



NUS National Platform

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Table of Contents

Trade Unionism	6
Trade Union Values and History	6
Solidarity with Industrial Action	7
Employment and Wage Rights	7
The Right to Strike	8
Education on Trade Unionism	9
The Gig Economy	9
Privatisation	9
Police and Trades Halls	9
Climate Justice	10
Student Unionism	11
The National Union of Students	11
For an Activist Student Body	11
Independence of Student Unionism and Activism	12
Funding	12
Other	12
Education	14
Higher Education Quality and Funding	14
Restructures and Course Cuts	15
Staff Conditions	16
Academic Integrity and Teaching Quality	16
The Corporatisation of Post-Secondary Education	19
Quality in Research	20
Advocacy in the Tertiary Sector	21
Free Speech and Academic Freedoms	21
Student Partnerships and Union Autonomy	22
Internships	23
Decolonising Education	23
Public Primary and Secondary Schooling	24
Facilitating the Transition from Secondary Education to Tertiary Levels	24
Climate Change	25
No Fossil Fuels	25
Zero Emissions	26

Climate Justice on the Campuses	26
Resistance	26
Land Rights over Mining Rights	26
War and Militarism	27
Nuclear Energy	27
Funding Climate Action	27
Other	27
Vocational Education	30
Vocational Education in Australia	30
Fees and Loan Repayment	30
The Corporatisation of Vocational Education	30
Campus Life, Representation, and Services	31
Other	31
Welfare	33
Social Security	33
Employment	34
University Services	35
Housing	36
Health	37
Drugs & Nicotine Use	40
Public Transport Concessions	41
Covid-19 and Future Epidemics	42
Covid-19 and the University Campus	43
Women	44
Student Unions	44
Healthcare	45
Women's future in work	46
Sexual Assault and Harassment Prevention	49
LGBTI/Queer	52
General	52
Student Unions	52
Student Services	53
Education	53
Opposition to Religious Exemptions	54
Ending Homelessness	54
Healthcare	55

Gender and Sexuality Education in Schools	55
Pride Marches	56
Conversion Therapy	56
Trans and Gender Diverse Identities	57
Intersex Rights	59
Gender Neutral Bathrooms	59
Blood Donation	60
First Nations	61
Recognition	61
Standing Against Racism	61
Education and Indigenous Knowledges	62
Decolonising Campuses	64
Appropriate Language	64
Student Unions	65
Abolish Cashless Welfare	65
Invasion	65
Reconciliation	66
Land Rights	66
Police and Indigenous Deaths in Custody	67
Student Welfare Support	68
University Accommodation	69
Tokenism with Our Organisation	69
Disability	70
Combatting Ableism and Discrimination	70
Government Disability Care	71
Carers	71
Student Unions	72
Accessible Activism	72
Campus Services, Teaching, and Accessible Teaching Spaces	72
Student Accommodation	74
International	75
Accessible Education	75
Secure employment	76
Health and wellbeing	77
Housing	78
Cost of Living	78
Multilingual Staff and Language Support	79

Culture	79
Ethnocultural	80
Opposition to Racism and Colonialism	80
Opposition to Fascism and the Far-Right	81
Refugees and Migrants	81
Opposition to Discrimination Based on Religious Belief	83
Opposition to Nationalism	84
Student Unions and Representation	84
Education and University Services	85
Sexual Health	86
Food on Campus	86
Opposition to War and Militarism	86
Solidarity with Dispossessed People Around the World	87
Genocide Recognition	87
Small and Regional	89
Accessibility and Quality	89
Student Unionism and Campus Life	90
Support for Students	90
Climate Change	91
Community	91
NUS Practice and Policy	93
Alcohol at Events	93
Welcome to Country Ceremonies and NUS Events	93
Accessible Materials Guide	93
NUS Sexual Harassment, Assault and Discrimination Policy	94

Trade Unionism

Trade Union Values and History

1. NUS strongly supports the values of trade unionism, and the right for workers to collective for better conditions, and will carry these principles in our own activism
2. NUS acknowledges that students and workers are united in their struggle and must show solidarity with the broader trade union movement as a result.
3. NUS supports all struggles by workers to achieve better working conditions and wages
4. NUS stands on the side of workers, not bosses, and will come to positions on future disputes based upon this outlook
5. NUS strongly opposes all workplace discrimination and demands every worker should be paid the same rate for the same work.
6. NUS supports the full unionisation of the Australian workforce.
7. NUS acknowledges the union movement's issue with diversity, largely stemming from its historical complicity in racist state policies and supports initiatives that seek to ameliorate this such as the Migrant Workers Centre.
8. NUS opposes the 'unions' and professional associations being organised by the far right as a reactionary alternative to the existing trade union movement. NUS supports efforts to oppose the advance of right wing politics in the trade union movement. NUS affirms that the right wing agenda of opposition to health measures is in opposition to core union values of solidarity and 'an injury to one is an injury to all'.

Solidarity with Industrial Action

9. NUS supports industrial action undertaken by relevant unions that represent post-secondary education workers. Teaching conditions are learning conditions; our tutors and lecturers share the same fight.
10. NUS supports genuine industrial action undertaken by all legitimate unions regardless of industry, including but not limited to: teachers, nurses, and public transport workers in the public sector; warehouse, ports and postal workers; retail and hospitality workers; mining and construction workers.
11. The NUS stands formally against anti-union commissions such as ABCC that seek to dismantle trade unionism. Such bodies create unsafe working conditions, and their existence leads to unsafe trainee and internship conditions for TAFE trade students.

Employment and Wage Rights

12. The NUS condemns the increasingly common practice of unpaid internships, placements and Work Integrated Learning (WIL). These practices further entrench privilege and bar marginalised students from entering industries in which they are already underrepresented.
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14. NUS supports increasing the minimum wage to a living wage. Most students work jobs paid at this rate and struggle throughout their education in face of rising costs of living and stagnant wage growth.

15. NUS further supports all union industrial actions surrounding unfair wage increases and the abolition of wage theft.
16. NUS insists that all work must be paid at the award rate or those set out in the Fair Work Act. Many students, especially international students, are victims of exploitation and wage theft so we must take an active stance on this both on and off campuses.
17. NUS supports full employment as a means to restore dignity and economic security to Australian workers. Further, NUS wants to see the Government develop a blueprint for full employment that creates good jobs and provides meaningful work. NUS advocates for the implementation of a youth job guarantee as part of this.
18. NUS supports stricter legal standards requiring employees to confirm in writing whether work is casual or permanent, to ensure that students are aware of their rights and entitlements at work.
19. NUS recognises that wages are stagnating or declining in the face of rising inflation, while the profit share of national income is increasing. NUS opposes wage restraint and calls for the immediate lifting of wage freezes, for example in the NSW state public sector. NUS supports industrial action by trade unionists in any industry to fight for above-inflation wage increases and to break wage freezes imposed by either companies or federal or state governments.

The Right to Strike

20. NUS advocates for a universal right to strike. NUS rejects the implementation of 'Protected industrial action' as denial of one of the few structural mechanisms available to workers to voice their frustrations.

Education on Trade Unionism

21. NUS supports the roll out of workplace information to all university students and wants to see that information about our industrial relations system and the sources of workers' rights be included in the Australian Quality Training Framework.

22. NUS wants tertiary providers to implement online modules about workplace rights & encourages all student unions, in collaboration with the NUS, to implement a 'your rights at work' workshop for implementation during O-weeks.

The Gig Economy

23. The NUS strongly condemns the rise of the 'gig economy' and its deleterious effects on students in particular. The flexibility may be a boon to some students, but the lack of security and protections are too high a price for the economically vulnerable, especially International Students.

24. NUS strongly condemns corporations who use the casualised nature of the gig economy to exploit and endanger workers and supports the unionisation of the gig economy industry in order for safety and pay standards to be raised for all workers.

Privatisation

25. The NUS staunchly opposes privatisation rhetoric. Public services, such as post-secondary education, are essential to the wellbeing and prosperity of many students.

Police and Trades Halls

26. The NUS recognises the Police as an inherently anti-worker force as a state organisation used to breakdown worker power.

27. NUS calls for the removal of all police unions from all trades halls councils.

Climate Justice

28. NUS calls for all coal to be phased out and strongly supports a national transition into 100% renewable energy.

29. NUS calls for a just transition for workers in fossil fuel industries with training and guaranteed job placement programs.

Student Unionism

The National Union of Students

1. The NUS asserts itself as the peak representative body of Australian Undergraduate students and will work to ensure that a nationwide student activist movement is advanced and protected
2. All NUS National Officebearers will endeavour to affiliate as many democratically elected student unions as members of the National Union of Students
3. NUS works best when it is engaging students in campaigns. To that end NUS and its office bearers and state branches will facilitate activist networks around the country that can be democratic organising spaces for the many campaigns NUS will run each year. These organising networks should have facebook groups that will also be linked onto the NUS website to help students get engaged.
4. The NUS fundamentally believes in the right of all students to be represented by an independent, democratically elected student union on campus.
5. The NUS will assist students without a independent, democratically elected student union in the creation and retention of such a body
6. The NUS supports affirmative action as a tool for making unionism more accessible to traditionally marginalised communities and strongly encourages affiliate unions to adopt similar policies in their departments and advocacy.

For an Activist Student Body

7. NUS reinforces that its role is to organise students to campaign against attacks on education and in broader struggles for social justice, anti-colonialism and climate justice and encourages campus unions to do the same.

8. NUS believes that students have the most strength to defend their interests and fight in solidarity with oppressed groups when mobilised in protests, strikes, and involved in campaigns themselves.
9. NUS is an activist student union, committed to organising protests and other forms of action based upon relying on the collective strength of students
10. NUS fundamentally believes in grassroots organising and direct action. The achievements of many reformers warrants praise but ultimately all meaningful change comes from collective action and grassroots organising, with an integrated approach using direct action and lobbying.

Independence of Student Unionism and Activism

11. The NUS recognises and will work to protect independent, democratically elected student unionism in Australia from interference from university administrations or government legislation.
12. The NUS opposes university appointments into student union positions, and fundamentally believes that decision making on student affairs should be in student hands
13. The NUS opposes any government or university barriers to student activism in Australia, provided such action does not conflict with public health or similar rulings.

Funding

14. The NUS believes in fair and independent funding of student unions and demands the return to a model of universal student unionism (USU).
 - o Failing that, the NUS demands legislation mandating that all of the Student Services and Amenities Fee (SSAF) be allocated to all democratically elected student unions.

Other

15. The NUS supports student unions engaging and representing individuals from colleges but recognises them as sites where sexism and ruling class culture is reproduced. Traditional and elite colleges should be replaced with accessible student housing.
16. NUS acknowledges that each student union, as the campus representative body for students, should be present and involved at all university decision-making committees and levels. To ensure the best communication and representation of student issues and priorities.
17. The NUS believes that university committees and student representative boards should never be held in secrecy or hidden from students, unless directly related to protecting their privacy. NUS is committed to calling-out examples of this intransparent and disingenuous behaviour of student unions and universities acting in bad faith.
18. The NUS encourages student unions to foster a welcoming environment with clubs and societies, as well as fellow student unions. Whether it be for social events or fighting for important issues, the NUS encourages student unions to be supportive and welcoming of each other.

Education

Higher Education Quality and Funding

1. NUS fundamentally believes that education, and the pursuit of post-secondary education, is a right that should be equitable, accessible, affordable, and of good quality.
2. NUS believes in the return of fully funded free post-secondary education. By fully funded, we must ensure the education is funded properly in the following ways;
 - a. Public funding that not only meets the OECD average of public investment, but is increased to subsidise fees for all students and allow for free education.
 - b. Funding to ensure all campuses, whether regional or non-G08, are able to provide quality education, learning facilities, and services and staff.
 - c. Adequate funding to ensure quality teaching and learning standards, including the retention of courses from a variety of disciplines.
 - d. Funding to ensure staff are permanent, trained, and supported.
 - e. Funding to ensure on-campus education is retained, and facilities are fit for purpose.
3. While acknowledging that NUS will campaign for free education, NUS recognises that Higher Education is currently significantly underfunded and historic changes in the HECS/HELP system has meant that higher education has immediate issues that must be addressed. NUS will campaign against:
 - i. Increases to tuition or ancillary fees
 - ii. Full or partial fee deregulation

- iii. Lowering of loan repayment thresholds
 - iv. Changes to eligibility requirements of obtaining and retaining access to post secondary education loan schemes that force students to pay for their degree upfront e. Reductions to Commonwealth Supported Place allocations
 - v. Any other punitive changes to the HECS/HELP scheme that will bar student from accessing post-secondary education
4. NUS condemns performance based funding, noting its restrictive, neoliberal, and anti-student structure pushes universities to become bureaucratic degree machines. NUS recognises that any attempt by the Federal Government to further the existing funding model will only exacerbate inaccessibility, therefore is incompatible with maintaining quality post-secondary education. NUS will campaign for all forms of this to be repealed and rejected.
5. The NUS will campaign to ensure that any costs and fees associated with engaging in tertiary education are clear and transparent, including all ancillary costs associated.

Restructures and Course Cuts

6. NUS stands against large scale university restructures (such as faculty restructuring, course cuts, trimesters, and blended learning) that negatively impact student learning experience and success. NUS will assist campus unions in fighting these when needed.
7. NUS demands that student unions play an integral part in any discussions regarding university mergers.

8. NUS opposes ongoing course cuts and recognises the disproportionate number of course cuts made to arts and humanities subjects unrelated to the west. It will actively campaign against universities hindering access to a well-rounded quality education that encourages diverse history, perspectives and experience not eurocentric.

Staff Conditions

9. NUS opposes the casualisation of universities, noting the detrimental effects this process has on staff and students alike. NUS calls on universities to provide stable employment to tutors and academics, allowing the best possible quality of education.
10. NUS recognises that staff working conditions are student learning conditions and the advocacy for improved quality of education starts with supporting staff against attacks on wages, employment security and working conditions.

Academic Integrity and Teaching Quality

11. NUS is committed to fighting for improved pedagogy in universities and vocational education providers across Australia, and will campaign proactively alongside campus unions to see improved conditions
12. NUS endorses academic integrity in all forms. Students should seek to uphold proper academic conduct in all instances and it is the responsibility of universities to properly inform and ensure competency regarding conduct practices.
13. NUS condemns third-party contract cheating services seeking to profiteer from misconduct. The NUS stands against tracking software for assessments such as CADMUS and Proctorio, and recognises that such software is an invasion of student privacy and unfairly targets students of colour, those in unsafe living situations, and those without the means to purchase new computer hardware.

14. NUS recognises academic misconduct often occurs due to academic, social, and financial pressure, and believes that punitive measures applied to conduct breaches are an inappropriate disincentive and policy approaches should focus on preventative intervention. The NUS stands against tracking software for assessments such as CADMUS and Proctorio, and recognises that such software is an invasion of student privacy and unfairly targets students of colour, those in unsafe living situations, and those without the means to purchase new computer hardware.

15. NUS endorses equitable teaching and learning and endorses institutions taking the following approaches to learning and assessment:

- a. Special consideration – providing leniency in granting of extension, clarifying evidentiary requirements, expanding the types of evidence accepted, digitising the process, ensuring short turnaround responses and removing fit to sit rules”.
- b. Late assessment policy – applying a university-wide standard deduction policy that strikes a balance between the upholding of academic integrity and reasonable leniency.
- c. Assessment weightings – ensuring there are several forms of assessment in each unit and weighting exams no higher than 60% of the final grade.
- d. Ensuring assessments are accessible – that resources to access assessments are functional and equitable, when taken physically and online, and that no exam is scheduled during weekends
- e) Adequate SWOTVAC periods – ensuring students have adequate preparation time for assessments to prioritise academic and personal wellbeing.
- e. Resource accessibility – materials required for learning are provided affordable and accessible, particularly ebooks and digital learning aids.

- f. Where students are seeking an extension, universities should aim to respond to students before the students' proposed extended deadline passes.
16. NUS supports the implementation of mandatory lecture recording policies, including captioned and/or transcribed content, in order to provide equal access to education for working students and those of all abilities
- a. The NUS understands that with lecture recordings, academic quality is at risk due to staff cuts and recording recycling. Therefore, the NUS remains against lecture recordings being used as a cost cutting corporatisation measure which harms staff conditions and student learning conditions
17. NUS recognises the detrimental learning model that trimester teaching models embody, and will support campus unions in campaigns against such implementations.
18. NUS believes students should not be disadvantaged by location during a global pandemic and supports universities providing alternate learning tools for students unable to travel to in person classes.
19. NUS calls for more flexibility in online learning arrangements for students who cannot access online classes/assessments due to barriers including but not limited to technological, geographical, personal factors or language barriers.
20. NUS calls for more flexibility in learning arrangements for students who must travel to university or have difficulties regularly attending classes due to barriers including but not limited to family, health or work obligations.
21. The NUS supports a return to in-person classes wherever possible, in line with COVID-19 restrictions. Further, it calls on universities to be transparent about when and why classes will be delivered remotely where in-person lectures are a viable

option for students.

22. NUS condemns courses with a disproportionate number of students not passing and encourages investigation into courses that have consistently disproportionately failed students.

23. NUS calls for obligatory appeal procedures for grades. NUS opposes lengthy appeal request processes and deadlines made for appeal requests.

24. NUS condemns the usage of online proctoring services to monitor students externally during examination. NUS recognises the potential harms and risk factors associated with the enforcement of online proctoring on students during examination, namely increased distress during examination periods and cybersecurity risks due to proctoring software.

25. The NUS advocates for the continuation of flexible final assessments instead of having invigilated exams as the standard form of final assessment.

26. That the NUS commits to supporting the implementation of minimum high quality contact hours for on-campus degrees to ensure that all contact hours lost in the transition to online learning due to covid are reallocated within future blended frameworks to ensure students are getting adequate amounts of face-to-face time with their relevant academic staff if they so choose.

The Corporatisation of Post-Secondary Education

27. NUS condemns the transition towards corporate, profit driven post-secondary education, and believes that this fundamentally conflicts with the purpose of education as a public good.

28. NUS believes that the following are symptoms of this system

- a. Increased Fees

- b. Legislation that increases the financial accessibility of education (such as lowering of loan thresholds, changes to the HECS/HELP system)
- c. Partnerships with unethical industry
- d. Large-scale restructures and course changes
- e. Streamlining and cutting of student support services
- f. Mass casualisation of the workforce
- g. Over Reliance on international student fees
- h. High cost course material
- i. Limiting of publicly funded research

29. NUS believes that this system is not sustainable, and will continue to harm students in the life cycle of their degree and as they enter the workforce.

30. NUS believes the solution to this is the democratisation of universities, and a dramatic increase in funding that allows for fully funded free education.

Quality in Research

31. NUS stands for a system of higher education in which research is fully funded by the Federal Government and NUS recognises the value of a fully publicly funded research system to benefit the public and social good.

32. NUS recognises that when universities are not fully funded to support research, this significantly impacts on the learning experience for HDR and PhD students

33. NUS supports improved working, researching, and studying conditions for HDR and PhD students, as well as supervisors and researchers.

34. NUS supports the right of students to be able to pursue research and further

studies free from the influence of external corporate pressures or funding rules.

35. NUS opposes the growing corporatism and neoliberalism that continues to envelop the tertiary system, noting its detrimental impact on quality learning, and the inaccessibility it has created particularly for students from regional, rural, and low SES backgrounds, First Nations students, international students, and students with a disability.

36. NUS recognises that university executive decision-making is rarely performed in the best interest of students, and remains critical of major change proposals pertaining to courses and units, composition of faculties and schools, academic period lengths, and teaching conditions. NUS will support student unions in fighting against proposals of this nature.

Advocacy in the Tertiary Sector

37. NUS advocates for cross-collaboration throughout the tertiary sector to further the interests of students. This includes all other peak representative bodies, non-affiliated campus organisations, and relevant trade unions.

38. In pursuing the quality of learning services across the country, NUS will engage critically with federal regulators and quality assurance bodies to ensure education quality is upheld. Further, NUS will ensure that campus unions are able to communicate productively with these bodies.

Free Speech and Academic Freedoms

39. NUS endorses the freedoms of academic expression, and of speech, on all campuses in Australia. With this, NUS recognises the balance that must be struck to ensure considered and respectful expression is upheld.

40. NUS denotes the difference between free speech and hate speech.

41. NUS believes that the protection of freedom of speech on campuses is vital to ensuring that student and staff unions are able to adequately represent their members. It is vital for a healthy campus body politic for free speech to be upheld, and it is vital for the health of activism on campus that it is protected.
42. NUS condemns the use of public universities as platforms to pursue hateful ideology and/or ideas, and encourages student unions to work in conjunction with institutions to develop a practical expression policy.
43. NUS remains satisfied with the 2019 French Review into freedom of speech on Australian campuses and as such does not endorse further governmental inquiries. Accordingly, legislative interference into the application of speech rights on campuses is not required.

Student Partnerships and Union Autonomy

44. NUS affirms student representation and participation in the university structure is essential to a balanced and properly functioning university community.
45. NUS believes that any university decision making body must be transparent to keep the university community aware and involved in its decisions.
- a. NUS believes any university council or board should be a cross-section of its community, and governance should be approached from a position that views university education and research as a public good, not a corporate business, not private appointees not chosen by the university community
 - b. NUS believes in the democratisation of university boards, and will advocate for structural change that ensures university decision making is undertaken by professional or academic staff, union officials, or students on university councils or boards
 - c. NUS condemns any attempt to reduce the number of professional or

academic staff, union officials, or students on university councils or boards

- d. NUS condemns any attempt of universities to undermine democratic processes in the election of student or staff members onto such boards

46. NUS acknowledges that student representation in higher education should be supported by formal partnership agreements, adequate training for student representatives, and collective networks. Student representatives who are informed, actively partnered in decision-making processes, and involved in peer support networks deliver greater outcomes for students and NUS agrees to work with student unions and universities to facilitate these structures.

47. NUS advocates for equal opportunities and student consultation to remain in place even when institution responses are required quickly due to changing national/global circumstances.

Internships

48. NUS opposes unpaid internships and work experience programs. NUS recognises that work experience forms an essential requirement for many degrees, yet being forced to enter unpaid work in order to fulfil this requirement is unacceptable. NUS will campaign for the recognition of student work as paid work, and will advocate to ensure students are aware of their rights and are appropriately supported when undertaking work experience.

49. That the NUS promotes equal opportunity for internships for all students, regardless of their country of origin and condemns organisations that discriminate against international students.

Decolonising Education

50. NUS endorses the decolonisation of education, promoting voices from diverse

backgrounds, not least people of colour and Aboriginal and Torres Strait Islanders.

51. NUS opposes university partnerships with organisations that seek to promote 'Western Civilisation', as a rejection of racism within tertiary education

Public Primary and Secondary Schooling

52. NUS believes in quality public schooling.

53. NUS opposes the defunding of public schools relative to population growth and calls for massive investment into the public school system.

54. NUS opposes federal and state funding to rich private schools.

55. NUS calls to waive HECS debt for those who choose to study teaching due to the teaching shortage. The NUS acknowledges that there is a disparity in the wages of teachers in public or private schooling and supports a set bracket of pay.

56. NUS recognises that the root cause of inequity and preservation of the neoliberal status quo in tertiary education is the result of secondary school's privatised education and hereby encourages efforts to defund private schools and nationalise secondary level of education. This is to ensure equity amongst students thereby as they pursue tertiary education and diversity in courses that would transcend into the workplace.

Facilitating the Transition from Secondary Education to Tertiary Levels

57. NUS recognises the significant barriers faced by low SES students in accessing higher education, and will thereby:

- a. actively campaign against any university or government measure that limits the ability for these students to access education.

- b. call for an increase of safeguards and lower hurdle thresholds for students from regional, rural, and low SES backgrounds, First Nations students, and marginalised students.
- c. encourage access to facilities that enhance equity and that disadvantaged students or students from regional, rural, and low SES backgrounds, First Nations students, international students, and students with a disability would otherwise not have access to such as mentoring programs and career course advice.

Climate Change

- 58. NUS recognises the urgency of the climate emergency and the need for action.
- 59. NUS recognises that burning fossil fuels and greenhouse gas emitting processes by corporations are responsible for climate change.
- 60. NUS understands that the rich and powerful are responsible for environmental destruction and escape the worst effects of climate change due to their power and privilege.
- 61. NUS additionally opposes other forms of environmental destruction, including logging, strip mining and plastic proliferation, that further degrade the natural environment

No Fossil Fuels

- 62. NUS opposes all new coal, oil and gas projects and calls for an immediate end to investments in the fossil fuel industry.
- 63. NUS supports 100% renewable energy sources in Australia by 2030, including a just transition for fossil fuel workers.
- 64. NUS opposes political parties that commit to continuing fossil fuel production and export.

Zero Emissions

65. NUS demands that the Australian government commit to real zero, not 'net zero' emissions by 2030.
66. NUS opposes the use of carbon capture and storage as a substitute for eliminating fossil fuel-based energy production.

Climate Justice on the Campuses

67. NUS calls on universities to immediately and fully divest from fossil fuels and cut research ties and partnerships with environmentally destructive companies.
68. NUS opposes attempts at greenwashing and demands genuine environmental commitments from universities.

Resistance

69. NUS recognises the need for collective and disruptive activism in response to the climate crisis.
70. NUS resolves to act in solidarity with climate strikers and other protests led by other climate action groups.
71. NUS condemns the repression of climate activists, increased police powers and anti-protest laws that threaten the right to protest such as the Queensland Government's 2019 'Dangerous Attachment Devices' laws.

Land Rights over Mining Rights

72. NUS supports traditional ownership of the land over the rights of corporations to environmental destruction.
73. NUS condemns and opposes the continued desecration of Indigenous land at the hands of governments and fossil fuel companies.
74. NUS supports all struggles for Indigenous land rights.

War and Militarism

- 75. NUS recognises that war is catastrophically destructive to both human life and the environment. NUS recognises that military production is highly dependent on fossil fuels and
- 76. environmentally destructive processes.
- 77. NUS believes that the effects of climate change cannot be reversed while billions are invested in global military spending.

Nuclear Energy

- 78. NUS opposes ending the moratorium on nuclear energy and the incorporation of nuclear energy into Australia's future energy mix.
- 79. NUS recognises the extreme risks that uranium mining and radioactive waste pose to public health.
- 80. NUS recognises that nuclear energy increases the risk of nuclear weapons development.
- 81. NUS opposes the acquisition of nuclear weapons by the Australian government.

Funding Climate Action

- 82. NUS opposes measures on climate change, such as a carbon tax, that place the cost of addressing climate change on ordinary people.
- 83. NUS supports extraordinary taxes on corporations and the rich to fund the immediate and extraordinary measures needed to address climate change.
- 84. NUS supports redirection of funds away from investments into the police, the military, border security and detention centres toward climate action instead.

Other

85. NUS recognises the importance of sustained course and careers counselling throughout study as a tool for student success before and after graduation. NUS believes that this should be well funded and be accessible to all students.
86. The NUS believes that universities are education providers, not corporations, and as such should be avoiding partnerships and investments with unethical organisations
87. The NUS believes that weekend and night exams stint the ability of students to adequately prepare for and undertake assessment.
88. The NUS affirms the importance of a mandated week long SWOTVAC period in order to give students adequate time to prepare for final assessments
89. The NUS recognises that students face many financial and emotional stressors whilst on full-time placement, and that they should not be burdened with additional coursework that is not relevant to the assessment of placement performance.
90. That the NUS commits to pursuing a standardisation of submission times for assignments to 11:59pm across the board.
91. NUS supports clear and transparent responses from institutions surrounding admissions changes during unforeseeable national/global issues, such as Covid-19.
92. That the NUS demands that universities do not discriminate against students who are seeking to enter honours courses who use NGPs.
93. That the NUS commits student body engagement and consultation in placement policies and activities.

94. The NUS supports the coverage of compulsory course materials such as textbooks, lab coats and excursion costs under HECS. The NUS acknowledges that as these materials are essential for academic success, all students, regardless of financial background, should be able to access them.
95. NUS supports learning for learning's sake, and rejects the notion that universities should be degree-factories which focus on preparing graduates for the workforce. The NUS acknowledges the wide range of reasons that students may want to attend university.
96. The NUS supports a stipend for performance students during ensemble programs at universities and affiliated conservatoriums to compensate for the lost ability to work or teach.

Vocational Education

Vocational Education in Australia

1. The NUS believes that a strong public vocational education system is the backbone of a healthy education system as well as a sustainable economy
2. NUS recognises the role of vocational education within the higher education sector and will actively work to affiliate relevant student organisations to NUS, and support students on these campuses

Fees and Loan Repayment

1. The NUS supports free, accessible and well-funded public education in universities and TAFE and acknowledges the historical lack of representation for vocational education students
2. The NUS will actively fight for the removal of the 20% loan fee on VSL and 25% fee on FEE-HELP for those studying at TAFE, RTOs or at a non-university higher education provider (NUHEP)
3. The NUS acknowledges that the lowering of VET loan repayment thresholds will disproportionately affect low SES students, and actively opposes any further lowering of this threshold

The Corporatisation of Vocational Education

4. NUS rejects the corporatization of vocational education, and the increased reliance on RTOs, private, and corporate providers. NUS believes that vocational education should be publicly funded, and must be free from corporate exploitation of students

Campus Life, Representation, and Services

5. NUS recognises the need for student representation on Vocational Education campuses, and recognises the importance of fostering campus culture and involvement.
6. NUS believes that the same services given to university students should be extended to Vocational Education, whether that is administered by student representatives or the campus administration. This Including;
 - a. Clubs and Societies
 - b. Social Events and Student collectives
 - c. Service provision - such as food banks, legal services, and advocacy
 - d. University services such as:
 - i. Crisis accommodation
 - ii. Case workers
 - iii. Childcare
 - iv. Health services
 - v. Counselling

Other

7. The NUS recognises that young trade union members, particularly in areas of coverage by AMWU, UWU, ETU and CFMMEU are often also members that the NUS represents. In recognition of this, the NUS recognises the important partnerships that should be forged between these unions and the NUS and

understands that these relationships would be beneficial to the pursuit of increased membership of both unions.

Welfare

Social Security

1. NUS supports a permanent increase to Youth Allowance, Austudy, Abstudy, JobSeeker and other related payments above the Henderson Poverty Line.
2. NUS demands the equal support of part- time and full-time students from the government and their tertiary institutions.
3. NUS believes every young person should be assessed for income support on their own merit and opposes the age of independence and parental means testing.
4. NUS demands an independent commission to provide regular advice to the Government and Parliament on setting rates of income support as well as guidance on broader strategies to reduce inequality in Australia.
5. NUS opposes the outsourcing of Centrelink jobs and wants to see Centrelink in public hands to provide timely and professional support.
6. NUS opposes privatised job agencies and supports reintroducing the Commonwealth Employment Service.
7. NUS supports a Royal Commission into the Robodebt fiasco.
8. NUS supports abolishing punitive measures including income management and work for the dole.
9. NUS support quality community services to help people experiencing poverty, hardship, discrimination, and disadvantage. Community services include crisis accommodation for women and children escaping domestic violence, emergency relief to help people address basic needs in times of crisis, and food relief.

Community services have experienced deep funding cuts and are struggling to help everyone who needs their support.

10. The NUS supports the lowering of the Age of Independence of Centrelink and recognizes this change as a significant way for young people to gain financial independence and security, while avoiding engagement in potentially unsafe relationships with their parents and/or guardians.

11. NUS will campaign for welfare to be significantly increased to \$1100 a fortnight, permanently.

12. People should not be subjected to degrading requirements such as jobs searches and work for the dole in order to receive payments.

Employment

1. NUS supports full adult wages for all workers regardless of age.

2. NUS recognises that there is a wage theft epidemic that disproportionately impacts students.

3. NUS supports the criminalisation of underpayments.

4. NUS opposes the Federal Government's Working Holiday Visa Scheme with loopholes that allow businesses and agencies to abuse young international workers mentally, financially, and sexually.

5. NUS recognises that we need a new simple, affordable, and accessible small claims jurisdiction to be introduced to pursue underpayments.

6. NUS demands that States and Territories set up international student focused legal advice clinics.

7. The NUS strongly recommends all universities move to a model of student-first employment offers, where applications for on campus jobs (retail, hospitality, admin or otherwise) are offered to students of that university first.

University Services

1. NUS recognises that all universities should provide critical student services including:
 - a. Crisis accommodation;
 - b. Case workers;
 - c. Advocacy;
 - d. Childcare;
 - e. Health services;
 - f. Counselling; and
 - g. Free and/or low-cost meal and grocery services.
2. NUS recognises that wait times to see university counsellors can be excessive and supports a minimum counsellor to student ratio.
3. NUS wants to see parent friendly facilities across all tertiary providers.
4. NUS does not endorse the use of illicit drugs by students but understands that it is occurring within the student body, and that its use should be as safe and informed as possible, with this approached with a harm minimisation ideology.
 - a. The NUS will support all student organisations who seek to implement harm minimisation policies and strategies on each of their respective campuses.

5. NUS believes that in person, physical campus services are critical to student welfare.
6. NUS condemns any student union that chooses to minimise the services available to regional campuses.
7. NUS advises institutions to require student leaders, mentors and residential advisors undergo First aid, Vicarious trauma and First Responder' training and Mental Health First Aid training prior to commencement of their role; the cost of training should be covered by the university.

Housing

1. NUS opposes exemptions for University accommodation from Residential Tenancies Acts and supports immediate reform to ensure all students have tenancy protections.
2. NUS supports students to be able to source accommodation that is legal, affordable and safe. NUS commits to raise awareness of the dire living situations experienced by students (with overcrowding, fire danger, pests, exorbitant prices, withheld bond and dodgy leases), pressure government and property managers to provide acceptable accommodation to students, and inform and educate students on renter's rights
3. NUS advocates for a fair and equitable housing system where students have access to safe, secure, and affordable housing. We support:
 - a. A national housing strategy which includes all sections of the housing market, employs a broad range of policy levers and involves both long and short term solutions;

- b. Sustained investment in affordable housing over the long-term, including in deeply subsidised housing (where rents are set at a maximum of 30% of income) and other forms of subsidised rental housing, as well as appropriately targeted affordable home ownership programs;
 - c. Distinct capital and ongoing subsidy funding arrangements, to ensure that provision is made for the costs of maintenance and rental subsidy;
 - d. A housing system which meets the needs of those who are most disadvantaged while maintaining social mix through mixed tenure developments;
 - e. NUS advocates for universities to provide direct housing support to students facing housing insecurity, in the form of medium-term subsidised accommodation as well as short-term crisis accommodation.
 - f. A review of Commonwealth Rent Assistance (CRA) to ensure that it best meets the needs of all low income renters; and
 - g. Reform of housing taxes to reduce distortions in the market which leads to house price inflation and encourages investment in less affordable rental housing.
4. NUS recognises that university colleges are often unsafe and rife with sexual assault, hidden through closed door agreements and a culture that silences survivors. The NUS supports abolishing the colleges and repurposing them to safe and affordable housing for all students, not just the elite.

Health

1. NUS asserts that public policy around sexual health and blood-borne viruses (BBVs) should be evidence informed and acknowledges the harm caused by stigma towards already marginalised groups.

2. The NUS recognises that drinking culture at universities can lead to alcohol abuse, poor mental health and poor health outcomes later in life as well as limited accessibility at events, especially for students from ethnically diverse backgrounds. The NUS advocates for healthy drinking cultures at all member universities and will run a social media campaign around drinking.
3. NUS supports the expansion of bulk billing services listed under the Medicare Benefits Schedule to include an extensive range of dental procedures and ensuring that glasses prices are affordable.
4. NUS supports the expansion of bulk billing services to cover a wider range of psychological/mental health services for those who are looking for specialised practitioners or diagnoses.
5. NUS supports an increase in free psychology sessions available on Medicare, to a demand based system where those in need are able to access additional sessions
6. NUS recognises the importance of ensuring campuses remain safe and respectful, and encourages initiatives that serve to educate students on and raise awareness about sexual misconduct, violence, and assault, alongside the implementation of disclosure processes for such acts..
7. NUS recognises the importance of ensuring all student support services are easily accessible, and tailored to the needs of students from culturally and linguistically diverse backgrounds.
8. NUS recognises the cruciality of ensuring universities are safe communities and supports accessible resources that enable the up-skilling of students for such communities to be maintained. Resources include, but are not limited to, mental health first aid, bystander training and cultural training.

9. NUS recognises the multivariate factors impacting student well-being and endorses initiatives that raise awareness about such issues and assist affected students. Issues may include, but are not limited to, alcohol and substance abuse.
10. NUS acknowledges the adverse impacts of tertiary study that can impact student well-being, and endorses initiatives and resources that ensure students remain supported and in turn, promote mentally healthier campuses.
11. NUS recognises that stigma remains attached to certain aspects of well-being, such as sexual health, mental illness, gender, and lifestyle choices. NUS endorses support services remaining low barrier on all campuses so that students can readily access resources without fear of judgement and criticism.
12. NUS recognises the importance of physical health on overall wellbeing and supports the implementation of initiatives that educate students on optimal lifestyle behaviours and promote physically active campuses.
13. NUS stands against domestic violence and recognises abuse in all of its forms, whether that abuse is physical, sexual, emotional, psychological, financial or otherwise.
14. NUS recognises that there are limited resources available to domestic abuse survivors, especially for men who are experiencing violence, and calls on the government to allocate funding to these underfunded services.
15. NUS recognises that fragile masculinity is endemic in the Australian society, leading to the under-report of domestic violence in the case of male victims as well as other instances of violence wherein men have internalised the toxic mentality and act on it.
16. NUS supports the continuation of the Resilience, Rights, and Respectful Relationships program implemented in primary schools and high schools on social

issues such as domestic violence, and believes that on campus services should be equipped to respond to this issue within the student body.

17. NUS commits to holding universities responsible for the safety and well-being of our health and allied health hero students.
18. NUS believes that healthcare is a human right that should be free for all without exception no matter age, ability, gender, sexuality, religion, or citizenship status.
19. NUS supports free and accessible sanitation products in bathrooms on university campuses.
20. The NUS supports the introduction of a student concession card, available to both part and full-time students, so that students are able to access vital healthcare and other benefits borne to those with concession cards.
21. NUS supports universities and state governments implementing COVID-19 vaccination mandates in order for students to safely attend campuses.
22. The NUS supports vaccine mandates for entry onto campuses nation-wide, in line with health advice. The NUS acknowledges this as the only way to get back to essential union activity such as protesting on campus, and implores universities to implement systems that do not involve additional security on campus in order to check vaccine status of staff and students.

Drugs & Nicotine Use

23. While the National Union does not condone or incentivise the use of drugs or nicotine by any of its members, it is a fact that a large number of students will choose to use these substances. As such, the NUS recognises the importance of advocating for a harm minimisation approach; safe measures for the use of these substances, in line with healthcare advice and best practice.

24. The National Union is firmly pro-pill testing and supports all efforts by student unions to allow pill testing on campuses, at union-led events such as O-week parties.
25. The National Union supports student unions who have pill-testing kits available on campus, free of charge and believes that such kits should be available in a similar manner to condoms at residential halls and in student unions.
26. The National Union stands firmly against the removal of smoking areas on campus in recognition that this act will not prevent students from smoking but lead to unsafe, unlit areas in which students who smoke will be shamed and marginalised for doing so.
27. The National Union encourages all student unions and universities to run healthcare-based drug and alcohol information sessions during Oweeks, with compulsory attendance for res hall students in particular, in order to inform students of the dangers of drug and alcohol use and how to look out for their mates and themselves if they choose to use.
28. The National Union stands firmly against the use of security and police at union, university and college events in order to monitor the use of drugs. The presence of cops on university campuses is inherently anti-union, and creates an unsafe space particularly for BIPOC students and women and gender diverse students.

Public Transport Concessions

29. NUS believes public transport should be free.
30. Wants all jurisdictions to adopt a concession scheme that does not discriminate on students' nature of study or citizenship.

Covid-19 and Future Epidemics

31. NUS supports an approach of prioritising health over profits in the covid-19 pandemic and future epidemics.
32. NUS opposes attempts by university managers to prioritise their finances and competitive standing over public health.
33. NUS rejects the political turn toward letting covid-19 and future epidemics run through the community as being detrimental to public health and causing preventable loss of life.
34. NUS affirms that a range of public health measures including but certainly not limited to vaccination are crucial for containing the spread of COVID-19.
35. NUS demands investment into purpose-built quarantine facilities for containing the spread of new variants of COVID-19 and the spread of any future epidemics.
36. NUS demands auditing of public indoor spaces and essential workplaces for adequate ventilation.
37. NUS supports continuing indoor mask mandate for public transport, indoor retail and other workplaces while COVID-19 is present in the community.
38. NUS supports the right to special leave entitlements for workers for testing and isolating for COVID-19 and future epidemics.
39. NUS supports continuing government funding for COVID-19 testing, and rejects any moves towards making individuals pay for their own tests.
40. NUS supports further public awareness campaigns in support of vaccinations.

Covid-19 and the University Campus

41. NUS stands for the right of workers to have workplaces, and students to have classrooms, which meet basic health and safety standards, and which do not put them at risk of transmissible disease.
42. NUS calls for audits of all indoor spaces on all campuses to ensure that minimum standards of air quality and ventilation are met. This means CO2 levels of less than 600 ppm, as recommended by OzSAGE.
43. NUS demands the results of these audits must be provided to the relevant NTEU branches, and campus student unions.
44. NUS calls for any classroom or accommodation space which fails to meet this standard be immediately upgraded to ensure student and worker safety. This could include, but is not limited to, HEPA filtration, PPE provision for staff and students, portable CO2 readers for staff, and infrastructure upgrades to allow more windows to open.
45. NUS will oppose a return of students or staff to any indoor space which has inadequate ventilation.
46. NUS demands the free provision of masks and rapid antigen testing kits on campus to students and staff.
47. NUS supports increased staffing resources to facilitate campus COVID-safety, including more cleaning staff, and increases in staffing/pay to ensure that additional work due to health requirements does not result in overwork and underpayment.

Women

Feminism

1. The NUS is a body that operates on the foundation of feminist ideals. These ideals are the economic, social and political liberation of women. The NUS acknowledges that feminist ideals were developed by cis, white women and this continues to influence feminist notions today. The NUS acknowledges these ideals may be practised differently according to cultural and religious norms, and feminism should be centred around discussions of how women subjectively can be liberated from patriarchal norms.
2. The NUS recognises that women, gender-minorities and femme-presenting people face gendered discrimination on a daily basis, and condemns sexism and the patriarchal structures that facilitate this.
3. The NUS recognises that feminism should be intersectional, and in doing so recognises the complex interactions between other identities and gender that result in discrimination. This includes ethnicity, class, sexuality, religion, disability and gender expression.
4. The NUS also rejects a construction of feminism as a single idea, as this can be exclusive of minority groups, but upholds that it should be a space for discussion about the ideals of feminism as stated in provision 1.

Student Unions

5. The NUS will work collaboratively with member unions to ensure that all unions have structures in place to prevent gendered biases and discrimination.

6. The NUS will encourage - and work with member unions to effectively implement - affirmative action, if deemed necessary to ensure women have equal representation and involvement in all unions and/or representative bodies.
7. The NUS affirms the need for universities to provide accessible, adequate, and private spaces for women's rooms on campus. The NUS encourages and will support the creation, where possible, of autonomous safe space through mandating the formation and funding of women's departments by universities. The people that can access the department must be decided upon through consultations between those in the NUS, university and TAFE students, and member unions.
8. The NUS will encourage the training of student leaders, particularly autonomous and welfare representatives, to handle disclosures of sexual harm.

Healthcare

9. The NUS is a pro-choice organisation and believes that all people with a uterus should have equal access to reproductive healthcare, which includes access to free contraception, safe and legal access to abortions. The NUS further acknowledges that the contraceptive burden is largely placed upon AFAB (assigned female at birth) people, and encourages action from member unions to educate AMAB (assigned male at birth) people on safe contraceptive practices to combat this.
10. The NUS condemns any opposition to the decriminalisation of abortion and will support pro-choice campaigns.
11. The NUS stands with those globally who are fighting for their right to access safe, free abortion on demand.
12. The NUS supports extending the right to abortions beyond 12 weeks.

13. The NUS condemns the discrimination faced by people from marginalised genders when accessing medical care. The NUS recognises the critical importance of access to healthcare for women, trans and non-binary people and opposes all cuts to necessary health services, including mental health services. The NUS will campaign for free medical services for university students that are on university campuses, or provided or advocated for use by universities for university students.
14. The NUS supports the introduction of a student concession card, available to both part and full time students, so that students are able to access vital healthcare and other benefits borne to those with concession cards.

Women's future in work

15. The NUS recognises and condemns the gender pay gap that is present in the Australian economy
16. The NUS recognises that a large contributor to the existence of the gender pay gap is that women-dominated fields such as childcare, teaching and nursing are paid on average substantially less than male-dominated workforces. The NUS further acknowledges that this is the result of bosses taking advantage of the 'care factor', where women recognise that in feminised fields (such as nursing, teaching or childcare) the patient, student, or child will suffer as a result of a wage strike. We stand in solidarity with our comrades in trade unions and commit to breaking this cycle by acknowledging these biases where they start - in the classroom or lecture theatre.
17. The NUS will campaign against the gender pay gap, to raise awareness about the issue. The NUS recognises the gender pay gap affects women of marginalised backgrounds more acutely and condemns this. The NUS acknowledges that the gender pay gap affects all-female and fem-aligned tertiary students and thus will protest in solidarity with trade unions demanding fair pay and organising against pay

discrepancies for student workers and in the tertiary sector. It is further the responsibility of the NUS to ensure female and fem-aligned student representatives are being fairly compensated.

18. The NUS recognises that a gendered-price gap exists with the Australian market, where female-targeted products retail at higher prices, and this has an adverse effect on the cost of living for female and/or gender diverse students. The NUS further acknowledges that this disproportionately affects working-class people and people of marginalised backgrounds, who find it even more difficult to access sanitary products at a fair price. Further, whilst the ‘tampon tax’ no longer exists, proprietors of sanitary products find it acceptable to price gauge these items as ‘luxury’, especially after they have been transported to remote areas. The NUS acknowledges and fundamentally opposes these barriers to equal opportunity.

19. The NUS recognises that the Federal Government’s attempts to increase the representation of women in STEM by decreasing course fees is a futile attempt:

- a. The NUS recognises that the lack of representation of women in STEM originates from the stigmatisation of women’s involvement in science-based interests from as early as primary school.
- b. The NUS will campaign to ensure greater awareness around the issue and ensure women are supported in their interest in STEM from a young age.

20. The NUS recognises the crucial importance of the current superannuation system for women’s economic future, and will campaign against any attacks to dismantle the superannuation system through measures such as protest, media outreach and supporting other unions.

21. The NUS believes in free childcare as an effective support structure for students with children, and supports the creation and adequate maintenance of free childcare and parenting rooms on all university campuses. Lack of adequate access

to childcare is a primary reason that women who, for whatever reason may have not had access to tertiary education at a young age, do not feel able to return to a university campus. This issue is systemic and affects not only women who are current or future tertiary students, but women throughout their working lives. The NUS is committed to the fight for free childcare and commits to standing in solidarity with any campaign from a trade union or reputable NGO (non-government organisation) on this issue. The NUS further commits to campaigning for free childcare as a tertiary education issue through collaboration with our comrades in the NTEU and our member unions, facilitated by our State Branch Presidents, Education Vice-Presidents and campus organisers.

22. The NUS recognises that a gendered-price gap exists with the Australian market, where products targeted at non-cis men or gender diverse people retail at higher prices, and this has an adverse effect on the cost of living for students who are non-cis men or are gender-diverse.

23. The NUS will campaign against the increases of HECS-HELP fees under the Job-Ready Graduates package, as it creates a greater discrepancy between the HECS debt by women and men by increasing fees for women-dominated university programs and courses. The NUS will run at least 2 campaigns against the fee increases and call upon other unions and university organisations' support. The NUS will release a social media campaign highlighting the effect of the package upon members of marginalised groups such as women and First Nations people. The NUS will also fight for free tertiary education as a feminist issue.

Sexual Assault and Harassment Prevention

24. NUS recognises the widespread epidemic of sexual violence on Australian university campuses, and stands in solidarity with all survivors.
25. NUS acknowledge that this crisis affects not only women, but also disproportionately affects marginalised communities - such as, but not limited to, Indigenous, queer, transgender, international, and disabled student bodies.
26. NUS acknowledges that post-secondary education institutions have historically, and continue to systemically fail survivors of on campus sexual violence and harassment; this includes cultural, procedural, and structural failure, as well as failure to provide sufficient pastoral care for survivors throughout their degree
27. NUS believes it is the responsibility of post-secondary institutions to ensure that sexual violence is not perpetrated within the campus community. The NUS will advocate for the development of effective primary prevention education for sexual assault and harassment by Universities. This should include:
 - a. Publishing clear guidelines, in multiple languages, about reporting, complaint, investigation, and adjudication processes.
 - b. Developing appropriate educational resources, alongside students, to define the culture and expectations at individual universities, and assist students in developing positive relationships.
 - c. Developing a process that is reflective of the diverse experiences of survivors and takes into account sexuality, gender, ethnic and cultural background, socio-economic background and accessibility.

- d. Survivors and students should be consulted prior to release of public prevention advertisements regarding location and contents of the publications.
28. NUS will advocate for repeated national surveys into on campus sexual violence and harassment every three years. These surveys must:
- a. Be independent from post-secondary education administrations and sector lobby groups
 - b. Include consultation and review from democratically elected student representatives
 - c. Be administered by a reputable research institution independent from post-secondary institutions
 - d. Be administered during academic periods, not during exams or non-teaching periods
 - e. Be in line with current ethics standards in research, and ensure these are followed at all stages in the research process
 - f. Be published in full without influence from government, university administrations, or independent lobby groups.
 - g. Ensure that figures (appropriately anonymised) for reporting, complaint, and adjudication, are published to promote transparency in decision-making and development of a genuine 'zero tolerance' approach.
29. NUS will assist campus unions in ensuring education providers act on recommendations from national surveys.
30. NUS will advocate for the implementation of an independent, government funded taskforce into on campus sexual violence and harassment.

31. The NUS supports a survivor-centric response to sexual assault and harassment.

This includes:

- a. the establishment of an independent investigative process, with appropriately trained staff.
- b. accessible trauma informed therapeutic services.
- c. complaint options being clear, outcomes of complaints being transparent and outcomes reported in a timely manner, resulting in justice for the survivor before the completion of their degree.
- d. the development of alternative justice and resolution processes in regard to sexual assault and harassment, with appropriately trained and supported staff across all Australian universities.
- e. recognising that patriarchy, compulsory heteronormativity and toxic masculinity are key contributing factors to the epidemic of sexual assault and harassment in Australian universities.
- f. universities should not promote “Men’s Right Activist” theory or propaganda in any way. Men’s Rights Activism under this context is defined as misogynistic ideology that is anti feminist and believes that men are oppressed in the current system. This harmful ideology is not to be confused with theory and activism that operates within feminist ideology to end the harmful effects of the patriarchy within men such as toxic masculinity.

32. NUS endorses the presence of female security guards and reporting and access of security services, and will advocate for Universities to actively hire to promote this

33. Any groups formed by Universities with the aim of sexual assault prevention should be inclusive of student representation and relevant student bodies such as women’s collectives or organisations

LGBTI/Queer

General

1. The National Union of Students (NUS) opposes all forms of oppression against lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA+) people.
2. NUS does not condone intrusive questions regarding sex and gender expression, and recognises the harm that this questioning can cause. NUS will actively ensure that its events and spaces are safe for transgender people, and commits to acting to stop transphobia when it occurs in these events.

Student Unions

3. NUS rejects all attempts by university management to undermine activism by queer collectives and student unions more generally and demands that universities recognise all Queer/LGBTQIA student groups on their campuses.
4. The NUS supports the creation and adequate maintenance of democratically elected officers and associated department positions for Queer/LGBTQIA Students.
5. Democratically elected queer collectives in conjunction with their student unions are the peak representative of queer student representation on campus.
6. NUS affirms the need for Universities to provide accessible, adequate and private spaces for autonomous Queer/LGBTQIA rooms on campus, and will support the campaigns of the collectives based out of them
7. NUS believes that transgender people deserve to be treated with respect and included in discussions that affect them. NUS believes that transgender students are also best equipped to represent the issues of transgender people at universities.

8. NUS believes that where campus Women's Officer positions include a responsibility for transgender students, affirmative action should permit transgender students to be elected to these roles.
9. NUS acknowledges that its current policies around affirmative action disenfranchise transgender people from positions within the organisation. NUS will work towards changing these policies so as to not block transgender people from occupying positions in the union, as well as advocating for all affiliated campuses to do the same.

Student Services

10. NUS acknowledges that Queer/LGBTQIA-identifying students face different, unique issues when attending university and staff must be equipped with the tools and training to support Queer/LGBTQIA students. In particular, mental health services and sexual health services must be trained, knowledgeable and respectful to support these students and account for the increased negative mental health outcomes facing queer students. NUS supports the provision of councillors trained in supporting Queer/LGBTQIA-identifying students within universities.
11. NUS supports the right for transgender people to self-identify, and will advocate for universities to change policies that act as barriers to the recognition of trans students.
12. NUS opposes the presence of police officers at any celebration of 'Pride', 'Wear it Purple Day or any other events related to queer students.

Education

13. NUS condemns the teaching of biological essentialism, immutable binary sex and gender, and other similar outdated and incorrect theories.

14. NUS condemns trans-exclusionary radical feminists, noting the harm that these theories cause to transgender people.
15. NUS demands that universities ensure that sex and relationship courses and consent training recognise transgender people and use language inclusive of trans bodies.

Opposition to Religious Exemptions

16. NUS opposes any and all laws that permit the discrimination of Queer/LGBTQIA people. As such, we oppose exemptions to anti-discrimination law and support the removal of such laws where they exist.
17. NUS believes that where exemptions do exist they are used to exclude Queer/LGBTQIA people from accessing key life-sustaining services such as housing, healthcare and food. NUS rejects the narrative that Queer/LGBTQIA rights infringe on religious practice.
18. NUS also opposes religious exemptions allowing discrimination against Queer/LGBTQIA people in universities and educational institutions.

Ending Homelessness

19. NUS stands in solidarity with all students who are facing homelessness and recognises that young and Queer/LGBTQIA people are disproportionately affected by it.
20. NUS recognises that homelessness is a systemic problem, reflective of a government which does not provide adequate social services, including affordable and public housing, crisis accommodation, adequate welfare, and especially lacking in tailored services for those most affected by homelessness. We condemn the

existence of laws and practices that allow Queer/LGBTQIA people to be denied access to housing because of their sexuality or gender

21. NUS recognises the necessity of Queer/LGBTQIA inclusive training for those who provide homelessness services, such as crisis accommodation and domestic violence centres, and calls on all levels of government to provide such training on the job free of charge. NUS condemns state governments selling off public housing, and calls for more affordable and public housing available to all.

Healthcare

22. The NUS supports free healthcare for all without exemption. Gender Affirming healthcare should be fully accessible on-demand including hormone therapy, surgery, and other aids. All health professionals should be provided with up-to-date Queer/LGBTQIA inclusive training.

23. NUS understands that transgender students are at higher risk of both serious mental health issues and sexual assault than cisgender queer students, and are often not recognised by support services. NUS will work with affiliated campus organisations to address this on all affiliated campuses.

24. NUS demands that hormone replacement therapy and other gender-affirming medical procedures be supported by Medicare and the PBS.

25. NUS believes that medical transition should be supported, and that transgender individuals should have access to transition-related leave from work or study.

Gender and Sexuality Education in Schools

26. NUS believes in the safety, health and education of all students, regardless of sex, gender identity or sexual orientation.

27. NUS accepts the importance of educating young people and the wider community on issues of sexual orientation and gender identity in reducing bullying and discrimination, and promoting the safety and wellbeing of Queer/LGBTQIA people.

28. NUS opposes attempts to alter school curriculums to remove or prohibit the teaching of Queer/LGBTQIA-inclusive content.

Pride Marches

29. NUS believes that any pride event is a protest, that stems from a radical history of Queer/LGBTQIA liberation

30. NUS opposes all attempts by corporations, repressive apparatuses of the state, and bigoted political figures or parties in co-opting the radical history of the Queer/LGBTQIA movement. This is pinkwashing.

31. NUS recognises the harmful impact police have had on the Queer/LGBTQIA community and believes they should be held accountable for their past and ongoing treatment and brutality against Queer/LGBTQIA individuals.

32. NUS believes that the police should not be permitted to march at any pride event

Conversion Therapy

33. NUS condemns all organizations that promote or practice Queer/LGBTQIA conversion therapy and believes queer conversion therapy is a human rights violation towards Queer/LGBTQIA-identifying people

34. NUS supports and actively promotes states/territories/federal legislation that prohibits the practice of conversion therapy

35. NUS believes there is no evidence supporting the legitimacy of Queer/LGBTQIA conversion therapy, and Queer/LGBTQIA people should not be forced to change their gender identity and sexual orientation

36. NUS condemns any transgender conversion therapies as barbaric, and affirms that being transgender is not wrong or immoral or a choice.

37. NUS affirms the Sexual Orientation and Gender Identity Change Efforts (SOGICE) Survivor Statement.

Trans and Gender Diverse Identities

38. NUS condemns transphobia in all forms, and acknowledges that trans identities are diverse across the community. NUS recognises the following:

- a. Transgender and non-binary people are marginalised by forced gender roles and gendered assumptions by the patriarchy, and that they should be welcome in womens' autonomous spaces and events if they feel like they would benefit from these. NUS believes that to refuse access to transgender people, particularly transgender women, from these spaces is transphobia.
- b. Some trans people, especially trans feminine people and people read as women, experience an amplified level of marginalisation as a result of the intersection of misogyny and transphobia, and NUS commits to supporting and including transgender people.
- c. Not all transgender people pursue medical transitions, and that whether or not a particular person wishes to pursue a medical transition is a private matter for them.
- d. Not all trans people are out, and that not all trans people want to be out in specific circumstances, including educational institutions. NUS respects the

decisions of trans people who wish to choose where and to whom they are out to, and supports trans people who remain in the closet.

- e. Supporting those who are questioning and those in the closet includes respecting people who have legitimate reasons for not being comfortable disclosing their pronouns, despite any perceived status as not trans or gender diverse. This means when possible, aiming for the middle ground between normalising allies presenting pronouns and not forcing anyone to make a choice between potentially outing oneself or not telling the whole truth.

39. NUS demands that the ABS collect information about gender expression and identity, as well as transgender status, in the census. NUS recognises that this collection of data is essential for driving policy and change across the country to further support transgender people.

40. NUS demands that all states and territories allow self-identification of gender, and remove the requirement for surgical intervention before changing gender markers on identification documents. NUS also demands that all states and territories allow an X gender marker on identification documents.

41. NUS recognises that the use of the term “preferred” with regard to name and pronouns implies that the use of these are optional. NUS promotes referring to these as just “name” or “pronouns”, or where distinction is required, “chosen name” and “chosen pronouns”. NUS recognises the importance of recognising one’s pronouns, and the effects that this can have on the safety and inclusion of trans and non-binary people. NUS will actively combat the stigma around including pronouns in speech and writing and work to normalise presenting one’s pronouns in official settings and NUS-related correspondence.

42. NUS recognises that many transgender people have a deadname. Where this name is required to be known for legal reasons, NUS believes that sensitivity and confidentiality are essential in dealing with this. NUS will ensure that transgender students are not referred to by their deadname or misgendered at NUS events and conferences in any official capacity. NUS supports the rights of transgender people to choose their names and pronouns, and expects that these be respected and used by others. NUS additionally supports the rights of transgender people to present themselves and their genders how they wish, without questioning or hostility.

43. NUS condemns the forced detransitioning of transgender people. NUS recognises that transgender people must be supported socially, and that pressure to detransition is transphobic. NUS believes that any organisation that allows cultures of pressure towards detransitioning is also transphobic.

44. NUS recognises non-binary people and non-binary genders as valid. NUS further recognises the difficulties non-binary people face with regards to acceptance within and outside of the queer community.

Intersex Rights

45. NUS stands in full solidarity with intersex people in their fight for personal and bodily autonomy.

46. NUS opposes the performance of non-consensual surgery upon intersex people in order to force their bodies to fit cis- centric norms about sex and gender.

Gender Neutral Bathrooms

47. NUS demands that universities provide gender neutral bathrooms and facilities in all buildings across all campuses. NUS demands that at least some of these bathrooms are not rebranded from existing accessible bathrooms and that sanitary

bins be available in all bathrooms. NUS further notes that transgender people may use gendered bathrooms, and opposes discrimination or harassment about bathroom use.

Blood Donation

48. NUS believes Queer/LGBTQIA identifying people should have the rights to donate blood.

49. NUS condemns Red Cross Australia's and the Therapeutic Goods Association's outdated and queerphobic policy on blood donation.

First Nations

Recognition

1. NUS Recognise that the Aboriginal people are not a homogenous group and consist of many languages, nations, and clans that all have their own individual culture
2. NUS Recognise the relationship between the Aboriginal people of Australia and the Torres Strait Islanders
3. NUS Stand In solidarity with Aboriginal and Torres Strait Islander People specific to the individual issues that the specific Nations faces

Standing Against Racism

4. NUS stands in opposition to racism against Indigenous peoples and all other forms of oppression and discrimination, including continued colonisation and systemic violence.
5. NUS stands in support of all campaigns run in relation to the combating of racism and will ensure that Indigenous representatives are actively involved. Further, NUS stands in support of any wider social campaign and movement aimed at combating racism, especially those focusing on Indigenous issues.
6. NUS condemn the continued systematic oppression against the Aboriginal and Torres Strait islander people by the federal government of Australia.

Education and Indigenous Knowledges

7. NUS understands that Indigenous students face severe discrimination at all levels of life including university and supporting an increase in Indigenous support and presence at university can improve this experience for students and staff.
8. NUS recognise the importance of Aboriginal and Torres Strait Islander knowledge in all aspects of Australian society as being the oldest surviving indigenous people and culture in the world.
9. NUS recognise the importance of a culturally safe environment for success of Aboriginal and Torres Strait people in higher education
10. NUS note that Non-Indigenous people employed in Indigenous identified positions and spaces should be an absolute last resort in the absence of indigenous applicants in universities for a culturally safe environment.
11. NUS notes that cultural competency training for the understanding and empowerment of Aboriginal and Torres Strait communities is an important tool for valuing culture in higher education.
12. NUS Recognise that Aboriginal and Torres Strait Islander have only been in higher education for approximately sixty-five (65) years and academia for forty (40)
 - a. That NUS note that the First Aboriginal and Torres Strait Islander person to get a bachelor's degree was in 1966
 - b. That NUS note that the First Aboriginal and Torres Strait Islander person to get a PhD was in 1980
13. NUS recognises that university structures are still inherently Eurocentric and require some degree of assimilation for Aboriginal and Torres Strait people to successfully navigate higher education.

14. NUS Condemn the neglect of Aboriginal and Torres Strait knowledges in the broader Academia in Australia
15. NUS condemns any university that refuses to incorporate an Aboriginal and Torres Strait perspective into the broader university systems.
16. NUS call on universities Australia to completely review and restructure the pedagogies, governance and practices to incorporate and imbedded Aboriginal and Torres Strait Islander perspective in all aspects
17. NUS condemn the systematic oppression of Aboriginal and Torres Strait Islander people in academia and the specific universities where this occurs
18. NUS note that the appointment of Aboriginal and Torres Strait Islander people into university higher management positions (e.g PVC Indigenous) without the necessary qualifications when qualified Aboriginal and Torres Strait people are available, or without taking necessary steps to upskill Aboriginal and Torres Strait people to be at the same level of qualification as broader management is a continuation of this oppression.
19. NUS note vacant identified Aboriginal and Torres Strait Islander positions in universities and student association when relevant applicants are available to fill these positions is a continuation of this oppression
20. That NUS recognises that in higher education there are chronic misconceptions surrounding Aboriginal and Torres Strait Islander peoples positions in universities that is an extension of racism in Australia.
21. NUS recognises that Aboriginal and Torres Strait Islander do not receive extra benefits when it comes to higher education and any benefits that are received is as a direct result of the underrepresentation of Aboriginal and Torres Strait Islander in these industries.

22. NUS work to educate the broader higher education body of the inherent role Aboriginal and Torres Strait Islander people possess in academia and prevent smear campaigns that aim to invalidate Indigenous knowledges in higher education
23. NUS call of the federal, state, and local governments to address rampant discrimination against Aboriginal and Torres Strait Islander in higher education
24. NUS supports universities having an Indigenous cultural advisor on campuses to support Indigenous voices on campus.

Decolonising Campuses

25. NUS supports the removal of all monuments on university premises that celebrate those complicit in acts of genocide against first nations peoples. This includes statues, artworks, as well as place markers and building names.
26. NUS also recognises that naming Australian universities in honour of men that actively participated in, or enabled colonialism is inappropriate
27. NUS recognises that all Australian universities are built on stolen land and that sovereignty was never ceded

Appropriate Language

28. NUS encourages the use of appropriate Indigenous terminologies in academic spaces and throughout the university community. NUS will work with campus unions and Indigenous representatives to ensure that this is undertaken, and will further ensure that all NUS spaces use appropriate terminology

Student Unions

29. NUS supports the creation and retention of First Nations departments within all student unions and believes that these departments are necessary for providing safe spaces for Indigenous peoples.

Abolish Cashless Welfare

30. NUS views cashless welfare as racist and patronising

31. NUS opposes cashless welfare and calls for it to be abolished

Invasion

32. NUS continues to recognise January 26th as Invasion Day

33. NUS calls on the Australian federal government to abolish Australia day and recognise January 26th as Invasion Day

34. NUS office bearer's express solidarity by boycotting Australia Day celebrations

35. NUS recognises that Australia is a country that is still in active conflict with the Indigenous population.

36. NUS recognises that sovereignty was never ceded and lacks a treaty with the Aboriginal and Torres Strait islander people of these Nations.

37. NUS condemn the Australian colonial systems that oppress Aboriginal and Torres Strait Islander people.

Reconciliation

38. That NUS recognise that the path to reconciliation in Australia is the responsibility of all people that occupy these stolen lands of the Aboriginal and Torres Strait Islander nations
39. NUS recognises that the development of plans surrounding organisational plans for reconciliation requires a collaboration between the Aboriginal and Torres Strait Islander communities and Non-Indigenous counterparts.
40. That NUS condemn any organisation that places the sole responsibility of reconciliation on the Aboriginal and Torres Strait islander community or representatives
41. That NUS condemn tokenistic approaches to reconciliation

Land Rights

42. NUS Recognise the inherent connection between the land, rivers and sky of the Australia continent and the Aboriginal and Torres Strait people who have existed in this country for many millennia.
43. NUS recognises the cultural significance of Aboriginal and Torres Strait sites to the cultural heritage to Aboriginal and Torres Strait Islander people.
44. NUS recognises that Australia is stolen land - taken by a process of colonisation and genocide. Today the Australian state continues to undermine Indigenous land rights, with acts such as the Northern Territory Intervention.
45. NUS opposes the demolition of Indigenous sacred heritage sites through development and mining.

46. NUS notes the involvement of companies such as, but not limited to, Energy Australia, Macquarie Generation, AGL Energy, BHP, Rio Tinto, GDF Suez Australian Energy, Stanwell Corporation, Alcoa Australia, Origin Energy, CS Energy and Woodside Petroleum as contributors to this ecological genocide.
47. NUS opposes the mismanagement of escarpment agricultural sites.
48. NUS supports the Aboriginal and Torres Strait Islander peoples in their struggle against the mining, development and the mistreatment of the land.

Police and Indigenous Deaths in Custody

49. NUS continues to recognise the danger the Australian police force poses to Aboriginal and Torres Strait Islander People
50. NUS condemns the overt and overwhelming police presence at Aboriginal and Torres Strait Islander protest
51. NUS notes that the police presence at protests that focus on Aboriginal and Torres Strait Islander issues tend to be greater than those that do not
52. NUS condemns the Australian law enforcement and justice system for neglecting to take necessary preventative and post-death measures to ratify these injustices.
53. That NUS Support Campaigns organised by the Aboriginal and Torres Strait Islander communities to combat these attacks on our people.
54. NUS acknowledges the discrimination that Aboriginal and Torres Strait Islander peoples encounter and the disproportionate rates of incarceration of Indigenous people, mostly affecting Indigenous youth.
55. That NUS condemns the police officers involved in the shootings and deaths in custody.

56. NUS supports the defunding of the police force.

57. NUS stands with all Indigenous peoples that have been subjected to police brutality.

58. NUS recognises the systemic racism within our police force and our justice system. Due to this, it is causing a high rate of Indigenous deaths in custody and that drastic steps need to be taken to stop this ongoing tragedy.

59. NUS contested the impunity allowed by the process of police investigating police misconduct.

60. NUS demands that any individual officers involved in police brutality, as well as the police force as a whole, is held to account for their actions.

61. NUS condemns our governments for not stepping up and making drastic changes to the justice system that are needed

62. NUS supports all further campaigns for the advancement of Aboriginal and Torres Strait Islander rights.

Student Welfare Support

63. NUS understands the difficulty students face living off of Centrelink payments including Youth Allowance, AbStudy, Austudy, Newstart or other.

64. NUS believes that Centrelink payments assisting Indigenous students are too low and should be increased.

65. NUS supports financially accessible education, including the provision of a liveable income while studying.

University Accommodation

1. That NUS Recognise that many Aboriginal and Torres Strait Islander Student are required to relocate to pursue a Tertiary education
2. That NUS Recognise that many universities do not provide or facilitate culturally appropriate accommodation for Aboriginal and Torres Strait Islander
3. The NUS Call on the Australian federal government and Universities Australia to provide funding for culturally appropriate accommodation

Tokenism with Our Organisation

1. NUS recognise that the current governance structures utilised by the national union of Student (NUS) is inherently incompatible with indigenous cultural structures and systems
2. That NUS recognise the need for a structural reform for the position of Aboriginal and Torres Strait islander office to be primarily determined by students who identify as Aboriginal and Torres Strait islander
3. That NUS recognise the need to indigenise the governance methodologies and practices when it comes to the Aboriginal and Torres Strait islander officer positions.
4. That NUS collaborative work to create a structure that is culturally safe and appropriate in all aspects

Disability

Combatting Ableism and Discrimination

1. NUS rejects ableism in all forms and believes all students - vocational, undergraduate and postgraduate - deserve a safe learning environment free from discrimination and will focus on improving community attitudes around disability.
2. The NUS widely supports the social model of disability and rejects the pathologizing of students' identities by both university administrations and medical institutions.
3. NUS recognises that disabled people know best what they require in terms of support and commits to supporting them in achieving the accommodations they need and will ensure current and future disability policy will promote the long-term inclusion of people with disabilities.
4. The NUS acknowledges that invisible disabilities exist and that there needs to be more education about the presence of invisible disabilities and about how students can be appropriately supported.
 - a. The NUS demands that universities and unions publicise that their support services and collectives are available to all types of disabilities, including invisible.
 - b. The NUS encourages spreading campaigns of this nature in order for students to be better able to self-identify
5. The NUS acknowledges that access to healthcare and special adjustments in education is difficult for disabled students. This institutional hardship is often exacerbated for students who are women, gender diverse, queer, culturally diverse, or linguistically diverse. The NUS aims to provide resources and support where possible to student activists and organisations to assist with the education, support,

and seeking of treatment and ongoing care of disabled students with intersecting under-represented identities.

Government Disability Care

6. NUS believes that a fully funded, easily accessible, wide scale public system of disability care is a fundamental right for all people and will campaign for fair funding and access for such services.
7. NUS supports a raise in the Disability Support Pension to uplift students with a disability out of poverty.
8. NUS understands that 'study load' and 'allowable time' restrictions on Youth Allowance make tertiary education inaccessible for students with a disability and believes students should not be denied access to Youth Allowance due to this.
9. NUS acknowledges that mental health issues are a form of disability and will advocate for extensive and accessible mental health services, especially those provided by the federal government.

Carers

10. NUS recognises that student carers should be provided support so they may continue to access their education while performing a caring role
11. Special consideration for student carers should be better advertised and more clearly available
12. Ongoing adjustments and special consideration should be provided to student carers
13. The NUS Disabilities Officer will work with campus representatives to provide advice to, and advocate for, student carers

14. NUS will campaign to universities on advertising their special consideration processes more clearly for student carers, and where not available, to provide consideration for student carers

Student Unions

15. The NUS strongly encourages affiliate unions to work with democratically elected disability officers on campus to make all events and activities as accessible as possible such as providing safe spaces and mediating meaningful online participation.

Accessible Activism

16. NUS believes all activism should be accessible and understands some forms of activism are inaccessible to people with disabilities.

17. The NUS commits, to the best of its ability, to include disabled students in the planning and actioning of activism to ensure accessibility in activist spaces. Additionally, the NUS aims to provide student activists and organisations with the resources and guidance to create accessible activism in a similar manner.

Campus Services, Teaching, and Accessible Teaching Spaces

18. NUS recognises that it is imperative to have a high-quality tertiary education system that enables all students with disabilities and accessibility requirements to reach their full potential, and participate in the economic and social life of the community. To ensure education is appropriately delivered, NUS endorses the implementation of resources and training for university staff to effectively understand learning difficulties.

19. NUS believes that the accessibility requirements of all students should be met:

- a. That receiving required support, adjustment or considerations should not be onerous on the affected persons;
- b. Without enduring long and arduous processes to receive accommodations;
- c. Without being required to register private medical information in a widely accessible university database;
- d. Promptly and respectfully by educators;
- e. Without displaying and perpetuating a stigma surrounding disabilities; and
- f. Without requiring proof of a diagnosis, with acknowledgement that a GP referral is adequate proof of requiring special consideration.

20. NUS believes that special consideration and access plans are fundamental to ensuring equal access for all students and will campaign for proper funding and implementation of these services. NUS rejects ableism in all forms and will take concrete steps to improve the accessibility of itself and conferences it runs.

21. NUS believes all teaching venues and campuses should be completely physically accessible, including accessible by wheelchair. NUS acknowledges that many teaching spaces on campuses are not wheelchair accessible. All rooms with classes should be wheelchair accessible across Australia and NUS supports the passage towards making venues more accessible. The Disabilities Officer will:

- a. support campus representatives in campus advocacy to institute this change
- b. lobby members of parliament in approving expenditure to make universities accessible, removing the excuse that it is too costly
- c. campaign to increase awareness around the difficulty of students in wheelchairs accessing their education

22. NUS supports closed captioning services on all online videos and learning materials and will advocate for all lectures to be recorded.

23. NUS acknowledges students who are deaf or experience any form of auditory accessibility requirement find it difficult to access their education when universities provide resources that include audio without closed captions. NUS will:

- a. support campus representatives in on-campus lobbying activities for all university video and audio materials to be closed captioned
- b. develop campaign resources targeting the Federal Education Minister to legislate for all tertiary video and audio educational resources to be closed captioned.

Student Accommodation

24. NUS supports specialised disability accommodation for students living on campus and condemns student accommodation providers who refuse to make their accommodation affordable and accessible.

International

Accessible Education

1. NUS supports the aspiration of international students to further their education in Australia and celebrates the positive contribution all students bring to our campus communities, and country broadly.
2. NUS rejects the discriminatory notion that international students are taking the places of domestic students. International students and domestic students are not in conflict, and any issues with either domestic or international students being granted access to post-secondary education is due to government legislation that directly determines the accessibility of education for all students.
3. NUS recognises the exploitation broadly of International students in Australia, throughout their study and living standards, and will promote change to legislation and university policy to end exploitation wherever it exists.
4. NUS condemns exorbitant upfront fees for international students.
5. NUS stands against an increase in tuition fees that will inevitably affect international students who are already paying double or triple tuition fees compared to domestic students.
6. NUS stands for more access for scholarships and bursaries that will allow international students to be provided with more opportunities for financial support.
7. NUS supports universities setting the minimum full-time study requirement at 3 units per semester for international students.
8. NUS commits to holding universities and Government responsible in protecting the rights of international students from predatory substandard Vocational institutions.

9. NUS believes that higher education should be provided to anyone who wishes to access it for free, including international students.
10. The NUS supports a fee freeze or reduction for international students who are already paying 2 to 3 times more in tuition fees compared to domestic students, have experienced socio-economic hardship during the COVID-19 pandemic and drop in education quality.
11. The NUS supports reform to the temporary graduate visa (485), to increase the temporary residency term from 2 to 3 years for graduates regardless of study level.

Secure employment

12. NUS supports international students in organising within democratic trade unions and commits to supporting those trade unions in organising international students and all union campaigns to improve the rights of international students in the workplace.
13. The NUS recognises the value in students engaging in employment relevant to their course of study and supports increasing the limit on hours of work for international students to a minimum 48 per fortnight to ensure international students have greater access to industry specific paid internships available to domestic students.
14. International students and VISA holders deserve the same right as any Australian to work free from workplace exploitation including:
 - Underpayment;
 - Access to graduate job opportunities;
 - Withholding of workplace conditions and entitlements; and
 - Workplace bullying.

15. The NUS supports reform to the FWA to strip employers who engage in workplace exploitation of VISA holders of their right to employ VISA holders.
16. Supports establishing a firewall between the Fair Work Ombudsman (FWO) and the Department of Home Affairs that prevents the FWO sharing information about visa breaches by migrant workers who seek its assistance.
17. Supports increased amnesty to international students in relation to breaches of student visa conditions where work exploitation or wage theft is involved.
18. The NUS recognises that wage theft occurs in the HDR departments of universities. Universities must commit to paying a fair and living wage to international students that are committed to HDR and PhD projects.

Health and wellbeing

19. NUS supports increased healthcare coverage under mandatory OSHC insurance, including but not limited to the following:
 - Dental;
 - Optical; and
 - Comprehensive mental health care and support.
20. The NUS stands for increased upfront coverage of medical expenses by all OSHC providers and calls on insurers to work with clinics to achieve this.
21. NUS condemns all forms of violence and harassment against international students and will work to ensure all students have the right to study, work and live safely during their degree.
22. NUS recognises that issues of sexual violence and harassment disproportionately affect international students, and will ensure that all campaigning on this issue has focus on this and platforms non-domestic students.

23. The NUS calls for universities to establish a support system for international students to break the stigma around mental health coupled with existing counselling services.

Housing

24. NUS demands that universities provide resources and support for international students to find suitable housing.
25. NUS opposes the exploitation of international students by landlords who house multiple students in small apartments, impose restrictive terms in rental agreements and charge exorbitant rent.

Cost of Living

26. NUS opposes higher concession rates for international students, and believes that all states should allow the same access to concession transport prices allowed to domestic students.
27. NUS recognises the exorbitant cost International students already pay in tuition fees, rent and other expenses. Increasing the concession rates for internationals just puts more stress on them, when they have university and jobs just like every other student in Australia.
28. NUS acknowledges the iUSE pass for international students as an option for some international students but recognises that a fee of 800+ AUD is not feasible for many international students who might already have to fund more pertinent expenses and therefore, cannot afford to pay a relatively hefty fee for transport alone.

Multilingual Staff and Language Support

29. NUS recognises that international students need to be supported more and there has to be more support required to improve their English language understanding.
30. NUS condemns the current lack of multilingual staff in areas such as counselling and academic advice.
31. NUS demands for the increase in multilingual staff in areas such as psychological counselling and academic counselling.
32. NUS demands for the important documents made available to students are prepared in a multilingual format.
33. NUS recognises the gap in the expectation of English language proficiency required for a valid student visa as opposed to the entry requirement to University courses.

Culture

34. NUS demands that universities and student unions put more emphasis on cultural sensitivity and awareness modules for all students to reduce discrimination and increase knowledge.

Ethnocultural

Opposition to Racism and Colonialism

1. NUS opposes all forms of racism and oppression on the basis of race, nationality, culture, language, ancestry and religion, both on campuses and in wider society.
2. NUS represents a varied and broad contingent of cultural and ethnic groups and is tasked with standing up for them.
3. NUS recognises Indigenous people as the first people of Australia and stands in full solidarity with their on-going struggle against genocide, land theft and for justice and self-determination.
4. NUS stands against all modern forms of colonialism and the dispossession of Indigenous people around the world.
5. NUS recognises that the Australian government is a racist institution and the key source of racism directed against First Nations people, migrants, refugees and Muslims, amongst others.
6. NUS opposes the racist policies of Australian federal and state governments, regardless of which party carries them out. NUS recognises and opposes the historical and on-going racist policies of both the Liberal and Labor parties.
7. NUS supports the right of racially oppressed people to resist their oppression and supports the anti-racist struggles of racially oppressed people in Australia and internationally.
8. NUS is committed to building an anti-racist student movement and mobilising students to fight against all forms of racism.

9. NUS supports the right of all groups to be free from violence, oppression, and be given rights of self determination free from discrimination and state violence.

Opposition to Fascism and the Far-Right

10. NUS is anti-fascist.
11. NUS recognises and opposes the real threat posed by the far right and fascist movements to oppressed people, students and the working class.
12. NUS believes that fascism, far right politics and white supremacy have no place in the student movement.
13. NUS stands in solidarity with those who are targeted by the far right, including Muslims, migrants, First Nations people, Jewish people, refugees, women and the LGBTI community.
14. NUS is committed to standing up against the far right, building a student movement that is anti-fascist and mobilising students in the fight against fascism and the far right.

Refugees and Migrants

15. NUS believes that no human being is illegal.
16. NUS believes that the rights of people and their treatment should not be determined by their race, nationality, country of origin, citizenship status, cultural identity, language or religion.
17. NUS supports the right of refugees to seek asylum in whatever country they choose by whatever means necessary.

18. NUS opposes the mandatory detention of refugees, supports the immediate release of asylum seekers from detention and transit accommodation centres, and supports the closure of all immigration detention centres.
19. NUS supports the heroic resistance of refugees within immigration detention.
20. NUS supports the immediate resettlement of all refugees in Australia and the granting of full citizenship to those seeking asylum.
21. NUS supports the extension of welfare access, work rights, healthcare, support services and language support programs to all refugees and migrants.
22. NUS acknowledges the obstacles that refugees face in attending university and completing their degree.
23. NUS supports student unions and universities providing assistance and support to refugee students in the duration and completion of their degree.
24. NUS supports universities providing assistance and support to refugees in the goal of creating a pathway for refugees to become university students.
25. NUS demands the urgent cessation of deportations of asylum seekers, both scheduled and underway.
26. NUS stands for the abolition of temporary protection visas and supports the granting of permanent protection to all TPV holders to remove the threat of future deportation.
27. NUS demands amnesty for asylum seekers currently deemed “unlawful non-citizens”.
28. NUS seeks collaboration with activist organisations like the Tamil Refugee Council in the fight to stop deportations and establish refugee rights.

Opposition to Discrimination Based on Religious Belief

29. NUS condemns all forms of discrimination based on religious beliefs and will ensure that all NUS spaces are free of any infringement of religious beliefs
30. NUS opposes Islamophobia and racism towards Muslims and people of Arab or Middle Eastern descent.
31. NUS opposes the on-going targeting of Muslims and people of Middle Eastern descent by state and federal government agencies, including over-policing, invasive state surveillance, the restrictions of legal rights, the denial of due process and arbitrary detention.
32. NUS opposes racist media campaigns against the Muslim community that portrays Islam and its adherents as violent, backwards, or sympathetic to terrorism.
33. NUS supports the right of Muslims and people of Middle Eastern descent to practice their faith and culture free from government restriction or public persecution.
34. NUS defends the right of Muslim women to dress however they like, including wearing religious dress such as the Burka or the Niqab.
35. NUS stands in solidarity with the Muslim community in its on-going struggle against racism and commits to standing with them when they come under attack from the government, the media and the far right.
36. NUS stands against anti-Semitism, the revival of which is linked to the growth of the modern far right. NUS will actively combat any scapegoating and prejudice directed against the Jewish people, religion and culture.

Opposition to Nationalism

37. NUS rejects Australian nationalism, an ideology that has been used to justify invasion, genocide, racism, war and attacks on the working class.
38. NUS recognises that students, workers, the poor and oppressed people do not share common interests with the rich and powerful in Australia.
39. NUS recognises that students, workers, the poor and oppressed people in Australia share common interests with students, workers, the poor and oppressed in other countries.

Student Unions and Representation

40. NUS recognises that students of colour are subject to unfair discrimination and marginalization, and autonomous departments provide a platform in which students of colour can be supported and represented. NUS believes that every campus should have an ethnocultural department that enables People of Colour to be adequately represented on their campuses and supports campus and national anti-racist campaigns run by these departments or larger organisations.
41. NUS supports the creation and adequate maintenance of democratically elected officers and associated department positions for People of Colour. NUS recognises the importance of creating spaces that enable People of Colour to be adequately represented on their campuses and supports campus and national anti-racist campaigns run by these departments or larger organisations.
42. NUS encourages the creation and adequate maintenance of autonomous spaces for students of colour and recognises the importance of students of colour having spaces on campus to meet and organise.

43. NUS recognises Australia's multiculturalism and supports the operation of student-led societies and initiatives that celebrate culture to enhance unity and inclusivity amongst students from all backgrounds.

Education and University Services

44. NUS recognizes the significant impact major restructures, course changes, and government legislation has on students of colour, especially those from first in-family, immigrant, and refugee communities. As such, NUS is committed to fighting all attacks on education that limit the accessibility of higher education for students of colour, and will ensure we are platforming student of colour voices in all campaigns

45. NUS recognises that university spaces are dominated by white, Eurocentric teaching and learning, with there being a severe lack of diversity in university staff. As such, NUS recommends that all staff, interns, volunteers, and representatives within the university community have to undertake appropriate cultural sensitivity training.

46. NUS recognizes that university services have historically failed to adequately support students of colour and those from culturally and linguistically diverse backgrounds, to the detriment of the mental health, academic and financial security of these students. As such, NUS will assist campus unions in ensuring that all university services receive proper cultural sensitivity training, are available in different languages, and can be administered by staff from similar culturally and linguistically diverse backgrounds.

47. NUS recognises the ongoing societal issues that discriminate against minority groups and encourages platforms for reporting racism and cultural insensitivity, alongside initiatives that heighten awareness about, and educate students on such subjects.

48. NUS recognises the multiculturalism that exists on all campuses and the resulting language barriers, and supports lecture captions encompassing a range of languages to ensure students from all backgrounds are granted a fair, accessible education.

Sexual Health

49. NUS recognises the need for better sexual health services on campus to cater to diverse student backgrounds, including the need for multilingual staff.

Food on Campus

50. NUS recognises that there has to be more culturally diverse food options on campus catering to more faith groups.

Opposition to War and Militarism

51. NUS stands in the proud tradition of anti-war student unionism.

52. NUS recognises that war and military conflict by governments around the world have resulted in the loss of life of millions of working class and oppressed people.

53. NUS recognises the destructive role that Australia has played in military interventions and occupations of the Middle East, South East Asia and the Pacific.

54. NUS recognises the millions of people killed and lives destroyed in wars in Vietnam, Afghanistan and Iraq as a result of Australian backed invasions.

55. NUS recognises and condemns the war crimes carried out by the Australian military.

56. NUS rejects the idea that militaries, including the Australian military, are a force for good in the world.

57. NUS stands in solidarity with workers and the oppressed in all countries resisting military intervention and is committed to opposing all attempts by the Australian government to use its military power against people of other countries.

58. NUS opposes all escalation of imperialist tensions between Australia and the US, and China. NUS maintains that war between the rival imperialist powers Australia and China is at odds with the interests of the working class, unions and ordinary people in either country, and recognises the urgency of building political opposition to war.

Solidarity with Dispossessed People Around the World

59. The NUS stands against all modern forms of colonialism and the dispossession of Indigenous people around the world.

60. The NUS opposes any historic and on-going genocide, apartheid, land-theft and oppression of people by any state..

61. The NUS supports the struggle for freedom, justice and self-determination of people around the world.

Genocide Recognition

62. The NUS condemns historical and modern genocides of any people from any state around the world.

63. The NUS recognises the importance of remembering and learning from such dark chapters in human history to ensure that such crimes against humanity are not allowed to be repeated.

64. The NUS condemns and prevents all attempts to use the passage of time to deny or distort the historical truth of any acts of genocide committed.

65. The NUS calls on the Commonwealth Government to officially condemn any historical and future genocide and any attempt to deny such crimes as crimes against humanity.

Small and Regional

Accessibility and Quality

1. NUS believes that higher education should be accessible in all locations and recognises that students from small, regional and rural campuses all face different challenges to students from both G8 universities and metropolitan campuses.
2. NUS supports all students from a rural or regional background and acknowledges the difficulties that those students face when transitioning to a metropolitan campus.
3. NUS recognises that funding cuts, increases to fees, and significant restructures to post-secondary education institutions affect regional students significantly more than metropolitan students, and commits to ensuring government legislation does not further discriminate against these students
4. NUS recognises that even regional students who choose to study in metropolitan areas often lack financial security and support, and will campaign to ensure there are more services to support students from a regional area, regardless of where they choose to study
5. NUS recognises the poor standard of public transport in regional Australia prevents many students from accessing education and commits to advocating for increased public transport funding to connect regional universities and their communities.
6. The NUS advocates for universities to provide support to rural and regional students in regards to their studies in terms of assisting all incoming students to their campus, both in-person and online. This should be done:
 - a. By promoting school excursions to metropolitan campuses;

- b. By providing a list of information to all students on what they are expected to know prior to the commencement of their degree; and
- c. By providing a list of internal and external scholarships including other support for regional and rural students.

Student Unionism and Campus Life

- 7. NUS commits to working closely with and supporting small and regional campuses to avoid becoming an organisation that only focuses on metropolitan universities.
- 8. NUS supports the creation of democratically elected student unions at all small and regional university campuses and will endeavour to ensure that these campus unions affiliate to the NUS.
- 9. NUS supports the creation and full funding of both Queer Collectives and Women's Collectives at all small and regional university campuses.
- 10. NUS acknowledges that small and regional campuses commonly function as third spaces for small and regional university students and believes that small and regional universities should integrate the concept of third spaces into their design philosophies

Support for Students

- 11. NUS acknowledges that regional students face different and unique mental health and financial struggles, and will assist in campaigns to ensure accessible and well-funded services on campuses
- 12. NUS encourages the government to continue their financial support, and expansion of organisations that improve the accessibility of post-secondary education, such as Teach for Australia, that provides affected students with high-quality, empowering teachers who reinforce higher education as a possibility.

13. The NUS advocates for universities to provide support to rural and regional students in regards to their studies in terms of assisting all incoming students to their campus, both in person and online this should be done:
- a. By promoting school excursions to metropolitan campuses.
 - b. By providing a list of information to all students on what they are expected to know prior to the commencement of their degree.
 - c. By providing a list of internal and external scholarships including other support for regional and rural students.
14. NUS recognises the often inadequate and overpriced metropolitan student accommodation and housing services that regional students who choose to study in metropolitan areas typically inhabit and commits to advocating for the improvement of student accommodation and housing services, with particular focus on services provided by universities for students.

Climate Change

15. NUS acknowledges that regional universities face a disproportionate threat from the effects of Climate Change, due to the impact of worsened flooding, drought, and bushfires and recognises that these impacts will intensify pre existing regional inequalities if Climate Change continues unabated.
16. The NUS recognises that rural and regional students may face more significant mental health impacts as a result of impending and worsening climate change.

Community

17. NUS recognises the vital role that regional education plays in the economy of local communities, and will work to ensure regional education has enough academic,

social, and employment resources that allow students to study outside of metropolitan centres

NUS Practice and Policy

Alcohol at Events

1. NUS will ensure that in any NUS spaces where alcohol is served, that we ensure safe and legal drinking practices that adhere to Responsible Service of Alcohol rules

Welcome to Country Ceremonies and NUS Events

2. NUS Office Bearers will ensure there is an Aboriginal Elder at any events held by NUS to provide a Welcome to Country. This supports the understanding that a Welcome to Country is significant in acknowledging the traditional custodians of the land.
3. NUS Office Bearers will give an Acknowledgement of Country where an Elder is unable to be present.
4. NUS Office Bearers will consider a Smoking Ceremony be included in the Welcome to Country where it is able to be held.

Accessible Materials Guide

5. NUS must ensure all printed and digital materials produced be created with consideration for students with disabilities.
6. The materials produced by NUS should assist students in accessing services available to them and engaging in student life
7. All materials should maintain a font size large enough, minimum 12pt, and with wide enough spacing to be readable for students with dyslexia
8. Font(s) chosen should be “sans serif” and avoid the use of italics

9. Materials should feature a strong contrast between text colour and background colour and should be formatted with adequate spaces between text and graphics
10. In all digital materials, images should be accompanied by image descriptions that are clear and contain any text included in the image
11. Digital documents should have text embedded
12. Materials should ensure a clear contrast of colours, and ensure they are accessible to students who are colour blind
13. Video content must be captioned and be available upon upload, or employ the services of an Auslan Interpreter

NUS Sexual Harassment, Assault and Discrimination Policy

The National Union of Students is committed to equality and believes that everyone has equal opportunity to advance and to fully participate in our Union's forums, whether as delegates, observers, event attendees, employees or supporters.

A key foundation for this involves the creation of safe and inclusive environments for everyone at all levels and forums of the Union, free from all forms of bullying, sexual harassment and discrimination misconduct.

These behaviours can cause physical, emotional, sexual, psychological or economic harm and can happen in the form of harassment, bullying or assaults. It also includes violence perpetrated against those who do not conform to dominant gender stereotypes or those who don't conform to socially accepted gender roles or genders themselves.

These actions often express power inequalities between women and men and/or between less dominant groups.

Every person involved in the National Student movement deserves to feel safe and respected when engaged in any NUS forum or activity.

This policy will work as a framework for the National Union of Students to adopt, and encourage other Student Associations around the country to adopt. This policy also aims to also be a resource for the person who receives a disclosure or complaint about sexual harassment, bullying or discrimination misconduct, within the NUS framework.

For a point of clarity, “member” shall be defined as ‘any person who is attending an NUS conference’.

How to report an incident of discrimination, bullying, intimidation or sexual harassment misconduct?

When an incident occurs at an NUS conference or event, it is crucial that this is reported to NUS in order for the Union to be able to respond appropriately. Should yourself or someone you know experience an incident of misconduct and should you/they wish to report this, the first contact is the relevant conference Grievance Officer. Should any incident occur at an event that does not have a Grievance Officer or is regarding the Grievance Officer, this incident should be reported to the NUS President or General Secretary.

NUS may not have the capacity to take action against all incidents of misconduct but will endeavor to evaluate all reports and take appropriate action to address and prevent any further misconduct.

NUS will work with victims/survivors to report or facilitate in the reporting of incidents to the police, where necessary and applicable.

How to respond if someone tells you they have been sexually assaulted?

This is likely to be a difficult and highly sensitive conversation. Ensure the person is in a safe environment and if they become distressed ask them if they wish to take a break from the conversation.

The Centre Against Sexual Assault CASA recommends that discussions with victims/survivors follow a 'Rights Advocacy' based model (ROCA):

- Rights – to information and freedom about choice
- Options – support in making informed decisions
- Control – over processes
- Advocacy – in implementing decisions.

You can inform the attendee of their rights and options (more detail below about support options), and if the matter is related to an NUS activity and the victim/survivor chooses to take action, the NUS Grievance Officer, alongside the Police can both provide external support as well as receive a formal complaint to address the alleged perpetrator behaviour.

If the behaviour continues and the Victim chooses to, the Grievance Officer will file a statutory declaration alongside a report detailing the incident.

To avoid 'story fatigue', it may be best to refer the member to a counselling service in the first instance. Some good resources are:

- Reachout.com
- Headspace.com
- Any free counselling clinic.

CASA recommends that responses should at all times recognise the rights of victim/survivors to:

- Be heard and supported;
- Be treated with respect, dignity and sensitivity;
- Communicate in their own language
- Be given accurate information and options (tell them you need to seek advice if necessary); Have control over their choices;
- Choose the way they want to be assisted and have confidentiality and privacy maintained (where possible).

What is your role as the person to whom the member has made the disclosure?

Apart from providing them with support options, you can also let them know that they have options to seek action against the alleged perpetrator. Apart from the police, there is a myriad of support services for both yourself and the perpetrator.

You are not expected to have the specialised skills and resources required to support victims of sexual assault through the recovery process. Sometimes the best way we can help people involved in Student Politics is by recognising that we are not equipped to provide the support needed, and to ensure that they have access to the specialised services that can help.

In these cases, your primary role is to facilitate referrals to essential support services.

Where can I get help?

External Referral and Support Options are widely available. The options we recommend are:

- The Police - If a sexual assault has occurred, a criminal complaint could be filed against the alleged perpetrator. The member will need to decide that they wish to make a complaint to police, however, the NUS cannot pursue criminal proceedings on behalf of its members. Complaints can be made directly to relevant state Police

– their Sexual Offences and Child Abuse Investigation Team (SOCIT) locations and phone numbers across the country can be found online.

- We also recommend that victims of sexual assault contact their relevant support centre
 - Victoria: Centre Against Sexual Assault - 1800 806 292
 - ACT: Canberra Rape Crisis Centre - 02 6247 2525 NSW:
 - NSW Rape Crisis - 1800 424 017
 - NT: Ruby Gaea - 8945 0155
 - SA: Yarrow Place - (08) 8226 8777
 - WA: Sexual Assault Resource Centre - 1800 199 888 QLD:
 - Sexual Assault Helpline - 1800 010 120
 - TAS: Sexual Assault Support Service - 1800 697 877
- Counselling and other support:
 - WIRE.org.au - 1300 134 130 – Monday to Friday 9am- 5pm
 - 1800 RESPECT (1800 737 732) – 24 hour telephone and online counselling, information and referral. Website here - www.1800respect.org.au
 - Legal support - If there are legal issues outside of the Conference (for example, domestic violence, and stalking), support can be provided by a state Legal Aid service (pending eligibility). Website: <https://www.australia.gov.au/content/legal-aid>

- Women's Legal Services, a legal service specifically for women experiencing disadvantage who are facing legal issues arising out of relationship breakdown and violence. Website: www.wlsa.org.au

Values Statement:

"The National Union of Student's is committed to equality and providing a safe and inclusive environment for everyone, free from all forms of bullying, sexual harassment and discrimination misconduct.

As members of the NUS, we recognise and acknowledge that everyone has a right to feel safe and secure at all times. While disagreements are likely to occur in your conference dealings, we encourage you to act with respect for one another.

NUS has a zero tolerance policy for misconduct and encourages all attendees to prioritise consent in their interpersonal interactions.

Consent means freely agreeing to do something or providing permission for something to happen, without qualification. Consent should be enthusiastically given by choice, when someone has the freedom and ability to do so. Sexual activity without consent is sexual assault and is always a crime, under both federal and state legislation.

We reiterate, we encourage all members to be respectful of one another."