents UNSW nominee Police	Active	Availability of Deans of Residents, UNSW nominee and Police

Use evidence to approach, measure change and contribute to the national evidence-base

Action	Responsible	Timeline	Resources
Deidentified reporting of any gender-based violence disclosures within our communities (including both staff and students) to UNSW	Master	Active	University reporting facility
Annual reviews by leadership team of any gender-based violence incidents, including updating college procedures to incorporate any concerns expressed by disclosers or respondents.	Master and Deans	Active	Leadership team availability

Student accommodation is safe for all students and staff

Action	Responsible	Timeline	Resources
Working with Children checks for all pastoral staff dealing with under 18s	Bursar	Active	Part of appointment procedures
Provisions within the staff code of conduct prohibiting any form of gender-based violence	Master	Active	Part of appointment procedures and a condition of ongoing employment.
Provisions within the contractor code of conduct prohibiting any form of gender-based violence	Master	Active	Condition of engagement
Where bathrooms are shared, these are designated by gender. Any possibility of changing this arrangement was rejected by college women in 2017.	New College Dean of Residents	Active	Facilities are available
Appropriate bathroom facilities for any transgender students, staff or visitors	Master	Active	Facilities are available
Deidentified reporting of any gender-based violence disclosures within our communities (including both staff and students) to UNSW	Master	Active	University reporting facility
Risk assessment of any college activities involving the consumption of alcohol	Deans of Residents	Active	Student and staff team preparation/review time.
Gender-based violence training for all incoming students	Deans of Residents	Active	Allocated time with students in O'Week or Week 1 of each term.
Trauma-informed management of any gender-based violence incidents	Master	Active	Priority action for Deans of Residents

6. Outcomes Framework

Note: Under the National Code, the provider must report against the Outcomes Framework to its Governing Body every 6 months.

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
Effective governance and a whole-of-organisation approach, prioritising safety and support, in the prevention of and response to gender-based violence	Governance transparency	Reports to Board	Accurate disclosures
		Reports to UNSW	Accurate disclosures
	Staff and students feeling safe	Exit interview – staff	Any expressed concerns
		Exit survey - students	Any expressed concerns
Environments are safe, and systems continuously improve to prevent and respond to gender-based violence	Regular meetings with students	<i>Documented check ins by pastoral student leaders</i>	<i>Report comments</i>
		<i>Minuted meetings with other senior student groups</i>	<i>Minute records</i>
	Review of college practices by Deans, Master and Board	<i>Updates to college handbooks and training</i>	<i>New editions for each academic year</i>
		<i>Board minutes</i>	<i>Minutes recorded</i>
Build knowledge and capability to safely and effectively prevent and respond to gender-based violence	Student training	<i>O'Week and Week 1 incoming student event documentation</i>	<i>Annual review and new edition</i>
		<i>O'Week and Week 1 incoming student events</i>	<i>Records of compulsory participation</i>
	Staff training	<i>Student pastoral leader retreats</i>	<i>Records of compulsory participation</i>
		<i>Staff leadership meetings</i> <i>Formal training</i>	<i>Leadership meeting minutes</i> <i>Course and workshop participation</i>
Responses and support services are safe and person-centred	Adequate support is provided	<i>Investigating officer's report</i>	<i>Review of investigating officer's report</i>

		<i>Critical incident support</i>	<i>Master' reports to Board</i>
	<i>Discloser's wishes are respected</i>	<i>Investigating officer's report</i>	<i>Review of investigating officer's report</i>
		<i>Offer of alternative investigative paths</i>	<i>Pastoral care students under the supervision of Deans of Residents</i>
Gender-based violence responses are safe and timely	<i>48 hour risk assessment process</i>	<i>Investigating officer's report</i>	<i>Review of investigating officer's report</i>
	<i>Appropriate escalation according to incident thresholds</i>	<i>Investigating officer's report</i>	<i>Review of investigating officer's report</i>
Use evidence to approach, measure change and contribute to the national evidence-base	<i>Governance transparency</i>	<i>Reports to Board</i>	<i>Accurate disclosures</i>
		<i>Reports to UNSW</i>	<i>Accurate disclosures</i>
	<i>Annual leadership team meetings</i>	<i>Updates to college handbooks and training</i>	<i>New editions for each academic year</i>
		<i>O'Week and Week 1 incoming student event documentation</i>	<i>Annual review and new edition</i>
Student accommodation is safe for all students and staff	<i>Please refer to earlier table items</i>		

7. Gender Equality Action Plan/s

Name and tenure: 2026 gender equality action plan (GEAP) for New College and New College Postgraduate Village

Authorising agency: Federal Department of Education

Revision commitments: Revision by 30 June 2026.

Organisation name	New College and New College Postgraduate Village
Total number of employees (and full time equivalent FTE), as at 30 June 2025	Total employees: 82 (approximately but varies significantly during the year) Total FTE: 50
Location (metropolitan, regional or rural. If other, please specify)	Metropolitan

I confirm that:

- I am the head of organisation (CEO or equivalent)
- I have reviewed and approved the submission of this gender equality action plan (GEAP) on behalf of my organisation (as named above), and I attest that the implementation of the GEAP will be adequately resourced as required under the Gender Equality Act (2020).

Any comments?	Not necessary
Name	William Leslie Peirson
Role title	Master, New College and New College Postgraduate Village
Signed	
Date	12 December 2025

(a) Section 1: Use insights from your previous gender equality work

The New College Communities have not previously undertaken a gender equality action plan. These organisations serve the UNSW broader community but internally, the more than 560 students who share life with us are, overwhelmingly, our largest head count.

Since 1973, the New College administration has endeavoured to see our communities comprised of equal numbers of men and women. Over the past 20 years, approximately equal numbers have been achieved each calendar year.

New College and New College Postgraduate Village are university colleges founded on Christian faith and values. We welcome people of many different backgrounds and of all faiths and none. Biblical Christian belief has always affirmed equality of people irrespective of background (Galatians 3:26-29), and especially gender, within the context of important gendered relationships (Matthew 19:4-6; Ephesians 5:18-33). Faithful Christian family and church practice may vary in its understanding of gender roles within this context.

As a consequence of our pastoral responsibilities to the many men and women who share life with us, Board and staff appointments are made with the conscious intention of endeavouring to appoint equal numbers of men and women. Of course, this is not always possible due to limitation within the pool of applicants who apply.

The importance of respecting transgender people and people of differing sexual attraction is explicit in our longstanding and cornerstone policies (especially https://newcollege.unsw.edu.au/downloads/File/Board_Policies/2.8%20Harassment%20Bullying%20and%20Discrimination%20Approved%202022.11.09.pdf).

Our communities comprise many young people who are away from their families for the first time. Consequently, they are often exploring matters of faith and other beliefs, including those related to gender and sexual behaviour. Our college practice is to allow young people opportunity to work through these issues in a safe environment where harassment, bullying and discrimination are explicitly avoided. While diverse beliefs relating to gender and sexually are publicly acknowledged, the college administration is careful not place expectations individuals to believe, signify or conform to particular beliefs regarding gender and sexually.

(b) Section 2: Processes, record keeping and governance

When forming our university student residential communities each year, the Deans of Residents, under the supervision of the Master, purposefully recruit communities that are approximately 50% women and 50% men. This is evidenced by the community summaries that are circulated by the Deans of Residents to staff each year.

The consequential but unstated practice of our colleges has been to aim to appoint leadership teams that represent both genders equally both in number and seniority. Appropriate staff appointments are subject to the composition of the pool of applicants. This practice has been implemented for the appointment of senior students engaged in pastoral care and academic support, to senior staff and up to the governing Board level. This is evidenced by the photos of appointed staff in the foyer and the formal records maintained on our website.

Whilst this has been our college practice for decades, it has not been formal policy of the college Board. Appropriate modifications to our policies (especially 1.1) are planned for early 2026.

Our present ambition of recruiting and appointing equal numbers of men and women will continue as is but will shortly be formal policy, subject to Board approval.

(c) Section 3: Leadership commitment

Biblical Christian belief has always affirmed gender equality (Galatians 3:26-29) within the context of important gendered relationships (Matthew 19:4-6; Ephesians 5:18-33) in which faithful Christian family and church practice may vary in its understanding of gender roles.

Until Ruth's death in August 2024, Ruth and Bill Peirson had a partnership of more than 40 years of youth, community and, eventually, college leadership together. The statement in the preceding paragraph framed their leadership partnership and was central to their management of safe but vibrant communities, and their mentoring of young men and women.

Following her death, the Ruth Peirson Prize for Languages was established within the New College Communities, encouraging men and women alike to aspire to learn languages other than their mother tongue, and so come to much better understanding of other family, social, belief and cultural backgrounds.

Although the Master holds a substantial academic track record, this prize, Ruth's own academic achievements and her continual participation in important academic and community events emphasised the importance of the advancement of both women and men.

The Master continues to hold Biblical respect for gender diversity and gender equality as important foundational principles of good community and academic excellence. His position reflects is entirely consistent with that of the governing Board who are responsible for the policies enacted for the New College communities.

(d) Section 4: Confirm consultation groups

You must consult with your...	Confirm yes or no	If no, why not?
<u>Governing body</u> (if your organisation has one)	Yes	
Employees	Yes	
<u>Employee representatives, including relevant trade unions</u>	Yes	
<u>Other relevant people</u>	Yes	Students, parents of students, friends and alumni of our colleges.

(e) Section 5: Document your consultation process

This draft GEAP was published publicly on the college website at https://newcollege.unsw.edu.au/about/the-new-college-communities/governance/gender_based_violence.

Its draft status is principally due to the short time frames imposed by the requirements of the National Higher Education Code to Prevent and Respond to Gender-based Violence.

All groups stated above were invited to review and comment on this draft GEAP.

The Master will publish a summary of the received comments with his response in early 2026.

(f) Section 6: Findings from your consultation

Gender equity is actively practiced within the New College communities as evidenced by our recruitment records of students and staff.

It has not previously been enunciated publicly.

This draft GEAP will be revised by the Master to incorporate a formal analysis of remuneration page gap by occupation group and comments received from our stakeholders in early 2026.

(g) Section 7: Consider the gender equality principles

As stated earlier, the New College Communities aim to appoint both men and women, in approximately equal numbers to leadership positions and senior leadership positions.

(h)Section 8: Consider the gender pay equity principles

At New College and New College Postgraduate Village:

- employees doing the same work (or different work of equal or comparable value) get paid the same amount
- pay and conditions are assessed in a non-discriminatory way – valuing skills, responsibilities and working conditions in each job
- organisational structures and processes provide all staff equal access to training, promotions or flexible working arrangements.

(i) Section 9: Consider intersectionality

New College Communities 2.8 Harassment, Bullying and Discrimination Policy expressly forbids discrimination on the basis of race, including colour, nationality, descent, and social origin; sex and sexual orientation; age; physical or mental disability; marital status; family or carer's responsibilities; pregnancy or breastfeeding; religion or political belief or activity.

There is therefore conscious consideration and avoidance of any potential issues arising from intersectionality in college decision making.

(j) Section 10: Make a case for change and create a vision

Our college communities' vision states *To be known as the premier family of university residential colleges in Australia — communities that, through our Christian foundations, inspire intellectual, moral and spiritual development to prepare men and women for service and leadership.*

This vision explicitly states that our vision is for the development and advancement of both men and women.

The only case for change is a change to present college policy expressing an aspiration of equal gender representation in leadership. This change reflects both our vision and practice. It will be made, subject to the approval of the governing Board, during 2026.

(k) Section 11: Identifying underlying causes of gender inequality

Apart from prejudicial behaviour emerging within our communities, there are no other underlying causes of gender inequality.

As stated earlier, longstanding college practice has been recruitment and appointment of equal numbers of students, staff and senior staff by gender, subject to the pools of appropriate applicants.

In any appointment process, gender equality has been both a verbalised consideration and a comfortable aspect of the conversation by those participating in the appointment process.

(I) Section 12: Analysing your data and documenting your strategies

(m) Indicator 1: Gender composition of all levels of the workforce

i) Describing the problem

Analyse audit data	Critical performance measures: Gender composition of the duty holder organisation in 2025: The duty holder organisation New College (ACN 000 333 782) Of the members of the company: The Chair and Deputy Chair are both women. The remaining members are composed of one woman and three men. Gender composition of part time workers in the duty holder organisation in 2025: The part time workers composition was 48% women and 52% men. Gender composition of senior leaders in the duty holder organisation in 2025: The gender composition of the senior leaders (Master, Deans, Bursar) is two women, three men.
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ii) Setting metrics

Measures	<p>(1) Critical performance measures: Gender composition of the duty holder organisation. Gender composition of part time workers in the duty holder organisation. Gender composition of senior leaders in the duty holder organisation.</p> <p>(2) Additional measures (optional): None are necessary.</p>
Target/s (recommended)	Consistent with earlier statements, our overarching ambition is an equal split. That outcome continues to be achieved within the margin of appointment in a small organisation.

iii) Strategies

Strategy	Responsible (recommended)	Timeline (recommended)	Related to other indicators? (recommended)
Continue to appoint staff and student leadership cohorts which are as close to evenly split as possible, subject to pools of suitable applicants	Master	Active	Student cohort.

(n)Indicator 2: Gender composition of the governing body

i) Describing the problem

Analyse audit data	Critical performance measures: Gender composition of the duty holder organisation's governing body in 2025: The New College Board is composed of a woman Chair, a woman Deputy Chair, two other women and five men members.
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ii) Setting metrics

Measures	(1) Critical performance measures: Gender composition of the duty holder organisation's governing body.
Target/s (recommended)	(2) Additional measures (optional): None are necessary.

iii) Strategies

Strategy	Responsible (recommended)	Timeline (recommended)	Related to other indicators? (recommended)
Continue to appoint staff and leader cohorts which are as close to evenly split as possible, subject to pools of suitable applicants	Master	Active	Student cohort.

(o) Indicator 3: Equal remuneration for work of equal or comparable value across all levels of the workforce, irrespective of gender

i) Describing the problem

Analyse audit data	<p>Critical performance measures:</p> <p>Mean total remuneration gender pay gap by occupation group in 2024/2025: TBD</p> <p>Mean total remuneration senior leader gender pay gap in 2024/2025: \$38022</p> <p>Supplementary measures:</p> <p>Mean base salary pay gap in 2024/2025: M-F=\$3343</p> <p>Median total remuneration pay gap in 2024/2025: M-F=\$17876</p> <p>Median base salary pay gap in 2024/2025: M-F=\$7184</p>
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ii) Setting metrics

Measures	<p>(1) Critical performance measures:</p> <p>Mean total remuneration gender pay gap by occupation group.</p> <p>Mean total remuneration senior leader gender pay gap.</p> <p>(2) Supplementary measures:</p> <p>Mean base salary pay gap.</p> <p>Median total remuneration pay gap.</p> <p>Median base salary pay gap.</p> <p>(3) Additional measures (optional):</p>
Target/s (recommended)	<ul style="list-style-type: none">employees doing the same work (or different work of equal or comparable value) get paid the same amountpay and conditions are assessed in a non-discriminatory way – valuing skills, responsibilities and working conditions in each joborganisational structures and processes provide all staff equal access to training, promotions or flexible working arrangements.

iii) Strategies

Strategy	Responsible (recommended)	Timeline (recommended)	Related to other indicators? (recommended)
<p>Implementation of Policy 2.8 Harassment, bullying and discrimination policy “New College promotes a positive workplace and college environment that is free from any form of ... discrimination... and ensuring an environment where all members of the College can function effectively and participate fully in their respective areas.”</p>	Master	Active	Student survey responses relating to safety in college

(p)Indicator 4: Sexual harassment in the workplace

i) Describing the problem

Analyse audit data	<p>Critical performance measures:</p> <p>Anonymous experience rate of sexual harassment in 2025: none reported.</p> <p>Number of formal reports of sexual harassment in 2025: none amongst staff</p> <p>Supplementary measures:</p> <p>Participants who said they reported sexual harassment in 2025: none for staff</p> <p>Reasons for not making a formal sexual harassment complaint in 2025: N/A</p> <p>Satisfaction with handling of workplace sexual harassment complaint in 2025: N/A</p> <p>Satisfaction with handling of formal workplace sexual harassment complaint in 2025: N/A</p>
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ii) Setting metrics

Measures	<p>(1) Critical performance measures:</p> <p>Anonymous experience rate of sexual harassment:</p> <p>Number of formal reports of sexual harassment</p> <p>(2) Supplementary measures:</p> <p>Participants who said they reported sexual harassment:.</p> <p>Reasons for not making a formal sexual harassment complaint:</p> <p>Satisfaction with handling of workplace sexual harassment complaint:</p> <p>Satisfaction with handling of formal workplace sexual harassment complaint:</p> <p>(3) Additional measures (optional):</p>
Target/s (recommended)	<ol style="list-style-type: none">1. All staff encouraged to report any incidents of sexual harassment that they observe or experience.2. No disclosures of sexual harassment.3. No anonymous disclosures of sexual harassment.

iii) Strategies

Strategy	Responsible (recommended)	Timeline (recommended)	Related to other indicators? (recommended)
Confidential survey of staff regarding safety in the workplace	Master	By March 2026	Similar surveys of resident students

(q) Indicator 5: Recruitment and promotion practices in the workplace

i) Describing the problem

Analyse audit data	<p>Critical performance measures:</p> <p>Gender composition of recruited employees in 2025: One woman and two men were appointed during 2025.</p> <p>Gender composition of employees who were promoted in 2025: A woman was promoted from deputy team leader to team leader.</p> <p>Perceptions of recruitment, by gender in 2025: Very limited data</p> <p>Perceptions of promotion, by gender in 2025: Very limited data</p>
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ii) Setting metrics

Measures	<p>(1) Critical performance measures:</p> <p>Gender composition of recruited employees.</p> <p>Gender composition of employees who were promoted.</p> <p>Perceptions of recruitment, by gender.</p> <p>Perceptions of promotion, by gender.</p>
Target/s (recommended)	Organisational structures and processes provide all staff equal access to training, promotions or flexible working arrangements evaluated via reporting of staff experience during annual performance reviews.

iii) Strategies

Strategy	Responsible (recommended)	Timeline (recommended)	Related to other indicators? (recommended)
Annual review of staff perceptions of opportunity for personal advancement	Supervisors	By 30 June 2026	Expenditure of the staff training budget

(r) Indicator 6: Availability and utilisation of terms, conditions and practices relating to: family violence leave, flexible working arrangements, and working arrangements supporting employees with family or caring responsibilities

i) Describing the problem

Analyse audit data	<p>Critical performance measures:</p> <p>Average weeks of parental leave, by gender in 2025: 12 weeks for one woman.</p> <p>Uptake of flexible work, by gender in 2025: Two women, one man.</p> <p>Perceptions of flexible work culture, by gender in 2025: Not presently assessed</p> <p>Supplementary measures:</p> <p>Gender composition of parental leave takers in 2025: One woman.</p> <p>Gender gap in carer's leave in 2025: No carer's leave taken.</p>
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ii) Setting metrics

Measures	<p>(1) Critical performance measures:</p> <p>Average weeks of parental leave, by gender.</p> <p>Uptake of flexible work, by gender.</p> <p>Perceptions of flexible work culture, by gender.</p> <p>(2) Supplementary measures:</p> <p>Gender composition of parental leave takers.</p> <p>Gender gap in carer's leave.</p>
Target/s	Staff understanding of flexible working arrangements within our colleges.

iii) Strategies

Strategy	Responsible (recommended)	Timeline (recommended)	Related to other indicators? (recommended)
Incorporation of a discussion of flexible working arrangements within annual performance reviews.	Supervisors	By 30 June 2026	Staff job satisfaction as expressed in staff individual APRs

(s) Indicator 7: Gendered segregation within the workplace

i) Describing the problem

Analyse audit data	Critical performance measures: Occupational gender segregation in 2025: Our housekeeping and administrative staff are majority women but this reflects the suitable applicant pool. Our maintenance staff are predominantly men, although with a woman supervisor.
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ii) Setting metrics

Measures	(1) Critical performance measures: Occupational gender segregation.
Target/s	Appointment of staffing group cohorts which are as close to evenly split by gender as possible, subject to pools of suitable applicants. This will be evidenced by minutes of appointment committees.

iii) Strategies

Strategy	Responsible (recommended)	Timeline (recommended)	Related to other indicators? (recommended)
Minuted consideration of gender balance as part of appointment processes	Bursar	By March 2026	50:50 gender split of appointed student leaders.

(t) Additional areas of focus:

i) Describing the problem

Analyse audit data	This will be assessed by anonymous staff survey by March 2026
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ii) Setting metrics

Measures	(1) Performance measures: TBD
Target/s	

iii) Strategies

Strategy	Responsible (recommended)	Timeline (recommended)	Related to other indicators? (recommended)

(u) Section 13: Identifying current and required resources

The resources required are almost entirely business-as-usual.

Dedicated resources will be applied to undertaking confidential staff surveys.

(v) Section 14: Developing a resourcing plan

There are two principal actions required to implement this plan:

1. Undertaking annual anonymous staff surveys of experience in relation to gender equality.
2. Incorporation of review of gender equality initiatives within the annual performance reviews.

(w) Any other additions or comments

This is a preliminary assessment. It will be refined and updated during 2026.