

## 3 - Chancellor's Report

**\*3 CHANCELLOR'S REPORT**

**PURPOSE** To consider a report from the Chancellor

**PREPARED BY** Executive Officer, Office of the Chancellor

**SPONSOR** Chancellor

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**RECOMMENDATION** That Council **note** the report from the Chancellor.

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**ACTION REQUIRED**

For discussion     For decision     For information

**SPEAKER**

The Hon Julie Bishop, Chancellor

**CONFIDENTIALITY**

Confidential     Not Confidential

**COUNCIL COMMITTEE / ACADEMIC BOARD CONSIDERATION**

<input type="checkbox"/> Finance	<input type="checkbox"/> Audit & Risk	<input type="checkbox"/> Campus Planning
<input type="checkbox"/> Student Safety & Wellbeing	<input type="checkbox"/> Honorary Degrees	<input type="checkbox"/> Academic Board

**GOVERNANCE / MATERIALITY**

The Chancellor's Report provides Council with an understanding of the current status and position of the broader University and provides context for the initiatives and issues it is considering.

It also provides Council with an update on the activities undertaken by the Chancellor's office.

**RISK**

The Chancellor's report ensures the Council has oversight of the Chancellor's activities and understands the University's broader strategic operating environment.

**BACKGROUND**

The Chancellor's Report provides a summary of activities between Council cycles. This Report will include activities from March to May 2025.

**SUMMARY OF ISSUES**

A verbal report from the Chancellor will be provided to Council at the meeting.

**COMMUNICATION**

For public release     For internal release     Not for release

**ATTACHMENTS**

Nil

## C4 - Vice-Chancellor's Report

**ITEM 4. VICE-CHANCELLOR'S REPORT**

**PURPOSE** Vice-Chancellor's Report

**PREPARED BY** Executive Officer

**SPONSOR** Vice-Chancellor

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**RECOMMENDATION** That Council **note** the Vice-Chancellor's Report.

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**ACTION REQUIRED**

For discussion     For decision     For information

**CONFIDENTIALITY**

Confidential                       Not Confidential

**BACKGROUND**

The Vice-Chancellor's Report provides a summary of activities between committee cycles. This Report will include activities from June to July 2025 and is divided across four key themes: finance, engagement, culture and operations. This will be supplemented with a verbal report at the meeting.

**SUMMARY OF ISSUES**

**Overview**

- Parliament formally opened on Tuesday 22 July 2025 which means the University's Senate Estimates cycle is expected to kick off from the next few weeks.
  - Over July, the Vice-Chancellor has met with members of Parliament to nurture dialogue and build consensus on the University's mission and key priorities.
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- Annual Reports:
  - The ANU 2024 Annual Report has been submitted to the Minister (mid-April). The University received approval from the Minister for it to be tabled in Parliament within the next couple of weeks.
  - On 30 June, ANU submitted its annual Workplace Gender Equality Agency Report.
  - The 2025 Modern Slavery Statement is due to be published in coming weeks and the Environmental Sustainability Plan has recently been consulted with relevant Committees for finalisation.
  - The ANU Corporate Plan 2025-2028 was publicly released in late May and an On Campus communication on Tuesday 14 July included the Vice-Chancellor's formal introduction of the Plan as the source of truth for measuring the University's KPIs.
  - The Board of the National Centre for Indigenous Genomics provided their Annual Report as required by the [National Centre for Indigenous Genomics Statute 2021](#). The Annual Report is presented to Council each year to outline the activities undertaken by NCIG in the previous year. A copy of the report is available via this [link](#).

**Finance**

- Over the last few months, the University had favourable revenue numbers associated with research grants and philanthropic interest. This sense of financial relief is reflective of Q1 reporting only with HECS enrolments staying below forecasts.
  - An operating deficit is still expected for this year with R Fund salaries remaining significantly over budget.
  - The Chief Financial Officer will continue to provide quarterly updates which will be published on the ANU Website ('planning & governance').

## **Engagement**

- There are currently 89 un-named buildings. The Nominations Committee is working to identify nominated candidates suitable for building renaming.
- Between June and July, the Vice-Chancellor has been at 31 internal and 44 external meetings/engagements, including visiting the NSW Campus, ANU residence graduation and O-week commencement events, campus tours, National Reconciliation Week activities and engagement with regulators and government.
- The next Professional Leadership Forum will be held on 5 September 2025 with the theme of 'Collaboration'.
- The Australian Human Rights Commission (AHRC) have commissioned a Racism Survey for which AHRC have engaged the ANU Team in POLIS—Centre for Social Policy Research—to support with development.
- The University has been notified by TEQSA that ANU is under a Regulatory Compliance Assessment. A Self-Assurance Report is being prepared and will be presented to members of Council prior to submission to TEQSA.

## **Culture**

- Senior Recruitments have been completed:
  - Chief Marketing and Communications Officer, Shannon Kenna, commenced in the role on 4 June.
  - Chief Risk Officer, Samantha Montenegro, commenced in the role on 16 July.
  - PVC Research Infrastructure & Entities, Professor Tim Senden, commenced in the role on 4 July.
  - Chief Information Officer, Zoran Sugarevski, will commence in the role on 4 August.
- Recruitment of Dean, College of Systems and Society is progressing.
- The Rights, Relationships and Respect at Work Module for staff has been released and is available on Pulse for all members of staff.
- The Nixon Review Steering Group and thematic Working Groups are being established—with over 100 expressions of interest from community members to compose the thematic working groups.
- The Student Disciplinary Framework Review Project Board is currently conducting consultation around the University community's understanding of the ANU Disciplinary Framework. All community members are encouraged to provide feedback until 18 August.
- ANU Focus Goal setting for staff is approaching mid-year checkpoint (31 July).

## **Operations**

- New ANU Travel Management System went live on Monday 30 June, mandating the use of the University's preferred travel provider—ATPI. The revised Travel Policy and Travel Handbook are published in the Policy Library.
- VSS – outcomes have been communicated to staff and deeds continue to be signed.
  - As at 1 July, 330 applications have been received. Of those approved, 164 are anticipated to depart the University in 2025.
- The organisational change proposals for ITS/ISO and PSP were released in early June. Consultations closed on 25 June 2025.
  - Implementation plan releases have commenced.
- The organisational change proposals for DVC RI and CoSM, CASS were released to the community on the first week of July and consultations will be open for three weeks, until 23 July and 7 August, respectively.
  - Members of the community can submit their feedback via links provided on the Renew ANU webpage.

There has been an ongoing media cycle from AFR and an increased Freedom of Information requests.

1. Vice-Chancellor Engagement (as at 10 July 2025):

<b>Vice-Chancellor's Engagement Statistics</b>	
<b>2024</b>	<b>2025 to date</b>
16 all staff emails	18 all staff emails
9 townhalls, hosting each area of the university to discuss the realignment and 2024 change plans	8 'facing the future conversations' completed in July, open to all staff. More to be scheduled in August
4 staff address, including an all-staff address with 3,000 online attendees	Incorporated into other data.
External events: 59	External events: 20
Internal events: 73	Internal events: 70
Committee meetings of Council/sub-committees: 26	Committee meetings of Council/sub-committees: 18
Parliamentary hearings/estimates: 5	Parliamentary hearings/estimates: 2 (Jan, Feb)
Student recruitment trips: 2	Student recruitment trips: 0
Broadcast: 22	Broadcast: 30
<b>Total: 216</b>	<b>Total: 174 (to date)</b>

**COMMUNICATION**

For public release    
  For internal release    
  Not for release

**6 COO REPORT**

**PURPOSE** To report to Council on matters not covered by specific agenda items

**PREPARED BY** Senior Advisor, Office of the Chief Operating Officer

**SPONSOR** Chief Operating Officer (COO)

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**RECOMMENDATION** That Council note the COO report

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**ACTION REQUIRED**

For discussion     For decision     **For information**

**CONFIDENTIALITY**

Confidential     Not Confidential

**GOVERNANCE / MATERIALITY**

This report is provided to assist Council fulfill its role in:

- Guiding strategy
- Risk management
- Performance monitoring
- Ensuring compliance with relevant legislation, regulation and standards

**BACKGROUND**

This report contains the following:

1. An update on action taken to remediate staff underpayments.
2. A summary of the University's submission to the Workplace Gender Equality Agency's (WGEA) annual Gender Equality Reporting.
3. Safety and wellbeing performance for the period 1 January to 30 June 2025.
4. The Information Security update as presented to the Audit, Finance and Risk Committee (AFRC) on 9 July 2025.

**SUMMARY OF ISSUES**

***Payment Remediation: Staff Underpayments***

In April 2024 a staff member brought to our attention via the Fair Work Ombudsman (FWO) that they had unprocessed timesheets and an allowance they were underpaid for. The University undertook a review into whether this was a wider issue and substantiated that:

- System deficiencies had led to some timesheets for casual staff being left unfinalised and therefore unpaid. This issue impacted both casual professional staff and Casual Sessional Academics (CSAs) between 2013 and 2024.
- There was a cohort of staff impacted by the misclassification of allowances.
- CSA details have been included below based on completed review.
  - o Final number of employees to be repaid: 794
  - o Median wages repaid (excluding interest, superannuation): \$590.10
  - o Median pay repaid including interest (excluding superannuation only): \$834.25

The results of this review were self-disclosed to the FWO in June 2024 and immediate steps were taken to rectify the system issue that led to the timesheet underpayments.

ANU also engaged KPMG and Deloitte to assist ANU to accurately identify and appropriately remediate all staff members who were underpaid.

On Tuesday 8 July 2025, ANU processed remediation payments for 306 current Casual Sessional Academics (CSAs) and the details of that remediation are provided in the table below.

**Table 1: CSA Remediation Payments 8 July 2025**

<b>Total Sum of Remediation</b>	<b>\$525,017.29</b>
Wages	\$338,853.98
Superannuation	\$42,356.77
Interest	\$143,806.54

On 11 July 2025, ANU wrote to both FWO and TEQSA advising these remediation payments had been made. Former CSAs payments (for 479 individuals) will be progressively made as their tax and payment details become available.

Work is progressing in relation to the remediation of casual professional staff impacted by timesheet issues and those staff impacted by the misclassification of allowances.

Additionally, KPMG has just completed a vulnerability assessment to identify any other underpayment risks for the ANU. The results and recommendations will be shared once the report is finalised.

**Workplace Gender Equality Agency’s Reporting**

ANU lodged its [annual report](#) with the Workplace Gender Equality Agency (WGEA) on 30 June 2025. This report covers the 12-month reporting period from 1 April 2024 to 31 March 2025 and the key results for this period are:

- The average total remuneration gender pay gap is 9.4% and the median is 8.8% (a positive percentage indicating that men are paid more on average than women).
- Changes to both WGEA methodology and ANU categorisation impact the ability to make a completely accurate year-on-year comparison, however, the three-year trend indicates that the median total remuneration gender pay gap at ANU is increasing, whilst the average total remuneration gender pay gap is decreasing, as can be seen in Table 2 below.

**Table 2: Gender Pay Gap Over Time**

<b>All employees</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
Average total remuneration	9.9%	10.0%	9.4%
Median total remuneration	7.6%	7.7%	8.8%
Average base salary	9.3%	9.1%	8.5%
Median base salary	7.9%	7.6%	9.0%

The *WGEA Reporting Executive Summary*, provided at Attachment 1, contains additional key results broken into the following Gender Equality Indicators (GEIs):

- GEI 1 – Workforce Composition.
- GEI 2 – Gender composition of the governing body.
- GEI 3 – Equal remuneration between women and men.
- GEI 4 – Availability and utility of employment terms, conditions and practices relating to flexible working arrangements for employees and to working arrangements supporting employees with family or caring responsibilities.
- GEI 5 – Consultation with employees on issues concerning gender equality in the workplace.

In accordance with the requirements of the *Workplace Gender Equality Act 2012*, and associated instruments, a copy of the WGEA Reporting Executive Summary is provided for Council information.

As outlined in the *ANU 2023-2024 Gender Pay Gap Employer Statement* (Attachment 5.2) the University identified seven actions to address gender as a barrier to success or opportunity at the University and progress has been made against these focus areas in monitoring and reporting, training, governance, internal communications and research.

The Statement highlights progress on our gender pay gap from the previous year, shares relevant insights and actions from our own gender pay gap analysis, and draws attention to the critical inputs and endorsement of the VC to forward plans/actions. A current action underway includes our annual analysis on the gender pay gap (by gender, level and area within ANU) from our June 30 WGEA submission, with additional analysis going further this year into representation, pay and cultural drivers behind the ANU gender pay gap.

The Statement was published by ANU on our Staff Services [WGEA gender pay gap employer statement webpage](#) and by WGEA, along with gender pay gap data, in February 2025. Publishing a WGEA employer statement via the WGEA data explorer and on our webpages is a voluntary activity available to the ANU as a tool to communicate our gender pay gap and the actions we are undertaking to address it.

### ***Safety and Wellbeing***

#### Performance Report

The *Work Health and Safety (WHS) Performance Report 1 January – 30 June 2025* is provided at Attachment 3. During the reporting period:

- The number of safety incidents reported in 2025 (193) has reduced when compared to incidents reported for the same period in 2024 (244).

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The Safety and Wellbeing dashboard (Attachment 4) provides a visual representation of the year-on-year WHS data.

#### Workers Compensation Insurance

The *Safety, Rehabilitation and Compensation Act 1988* grants eligible corporations and Commonwealth authorities a licence to self-insure their workers' compensation liabilities and/or claims management. ANU commenced workers compensation self-insurance arrangements on 1 July 2018 and is now in its seventh year as a self-insurer.

The University is due to undergo an application to renew self-insurance licence arrangements in 2026. Finity actuarial services has provided an assessment of the University's self-insurance costs versus premium-payer arrangements under the Comcare scheme. The [assessment](#) finds that the self-insurance model continues to be the most cost effective option.

### ***Information Security***

On 9 July 2025, AFRC was provided an *Information Security Update* and this attachment will be provided via the paper pack.

#### **COMMUNICATION**

- For public release     For internal release     Not for release

**ATTACHMENTS**

Attachment 5.1 WGEA Reporting Executive Summary

Attachment 5.2 ANU 2023-2024 Gender Pay Gap Employer Statement

Attachment 5.3 Work Health and Safety (WHS) Performance Report 1: January-30 June 2025

Attachment 5.4 Safety and Wellbeing Dashboard

Attachment 5.5 Information Security Update – AFRC (Paper Pack)

Attachment 5.6 Information Security Dashboard (Paper Pack)

## Work Health & Safety Performance Report 1 January - 30 June 2025

### 1. Executive Summary

During 2025, the University has continued to progress through the change management actions of [Renew ANU | Australian National University](#). The Safety and Wellbeing team collaborated with Change Leaders to develop Psychological Risk Assessments and embed them into local area change management plans. In addition, a psychosocial risk assessment was developed for Human Resource Business Partners and Leaders directly involved with implementing change processes.

Two practical [Career Transition Guides](#) are available to support employees and manager through periods of change, in addition to the information available on the [Guiding Teams through Change](#) site, containing information including mental health supports, self-care resources, financial assistance, workload management and facilitating connectiveness within teams during the transition period.

There has been a reduction in safety incidents reported (193), compared to incidents reported for the same period in 2024 (244). Nineteen new workers' compensation claims have been made, the same amount as the reporting period in 2024. Staff are reporting concern around employment and financial security, and job demands linked to organisational change. The number of staff seeking compensation for psychological concerns Year to Date (YTD) is the same in 2025 (10 claims), compared to the same reporting period in 2024 (10 claims). There is one claim directly linked to organisational change.

There were nil incidents formally notified to Comcare, in comparison to one incident for the same reporting period in 2024. Currently there are no open regulatory notices.

The University's WHS Internal Audit Program 2025 commenced in February 2025, with five Schools and Divisions audited against the WHSMS Handbook for selected chapters during Quarter 2, 2025.

The University's self-insurance licence expires on 30 June 2026. An application for extension of licence is currently being prepared, seeking a further 8-year licence term to 30 June 2034. Finitary actuarial services has provided an assessment of the University's self-insurance costs versus premium-payer arrangements under the Comcare scheme. The [assessment](#) finds that costs are reduced under the self-insurance model.

There are 38 staff members who have received early intervention assistance funding for the period 1 January – 30 June 2025 to a total budget spend of \$27,166.

For the period 1 January – 30 June 2025 there was two serious misconduct matter registered with the Employee Relations (ER) Team. A summary of this and other matters actioned in the reporting period are provided in [Section 5](#).

## 2. WHS Risk

Work is underway to develop a University wide risk register and review local area registers to calibrate risk ratings and leverage controls where possible. Work is also underway to review and reinvigorate the University’s approach to WHS risk management to ensure it is practically focused and encourages a proactive approach to WHS risk management.

The current top focus area for WHS risk is ensuring people’s health and safety is protected through organisational change processes:

Risk area	Issues to consider	Actions to date
Organisational change impacts	Psychosocial hazards from uncertainty, change and potential for increased workloads resulting in staff burnout.  Increased workplace conflict due to reduced resources, and impact on communication.  Loss of corporate knowledge.  Unplanned absences.  Increased use of existing entitlements due to financial insecurity leading to	Psychosocial hazard identification has been integrated into change management processes.  Through the VSS, leaders were required to identify and outline how they would manage the workload and loss of skills. This practice needs to continue beyond the VSS.  Messaging should continue through leaders and People and Culture Business Partners that planning needs to account for a disrupted year. Leaders need to continue with contingency plans for their teams to account for scenarios of reduced staff.  Two practical <a href="#">Career Transition Guides</a> are available to support employees and manager through periods of change  Caring for people through change resources has been developed.

	increased costs and reduced productivity levels.	<a href="#">Guiding Teams through Change</a> Share Point site has been developed and will be updated to suit the emerging needs of the workforce.
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### 3. Objectives, targets and performance indicators

#### 3.1 Objectives

The Safety and Wellbeing Plan 2024 – 2026 relates to three focus areas Systems, Capability and People and is designed to mature the safety culture at the ANU.

Element	2025 Objectives	Progress Status
Simplify and strengthen WHS processes, procedures, and systems.	<ul style="list-style-type: none"> <li>• 70% of all WHS documentation to be reviewed and fit for purpose by end 2025.</li> <li>• University WHS Risk Register is completed and regularly reviewed.</li> <li>• Risk Management processes are updated to include a practical focus on proactive risk management.</li> </ul>	<ul style="list-style-type: none"> <li>• All documentation has been allocated for review and sent out to responsible managers. Forms and Guidelines that are no longer required to be maintained on the policy library have been migrated to a dedicated page on the WHSMS page. Documents are currently being returned from review and proceeding through additional stages to proceed to consultation or formal signoff.</li> <li>• The WHS Risk Register is drafted and requires wider consultation, specifically with the Health and Safety Representative group. This consultative process is underway.</li> <li>• The WHS Risk Management process is under review, coinciding with the development of a new eLearning module related to practical risk management.</li> </ul>

<p>Increase capability to assist ANU people to take ownership for consistently upholding WHS behaviours, responsibilities, and accountabilities.</p>	<ul style="list-style-type: none"><li>• % Training Completion: Number of ANU staff who complete WHS induction, WHS for Managers and WHS risk management.</li><li>• Continue training our Officers (and the next layer down) in WHS Due Diligence so that 100% are trained by end 2025 and refreshed every 2 years</li></ul>	<ul style="list-style-type: none"><li>• KPMs around percentage completion will be determined once a release date has been confirmed.</li><li>• 57 Senior Leaders were trained in 2024 by Ashurst lawyers. Further work is to be done to identify the exact percentage of senior leaders this represents.</li><li>• Three new e-learning modules are in development, undergoing detailed Safety and Wellbeing Team review prior to commencing wider user acceptance testing.</li></ul>
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Element	2025 Objectives	Progress Status
<p>Protect people’s health and wellbeing through organisational change and normal business operations.</p>	<ul style="list-style-type: none"> <li>• Consultation and Implementation: Number of psychosocial risk assessments, consultation sessions, workshops, workplace observations conducted to identify and control psychosocial hazards.</li> <li>• Early reporting of Psychosocial Hazards and Incidents: Monitor quarterly frequency and outcomes of reported psychosocial incidents.</li> <li>• Survey Feedback Improvement: Track bi-annual increases in employee satisfaction scores related to workplace support and culture.</li> <li>• Develop tools to support people and leaders going through change.</li> </ul>	<ul style="list-style-type: none"> <li>• A psychosocial hazard workshop was conducted through NECTAR for early career academics in February 2025.</li> <li>• There have been 47 psychosocial incidents reported in 2025 with all followed up through HR or WHS, as per the psychosocial incident triage process.</li> <li>• A psychosocial incident investigation training workshop was conducted with WHS staff in March 2025 and an updated investigation guide published.</li> <li>• The bi-annual injury management survey was distributed to staff in April 2025, to all staff who have been provided with support services:             <ul style="list-style-type: none"> <li>○ 81% of respondents rated the communication and information received was excellent or good.</li> <li>○ 81% of respondents rated the support and assistance received was excellent or good.</li> </ul> </li> <li>• A ‘Guiding Teams through Change’ SharePoint site is available for all staff.</li> <li>• A SharePoint site is being developed to provide tools and guidance linked to all psychosocial hazards.</li> <li>• A psychosocial risk management framework is under development.</li> </ul>

### 3.2. Key Performance Indicators

Table 1: WHS Key Performance Indicators for 1 January – 30 June 2025

The data in the table below provides 2025 targets and results for the current reporting period. Given the change environment of the University, many 2025 targets have been set to maintain current metrics. The focus will continue to be on preventative activities and partnering with leaders and People and Culture business partners to try and prevent as many incidents as possible.

Metric	Target	2025	Comments
Notifiable incidents	0	0	The annual result for 2024 was 2 notifiable incidents.
Hazards	Double incident rate	55	55 hazards were logged for the reporting period. It has been identified that Figtree hazard logging is too complex. Challenges with the Figtree hazard QR code have almost been rectified. A promotional launch will accompany the roll out.
Lost Time Injuries (LTIs)	Maintain	1	In the current climate, a 2025 reduction is unlikely.
Lost Time Injury Frequency Rate (LTIFR) – Rolling 12 months	<1.9	1.313	The annual rate for 2024 was 1.79.
Medically Treated Injuries (MTI)	Maintain	47	MTI at the same time last year was 51.
Total Recordable Injury (TRI)	Maintain	82	TRI at the same time last year was 103.
Total Recordable Injury (TRIFR) – Rolling 12 months	Maintain	22.57	The annual rate for 2024 was 25.08.
Return to work rate to pre-injury hours and / or duties (final outcome)	95%	99%	The annual result for 2024 was 96%.



Metric	Target	2025	Comments
Timely and effective rehabilitation assistance provided - staff contacted within 48 hours of a safety incident being submitted involving injury	100%	100%	The annual result for 2024 was 96%.
Internal WHS audits conducted as per schedule	100%	71%	Of the seven scheduled internal audits, two were reallocated to later in 2025, both upon request and approved by the Deputy Chief People Officer Safety and Wellbeing. Two schools of the same risk level, have been combined in the same College, the other has been nominated for and is set to complete the newly implemented WHS reset program.
Outstanding Corrective actions from Internal WHS Audits	0	0	This is a new measure not previously reported. This number has been decreasing through targeted intervention. Additional work to reduce these outstanding actions has commenced. None of these outstanding actions are high risk.



**General Definitions**

- Lost Time Injury Frequency Rate (LTIFR) - Lost time injuries in the previous 12 months divided by the total hours worked in this period x 1,000,000.
- Average Time Lost Rate (ATLR) – Lost time days in the previous 12 months divided by the total hours worked in this period x 1,000,000. For accepted workers compensation claims with a date of injury in the previous 12 months.
- Lost Time Injury (LTI) – Accepted workers’ compensation claims for workplace injury or disease requiring the employee to be off work for more than one working day (Go8 definition)

- Medical Treatment Injury (MTI) – Injury significant enough to require professional medical attention. Example: Stitches, prescription drugs.
- Total Recordable Injury – Sum of LTI + MTI + FAI

### **3.3. Serious Incidents Reported 2025**

There have been no incidents formally notified to Comcare during the reporting period.

There are no open regulatory notices currently. The University continues to work with the local areas to appropriately respond to regulatory request for documentation or site verification as received.

There have been no serious incidents reported to the Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) or the Office of the Gene Technology Regulator (OGTR) for the period 1 January – 30 June 2025.

### 3.4. All Incidents and Hazards Reported

There have been 193 reported safety incidents for the period 1 January – 30 June 2025. Table 4 is a summary of the type of incidents reported during this period. There have been no notifiable incidents to Comcare.

Table 2: Incident Analysis 1 January – 30 June 2025

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There were 55 hazard notifications submitted for the period 1 January – 30 June 2025.

Table 3: Hazard Analysis 1 January – 30 June 2025

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For those incidents when a person sustained an injury (118 incidents), Table 4 represents the total numbers per status of the person involved.

Table 4: Total Incident Number per Status of Person 1 January – 30 June 2025

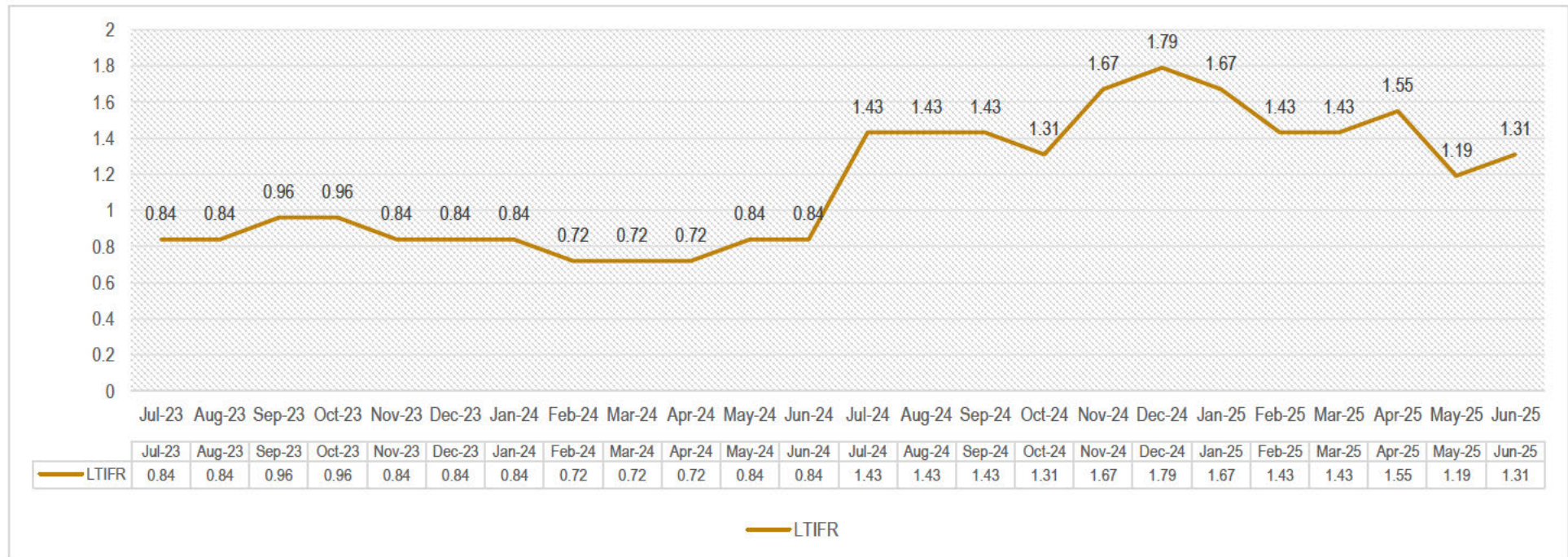
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Of the 118 incidents involving injuries sustained by a person, 25 (or 21%) were related to students, while 86 (or 73%) related to staff incidents.

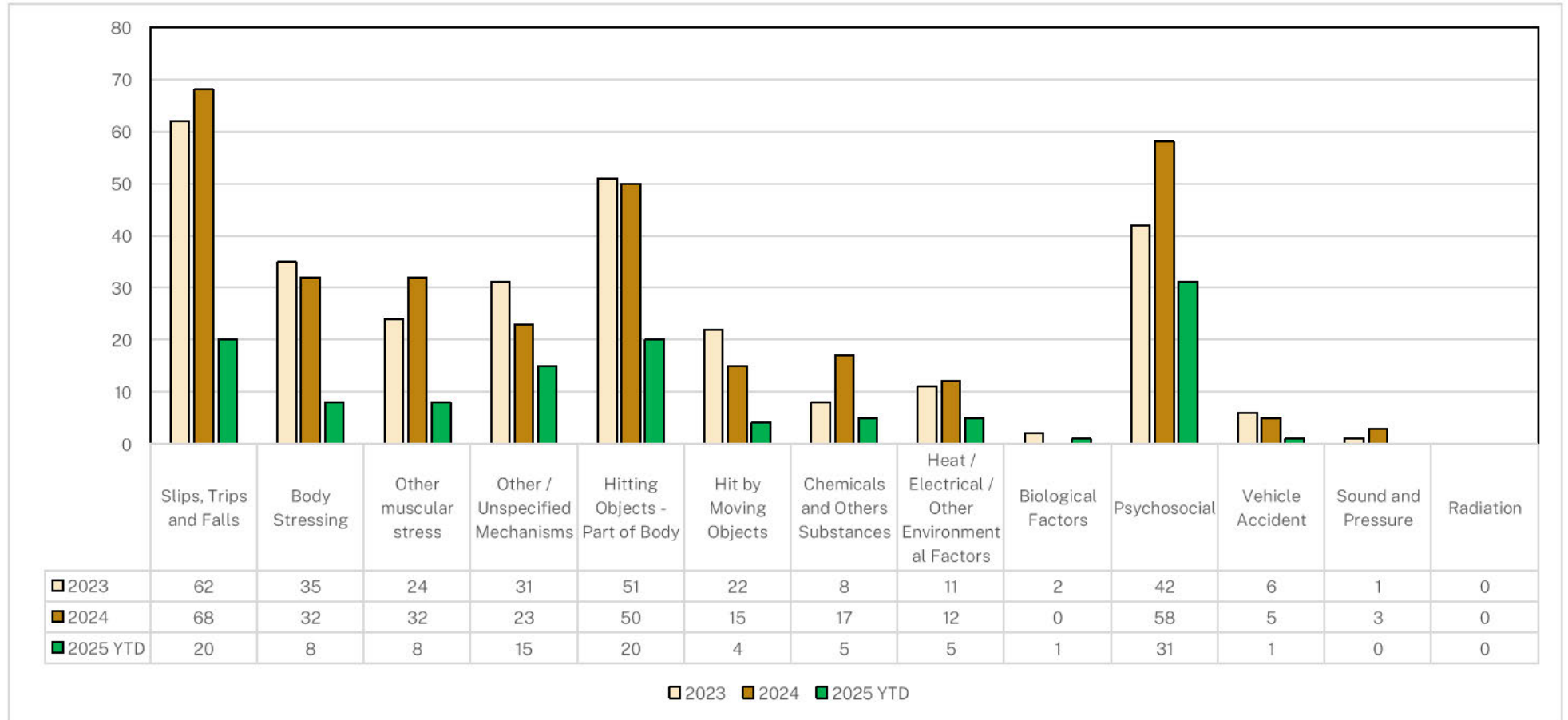
### 3.5. Safety Metrics

Figure 1: Lost Time Injury Frequency Rate Rolling Data (July 2023 – June 2025)<sup>1</sup>



<sup>1</sup> The increase in LTIFR during July – August 2024 was the result of seven workers compensation claims involving lost time being accepted in this two-month period, which has created a significant increase in the LTIFR. There were an additional 5 accepted claims in November – December 2024 with lost time. Of the 11 LTIs that have occurred in the previous 12-month period, 7 are physical injuries and 4 are psychological injuries. The physical injuries have occurred in a range of College / Portfolio areas, due to manual handling (1), repetitive movements (1), falls on same level (1), falls from height (1), hit by moving objects (2) concussion (1). All staff have returned to pre-injury duties and hours or are being provided with return-to-work assistance.

**Figure 2: Mechanism of injury for the reporting period 1 January – 30 June 2025, compared to 2024 and 2023 calendar years**



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## 4. Claims Performance 2023

### 4.1. Claims Costs

As of 30 June 2025, the University has 56 active workers' compensation claims, consisting of 39 accepted claims in receipt of benefits, 8 claims yet to be determined, and 9 claims open due to active dispute at reconsideration or in the Administrative Appeals Tribunal (AAT). This is an increase from 38 active claims as of 30 June 2024.

Table 5 details a breakdown of claim costs paid in the period 1 January to 30 June 2025.

Table 5: Workers Compensation Claims Costs 1 January – 30 June 2025

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<sup>2</sup> This amount includes settlement of two matters before the Administrative Review Tribunal.

For the same period in 2024, claims costs totalled \$735,610<sup>3</sup>.

There have been 19 new workers' compensation claims made since 1 January 2025, compared with 19 for the same period in 2024. Table 6 details the claims received in the period 1 January to 30 June 2025.

Table 6: ANU Claims Received 1 January – 30 June 2025

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<sup>3</sup> This amount included \$157,423 in legal / settlement costs.

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<b>Total claims received 2025 = 19</b>	<b>Claims rejected = 3</b>
<b>Claims accepted = 8</b>	<b>Claims undetermined = 8</b>

#### 4.2 Claim Disputation

For the period 1 January – 30 June 2025 there were five requests for reconsideration, as detailed in Table 7.

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<b>Total request for reconsideration received = 5</b>	<b>Affirmed = 3</b>	<b>Overtured = 1</b>
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For the period 1 January – 30 June 2025 there were 4 new appeals to the Administrative Review Tribunal (ART)<sup>4</sup>. There are currently 7 matters pending.

Table 8: Summary of pending ART and Federal Court matters

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<sup>4</sup> The Administrative Review Tribunal (ART) commenced on the 14 October 2024, replacing the Administrative Appeals Tribunal (AAT) [A new system of federal administrative review | Attorney-General's Department](#).



## 5 Employee Relations

For the reporting period 1 January – 30 June 2025, there were two serious misconduct matter referred to the Employee Relations (ER) Team. A summary of the alleged serious misconduct matters and outcomes (where finalised) for the reporting period are summarised in Table 9.

A breakdown of serious misconduct matters and the termination / separation rates for professional and academic staff for the period 2022 - 2025 Q1 has also been provided in Table 10.

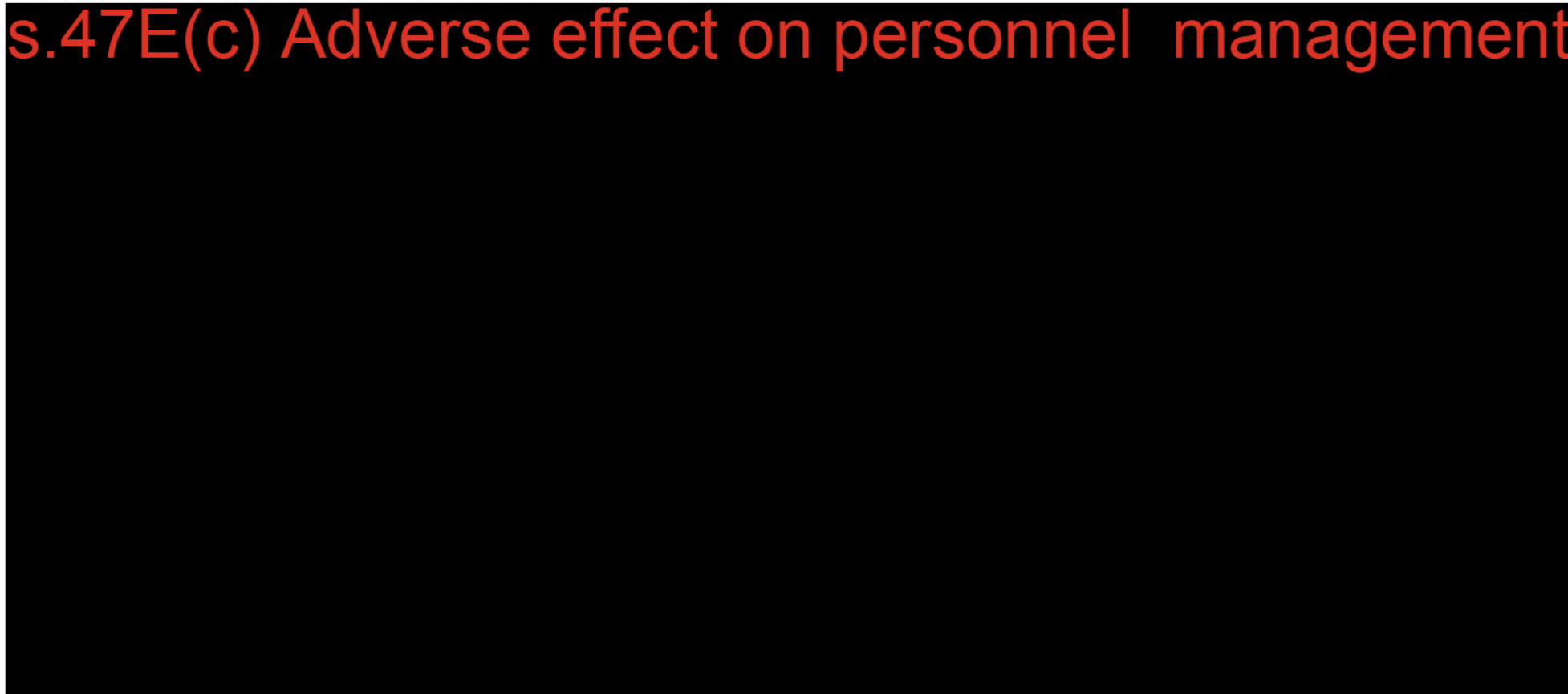
Table 9: Summary of Serious Misconduct Matters 2025

s.47E(c) Adverse effect on personnel management



Table 10: Comparison of Serious Misconduct outcomes 2022 – 2025

# s.47E(c) Adverse effect on personnel management



<p>General definitions of Serious Misconduct matters</p>	<p>Workplace bullying and/or harassment – repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, that a reasonable person would regard as undermining the individual's right to dignity through victimising, harming, humiliating, intimidating or threatening a person or persons, thereby creating a risk to health and safety.</p>
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	<p>Bullying does not include any legitimate or reasonable use of performance management processes, lawfully based and fairly applied disciplinary action, allocation of work in compliance with systems, implementation of organisational change or downsizing, action taken to transfer or redeploy a staff member or a decision not to promote or reclassify the staff member.</p> <p><b>Discrimination</b> - can be direct and can occur by specific exclusion or adverse treatment based on a person’s personal characteristics, such as their gender, race, colour, ethnic or ethno-religious background, descent or national identity; age; sexual orientation, etc. Discrimination can also be indirect and can occur when a requirement or condition is imposed on everyone equally, but persons of a particular group would have difficulty complying with the requirement because of their personal characteristics.</p> <p><b>Sexual misconduct</b> - is a term encompassing any unwelcome behaviour of a sexual nature including sexual assault, sexual harassment, an act of indecency, making or distributing sexually explicit photos or videos without consent, and any other non-consensual sexual conduct if a reasonable person would consider that conduct to be an invasion of their privacy, indecent or otherwise unacceptable conduct.</p> <p><b>Breach of the Code of Conduct with respect to systems or entitlements</b> – inappropriate use of IT, systems, travel or other workplace benefits or entitlements</p> <p><b>Breach of the Code of Conduct</b> - inappropriate behaviours or conduct that is a breach of the <a href="#">ANU Code of Conduct</a>, but is not otherwise described above.</p> <p><b>Further information:</b> <a href="#">ANU Code of Conduct</a>, <a href="#">ANU Procedure: Prevention of discrimination, harassment and bullying</a>, <a href="#">ANU Policy: Sexual misconduct</a>.</p>
<p><b>Matter Assessed – Referred for Local Management Action</b></p>	<p>Serious misconduct matters are referred to the Chief People Officer (CPO) via the Employee Relations (ER) team in accordance with the provisions stipulated in the ANU Enterprise Agreement. Local delegates need to firstly satisfy themselves that the threshold for serious misconduct has been met before a referral. However, where the CPO is not satisfied that the conduct alleged is sufficient to meet the test for serious misconduct, the matter is to be referred back</p>

	to the local area for management action. This row has been added to better reflect and report on the terminations/separations from the cases where the test for serious misconduct has been met.
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## 6 Audit

Audit	Summary
WHS Audit Program	<p>In February 2025, internal WHS audits commenced in accordance with the WHS Internal Audit Schedule 2023-2026.</p> <p>The following areas were audited in Q2 2025:</p> <ul style="list-style-type: none"> <li>• College of Business and Economics</li> <li>• School of Culture, History and Language</li> <li>• University Experience</li> <li>• John Curtin School of Medical Research</li> <li>• School of Medicine and Psychology</li> </ul> <p>The following areas are due to be audited in Q3 2025:</p> <ul style="list-style-type: none"> <li>• Research School of Physics</li> <li>• Centre for Public Awareness of Science</li> <li>• Student Residence – ANU Halls</li> <li>• ANU School of Law</li> <li>• Research School of Biology</li> <li>• Research School of Earth Sciences</li> <li>• Campus Environment</li> </ul>
Rehabilitation Management System	<p>An external file audit of the Rehabilitation Management System was conducted in January 2025, with a 100% conformance result with one observation. A corrective action plan has been completed to address the findings. The audit report can be accessed <a href="#">here</a>.</p>

<p>Claims Management System</p>	<p>An external file audit of the Claims Management System was conducted in January 2025, with a 100% conformance result with one observation. A corrective action plan has been completed to address the findings. The audit report can be accessed <a href="#">here</a>.</p>
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## 7 Health and Safety Reviews

<p>Update to WHS Resources and Procedural Reviews</p>
<p><u>WHS Resources</u></p> <ul style="list-style-type: none"> <li>• Safety and Wellbeing have released the PowerApp project for users to begin integrating and using it to track WHS training completion rates more accurately and efficiently. This is currently functional for low-risk areas with ongoing work to ensure streamlined functionality for high-risk areas. Solutions for high-risk areas have been scoped and are being investigated for feasibility and functionality.</li> <li>• The priority focus for WHSMS Handbook expansion for 2025 includes the chapters on Biological, Chemical and Fieldwork safety.</li> </ul> <p><u>Policy and Procedure reviews</u></p> <ul style="list-style-type: none"> <li>• Policies, Procedures, Forms, and Guidelines have been allocated to WHS Managers to distribute for review within their teams. Documents are currently in review or completion stage.</li> <li>• Forms and Guidelines are being relocated from the Policy Library to the WHSMS page under a dedicated link.</li> <li>• Policy documents will go through a chain of further review, consultation, and approval in Q3 2025.</li> </ul>

## 8 WHS legal and other requirements/changes

### Update on Relevant WHS and Legal Changes

From March 2025 the [Work Health and Safety \(Sexual and Gender-based Harassment\) Code of Practice](#) came into effect across the Comcare jurisdiction requiring PCBUs to take a proactive, consultative and preventative approach to sexual and gender-based harassment, whether it comes from colleagues, customers or the public – in person or online. This CoP should be read and applied alongside the existing code of practice for Managing Psychosocial Hazards at Work. Sexual and gender-based harassment often occurs with other psychosocial hazards and PCBUs must consider the interaction between these hazards when managing risks to the health and safety of workers and others.

From March 2025 the [Work Health and Safety Regulations 2011 \(Cth\)](#) have been amended to increase protections for workers exposed to lead in the Commonwealth jurisdiction.

The changes include:

- reducing blood lead levels at which health monitoring is triggered
- increasing the frequency of biological monitoring
- reducing the blood lead levels for removal of workers from lead risk work and returning to work
- reducing the workplace exposure standard for lead from 0.15mg/m<sup>3</sup> to 0.05mg/m<sup>3</sup>.

Work is underway to assess any changes that need to occur in light of these updates.

## Update on Case Law

### Item 1

A decision by the Tasmanian Supreme Court reinforced the responsibility of employers to provide a safe working environment for staff. The article linked below summarised the Court's decision as follows:

*The ruling in Morrison serves as a clear reminder of the importance of consultation in risk management. Where employees may face violent or dangerous situations, for example in education, aged care, disability and support services, correctional services, health and allied health services, policing or security work, employers and PCBUs must take proactive steps to ensure safety.*

*Engaging with employees about risks, risk management, demonstrating an awareness of risk and active measures to respond to risk are key.*

*Failure to manage risk can give rise to injury. In the absence of consultation or demonstrated proactive risk management employers may face WorkCover claims and WHS prosecution.*

*Where employers disregard the concerns raised by employees, without developing a clear risk management response, any injury or claim resulting from the concern identified by the employee will be difficult to defend.*

[A failure to protect: The legal implications of overlooking staff safety - Colin Biggers & Paisley](#)

### Item 2

The Department of Defence has been convicted and fined for failing to immediately notify Comcare of an incident which seriously injured a soldier at a Brisbane Army base. Comcare's Acting CEO Michael Duke said incident reporting was integral to workplace health and safety. A reminder the University must ensure that the regulator (Comcare) is notified immediately after becoming aware that a notifiable incident arising out of the conduct of the business or undertaking has occurred (See full article [here](#)).

### Item 3

A matter being mentioned in the Broadmeadows Magistrates' Court on 1 July 2025 highlights the need for employers to comply with their primary health and safety duty to ensure, so far as was reasonably practicable, the health and safety of workers (section 19(1) of the WHS Act). Comcare reports Services Australia has been charged with breaching federal work health and safety laws after a worker was violently attacked at a

Melbourne Centrelink office. The charge alleges Services Australia failed to undertake a range of measures to eliminate or minimise the risk of physical violence to workers. Further details are linked [here](#).

## 9 WHS Feedback and Consultation

### 9.1 COMPLAINTS

Logged complaints

Nil for this reporting period.

### 9.2 WHS ISSUE RESOLUTION

Logged complaints

Nil for this reporting period.

### 9.3 CONSULTATION

Consultation including significant feedback

Consultation on Renew ANU Change Principles continues at organisational level since February 2025. Consultation also included direct engagement with the University's Health and Safety Representative (HSR) group by Safety and Wellbeing. Bi-monthly meetings with the HSR group commenced in April 2025 and have a standing agenda item to discuss health and safety matters arising from Renew ANU activities. Issues raised by the HSR group are reviewed by Safety and Wellbeing, and the Renew ANU People and Culture team.

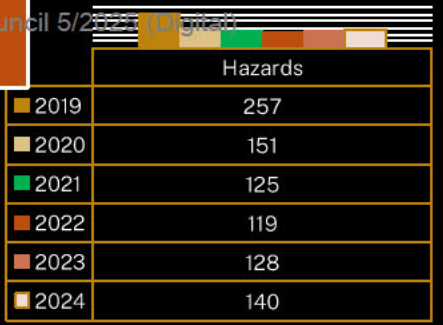
#### 9.4 EXTERNAL PARTIES

Significant feedback from external parties

Nil for this reporting period.

# Safety and Wellbeing Dashboard 2025

55 hazards 2025

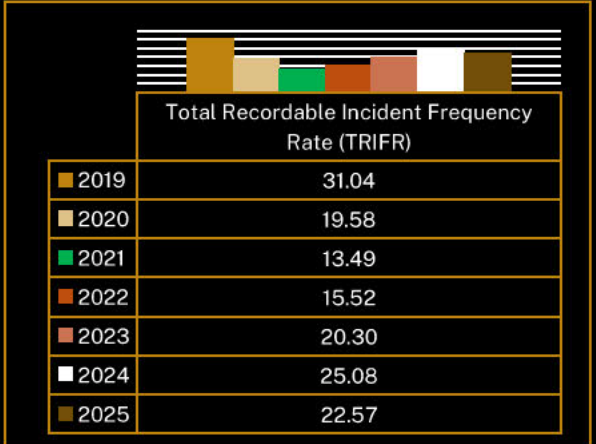


Hazard numbers reported YTD in 2025 are lower in comparison to the same period in 2024 (77). Further work is required to increase reporting in 2025.

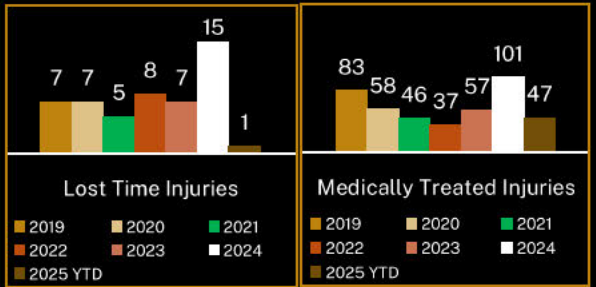
193 incidents 2025



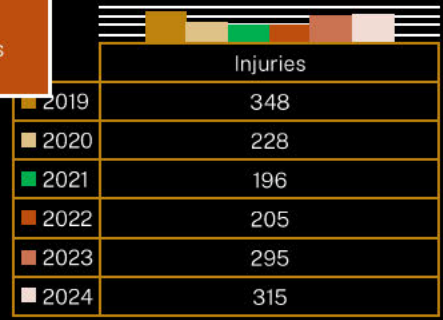
Incident numbers are less than those reported in the same time period in 2024 (244). There has continued to be an increase in psychosocial incidents reported.



The TRIFR is a 12-month combined measure of lost time, medical and first aid injuries. For 2025 YTD there has been 1 lost time injury and 47 medically treated injuries, compared to the same period in 2024 (4 LTIs and 51 MTIs).

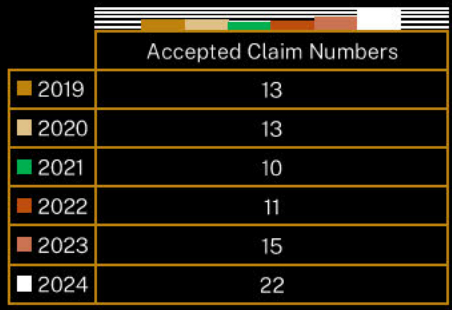


118 injuries 2025



There have been 47 psychosocial incidents submitted in 2025 YTD, with 35 incidents involving psychological injury. There has been 21 injuries due to slips / trips.

19 claims 2025



Of the 19 claims submitted in 2025, 9 are for physical / medical conditions and 10 are for psychological injury. Eight claims have been accepted YTD.



## 8 - Student Safety & Wellbeing Report

**8A STUDENT SAFETY AND WELLBEING REPORT: ACADEMIC PORTFOLIO UPDATE**

**PURPOSE** To present the Council with an update on activities within the Academic Portfolio related to Student Safety and Wellbeing

**PREPARED BY** Interim Director, University Experience

**SPONSOR** Provost

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**RECOMMENDATION** That Council **notes** the updates from the Academic Portfolio.

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**ACTION REQUIRED**

For discussion     For decision     For information

**SPEAKER**

Professor Joan Leach, Deputy Vice-Chancellor (Academic)

Ms Lisa Kennedy, Interim Director, University Experience

**CONFIDENTIALITY**

Confidential     Not Confidential

**GOVERNANCE / MATERIALITY**

The Academic Portfolio is responsible for overseeing student safety and wellbeing at the ANU. This paper has been prepared by the University Experience Division to provide an update to the Student Safety and Wellbeing Committee (SSWC) and Council on relevant work being undertaken by the University, especially in implementing and managing the Student Safety and Wellbeing Plan and the ANU Sexual Violence Prevention Strategy 2019-2026

**RISK**

At the May 2025 meeting, the Student Safety & Wellbeing Committee endorsed a new template for student safety and wellbeing risk assessment, and the overarching risk reported received no feedback.

**BACKGROUND**

This paper provides an update for the Council on actions taken to support the delivery of the Student Safety and Wellbeing Plan 2024 – 2026, Sexual Violence Prevention Strategy and other Academic Portfolio matters that impact on student safety and wellbeing.

**SUMMARY OF ISSUES**

**National Student Ombudsman (NSO) contacts**

There have been 9 matters about which the NSO has notified the ANU (all matters were raised by students or former students through the NSO).

- Seven were in relation to course administration or administrative decisions. Six were finalised with the NSO accepting the University's submissions or the student withdrawing the request. One has progressed to conciliation and is yet to be finalised.
- One was an NSO own motion investigation into the provision of counselling services. The investigation is yet to be finalised.
- One was in relation to a staff member discriminating against a student. The matter is yet to be finalised.

The University has not received any NSO matters in relation to sexual misconduct or disciplinary proceedings.

### **Student Safety and Wellbeing Dashboard**

This iteration of the [Student Safety and Wellbeing dashboard](#) (**Attachment B.1**) presents the data for the first half of 2025. Points to note:

- 82 disclosures of harmful behaviours from both staff and students were made through the online harmful behaviours tool. This is a change from 2024 reporting which only reported student disclosures. The top three harmful behaviours disclosed remain the same: sexual assault, sexual harassment, and racism:
  - sexual assault: 16 student; 15 staff; 1 other.
  - sexual harassment: 14 student; 6 staff; 2 other.
  - racism: 9 student; 7 staff.
- 47 prevention education activities (such as Enlivening Rights Relationships Respect; Senior Resident training; LGBTIQ+ Ally training) were run by the Inclusive and Respectful Communities team. The activities received very strong positive feedback through evaluation surveys following each activity.
- 13 formal reports through the Discipline rule were made, two were related to sexual misconduct and 11 were of other misconduct types excluding fraud. Nine were considered at enquiry. Four were found to be misconduct (one of those sexual misconduct) with penalties including apology, denial of access, enrolment conditions, exclusion and reprimand. Three reports in relation to the Medical Leave rule were made – they remain in progress.
- 1,091 requests for counselling and wellbeing were made. The average response time for intake was two days from initial contact. 90% of requests received a clinical assessment within 11 days, although most were assessed within five days. The delays were often due to limitations in the students' availability.

### **Student Critical Incidents**

Since January 2025, there have been 4 student deaths off campus and 1 potential missing student. The potential missing student was escalated to ACT Police and was deemed not a missing person by ACT Police.

### **Health and Wellbeing Services Update**

The University's Health and Wellbeing Services are comprised of five highly qualified and experienced interdisciplinary teams across the medical centre, counselling team, case management team, accessibility team and the intake service. This report focuses on the mental health and wellbeing support teams which include 13 counsellors, six case managers and two intake officers, totalling 21 dedicated professionals, each dedicated to delivering comprehensive and holistic care. These teams are staffed by clinical psychologists, psychologists, mental health social workers, social workers, occupational therapists, and counsellors, all of whom bring extensive expertise in their respective fields. Working collaboratively, they provide integrated, wrap-around support that addresses the diverse and complex needs of students. This interdisciplinary model ensures that care is not only evidence-based but also person-centred, responsive, and tailored to promote the overall wellbeing and academic success of the university community. It is important to note that the achievements of the Counselling service are deeply interwoven with, and could not be realised without, the collaborative efforts and support of the other teams within the service. An overview of the program is attached at **Attachment B.2**.

### **Welcome and Check-in surveys**

To support student trust and perception, particularly in relation to the orientation and transition to students to the ANU, the Welcome and Check-In Surveys continue to operate as a channel through which meaningful change occurs. The University has implemented a number of changes as a consequence of student feedback, some of which can be found on the ANU Welcome & Check-In Surveys webpage under the 'What impact has this feedback had so far' heading. Both surveys for Semester 1 2025 have been completed and are currently being evaluated, and the Semester 2, 2025 Welcome Survey launch is imminent.

## **Student communication**

Student Life is currently coordinating a central calendar of communications that encompasses the Division of Student Administration and Academic Services (DSAAS) and University Experience (UE) key administration and student experience dates. This calendar will enable the Student Communications and Events team to more effectively communicate the suite of supports available to students in relation to student health and wellbeing including those initiatives and programs listed above, and more. The central calendar will also identify blind spots where supports and/or communication are needed.

## **Development of a Gender-based Violence prevention risk assessment tool**

The Gender-based Violence Risk Assessment Tool has been drafted and is in the early stages of consultation and refinement. It is designed to support knowledge-building in the community around the drivers of gender-based violence and improve targeted and ongoing prevention initiatives. This tool will also support local areas to plan for and meet the requirements of the National Code to Prevent and Respond to Gender Based Violence, which requires, among other things, a risk-based approach to prevention.

Inclusive and Respectful Communities will provide an assessment of low, moderate, or high risk for each local area (local area can be a school, a college or a division of the University). This assessment doesn't mean that GBV is occurring (or not occurring) in a particular area, but simply that there are cultures, systems, behaviours, attitudes, or circumstances present that may increase the risk of harm occurring.

This assessment will be accompanied by a bespoke proposed plan to address or disrupt the hazards that have been identified in the assessment. Inclusive and Respectful Communities can provide consultation and planning support implementing this plan to ensure each local area achieves its goals. A copy of the early draft can be found [here](#).

## **Restorative Processes scoping project**

The Restorative Justice Expert Group held its first meeting on 1 July 2025. The Expert Group will oversee a two-year program aimed at strengthening the University's operational capacity to embed restorative practices in preventing and responding to harmful behaviours and fostering healthy, respectful communities.

This group brings together internal expertise from across Inclusive and Respectful Communities, the Dean of Students Office, and Student Conduct and Appeals, alongside academic and community leaders in restorative justice, institutional culture change, and practice-based reform:

- Emeritus Professor Tony Foley: A leading scholar in restorative justice and legal ethics, with extensive experience in institutional responses to wrongdoing.
- Professor Miranda Forsyth: An interdisciplinary scholar whose work focuses on restorative justice, legal pluralism, and justice innovation across diverse cultural contexts.
- Professor Meredith Rossner: A criminologist recognised for her research on the emotional and procedural dynamics of justice, including restorative approaches.
- Renee Handsaker: A restorative justice practitioner and facilitator with deep experience in trauma, conflict and institutional harm, including significant work in the ADF, health and education sectors.
- Natalie Menzies: Director of Safeguarding and Integrity at the Australian Sports Commission, leading cultural change and restorative approaches in sport.
- Dymphna Lowrey: Founding convenor of the ACT Restorative Justice Unit, with a long-standing contribution to embedding restorative practices, including work in the ADF and youth justice.

Discussions during the first meeting included a plan for connecting with whole of institution approaches, exploring current activities under the Nixon Review, encouraging leadership buy-in and training as well as setting shared norms and expectations, revisiting the draft work plan, and making some group decisions about how the project will progress and report to the Student Safety and Wellbeing Committee

of Council. Given the pivotal role two group members have played in embedding restorative practices within the ADF, it was suggested that senior ADF leaders be invited to ANU to share key insights and successes with senior leaders. A Terms of Reference for the Group will be provided to the Student Safety & Wellbeing Committee at the next meeting.

### **National Higher Education Code on the Prevention of and Response to Gender-based Violence – Update**

ANU representatives from University Experience, Student Administration and Academic Services, People and Culture and Residential Experience Divisions met with the Department of Education Gender-based Violence reform team, including Serina McDuff, Assistant Secretary. The meeting provided an opportunity to discuss existing activities at ANU in the prevention and response of GBV and ask questions of the Department on the Code. It is the University's understanding that the Code is planned to be tabled at the first sitting of Parliament in July 2025.

Facilitated by Inclusive and Respectful Communities, a Working Group has been established to continue to assess the University's preparedness for the Code, which the Department is still confident will be in place from January 1, 2026, pending the legislation passing.

### **Rights, Relationship and Respect Semester 1 Evaluation**

In Semester 1, 2025, the Rights, Relationships and Respect (RRR) suite at ANU continued to strengthen the University's commitment to gender-based violence prevention through inclusive, developmentally scaffolded education. In semester 1, the RRR Online Module was completed by nearly 3000 students and the pilot of *Enlivening RRR*, an in-person peer-led affirmative consent workshop delivered to all residential halls engaged 1400 residential students. Evaluation data from both initiatives indicate high levels of student engagement, strong alignment with learning objectives, and widespread confidence in applying knowledge to real-life contexts. Students particularly valued the inclusive language, realistic scenarios, and clarity of institutional support pathways.

Notably, *Enlivening RRR* received near-universal endorsement of its peer delivery model, which was strongly associated with enjoyment, engagement, and intention to apply learning. While some students reported prior exposure to consent content, the peer-led format reinforced applied understanding and relevance. The online module similarly demonstrated positive feedback, with 97.7% of participants finding the content applicable to everyday situations and 95% expressing institutional trust in the University's response to sexual harm. Combined, these offerings represent a scalable and student-centred approach to harm prevention, with future refinements focused on cultural responsiveness and continued co-design. Further detail is provided in the attached summary document.

Note that more detailed information about engagement with prevention education is available as part of the SSW dashboard. A copy of the Semester 1 RRR evaluation is provided at **Attachment B.3**.

### **Rights, Relationship and Respect at Work (RRR@W) – education module for staff**

The RRR@W module has been launched with the module becoming part of the mandatory training modules for probation.

The module has also been soft launched for all staff within the Residential Experience, People and Culture, and University Experience Divisions.

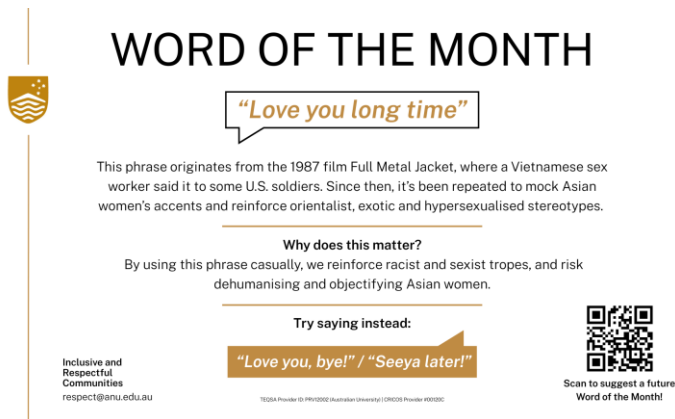
The RRR@W is a training program designed to equip ANU staff with vital knowledge to foster a safer and more inclusive campus. The module covers promoting healthy interactions, understanding and preventing gender-based violence, practicing bystander intervention, navigating consent and power dynamics, ensuring safety when working remotely, addressing psychosocial hazards, providing care and support for everyone, and encouraging ongoing dialogue for a respectful culture. The module also completes our suite of training across coursework students, research students and supervisors and now staff to ensure we have a whole of institution understanding of the University's commitment to the prevention and response to harmful behaviours related to gender-based violence.

The module will also support the University with training and education requirements under the proposed National Higher Education Code for the prevention and response of gender-based violence.

## IARC Peer Educators - educational print and digital outreach update

The Peer Education team has recently released the first edition of the Word of the Month series which aims to challenge the unconscious biases embedded in our everyday language. This initiative was inspired by decolonisation frameworks, and the desire to point a spotlight at certain words and phrases that have become embedded in our everyday language over time, but which have damaging racial, sexist, ableist, queerphobic, colonial, or xenophobic roots.

In collaboration with the Student Life, Events and Communication team the first edition “Love you long time” was submitted to On Campus, published to the Student Life “[Events & Stories](#)” page, and a video reel featuring IARC Peer Educators talking about the phrase was posted to Instagram. In just four days it has had thousands of views and garnered several hundred reshares. An incredibly promising start to the series.



**WORD OF THE MONTH**

**“Love you long time”**

This phrase originates from the 1987 film Full Metal Jacket, where a Vietnamese sex worker said it to some U.S. soldiers. Since then, it’s been repeated to mock Asian women’s accents and reinforce orientalist, exotic and hypersexualised stereotypes.

**Why does this matter?**  
By using this phrase casually, we reinforce racist and sexist tropes, and risk dehumanising and objectifying Asian women.

**Try saying instead:**  
**“Love you, bye!” / “Seeya later!”**

Inclusive and Respectful Communities  
respect@anu.edu.au

TESSA Provider ID: PRR10002 (Australian University) | ORCID: Provider 4501002

Scan to suggest a future Word of the Month!

### COMMUNICATION

For public release     For internal release     Not for release

### ATTACHMENTS

- 8B.1 Student Safety and Wellbeing Dashboard (January – June 2025)
- 8B.2 Health and Wellbeing Services Update
- 8B.3 Semester 1 2025 – RRR Suite Evaluation Summary

## Introduction

In the meeting held on 15 February 2023, the Student Safety and Wellbeing Committee (SSWC) discussed a framework for the reporting and management of matters relating to student safety and wellbeing. This dashboard, with data collected by different services and areas across the University, has been iteratively developed to provide information that guides the understanding and decision-making of issues impacting student safety and wellbeing.

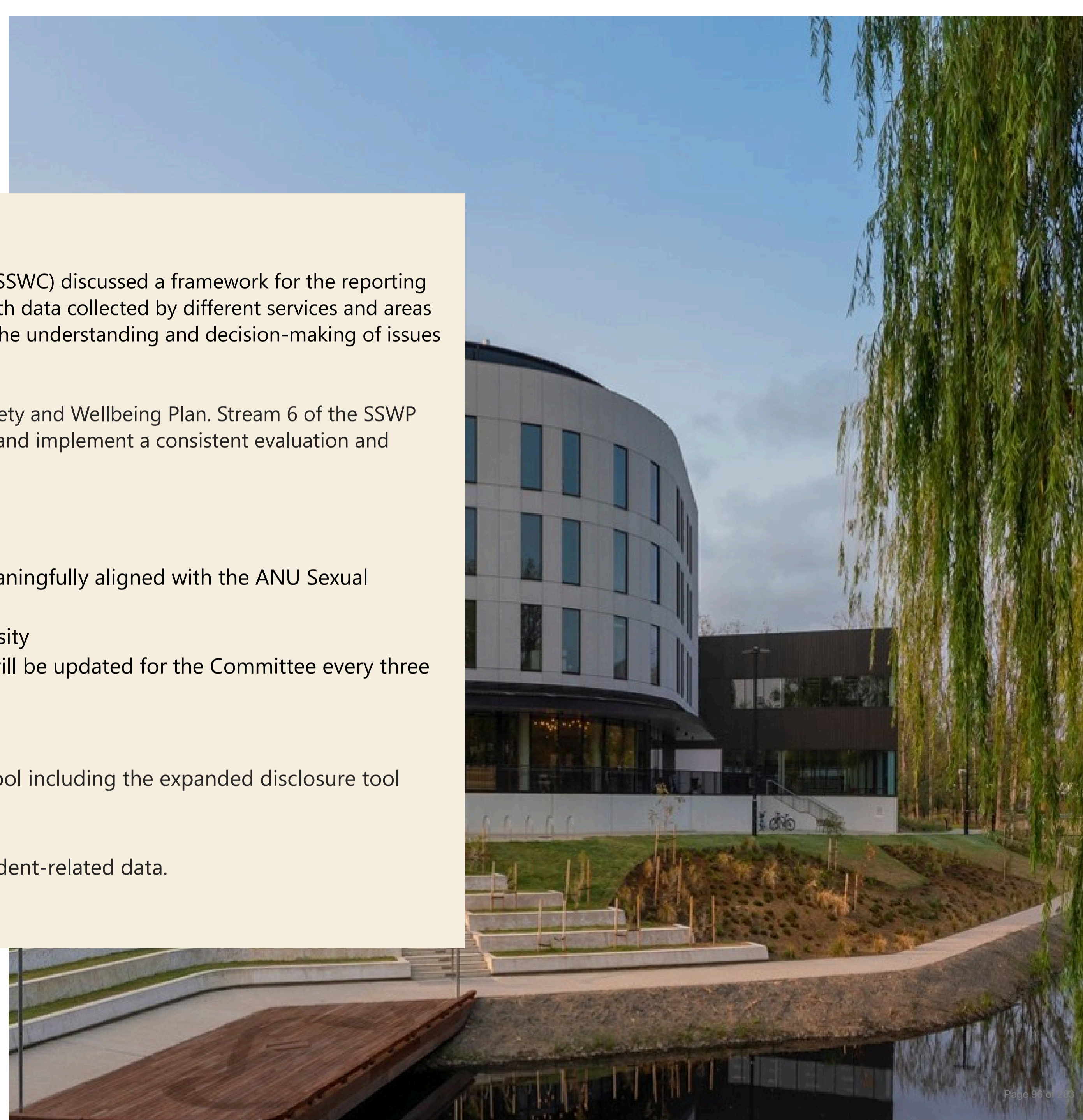
Further development and analysis of the dashboard will be supported by the Student Safety and Wellbeing Plan. Stream 6 of the SSWP proposes establishing a Evaluation and Reporting Working Group that will develop, test, and implement a consistent evaluation and reporting framework that focuses on impact.

The dashboard aims to comply with the reporting principles:

1. Sensitive – the dashboard maintains individual students' confidentiality
2. Informed – it is presented in a trauma informed, guided by best practice and is meaningfully aligned with the ANU Sexual Violence Prevention Strategy.
3. Coordinated – provides coordinated information from different areas of the University
4. Accountable – the dashboard is transparent, identifies trends where possible and will be updated for the Committee every three months

This June 2025 dashboard presents the data for the first half of 2025 on the following:

- Gender-based violence prevention activities and disclosures from the disclosure tool including the expanded disclosure tool which reports on harmful behaviours beyond gendered violence
- Student incidents in the University and also specifically within residences
- Health, Wellbeing and Accessibility services including service-related data and student-related data.



# Harmful behaviours disclosures

ANU Council 5/2025 (Digital)

82

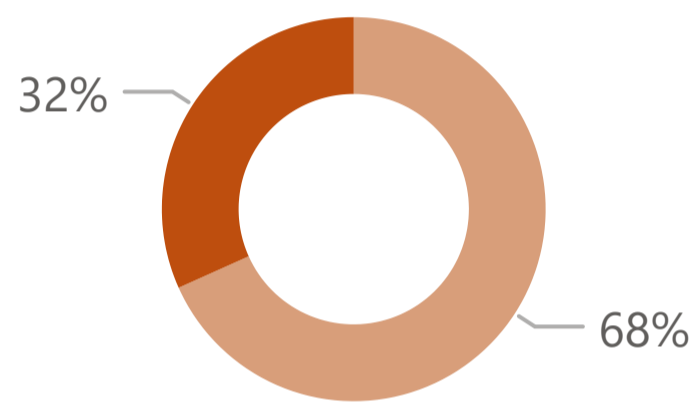
Disclosures

The disclosure tool is an avenue for staff and students to disclose harmful behaviours which they have experienced or witnessed. It has options to make an identified disclosure or to disclose anonymously. Students and staff are provided with information and support through the Student Safety and Wellbeing Team or the Staff Respect Consultant respectively.

In April 2025, the list of harmful behaviours was reviewed and four new categories were added. These were 'Discrimination or harassment on the basis of sex or gender', 'Antisemitism', 'Islamophobia', and 'Domestic, family and intimate partner violence including coercive control'. These were added following feedback from the community and in line with the priorities happening in the higher education landscape nationally.

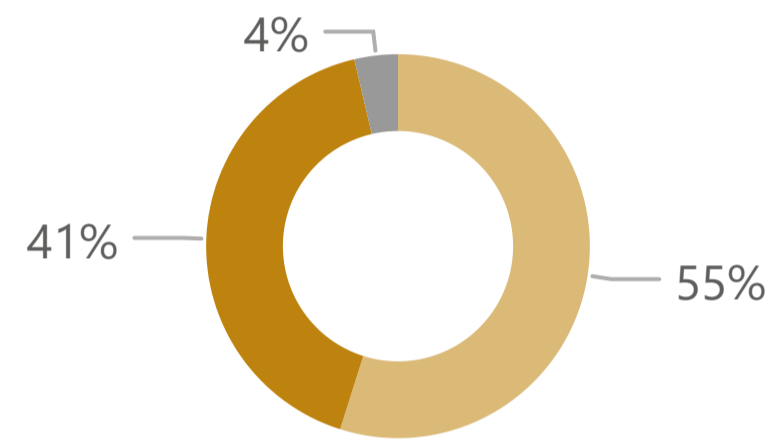
## Breakdown by pathway

De-Identified Disclos... Identified Disclos...



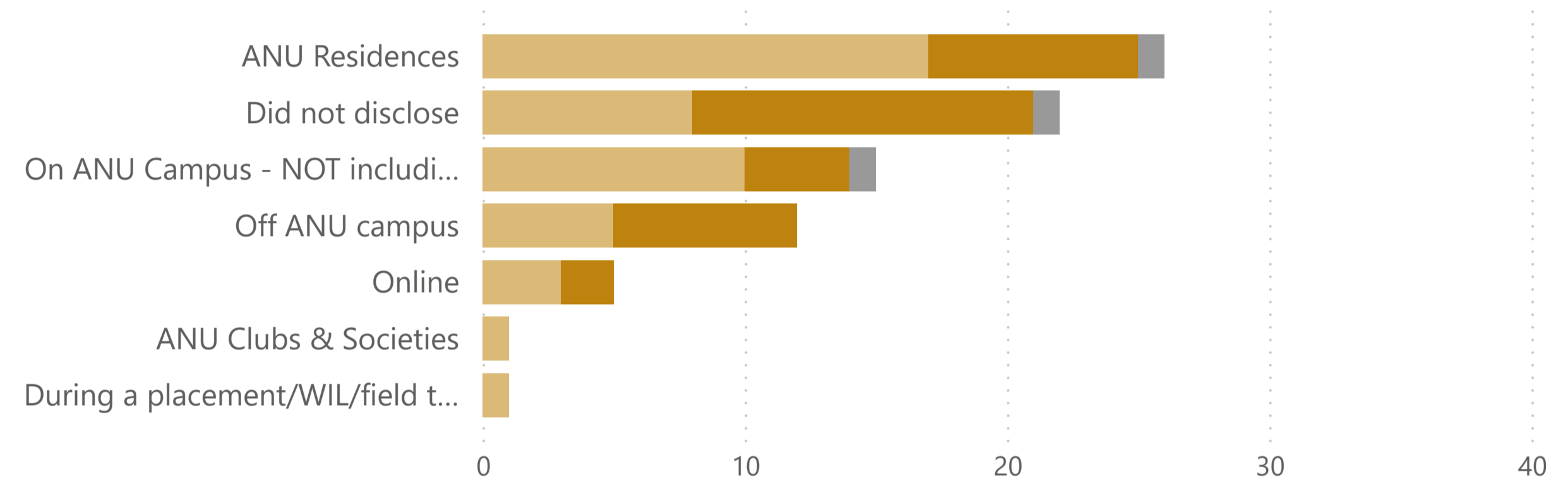
## Breakdown by staff / student

Student Staff Other



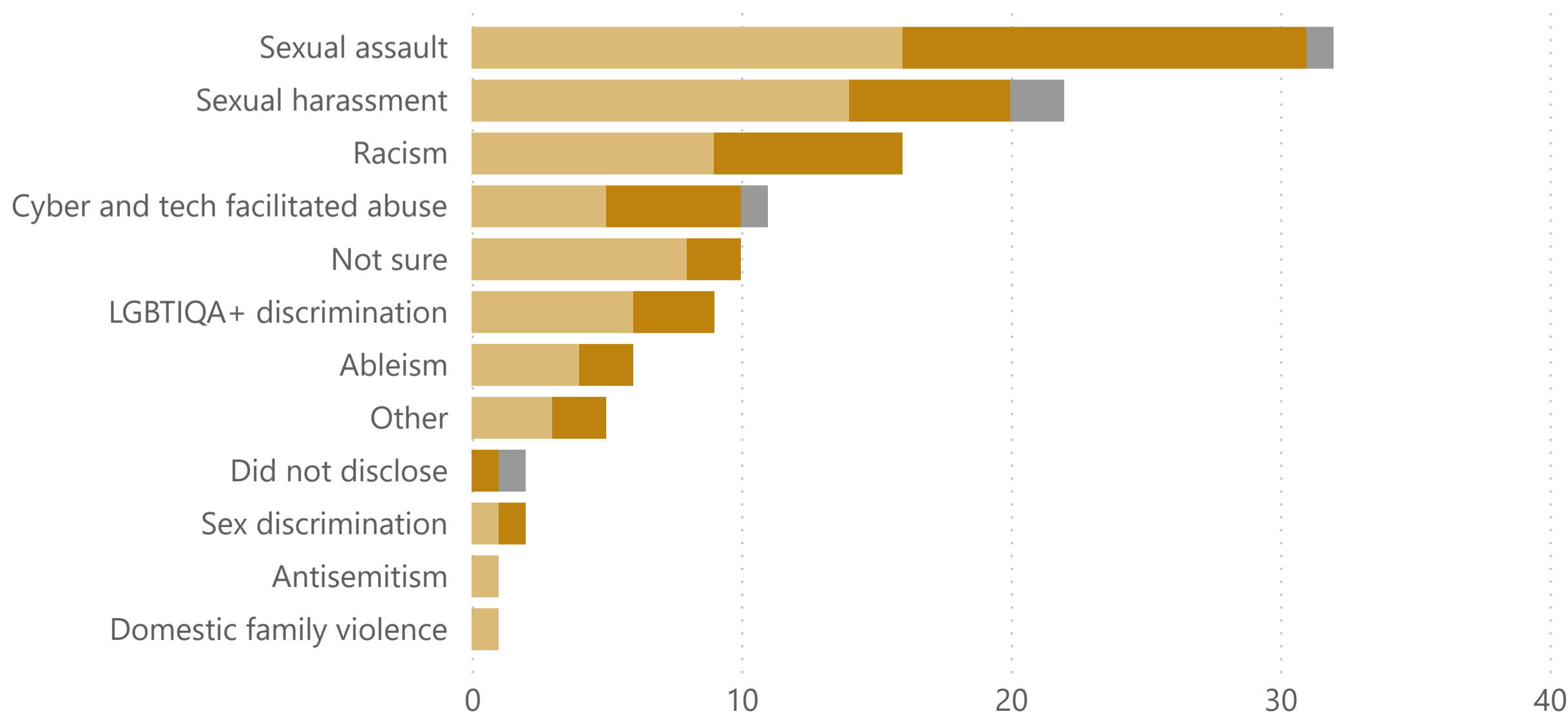
## When did the incident occur?\*

Student Staff Other

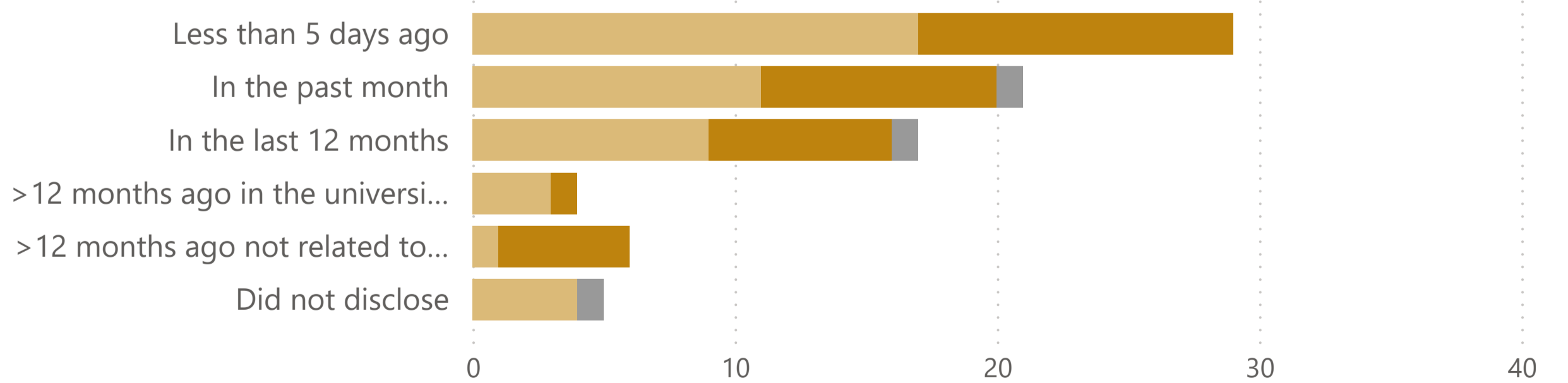


## Behaviours disclosed\*

Student Staff Other



## When did the incident occur?\*



\*Optional question. Not all respondents disclosed the type of behaviour or when it occurred. Multiple behaviours may be disclosed.

# Harmful behaviours prevention education

ANU Council 5/2025 (Digital)

47

Activities held

The Inclusive and Respectful Communities team aims to draw on internal ANU assets to disrupt systems and cultures that drive sexual violence and other harmful behaviours. 3,023 participants were engaged this year across 47 activities. Feedback collected after each workshop showed high satisfaction levels with 97% of participants agreeing or strongly agreeing that the workshop met the learning outcomes. Selected comments are presented below.

Key bespoke events in the first half of 2025 were:

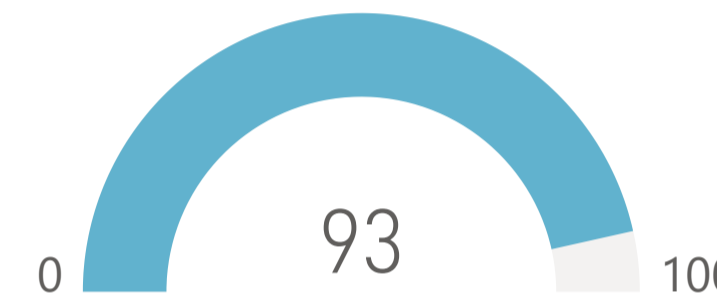
- Neuroaffirming Practices: Pilot workshop with Research School of Chemistry which was attended by 40 people.
- Now More Than Ever: A Pride month event that attracted 45 attendees.

## Respectful relationships training and events

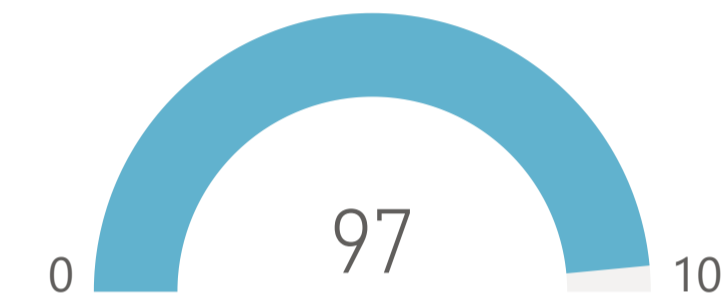
Education initiative	No. of sessions	No. of participants
Bespoke consultation and training	8	160
Enlivening RRR	13	1663
LGBTIQA+ Ally	5	338
Respectful Relationships in Research	1	25
Responding to Harmful Behaviours and Bystander Intervention	1	12
Senior Resident Training	17	795
Understanding sexual violence and bystander intervention	2	30

## Feedback from participants

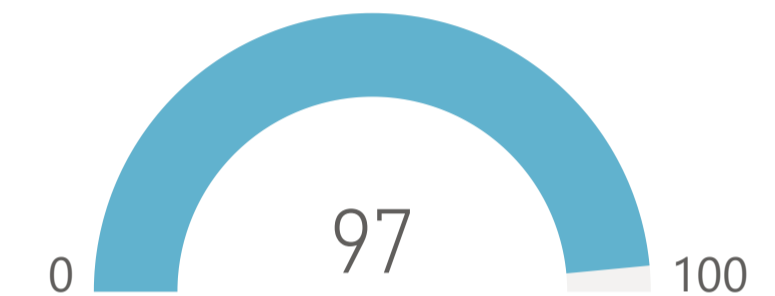
Clear and valuable



Effective facilitators



Learning outcomes achieved



"There was a very non-judgmental and relaxed atmosphere at the beginning of the workshop, with a sense that one could just listen, or contribute. There was a lot of material shared in a short time with opportunities to discuss and digest, so that it certainly didn't feel like too much. Although I knew quite a lot of the material, I learned a huge amount too, and was able to feel much clearer about being an ally. (Ally)"

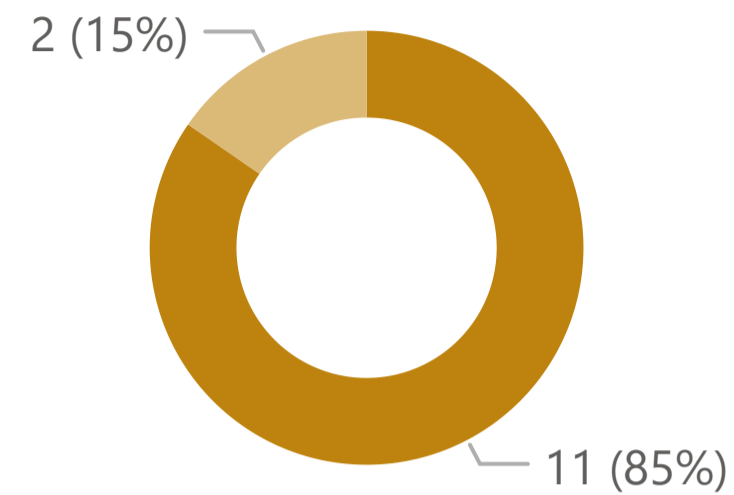
"Rory was a great presenter. I loved the way they presented complex concepts in a simple way to understand language. Very inclusive environment. Id on't know how the workshop could be further developed cuz this is perfect. (Ally)"

"Good to get people thinking about the issues, convener was interesting and respectful. Videos were really good. (Neuroaffirming practices)"

"I was impressed at the depth of invitation to us participants, for different points of view and responses to the material. All the facilitators were warm and friendly, as well as well-informed."

## Discipline Rule

● Other misconduct (excl fraud) ● Sexual Misconduct



Case status	Other misconduct (excl fraud)	Sexual Misconduct
Considered at inquiry	7	2
Referred to alternate process	4	
<b>Total</b>	<b>11</b>	<b>2</b>

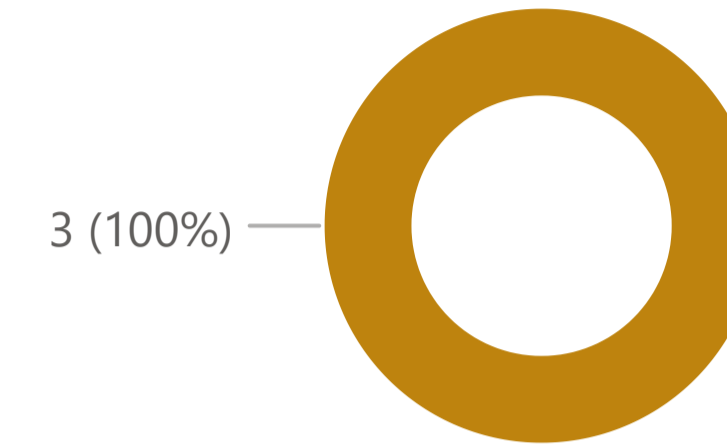
Outcome	Other misconduct (excl fraud)	Sexual Misconduct
Misconduct found	3	1
Pending Decision	4	1
<b>Total</b>	<b>7</b>	<b>2</b>

Penalty	Other misconduct (excl fraud)	Sexual Misconduct
Apology		1
Denial of Access		1
Enrolment Conditions		1
Exclusion	3	
Reprimand	3	1

Note: Respondents may have been issued more than one penalty as a result of a finding of misconduct

## Medical Leave Rule

Report status ● In progress



Reports made to Student Conduct and Appeals of a student being unable to undertake studies due to a serious medical condition

Report status	Medical Leave rule
In progress	3
<b>Total</b>	<b>3</b>

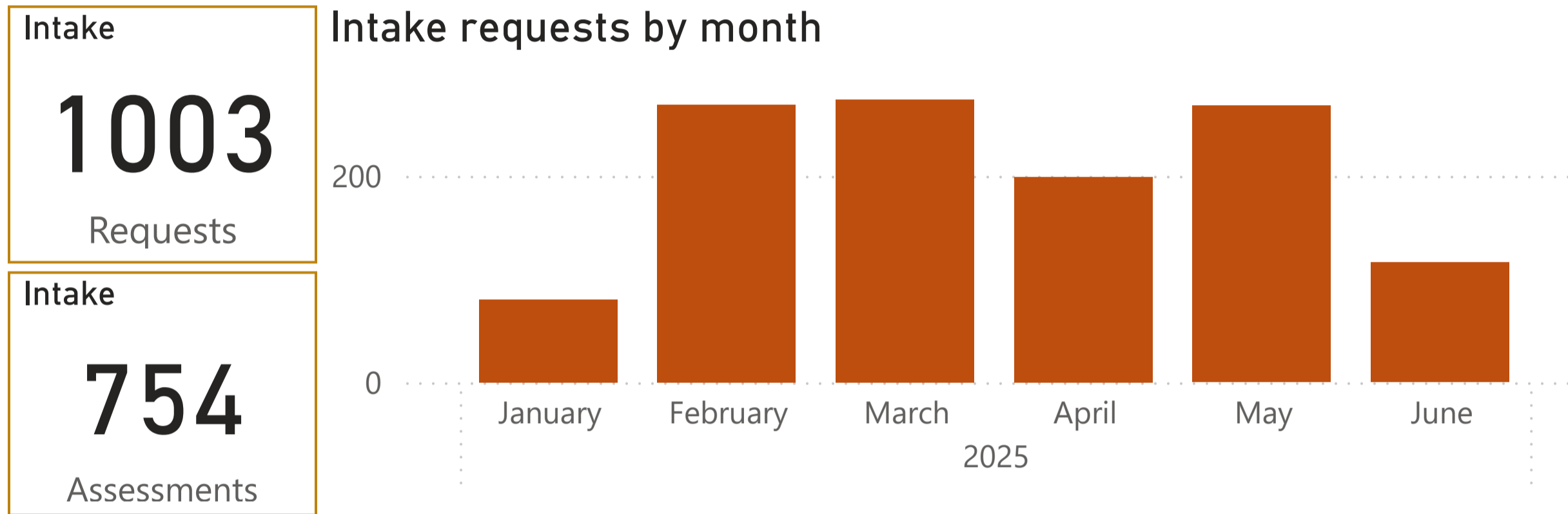
Determinations issues following a decision that a student is unable to undertake studies due to a serious medical condition

Outcome	Medical Leave rule
Conditions on Enrolment	0
Denial of Access	0
In progress (outcome not yet determined)	0
No finding	0
Program leave	0
Suspension	0
<b>Total</b>	<b>0</b>

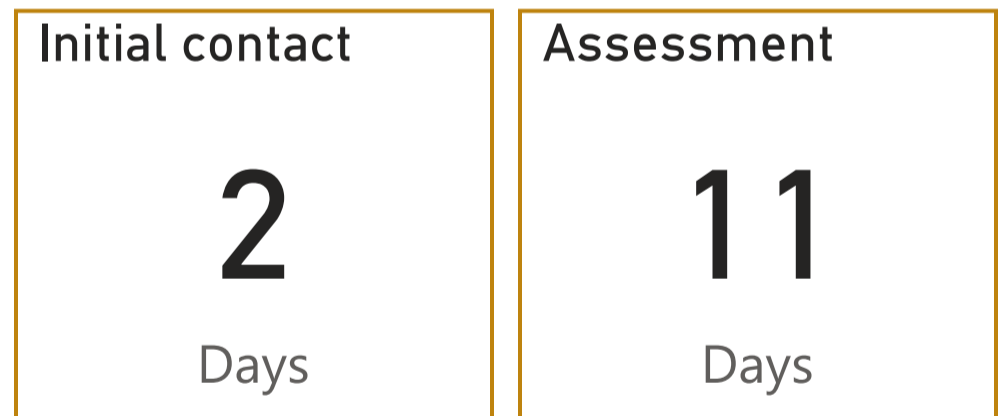
## ANU Health and Wellbeing Services

are comprised of four highly qualified and experienced interdisciplinary teams, each dedicated to delivering comprehensive and holistic care. This page focuses on mental health and wellbeing support. These teams are staffed by clinical psychologists, psychologists, mental health social workers, social workers, occupational therapists, and counsellors, all of whom bring extensive expertise in their respective fields.

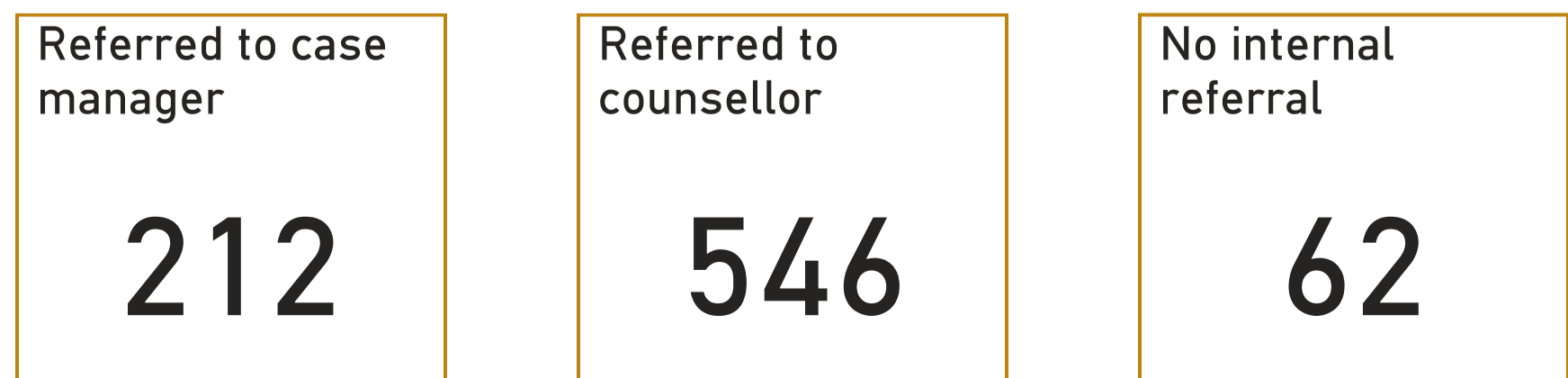
**ANU Intake** is the first point of contact for new students wanting to engage with counselling and wellbeing services. The clinically qualified staff assess students needs and urgency through a structured intake process.. This ensures students with more urgent needs can see a counsellor or case manager more quickly with a priority or semi-urgent appointment.



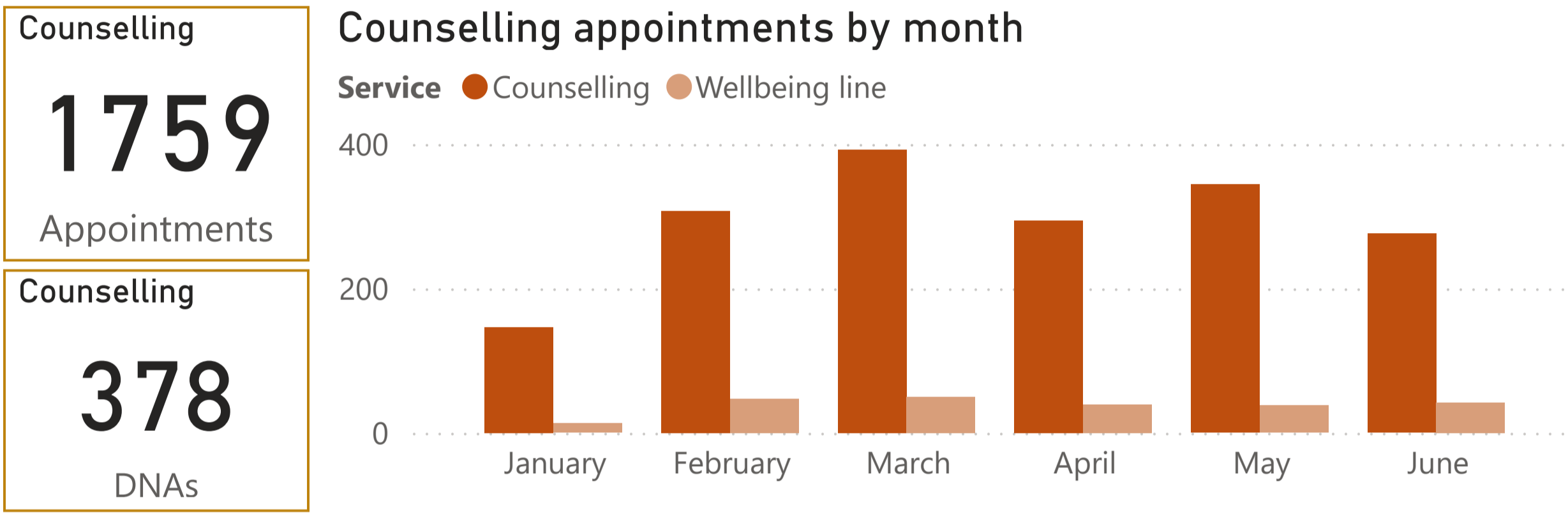
**Response time**  
The Intake Team aims to contact students within 2 business days of the student requesting for support. Due to students' availabilities, they may only be able to conduct the intake assessment a few days later. In 2025, 90% of students were contacted within 2 days and 90% were assessed within 11 days.



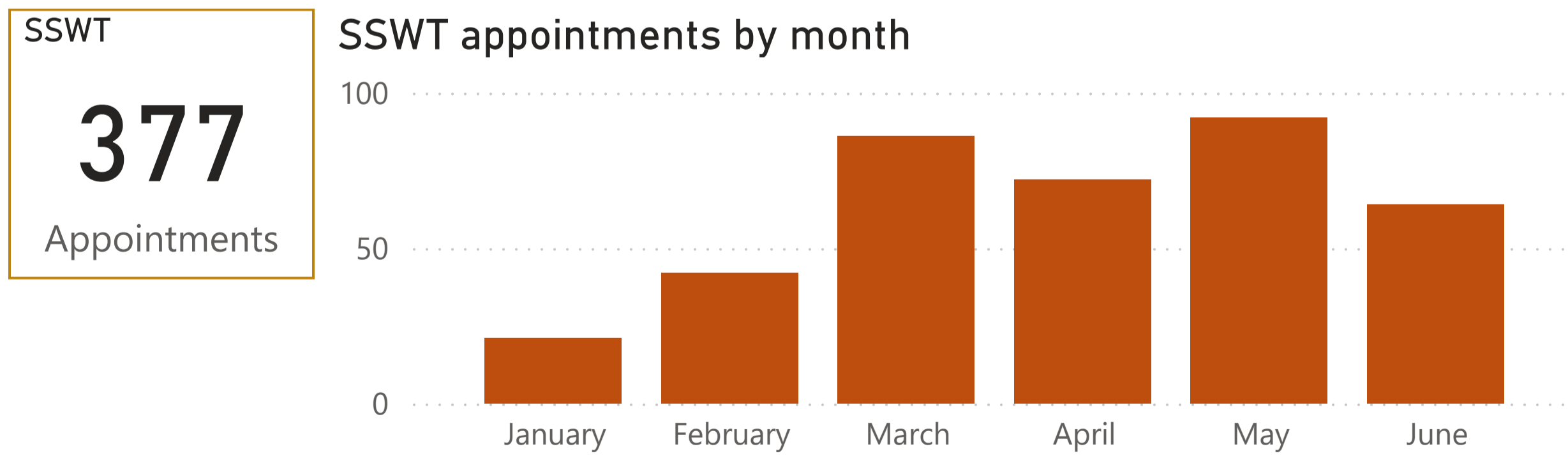
**Outcome of assessment**  
Following the intake assessment, students may be referred to a case manager, a counsellor, or both, depending on their circumstances and needs. Some students completed the intake and chose not to proceed further, often because their issue has resolved or because counselling/case management was not the right service for their needs.



**ANU Counselling** provides counselling support for students. Appointment numbers are usually stable during the semester as they are fully booked, quieter periods occur during breaks. The Wellbeing line is a 24/7 phone and SMS line which students can contact when they need urgent support.



**Student Safety and Wellbeing Team (SSWT)** provide case management support to students. As with previous years, SSWT see a peak support requests in the pre-exam period in May.



**ANU Medical Centre** offers 15-minute doctor appointments. Up to 28 appointments are available per doctor per working day. The Medical Centre also has a nurse and two nurse practitioners to provide care to patients.

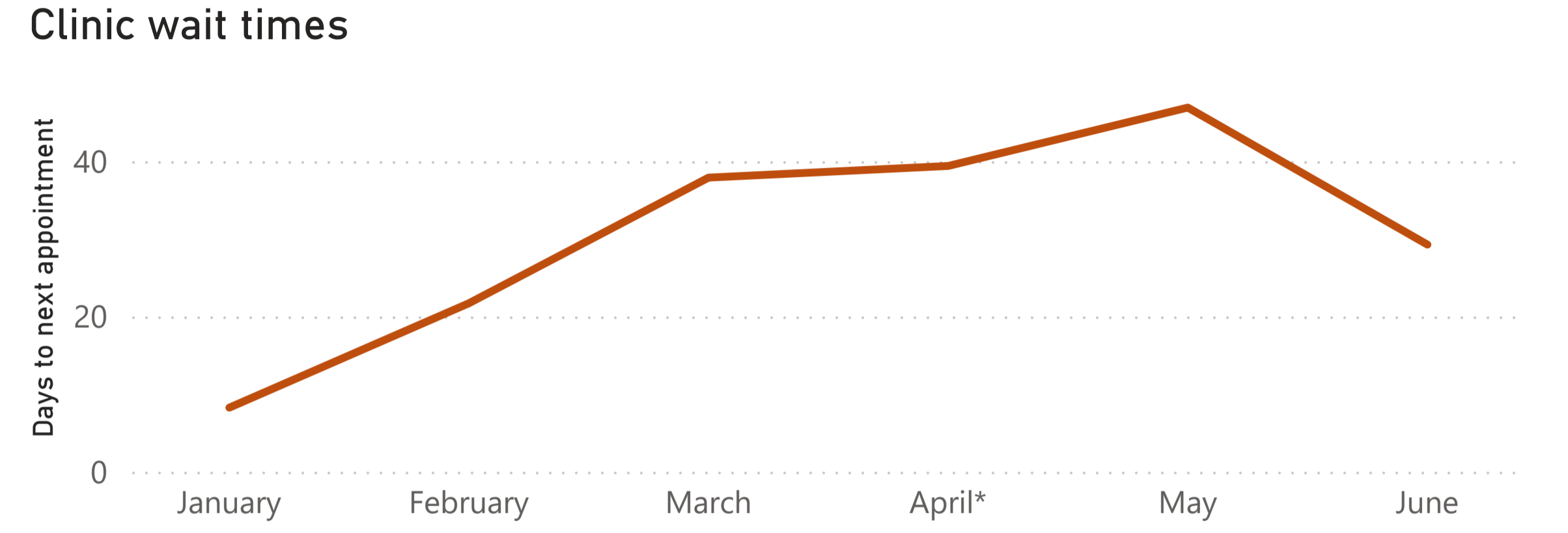
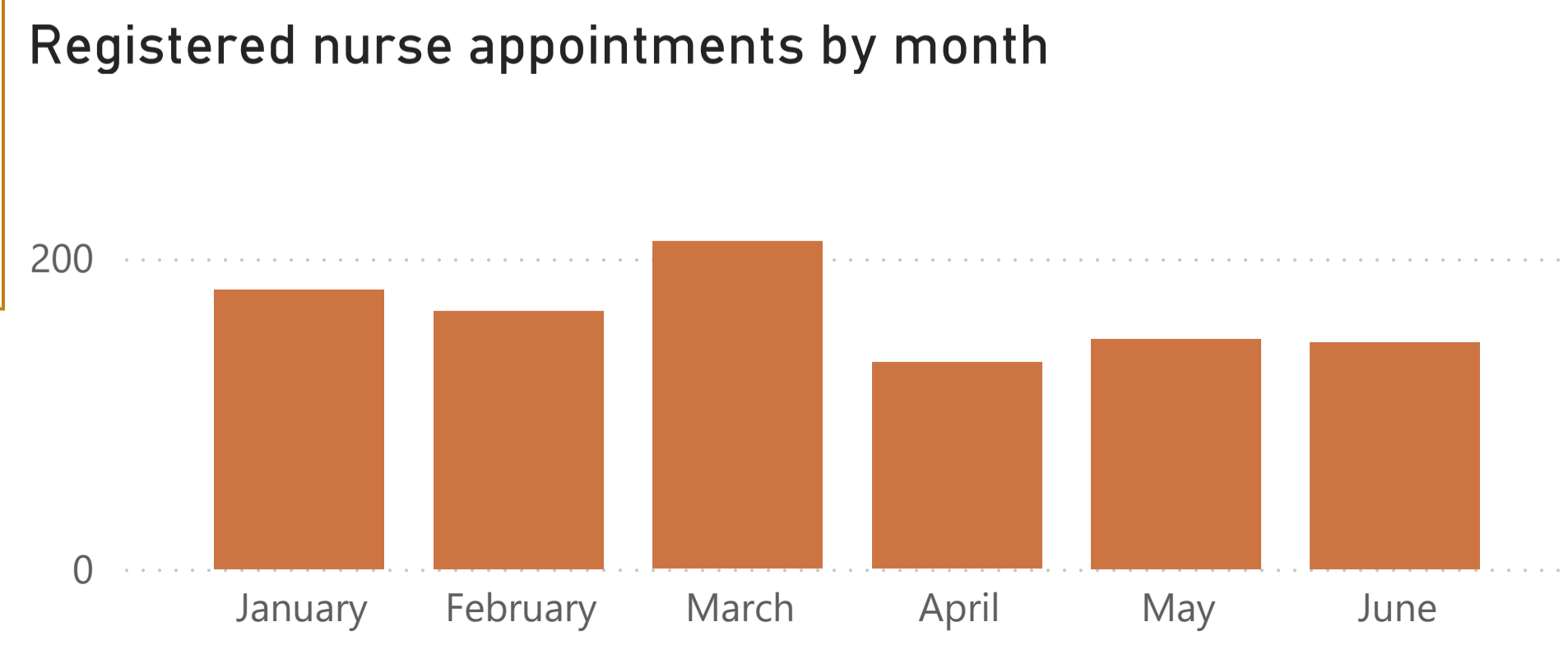
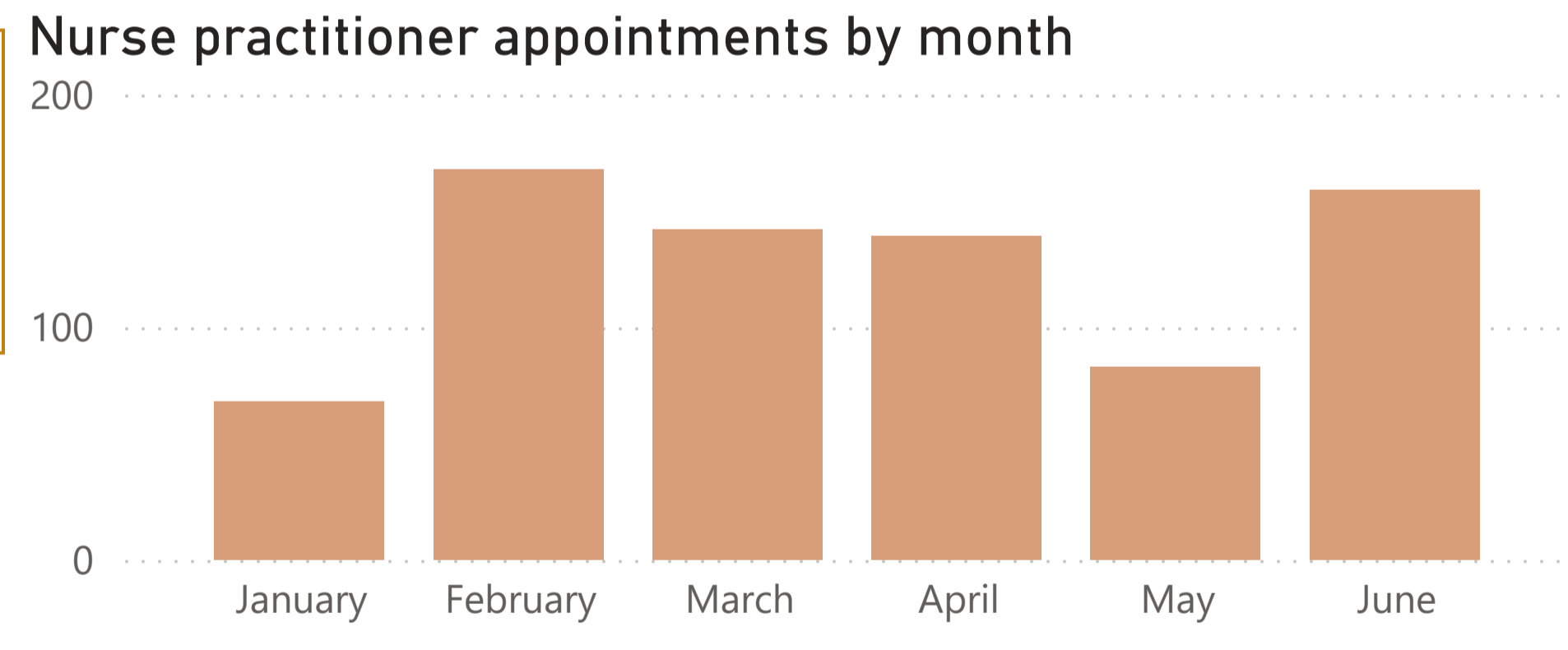
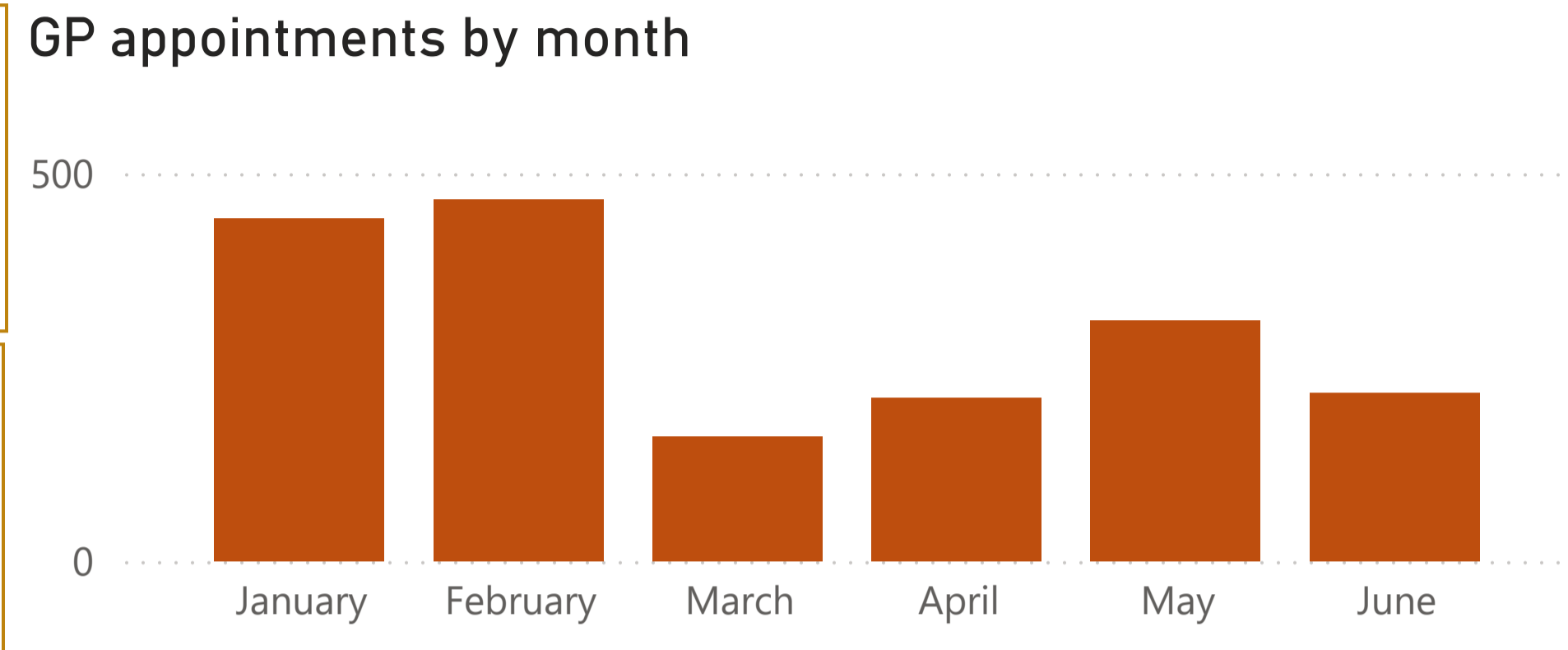
Compared to 2024 data, there are fewer appointments and longer wait times due to challenges in hiring GPs and nurse practitioners following the retirement of 3 GPs in January. Efforts to attract clinicians include utilising a specialised hiring agency and changes to the remuneration structure for GPs.

**1807**  
Appointments

**35**  
DNAs

**759**  
NP Appointme...

**984**  
NP Appointme...



**Wait times** to see a GP or Nurse Practitioner have been higher this year compared to 2024 as the medical centre faces staffing challenges.

## Health and Wellbeing Services Update

### Interdisciplinary model

The University's Health and Wellbeing Services are comprised of four highly qualified and experienced interdisciplinary teams, each dedicated to delivering comprehensive and holistic care. This report will focus on mental health and wellbeing support. These teams are staffed by clinical psychologists, psychologists, mental health social workers, social workers, occupational therapists, and counsellors, all of whom bring extensive expertise in their respective fields. Working collaboratively, they provide integrated, wrap-around support that addresses the diverse and complex needs of students. This interdisciplinary model ensures that care is not only evidence-based but also person-centred, responsive, and tailored to promote the overall wellbeing and academic success of the university community. It is important to note that the achievements of the Counselling service are deeply interwoven with, and could not be realised without, the collaborative efforts and support of the other teams within the service.

### Overview of Resource Allocation

In calendar year 2024, the Australian National University (ANU) allocated 9.5 FTE Counsellors and 5.6 FTE Case Managers, 2 FTE Intake plus 1 FTE Manager. Various long-term staff absences due to parental and other extended leave as well as difficulties in replacing vacancies has resulted in a temporary reduction of FTE throughout most of 2024. Multiple recruitment efforts were undertaken; however, challenges in sourcing suitably qualified and experienced professionals hindered efforts to maintain full staffing capacity.

To mitigate the impact of staffing shortages and continue providing timely and effective support, ANU implemented innovative service delivery models. These included enhanced intake triage systems and the adoption of Brief Intervention and Single Session counselling approaches, both of which improved service access and responsiveness. As a result, wait times for non-urgent counselling appointments improved significantly, from 12 weeks in May 2024 to 5 weeks in May 2025, with urgent appointments available much sooner.

Additionally, the Student Safety and Wellbeing team played a critical role in supporting students, ensuring timely interventions where needed. The Student Safety and Wellbeing case management services support student wellbeing by addressing non-clinical challenges that may be affecting their academic and personal lives. The team also initiates immediate case management responses to harmful behaviour reports, such as sexual misconduct, to ensure the safety and support of all individuals impacted. By connecting students with resources related to safety, housing, finances, time management, or academic support, case managers help reduce stressors that might otherwise lead students to seek counselling for issues not grounded in mental health. In this way, case management effectively redirects students to a more appropriate approach, allowing counselling services to remain focused on those in need of therapeutic intervention. This collaborative approach ensures students receive targeted support.

### Counselling Service Delivery

In 2024, ANU delivered a total of 4,630 hours of counselling support. Services were offered year-round, excluding the University's closure period over the Christmas and New Year holidays.

To manage demand and improve access, ANU introduced targeted service improvements:

- **Intake Assessments:** A structured intake process for new students, conducted by clinically trained staff, enabled prioritisation based on urgency and student needs.
- **Single Session Therapy:** Offered to students assessed as clinically suitable at intake, allowing more students to be seen promptly and effectively.
- **Brief Intervention Model:** A structured therapeutic model providing six pre-booked fortnightly sessions, helping to optimise therapeutic engagement and reduce missed appointments.
- **Group Programs:** Two ADHD skills groups were delivered in 2024, with plans to duplicate in 2025. A newly developed DBT skills group will also be delivered in Semester 2, 2025.

These innovations have been well-received by both staff and students and are aligned with best practice principles for student mental health care.

### Student Access and Engagement with Services

From January to June 2025, 1,003 students sought support through the Intake team. Most students were reached out to for an intake assessment within 1-2 business days of requesting an appointment. The outcomes of these requests were as follows:

- 614 students were triaged to Counselling.
- 277 students were directed to the Student Safety and Wellbeing.
- 62 students completed intake but chose not to proceed further.
- The remainder did not respond to follow-up outreach attempts.

Importantly, all students who requested counselling underwent an intake process to determine the most appropriate form of support. Some students were better served by alternative university services, such as academic or medical assistance, and were referred accordingly. In some cases, issues were resolved during intake, negating the need for further counselling.

#### Prioritisation framework for counselling appointments

Counselling priority levels are determined by trained clinicians during the intake process based on:

- Presenting issues, with consideration of clinical assessment and risks,
- Protective factors and resources available to the student,
- Impact on academic engagement, and
- Student preference.

A **Priority referral** to Counselling would occur where it is determined that the non-diagnostic, generalist, brief intervention scope of the counselling team will help mitigate current risks or prevent any foreseeable increased risks that may occur during standard counselling waitlist time periods. Here risk is considered broadly to include clinical risk in addition to psychosocial risks such as academic disengagement. An example of a Priority referral would be a person with a pre-existing diagnosis of Bipolar Affective Disorder who is currently experiencing situational stressors that make them more vulnerable to relapse into an active phase of illness.

**Semi Urgent referrals** are considered for students who have risks, levels of distress, or less available supports compared to non-urgent referrals, though these risks are often more enduring, and therefore unlikely to be alleviated by counselling occurring sooner. An example of a semi-urgent referral would be a student seeking counselling to manage long term deliberate self-harm as a maladaptive coping strategy in times of stress.

**Non urgent referrals** are the most common triage type for Counselling and include students who are seeking counselling to build skills or debrief about a broad range of issues they may be facing. Common examples are experiences of anxiety, sleep problems, low motivation, and low self-esteem.

For specific situational issues that do not have associated risks though would benefit from a timely counselling appointment such as a recent relationship breakup, grief, or exam stress, **Single sessions** can be considered and are often able to be facilitated sooner than average standard wait times.

Other evidence-based resources such as self-paced online modules, such as the Uni virtual clinic, are offered to students to access while they wait for an appointment.

#### Crisis counselling and emergency support

ANU maintains access to a 24/7 Wellbeing and Support Line, available to all students via phone or text. Staffed by Lifeline-trained counsellors, this service ensures that students have access to crisis counselling and support outside of regular operating hours.

ANU remains committed to delivering high-quality, responsive counselling services that support student mental health and wellbeing. Despite recruitment challenges in 2024, the University's adaptive service models, evidence-based interdisciplinary approaches, and strong intake systems have contributed to improved access, reduced wait times, and continued delivery of student-centred care.



## Semester 1, 2025 Summary: Rights, Relationships and Respect (RRR) Suite

Inclusive and Respectful Communities, University Experience Division, July 2025

### Overview

The Semester 1, 2025 iteration of the *Rights, Relationships and Respect (RRR)* suite of initiatives at ANU included two key components: the 2025 iteration of the **RRR Online Module** and the pilot of **Enlivening RRR**, a peer-led workshop on affirmative consent delivered to commencing residential students. Combined, these offerings reflect the University's commitment to embedding gender-based violence prevention through multi-modal education that is inclusive, accessible, and developmentally scaffolded. This document summarises high-level evaluation findings from both components, highlighting student engagement, learning outcomes, and opportunities for ongoing refinement.

### RRR Online Module

#### Introduction

The online module featured updated content and bystander intervention content aimed at deepening understanding of affirmative consent, respectful relationships, and sexual violence prevention. The post-module survey (n=274) offers insights into learning outcomes and perceptions of course relevance.

#### Participation and Demographics

- **93.8%** completed the undergraduate-focused RRR module
- **6.2%** completed the HDR/supervisor-specific *Rights, Relationships and Respect in Research (R4)* module
- **63.1%** identified as female; **5.5%** as non-binary, genderfluid, or other
- **8.1%** identified as having a disability; **3.3%** reported a transgender history
- **37.8%** identified as non-heterosexual
- **93.9%** were commencing students; **73.9%** lived on campus
- **36.6%** were international students

#### Previous Consent and Relationships Education

- **71.4%** had previously received consent education, most commonly through:

- High school (43.4%)
- Primary school (23.7%)
- Other universities or workplaces (combined ~18%)
- **19%** had received no prior consent education

#### **Motivation**

- **74%** completed the module because they believed it was important
- **22%** were motivated by university or residential requirements
- Students found the content more meaningful and relevant than expected, even when initial engagement was compliance-driven

#### **Reported Learning Outcomes**

Students reported strong alignment between learning objectives and activities:

- **96.5%** saw a clear connection between course content and intended learning
- **91.5%** agreed the module clarified core concepts

Reported gains included:

- **91.9%**: increased understanding of affirmative consent
- **92.6%**: increased confidence in recognising and obtaining consent
- **93.0%**: improved understanding of sexual harassment and assault
- **94.2%**: stronger understanding of bystander action
- **97.7%**: knowledge seen as applicable to real-life situations

#### **Qualitative Feedback Highlights**

Students praised:

- Realistic and nuanced scenarios
- Inclusive and affirming language
- Clear information about ANU policies and supports
- The opportunity to reflect critically on complex issues

Common suggestions for improvement included:

- Reducing text volume and improving accessibility (e.g. for mobile, screen readers)
- Expanding cultural and disability representation
- Increasing variety in learning formats and improving instructions
- Applying stronger trauma-informed framing, especially in complex scenarios

#### **Institutional Trust**

- **94.8%** trusted they would be treated with empathy by ANU support services
- **95.2%** trusted that ANU takes all forms of sexual assault and harassment seriously

## Enlivening RRR: Peer-Led Workshop Pilot

### Program Overview

In response to community feedback and ANUSA Women's Department advocacy, *Enlivening RRR* was piloted across all ANU residential halls and affiliates on 9 February 2025. Co-designed by IARC and paid peer educators, the workshop was delivered by 45 trained Senior Residential Mentors to 1,200 first-year residents, with an additional 200 attending makeup sessions.

### Program Acceptability

Survey results (n = 329) show high overall acceptability:

- **87.8%** average positive response across all items
- **93%** found the content engaging
- **92.5%** reported enjoying the workshop
- **96.2%** said they would use what they learned
- **69.5%** agreed they learned new content -lower than other metrics, likely due to prior exposure for some participants

### Peer Delivery Model

The peer-led model received near-universal endorsement:

- **96%** of students supported peer delivery
- Peer delivery had the strongest associations with:
  - Future application of content (r = 0.470)
  - Engagement (r = 0.405)
  - Enjoyment (r = 0.370)
- It was less strongly linked with new knowledge acquisition (r = 0.179), suggesting its primary value lies in relatability and contextual relevance

### Reported Learning Outcomes

Self-reported learning outcomes were strong:

- **92.5%** felt confident recognising enthusiastic consent
- **86.7%** improved their understanding of consent
- Strong internal correlations (e.g. r = 0.89 between confidence in recognising and giving consent) suggest the workshop reinforced both conceptual and applied learning

## Conclusion and Recommendations

Combined, the *RRR Online Module* and *Enlivening RRR* demonstrate a scalable and engaging model for gender-based violence prevention at ANU. Key strengths include:

- High levels of student satisfaction and reported learning across both formats

- The success of peer-led education in enhancing engagement and future application
- Strong trust indicators in the University's institutional commitment to student safety

**Recommendations for future iterations include:**

- Enhancing accessibility and cultural responsiveness
- Continuing to embed student voice through co-design
- Building on the peer-led model to deepen engagement and build community ownership
- Continued investment in feedback-informed iteration

**8B STUDENT SAFETY AND WELLBEING REPORT : RESIDENTIAL EXPERIENCE PORTFOLIO UPDATE**

**PURPOSE** To present the Council with an update on activities within the Residential Experience Portfolio relating to Student Safety and Wellbeing

**PREPARED BY** Director, Residential Experience Division  
Executive Officer, Residential Experience Division

**SPONSOR** Chief Operating Officer

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**RECOMMENDATION** That Council **notes** the updates from the Residential Experience Portfolio.

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**ACTION REQUIRED**

For discussion     For decision     For information

**SPEAKER**

Ms Felicity Gouldthorp, Director Residential Experience Division

**CONFIDENTIALITY**

Confidential     Not Confidential

**GOVERNANCE / MATERIALITY**

This report assists the Council in achieving its objective of monitoring and advising Council on the University's management of matters concerning the safety and wellbeing of students enrolled at the University, by providing data focussed on initiatives supporting and incidents impacting students in ANU Residences.

**BACKGROUND**

This Portfolio Update has been prepared as part of our reporting commitment to the Council and Student Safety and Wellbeing Committee (SSWC). This paper has been prepared by the Residential Experience Division (RED) to provide an update on the work being undertaken by the University in relation to student safety and wellbeing in ANU Residences.

**SUMMARY OF ISSUES**

Updates on the priorities since the last SSWC meeting are summarised below. Of the activities reported (and as requested at the last meeting of SSWC), the following initiatives support the positive growth of student trust and perception:

- Development of a student voice model
- Cultural and behavioural expectation setting
- Community Support Officer review
- International Student Residential Engagement & Wellbeing Action Plan

**Development of a student voice model**

Meaningfully engaging student residents is critical to the success of programs and services offered across ANU Residences. Across 2024 and into 2025, RED have been refining a broad model of engagement to ensure the 'student voice' is heard and listened to, and the diversity of student perspectives are represented in the development or review of initiatives directly affecting the residential experience.

The consolidated model makes use of a range of modalities to engage directly with student residents, to ensure their input forms an integral part of any solution. These modalities, in combination, enable RED to engage residents both broadly and in depth, and to optimise appropriate kinds and levels of engagement, as the project requires.

- **Surveys and forums:** RED collaborates with PSP to develop and promote surveys and other online data-gathering forums, engaging broad resident perspectives on key issues. This is typically the first step in any significant review of residential programs or services. It complements ongoing collection of resident sentiments through the annual Residential Life survey, and residential questions in the Semester 1 and 2 Welcome Surveys.
- **Focus groups:** Focus groups are conducted to gather in-depth qualitative insights from key student stakeholders, enhancing and providing context to the quantitative data gathered through surveys. These groups may be segmented to ensure a breadth and diversity of opinions can be freely expressed – such as by holding separate discussions for student residents and residential student leaders. Students from all residences are given multiple opportunities to contribute to small group discussions on the program or service. These discussions are held across residences, with both in-person and online options to increase accessibility.
- **2x4 co-design process:** For development of longer-range strategies and action plans, a more intensive method of engagement is employed. A working group is formed to discuss and develop the strategy, which includes key staff and student representatives. Student representatives are nominated by ANUSA and Heads of Residence. Diversity of representation is important, recognising not only the differences between individual residences, but also the difference in lived experience of domestic and international students, and of undergraduate and postgraduate students. These working groups are action based, with a 2 x 4 structure – four meetings of 2hrs each, where each meeting has a specific goal – listening, ideation, critical analysis and prioritisation. The outcome of the four meetings is a focused action plan, developed, reviewed and endorsed by the group.
- **Ongoing engagement with student leaders:** Underpinning and complementing these modalities is the program of regular engagement between the Director RED and University and residential student leaders. This includes fortnightly meetings of RED and the Interhall Council of Resident Committee presidents, and fortnightly one-on-one meetings with the ANUSA President. Heads of Residence meet regularly with Senior Residential Mentors, and both Heads and Deputy Heads/Residential Wellbeing Coordinators have drop-in office hours open to all residents. These meetings present an opportunity to listen to matters arising from within the wider student and residential communities, as well as to discuss the development and progress of specific initiatives. The Director and Deputy Director of RED are also highly responsive to student enquiries and concerns they may receive directly.

This holistic model of student resident engagement has been successfully trialled across a range of past and current initiatives, including the following:

- Development of a 24/7 after-hours support model
- Review of the Senior Resident support model
- Development of an International Student Residential Wellbeing & Engagement action plan
- Development of a Cultural & Behavioural Expectation Setting action plan
- Review of the Community Support Officer model

Implementation of the student voice model completes action 6.2 in the Student Safety & Wellbeing Plan 2024-26: *Design a 'student voice' model to frame how student residents are engaged with and consulted about services and program offerings that affect them.*

### **Cultural and behavioural expectation setting**

The final meeting of the cultural and behavioural expectation setting working group was held on 4 June. This project is an important deliverable for RED for 2025 under the Student Safety and Wellbeing Plan 2024-26 (action 2.3). Delivery of this project consolidates and progresses significant RED contributions to many of the University's other inclusion, diversity, equity and accessibility strategies.

The aim of this final meeting was the analysis and prioritisation of ideas generated in previous meetings, and their consolidation in a draft action plan with the following objectives:

- Embed restorative practices into residential life (in collaboration with the ANU Restorative Practices Expert Group)
- Empower peer leadership and student-led-campaigns
- Create inclusive and accessible residential environments
- Strengthen communication and feedback systems

- Evaluate impact and adapt programs

In addition to these objectives, the following draft core commitments were proposed:

- Build respectful, connected communities
- Promote residence as a vibrant learning experience
- Ensure residence feels like home
- Commit to shared responsibility and accountability
- Uphold respectful and inclusive practices
- Promote diversity in student leadership

The draft action plan is now being finalised and will be shared at the 18 September meeting of SSWC. Implementation will commence from Semester 2 2025.

**Community Support Officer review update**

In July 2024 a 24/7 after-hours support model was implemented across ANU Residences. A planned review of the model – which replaced students as first responders with trained staff in Community Support Officer (CSO) roles, operated by a third-party provider – is now complete.

Based on an analysis of the review results, the following actions have been agreed between ANU and third-party provider UniLodge:

- Include Graduate House in the 24/7 after-hours support model from 2026
- Review responsibilities of weekend support staff, to ensure capability to fulfil all after-hours duties
- Record mid-year and January training for CSOs to complete as required
- Trial period for new Operations Manager.

Implementation of these actions will be rolled out between Semester 2 2025 and 1 January 2026.

**International Student Residential Engagement & Wellbeing Action Plan update**

An International Student Residential Engagement & Wellbeing Action Plan was shared at the February meeting of SSWC, including a commitment to provide regular high-level updates on progress against the plan. Meetings have been held with all but two residences (Toad Hall and Wright Hall), to confirm alignment with the plan and gather data on what activities are already underway.

The Q2 2025 update is as follows.

Activity	Update
1. Strengthen cross-cultural training and awareness-building for all residential staff and student leaders	RED Academic Advisor and Training Coordinator reviewed all student leader training with a cultural lens and embedded cross-cultural training into the modules. Feedback received from students attending the Semester 1 training sessions has been integrated into the training for Semester 2. Staff training is in planning.
2. Build connection and community with early messaging and pre-arrival materials	Heads of Residence review pre-arrival materials every semester and update content for relevance. A deeper review spanning all residential pre-arrival comms is planned for 2026, ensuring greater levels of consistency. Connection and community focused messaging will be developed and integrated for Semester 1 2026 comms, with the full audit of materials planned for delivery by end 2026.
3. Set clear cultural and behavioural expectations that residences are diverse, multicultural communities	Report provided in 'Cultural and behavioural expectation setting' above.
4. Create opportunities for learning and connection to increase comfort	Academic teams within each residence have reported to the RED Academic Advisor, providing updates on activities delivered to date. Heads of Residence have also provided

Activity	Update
and familiarity with Australian English	<p>feedback. Actions have been assigned to the Academic teams for Semester 2, aligned with Head priorities.</p> <p>Residential Mentors in the Lodges have run a successful program of social events with conversation in English, hosting meals (which they cook). These are the Lodges' most attended events, particularly by their international student cohort. Details of the program have been shared in the hope of similar uptake in other residences.</p>
5. Develop and implement an engaging new-resident arrival checklist	In planning, though many activities that would be captured under the checklist are already happening informally.
6. Establish a calendar of wellbeing checkpoints	Some touchpoints already in place through residence newsletters or direct email. Development of a formalised calendar is in planning for 2026.
7. Provide culturally appropriate support and education to increase resident comfort with making wellbeing disclosures	Ongoing. Incorporated into the leadership training with Inclusive Communities team, as well as peer education program. Additionally, Heads of Residence continue to engage with their international representatives, to ensure they are familiar with the disclosure process and build connection in the event of disclosures being made to the reps.
8. Provide transition support for graduating students' returning to their native country from ANU	Activities such as formal acknowledgment and celebration of resident departures, and conversation circles for residents affected by the culture shock of return, are ongoing for some residences. There is interest from other residences to roll out similar programs more widely.

**Incident reporting 1 May to 30 June 2025**

A summary report of incidents reported between 1 May and 30 June 2025 is provided at **Attachment 8B.1**.

There is a 58% increase in reports received in May-June compared to the same period in 2024. This increase is directly attributable to the implementation in July 2024 of the 24/7 after-hours staffing model.

Noise remains the highest reported incident, likely due to final assessment and exams falling during this period. Staff were proactive in increasing 'quiet hours' across the residences. This initiative was widely advertised via email, residence newsletters and posters.

Unauthorised entry is also high for this period, with Wamburun and Bruce Halls filing the most reports. These relate to incidents of a non-resident using residential facilities, which have been reported to ACT Police. RED and UniSafe are working with ACT Police to address the issue and CSOs are doing regular perimeter rounds and ANU Security have provided additional guards. Residents have been reminded to ensure they close external doors behind them and to be wary of tailgating.

The relatively high reporting of theft incidents relates mostly to bike theft, which continues to be an issue as residences and the University more broadly, are targeted by sophisticated bike theft groups. RED continues to work closely with UniSafe to increase patrols and notify ACT policing. RED and UniSafe recently completed an assessment of residence bike sheds and are looking at ways to improve security. Residents are encouraged to lock their bikes in bike sheds and be vigilant about closing bike shed doors. Bike security has also been added to the Residential Handbook 2026 to build awareness in next year's new student cohort.

Other key actions undertaken in recent months to improve safety and security are:

- Increased proactive foot patrols around residential areas, with a particular focus on bike enclosures. The ANU UniSafe team has increased patrol frequency around residences during

late evening and overnight periods, where theft risk is higher. Patrols are now scheduled at randomised intervals, which increases deterrent effect.

- Ongoing monitoring and review of CCTV footage to deter criminal activity and support police investigations. ANU UniSafe include bike enclosures in their routine night-time patrols for increased visibility. ANU Security are also reviewing possible CCTV angles to better cover these zones. In the last five years campus-wide, the University has spent approximately \$4.3m upgrading its CCTV infrastructure.
- Recent improvements to campus lighting, with a broader lighting review is currently underway. This lighting upgrade project should bring improved coverage in priority areas. This project has an approximate budget of \$750k.
- A comprehensive project aimed at physical uplift and enhancement of security infrastructure of bike enclosures on campus, including installation of additional CCTV cameras to deter vandalism and theft.
- Provision of support to students impacted by criminal activity. We currently send out communications to students regarding increased bike theft activity, including tips on prevention, recommended locks, and guidance on recording bike details both at ANU and via the Bikelinc website.

Several of the mental health incidents reported in this period relate to bereavements in residences, with students who have lost family members or beloved pets. The fact that these are now being reported is a measure of residents' level of comfort with their CSOs. Burton & Garran Hall had a comparatively high number of mental health reports, relating to several residents with recurring concerns. These have been referred on by the Residential Wellbeing Coordinator for additional support by the relevant University services.

**COMMUNICATION**

For public release     For internal release     Not for release

**ATTACHMENTS**

8B.1 Incident Report Data May-June 2025

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Row Labels	Count of Id
Noise	70
Unauthorised entry / security concern	48
Other	37
Theft (excluding food theft)	31
Minor injury	29
Mental Health Related	27
Smoking/Vaping	21
Fire related (Incl extinguishers, alarm, blankets, break-glass)	20
Excessive alcohol consumption	20
Contact from parent or Next of Kin	19
Lost property	14
Harassing behavior	11
Major physical injury (Eg, hospitalisation, open wounds, broken or suspected broken bone/	9
Food theft	8
Offensive Language	6
Residents disputes	5
Vandalism	2
Possession of illegal substance (including Marijuana)	2
Racism	2
<b>Grand Total</b>	<b>381</b>

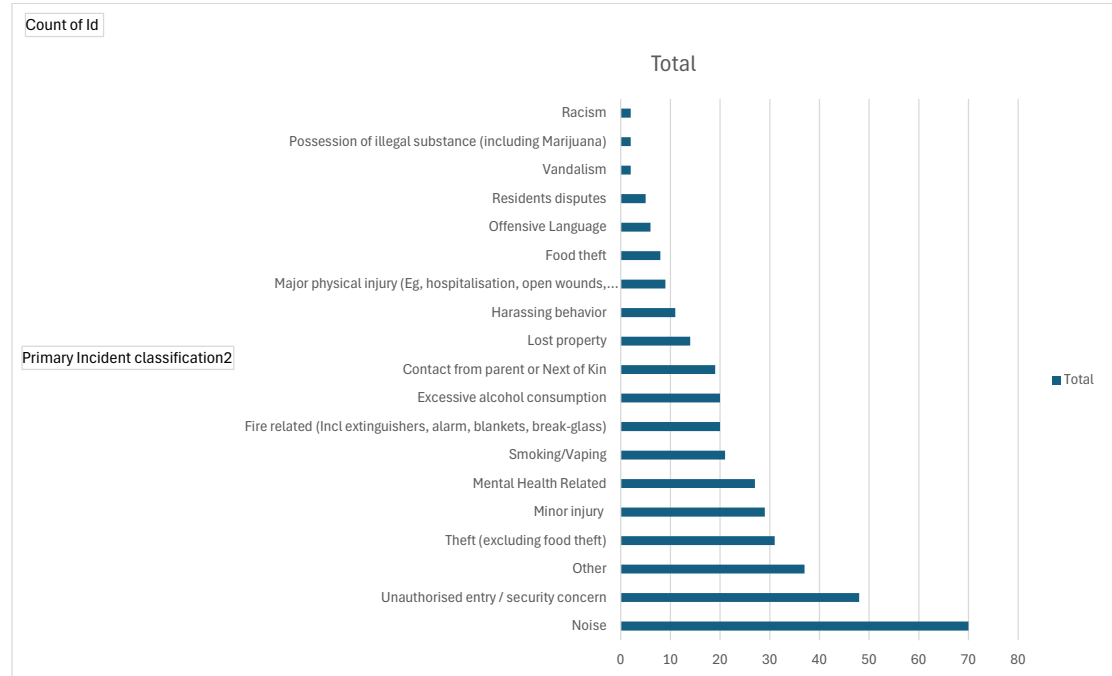
**Date of incident**

May - Jun 2025 MONTHS ▾

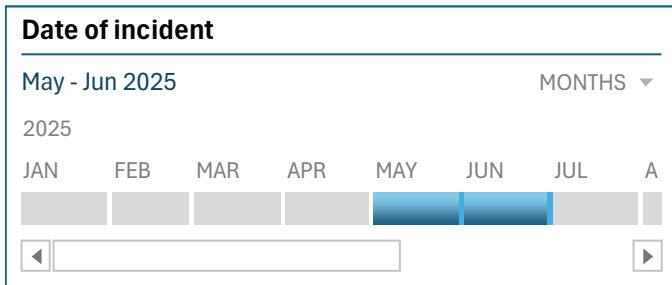
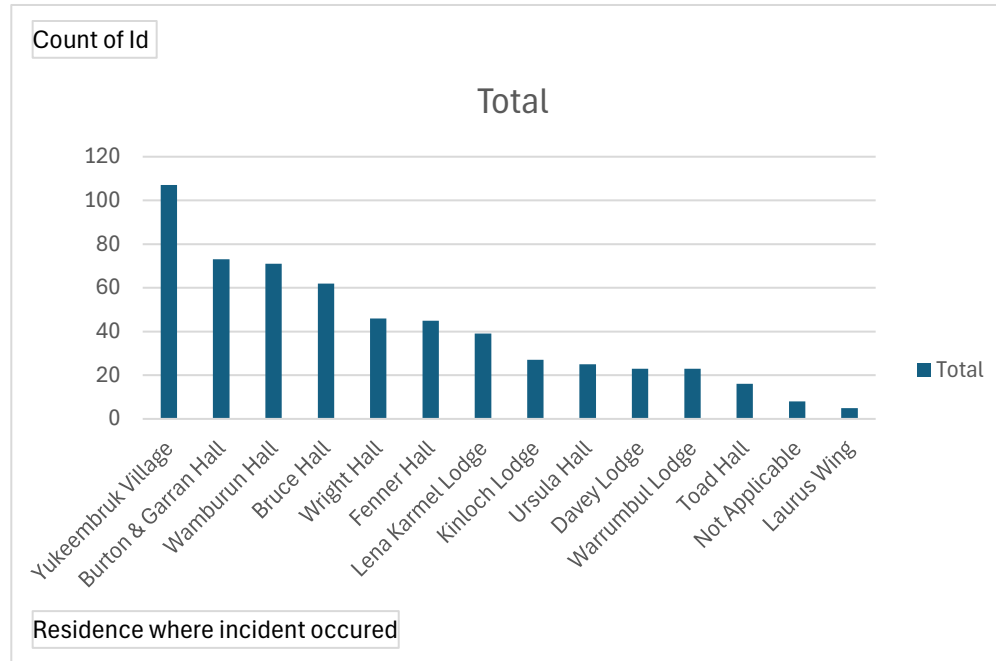
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Row Labels	Count of Id
Yukeembruk Village	107
Burton & Garran Hal	73
Wamburun Hall	71
Bruce Hall	62
Wright Hall	46
Fenner Hall	45
Lena Karmel Lodge	39
Kinloch Lodge	27
Ursula Hall	25
Davey Lodge	23
Warrumbul Lodge	23
Toad Hall	16
Not Applicable	8
Laurus Wing	5
<b>Grand Total</b>	<b>570</b>



ANU Council 5/2025 (Digital)

Count of Id Row Labels	Column Labels														Grand Total
	Bruce Hall	Burton & Garran Hall	Davey Lodge	Fenner Hall	Kinloch Lodge	Laurus Wing	Lena Karmel Lodge	Not Applicable	Toad Hall	Ursula Hall	Wamburun Hall	Warrumbul Lodge	Wright Hall	Yukeembruk Village	
Unauthorised entry / security concern	9		2	6	2		5		1	2	13	1	5	2	48
Other	3	2	5		6		4	1	1		6	1	2	6	37
Major physical injury (Eg, hospitalisation, open wounds, broken or suspected broken bone/s)		1				1	2				1	1	2	1	9
Fire related (Incl extinguishers, alarm, blankets, break-glass)	3	2		1			1		4	1	1	1	3	3	20
Excessive alcohol consumption	7	6	1	2					2				2		20
Food theft		2					1		1		1			3	8
Minor injury	1	3		5				1	3	1	5		2	8	29
Mental health related	2	10	1	2			3			1	1	1	3	3	27
Contact from parent or Next of Kin	6	3		3							2	2	2	3	19
Harassing behavior	2	2		1	1		2			1		1		1	11
Lost property	1	2			2		3			1	2		1	2	14
Offensive Language	1									2	2	1			6
Noise	4	12	2	5	4	1	3			7	7	3	4	18	70
Possession of illegal substance (including Marijuana)				1										1	2
Theft (excluding food theft)	4	8		2	1	1			2	2	6	2	1	2	31
Racism	2														2
Residents disputes			1				1				1	1	1		5
Smoking/Vaping			2		3	1	1						3	11	21
Vandalism					1		1								2
<b>Grand Total</b>	<b>45</b>	<b>53</b>	<b>14</b>	<b>28</b>	<b>20</b>	<b>4</b>	<b>27</b>	<b>4</b>	<b>12</b>	<b>18</b>	<b>48</b>	<b>13</b>	<b>31</b>	<b>64</b>	<b>381</b>

**Date of incident**

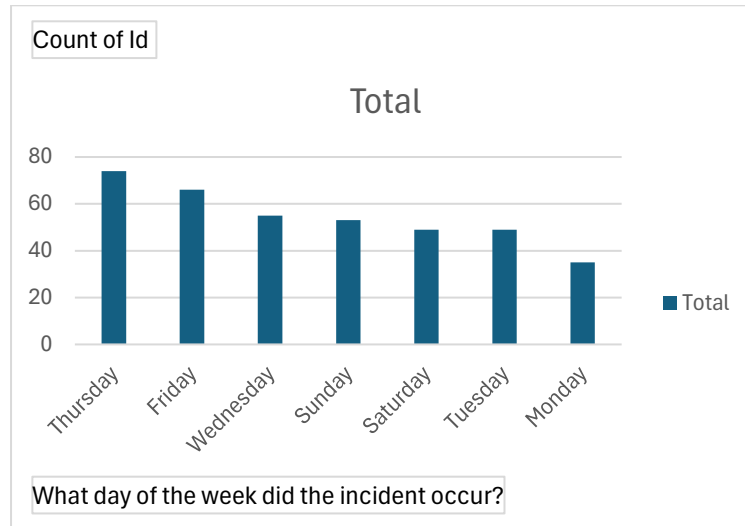
May - Jun 2025 MONTHS ▾

2025

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Row Labels	Count of Id
Thursday	74
Friday	66
Wednesday	55
Sunday	53
Saturday	49
Tuesday	49
Monday	35
<b>Grand Total</b>	<b>381</b>



**Date of incident**

May - Jun 2025 MONTHS ▾

2025

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