

NUS NATIONAL
CONFERENCE
POLICY
DOCUMENT
2014



Contents



1. Constitution, Regulations and By-Laws	1
2. Administration	10
3. Unionism	58
4. Education	85
5. Welfare	153
6. Women's	195
7. Queer	233
8. Aboriginal and Torres Strait Islander	254
9. Disabilities	259
10. International	272
11. Ethno-Cultural	274
12. Environment	286
13. Small and Regional	298
14. Miscellaneous	303

Constitution, Regulations and By-Laws

CRBL 1.1

**National Union of Students Incorporated
A.C.T. Reg. No. A 01837**

NOTICE OF AMENDMENTS TO THE NUS CONSTITUTION REGULATIONS AND BY-LAWS

Notice is given that at the annual meeting of National Conference to be held on 8 to 12 December 2014 it is intended that the following amendments be proposed to the constitution regulations and by-laws:

CRBL1.1:

REGULATIONS

1. Replace R17.8(a) with:

(a) the election at that meeting of any national officers, General Executive Members and state officers is void and of no effect; and

2. Replace R17.10(a)(ii) with:

(i) the state officers; and

3. Replace R24.1(e) with:

(e) the policy has been proposed by 2 persons who are either delegates to National Conference, national officers, state officers or General Executive Members, and National Conference resolves to consider the policy.

Explanation: this amendment will ensure consistency with current practice, whereby national and state officers also move policy at National Conference.

4. Delete R31.2(e), (f), (g), (h) and (i) and insert “.” after “the National Welfare Officer”.

Explanation: deletes the National Women’s Officer, the National Queer Officers, the National Indigenous Officer, the National International Student Officer and the National Disability Officer as paid national officers of NUS.

5. After R32.2, insert R32.3 as follows:

32.3 Candidates may nominate for both a national officer position and a state officer position, but, if declared elected to 1 position, are taken to have withdrawn from all other positions.

6. Delete R43(b).

Explanation: it is proposed that the requirement for the National Disability Officer to conduct phone linkups be inserted in the by-laws, as is the case for all other office-bearers. This will ensure consistency between the regulations and by-laws.

7. Delete R46.3.

Explanation: this provision is now redundant since removing references to the NLC and CAPA from the Rules.

8. Delete R49.2 and replace R49.1 with:

49.1 The following officers must be elected at the annual meeting of National Conference in the following order:

- (a) national officers in the order listed in R31.1;
- (b) the state officers in the order of State President followed by Campus Representative(s); and
- (c) the General Executive Members.

9. Replace R50(b) with:

- (b) an officer of a state branch, or

10. In R51.3, delete “.” and insert “or otherwise cease to hold office in accordance with the regulations or by-laws.”

11. Delete R52.2 and renumber accordingly.

12. Delete R54 and insert R54 as follows:

R54. Vacation of Office

54.1 A National Officer or State President ceases to hold office if:

- (a) they cease to be eligible to be elected; or
- (b) they fail to give a written report in accordance with B61.1 for three consecutive meetings of National Executive (excluding any emergency meeting) of which they have been given notice; or
- (c) they fail to attend three consecutive meetings of National Executive of which they have been given notice, unless they have provided an apology in advance in accordance with B61.2.

54.2 General Executive Members cease to hold office if they cease to be eligible to be elected.

13. In R56.1, after the word “vacant”, insert the words “in accordance with the by-laws”.

14. Delete R79.1(e), renumber accordingly and insert “and” at the end of R79.1(d).

15. Delete the “Schedule – State Branches”, replace with the

following Schedule and amend table of contents and any references in regulations and by-laws accordingly.

SCHEDULE – STATE BRANCHES

Division 1 – Name, Object and Membership

S1. Name

Under R45.1 and R45.2 the name of the state branch is “National Union of Students, [*insert name of state*]” (in this schedule, “the state branch”).

S2. Object

The object of the state branch is to carry out the objects of NUS in its state.

S3 Membership

Under R45.5, the members of the state branch are the member organisations in the state.

Division 2– State Executive

S4. Membership

The members of the State Executive are:

- (a) The State President (voting chair), and
- (b) The Campus Representatives of the member organisations (voting).

S5. Responsibilities

The responsibilities of the State Executive are:

- (a) to manage the state branch, including:
 - (i) co-ordinating the activities of NUS in that state;
 - (ii) organising state-based campaigns and activities;
 - (iii) authorising the publication of materials for the state branch on behalf of NUS, subject to National Executive; and
- (b) to implement the policy of NUS and state policy in that state.

S6. Meetings

- 6.1 The State Executive must meet at least 3 times each year.
- 6.2 The State President may convene a meeting of State Executive.
- 6.3 The State President must convene a meeting of State Executive:

- (a) if the State Executive so resolves; or
- (b) if requested in writing by a majority of the voting members of the State Executive at the time.

6.4 The procedure at meetings of State Executive is the same as that for National Executive, with any necessary modifications.

S7. Standing Resolutions

The State Executive may by an absolute majority pass standing resolutions to give effect to this schedule.

Division 3– State Officers

S8. State Officers

The officers of the state branch are:

- (a) the State President, and
- (b) the Campus Representatives.

S9. Eligibility

9.1 A person who has held a state office position for 2 years in total is not eligible to nominate again for that position.

9.2 A person who has been a state officer for 3 years in total is not eligible to nominate again as a state officer.

9.3 A person who has been a State President or national officer or State President and national officer for 2 years in total is not eligible to nominate as State President.

9.4 Candidates may nominate for more than state officer position, but, if declared elected to 1 position, are taken to have withdrawn from the other positions.

S10. State President

10.1 There shall be a State President for each state branch, who must be a student represented by a member organization which is a member of that state branch.

10.2 The State President:

- (a) is the official spokesperson of the state branch,
- (b) is responsible for the overall supervision of the activities of the state branch,
- (c) is responsible for co-ordinating NUS' campaigns and activities in that state, and
- (d) is responsible for liaising with NUS on behalf of the state branch.

10.3 If there is a vacancy in the position of State President, or the State President is overseas or otherwise unable to act:

(a) the State Executive must appoint another state officer to act as State President, and

(b) any 2 state officers may convene a meeting of the State Executive for that purpose.

11.4 A State President ceases to hold office if they cease to be eligible to be elected, or otherwise in accordance with the regulations and by-laws.

S11. Campus Representatives

11.1 There shall be a Campus Representative (named “Campus Representative, [*insert name of member organisation*]”) for each of the member organisations which are members of the state branch.

11.2 The Campus Representative must be an enrolled student represented by the member organisation for which they are Campus Representative.

11.3 The Campus Representative of a member organisation is responsible for:

- (a) liaising between their member organisation and the state branch,
- (b) assisting with the state branch’s activities relating to

their member organisation,

(c) acting as a point of contact in relation to their member organisation, and

(d) advocating and promoting NUS’ activities to that member organisation.

11.4 A Campus Representative ceases to hold office if they cease to be eligible to be elected, or otherwise in accordance with the regulations and by-laws.

S12. Accountability and Direction

State officers are responsible to, and may be directed by (increasing order of priority):

- (a) the State President,
- (b) the State Executive,
- (c) the National President,
- (d) National Executive, and
- (e) National Conference.

BY-LAWS

16. Delete the words “and the State Conferences” in B2.1 and the words “, including delegates to State Conference” in B2.2.

17. Delete the words “on a floppy disk” in B10.2(b) and B12.2(b).

18. Delete B47.1 and replace with:

47.1 This Division applies to the election of:

- (a) National officers,
- (b) State officers, and
- (c) General Executive Members.

19. At B53, insert B53.3 and B53.4 as follows:

53.3 In the case of a ballot for the office of State President of a state branch, only the delegates to National Conference of member organisations which are members of that state branch are entitled to vote.

53.4 In the case of ballots for the office of Campus Representative, only the delegates to National Conference of the member organisation represented by that Campus Representative are entitled to vote.

20. Delete B60, renumber accordingly and amend table of contents accordingly.

21. Delete B61 and insert B61 as follows:

B61. Officer Reports and Attendance

61.1 National Officers and State Presidents must attend each meeting of National Executive and must give a written report to each meeting of National Executive (other than an emergency meeting).

61.2 If a National Officer or State President is unable to attend a meeting of National Executive they must provide an apology in advance of that meeting to the National General Secretary.

22. In B74(c) delete the words “and state” and “the department’s”.

23. In B75(f) delete the words “and state” and “the department’s”.

24. In B76(c) delete the words “other” and “Departments” and, in B76(f), delete the words “the department’s”.

25. In B77(f) delete the words “and state” and “the department’s”.

26. In B78(i) delete the words “and state” and “the department’s”.

27. In B79(g) delete the words “and state” and “the department’s”.

28. In B80(d) delete the words “and state” and “the department’s”.

29. In B81(d) delete the words “and state” and “the department’s”.

Explanation: Amendments 22 to 29 above, remove references to the now redundant state officers and the concept of National Departments (which has previously been removed from the Rules).

30. Insert a new B83 after B82 as follows, renumber accordingly and amend table of contents accordingly:

B83. National Disability Officer

Without limiting R43 and R47.1, the National Disability Officer has the following specific responsibilities:

- (a) making representations on behalf of students with disabilities to the commonwealth government, unions and community organisations;
- (b) support progressive initiatives by resourcing and servicing different disability campus groups in such a way as to promote their formation and ongoing development, and encouraging member their organisations in this process;
- (c) developing programs to promote the involvement of students with disabilities in NUS in all aspects of its operation, and encouraging and assisting campus student organisations to develop such programs;
- (d) convene a phone linkup at least 2 times a semester of campus disability officers (or equivalent position on campus) as well as campus activists to direct the National

Disability Officer on campaigns and priorities.

Explanation: a specific responsibilities provision for the National Disability Officer was omitted when changes were previously made to create the position of National Disability Officer.

31. Delete “Part 6 – State Branches” and insert Part 6 as follows, renumber accordingly and amend table of contents accordingly:

PART 6 – STATE BRANCHES

B84. Meetings of National Officers and State Presidents

84.1 Meetings of all national officers and State Presidents:

- (a) may be held immediately after meetings of National Executive to co-ordinate the implementation of decisions of National Executive; and
- (b) may be called at any other time by the National President or any 3 State Presidents.

B85. Copies of Material

85.1 The National General Secretary must send to each state branch copies of all documents and other material sent to all member organisations.

85.2 Each State President must send the National General Secretary copies of all documents and other material sent to all

member organisations in that state.

32. At the end of B88.1(c) insert the words “or other state officer.”

33. After B88.2 insert a new B88.3 as follows, renumber accordingly and amend table of contents accordingly:

88.3 In the case of a vacancy in the office of Campus Representative, only the delegates to National Conference of the member organisation represented by that Campus Representative are entitled to vote.

34. After B88.6, insert B88.7 as follows:

88.7 If a National Officer or State President has ceased to hold office in accordance with the regulations, then that person will not be eligible to nominate for that office at any ballot conducted in accordance with this by-law.

**Moved: Deanna Taylor, NUS National President Seconded:
Isabelle Kingshott, NUS National General Secretary**

CRBL 1.2: Changes to CRBL1.2

Overview of changes:

- Introduction of a new By-Law stipulating requirements of an

agenda in regards to policy debate (B18 in amended copy)

- Changes to current B18 (B19 in amended copy) to detail how the agenda set out in B18 (amended) can be changed

Overview of new B18

- National Executive to agree on the agenda for release at least 2 weeks before the beginning of National Conference
- General outline of the 4 days of National Conference is set
- Order of policy areas to cover is set
- Minimum time to be spent on each policy area is set to 30 minutes to ensure each policy area is addressed
- Outline of processes if more time is required for a policy area or if too much time has been allotted
- Introduction of a General Business section for the last day of policy debate where any additional or leftover policy is to be discussed. This is also the only time when the Miscellaneous policy area may be discussed

Overview of new B19

- Changes to the agenda must be approved by an absolute majority of conference floor
- Changes to the agenda must be emailed to all conference attendees in addition to the quickest practicable means as

already stipulated

Moved: Alex Bennet (UWA Delegate)

Seconded: Lizzy O'Shea (National Executive & UWA Delegate)

where EFTSUs are the EFTSUs of the students represented by the member organisation.

Moved: Roland Belford

Seconded: Liam O'Neil

CRBL 1.3: Changes to R19

Replace R19 with

R19. Number of Delegates The number of delegates to be elected by each member organisation is:

EFTSUs	Number of Delegates
1 – 3000	2
3001 – 7000	3
7001 – 11000	4
11001 – 16000	5
16001 – 25000	6
More than 25000	7

Administration

ADMIN 2.1: Expanding the NUS E-newsletter

Preamble:

1. Since its introduction in 2014 the NUS e-newsletter has helped bridge the communication gap that exists between NUS, it's affiliate organisations and individual students.
2. With 2015 set to be a big year of change and renewal in NUS as a result of implementing the recommendations of the structural audit, it is vital that affiliates and students are kept up to date with what NUS is doing and the changes it is making.
3. Good communication is vital to maintaining the affiliate organisations' confidence in NUS and to assure them that they are getting value for the affiliation fees they pay.

Platform:

1. NUS seeks even closer relationships with member affiliate organisations and their members.
2. NUS recognises the importance of effective communication with members.

Action:

1. The National General Secretary will collate and coordinate the fortnightly NUS e-newsletter to be sent out to the

officers of affiliate campuses and individual students who sign up.

2. Content will include general NUS news, updates and specifics of campaigns, NOB updates, information on coming events, and any other content deemed appropriate by the National General Secretary.

Moved: Tom Nock (ACT State Branch President)

Seconded: Jennifer Light (University of Sydney SRC/National Executive)

ADMIN 2.2: Increasing NUS affiliation amounts and clarifying the affiliations process

Preamble:

1. Many campuses across the country benefit from SSAF revenues, commercial operations, and other revenue making activities. Many campus organisations budgets have grown over the past few years.
2. Unfortunately, with growth in campus funds, we have seen a down turn in receipts from affiliation fees.
3. It is important that NUS continue to grow along side with its affiliate student unions, and that NUS asks each student union to pay appropriately to support the activities of the national union, and earn the right to take part in NUS' decision making processes.

Platform:

1. It is important that affiliate student unions pay as much as they can afford to support the activities of the National Union of Students.
2. It is important that NUS capitalizes on the growth, be it temporary or not, of affiliate student unions, in order to enable long-term financial security and campaign capacity.
3. It is important that NUS receives affiliation fees early in the year in order to offset cost throughout the year.

Action:

1. The National General Secretary will liaise with campus affiliates early in the 2015 term to ensure maximum affiliation revenue.
2. The National General Secretary will ensure that a clear explanation of the affiliation forms and process are sent out to campuses by 28th February 2015.
3. The National General Secretary will ensure that any decreases in affiliation amounts are explained in writing by the campus organization to the Fee Review Committee.

Moved: Tom Nock (ACT State Branch President)

Seconded: Isabelle Kingshott (National General Secretary)

ADMIN 2.3: Directors' liability insurance for NUS National Executive

Preamble:

1. NUS in an incorporated association under the ACT Corporations Act (2001), as such its board of directors – the NUS National Executive - is responsible for the activities of NUS, holding liability for NUS' operations for 7 years.
2. It is common practice for incorporated bodies such as NUS to take out director's liability insurance to protect present and past members of the board of directors from financial loss.
3. In 2014, NUS took out directors' liability insurance for the National Executive.

Platform:

1. NUS seeks to fulfill its obligations under the Corporations Act.
2. NUS desires an involved and highly participatory National Executive, making decisions in an informed and responsible manner.

Action:

1. The 2014 NUS National Conference directs the National General Secretary to continue to take out directors' liability insurance for the 2015 National Executive.

Moved: Tom Nock (ACT State Branch President)

Seconded: Lizzy O'Shea (UWA Delegate, National Executive Member)

ADMIN 2.4: Keeping NUS financially strong: Investigating Alternative Revenue Streams.

Preamble:

1. NUS can only be as effective as its finances are strong.
2. In 2014 NUS engaged independent experts to audit and examine the structure and effectiveness of NUS. One of their tasks was to “make recommendations for other possible revenue streams and organizational business development opportunities”.
3. Since the introduction of VSU student union finances, and therefore NUS’s finances in turn, have come under incredible strain – many student unions have sought to make up the shortfall in pursuing commercial operations, sponsorship, profit making events and other revenue raising means to continue to provide advocacy and services to students on their campuses.
4. NUS is funded exclusively by affiliation fees. This is an incredibly unpredictable finance model that makes advance budgeting difficult, therefore limiting advocacy and activism that NUS is best placed to perform.
5. NUS is the only national body that campaigns exclusively in the interests of students. NUS needs to make sure it is well funded and able to withstand funding shocks if it is to carry out its function to the expectations of the approximately 1 million students it represents.

6. The Coalition Government will abolish the SSAF if granted the opportunity. This would be a disaster for student unions and NUS. NUS needs to make sure that it is not exclusively reliant on SSAF funded student unions to conduct its campaigns.
7. With an ever-present threat from the current Coalition Government it is important that NUS strive to achieve a budget surplus in order to stand against any attempts to blunt the effectiveness of the student movement.

Platform:

1. NUS is committed to being financially responsible, viable, and sustainable in order to advance the interests of students.
2. A financially strong NUS is vital for student activism to exist and be effective at a national level.
3. NUS wants to be an effective and well funded activist organization.
4. NUS needs to protect itself against the possible removal of the SSAF to ensure it will always be there to organize and represent students.

Action:

1. The National General Secretary and National President will investigate and propose additional sources of revenue for approval to National Executive.

Moved: Tom Nock (ACT State Branch President)

Seconded: Isabelle Kingshott (National General Secretary)

ADMIN 2.5: Commitment to a budget surplus

Preamble:

1. NUS must be constantly preparing for the future if it is to continue to exist.
2. The post-VSU environment has compromised the financial stability of the union, NUS is still attempting to perform all of its pre-VSU functions with dwindling resources.
3. NUS currently invests in fixed rate term deposits that help to support its financial position. These term deposits help stabilize the Union's finances.
4. Maintaining a budget surplus is critical to ensuring the integrity of the national union well into the future.

Platform:

1. NUS endorses a culture of responsible and prudent spending with the aim to maintain a budget in surplus.
2. The activism of NUS departments can only be as effective as the resources they have to work with.
3. NUS will seek to improve its financial practices wherever possible.

Action:

1. The 2014 National Conference directs the National General Secretary to maintain a sound policy of financial

management and responsibility with the aim of delivering a budget surplus.

2. The National General Secretary will continue and expand the use of fixed term deposits to generate additional income.

Moved: Tom Nock (ACT State Branch President)

Seconded: Isabelle Kingshott (National General Secretary)

ADMIN 2.6: Media training for office bearers

Preamble:

1. As the only national union for tertiary students in Australia, NUS office bearers need to have strong and effective communications and messaging skills in order to obtain community backing for the objectives of NUS.
2. It is important that NUS National Office bearers and State Branch Presidents are trained to reach out and respond to the media to enhance the effectiveness of our message.

Platform:

1. NUS recognises the importance of effective communication and collaboration with media outlets to ensure our message is heard.
2. NUS commits to providing media training to all National Office Bearers and State Branch Presidents.

Action:

1. The National President and National General Secretary will organize for National Office Bearers and State Branch Presidents to receive media training at the 2015 Presidents' Summit.

Moved: Tom Nock (ACT State Branch President)

Seconded: Isabelle Kingshott (National General Secretary)

ADMIN 2.7: State Branches and State Branch Forums**Preamble:**

1. Before VSU State Branches were well funded and played an extremely significant role in the activities of NUS.
2. There is enormous potential in State Branches to increase the awareness and reach of NUS.
3. State Branch Forums have been extremely successful in 2014 and should take place again in the first half of 2015.

Platform:

1. NUS recognises the importance and potential of State Branches to further NUS' campaign and political aims.
2. NUS encourages continued National Office Bearer engagement with state branches.
3. NUS recognises the success of NUS State Branch Forums in 2014 and desires to continue them in 2015.

Action:

1. The National General Secretary will convene and coordinate State Branch Forums in conjunction with State Branch Presidents to be held in the first half of 2015.
2. State Branch forums will contain report backs from National Officers, the State Branch President, workshops, and training and planning sessions.
3. The National General Secretary and State Branch Presidents will extend the opportunity for affiliates and importantly potential affiliates to attend well before the date of each forum.
4. The National General Secretary will publish agenda, minutes, and photos of each State Branch Forum on the NUS website.

Moved: Tom Nock (ACT State Branch President)

Seconded: Isabelle Kingshott (National General Secretary)

ADMIN 2.8: An NUS Calendar: A trial of campaign timetabling, planning, and general organisation**Preamble:**

1. A common criticism of NUS is the ad hoc nature of NUS department campaigns and the lack of coordination between NOBs and SBPs.
2. Many student unions who want to coordinate with NUS campaigns are discouraged as there is a lack of

synchronization regarding the campaigns NOBs run and their campus counterparts.

3. Many campus officers do not anticipate many of NUS' campaigns, there is a risk of doubling up or ignoring important areas.
4. Having a clear outline of the campaigns for each NUS department is important for campus affiliates to roll out NUS campaigns.
5. Before the beginning of the academic year (late February), NUS should produce a calendar of its proposed activities to be made available to affiliates in order to better plan and coordinate activism throughout the year.

Platform:

1. NUS desires to work with and coordinate with its affiliate student unions.
2. NUS recognises the need for better organization and communication with affiliate student unions in order to build a mutual relationship of support.
3. NUS recognises that it is important to be able to effectively communicate the aims and goals to students and affiliates in 2015.

Action:

1. National Office Bearers must submit to the NUS National President and the NUS National General Secretary their campaign plans and timetabling for the coming year to be presented at Presidents Summit.

2. The National President and National General Secretary will then compile an NUS Campaign Calendar to be sent to affiliate campuses in time for O-Weeks.
3. An outline of the campaigns and dates intended to be run will be made available for students and affiliates to engage with on the NUS website
4. The NUS National General Secretary will review this process throughout the year to monitor its effectiveness and outcomes and determine if it is worthwhile to continue into the future.

Moved: Tom Nock (ACT State Branch President)

Seconded: Jennifer Light (National Executive)

ADMIN 2.9: Reaching out to potential affiliates

Preamble:

1. NUS is the National advocacy and representative body for all undergraduate tertiary students in Australia – not just the universities that financially affiliate.
2. Many university student unions enjoy the benefits of a national union, without contributing or participating by affiliating. The lack of awareness for what NUS is and does is a main factor in this.
3. NUS should be reaching out to non-affiliate campuses, encouraging them to engage with NUS and enhance the benefits NUS brings to all campuses across the country.

Platform:

1. NUS seeks to involve as many campuses as possible in financial affiliation in order to ensure a large and diverse presence at national conference.
2. NUS believes that every student organization should have the chance to affiliate to NUS and vote at NUS conference.
3. NUS recognises that seeking the largest franchise possible will produce the best outcomes most relevant to students.
4. NUS must remain a strong financial position and actively work with their affiliates to achieve this goal.

Action:

1. The 2014 NUS National Conference directs the National President and National General Secretary to reach out to campuses that do not currently affiliate to NUS and encourage those campuses to do so.
2. NUS National Office bearers will support the efforts of all university campuses to affiliate to NUS and vote at conference.
3. The NUS national President and General secretary will endeavor to have campus affiliates increase the amount they affiliate to the union for ensuring a strong, diverse and active NUS.
4. The NUS national President and General secretary will endeavor to have new campuses financial affiliate and adequately participate in the financials of NUS

Moved: Tom Nock (ACT State Branch President)

Seconded: Rose Steele (National Executive)

ADMIN 2.10: A Strategic Plan for NUS**Preamble:**

1. One of the key restrictions on NUS as determined by the structural audit report is the lack of directional and strategic continuity across the single year terms of office bearers.
2. Most unions, including trade unions and student unions, develop long terms plans in order establish strategic goals, strengthen the organisations message, and to better represent and advocate for their members.
3. With appropriate planning and execution, NUS has great potential to increase the profile of its activism and be a more effective advocate for students.

Platform:

1. NUS recognises the importance of long term strategic planning to increase the effectiveness of its campaigns.
2. NUS desires to have a strong long term strategic direction as determined by the National Executive.

Action:

1. The National President and National General Secretary will convene a committee of National Executive to develop a 3-year long term plan for NUS.
2. Items considered will include:
 - i) Reconsidering the goals, aims, and message of NUS and reviewing the strategy by which NUS seeks to realise these goals.
 - ii) A review of how NUS conducts activism and how its campaigns can be more effective.
 - iii) Identifying long term lobbying and campaign needs that will go across the terms of NUS office bearers.
 - iv) The production of a living policy document to be published online.
 - v) Anything else the committee seeks to investigate.
3. Terms of reference for the committee will be presented at President's Summit, a draft report will be presented to NUS Education Conference and finalized shortly afterwards.

Moved: Tom Nock (ACT State Branch President)

Seconded: Jennifer Light (National Executive)

ADMIN 2.11: NUS National Executive legal, governance, and financial training.

Preamble:

1. The National Executive of NUS is its Board of Directors, as such, those elected to National Executive are charged with giving sound management in the governance, finances, hiring of staff, publication of material and implementation of policy for NUS.
2. When elected, members of National Executive may not be aware of their legal responsibilities as directors of an incorporated organization, a deep knowledge of the constitution and regulations of NUS, and how to interpret the finances of NUS.

Platform:

1. NUS acknowledges the importance of the NUS National Executive as the Board of Directors of the organization and an important transparency mechanism of the organization.
2. NUS recognizes the importance of having well trained members of its board of directors in order to ensure sound financial management and proper conduct of members.

Action:

1. 2014 NUS National Conference directs the National General Secretary to organize legal training with the solicitors of US about the responsibilities of being a board member with all incoming members of the National Executive, to be held during President's summit.
2. NUS directs the National General Secretary to issue an induction pack to all incoming members of National Executive which will include the following:

- i) 2014 Financial Audit
- ii) The NUS Constitution
- iii) NUS By-Laws
- iv) NUS Regulations
- v) The 2014 NUS Budget
- vi) 2013 Strategic Plan
- vii) 2014 TL Consult Organisational Audit.

This induction pack may be delivered by electronic means.

Moved: Tom Nock (ACT State Branch President)

Seconded: Rose Steele (National Executive)

ADMIN 2.12: National Conference – Publication of Proceedings

PREAMBLE:

1. As the peak representative body for tertiary students in Australia, NUS should be transparent about all proceedings at its National Conference and accountable to member organisations.
2. It is difficult for students from interstate and regional areas to attend National Conference, and taking steps to ensure that the proceedings of National Conference are made available to students following the conference is important.
3. If passed policy is not made public, the mechanisms by which Office Bearers and the National Executive can be held accountable are reduced.

PLATFORM:

1. NUS recognises that not everyone can attend National Conference, and that the publication of minutes, results of elections and passed policy at National Conference is crucial for both the accountability and inclusivity of the organisation.
2. NUS strives to be accountable to its member organisations, and recognises that National Conference is not an attractive aspect of NUS, effecting the image of the organisation in the student eye.

ACTION:

1. The NUS General Secretary will, within 28 days of the end of the NUS National Conference, publish its proceedings. This will include:
 - a. The minutes of the National Conference
 - b. All motions passed at National Conference
 - c. Any amendments made to the NUS Constitution
 - d. The results of the elections of National Office Bearers, State Office Bearers, and the National Executive.
2. The NUS General Secretary will publish these proceedings on the NUS website.
3. The NUS General Secretary will circulate these proceedings to the Presidents of its member organisations, and encourage them to make these available to their students.
4. The collection of all information necessary for the publication of conference proceedings will be written into

any future contracts for National Conference Organisers, to be prepared by the NUS General Secretary.

5. This policy will be upheld until varied by an additional policy passed at a future NUS National Conference.

Moved: Lizzy O'Shea (UWA Student Guild Delegate, National Executive Member)

Seconded: Siobhan O'Rourke (Curtin Student Guild Delegate)

ADMIN 2.13: Alternative Revenue Streams – Maintaining independence and function.

PREAMBLE

1. The Coalition Government does not seem to support the funding of independent student organisations, and any cuts to the SSAF will drastically decrease the amount of money NUS is able to collect through affiliations. While the SSAF has not been repealed yet, now is a crucial time for NUS to ensure that it is financially sustainable.
2. NUS needs more money in order to adequately represent all students. This cannot solely rely upon the volatile contributions of member organisations, on which NUS is currently dependent.
3. NUS is not a business, and should not be accepting or sourcing funding and support from bodies that directly conflict with its aims – funding should be directly linked with

an improved capacity to deliver services and outcomes for students, now and into the future.

4. Member organisations have a right to know how NUS is sourcing additional funding.

PLATFORM:

1. NUS recognises that there is a serious need to increase the amount of money that it collects as an organisation, and acknowledges that this cannot be purely through an increase in affiliation fees.
2. NUS recognises the importance of adequate funding for NUS departments in fighting against attacks on students, and should be making efforts to increase the organisation's capacity to do so.
3. NUS acknowledges that there is a large pool of grant funding, sponsorship and support that it could have access to, that is currently underutilised, and that some campus organisations are effective in utilising alternative revenue streams.
4. NUS maintains that it does not support child labour, slavery, the undermining of working conditions and environmental destruction and acknowledges that receiving funding from external bodies could, if poorly managed, represent a conflict of interest or limit the organisation's capacity to function independently.
5. NUS supports the creation of an Alternative Revenue and Procurement Policy to broadly regulate NUS practices, to ensure that NUS does not contribute to unethical practices

and does not compromise its independence or aims by receiving external funding.

ACTION:

1. The General Secretary, in conversation with Office Bearers and the National Executive, will develop a policy for the ethical and sustainable sourcing of alternative revenue streams, for presentation to the National Executive.
2. The General Secretary will implement this policy and seek additional funding and support for NUS.
3. The General Secretary will conduct a review of the alternative revenue mechanisms utilised by member organisations.
4. The General Secretary will keep National Executive fully informed of any progress.
5. The General Secretary will provide a report at NUS Education Conference on the progress of any alternative revenue policy and attempts, and any findings from a review of alternative revenue streams of member organisations.

Moved: Lizzy O'Shea (UWA Delegate, National Executive Member)

Seconded: Rose Steele (La Trobe Delegate, National Executive Member)

ADMIN 2.14: SUSTAINABLE NUS OPERATIONS

PREAMBLE

1. In an era of climate degradation and growing conscience of the importance of sustainability and ethical procurement of products, it is vital that as the National Union of Students we lead by example and not only encourage other students to be more sustainable in their manners, but for NUS as an organisation to ensure that we are supporting the environment and stand up for sustainability.
2. By purchasing products that are not procured ethically, such as shirts made in sweat shops, we are undermining basic human rights of workers, and in turn we are supporting dangerous working conditions, child labour and unsustainable environmental practices.
3. Further, it is vital that in the office operations of NUS that we are sustainable as well. Of particular importance is that of divesting NUS finances from organisations which support the fossil fuel industry, which is part of a growing campaign at Australian and international universities.

PLATFORM

1. That NUS does not in any way support environmental degradation, nor does it support unethical working conditions that violates human rights or workers or in any way supports child labour.

2. That NUS supports environmental sustainability, and recognises the importance of being a Union which leads the fight against environmental degradation.
3. That NUS recognises the threat of climate change, and the fact that human activities are accelerating it.

ACTION

1. That NUS will only purchase T-Shirts and other clothing garments for campaigns which are made in accordance with the *Fair Work* practice, and that are not made in workplaces which use child labour or are exploitative of workers.
2. That for any printed publications and posters made this year and authorised by NUS that the paper be recycled. Further, on the bottom of any NUS authorised materials the words 'Printed on Recycled Paper. Please Recycle' be used.
3. That NUS directs the National General Secretary to divest all NUS finances from organisations which financial contribute or benefit from the fossil fuel industry.
4. That there will be labelled recycling bins in the NUS offices.

MOVED: Ahmed Yussuf (LaTrobe Student Union)

SECONDED: Cameron Caccamo (University of Sydney SRC)

ADMIN 2.15: HONEST PRACTICE IN STUDENT ELECTIONS

PREAMBLE

1. Each year during student elections NUS delegates are elected in accordance to guidelines as outlined in the NUS constitution.
2. Given the nature of student politics, and the limited information which is available to average students, the majority of students are unaware that they are not electing individual delegates, but instead at many times members of student political factions, a practice which is not only dishonest but non-transparent.

PLATFORM

1. That NUS stands for honest and transparent behaviour during student elections.
2. That NUS recognises that students have a right to know that the students they are electing are the vast majority of the time not representatives of tickets, but instead students who are part of student political factions

ACTION

1. That the NUS National Executive investigates ways in which the election of NUS delegates can be carried out in a more transparent manner. In particular, that they investigate the possibility of a change in the NUS regulations and constitution that directs students, if they are running for an

NUS delegate position at a campus election and are a member of a political faction, to disclose in their policy statement the name of the faction which they are a part of.

MOVED: Ahmed Yussuf (LaTrobe Student Union)

SECONDED: Cameron Caccamo (University of Sydney SRC)

ADMIN 2.16: WHERE THE F* IS OUR (UP TO DATE) NUS WEBSITE**

PREAMBLE

1. At last year's National Union of Students Conference a policy was passed to see a new NUS website up and running in the 2014 calendar year. However this has failed to come to fruition.
2. The current website for NUS contains information that is largely out of date: the names and phone numbers of previous Office Bearers are on there, old out of date campaigns are advertised, and the website navigation is poor.
3. As a National Union representing thousands of students nationally, and a need to promote student unions and their legitimacy and purpose during a time of conservative Government it is vital for students to have access to an up to date NUS website.

PLATFORM

1. That NUS recognises the importance of promoting transparency, integrity and accountability of its operations. This includes the importance of publishing National Conference minutes, National Office Bearer and State Branch Presidents Reports and governing documents of the organisation.
2. That NUS recognises the importance for an organisation such as itself to have a website in the current era. Having a functional website would be beneficial not only for student activists and campus organisations, but the wider community.
3. Further, that NUS recognises the potential which a functioning website could have in promoting student campaigns, as well as increasing student engagement with NUS.

ACTION

1. That the National General Secretary, in collaboration with other National Office Bearers, State Branch presidents and the National Executive, will launch a new website by February 28 2015, a time when many universities will be commencing the new year.

2. That the contents of the website include, but not be limited to:
 - a. Contact details for National Office Bearers, State branch Office Bearers and National Executive members.
 - b. Minutes of National Executive meetings.
 - c. Office Bearer reports.
 - d. NUS Governing documents.
 - e. A list of currently accredited member organisations, as well as contact details for each campus president.
 - f. Conference information for relevant student conferences.
 - g. Current NUS campaigns and how students can get involved.
3. That the website be reviewed in the second half of 2015 by an online survey to be sent out to all organisations and promoted on the NUS facebook page and website, in order to see how the website can be improved and changed in order to be more user and content friendly for students.

MOVED: Ahmed Yussuf (LaTrobe Student Union)

SECONDED: Cameron Caccamo (University of Sydney SRC)

ADMIN 2.17: Fossil Fuel Divestment

Preamble

1. Climate change is a serious threat to current and future generations here in Australia and internationally.
2. The Intergovernmental Panel on Climate Change (IPCC) Fifth Assessment Report found that global warming is already causing costly disruption of human and natural systems throughout the world, including the melting of Arctic ice, acidification of ocean waters and increased flooding and drought.
3. In its “Unburnable Carbon” report, the Carbon Tracker Initiative found that fossil fuel companies and governments possess proven fossil fuel reserves that would release approximately 2,795 gigatons of CO₂ if they are burned, which is five times the amount that can be released without exceeding 2°C of warming.
4. Investing in the fossil fuel sector supports a sector that is contributing to climate change.
5. NUS should be a leading institution in progressive social change.
6. Divestment –rejecting financial involvement in and support for the fossil fuel sector– is a significant symbolic and practical action institutions can take on climate change.
7. Numerous organisations are moving their finances from banks that provide financial services to the fossil fuel industry to financial institutions that have made a commitment to avoid investing in the fossil fuel sector.

8. In addition, students at hundreds of university campuses worldwide have launched campaigns to have their institutions divest from companies whose primary business is the exploration, extraction and processing of fossil fuels.

Platform

1. NUS recognises that climate change is being accelerated by human activities, especially the burning of fossil fuels including coal, oil and gas.
2. NUS should be a leading institution in progressive social change.
3. NUS recognises that investments should support a future where all citizens can live healthy lives without the negative impacts of a warming climate.
4. NUS recognises that investing our finance in fossil fuel projects and using financial institutions that invest in fossil fuel projects contributes to accelerated climate change.
5. NUS supports the fossil fuel divestment campaigns at university campuses across Australia.

Action:

1. NUS directs the General Secretary to divest all NUS finance from organisations which contribute financially to companies whose primary business is the exploration, extraction and processing of fossil fuels.

2. That, for any NUS investments in managed funds that are found to include these companies, the General Secretary is to contact the fund managers and demand that the companies be removed from the funds.
3. That the General Secretary will release quarterly updates, publicly available, detailing progress made towards full divestment.
4. NUS directs the Environment Officer to work with 350.org, the Australian Student Environment Network and the Fossil Free campaigns at each Australian university to support and implement the 'Fossil Free Universities' campaign.
5. NUS directs the Environment Officer to prepare a report for NUS conference 2015 documenting support provided and progress by each student organisation in participating in the campaign.

Mover: Ahmed Yussuf, La Trobe Student Union

Seconder: Cameron Caccamo, Students' Representative Council, Sydney University

ADMIN 2.18: Threatening behaviour at NUS events

Preamble

1. Student-run events should seek to maintain the utmost degree of professionalism, including a high level of safety for all attendees.
2. Recent National Union of Students events have seen the unfortunate inclusion of violent incidents, an issue to be dealt with swiftly and decisively.

Platform

1. The National Union of Students notes the indefensible lack of immediate and decisive action taken at previous events in response to previous threats or perceived threats of violence.
2. We commit to providing more decisive measures in future in relation to instances where individuals or groups feel threatened in relation to the actions of others.

Action

1. The National Union of Students Executive will implement a policy of immediate expulsion from any National Union of Students event for the use of violence, the threat or reasonably perceived threat of violence.
2. Expulsion to be determined through the majority vote of the National Union of Students President, General Secretary and Grievance Committee through an emergency caucus.
3. Factors influencing the decision to expel an individual or group include the establishment of a real threat or perceived threat, the impact of this threat on conference

attendees, and the viability of the offending delegates to continue to contribute to the conference following their actions.

Moved: Gemma Paech

Seconded: Hannah Russell

ADMIN 2.19: Publication of National Conference proceedings

PREAMBLE

1. NUS recognised that as the peak representative body for students within Australia that it has a duty to show those it represents the proceedings of its yearly National Conference.
2. NUS recognises that, while it is difficult for students from interstate and regional areas to attend the National Conference that it needs to take steps to ensure that the proceedings of the National Conference are made available to students following the conference.

PLATFORM

1. As it is immensely difficult for all members to attend the National Conference, the publication of the minutes, results

of elections and motions of the National Conference is an important step in allowing members to see how proceedings have taken place at the yearly conference.

2. In terms of accountability and transparency, it is imperative that the NUS publicises the proceedings of the National Conference in formats that will ensure it is accessible for as many of its members as possible.
3. In terms of further publicising the NUS to students and increasing interest in the campaigns run by the NUS steps need to be taken for students to be able to see how the NUS National Conference operates.

ACTION

1. That the General Secretary, within 28 days of the end of the National Conference, publishes its proceedings including:
 - a. The minutes of the National Conference.
 - b. Motions passed at conference.
 - c. The results of the elections of National Office Bearers, National Executive and State Office Bearers.
 - d. Any amendments made to the NUS constitution.
2. That the General Secretary is to publish the proceedings of the National Conference on the NUS website.
3. That the NUS recommends to the Presidents of its member student bodies that the minutes are to be made available on

the website and Facebook page of their respective student bodies.

MOVED: Ahmed Yussuf (LaTrobe Student Union)

SECONDED: Cameron Caccamo (University of Sydney SRC)

ADMIN 2.20: Progress of National Office Bearers

PREAMBLE

1. NUS recognised that, while the National Office Bearers work considerably hard in their respective campaigns, much of the work goes unrecognised by the student population.
2. Through this lack of recognition, a large section of the student population is unaware of what their national union does for them, and in turn students are unsure why they are paying money to be a member of the NUS.

PLATFORM

1. In order for the wider student population to become aware of the various campaigns run by its National Office Bearers, it is imperative that National Office Bearers publish regular updates on the NUS website.
2. In turn, this will not only help show the progress made by National Office Bearers but also show the wider student population what steps the NUS is taking in advocating for

their needs. Furthermore, regular publicity of NUS campaigns will likely encourage more participation by the student population in NUS run campaigns.

ACTION

1. All National Office Bearers are to publish reports on the NUS website every 4 to 6 weeks, where they are to publicise the progress of their respective campaigns.

MOVED: Ahmed Yussuf (LaTrobe Student Union)

SECONDED: Cameron Caccamo (University of Sydney SRC)

ADMIN 2.21: Why installing general managers is not the way forward for NUS

Preamble:

1. Student unionism is consistently under attack from those who would like to implement neoliberal education policy. Student unions that have survived VSU have not come out unscathed, with some unions turning to revenue from commercial outlets and an increasingly corporate structure, rather than a membership model.

2. The commercialisation of unions, including the implementation of corporate structures and general managers, is part of a trend eroding the representative base of student unions across the country.
3. General managers are a conservative roadblock when it comes to fighting for students rights, because they have interests that are separate to the interests of students.
4. At Curtin Student Guild the General Manger has consistently opposed and sabotaged the efforts of student representatives, including moves to abolish youth wages in Guild outlets, make coffee and printing cheaper for students, and increase affiliation fees to NUS. There were also attempts by the recently retired GM to use Guild funds to set up off-campus businesses without the approval or knowledge of the Guild Council, which the current GM defended and fought to uphold.
5. Union decisions around key questions, such as abolishing youth wages, should be simple and easy to deal. The time and energy of student representatives has been taken up with dealing with the appalling interventions of the General Manger. The entrenched power of the General Manager has

blocked the way of democratically elected student representatives in setting the tone for the student union.

6. The annual changeover of student representatives makes it easier for longterm, unelected managers to cement their positions and undermine the incoming, elected representatives. It is highly undemocratic for unelected General Managers to hold institutional and financial power, over and above student representatives.
7. Student unions, and NUS, need to stand firm on student control of student affairs and fight to maintain independent, fighting student organisations, capable of defending student rights. NUS needs to focus on building a fighting political tradition, and opposing the employment of a General Manager in NUS is key to doing this.

Moved: Miranda Wood (Curtin Guild)
Seconded: Jade Eckhaus (UMSU)

ADMIN 2.22: Alternative Revenue Streams – Maintaining independence and function.

PREAMBLE

1. The Coalition Government does not seem to support the funding of independent student organisations, and any cuts to the SSAF will drastically decrease the amount of money NUS is able to collect through affiliations. While the SSAF has not been repealed yet, now is a crucial time for NUS to ensure that it is financially sustainable.
2. NUS needs more money in order to adequately represents all students. This cannot solely rely upon the volatile contributions of member organisations, on which NUS is currently dependent.
3. NUS is not a business, and should not be accepting or sourcing funding and support from bodies that directly conflict with its aims – funding should be directly linked with an improved capacity to deliver services and outcomes for students, now and into the future.
4. Member organisations have a right to know how NUS is sourcing additional funding.

PLATFORM:

1. NUS recognises that there is a serious need to increase the amount of money that it collects as an organisation, and acknowledges that this cannot be purely through an increase in affiliation fees.
2. NUS recognises the importance of adequate funding for NUS departments in fighting against attacks on students, and should be making efforts to increase the organisation's capacity to do so.

3. NUS acknowledges that there is a large pool of grant funding, sponsorship and support that it could have access to, that is currently underutilised, and that some campus organisations are effective in utilising alternative revenue streams.
4. NUS maintains that it does not support child labour, slavery, the undermining of working conditions and environmental destruction and acknowledges that receiving funding from external bodies could, if poorly managed, represent a conflict of interest or limit the organisation's capacity to function independently.
5. NUS supports the creation of an Alternative Revenue and Procurement Policy to broadly regulate NUS practices, to ensure that NUS does not contribute to unethical practices and does not compromise its independence or aims by receiving external funding.

ACTION:

1. The General Secretary, in conversation with Office Bearers and the National Executive, will develop a policy for the ethical and sustainable sourcing of alternative revenue streams, for presentation to the National Executive.
2. The General Secretary will implement this policy and seek additional funding and support for NUS.
3. The General Secretary will conduct a review of the alternative revenue mechanisms utilised by member organisations.

4. The General Secretary will keep National Executive fully informed of any progress.
5. The General Secretary will provide a report at NUS Education Conference on the progress of any alternative revenue policy and attempts, and any findings from a review of alternative revenue streams of member organisations.

Moved: Lizzy O'Shea (UWA Delegate, National Executive Member)
Seconded: Rose Steele (La Trobe Delegate, National Executive Member)

ADMIN 2.23: National Contact Lists

Preamble

1. NUS has 12 departments which represent different needs within the student movement.
2. Previously contact lists have been created adhoc by individual NOB's at their discretion.
3. The Education Network setup by the Education Department engages student activists and acts as a communication channel between relevant student reps and National Office Bearers.
4. In some instances where campuses have low engagement with NUS and its campaigns a correlation can be made with their lack of NUS communication methods.

Platform

1. NUS recognises that a consistent and reusable contact list of student representatives to disseminate campaign information improves engagement of affiliated campuses and strengthens the student movement.
2. NUS recognises the benefit of having a direct line of communication between campus representatives and National Office Bearers.
3. Cross-Campus communication improves not only national campaigns but also strengthens campus-based actions.

Actions

1. At President Summit the National General Secretary is to request a full contact list of all portfolios from the President of each affiliated-student organisation, including, but not limited to,
 - a. Full name/s
 - b. Campus
 - c. Student Organisation
 - d. Title/Office
 - e. Email address
2. The National General Secretary must make the final contacts list available to all National Office Bearers to collate their relevant student organisation portfolios.
3. Where there is a position that does not correlate nationally or is vacant the National Office Bearer of that portfolio is to contact the President of the student organisation to arrange an appropriate contact for that list.

4. Where a campus has regional campus or the affiliate is a small or regional campus the National Small and Regional Officer will follow up and make sure there is at least one active contact for every regional campus or university on the list.
5. The National Office Bearer of each department is to use the list relevant representatives to distribute campaign progress, materials and other relevant organising information as well as a channel of communication between NUS National Office Bearers and their student representative equivalents.
6. All National Office Bearer's are to create a contact sign up list separate to that of the relevant elected office bearer list for student activists to subscribe to for updates pertaining to these departments.
7. Each National Office Bearer is to circulate their student representative contacts to everyone on that list for the purpose of cross-campus communication and collaboration

Moved: Jasmine Ingram (La Trobe University)

Seconded: Brendan Spackman-William (Swinburne University)

ADMIN 2.24: State Branch Presidents and Report Backs: More than just a vote on Nat Exec.

PREAMBLE:

1. State Branch Presidents are important positions within NUS that link all of the states together, ensuring an NUS presence at a State level outside of Victoria.
2. State Branch Presidents are seen as the leaders in each state and are charged with engaging with national campaigns, liaising with and supporting State Office Bearers, and being a direct local contact for member organisations.
3. State Branch Presidents also sit on National Executive and give reports to National Executive about their respective states.
4. This year National Executive only received consistent monthly report backs from two states, which is unacceptable.

PLATFORM:

1. NUS recognises the importance of State Branch Presidents and their role in linking each State with National campaigns.
2. NUS recognises that State Branch Presidents' reports are vital for National Executive to understand the actions that are taking place outside of their own State.
3. NUS recognises that State Branches are currently, as a whole, inactive, and that further leadership is needed from State Branch Presidents in order to achieve meaningful NUS engagement at a state level.
4. NUS recognises that a more meaningful engagement with the national union can be fostered through state activities, and that smaller and newer member organisations or potential affiliates would benefit significantly from further support in their own state.

5. NUS maintains that a National Executive that is well informed on the actions of State Branches can better recognise successful initiatives and campaigns, and ensure they are adequately funded at a national level.

ACTION:

1. That each State Branch President commits to submitting Monthly reports informing National Executive and National Office Bearers of the situation in their State and how National Executive and National Office Bearers can best help their state throughout the year.
2. That each State Branch President makes an active effort to make contact with all members of the State Office Bearers, and assist them in making contact with their relevant contacts at member organisations in their state.
3. That each State Branch President must hold at least two meetings of the State Branch Executive throughout their term. These meetings should discuss:
 - a. The implementation of national policy and campaigns at a state level
 - b. Any state specific policy
 - c. Upcoming visits from National Office Bearers.

Moved: Declan Waddell (USyd Delegate, National Executive Member)

Seconded: Lizzy O'Shea (UWA Delegate, National Executive Member)

ADMIN 2.25: Let's Not Fudge It, It's The Budget – Budgeting process and Mid-Year Budget Review

PREAMBLE:

1. The Coalition Government does not seem to support the funding of independent student organisations, and any cuts to the SSAF will drastically decrease the amount of money NUS is able to collect through affiliations. While the SSAF has not been repealed yet, now is a crucial time for NUS to ensure that it is financially sustainable.
2. It is important for NUS to run a tight budget to ensure that no funding that could be spent on campaigns, general operations, or earning us interest in our reserves for future use, is being wasted.
3. While the union's survival may not be ensured through better budgeting and a mid year budget review, it can only help.
4. Member organisations have a right to know the state of the organisations' budget, and how their affiliation fees are being spent.

PLATFORM:

1. NUS recognises that there is a serious need to increase the amount of money that it collects as an organisation, and acknowledges that this cannot be purely through an increase in affiliation fees.
2. NUS recognises the importance of adequate funding for NUS departments in fighting against attacks on students,

and should be making efforts to increase the organisation's capacity to do so.

3. NUS acknowledges a capacity to improve its budgeting processes, as a way to better recognise savings made, allow increases or decreases to budgets as needed, and recognise additional funding through alternative revenue streams that may filter through over the course of the year.
4. NUS recognises the need to be accountable for the spending of affiliates' contributions.

ACTION:

1. Once the Budget Committee is formed at the National Executive Meeting in January (Presidents' Summit) the NUS General Secretary will call an initial meeting of Budget Committee. This will brief the committee on the budgeting process and the current state of the budget.
2. The NUS General Secretary will provide, to the greatest extent possible given associated confidentiality, details of the accepted budget to member organisations in the form of an email.
3. The NUS General Secretary will hold a meeting of the Budget Committee prior to Education Conference, and conduct a Mid Year Budget Review, recognising the end of the financial year. This Mid Year Budget Review will be presented to the Education Conference National Executive Meeting, with the aim of being accepted at this meeting.
4. The NUS General Secretary will provide an update on the NUS budget (and the MYBR) in their report-back at

Education Conference. This budget update will be circulated to member organisations.

5. This policy will be upheld until varied by an additional policy passed at a future NUS National Conference.

Moved: Lizzy O'Shea (UWA Student Guild Delegate, National Executive Member)

Seconded: Declan Waddell (USyd Delegate, National Executive Member)

ADMIN 2.26: National Conference: Fail To Plan, Plan to Fail(con).

PREAMBLE:

1. The NUS National Conference represents a significant feat of organisation from a number of key figures, including the Conference Organisers. This position requires significant experience, and there is a high expectation of workload.
2. The NUS National Conference represents a significant cost to the organisation. It is necessary to reflect on the efficiency and accountability of existing structures to ensure the conference and organisation are sustainable in their current form.
3. A successful National Conference, resulting in an active and representative NUS, relies upon having a competent organising team and a well trained and directed Secretariat, and the circulation of passed policy and minutes.

PLATFORM:

1. NUS recognises that without procedures to ensure conference runs smoothly, significant financial losses could be made.
2. NUS recognises that a lack of organisation at previous National Conferences has led to a lack of distribution of minutes to member organisations, the distribution of passed policy, and has limited the accountability of the organisation in enacting its policy for the following year. The success of conference is directly related to various tasks that need to be performed by Conference Organisers and the Secretariat.
3. NUS recognises that because organisers receive remuneration for their work, NUS has a responsibility to ensure that organisers are appointed in a fair and transparent process, with accountability mechanisms in place for their service delivery.
4. NUS recognises that communication with elected delegates could be improved.

ACTION:

1. The General Secretary will formally open applications for the positions of Conference Organiser before the September meeting of National Executive. This will be communicated to all member organisations.
2. The General Secretary must present applications to the National Executive before the end of October, for

determination of the NatCon Organisers by the National Executive.

3. In consultation with the National Executive, the General Secretary will prepare a contract for the Conference Organisers to sign, which will recognise the work that must be completed in order to receive remuneration.
4. This contract must include the collation of policy passed at the conference and conference minutes to be distributed to all member organisations.
5. This policy will be upheld until varied by an additional policy passed at a future NUS National Conference.

Moved: Lizzy O'Shea (UWA Delegate, National Executive Member)

Seconded: Bec Thompson (National Queer Officer)

ADMIN 2.27: Education Conference: Hey Big Spender, Where's My Tender?

PREAMBLE:

1. An effective student education movement requires a strong network of diverse activists, and leadership from a national level. This movement must include the diverse voices of all students.
2. This movement is strongest when it is well organised and collaborates, sharing skills and experiences with students from across the country.

3. NUS Education Conference (EdCon) occurs annually and is a critical opportunity for students from across the country to come together and organise, skill-share, learn and engage with NUS.
4. Given the use of student money on this conference it is critical that EdCon is organised in an efficient manner and runs smoothly. This will ensure that as many students can attend as possible, and that the conference is successful.

PLATFORM:

1. NUS recognises the importance of diverse student voices in conversations about their education, and recognises that EdCon consistently clashing with QC and/or NOWSA excludes the voices of women and LGBTQI students and prevents them from accessing training and skill-share opportunities.
2. NUS recognises the need for students to know the location of the conference well in advance, to budget accordingly.
3. NUS recognises that organising Education Conference requires significant efforts from student volunteers from the host campus.
4. It is not ideal to allow only a few weeks or months for the host organisation to approach key sources of funding, and NUS recognises that University relationships and funding prospects could be damaged by a disorganised approach to funding acquisition.
5. NUS recognises that it is necessary to allow sufficient time for funding acquisition, to ensure that NUS can prioritise

and provide equity grants to students who show a significant need. NUS recognises that equity grants for Education Conference are a key aspect in building a strong, diverse, national education movement.

ACTION:

1. The NUS General Secretary will enter into a dialogue with relevant organisers of NOWSA, QC and SOS before determining a date for Education Conference each year. It is accepted that at times, clashes are unavoidable.
2. The NUS General Secretary will open the tender for NUS Education Conference at the first meeting of the National Executive in January each year. The tender process will be advertised to all affiliates in an email, with a guide on what to include in the application.
3. Applications will close one week before the March meeting of the NUS National Executive. If no applications are received, the deadline will be extended.
4. The NUS General Secretary will collate all applications and provide these to the National Executive. Applications will be reviewed and the host will be made by decision of the National Executive.
5. The President, General Secretary and Education Officer will provide the host organisation with significant support in their attempts to obtain funding and in-kind support from their University. This will include providing past prospectus' (if relevant) and letters of support, to ensure that campus

organisations are adequately equipped to obtain crucial funding.

6. The NUS President, General Secretary and Education Officer will seek external funding for the conference, with the assurance that funding will not be sourced from organisations that conflict with the interests of the conference and/or the interests of NUS.
7. This policy will be upheld until varied by an additional policy passed at a future NUS National Conference.

Moved: Lizzy O'Shea (University of Western Australia delegate, National Executive Member)

Seconded: Alex Bennet (University of Western Australia delegate)

ADMIN 2.28: Structural KPIs Investigation

Preamble

1. The 2014 Structural Audit highlighted a potential decrease in the number of paid national office bearers
2. If there is a decrease in paid positions, more responsibility and weight should and would fall on the back of those positions that maintain their pay
3. Appropriate accountability measures must be in place to ensure that these paid office bearers are fulfilling their job descriptions and enacting policy from the National Conference

4. Such accountability measures should be in place for any paid position of the NUS, regardless of future changes in structure

Platform

1. That the NUS is committed to accountability in its office bearers
2. That the NUS is committed to enacting policies passed at the National Conference
3. That the NUS recognises that student money should not be squandered on office bearers who do not fulfil their job description and money wasted here could be better spent on campaigns and

Action

1. That the National President and National General Secretary, in consultation with the NUS Lawyer and the National Executive, investigate the introduction of KPIs for all paid positions of the NUS, where failure to meet KPIs has increasing levels punishment and may result in the reduction of Office Bearer pay
2. That the National President and National General Secretary propose constitutional changes that reflect the investigation carried out in Action 1.

Moved: Alex Bennet (University of Western Australia Delegate)

Seconded: Lizzy O'Shea (University of Western Australia Delegate)

ADMIN 2.29: Maintaining and running the NUS website

Preamble

1. Websites were invented in 1991.
2. Most organisations in the Australia have websites which are regularly updated. These organisations include (but are not limited to) The NTEU, the ACTU, the UFO & Paranormal Research Society of Australia and the Mooroolbark Pony Club.
3. Websites allow for information about an organisation to be disseminated to wide layers of people.
4. For an organisation such as NUS, a website should be a critical tool. A functioning website would allow us to communicate with students about the role of NUS and the campaigns its running. It also would provide a point of contact with office-bearers for students, the media, and other organisations we are working with.
5. The NUS website is unusable. It has not been properly updated for several years. It was unable to be used as a tool to promote the NDAs or the wider education campaign this year. Currently only two of the national office bearers listed on the website actually hold office.
6. This year the general secretary attempted to establish a new website. Despite the fact that considerable money was spent on developing this website, it has failed to materialize.

Platform

1. NUS supports modern technology and the world wide web.
2. NUS supports using a website to expand the reach and influence of our organisation and to enable students to more actively engage with NUS.
3. NUS supports having a website with up to date information about the state of higher ed policy, our key campaigns and contact details.

Action

1. The national general secretary for 2015 will update the NUS website in the following ways by no later than February 1, 2015:
 - a.) contact details for all national and state office bearers
 - b.) key information about the national campaigns we are running
 - c.) key information about the state of higher ed.
2. The national general secretary for 2015 will ensure that the new website design that was organised and paid for this year will become established as the official NUS website by no later than March 1, 2015. This new website will contain (but will not be limited to) the following:
 - a.) key campaign resources

- b.) key documents prepared by the NUS research officer outlining the state of higher ed
 - c.) a summary of the (ongoing) “Abbott & Pyne, hands off our education” with links to upcoming actions
 - d.) a summary of other relevant ongoing campaigns with links to upcoming actions
 - e.) department pages which can be updated freely by elected office bearers in those departments
 - f.) links to other organisations websites, such as the NTEU
 - g.) a “get involved” section which will enable people to sign up for updates on NUS campaigns
3. The national general secretary for 2015 will inform all relevant organisations (campus affiliates, the NTEU, Get-up etc) of the new website as soon as it is completed.

Moved: Jade Eckhaus (UMSU)

Seconded: Duncan Hart (NUS QLD)

ADMIN 2.30: State Branch Meetings

Preamble

1. The state branch are most often an inactive part of the NUS.
2. With many state branches, there was no schedule of meetings for the year, nor did State Branches meet.
3. The ongoing inactivity of the state branch is a concern for both NUS, and affiliate campuses.
4. The construction of the State Branch is outdated due to the NUS' lack of resources

Platform

1. NUS recognises that the State Branch whilst under resourced, is still an effective asset of the NUS.
2. That higher activity of the state branch, can lead to greater satisfaction of member affiliates in regards to their investment to NUS.

Action

1. That each state's General Secretary, in consultation with other members of the State Branch, will develop a meeting schedule for State Branch meetings for the year, to be done by January 16th.
2. Such a schedule will then be distributed by the state's General Secretary to other members of the State Branch, to affiliated campuses of that state, and to the National Executive for noting.
3. That the respective state General Secretary will determine a reporting schedule setting out deadlines for reports and other material for consideration, and provide this to the State Branch by January 16th. This schedule will also be forwarded to the National

Executive for noting.

4. All meeting papers will be circulated for consideration by committee members at least one week in advance of each meeting.
5. The State Branch President will provide minutes of the most previous National Executive, as well as the Office Bearer monthly reports.

Moved: Lia Lawrie (University of South Australia)

Seconded: Rose Steele (La Trobe University)

ADMIN 2.31: Officer Bearer KPI's

Preamble

1. The responsibilities that National Office Bearers have are broadly set out in R31-R44 of NUS regulation. And more specifically, the responsibilities are listed in B72-B81 of the NUS By-Laws.
2. National Office Bearers and State Branch Presidents are required to report their activities at each National Executive meeting. These reports to National Executive are often recounts of their activity for the past month, without reference to office bearer responsibilities or any goals or targets set at the beginning of the year.
3. There is currently no quantitative metric for measuring performance of National Office Bearers and State Branch Presidents.
4. Monitoring performance of NUS Office Bearers is particularly crucial for those office bearers who are being remunerated.

5. Key Performance Indicators against which Officer Bearers are required to report would:

- a. increase clarity around expectations of office bearers;
- b. improve transparency of office bearer activity;
- c. improve the quality of reporting to National Executive;
- d. enable National Executive to more effectively monitor office bearer performance; and
- e. enable NUS to evaluate its overall success and effectiveness in any given year, and from year to year.

Platform

1. NUS is committed to increasing its efficiency, transparency, and accountability of the organisation.
2. NUS is committed to demonstrating value for its members.

Action

1. NUS directs the National President, and the National General Secretary to create and present to National Executive a set of Key Performance Indicators for all National Office Bearers and State Branch Presidents, for National Executive's consideration and approval.
2. These Key Performance Indicators must:
 - a. Be based on achievable targets and goals set at the commencement of the year, between the President, office bearers, and National Executive;
 - b. Reflect office bearer responsibilities outlined in NUS By-Laws and Regulations;
 - c. Take into account whether office bearers are remunerate

or not, and how many hours they are expected to work;

- d. Establish for when Key Performance Indicators are not met;
- e. Be reviewed quarterly by the President so that the President may then recommend to the National Executive their evaluation of the performance to date.

3. NUS directs the National President and General Secretary to ensure that office bearers report against the Key Performance Indicators, in addition to reporting any other relevant activities or information they wish to bring to National Executive's attention.

Moved: Lia Lawrie (University of South Australia)

Seconded: Rose Steele (La Trobe University)

ADMIN 2.32: NUS Affiliation Financial Planning

Preamble:

1. NUS relies on the funding it receives from affiliate student organisations, without this funding NUS would be unable to financially operate.
2. Student organisations no longer receive funding directly as they did under the General service Fee, instead since VSU, Student organisations receive funding through negotiations with their university and through assistance from the SSAF

(Student Service and Amenities Fee) which was implemented in 2011.

3. Student organisations around the country financially affiliate to NUS to support the peak representative body for students, supporting its operating costs.
4. Many student organisations, which wish to financially affiliate to NUS, have very strict funding agreements that require proactive financial planning.

Platform:

1. NUS is committed to supporting the financial structures of its affiliate student organisations through support in financial planning of affiliation costs and processes.

Action:

1. The NUS General Secretary will send out a notice to each campus (President, General Secretary or Treasurer) in early January/February with a timeline of financial requirements for the year. This will include the date fee waivers are due, a copy of the fee waiver application, date of affiliation committees, the date invoices are due to be sent out and the date payment is to be made by.

2. The NUS General Secretary will contact directly the President/ General Secretary/Treasurer of each campus to discuss with them their affiliation application and any changes that need to be made.
3. The NUS general secretary will create a draft budget based on based on the affiliation amounts on the 2014 financial year.

Moved Rose Steele (La Trobe University)
Seconded Deanna Taylor (NUS National President)

ADMIN 2.33: Office Bearer Leave

Preamble:

1. Some National Office Bearers receive a stipend as per the NUS constitution and as a result of the motions passed at the initial meeting of National Executive each year.
2. As this stipend is not a wage and therefore not connected to hours worked, there is currently no leave policy in place.
3. Sometimes National Office Bearers are unable to be available for their roles for various reasons including but not limited to health issues, overseas travel, and family reasons.

4. When National Office Bearers are not available to complete their duties for a period of time greater than 3 days, they should be required to put in a leave submission in order to ensure that any necessary tasks can be completed by other members of the team.

Platform:

1. The National Union of Students acknowledges the importance of accountability and transparency for Office Bearers.

2. The National Union of Students recognises that there are times when National Office Bearers are unable to fulfil those duties and believes that there should be a policy in place to deal with such situations.

Action:

1. The National General Secretary and the National President will develop a leave form for Office Bearers who need to take more than 3 days off that collects but is not limited to the following information

- i) Duration of the period of leave
- ii) Person responsible for fulfilling that Office Bearer's duties

while they are on leave

iii) The tasks which need to be accomplished while the Office Bearer is on leave

2. The National General Secretary and the National President will be responsible for explaining the new leave provisions to all Office Bearers and ensuring that the appropriate procedures are followed.

Moved: Rose Steele (La Trobe University)

Seconded: Deanna Taylor (NUS National President)

ADMIN 2.34: Survey Methodology, Inclusivity and Accessibility

Preamble:

1. The National Union of Students conducts surveys of students and others throughout its campaigns and initiatives. To ensure that the results of these surveys are taken seriously by the media, universities, students and student organisations it is important that the conclusions drawn are accurate.
2. Some of the Surveys that the National Union of Students conducts can include questions of past experiences some of which may have been traumatising or unsettling events. These experiences can lead to strong emotional responses, for example post-traumatic stress. The National Union of

Students should aim to ensure that anyone who may have such an experience should still be able to participate in surveys if they wish after being properly and clearly forewarned and have support easily accessible should these surveys produce any strong reactions.

3. Often surveys reduce people to a demographic and use questions assuming a binary state that is not fully inclusive of the broad population. The National Union of Students should ensure that demographic questions have inclusive possible answers.
4. Some of these methodologies are listed below but should not be considered an exhaustive list.

Platform:

1. If the subject of a survey is a particular demographic, the results of the survey should not be used to compare it to another demographic that has not been surveyed. It is preferable to survey a broad variety of students so a comparison can be made between different demographics.
2. Surveys of students should include questions on what various demographics students fall in (eg. Study area, study load, international/domestic, gender identification) and this demographic data should be presented in the report. These questions may be optional.
3. All data should be de-identified to the extent that

respondents cannot be identified.

4. All publications referencing survey data should outline the methodology used to collect the data.
5. All survey questions should be unbiased, neutral and not be a leading towards a particular result. For example instead of asking a question such as “do you feel that xxx facilities are poor?”, ask students to provide a rating from 1 – 7.
6. In developing surveys, the National Union of Students should seek professional advice if unsure of how to adhere to these principles.
7. Surveys should be proactively distributed to all campuses.

Action:

1. That NUS survey design include (but not be limited to) the principles in the platform.
2. Demographic questions often use binaries where binaries do not provide accurate or inclusive responses (eg. What gender do you identify as? male / female) and should include non binary options and accurate questions (eg. What gender do you identify as? female/ male/ non-binary /other. Do you identify as intersex? Do you identify as Trans* gender?)
3. All surveys including material that could cause emotional distress should have a content warning at the start of the survey (eg. sexual violence)
4. All surveys including material that could cause emotional

distress should have help and support lines listed at both the start and end of the survey (eg. Lifeline)

5. That National Executive ensures an accessible and comprehensive layout, composition and distribution plan of all surveys before being released.
6. That National Executive ensures the content of any analysis of data includes an outline of the methodology before being published.
7. That the General Secretary ensures that all surveys are sent to the President, Vice President and/ or Secretary, and relevant office bearers on all campuses.

Moved: Laurence McLean (NUS Queensland State Branch President)

Seconded: Rose Steele (La Trobe University)

ADMIN 2.35: Developing Strategic Relationships; NUS, National Education and State Branch Presidents

Preamble:

1. NUS over the last few years has developed key relationships with organisations in order to expand the reach of the organisation. Of particular note is NUS's relationship with the NTEU, Victorian Trades Hall Council and the Australia Needs A Brighter Future campaign.
2. The NUS provides a key insight into the experience of students in universities and other organisations and

campaigns, if they have a relationship with NUS, can gain a better understanding student's experiences.

3. These relationships ease pressure on NUS resources and greatly expand the reach and success of NUS initiatives.

Platform:

1. NUS believes that working with other organisations with the similar values and objectives positively contributes to NUS initiatives.

Action:

1. In 2015 the NUS President and Education Officer will:
 - a. Continue to work with the Victorian Trades Hall Council
 - b. Continue to engage and support the NTEU
 - c. Work with the Australia Needs a Brighter Future Campaign, in particular working towards being the student voice that directs and inspires the campaign
 - d. Investigate a partnership with Universities Australia and encourage them to expand their "Keep It Clever" campaign to be more inclusive of campaigning for the betterment of universities for Students.
 - e. The NUS President will approach the Australian Youth Affairs Council and, with the help of State Branch Presidents, approach the various state and

territory youth affairs council (eg. YACVic, NSW YAC etc) and ask to become members of the policy advisory boards (or equivalent) to promote student issues.

- f. Seek out other opportunities for connecting with key stakeholders and organizations in order to further the reach of NUS.

Moved: Laurence McLean (NUS Queensland State Branch President)

Seconded: Rose Steele (La Trobe University)

ADMIN 2.36: Creation of a 2015 Strategic Plan

Preamble:

1. Every year large amounts of policy are moved at National Conference.
2. NUS office bearers are directed by the policy passed at conference in creating their departmental campaigns.
3. Due to the sheer volume of policy moved at National Conference, keeping national office bearers accountable to the policy passed has in the past been difficult.
4. Having a clear outline of the main campaigns for each NUS department is important for easy – for campus counterparts and for accountability.
5. Without effective communication of its work for students NUS and the campaigns run NUS cannot have success in the

rollout of their campaigns.

6. Office bearers should create a year plan with the policy directed from Nat con and be accountable to this policy

Platform:

1. NUS recognises that the creation of a strategic plan will be an effective way of communicating the campaign direction for NUS in 2015.
2. NUS recognises that it is important to be able to effectively communicate the aims and goals to students and affiliates in 2015.

Action:

1. That the NUS president and General Secretary are responsible for the creation of a strategic plan using the passed policy from National conference to guide the aims and goals for NUS throughout 2015.
2. That the strategic plan be brought to NUS Presidents' summit.
3. The plan will be put on the website for students to engage in and affiliates to easily access.

Moved: Rose Steele (La Trobe University)

Seconded: Laurence McLean (NUS Queensland State Branch President)

ADMIN 2.37: Effective Communication with Affiliates: E-Newsletter

Preamble:

1. The work of the National Union of Students is frequently unrecognised due to poor communication with affiliates.
2. The National Union of Students must communicate better with its affiliate campuses in order to assure them that they are receiving value for money for their affiliation fees and inform them better about the message and campaigns of the National Union of Students.
3. NUS runs campaigns extremely relevant to students but have little way of keeping them in touch with the campaigns run

Platform:

1. The National Union of Students recognises the importance of regular communication with affiliates.
2. The National Union of Students recognises that email is one of the easiest and most cost effective ways of communicating with the general student body and affiliate campuses.
3. The National Union of Students recognises that many affiliates are not aware of the strength of NUS campaigns due to a lack of information about the media coverage received by NUS provided to them.

Action:

1. The National General Secretary, in consultation with the National President, will coordinate a monthly e-newsletter to go out to affiliate campuses and students who sign up via the website that has content including but not limited to:

- a. Important news items around higher education for the month
- b. Updates from Office Bearers on campaigns where relevant
- c. Links to reports and documents from the most recent meeting of the National Executive where appropriate
- d. Updates on upcoming events such as conferences and other events of interest
- e. Other content as deemed appropriate by the National General Secretary and other National Office Bearers

2. The National General Secretary and National President will ensure that any website upgrades incorporate the capacity individual for students to sign up to the NUS newsletter.

Moved: Rose Steele (La Trobe University)

Seconded: Laurence McLean (NUS Queensland State Branch President)

ADMIN 2.38: Presidents' Summit 2015**Preamble:**

1. NUS traditionally hosts Presidents' Summit, an important annual event that provides campus presidents and state branch presidents with valuable opportunities to network with

fellow presidents, skill share, workshop campaigns and discuss key issues in the higher education sector for the year ahead.

2. In a rapidly changing higher education environment and with the threat of the higher education reforms, threat of SSAF removal, it is vital for presidents to be adequately equipped with the skills and knowledge to respond to new developments and challenges in the sector, and to fully understand the context in which they are operating so they can deal with the major issues they will face.
3. The implementation of the Student Services and Amenities Fee (SSAF) from 2012 has enabled many student organisations to expand the student services they offer. As a result, it is important to ensure the long-term duration of these services and that campus presidents are coping with increased infrastructure and human resources demands, particularly in light of Education Minister Christopher Pyne's ideological opposition to the SSAF.
4. It is also important for NUS, as a national union, to retain and develop strong relationships with and between campus affiliates, and to receive their feedback and input on campaigns and the work of National Office Bearers.
5. In the context of a new Federal Government and their Commission of Audit as well as the review of the demand-driven system being conducted by David Kemp and Andrew Norton, it is an opportune time for NUS and affiliates to use events like Presidents' Summit to work together to understand how to best take advantage of 2014 to increase

the pressure for no fee increases or fee deregulation in higher education and the retention and strengthening of the Student Services and Amenities Fee.

Platform:

1. NUS is committed to holding Presidents' Summit in January 2014.
2. NUS believes that Presidents' Summit should be designed to focus on adequately equipping campus and state branch presidents with the knowledge, skills and tools relevant to and necessary for them to perform their duties effectively for the benefit of their respective student organisation or campus.
3. NUS acknowledges that one of its key responsibilities is to provide training and support to the office-bearers of member organisations and state branch presidents.
4. NUS recognises the complexity involved in performing the duties of a campus or state branch president, and believes it is therefore important to address both the activism and HR/IR or management facets of these roles.
5. NUS acknowledges that it is important to ensure the longevity and self-sufficiency of student organisations through good management and the appropriate use of students' money, particularly in the wake of the Student Services and Amenities Fee and the uncertainty that comes with an election year.
6. NUS believes that the input of campus and state branch presidents is vital in the development of national campaigns

and targets, and ensures NUS consults its affiliates and remains accountable.

7. NUS recognises the importance of facilitating good cross-campus relationships between affiliates as well as inter-state relationships as a key responsibility and Presidents' Summit is an important opportunity to create and further develop these relationships.
8. NUS acknowledges that dealing with the media is an important aspect of a campus presidents' role, yet many presidents have little to no experience in this area. NUS believes that developing the ability to engage with the media is vital and that Presidents' Summit provides the perfect opportunity for presidents to receive training to learn the necessary skills

Action:

1. That NUS directs the National President and the National General Secretary to coordinate a three-day conference for all campus and state branch presidents, to be held at an affiliate campus in January 2014.
2. That the National President and National Education Officer organise training, workshops and information sessions to be held at Presidents' Summit 2014 including but not limited to:
 - a. How to run targeted national and campus-specific campaigns, b) Lobbying skills
 - b. Workshopping and further developing 2014 NUS campaigns

- c. Media and training
 - d. Briefings on the higher education sector and priorities in 2014
3. That the National President will actively encourage campus presidents and state branch presidents to attend and participate in Presidents' Summit, and will ensure that representatives from all affiliated campuses, and every state and territory, especially those in rural and regional areas or from poorly funded student organisations, are provided with the opportunity to attend through the provision of reasonable subsidies.
4. That the National President and National Education Officer ensure all sessions are designed, to the greatest extent possible to: provide conference attendees with useful information with a practical application where relevant; encourage feedback from campus presidents; and to facilitate interaction and knowledge and skill- sharing between attendees.
5. That the National President will request a report from campus presidents to be presented at the Summit outlining:
 - a. An overview of their student organisation, including:
 - i. Services
 - ii. Commercial outlets
 - iii. Representative functions and university support for student representation on campus
 - iv. Governance structure
 - v. Budget

- vi. Staffing
- vii. Electoral system and any recent developments (i.e. recent changes, proposed university reviews, moves online)
- viii. Priorities for 2015
- b. How legislative changes to the funding of student organisations have impacted on their organisation, including:
 - i. Services that have been lost since the introduction of VSU
 - ii. How the university distributed the SSAF in 2014 and changes made as a result
 - iii. How the university will be distributing the SSAF revenue in 2015
 - iv. Plans for expansion (or further expansion) of services under the SSAF
- c. Course and quality trends at their university, including:
 - i. Shifting of courses from the undergraduate level to the graduate or postgraduate level (e.g. the Juris Doctor, MBA)
 - ii. Cutting of courses and degree programs (e.g. abolishing honours, language programs and esoteric courses)
 - iii. Student experience in the classroom (e.g. increases made to class sizes, lack of resources).
 - iv. Your university and online learning: what is

your university's approach to incorporating online learning environments (e.g. flipped classrooms, lecture recordings, etc) and how will students' interests be included in decisions (i.e. working groups, consultation, etc).

Moved: Deanna Taylor (NUS National President)

Seconded: Rose Steele (La Trobe University)

ADMIN 2.39: TL Consult and beyond

Preamble:

1. NUS is the peak representative body for students. Without NUS there would be no national organising body for student advocacy and activism and the fightback against deregulation and uni cuts from the last few years would never have happened.
2. It is essential that NUS continues to function efficiently and with strength in the coming years with the one of the most regressive governments in terms of education in Australian history, the Liberal Tony Abbott government.
3. The current threat of deregulation must be met with a strong national response and without NUS that would be extremely difficult.
4. NUS has serious structural and financial problems that need addressing if NUS is going to be able to continue as a

relevant and progressive body in the Australian Higher Ed discussion.

5. In 2014 NUS worked with TL consult to do a structural audit of the organisation.
6. The consultation process worked with national office bearers, state branch forums and affiliates.
7. The process created the TL Consult NUS Organisational audit.
8. The audit has outlined issues which NUS face and recommendation on how to make NUS a strong and effective organisation.

Platform

1. NUS recognises that all unions must constantly reform to remain progressive, relevant and viable.
2. NUS recognises that its current structure is unsustainable in the long term, in particular financially no longer viable in a post Universal Unionism world.
3. NUS is the peak representative body for students and it is essential for the future of education activism and university student advocacy nationally that it continues stronger and more effective into the future
4. NUS is committed to always being run by students for student
5. NUS is committed to including autonomous representation
6. The TLC Structural Audit provides a way forward for NUS to continue providing national activism and advocacy more effectively into the future

Action:

1. This conference directs the National President and General Secretary to work to make NUS the strongest and most effective activist and advocacy organisation it can be.
2. The National Conference directs the NUS President and General Secretary to continue the work to create a framework for sustainable structural change for NUS.
3. That the Constitutional Review committee continues in 2015.
4. NUS has, and always will, remain committed to being student run for students but acknowledges the need for serious structural change within that framework in order to remain financially and organisationally viable.

Moved: Deanna Taylor (NUS National President)

Seconded: Rose Steele (La Trobe University)

ADMIN 2.40: Flawless: A Beyonce guide to NUS lobbying strategy

Preamble:

1. As the peak representative body for students the most crucial part of NUS' role is lobbying. An integral part of making inroads to achieving NUS' goals is lobbying parliamentarians in the Government, Opposition, and minor parties, as well as many relevant stakeholders who may hold influence.
2. With the outcome of the higher education reforms legislation in late 2014 and many higher education issues coming before Federal Parliament in 2015, it is important that NUS has a clear lobbying strategy that targets the people with the

ability to effect change most effectively.

Platform:

1. NUS is committed to identifying the most effective ways it can effect change in policy, in order to achieve the best outcomes for students.
2. NUS acknowledges that to effect change in policy, a multi-faceted approach is required that incorporates lobbying as well as activism on the ground and engagement with sector groups.
3. NUS recognises that forging relationships with relevant key people is critical to influencing changes in policy.

Action:

1. The National President will, as early as possible after goals are set for the year, formulate a lobbying strategy in consultation with other National Office Bearers as necessary.
2. This will include:
 - a. broadly identifying key people who may be relevant, and establishing contact where appropriate. These may be inside or outside of Parliament;
 - b. specifically identifying any parliamentarians who may hold balance of power on a given issue;
 - c. specifically identifying people who may be “gatekeepers” to parliamentarians;
 - d. gathering information about the interests of relevant people, and how NUS can appeal to those interests;

and

- e. articulating how NUS can make the most of the above information, and how to engage with the relevant people most effectively.

Moved: Rose Steele (La Trobe University)

Seconded: Deanna Taylor (NUS National President)

ADMIN 2.41: Towards a more transparent affiliation process

Preamble:

1. The structure of the affiliation process whereby campuses submit a fee-waiver is an outdated process.
2. The current structure surrounding fee-waivers are not exactly transparent to affiliate members

Platform:

1. NUS is committed to act in the best interest of both the organisation, and with its affiliate members.
2. NUS will work within its constitution, regulations, and by-laws at all times.
3. NUS will do its utmost to provide administrative assistance to affiliate members, so that each affiliate member is able to voice their organisation whenever possible.
4. NUS recognises a need to have a clear, and transparent affiliation process.

Action:

1. The accreditation committee is to provide a report to the National Executive highlighting;
 - a. the number of campuses that were discussed
 - b. the names of the affiliate campuses
 - c. the number of campuses that were successful in their fee waiver
2. That the General-Secretary not only notifies unsuccessful campuses of their fee waiver, but also provides recommendations for their future application.
3. Should NUS improve its processes, and should affiliate members be in a strong financial position, the NUS National General-Secretary may contact affiliate members directly in order to recommend higher affiliation from campuses.
4. That for the duration of a fee-waiver process, that the Accreditation Committee will not compare one campus to another apparent similar campus, but will instead propose a recommended affiliation based on a checklist which can be accessed from the NUS website.

Moved: Lia Lawrie (University of South Australia)

Seconded: Rose Steele (La Trobe University)

ADMIN 2.42: Campaign training for shoestring activists**Preamble:**

1. Due to low finances since Voluntary Student Unionism,

departments within the National Union of Students have been very modest.

2. Most national departments have campaigns budgets smaller than some of the campus departments that are affiliated, making the capacity of these departments severely limited.
3. As the union movement has been brutally attacked by Coalition governments since Howard, trade unions have had to devise the most cost effective ways to achieve wins for workers and reach the most number of people and members.
4. Although many National Office Bearers come from campus office bearer backgrounds, running national campaign requires skills which are often not learned outside the job of National Office.

Policy:

1. The National Union of Students believes all National Office Bearers should be given the necessary skills to make the most of their departments.
2. The National Union of Students believes that the skills necessary to run national campaigns effectively are unique to the position and require further training for the union to make the greatest impact benefiting all students.

Action:

1. During the handover period in January, the National Union of Students will provide intensive campaign training for the incoming National Office Bearers for 2015.
2. Training for National Office Bearers will be done by profession

national campaign organisers.

3. This training will include the use effective use of social media and the skills to organise campaigns nationally. There will be a particular focus on running national and state campaigns on a low budget.

Moved: Joshua Rebolledo (NUS National Disabilities Officer)

Seconded: Hannah Smith (NUS NSW State Branch President)

ADMIN 2.43: Hey, should we do something with all those e-mail addresses we got?

Preamble

1. An active and engaging web presence is both simple, and a key trigger to success and visibility in the daily practice of most NGOs.
2. Youth NGOs of comparable size and budgets to NUS, such as Oaktree and World Vision Youth, maintain mature and functional websites.
3. We are now in a post-wordpress, dare we say even post MSN-groups world; Nationbuilder-based websites now offer effective tools for data, volunteer management and a simple interface, they are staple to most trade unions, community organisations, the Australian Labor Party and the Greens.
4. In fact, the internet is now so fun and easy than Nationbuilder websites are common even to electoral groups in campus elections. Even at scabby ones like UQ.
5. Recent studies suggest around 66% of internet users use facebook, but another 16% live on twitter, 20% on LinkedIn, 12% Instagram, and 5% Tumblr. Thirty-four per cent of marketers have generated leads using Twitter, and 20% have closed deals using Twitter. NUS campaigns have even gone viral, such as the 2013 Queer Department bathrooms campaign (130,000+ notes on tumblr).
6. NUS lacks a consistent web presence across most of these platforms, engages sporadically, and limits its day-to-day public profile as a result.
7. Opportunity costs of Doing-Internet-Badly range from affiliate dissatisfaction, revenue, media exposure, and strategic opportunities to collaborate. NUS regularly loses opportunities to connect with its constituents and to capitalise on vast amounts of data farmed through campaigning. Data centralisation helps us keep track of students engaging with campaigns and key issues, as well as graduates leaving the system.
8. Further, a consistent and engaged web presence is an important aspect of engaging with students and activists who are regionally isolated, low-SES, or for other accessibility reasons.
9. A strong web presence is increasingly crucial to ensuring transparency and credibility to affiliates and students.
10. Fortunately, we all have the skills to win at social media, and it's dead easy!

Platform

1. NUS begrudgingly recognises that maintaining a rational investment in web development and online engagement, as well as through pursuing opportunities for pro bono collaboration with developers and designers, NUS can help us:
 - a) Better compete for air-time in web space;
 - b) More easily share resources with affiliates and activists;
 - c) Uphold its commitment to transparency through sharing union policy and minutes of executive meetings;
 - d) Provide better value to its affiliates, maintain and rapidly improve its credibility and general appeal.
2. NUS sees itself as an NGO with a wide-ranging agenda and broad appeal to its 1,000,000+ constituents and beyond. It will always seize opportunities to remain relevant and competitive among its peers in the NGO sector.
3. NUS recognises that it can be your tech-savvy five year old niece, or the grandma you have to warn against Googling-That-Thing. NUS knows which it wants to be.

Action

1. NUS National Conference directs NUS Office Bearers to ensure the organisation has an active, consistent, strong brand across all web platforms where it can increase its exposure. NUS Officers will publicly report and grow their departments and engage online with the public as they do on the ground.
2. NUS will take steps to secure a pro bono partnership with a

competent web developer and a competent web designer to convert the NUS website to a nationbuilder-based platform, and failing this will invest in a developer in the 2015 budget to achieve this.

3. NUS directs the General Secretary to ensure reports and minutes of national executive are uploaded to the website.
4. NUS will change its URL to an effective and obvious option such as nus.com.au or nus.org.au, so as to be consistent with sector and marketing standards.
5. An organisational e-mail address will be made available to all NUS Office Bearers.
6. All organisational e-mail addresses will be made consistent with the URL.

Moved: Isaac Foster (University of Tasmania)

Seconded: Laurence McLean (NUS QLD State Branch President)

ADMIN 2.44: Democracy 4 NUS

Preamble

1. National Office bearers are accountable to the National Conference which elects them annually; as it is to the affiliate organisations that support it financially and anticipate a range of deliverables in return.
2. NUS National Conference mechanically and consistently passes motions directing its officers to maintain a transparent and

accountable executive, through uploading of executive minutes and distribution of passed conference policy to affiliates.

3. NUS as an organisation has consistently not met these expectations, causing heartburn to students and pro-NUS affiliates forced to defend an organisation which is sometimes invisible and inaccessible to its affiliates, student media, and critical observers.
4. As NUS affiliates we acknowledge this is an organisational rather than individual problem, and understand the need for organisational change.
5. Just as student organisations grow and develop institutional knowledge through co-affiliate networking and learning from NUS, so too NUS could simply improve practice through calling up its affiliates and taking a leaf out of their books.

Platform

1. NUS works hand in hand with its affiliates and is accountable to them, as it is to the broader student movement. It respects this relationship.
2. NUS recognises its core responsibility to communicate its decisions and actions to its affiliates and delegates of its National Conference.
3. It recognises that affiliates share accountability for poor standards of practice as paid members, and will act diligently to ensure confidence among its affiliates and the students they are accountable to in turn.

Action

1. The General Secretary will record and publish the proceedings of National Conference within one month of the end of conference, with the following information:
 - a) Minutes;
 - b) Office Bearer reports;
 - c) Motions passed;
 - d) Declaration of election results;
 - e) Amendments to the NUS Constitution;
 - f) An up-to-date copy of its Constitution and by-laws.
2. The National General Secretary will ensure an exhaustive record of policy passed at conference is kept, and will circulate this document to delegates and affiliate organisations.
3. Policy passed at conference will be uploaded to the NUS website and actively disseminated through other means in lieu of a functional website.
4. NUS will reach out wherever possible to fraternal organisations such as the NTEU to compare practice and seek advice and resources.
5. National Office Bearers will continue to report back at NUS' conferences, as well as through other means such as newsletters, blogs, or social media broadly.
6. NUS will recommend to the Presidents of its member student organisations that the minutes are to be made available on the website and Facebook page of their respective student bodies.
7. Where not commercially-in-confidence, minutes and agendas for meetings of NUS will be uploaded to the website and

facebook page for public viewing.

Moved: Isaac Foster (University of Tasmania)

Seconded: Laurence McLean (NUS QLD State Branch President)

ADMIN 2.45: Talking about Ca\$h

Preamble:

1. Eight years have elapsed since the Howard government, led by ex-UTAS anti-fees campaigner Eric Abetz, conducted a campaign to reverse the growth of Australian student organisations and their national peak body.
2. Only since the Gillard government's introduction of SSAF has inconsistent financial stability begun to return to the sector.
3. Whilst some affiliates and non-affiliates were shielded by forward funding, investment in private enterprise, or entering funding agreements with their universities, regrowth in many organisations has been hindered by the loss of staff, institutional knowledge and experience of best practice.
4. NUS responded to these changes by introducing a fee waiver system, in essence giving members the flexibility to nominate their own fees to suit their financial and political context on campus.
5. NUS' constitution continues to structure affiliate payments in the old form, despite its decreasing relevance in the current sector landscape.

6. Inefficient policing of and bargaining with member affiliations has seen NUS' annual revenue shrink to less than that of some regional affiliates.
7. Despite adopting a bespoke solution to affiliate funding, NUS has not actively sought other means of raising revenue in the post-VSU landscape.
8. Despite receiving broad support by university administrations, unreconstructed student politicians in Canberra like Eric Abetz will continue to hypocritically regurgitate opposition to student amenities funding, having settled upon a single, gossamer thin policy for engaging with students.

Platform:

1. NUS continues to conduct a broad core-business around advocacy for student welfare, better outcomes for student learning, and equitable Higher Education policy.
2. NUS recognises its growing prominence and relevance in the national landscape, and the corresponding need for greater firepower and capacity to conduct campaigns.
3. NUS believes in active conversations with affiliates to plan appropriate growth in fee contributions.
4. NUS recognises that it must drive this process, through planning resources and developing close partnerships with campus organisations.
5. NUS believes it is time to actively explore additional sources of revenue.

Action:

1. NUS will actively explore common sources of funding for the NGO sector: Donations and Gifts; Bequests & Legacies; Government, Australian and Overseas grants; Investment income and other sources of income.
2. NUS will,
 - a. Continue to support bespoke arrangements for affiliate fees, and;
 - b. Actively strategise solutions for affiliates to increase affiliation fees within their means, including providing advice and resources for affiliates tackling with fiscal and political adversity.
3. NUS will support funding arrangements in which affiliates can discuss expectations for deliverables and services from NUS, such as campus visits, availability, and other resources.

Mover: Isaac Foster (TUU, University of Tasmania)

Seconder: Laurence McLean (QLD State Branch President)

ADMIN 2.46: Model Rules & Strategic Planning for Campus Collectives

Preamble

1. Strong campus collectives are a key means by which autonomous officer bearers and student organiser are able to find, develop and maintain strong communities for their students.

2. Autonomous campus collectives are melting pots for diversity and workshops for new resources and student media benefiting students from a range of backgrounds.
3. Autonomous collectives are also a key service in terms of providing safety and security on campus for a range of students, in particular queer students and women on campus.
4. Despite a strong tradition of autonomous collectives across Australian university campuses, there is little detailed information on universities which currently lack these resources, and little by the way of resources for campus activists keen to support the growth of high quality spaces on their campuses.

Platform

1. The National Union of Students recognises the importance of autonomous collectives to students with disabilities, queer students, women students, culturally and linguistically diverse students and to Aboriginal and Torres Strait Islander students on campuses.
2. NUS will play a greater role in supporting the development and vitality of existing campus collectives, as well as taking a coordinated approach to potential growth areas on other campuses, where it can offer its support.

Action

1. The relevant National Office Bearers will conduct an audit of

affiliate and non-affiliate campuses to determine which universities currently provide autonomous spaces for each of the following:

- a) Aboriginal and Torres Strait Islander Students;
 - b) Students with Disabilities;
 - c) Queer Students;
 - d) Women;
 - e) Culturally, Ethnically and Linguistically Diverse students; and,
 - f) Any other that its National autonomous office bearers deem fit in consultation with their analogous campus office bearers.
2. National autonomous Office Bearers will support campus office bearers and activists in the provision of resources and other forms of support for the establishment of collectives where opportunities are identified.
 3. National autonomous Office Bearers will consult broadly with their relevant campus counterparts, as well as in consultation with relevant community organisations and other stakeholders, to develop model rules for autonomous collectives to independently associate or incorporate as independent associations or as bodies within the constitutions of their campus organisations, where relevant.

Moved: Isaac Foster (University of Tasmania)

Seconded: Hannah Smith (NUS NSW State Branch President)

Unionism

UNION 3.1: Condolence Motion for E.G. Whitlam

Preamble

1. Gough Whitlam was Australia's 21st Prime Minister, and came to office in 1972 after 23 continuous years of conservative rule under five Prime Ministers. Sadly, he passed away in October this year at the age of 98.
2. In his relatively brief time in office, Gough was able to accomplish reforms that were unprecedented in their scope and scale. One of these was the provision of free university education to all, which extended the opportunity of a tertiary education to Australians who had previously been denied such an opportunity.
3. His time in office changed Australia for better and for always, and his reforms continue to provide all Australians, but particularly students, with opportunities that they would not otherwise have had.

Platform

1. The National Union of Students acknowledges the massive contribution that Gough Whitlam made to our country, and

that the lives of millions of Australians were changed as a result of his reforms.

2. In particular, the National Union of Students, acknowledges and expresses its gratitude for the reforms that Gough instigated that changed the face of tertiary education in this country, and the changes that beneficially affected the lives of young people. These changes include ending conscription and lowering the voting age to 18.
3. The National Union of Students seeks to express its condolences for the passing of Gough Whitlam.

Action

1. The National Union of Students expresses its condolences for the passing of Gough Whitlam.
2. Upon the passage of this motion, a two minute silence will be observed by the National Conference to commemorate the life of Gough Whitlam and to acknowledge his contribution to Australia.

Moved: Cameron Petrie (RMIT University Student Union)
Seconded: Dean D'Angelo (National Executive)

UNION 3.2: NUS engaging with Trade Unions

Preamble:

1. NUS operates under the values of collectivism and collective action and fulfills the same objectives of lobbying and advocacy that industrial trade union pursue.
2. In the past NUS has not had a familiar relationship with the wider trade union movement, and has therefore missed opportunities to learn from the experiences of the trade union movement in how best to achieve fairness and equity.
3. There is huge potential for NUS to model its practices off the modern trade union movement in terms of potential training, organizing, network, and research opportunities.

Platform:

1. NUS supports the trade union movement and strives to emulate the values of fairness, equity, and solidarity that are embedded in the history of the trade union movement.
2. NUS seeks to build stronger connections with the trade union movement, specifically through the ACTU.
3. NUS acknowledges the value of collective organization as the most effective way to secure the rights of students and workers.

Action:

1. The National President and National General Secretary will explore opportunities for NUS to engage with the wider trade union movement, specifically through the Australian

Council of Trade Unions and report to National Executive on building the relationship between NUS and trade unions.

Moved: Tom Nock (ACT State Branch President)

Seconded: Isabelle Kingshott (National General Secretary)

UNION 3.3: 100% of SSAF in student hands.

Preamble:

1. Each year every student pays money towards the Student Services and Amenities Fee, introduced to support on campus student services following the abolition of USU.
2. Fees paid by students go directly into university coffers, the amount returned to students through their student organisations is essentially arbitrary and up to the discretion of university administration.
3. Universities will often not follow the advice of students, hold the SSAF funding for student organisations to ransom, or spend it on areas that do not directly benefit students such as subsidizing sport for non-students and university alumni.
4. University control of SSAF has significant implications on the financial and political independence of university student unions.
5. In the past NUS has successfully lobbied for amendments to the SSAF legislation such as compulsory consultation with student organisations regarding SSAF spending.

Platform:

1. NUS recognises that the SSAF should be 100% controlled by students through their democratically elected, student controlled student unions.
2. NUS opposes Voluntary Student Unionism.
3. NUS acknowledges the significant role that the SSAF plays in fostering strong university communities though supporting campus based services students need.

Action:

1. The 2015 NUS National Office Bearers will provide support and advice for affiliate student unions that are denied their SSAF funding or receive token amounts
2. The 2015 NUS National Office Bearer team will lobby for 100% of SSAF to be in student hands.

Moved: Tom Nock (ACT State Branch President)

Seconded: Megan Lane (Australian National University Students' Association)

UNION 3.4: The SSAF**Preamble**

1. In 2005 the Howard government successfully passed the Higher Education Support Amendment (Abolition of Compulsory Up-front Student Union Fees) Bill (also known as Voluntary Student Unionism (VSU). It marked an end to Universal Student Unionism (USU) in Australia and since its introduction, student unions have been chronically underfunded and are often reliant on tied funding from universities. Many student unions have been dissolved entirely by universities.

2. But VSU was more than a financial attack on the student unions. It was also an attempt to beat students into political submission; to prevent them from speaking out or organising critically against the government or the university for fear of reprisal and to urge student unions to instead focus solely on service provision and 'campus culture'. Unfortunately many student unions capitulated to this and in so doing contributed to the decline of their organisations as relevant and fighting bodies.

3. In 2009, the Labor government introduced the Student Services and Amenities Fee. This was not a reversal of VSU and in fact, in many ways, it has entrenched the worst aspects of VSU. Universities rather than student unions collect the compulsory SSAF fee from students but are under no obligation to hand it over to student organisations. As well, the legislation has been interpreted as prohibitive of SSAF money being spent on political activism or representation (despite the fact that the legislation itself is considerably more flexible and ambiguous on this point.)

4. Most student unions receive considerably less money under the SSAF agreement than they did under Universal Student Unionism (the system in place prior to VSU). But aside from this, there is absolutely nothing but 'good will' between the universities and the student unions to ensure that student unions will be funded. This clearly has a major impact on the ability and willingness of student unions to actively campaign against the policies of the universities as well as a considerable impact on their bottom line.

5. In the context of student unions collapsing, SSAF did provide some student unions funding in places where they received none before, and now remains the main funding source for student organisations generally. The NUS report into the implementation of SSAF that came out earlier this year found that three quarters of student unions are better off under SSAF than they were immediately post-VSU.

6. However, the report also found that, though finances are better over all, only four out of the 31 student organisations surveyed reported that they receive more than half the SSAF money their university collected and less than one in four student unions are happy with the agreement they have with their university around SSAF.

7. When SSAF was introduced NUS lobbied and advocated for many changes for best practise many of which were ignored. Over the last two years NUS have created recommendations and a best practise guide to SSAF implantation at universities. If we are going

to rebuild student unions in the long term, it is important to maintain our commitment to USU and to total student control of student affairs.

8. Simultaneously, we must defend SSAF against plans from Liberal ministers to scrap it. Pyne made it clear early into 2014 that he intends to attempt to remove it and that such a move would be designed to crush the lefty influence of and within the student unions. Though the Liberal Party was forced to back-pedal after these comments by the over-eager minister, we should by no means assume that SSAF is safe under this government and we need to acknowledge that any moves to scrap it are regressive and will open up student unions to further financial and political decline.

Platform

1. NUS stands for student control of student affairs

2. NUS stands for universal student unionism (USU)

3. NUS opposes VSU

4. NUS recognises that the SSAF is not a return to USU and that it maintains the worst aspects of VSU: it denies students democratic control of their money and it is politically repressive.

5. NUS opposes any attempts by the government to further weaken student unions, and recognises that scrapping the SSAF would be such an attempt.

Action

1. The national president will liaise with all campus presidents to assist them in coming to the best arrangement regarding SSAF

2. The national president and other office bearers will publicly advocate for a return to USU and not accept the SSAF as an adequate policy.

3. The national president and national education officer will launch an immediate defence campaign if the government moves to abolish the SSAF

Moved: Declan Murphy (MSA)

Seconded: Rose Steele (LTSU president)

UNION 2.5: Fossil Fuel Divestment: Climate Change is a Union Issue.

Preamble

1. Climate change is a serious threat to current and future generations here in Australia and internationally.

2. The Intergovernmental Panel on Climate Change (IPCC) Fifth Assessment Report found that global warming is already causing costly disruption of human and natural systems throughout the world, including the melting of Arctic ice, acidification of ocean waters and increased flooding and drought.
3. In its “Unburnable Carbon” report, the Carbon Tracker Initiative found that fossil fuel companies and governments possess proven fossil fuel reserves that would release approximately 2,795 gigatons of CO₂ if they are burned, which is five times the amount that can be released without exceeding 2°C of warming.
4. Investing in the fossil fuel sector supports a sector that is contributing to climate change.
5. NUS should be a leading institution in progressive social change.
6. Divestment –rejecting financial involvement in and support for the fossil fuel sector– is a significant symbolic and practical action institutions can take on climate change.
7. Students at hundreds of university campuses worldwide have launched campaigns to have their institutions divest from companies whose primary business is the exploration, extraction and processing of fossil fuels. These campaigns have received support from several student unions across Australia.
8. Members of the trade union movement, including several divisions and branches of the National Tertiary Education

Union, have supported calls for institutions to divest from the fossil fuel sector, and supported subsequent actions such as the Australian National University's decision to divest from a number of fossil fuel companies including oil and gas exploration and production company Santos.

9. Numerous organisations are moving their finances from banks that provide financial services to the fossil fuel industry to financial institutions that have made a commitment to avoid investing in the fossil fuel sector.

Platform

1. NUS recognises that climate change is being accelerated by human activities, especially the burning of fossil fuels including coal, oil and gas.
2. NUS should be a leading institution in progressive social change.
3. NUS recognises that investments should support a future where all citizens can live healthy lives without the negative impacts of a warming climate.
4. NUS supports the fossil fuel divestment campaigns that are happening on university campuses across Australia.
5. NUS should encourage all student organisations, trade unions, and universities to divest from the fossil fuel industry, and to cease using financial institutions that support the fossil fuel industry.

Action:

1. NUS directs the Environment Officer and President to support unions
2. NUS directs the Environment Officer to work with 350.org, the Australian Student Environment Network, relevant trade unions and the Fossil Free campaigns at each Australian university to support and implement the 'Fossil Free Universities' campaign.
3. NUS directs the Environment Officer to prepare a report for NUS conference 2015 documenting support provided and progress by each student organisation in participating in the campaign.
4. NUS directs the General Secretary to divest all NUS finance from organisations which contribute financially to companies whose primary business is the exploration, extraction and processing of fossil fuels.
5. That, for any NUS investments in managed funds that are found to include these companies, the General Secretary is to contact the fund managers and demand that the companies be removed from the funds.
6. That the General Secretary will release quarterly updates, publicly available, detailing progress made towards full divestment.

Mover: Ahmed Yussuf, La Trobe Student Union

Seconder: Cameron Caccamo, Students' Representative Council, Sydney University

UNION 3.6: Solidarity with the CFMEU and against Abbott's anti-union campaign

Preamble

1. The Abbott government has placed high priority on passing anti-union laws. On only the second day of Parliament, Abbott introduced legislation to reinstate the union-busting Australian Building and Construction Committee (ABCC). The first introduction of the ABCC in 2005 resulted in a spike in workplace deaths, suing unions that stopped work in protest at poor safety. The former Labor government made this easy for the Liberals by keeping the ABCC going, but with reduced penalties, as part of their Fair Work Commission. The latest incarnation of the ABCC will police onshore and offshore construction, clearly in an effort to targeting the construction and maritime unions.

2. A Royal Commission into union corruption has been launched. This commission is nothing more than a witch-hunt against the CFMEU, to penalize them for defending and advancing their members interests, and the beginning of further attacks on unions.

3. The ABCC and Royal Commission are designed to crush unions, and is such both against the spirit of NUS, and potential harmful to NUS.

4. NUS has a strong interest in this matter, firstly because students are often workers, and because this reform comes as part of the Abbott government's attacks across the board.

Platform

1. NUS opposes the reintroduction of the ABCC

2. NUS opposes the Royal Commission into Union Corruption, and condemns it as a witch-hunt launched against the CFMEU

Action

1. NUS will put out a media release illustrating its position on points 1 and 2 of the Platform

2. NUS will investigate concrete options to show solidarity and support the CFMEU.

Moved: Clare Francis (Curtin Guild)

Seconded: Sarah De Wit (Griffith University SRC)

UNION 3.7: Saving the social justice officer at Adelaide

Preamble

1. 1 Student Unions have been a longstanding target for the Coalition due their history of radicalism and militancy around both education and social justice issues. Student unions which function as fighting, activist bodies find themselves at odds with the respectable, neoliberal business model for tertiary education that both management and the Australian government wish to construct.

2. 2.This year, protest has been the thorn in the side of the Abbott government, upsetting their plans to push through austerity and attacks on education without public outcry. At Adelaide University, the Social Justice Officer has spearheaded much of this, leading protests for refugee rights, against the massacre in Gaza, and leading the campaign at Adelaide University against the so-called higher education reforms. The Social Justice Officer position has a clear impact on the Adelaide Uni campus and beyond.

3. 3.While the Liberals launch attack after attack on students, abolishing such office bearer positions can only aid Abbott. Nonetheless, this is exactly what more conservative members of the Adelaide Uni SRC attempted to do.

4. 4.A protest was organized by the 2014 Social Justice Officer, and attended by a wide range of students, unaffiliated students, and students involved in various campus clubs. The successful protest drew attention to what was clearly an underhanded attempt to abolish an office bearer position with no student consultation or notification. The Social Justice Officer position was saved, just when it is most needed.

Platform

1. 1,NUS opposes attacks on student union activism and activist positions
2. 2.NUS defends the right of students to engage in political protest, and sees political protest as necessary.
3. 3.NUS recognizes that the abolition of activist positions at this time plays into the hands of the Liberal government.

Action

1. NUS will actively campaign around education and social justice and fight to combat any attempts to weaken our unions in the face of Abbott's attacks

Moved: Tom Gilchrist (AUU)

Seconded: Grace Hill (FUSU president)

UNION 3.8: For a return to universal student unionism

Preamble

1. Universal Student Unionism (USU) ensured that all students were represented by their respective student association.

2. It was, and still is, necessary to collect fees from students in order for Student Unions to fund campaigns in defense of student rights. As a result, Student Unions had access to the resources necessary to act as representative bodies for students.

3. Voluntary Student Unionism, introduced by Liberal Prime Minister, John Howard, reversed this. This was an attack on the ability for Student Unions to represent student rights. While the introduction of the Student Services and Amenities Fee (SSAF)

mitigated the impact of VSU to an extent, it could prove difficult for Student Unions to access the funding provided by the SSAF, and SSAF did not secure the right of Student Unions to politically represent students.

4. In the face of a hostile Liberal Government, it is essential that Student Unions are able to address political questions by launching campaigns. These campaigns will need the stable funding provided by USU.

Platform

1. NUS has already led a campaign against Fee Deregulation and Education cuts. USU would provide a stronger basis from which NUS can continue to fight for student rights.

2. NUS is the peak representative body for student rights. As such, NUS defends the right of Student Unions to address political issues facing students.

Action

1. NUS will raise the demand for a return to USU at every opportunity, such as National Days of Action, and other demonstrations that it holds a presence at.
2. NUS will keep in mind that USU is the only way to fund student unions while allowing them to maintain their role as representatives for student rights.

Moved: Owen Cosgrove (Griffith University SRC)

Seconded: Naomi Farmer (NUS queer)

UNION 3.9: How to build an activist union

PREAMBLE

1. Almost immediately it was in power, the Liberal government embarked on the most severe education funding cuts seen in decades. Rising fees, increases to HECS/HELP, increases to the interest rate applied to HECS/HELP, extending government funding to private providers, the abolition of SSAF, reductions in welfare and assistance for students, and total deregulation of university fees have been advocated by the Liberal government. These funding cuts have arrived on the back of decades of attacks on universities. Since the abolition of free education, Australian

universities have fallen into a woeful state. Course costs continue to increase, while staff are casualised or cut, and funding per student continues to be reduced.

2. The past year has seen a very successful national campaign against the Liberal government's higher education reform package. The campaign has comprised national days of action, campus-based campaigns, rallies, creative actions, and the beginnings of campus education action networks, addressing both national and campus issues. NUS has received extensive media coverage this year, primarily for its national days of action, and newly revived tradition of impromptu protests when Liberal politicians have visited campuses. It has also managed to reach out to ordinary students and make a case for being active in a student union. A strategy of having public protests and rallies, and involving tens of thousands of students in the education campaign has propelled education issues into the national spotlight, and deeply impacted public opinion and policy.

3. In this context it is crucial that NUS be an independent fighting organisation, and that campus student unions be activist ones. If unions are to be relevant to students, they cannot solely be service or welfare providers; they must also fight for fundamental student rights. This is the purpose of student unions.

PLATFORM

1. Student guilds and unions exist to defend student rights.
2. NUS supports student guilds' and unions' independence from both university administrations and government.
3. NUS has a responsibility to involve itself in education activism, and acknowledges the need for activist campaigns around education.
4. NUS upholds the traditions of student unions being involved in broader campaigns, such as for social justice and workers' rights, and actively involving itself and its affiliates in these campaigns.

ACTION

1. NUS pledges to continue the highly successful 'Abbott and Pyne, Hands Off Our Education' campaign into the coming year.
2. NUS will actively campaign against the federal government's proposed education reforms, involving national days of action, campus education action networks, and grass-roots campaigns.
3. NUS affiliates will commit to activism against further neoliberal education policy.

4. NUS will support its affiliates in campus-based issues and campaigns for education and social justice issues.

Moved: Grace Hill (FUSU president)

Seconded: Tom Gilchrist (AUU)

UNION 3.10: Against the staff cuts at Melbourne uni

Preamble:

1. The University of Melbourne is continuing with its plan to implement the Business Improvement Program, complete with 505 job cuts, in the biggest job cuts in Australia higher education history.
2. The administration is crying poor over the decrease in federal funding. The University, however, is one of the richest in the country, with an operating surplus well in excess of 100 million dollars per year.
3. The Vice Chancellor alone receives over one million dollars in reimbursement per year while presiding over one of the most highly ranked universities in the country.

4. Despite its wealth and prestige, the University has the lowest paid professional staff of any of the Group of 8 Universities.

5. The National Tertiary Education Union has been organising a campaign in response to these attacks. Students have stood with staff in this campaign, just as the NTEU has supported the student campaign against fee deregulation.

Platform:

1. NUS condemns universities that have carried out course and staff cuts
2. NUS recognises the historical significance of the current attacks on Melbourne University.
3. NUS recognises that Melbourne University students and staff are under attack by both the federal government and the university administration
4. NUS supports protests by staff and students, and recognises the vital role such protests play in fighting against attacks from university administrations
5. NUS recognises the vital importance of staff/student solidarity, and supports any protest action that furthers the interests of staff and students against university cuts

Action :

1. NUS endorses the protests in response to the job cuts by the staff and NTEU at Melbourne University this year
2. NUS commits to supporting any continued campaign at Melbourne University against the job cuts. This support will consist of publishing campaign information on the NUS list and all other lists, financing posters and other necessary campaign materials and expressing public support for that campaign through press releases.
3. NUS will lobby all universities who carry out cuts to
 - a. Re-instate all staff who lose their jobs
 - b. Guarantee all students who have been affected by cuts their enrolled degrees and majors
4. NUS will defend students expelled or otherwise disciplined for participating in protests against cuts

Moved: Jade Eckhaus (UMSU)

Seconded: Natalie Acreman (RUSU)

UNION 3.11: Against the staff cuts at La Trobe

Preamble:

1. In 2013 La Trobe university announced savage new cuts to staff across all faculties as part of funding the neo-liberal “Future Ready” campaign. \$65 million is being gutted, and the equivalent of 350 full time staff are set to lose their jobs, and the five faculties will be reduced into two “super-faculties”.

2. Staff, who are already under paid and overworked, will become even more so, lowering both their working conditions and students quality of education.

3. The Vice Chancellor of La Trobe, John Dewar, sits on Chris Pyne’s committee tasked with investigating how de-regulation will be enacted across campuses should the legislation pass. He has spoken publicly of his support for deregulation, being the only non-Go8 university to make a pro-

deregulation submission to the senate review, and has a history of enacting neo-liberal attacks on universities, including helping introduce the “melbourne model” in 2008, and slashing the humanities and social science faculty at La Trobe in 2011.

4. La Trobe under “Future Ready” will be the quintessential model of a work-ready college for students from low SES backgrounds under Pyne’s two-tiered education plans. These attacks should be

seen as Christopher Pyne’s attempts to begin rolling out the federal cuts on a campus by campus level.

5. In response to these attacks, the NTEU has launched a campaign in defence of staff jobs, taking strike action, organising mass meetings and on campus protests.

6. The LTSU has supported the NTEU in their efforts, and also mobilised students in support of, and independent from, the NTEU’s campaign.

Platform:

1. NUS condemns La Trobe university, and John Dewar in particular, for carrying out cuts to staff and courses.

2. NUS supports staff and students in their struggle to defend the quality of education from attack.

3. NUS acknowledges the broader role the cuts at La Trobe will play in Pyne’s attempts of de-regulation, and that these cuts will not be unique to 2014 or La Trobe university.

Action:

1. NUS supports and congratulates staff and students who have lead a fight-back against the administration's attempts to cut staff and courses.
2. NUS will also lobby La Trobe university to overturn the cuts and re-instate staff who have lost their jobs.
3. NUS commits to supporting the campaign at La Trobe university. This support will consist of publishing campaign information on national lists, financing of posters and other campaign material, and expressing support for the campaign through public statements

Moved: Sarah Garnham (NUS Education officer)

Seconded: Danica Cheesley (VUSU)

UNION 3.12: Keep the SSAF: Stand With Students, Support Our Services**Preamble**

1. The Student Services and Amenities Fee was introduced in 2011 in response to student services being underfunded after the implementation of Voluntary Student Unionism in 2006
2. The SSAF is charged to students every semester, with the option

of deferring it to HECS debt through SA-HELP. The maximum amount chargeable to each student in 2014 is \$281.

3. This year, The Australian announced that Queensland Liberal senator James McGrath will offer a private senators Bill in his maiden speech which will abolish the SSAF McGrath has the support of NSW Liberal MP Alex Hawke who will introduce the bill in the Lower House. Hawke claims that "The compulsory fee that was meant to be for services is actually being spent on political activity and salaries for student politicians".
4. SSAF, more often than not, is the primary income that student unions and associations receive and thus is the funding source of their activities, and more of than not, their affiliation to NUS
5. While the SSAF is fraught with problems, in that it puts the purse strings in the hands of university administrations instead of students, it is a step closer to Universal Student Unionism, which is the ultimate objective of NUS

Platform

1. NUS recognises the importance of SSAF to the day to day running of student organisations and commits to fight for it's maintenance
2. NUS recognises that the discontinuation of SSAF is a real and dangerous threat under an Abbott Government
3. NUS recognises that SSAF is not a perfect system and continues to campaign for the return to the ideal of universal student unionism

Action

1. That NUS runs a national campaign called 'Stand With Students, Support Our Services' on the importance of SSAF to inform students of its function and how it is crucial to the running of welfare services, student entertainment and student unions. This may include campus materials which bring to student's attention the services and representation their SSAF has afforded them.
2. That this campaign have a petition which will be used to present to VCs and politicians to show that students support the continuation of SSAF as a vital component to their education.
3. That NUS meets with politicians of all sides of parliament to discuss the importance of SSAF, as a representative of students
4. NUS as a representative of students defends and campaigns for the continuation of SSAF in front of the media

Moved: Amy Knox (University of Sydney)

Seconded: Hannah Smith (NUS NSW State Branch President)

UNION 3.13: NUS supports Student Unionism and condemns the reduction of funding to and student organisations and student unions

Preamble

1. Since the introduction of VSU, student unions around Australia

have been in demise. The loss of financial support has forced student unions to cut back staff, student representation and services.

2. The introduction of the Student Services Amenities Fee (SSAF) allowed student unions to rebuild many services.
3. The Student Services Amenities Fee (SSAF) however is not a consistent funding source. It relies on Universities agreeing to support the services of student unions.
4. While many universities have used the income from the SSAF to fund student organisations, others have refrained from using SSAF for the provision of student services.
5. Under the SSAF legislation, revenue from SSAF must not be used for student representation, advocacy, or political events.
6. Under the current Liberal Government, it is also a likely possibility that SSAF will be repealed within the next two years.
7. The repeal of the SSAF legislation would be a huge threat to the continuation of student unionism and advocacy

Platform

1. NUS reaffirms its support for Universal Student Unionism (USU)
2. NUS recognizes the detrimental impact of VSU on student unions
3. NUS recognizes the threat that the repeal of SSAF poses.
4. NUS supports the Student Serviced Amenities Fee (SSAF) while VSU is in place
5. NUS supports 100% of revenue from the SSAF going to student

run organisations, while the SSAF legislation is in place.

6. NUS continues to advocate for consultation between Universities and students to inform the allocation of the SSAF, while the SSAF legislation is in place.
7. NUS continues to support the publishing and transparent dissemination of all uses of revenue incurred from the SSAF, while the SSAF legislation is in place.
8. NUS recognizes the importance of having active independent student organisations on every University campus.
9. NUS recognizes that the introduction of VSU has greatly reduced the ability of student unions to represent students on Higher education issues.
10. NUS supports activism on political issues relevant to University students .

Action

1. NUS publicly campaigns for the reinstatement of Universal Student Unionism (USU).
2. NUS publicly and clearly communicates to students, universities and the public the detrimental impact of VSU.
3. NUS publicly and clearly communicates to students, universities, and the broader community the benefits of the SSAF for students and student organisations.
4. NUS places pressure on Universities to give 100% of the SSAF revenue to student organisations, while the SSAF legislation is in place.
5. NUS places pressure on Universities and student organisations

to consult with students to inform the allocation and spending of SSAF, while the SSAF legislation is in place.

6. NUS runs extensive campaigns against any government legislation which tries to repeal the SSAF legislation, with the exception of an unlikely situation in which the SSAF and VSU are to be repealed and replaced with USU.
7. NUS works in collaboration with University student unions to run campaigns against the repeal of the SSAF.
8. NUS works in collaboration with University Student Unions to run campaigns to support the reinstatement of USU.
9. NUS lobbies Federal senators to oppose the repeal of SSAF, if this is attempted
10. NUS lobbies Federal senators to support the reinstatement of USU.
11. NUS office bearers help coordinate campaigns on University campuses.
12. NUS make particular efforts to assist campuses with minimal resources to run campaigns and represent students on tertiary education issues

Moved: Heidi La Paglia (University of Tasmania)

Seconded: Isaac Foster (University of Tasmania)

UNION 3.14: NUS supports the peaceful protests of Tasmanian University students

Preamble

1. NUS supports University Students to peacefully protest against Universities and on Higher Education issues
2. In 2014, the Tasmanian State Government passed an anti-protest legislation through its Lower House which may make protest very difficult for Tasmanian students
3. The anti-protest legislation proposes on-the-spot fines and jail terms for people who disrupt workplaces in any act of protest
4. The Anti-Protest legislation effectively makes it illegal for students to protest at the University of Tasmania, as well as at other relevant locations
5. The Anti-Protest legislation will make it difficult for student representatives at the Tasmania University Union, as well as all other students at the University of Tasmania from participating in any act of protest against the University of Tasmania, or the Higher education sector
6. The implications of the Anti-Protest Law passed in the Tasmanian Government's Lower House in 2014 could prevent Tasmanian students from representing students and participating in Tertiary Education campaigns, including, but not limited to, those organised by the NUS

Platform

1. NUS supports students to right to be involved in peaceful protest

2. NUS supports student unions in acts of representing students on Tertiary Education matters
3. NUS supports the involvement of all student organisations in protests against Higher Education legislations and Higher education providers
4. NUS opposes all legislation which limits the freedom of students to protest
5. NUS opposes the Anti-protest legislation passed in the Lower House of the Tasmanian Government in 2014
6. NUS supports University students in Tasmania to protest on Higher Education issues and against the University of Tasmania
7. NUS supports Tasmanian students to protest at any workplace, especially at the University of Tasmania
8. NUS endorses the involvement of Tasmanian students in campaigns coordinated by the NUS

Action

1. In 2015, NUS will publicly support student protests.
2. In 2015, NUS will be active in informing media personnel, Australian Universities and the Australian government that it supports students right to protest.
3. In 2015, NUS will coordinate National campaigns on Higher education issues
4. NUS will support Tasmanian students to participate in protests on Higher education issues.

5. In 2015, NUS will support Tasmanian students to campaign against the 2014 Anti-Protest Law.
6. In 2015, NUS office bearers will assist with the coordination of campaigns in Tasmania.
7. In 2015, NUS, as an organisation, will take responsibility for any elected student representative of NUS or the Tasmanian University Union that is jailed or fined as a result of participating in a campaign coordinated by the NUS in Tasmania

Moved: Heidi La Paglia (University of Tasmania)

Seconded: Isaac Foster (University of Tasmania)

UNION 3.15: Which side are you on: Unions rule, scabs drool

Preamble

1. Over the period between 1986, the trade union membership rate among employees aged 15-24 years fell from about one in three (36%) to one in ten (10%), and the rate among employees aged 25-34 fell from 48% to 15%.
2. The ACTU want to increase union density to 23.1% by 2017. NUS should try to help achieve this goal.
3. Unions in Australia are in crisis and need all the help peak bodies like NUS can provide.
4. Without strong Union density the wages and conditions of student workers will only get worse, not better.

5. One of the best ways to improve union density is for union members to be union and proud
6. Unions brought about the 8 hour day, the weekend, breaks, penalty rates, safe conditions for workers, workers compensation, work protections, minimum wage and all other major developments in industrial relations protections in Australia and everyone who enjoys those privileges should contribute to their union.

Platform

1. 1. NUS believes everyone should be a member of their respective union, and proud of it
2. NUS is 'Proud to be Union'
3. NUS should seek to improve the image of unions in the eyes of students
4. Strong Union density is essential to improving wages and conditions for workers across Australia, this is especially important for student workers.
5. It is a moral imperative for everyone to join their union to support the protection of wages and conditions in Australia

Action

1. All materials produced by NUS, where possible, contain the following text "Proud to be Union" on them somewhere.
2. NUS encourages all students to be members of their respective trade and student unions and all NUS Office Bearers encourage students to join their relevant trade union

whenever possible.

3. Directs the National Welfare Officer, President and General Secretary to go to relevant trade unions and seek to have them make concession prices for student union members to encourage them to join their relevant trade union.
4. NUS encourages, where possible and feasible, for all student associations to change their name to be student 'unions'.

Moved: Hannah Smith (University of Sydney)

Seconded: Rose Steele (La Trobe University)

UNION 3.16: Right to organise! Right to rally!

Preamble:

1. State governments across Australia are trying to pass legislation giving police greater powers to order people to move on and punish repeat offenders.
2. In Victoria the Napthine government have introduced amendments to the Summary Offences Act in order to crack down on protests and remove the protection of Victorians' right to peaceful assembly.
3. These amendments would mean the removal of protections for peaceful assembly, up to two years imprisonment for persons returning to a banned protest or picket and would also give police and Protective Services Officers (PSO)

discretion to 'move on' protests.

4. In Tasmania the proposed law changes would see police powers exaggerated to the following:
 - i. Police can remove any obstructions to a business and people may not prevent them doing so
 - ii. Inciting any of these acts is an offence
 - iii. Police can demand proof of identity
 - iv. Police can arrest without warrant and remove people from a business
 - v. Officers can use necessary force to perform these powers
1. As it stands the proposed Bill includes "unreasonable and disproportionate limitations on human rights" according to a report made by the human Rights Law Centre, which recommends it should not be passed.

Platform:

1. The NUS supports the right to peaceful assembly and recognises that such changes to legislation is a violation of ones' right to freedom of speech.
2. The NUS acknowledges the importance free speech and the right to assemble peacefully throughout history as a means of protest and in the implementation of positive change in society.
3. Protests and peaceful assembly are a vital component to the student movement, allowing us to voice our concerns;

therefore this act attempts to silence students from being able to participate in our democracy.

4. As such, NUS condemns such amendments to the Summary Offences Act as they are in direct contradiction with the foundations underpinning a democratic and progressive society.

Action:

- i. NUS will publicly support student and union right to protests
- ii. NUS will be actively inform media, Australian Universities and the Australian government that it supports students right to protest and that it condemns the laws passed in Tasmania, Victoria, Queensland and any other state that restrict those rights.
- iii. NUS will support students that participate in protests on Higher education and other issues.

Moved: Rose Steele (La Trobe University)

Second: Betty Belay (La Trobe University)

UNION 3.17: If it Walks Like a Union and Quacks Like a Union...

Preamble:

1. As an association, National Union of Students (NUS) acts as a federated peak body, representing affiliate members

(student organisations) and Australia's university students more broadly.

2. Recently, fear in the face of changing attitudes, and conditions for unions in the post-Howard landscape, have prompted equivocation around the role of student organisations as 'unions'.
3. At worst, this has seen affiliate organisations fighting Boardsplaining and Chancellorisms: "Well, technically you guys are a service provider."
4. NUS has itself equivocated on this issue, by comparing to trade unions and their capacity to take strike action, and a lack of student willingness to engage in sit-ins or similar campus actions.
5. In reality the capacity to deny business to university administrators is still available to student organisers; we should not overlook universities' obsession with reputation-based rankings and the funds they invest in student recruitment through marketing, open days, and other off-campus recruitment activities.

Platform:

1. The National Union of Students supports and commits to its strong ties with the union movement, with union identity, and to the traditions of advocacy, action and sabotage developed by our colleagues in the long history of the union movement.
2. NUS recognises that its strength and foundation is in the form

of the students, their independently run associations, unions and organisations, and that efficacy in promoting real change comes from a concerted voice of many as well as the dedicated actions of the few.

Action:

1. NUS will continue to support the development and dissemination of resources to student organisations and student activists, including resources to support activists when the need arises to deny universities' business and take strike action on and off campus, such as:
 - a) How to disrupt recruitment at Secondary institutions during open days or through leafletting and postering;
 - b) Counter-marketing techniques such as TV ads, paid advertisements, radio and postering in public spaces off-campus.
2. NUS continues to foster the growth of rage and enthusiasm in the student movement by all means; from improving living conditions, building communities, encouraging conversations with Secondary students and first-year postgraduates and undergraduates; distributing materials, financing talks, winning hearts and winning minds.

Moved: Isaac Foster (University of Tasmania)

Seconded: Laurence McLean (NUS QLD State Branch President)

UNION 3.18: Staff Work Conditions are Student Learning Conditions

Preamble

1. The National Tertiary Education Union (NTEU) is the peak organisation representing over 100,000 academic and professional staff at Australian tertiary institutions. It supports staff working conditions and improved standards of practice through collective bargaining, participating in university governance and elections, and raising awareness through industrial action and campaigns.
2. The NTEU works collaboratively with unions such as the IEU, AEU and CPSU. It has also maintained a close collaborative relationship with NUS and is well known by many campus organisations.
3. Student unions are often incorrectly assumed to work at cross-purposes to staff organisations, where in fact there is common ground to be found on most issues.
4. Many tertiary students are recruited by universities through casual and fixed-term employment, as well as research or tutoring at an undergraduate or postgraduate level. This calls for strong collaboration between student organisations and other organisations representing students also classified as staff.

Platform

1. NUS recognises its shared interest with industry unions in defending funding to and conditions in all sectors of education in Australia. It supports the NTEU's motto, 'Staff Working Conditions are Student Learning Conditions.'
2. NUS actively supports solidarity action with primary and secondary teachers and with academic and professional staff in tertiary institutions.
3. NUS sees itself as fraternal to the NTEU and other staff unions in Secondary, Tertiary, and other education sectors.
4. NUS continues to support other NTEU campaigns, such as Bluestockings Week, and events coordinated by its A&TSI Committee and Women's Action Committee.

Action

1. NUS National Officers will continue to develop and foster positive relationships with NTEU National Office, State Divisions and Campus branches.
2. NUS will distribute resources to affiliate organisations encouraging student unions to 'get to know your staff union', including holding regular meetings, sharing resources, and collaborating through other means.
3. NUS will actively supports solidarity action with primary and secondary teachers and with academic and professional staff in tertiary institutions, through publicity on social

media, awareness raising, and peopling staff picket lines and other actions.

Moved: Isaac Foster (University of Tasmania)

Secunder: Laurence McLean (NUS QLD State Branch President)

UNION 3.19: SSAF Student Engagement Ranking System – aka Search for the Student Control of student funds (next SSAF friendly university)

Preamble:

1. The introduction of the Student Services and Amenities Fee (SSAF) in 2012 was a crucial change that has provided many student organisations with the capacity to introduce new services and rebuild existing student services on campus.

1. NUS successfully lobbied for provisions in the Guidelines to the SSAF legislation that ensure student consultation on the use and distribution of the SSAF, as well as requirements for universities to publish their distribution of the SSAF.

2. Since the implementation of the SSAF at the beginning of 2012, universities across Australia have adopted starkly different approaches to student consultation and the distribution of

students' money, and student organisations have had varying degrees of success securing funding agreements and independent services free from university control.

3. Many universities have conducted these processes with a serious lack of transparency with the distribution of SSAF. Often Universities have not provided students or student organisations with information about the expenditure or allocation of the SSAF nor have they consulted with students in regards to projects for SSAF expenditure.
4. Throughout 2012, NUS collected data from participating student organisations at Australian universities that rated the performance of universities according to a number of different criteria including student consultation and student satisfaction with SSAF funding agreements. Universities were provided with rankings in early 2012 in this regard.
5. While many universities have treated the new SSAF environment as an opportunity to support student organisations and the expansion of student services on campus, other universities have not engaged in sufficient student consultation or have distributed students' money through a process that is neither accessible nor transparent to student representatives.
6. A report released by NUS in 2012, 'NUS Report into the

Implementation of the Student Services and Amenities Fee' highlights a number of areas of concern that require attention, as well as amendments required to the guidelines to improve the practical implementation of the SSAF.

7. It is possible that in the near future, the Minister for Tertiary Education, Skills, Jobs and Workplace Relations will call a review into the implementation of the SSAF and amend the guidelines as necessary.

Platform:

1. NUS reaffirm its support for universal student unionism (USU).
2. NUS oppose voluntary student unionism (VSU).
3. NUS acknowledge that while SSAF is not USU, it has provided a necessary injection of funds for struggling student organisations.
4. NUS believe students know best how their money should be spent, and accordingly supports 100% of the SSAF revenue collected by universities going to independent, democratically elected student organisations.
5. NUS believe that student organisations are best placed to deliver high quality, dynamic, responsive student services, advocacy

and representation.

6. NUS believe that it is crucial for students to have access to independent services and amenities and that independent, democratically elected student organisations are best-placed to provide independent advocacy and representation for students that is of high quality and responsive to the needs of students.
5. NUS commits to providing ongoing support to both affiliated and non-affiliated student organisations and student representatives in relation to the implementation of the SSAF and student control of student affairs.
6. NUS believe that a student services fee is necessary to provide access to essential services to improve the university experience outside the classroom.
7. NUS opposes the transfer of any services currently run by student organisations - including but not limited to commercial outlets and bars - from student organisations to universities or private providers.
8. NUS support the publishing and transparent reporting of all uses of SSAF revenue by universities.
9. NUS believe one of its key roles in relation to the SSAF is to assist

student representatives and student organisations to keep universities accountable on the practical implementation of the SSAF.

10. NUS acknowledge those universities and student organisations who have followed best practice models for the implementation of the SSAF and believes it is important to provide student organisations with support throughout the year in the form of campaigns and information to help them to lobby their respective university follow best practice.
11. NUS support the right of all students to participate in peaceful protest and activist campaigns.

Action:

1. That the NUS National President and National Education Officer provide campuses with ongoing support, information and assistance, including suggested models of best practice where required, to student organisations renegotiating their campus SSAF agreements with their respective universities in 2013.
2. That the NUS National President and National Education Officer provide all affiliate campuses with information and campaign materials including but not limited to leaflets and stickers regarding the SSAF and the need for student control of student affairs in time for campus O Weeks. This "Students Money to Students" material

is to assist with the dissemination of information and to encourage student engagement and an overall understanding of the importance of the SSAF throughout the year.

3. That the NUS National President will rate universities on their support of student organisations under the SSAF. The ratings will include but are not limited to:

8. The quality of consultation with both democratically elected student representatives and the wider student body regarding the allocation of SSAF revenue.

9. The quality of negotiations between universities and independent student organisations regarding their funding under the SSAF.

10. The willingness of universities to transfer services back to student organisations and support the expansion of student-run services under the SSAF.

8. The security of funding agreements between student organisations and their respective universities, and whether there is any variance from 2012 or from outcomes in negotiations.

9. The range of services offered by independent student organisations

10. The level of support provided for independent representation and advocacy under the SSAF

4. That in combination with the ratings, the NUS National President will communicate with affiliated and non-affiliated campuses to obtain data and any relevant information at as many universities as possible regarding the implementation of the SSAF in 2013 with a view to creating a SSAF implementation report towards the end of the year. This report may include a comparison between 2014 and 2015 university ratings and overall performance since the introduction of SSAF, with a view to encouraging long-term retention of student control of independent services and support for the SSAF.

5. That the report will also include recommendations to universities regarding the funding of student organisations in the event that the SSAF legislation is repealed for the purposes of long-term retention and support of independent student representation and advocacy.

6. That the NUS National President work with affiliates and non-affiliates to generate these interim university ratings and communicates these to universities with references to areas that can be improved, and suggestions to comply with best practice to allow universities to improve their rating.

7. That the NUS National President will workshop the final ratings at Education Conference and release these ratings as soon as possible thereafter.
8. That NUS maintains the pressure throughout the year on universities to follow best practice and to support student organisations to flourish through consultation and an increase of student control of student affairs under the SSAF. Where there is no campus student organisation, that NUS communicate to universities the importance of working with elected representatives to set up an independent student organisation.
9. That the NUS National President lobbies the Minister for Tertiary Education, Skills, Jobs and Workplace Relations regarding the need for a review into the implementation of the SSAF to ensure that a review into the effectiveness of the SSAF guidelines takes place, and that they are amended to include provisions that include but are not limited to:
 - a. Stronger requirements for universities to engage in consultation with students that is genuine, collaborate and diverse;
 - b. Requirements for stability of funding arrangements and where possible, multi-year agreements;
 - c. Maximum periods of time in which negotiations between universities and student organisations should take place;
 - d. A set minimum proportion of the SSAF universities are permitted to allocate to student organisations; and
 - e. Requirements for universities to invite student organisations to submit any SSAF proposals they have regarding SSAF expenditure.
10. That the NUS National President and National Education Officer continue to prioritise lobbying for SSAF due to the hostile nature of Christopher Pyne's higher education reforms and the uncertainty surrounding the continued provision of SSAF.
11. That the National President lobbies for information about whether or not campus services are student run to be included on the My University website through the My University Reference Group.
12. The NUS President and NUS Education Officer will create an information package for student organisations that explains the SSAF legislation and the right of student organisations to run political campaigns. The NUS President will ensure this information package will be available for download from the

NUS website.

13. That the NUS President and NUS Education Officer will provide ongoing support and consultation for student organisations throughout the year in relation to their activities and the SSAF legislation.
14. That the National President, National Education Officer, and National General Secretary will ensure that all NUS campaigns comply with restrictions imposed by the SSAF legislation.

Moved Rose Steele National Executive

Seconded Hannah Smith (NUS State branch president NSW)

Education

EDUC 4.1: HECS is Best

Preamble:

1. In 1989 the Hawke Government established the High Education Contribution Scheme. The scheme was established to allow a greater number of people to attend university, keep quality high in the Australian higher education sector, and provide a fair and equitable way for students to contribute to their tertiary education.
2. Under HECS/HELP, students do not contribute a cent towards their education until they can afford to do so. HECS allows the university sector to be open to as many as possible, from varying backgrounds and means.
3. HECS/HELP is so successful that it is now a model for equitable funding of universities worldwide.
4. Numerous studies, including NUS' 2008 submission to the Bradley Higher Education Review, conclude that the prospect of debt incurred under HECS is not a deterrent for academically gifted, low-income students from attending university.
5. HECS opens opportunities for students who wouldn't be able to attend university under a free education system.
6. HECS is effective because it is currently regulated appropriately.

Platform:

1. NUS opposes university fee deregulation.
2. NUS opposes the privatisation of HECS.
3. NUS supports HECS/HELP as the most efficient, effective, and equitable form of funding for universities.

Action:

1. The NUS Education Officer will incorporate a defense of a regulated HECS/HELP funding model into Higher Education campaigns in 2015.
2. NUS will continue to campaign against the deregulation of university fees.
3. NUS National Office Bearers will continue to support HECS/HELP as the most equitable form of university funding.

Moved: Tom Nock (ACT State Branch President)

Seconded: Jack Gracie (National Welfare Officer)

EDUC 4.2: Parallel Import Restrictions: A Real Way to Reduce the Cost of Textbooks.

Preamble:

1. In 2009 the productivity commission found that the high price of textbooks in Australia is mostly due to the inflationary pressures of Parallel Import Restrictions (PIRs).
2. PIRs ban the import of same edition textbooks printed overseas largely to shelter local printers. A lack of competition allows publishers and printers to name their price.
3. This is bad for students. The productivity commission recommended that PIRs be abolished, this would introduce competition into the textbook printing market, and drive prices down substantially.

Platform:

1. NUS believes PIRs are an unnecessary financial burden on students, many of whom have no choice but to buy new edition textbooks to succeed in courses they have already paid for.
2. Evidence for the benefits of PIRs is weak. PIRs exist mostly for redundant copyright and protection purposes but are now used by publishers as a price gouging mechanism.
3. Parallel Import Restrictions should be scrapped entirely.

Action:

1. The NUS Education Officer will lobby the Federal Government to abolish PIRs.
2. NUS will encourage awareness of PIRs adverse affects on student by launching a campaign aimed at their removal.

Moved: Tom Nock (ACT State Branch President)
Seconded: Jack Gracie (National Welfare Officer).

EDUC 4.3: The education campaign next year

Preamble

1. In 2014, the National Union of Students has waged one of its most impressive and successful campaigns in many years. The campaign 'Abbott and Pyne: Hands off our education' has been a highly effective response to Tony Abbott and Christopher Pyne's severe attacks on Australian students. There are many lessons to be learned from this campaign.
2. Abbott and Pyne's proposals for higher education, announced in May 2014, signalled a clear desire on the part of the Liberal Party to massively restructure Australian universities to make them more expensive and less accessible to low-SES students. In championing fee deregulation, the Government promoted the 'American model' of higher education in which universities compete over the price of degrees in an environment where the Government provides minimal funding. Pyne explicitly argued that Australia should follow this model. They coupled their proposal for fee deregulation with an immediate 20% reduction in the , Government's

contribution to university fees, an increase in the interest rate attracted by HECS debt by tying it to the Government bond rate, an announcement that private for-profit universities will be able to access Government funding, and a generally savage assault on student welfare.

3. The campaign against these disgraceful policies has met with substantial success. Although the final Senate vote on fee deregulation is yet to take place, it has been many years since a student campaign has had such a public and visible impact. Firstly, we have thus far managed to make fee deregulation an extremely unpopular proposal that between 50-70% of Australians oppose (depending on the poll), after only 43% opposed it initially. Secondly, we have obtained commitments by the ALP, Greens and PUP that they will oppose fee deregulation in the Senate. Thirdly, our campaign has already led to these same parties blocking \$435 million worth of higher education funding cuts, which is particularly remarkable given that it was Labor which originally proposed the cuts. Fourthly, we have forced the Government to now openly talk about 'compromise' on their sweeping reforms, which is a significant back-down given that it is something that they were not prepared to countenance when they confidently announced their policy in May.
4. At the centre of the campaign were the repeated mass mobilisations of students in the 4 National Days of Action

(NDA) that were held. These protests involved thousands of students nationally, publicly demonstrating that the Government's attacks were unpopular on a mass scale, not just among the existing activist and student union milieus as Pyne alleged. They also provided a spine to the campaign, something to promote to students across the year that they could actively participate in, and something for the media to repeatedly focus their attention on. It was significant that each of the NDAs were preceded by at least a few weeks of serious building work, involving posterings, leafleting, stalls, lecture announcements, and social media advertising. Understanding that it takes time to convince the student body of the importance of protest action is crucial in having effective protests such as this year's NDAs.

5. The campaign was much more than just the NDAs, however. It also comprised a series of smaller, often quite ad-hoc actions that gave the campaign a sharper edge. These included the notorious Q&A intervention by Sydney activists, the repeated protests against Liberal Ministers such as Pyne and Julie Bishop whenever they came to speak at a university campus, the quite large protests against Tony Abbott when he spoke at Adelaide University and Melbourne University in the latter half of the year, smaller demonstrations outside events such as the Higher Education Reform Summit and the Senate Deregulation Committee, and an occupation of the Liberal Party headquarters in

Melbourne (which intercepted a delivery of extremely expensive wine), among a wide range of other actions across the country.

6. All of this has made NUS more immediately relevant than it has been for many years. Thousands of students attended NUS events and protests, and far more were spoken to at campuses across Australia by NUS activists. The campaign has also received an incredible amount of media coverage in every state and territory, which has further helped to promote the campaign. The social media strategy that several activists employed of producing short, accessible videos explaining the politics of our campaign was also a success.
7. We are now, however, entering a dangerous period for the campaign. The Abbott Government is doing everything it can to get fee deregulation through the Senate. PUP's opposition, in particular, remains tenuous. Even if fee deregulation is defeated, though, it is crystal clear that the Government will find some other means of depriving Universities of funding. As Joe Hockey said, "we will find a way to take the money out of the universities." The key attack will almost certainly be funding cuts, probably combined with some other less obviously offensive mechanism such as reducing the number of CSP-supported places as they have now threatened to do. NUS must be prepared to respond when the Government does this.

8. NUS must also be prepared to campaign seriously against Vice Chancellors and university boards in 2015. The Vice Chancellors of the G8 Universities, plus John Dewar from La Trobe, all publicly championed fee deregulation. They were important allies of the Government in this respect. In doing this, they used the current lack of Government funding as an excuse to support fee deregulation, and argued that only a deregulated environment would allow universities to raise the revenue they need to continue operating effectively. This means that regardless of whether fee deregulation is successful, the Vice Chancellors will almost attack student rights and welfare in 2015. If the Senate supports fee deregulation, then the universities will respond by raising fees, which we must campaign against. If the Senate blocks the package, then the universities will claim they must find alternate means of raising revenue, and will most likely move to do this by cutting courses, sacking staff, and taking on more full-fee paying positions. We must also be prepared to campaign against these possible attacks.
9. The key lesson from 2014 is that if NUS stands its ground and throws itself into a campaign that is built around the mobilisations of large numbers of students, it can actually be a politically successful student union. Learning this basic lesson is crucial now as we move into the challenges of next year.

Platform

1. NUS stands unequivocally for free education.
2. NUS condemns the disgraceful policies of the Abbott Government, which represent the most serious attack on students in many years.
3. NUS acknowledges the success of the 'Abbott and Pyne: Hands off our education' campaign in building public student resistance to the Government's austerity, and in particular the importance of the National Days of Action.
4. NUS congratulates student activists across Australia for the role they have played in making this campaign a reality.
5. NUS commits to continuing the next phase of the campaign against both the Government and the university administrations when they inevitably attack student rights and university accessibility.

Action

1. The National Education Officer will continue to lead the 'Abbott and Pyne: Hands off our education' campaign as it enters into its next phase.
2. The National Education Officer will continue to campaign against fee deregulation if it is not defeated in the Senate, but will also shift to campaigning against funding cuts and other attacks by the Government and the Vice Chancellors.

3. This campaign will continue to be led by the national education officer but all office bearers should prioritise this campaign and promote it alongside other campaigns specific to their departments.
4. The campaign in 2015 will include:
 - a. At least three NDAs, focused on street demonstrations and marches. One of these will primarily target Vice Chancellors as being hostile to student interests.
 - b. A significant political focus on Vice Chancellors, particularly as they move to cut courses and/or staff, or otherwise harm the interests of students. This will mean:
 - i. Publishing profiles of the different Vice Chancellors which highlight their political positions on policies like fee deregulation and which publicise their egregious salaries.
 - ii. Organising protests against them at a campus level
 - iii. Making Vice Chancellors the primary focus of one of the NDAs
 - iv. Collaborating with campus EAGs to work against their respective Vice Chancellor
 - c. Colour posters, leaflets and slide projections (for lecture bashes) available as of enrolment and orientation activities to promote the campaign

- d. Publicity for the campaign on the NUS website and at all NUS forums and events
 - e. Paid facebook advertising for the campaign
 - f. A media focus which includes regular media releases and attempts to promote the campaign through television
 - g. National organising opportunities for all interested students, including the Education Conference in July but also through phone link-ups and social media organising
 - h. Encouraging existing campus EAGs and state education networks to continue prioritising the campaign
 - i. Linking up with local education campaigns (e.g. on-campus anti-cuts campaigns)
 - j. Linking up with the NTEU and organisations like GetUp
5. The National Education Officer will organise for a National Day of Action to take place in early Semester 1 in 2015, so that student activists can focus on advertising it during enrolments and O-Week. The Officer will ensure that materials are available early in the new year.
 6. The National Education Officer will monitor the events calendars of senior Government ministers in order to organise protests against them.

7. The National Education Officer will work with the National Welfare Officer to incorporate the attacks on NewStart and other welfare measures into the campaign.
8. The National Education Officer will cooperate with state and campus based activists and student representatives to involve them in the campaign from early on in the year.
9. The National Education Officer and the National President will cooperate to make the mid-year Education Conference an interactive activist event for all interested students. EdCon should continue to be seen as a means to further the campaign.

Moved: Declan Murphy (MSA)

Seconded: Sarah Garnham (NUS education officer)

EDUC 4.4: Improving Higher Education Teaching Quality

Preamble

1. University currently give their teachers/tutors minimal educational training to support students.
2. Australian Universities have taken a fall in their world rankings in recent years.
3. The University Experience Survey provides good insight to how students perceive their quality of education.

Platform

1. The National Union of Students supports high quality education and learning standards in higher education, urging all universities to increase teacher training.
2. The National Union of Students encourages the Federal government to support extra training for tertiary teachers.
3. The National Union of students recognizes the importance of the University Experience survey.

Action

1. The National Union of Students will write to the Education minister and Shadow Education Minister, Shadow minister for higher education to ask for their support in this matter.
2. The National Education Officer will encourage Universities and Student Unions to support the improvements to teacher quality.
3. National Union of Students recommends more incentives for students to take part in the University Experience Survey to achieve a better understanding of the quality of education at University.
4. The National Education Officer will encourage Student Associations to place more emphasis on the importance of University Experience Survey.

Moved: Jordon O'Reilly

Seconded: Gemma Paech

EDUC 4.5: Study Support out of Class**Preamble**

1. For many students, a designated two or three hours of contact per subject per week is insufficient to foster a productive learning environment.
2. The concept of students paying upwards of at least \$750 per semester for as little as two hours per week is farcical, particularly when students are seeking to achieve a level of higher education.

Platform

1. The National Union of Students supports the academic endeavours of all students nationwide, and seeks to provide an opportunity for these students to achieve what they seek to achieve.
2. The National Union of Students recognises the large portion of students who feel under-supported by current academic teaching hours, and has the desire to assist those students seeking to better themselves.

Action

1. The National Welfare Officer will actively seek to establish peer-assisted study sessions (PASS) for every course throughout every campus.

2. The National Welfare Officer will promote the idea and increased availability of out-of-class study assistance through running an official campaign.

Moved: Gemma Paech

Seconded: Hannah Russell

EDUC 4.6: Equitable access to university classes

Preamble

1. Though face to face learning is considered to be the best form of education, pressures in modern society, such as social and employment, often mean that students do not have the ability to physically attend every university class.
2. Many students make up for these classes by viewing them online or downloading them for a more suitable time.

Platform

1. NUS recognises that the university environment is constantly evolving and educational methods need to keep up with these changes.
2. NUS does not, however, support online learning being a reason to cut teaching staff and face to face interaction with students

Action

1. The National Education Officer will meet with campus presidents to make a list of which universities offer all of their lectures online
2. The National Education Officer, using the list created, will assist campus presidents in lobbying their universities to have all lectures uploaded online

Moved: Daniel Nikoloski

Seconded: Jordan O’Rielly

EDUC 4.7: The importance of solidarity and working with the NTEU

Preamble

1. The NTEU has been a vocal opponent of the government’s planned reforms to higher education in 2014
2. They have helped to publicise the NDAs through mass emails to their members, have provided informational and financial resources to the campaign and have focused on the campaign in discussions with politicians and the media.
3. More broadly, the NTEU stands opposed to the privatization the universities.

Platform

1. NUS recognises the importance of student-staff alliances
2. NUS commends the support role that the NTEU has played in the “Abbott & Pyne, hands off our education” campaign
3. NUS is committed to an ongoing working relationship with the NTEU

Action

1. The national education officer will have regular meetings with the NTEU in regards to the ongoing education campaign
2. The national education officer and other office-bearers organising the campaign will invite NTEU members, where possible, to speak at events
3. NUS will support any initiatives by the NTEU to save jobs or campaign for staff conditions in any way
4. The national education officer and other office-bearers will organise active support from students for any protest or industrial action organised by staff. This includes (but is not limited to):
 - a.) staffing picket lines
 - b.) distributing information amongst students
 - c.) publicly supporting the staff on the NUS website and in other forums.

Moved: Declan Murphy (MSA)

Seconded: Rose Steele (LTSU president)

EDUC 4.8: Building relationships and working with allies

Preamble

1. The “Abbott & Pyne, hands off our education” campaign has just come to the end of phase 1. Abbott and Pyne will undoubtedly continue to find ways to attack students throughout their term, whether through persisting with fee de-regulation and funding cuts or through introducing an entirely new set of “reforms”
2. Given the power and influence of our enemies, building up working relationships with other organisations will be crucial to the ongoing campaign. The relationships that we have formed this year have been extremely useful
3. The NUS education campaign has been actively endorsed by the NTEU, the ACTU, Getup, the Greens and- in a more ambiguous way- the Labor Party.
4. We have also had many prominent individuals within the union movement come out in support of our campaign

5. This endorsement and support has been important financially and in terms of building for demonstrations and building the general profile of the campaign.
6. Since the budget was released, public opposition to fee de-regulation has gone from 43% to between 50-70% in every poll taken since June. This is in part attributable to the efforts of NUS but also, to the fact that more 'mainstream' organisations have been impressed with our campaign and have attached themselves to it in one way or another.
7. It is especially significant that we have begun a working relationship with Getup this year. Historically, Getup has refused to endorse our campaigns or get involved in any way. Mid way through this year, they reached out to us and we have had a working relationship within the campaign ever since. Getup have helped to organise stunts and have offered some help in building the NDAs. One of the Getup campaigns officers and the national education officer have drafted a Memorandum of understanding between our two organisations which is a positive sign that our working relationship will continue and will potentially be kept alive beyond the current education campaign.
8. The ACTU also approached us this year in order to give support to the education campaign and open up communications more generally. Though not much came of that this year, it is something that NUS should build on into the future.

9. The MUA have been very supportive of the education campaign this year. Many of their members have spoken at campaign events. Given the fact that the MUA is one of the strongest and most militant unions in Australia, it is exciting that we have been able to work with them in some instances.

10. Of course the NTEU have been an important and a steadfast ally in the campaign this year. They have assisted us in building all of the NDAs and many of the additional actions and activities of the campaign. They were also well represented at Edcon and that enabled students to discuss the common ground that students and staff have against the Abbott government as well as against the more general trajectory of higher education towards greater and greater privatization.

11. Building relationships with progressive organisations has been extremely useful to NUS this year and is counter-posed to attempts to sweet talk Vice chancellors, government advisors and the like. Building relationships should never be dependent on compromising our politics or the nature of campaign. This year we have made it clear that while we want to have working relationships, we also maintain the right of NUS to determine the strategy and tactics of our campaign.

Platform

1. NUS supports working with other progressive organisations in the education campaign and more generally.

2. NUS supports working closely with the trade union movement where possible and acknowledges it as the biggest and most powerful progressive movement in Australia.

3. NUS maintains the right to develop our own campaign tactics.

Action

1. The national education officer will contact all ally organisations in early January in order to set up meetings to discuss the education campaign and our ongoing working relationship

2. The national education officer, national president and other office bearers will honour the memorandum of understanding between Getup and NUS.

3. The national education officer will seek to set up working relationships with trade unions and other progressive organisations, where they don't already exist

4. The national education officer and national president will maintain communication with ally organisations throughout the year.

5. The national education officer will seek 'in kind' support for campaign initiatives from ally organisations where possible.

Moved: Declan Murphy (MSA)

Seconded: Sarah Garnham (NUS Education officer)

EDUC 4.9: The Sophie Mirabella action at MU

Preamble

1. In March 2014, former Liberal MP Sophie Mirabella was appointed Public Policy Fellow at the University of Melbourne.

2. Mirabella is a representative of the far right-wing of the Liberal party, having infamously refused to attend the apology to Indigenous Australians in 2008, claiming there was not "one truly 'stolen' child" in Victoria.

3. Mirabella's appointment is an ideological assault and a signal from the University Administration that they accept and value this kind of racism

4. Her appointment represents a disturbing rapprochement of the federal Liberal government with the Melbourne University administration

5. The Vice-Chancellor of Melbourne University, Glyn Davis, has been a key proponent of the education cuts and deregulation of university fees inflicted on students by the Liberal government.

6. While Mirabella has been hired to lecture students, over 500 full-time staff have been cut in the biggest job cuts in Australian education history.

7. A protest by Melbourne University students on May 19th 2014 successfully drove Mirabella from her lecture, disrupting her platform to spout right-wing rubbish

Platform

1. NUS condemns the appointment of Sophie Mirabella at Melbourne University.

2. NUS recognises that it has a responsibility to oppose the appointment in teaching positions of apologists for the genocide of Australia's Indigenous peoples

3. NUS supports students' efforts to drive representatives of the Liberal government off campuses in opposition to education cuts and racism.

Action

1. NUS endorses the protest against Sophie Mirabella at Melbourne University on May 19th 2014

2. NUS commits to supporting any continued campaign at Melbourne University against Sophie Mirabella's appointment.

Moved: Jade Eckhaus (UMSU)

Seconded: Danica Cheesley (VUSU)

EDUC 4.10: The Q&A action

Preamble

1. In 2014 a group of education activists from universities in Sydney attended the filming of Q&A, where education minister Christopher Pyne was on the panel. Some activists asked questions from the audience, while others unfurled a banner containing the date and location of the May 21st National Day of Action, and chanted at the minister.

2. The protest received nation wide news coverage, with several international sources, such as Al Jazeera and the Daily Mail, also

reporting on the event. The protest was not easily ignored and pushed the issue of education into public discussion.

3. The Sydney University Education Officers, who in conjunction with Sarah Garnham, National Education Officer, had thought up the idea, were later interviewed on various television and news programs, allowing for the further promotion of the education campaign and the effects of proposed cuts.

4. The action received incredible support from the public. A Sydney Morning Herald Poll indicating over 55% support for the actions of the protesters, others showed support well over 60%.

5. This direct action and following media hype, being in the immediate leadup to the May 21st NDA, contributed significantly to the size of the 3-4,000 strong student protest in Sydney, and almost certainly to rallies in other cities too.

Platform:

1. NUS recognizes the Q&A action as a template for direct action in an education campaign.

2. NUS supports students and other activists organizing stunts and small actions as a means to bring awareness to major protests, events of political significance.

3. NUS also recognizes that these actions must be seen as part of and complementing a broader activist campaigns that involve as many students as possible in large centralized rallies.

Action:

1. The NUS Education Officer should be on the lookout for opportunities to organize creative direct actions, and pass any relevant information to local activists.

2. NUS commits to supporting direct actions opposing the cuts to tertiary education including but not limited to writing press releases, providing media assistance, and helping to fundraise in cases of arrests.

Mover: Gabriel Hanrahan-Lawrence (Arc @ University of New South Wales)

Second: Chloe Rafferty (NUS NSW Education officer)

EDUC 4.11: Protesting Abbott at Flinders Uni

Preamble

1. In response to the attacks on higher education outlined in the budget, such as the reduction of government funding to

universities, deregulation of university fees, and application of a commercial interest rate to HECS/HELP debts, students around the country have organized stunts and protest actions, involving chasing Liberal politicians from uni campuses. These actions received widespread support from students and the general public

2. 2One such action was held at Flinders University, where with a few hours notice, 300 students were mobilized to rally and march to a location on campus where Abbott was scheduled to speak. The NUS Education Officer Sarah Garnham was present, and supported the Flinders University students in their action.

3. The demonstration successfully prevented Abbott's appearance, and garnered media attention for the Abbott and Pyne: Hands Off Our Education Campaign. It's success was due to the focus on attempting to mobilise as many students as possible. Rather than a secretive action for an "elite" group of students in the know, the action was as widely advertised as time allowed, and every effort was made to engage students.

4. 4. The protest campaign was successful at making the attacks on higher education the number one issue of the budget. The "Liberal chasing" aspect of the campaign succeeded in causing Abbott to cancel campus visits. Ideally, Liberal politicians should be hectorated by students wherever they go.

Platform

1. NUS stands unequivocally against the 2014 Federal Budget, especially fee deregulation, and should stand against the free marketization of universities.
2. NUS supports student protests against the budget, such as the successful protest against Abbott at Flinders University.

Action

1. That NUS affirms its support for the student-led prevention of Abbott speaking on campuses.
2. The NUS Education Officer be on national alert around actions like the one at Flinders.
3. That NUS involve as many students as possible in its protest campaigns

Moved: Grace Hill (FUSU president)

Seconded: Tom Gilchrist (AUU)

EDUC 4.12: Protesting Abbott at Melbourne Uni

Preamble:

1. This year students have led the most successful campaign against attacks to higher education in recent history. Student activists have been able to mobilise thousands of students on the streets, but also significant numbers with snap actions on university campuses. The success of these actions is a reflection of the deep resentment students feel towards the Liberal Party and the agenda that they represent.

2. Within the context of these attacks, Liberal MPs and enemies of higher education had the gall to show their faces on university campuses. Moreover, it is unacceptable that the events Liberal MPs attend on university campuses are beyond the cost of ordinary students, nor are they publicly advertised to the student body. For example, the price of a ticket to the C20 Summit at Melbourne University, at which Julie Bishop was a keynote speaker, was in the hundreds.

3. It is important that student leaders are active and responsive to developments on our campuses and opportunities they represent. An example of such initiative was at The University of Melbourne, where liaising with staff on the campus meant student activists this year were able to mobilise the largest number of students to an event in opposition to Tony Abbott's appearance at

the opening of the Peter Doherty Institute medical research center in Parkville.

4. Stunts and mobilisations have taken place across the country in response to liberal ministers on campuses. The size of these actions, alongside the positive response from not only students but the general public, has helped galvanise attention and support for the campaign against attacks to higher education.

Platform:

1. NUS condemns Liberal MPs setting foot on university campuses.

2. NUS notes that this is particularly damning given how expensive these events are. This is in the context of two thirds of students living below the poverty line, a situation only amplified by the attacks on higher education.

3. NUS supports the initiative of students on campuses voicing their opposition to liberal MPs being on campuses in 2014. This has been an important part of the campaign in galvanised public support for the campaign and further discredits enemies of higher education.

Action:

1. NUS education officer should be on national alert around those actions/opportunities
2. The NUS education officer should liaise with the NTEU and other relevant bodies to provide information to students of potential Liberal party events and appearances on campus.
3. The NUS education officer should initiate and endorse actions against enemies of students.

Moved: Jade Eckhaus (UMSU)

Seconded: Natalie Acreman (RUSU)

EDUC 4.13: Taking a stand against Julie bishop at USYD**Preamble**

1. Just days after the release of the 2013 Federal budget, in which the Liberal party have proposed the biggest attacks on higher education in a generation, Minister for Foreign Affairs Julie Bishop visited the University of Sydney at the request of Management.

2. Education Action Group activists had just a half hour tip off about the event, and managed to gather together a crowd of 100 students due to the already existing activist networks, and by making announcements half way through lectures.

3. The EAG successfully protested against Julie Bishop's presence on campus and the deregulation of University fees.

4. Following this action, the University of Sydney Education Officers sent out a press release, garnering large amounts of mainstream media advertising the protest and the upcoming National Day of Action. Education Officer Ridah Hassan held a successful interview on ABC television, which provided a large platform to put forward the case of student on the question of fee deregulation.

Platform

1. NUS opposes the presence of any Liberal party member of any University campus across the country. The Abbott government is attempting to destroy all equality of access to higher education, and should thus be given no platform on the very campus' they are attempting to destroy for poor and working class students.

2. NUS endorses the protest against Julie Bishop, recognising it provided student activists with a large platform to voice opposition to the Liberal Party's policy, and to advertise the National Union of Students' and the National Day of Action.

3. NUS rejects the claims of Christopher Pyne and other conservative commentators that the protest was an act of violence. The only violence in the situation is the devastating attacks on the lives of poor and working class people as a result of the Abbott government's budget

Action

1. NUS will continue to protest whenever a Liberal MP sets foot on a University campus.

2. The National Education Officer will organise responsive protests, such as this snap-action, to make use of an opportunity to campaign against fee deregulation and the Abbott Government, and will encourage campus level Education Officer's to do the same.

3. NUS urges all national and campus level office bearers to effectively utilise the media to advertise both the NUS and the education campaign. Officer bearers will submit press releases before and after actions, they will compile a list of media contacts and make sure that all major news stations have been contacted prior to or directly after any action.

Moved: Chloe Rafferty (NUS NSW Education officer)

Seconded: Gabriel Hanrahan-Lawrence (Arc @ University of New South Wales)

EDUC 4.14: Against the governments higher education agenda: Protesting against Barry Spurr at USYD

Preamble

1. On October 16, online magazine New Matilda made public emails by Barry Spurr, Professor of Poetry and Poetics at Sydney University.

2. In these emails, Spurr derides Indigenous people as "human trash" and "Abos", laments the supposed take-over of the western world by "mussies" and "chinky-poos" and refers to the Prime Minister as an "Abo lover."

3. In addition to his zealous racism, the emails revealed Spurr's misogyny. He refers to women as "whores" and suggests that a woman who has been a victim sexual assault is a "worthless slut."

4. Alongside his position as a tenured professor at Sydney University, Spurr sat as a specialist consultant to the review of the national English curriculum earlier this year.

5. In both his emails and recommendations to the review, Spurr's racism is evident; he disregards the contribution of Indigenous writing to Australian Literature, and argues for a greater focus on western civilisation and Judeo-Christian heritage.

6. In response to the New Matilda revelations, the education department of the Sydney University Students' Representative Council (SRC) organised a snap-rally on campus to voice staff and student opposition to Spurr's bigotry, and to put into practice the SRC's anti-racist and anti-sexist principles.

7. The rally was organised with less than a day's notice, but was immediately met with support both on and off campus, as well as wide-spread media coverage. The action was a success, involving many students in a rally and march to Spurr's office.

8. The rally was the last in a string of snap and direct actions at Sydney University in 2014. Like the others, the rally against Barry Spurr highlighted the important role that active and responsive student unions can play in fighting around both student rights and social justice issues.

Platform

1. The National Union of Students condemns Barry Spurr for the racist, misogynistic and anti-working class comments revealed in the emails leaked by New Matilda.

2. The National Union of Students opposes and condemns Barry Spurr's appointment of specialist consultant in the national review of the English curriculum.

3. The National Union of Students calls for Barry Spurr's contributions to the review to be removed.

4. The National Union of Students endorses actions against bigotry on campus, including the protest against Barry Spurr at Sydney University.

Action

1. The National Union of Students encourages and endorses student activists to organise against racism, sexism and all forms of bigotry on university campuses.

2. The National Union of Students endorses future actions against Barry Spurr at Sydney University.

3. The 2015 National Union of Students Education Officer will liaise with education activists at Sydney University in relation the campaign against Barry Spurr and will offer assistance where required.

Moved: Gabriel Hanrahan-Lawrence (Arc @ University of New South Wales)

Seconded: Chloe Rafferty (NUS NSW Education officer)

EDUC 4.15: Let a hundred flowers bloom: enabling grass roots activism

Preamble

1. The “Abbott & Pyne, hands off our education campaign” has seen an expansion of grassroots organizing, campus based collectives and communication between activists nationally.
2. This has been enabled through campus education officers putting the time and energy into setting up regular, publicly advertised education action group (EAG) meetings and maintaining communication on social media and email lists in between meetings. The Sydney uni EAG has been particularly successful in this regard. They have a highly active facebook page and well attended meetings on a regular basis. As a result they’ve been able to organize many creative stunts and protests that both relate to the issues on their campus and to the wider campaign, for instance the protest against Barry Spurr.
3. Nationally we have been communicating on a purpose built email list and on social media. The email list has been particularly useful in sharing campaign materials, ideas and news updates. We have also had a couple of phone link ups but this could be done more effectively in the future.
4. As well as more widespread communication, this year has seen a diversity of tactics within the campaign. In addition to the set-piece

demonstrations, activists have taken opportunities to initiate direct action where possible. The highly successful Q & A stunt is the stand out but there have been dozens of other actions against Liberal ministers and against Vice Chancellors both on and off the campuses.

5. Having more accessible and frequently used communication channels is an enormous advantage in both building the set-piece demonstrations and in facilitating the many and diverse stunt actions. For the set-piece demonstrations, communication allows us to coordinate our actions effectively and to share building materials and ideas. For the stunt actions, it has been extremely useful to have open forums where we can follow actions happening in other states and then replicate them when similar opportunities arise in our states or on our campuses. As well, more open communication has allowed students who are new to activism and “uninitiated” in the cliquy world of student politics, to get involved.

6. Students from small and regional campuses and from campuses where the student unions have meager resources find it more difficult to become involved with national campaign initiatives. This year, the national education officer, has involved students and office bearers from some of these campuses through regular phone and email communication. As a result, a handful of small and regional campuses organized demonstrations as part of the 2 major NDAs this year (May 21 and August 20).

7. The more students who get involved in activism the better. Not only does this deepen and strengthen our campaign against the budget but, it also makes NUS more relevant to students- which is crucial for the long-term viability of NUS.

Platform

1. NUS seeks to empower students by getting them involved in activism

2. NUS recognizes that the best way to prove the relevance of student unions in the context of Abbott's and Pyne's attacks on education and welfare is to create spaces where students can involved in the project of fighting for their education rights

3. NUS supports education officers and other OBs in setting up activist collectives to fight around education demands

4. NUS supports a diversity of tactics and recognizes that such support is necessary if we are to continue the project of building a broad based, grassroots campaign.

Action

1. The national education officer will work with existing campus and state education collectives and assist them in organizing actions and events where possible

2. The national education officer will help students to set up education action collectives where they do not already exist.

3. The national education officer will make contact with students and elected office bearers (particularly education officers) at small and regional campuses and campuses with under-resourced student unions.

4. The national education officer will regularly update the education action network facebook page.

5. The national education officer will audit the 'national education network' email list and ensure that all campus office bearers and activists who are interested in the campaign are added to the list

6. The national education officer will ensure that NDA materials are provided to all campuses well in advance of NDAs.

7. The national education officer will encourage students who organize actions outside of the NDAs and will assist them where possible in distributing information and attracting media attention.

Moved: Declan Murphy (MSA)

Seconded: Rose Steele (LTSU president)

4.16: Textbooks on HECS

Preamble

1. A large number of students live below the poverty line, and therefore struggle to support themselves financially.
2. The price of textbooks is high and paying this pricing block at the start of every semester places additional financial strain upon students.
3. Many students do not purchase course-required textbooks as they cannot afford them.

Platform

1. The National Union of Students believes that the price of course-required textbooks should be placed on students' HECS debts instead of being paid upfront.

Action

1. The National Union of Students will write to the Education minister and Shadow Education Minister to ask for their support in this matter.
2. The National Union of Students will begin a campaign to place the price of course-required textbooks on student HECS debts.
3. The National Union of Students will involve student unions in this campaign.

Moved: Hannah Russell

Seconded: Jordon O'Reilly

EDUC 4.17: End price discrimination: Remove parallel import restrictions on books

Preamble:

1. A parallel import is a genuine product imported from one (cheaper) country to another country in which the rights holder is typically using market segmentation to sell an identical product at a higher price. This practice is referred to as price discrimination and contributes to what is colloquially known as the 'Australia tax'.
2. Restrictions on parallel imports have largely been removed in Australia allowing the importation of identical media, software, and other products that are available more cheaply overseas and providing consumers with access to substantially cheaper products.
3. Parallel import restrictions (PIRs) still remain on books however, allowing the domestic arms of multinational publishing corporations to act without competition and engage in price gouging.
4. In 2009 the Productivity Commission recommended that PIRs on books should be removed as they place substantial upward pressure on the price of books in Australia, principally on academic and reference books often utilised by students.

Platform

1. PIRs on books benefit mainly large multinational publishers to the detriment of Australian consumers and students.
2. PIRs on books substantially contribute to student financial hardship, forcing a cohort with typically low incomes to choose between buying the exorbitantly priced textbooks necessary for their study and meeting their basic physical and social needs.
3. The removal of PIRs would not only benefit students financially but enhance the free flow of information, improving cultural and academic development in Australia.

Action

1. The NUS National Education Officer will lobby the Commonwealth Government to abolish PIRs on books, supported by the National Welfare Officer and President where appropriate.
2. NUS will launch a campaign to pursue the removal of PIRs on books, promoting awareness of the issue across all affiliate campuses.

Moved: Michael Bezuidenhout
Seconded: Gemma Paech

EDUC 4.18: Solidarity with the Hong Kong student movement

Preamble

1. A decision was made by the Chinese government in Beijing on 31 August 2014, to prevent free and fair elections for the position of the highest office in Hong Kong, that of Chief Executive- as had been promised to be implemented in 2017 by authorities in Beijing and Hong Kong multiple times since the return of Hong Kong to China in 1997.
2. This was a betrayal of the democratic rights of the millions of Hong Kongers outside of the small elite of 1,200 that comprises the “Election Committee” which determines which candidates may stand in elections in Hong Kong for the position of Chief Executive. This “Election Committee” is overwhelmingly composed of representatives of the most influential and wealthy businesspeople and state bureaucrats in Hong Kong.
3. After this decision, Hong Kong students organised under the umbrella of the High School organisation, Scholarism, and the tertiary student organisation, the Hong Kong Federation of Students, initiated protests and occupations in central areas of the city, including blocking important roads.

4. These students, after sizeable protests beginning on the 26 september, had to confront arrests and violent repression, including the use of tear gas by police and physical attacks by Triad members. Despite these attempts at intimidation the bravery and resoluteness of the students led to more than 100,000 people taking to the streets in defiance of government declarations that such a gathering was illegal. It was out of this period that the protest movement gained the symbol of the umbrella, used by protestors to protect themselves from the tear gas used by police.

5. Despite these massive and unprecedented protests and occupations, which continue to this day, the Hong Kong government of CY Leung continues to refuse anything but a token recognition of the legitimate demands of the people of Hong Kong for universal suffrage and democratic elections.

Platform

1. NUS recognises the historic significance of the “Umbrella Revolution” that is being primarily led by students, particularly from the Hong Kong Federation of Students (HKFS).

2. NUS recognises that this struggle for basic democratic rights is indissolubly linked to any future social gains for Hong Kong students, workers and the disenfranchised in Hong Kong society, which is today one of the most unequal in the world.

3. NUS stands in solidarity with the Umbrella Revolution for democracy and universal suffrage in Hong Kong and in particular with the students who have so valiantly remained at the core of the struggle.

4. NUS recognises that substantial numbers of Hong Kong students have been brought into political activism in Australia in acts of solidarity which deserve our support.

Action

1. NUS shall publicise a statement of solidarity with the Hong Kong student movement.

2. NUS shall communicate such a statement of solidarity also to the Hong Kong Federation of Students.

3. NUS commits to actively endorsing, promoting and participating in any future actions called in Australia in solidarity with the student struggle for democracy in Hong Kong.

Moved: Declan Murphy (MSA)

Seconded: Clare Francis (Curtin guild)

EDUC 4.19: Solidarity with the students in Mexico

Preamble

1. Mexican students and teachers have been protesting neo-liberal education reforms, that would stipulate the curriculum of student teachers, curb hard fought for rights at work and create job insecurity.
2. 43 Mexican students were abducted, brutalized and murdered by police and drug cartels that are associated with corrupt government officials.
3. Around the country, people have engaged in mass protest in response to the murder of the students, as well as the comments of the attorney general saying that he 'had enough' during a press interview.
4. Unions around the country have come out in support of the protests, and are engaging in activity on the ground.
5. The Mexican president went on a business trip to China during the search for the students and their abductors, enraging protestors who feel that the President cares more for Mexican business than he does for dealing with corruption and violence in Mexico.

Platform

1. NUS supports protests and strikes planned by students, student unions and trade unions.
2. NUS condemns the police and government for their brutality and violence.
3. NUS supports students and workers in their fight against neo-liberal reforms.

Action

1. NUS will write a letter of support to the student unions who are battling against both neo-liberal reforms and the violence of the state.
2. NUS education officers will attend and promote any actions that are called in solidarity with Mexican Students.
3. NUS will continue to support students internationally that fight against attacks on students rights.

Moved: Natalie Acreman (RUSU)
Seconded: Steph Lang (Griffith SRC)

EDUC 4.20: O-week and the education campaign

Preamble:

1. In 2014 the Liberal government attempted to make massive anti-student reforms to higher education, including the deregulation of university fees, increased student contributions, and the increase in interest on HECS debt. The reforms have gained widespread support from University Vice-Chancellors around Australia, particularly those from Go8 institutions.

2. The student campaign against deregulation is not over. In 2015 students will be facing challenges in combating government reforms, and attacks made on students from their university administration.

3. In previous years campus Orientation Week has provided an important opportunity for student unionists to promote education campaigns, and encourage first year students to get involved in student activism.

Platform:

1. A crucial function of NUS is to organise students to defend their right to quality and accessible education.

2. NUS is committed to challenging detrimental cuts and reforms to higher education, which affect the quality and accessibility of education.

3. NUS is committed to engaging with students, raising awareness about the effects of fee deregulation, and encouraging and facilitating activism in opposition to the proposed 'reforms'.

Action:

1. The NUS Education Officer will liaise with campus Education officers in order to coordinate campus-based activities nationally to promote the campaign.

2. That all Education Office-bearers commit to running information stalls during Orientation Week.

3. Education Office-bearers will ensure material from the NTEU containing information on the effects of fee deregulation is visible during Orientation Week.

4. Education office-bearers will ensure that material pertaining to the education campaign and the various ways to get involved (including up-coming rallies, campus-based collectives etc) is available to all new students when signing up to NUS affiliated unions.

Moved: Declan Murphy (MSA)

Seconded: Duncan Hart (NUS QLD Education officer)

EDUC 4.21: Education and neo-liberalism

Preamble

1. The higher education policy of the Abbott government, centred around the deregulation of fees and the application of interest rates to HECS debts is part of the furthering the project of neo-liberalising higher education.
2. This push from Abbott, Pyne and co. is part of a broader neoliberal, user-pays, offensive against publically funded, accessible higher education by governments across the world, with Britain being just one of many examples. In Britain, the previous existing cap on interest rates for student loans was repealed by the Tory government, and over £900 million of student debt was sold to private companies. The impetus for these changes was a report by an investment bank likely to directly benefit from these changes.
3. This push towards a for-profit higher education is but one element of the Liberal Party's far reaching agenda of prioritising the interests and needs of business over the interests and needs of ordinary people.

Platform

1. NUS believes education provides a benefit to society at large, and as such, should be fully publicly funded, ensuring a free, fair and accessible education system.
2. NUS rejects the notion that universities, and students, are a means to make profit, and as such rejects the further neo-liberalisation of higher education.
3. NUS sees the Liberal's plans for higher education as part of furthering this neo-liberal agenda, and consequently rejects it entirely.
4. NUS calls on Labor, Greens, PUP, and other independent Senators to vote against the deregulation of fees, the privatisation of HECS, any increase in student fees, and all other changes to higher education currently being moved by the Liberal Party.

Action

1. NUS will publicly oppose the neo-liberalisation of higher education in all it's forms.
2. NUS will continue to campaign strongly against the Liberal government's changes to higher education, with all national office bearers prioritising this campaign.

Moved – Declan Murphy (MSA)

Seconded – Danica Cheesley (VUSU)

EDUC 4.22: Condemning the American model

Preamble

1. Education Minister Christopher Pyne has lauded the American higher education model, saying "we have much we need to learn" from our "friends in the United States".
2. In 2014 the Liberal Government proposed fee deregulation of universities, a major component of the US system. Alongside this, the proposed pinning of HECS loans to interest rates rather than inflation will mean graduates will pay back more over time and will take longer to pay off their debt.
3. In 2014 the total US student debt reached \$1 trillion and 1 in 10 graduates in America have an accumulated debt of between \$50,000 and \$99,000.
4. The US model of higher education has created a two-tier system. Well funded elite universities are available for wealthy students, while the majority of students from working class and lower socio-

economic backgrounds are funnelled into under-funded community colleges.

Platform

1. NUS condemns the US model of higher education
2. NUS acknowledges that the Liberal Government's proposed changes to higher education such as Fee Deregulation and the changes to HECS loans signal a move towards a US-style system that unfairly benefits wealthier students while disadvantaging others.
- 3 NUS acknowledges that deregulation of fees will lead to more expensive degrees and therefore to larger student debt, such as the situation in the United States.
4. NUS opposes a move to a US model of higher education that will result in fewer working class and disadvantaged students being able to attain higher education.
5. NUS opposes changes to HECS that disproportionately affect disadvantaged and working class students who will take longer to pay back their debt and therefore end up paying more.
6. NUS opposes the creation of a two-tier system of education like that sought by the Group of Eight universities, who stand to increase their profit by up to \$500,000 under deregulation and other changes.

7. NUS acknowledges that the changes proposed by the Liberal Government will move Australia's higher education system towards a two-tiered system, with the rich being able to afford the highest quality training at prestigious universities while poorer students are forced into under-resourced institutions.

Action

1. That the NUS Education Department continues to campaign against the proposed changes to higher education, including the deregulation of fees, the application of interest to HECS debt, and the reduction in government funding to universities.

Moved: Chloe Rafferty (NUS NSW education officer)

Seconded: Brodie May (FUSU)

EDUC 4.23: Greater use of social media as a campaign method – it's not REVOLUTIONARY!

Preamble

1. It is well established that social media is both an effective, and affordable campaign method.

2. In a day and age where an overwhelming majority of the students represented National Union are regular social media users, it makes sense to drive a strong and visible social media element for every campaign that NUS runs.

Platform

1. NUS recognises the use of social media as an effective form of engaging fellow students, in an effort to inform and educate them about issues central to campaigns, particularly the education campaign.
2. NUS recognises that a greater focus on informing and educating students about issues central to NUS campaigns is crucial in an effort to engage students, with a view to increased involvement and traction in more traditional forms of campaign methods.
3. NUS recognises the prominence of social media in the lives of everyday students, thus the need to make use of this form of campaigning on a regular basis.
4. NUS acknowledges the underutilisation of social media as a campaign technique during campaigns undertaken in previous years.
5. NUS recognises the successful model (use of large engaging constructed graphics, effective short video's etc posted on a regular basis) used by the Australian Labor Party.

6. NUS supports social media use compliant, and in conjunction with the 'Australia Needs a Brighter Future' campaign.

Action

1. NUS National Office Bearers will make use of social media campaign techniques in all campaigns, and ensure effective social media material is produced, and ready to be posted.
2. NUS National Officer Bearers will post effective material relevant to their campaigns on a weekly basis.

Moved: Dean D'Angelo (National Executive)

Seconded: Dani Rothwell (Monash Union of Berwick Students)

EDUC 4.24: The Significance of the Bagel

Preamble:

1. A bagel (also spelled beigel) is a bread product, traditionally shaped by hand into the form of a ring from yeasted wheat dough, roughly hand-sized, which is first boiled for a short time in water and then baked. The result is a dense, chewy, doughy interior with a browned and sometimes crisp exterior. Bagels are often topped with seeds baked on the outer crust, with the traditional ones being poppy or sesame seeds. Some also may have salt sprinkled on their surface, and there are also a number of different dough types such

as whole-grain or rye.

2. Bagels are extremely popular in the United States where university deregulation is in place. It is imperative for NUS to recognise that the significance of the parallels of bagels and proposed changes to higher education.

Platform

1. As well as being an American icon, bagels operate within a deregulated market - bakeries can change whatever they like regardless of how big the holes are.
2. Bagels go with Smoked Salmon which, like students will be smoked with debt.
3. Like Christopher Pyne, bagels are boiled for profit.

Action

1. That the Education Officer runs a campaign called "Our University's are not bagel factories" which emphasises that the American model has a large hole or flaw in the heart of its design - exuberant student debt.
2. That NUS sends a bagel to every MP and Senator which will be manually filled up in the centre with student debt (using Monopoly money) to warn against the horrors of adopting a US tradition, like bagels.
3. That NUS acknowledge that although bagels are delicious they should be banned from future student conferences until the

American system is no longer a threat.

Moved: Ariel Zohar (RMIT University Student Union)

Seconded: Brenton March (Victoria University Student Union)

EDUC 4.25: End price discrimination: Remove parallel import restrictions on books

Preamble:

1. A parallel import is a genuine product imported from one (cheaper) country to another country in which the rights holder is typically using market segmentation to sell an identical product at a higher price. This practice is referred to as price discrimination and contributes to what is colloquially known as the 'Australia tax'.
2. Restrictions on parallel imports have largely been removed in Australia allowing the importation of identical media, software, and other products that are available more cheaply overseas and providing consumers with access to substantially cheaper products.
3. Parallel import restrictions (PIRs) still remain on books however, allowing the domestic arms of multinational publishing corporations to act without competition and engage in price gouging.

4. In 2009 the Productivity Commission recommended that PIRs on books should be removed as they place substantial upward pressure on the price of books in Australia, principally on academic and reference books often utilised by students.

Platform

1. PIRs on books benefit mainly large multinational publishers to the detriment of Australian consumers and students.
2. PIRs on books substantially contribute to student financial hardship, forcing a cohort with typically low incomes to choose between buying the exorbitantly priced textbooks necessary for their study and meeting their basic physical and social needs.
3. The removal of PIRs would not only benefit students financially but enhance the free flow of information, improving cultural and academic development in Australia.

Action

1. The NUS National Education Officer will lobby the Commonwealth Government to abolish PIRs on books, supported by the National Welfare Officer and President where appropriate.
2. NUS will launch a campaign to pursue the removal of PIRs on books, promoting awareness of the issue across all affiliate campuses.

Moved: Michael Bezuidenhout
Seconded: Gemma Paech

EDUC 4.26: Making student voices heard in the campaign against deregulation: calling on Christopher Pyne to consult with students

PREAMBLE

1. The deregulation of university fees is a major plank in the Abbott Government's severe attack on tertiary education in Australia.
2. Fee deregulation will massively harm students. Even conservative estimates suggest that deregulation will significantly increase the burden of cost on students. Moreover, the establishment of a two-tier education system will disproportionately harm disadvantaged students. When coupled with the Government's policy of hugely restricting the access of many students to welfare, it is undeniable that Australian students are one of the constituencies who will be most adversely affected by the Government's budget.
3. Despite this, the Government has resolutely refused to consult students about these policies. When Education Minister

Christopher Pyne announced his proposals for higher education in May, the student body was taken entirely by surprise. This reflected Pyne's lack of engagement and consultation with students during the policy's formative stages. Even after its announcement, however, Pyne has refused to debate or even publicly discuss the policy with students. Instead, he has preferred to discuss the policy only with people who he deems worthy: Senators, newspaper editors, and Vice Chancellors.

4. Although student representatives have made repeated efforts to engage the Minister in dialogue about fee deregulation, these efforts have come to nothing.

PLATFORM

1. It is an outrage that a policy so detrimental to student interests could have been created with such a glaring absence of consultation.
2. Although consultation alone would not have cured the policy of its defects, at the very least it would have demonstrated that the Government is actually interested in listening to the voices of the people whose lives it is damaging.

3. NUS believes that students have a fundamental right to be consulted about all education policies.
4. NUS regards the lack of consultation around fee deregulation to be yet another sign of the blatant contempt that the Government has for student voices.

ACTION

1. NUS calls on Christopher Pyne to publicly debate the NUS Education Officer on the impact of fee deregulation.
2. NUS calls on Christopher Pyne to consult wide layers of students, and to listen seriously to the reasons for their hostility to fee deregulation.
3. NUS directs the National Education Officer to continue publicizing the lack of consultation that the Government has maintained regarding its higher education policies.

Moved: Miranda Wood (Curtin Guild)
Seconded: Declan Murphy (MSA)

EDUC 4.27: National Student Consultative Group

Preamble:

1. Many student organisations other than the NUS represent specific groups of students on a national level. An example of such a group is the Australian Medical Students' Association (AMSA).
2. Many of these discipline specific organisations succeed in engaging with large percentages of their student cohort and are thus very representative of them.
3. These organisations run campaigns similar to those run by the NUS, yet no collaboration occurs (e.g. AMSA's anti-deregulation campaign).
4. Many students who engage with these bodies do not currently engage with NUS to the same extent, yet are students of member organisations.
5. The NUS does not currently have a formal relationship with these national representative bodies.

Platform:

1. That the NUS formally recognises national, student-led representative organisations as performing a representative function.

2. That the NUS recognises that by engaging and sharing knowledge with these national organisations, the NUS can gain valuable insight into the needs and challenges of specific student groups.
3. That the NUS recognises that by becoming more informed on discipline specific issues, it can be more relevant and representative as a national union, and with an increased ability for targeted campaigning, can expand its reach and impact as an organization.

Action:

1. That the National President approaches the following organisations with the aim of developing formal working relationships through a national student consultative group:
 - a. Australian Medical Students' Association (AMSA);
 - b. Australian Law Students' Association (ALSA);
 - c. Australian Dental Students' Association (ADSA);
 - d. Student Organised Network for Architecture (SONA); and
 - e. Any other national student organization deemed appropriate.
2. That this group meet, via any appropriate medium, at least three times in the calendar year to discuss:

- a. National education issues relevant to their disciplines;
 - b. How changes introduced by the federal government will affect their member students; and
 - c. Any other relevant business pertaining to the portfolios of NUS National Office Bearers.
3. That this group is chaired by the National President and includes NUS National Office Bearers as standing invitees.
4. That no recommendation from this group shall be binding on the NUS or other member groups.

Moved: Alex Bennet (University of Western Australia Delegate)

Seconded: Lizzy O'Shea (University of Western Australia Delegate)

EDUC 4.28: The Tides Are Turn(itin)ing On Turnitin

Preamble:

1. With ongoing staff and budget cuts, there is an increasing frequency of unit coordinators turning to commercial software like Turnitin to tackle the issue of growing class sizes.
2. Turnitin provides a medium through which student work may be submitted and checked against an online repository of student submissions and other online sources. This can

reduce the marking time for some assignments but, when used incorrectly/inappropriately, can be detrimental to student learning and welfare.

3. Once student work has been checked, an “Originality Report” is generated, allowing markers and students to view cases of suspected plagiarism and the percentage of their work that is suspected to be plagiarised.
4. The unregulated use of Turnitin presents the following issues:
 - a. Markers using the percentage of suspected plagiarism as a basis for marking or rejecting student work
 - i. Many cases of markers simply rejecting or taking away marks from student work with percentages of suspected plagiarism over a certain threshold have been reported.
 - ii. If used inappropriately, the percentage of suspected plagiarism can be dominated by common jargon, not actual plagiarism.
 - iii. Students may resubmit a bastardised copy of their work to get around false positives at the cost of marks.
 - b. Submission after the due date is only permitted if the coordinator enables this option, potentially

breaching university and/or Faculty late submission policies.

- c. Concerns have been raised over the ownership and intellectual property rights of submissions made to Turnitin.
 - i. If students do not give Turnitin explicit permission to use their work, there are ambiguities as to whether Turnitin can legally maintain and use a copy of their work.
 - ii. In order to bypass concerns, university assignment cover sheets normally include a clause giving Turnitin legal permission to the work.
 - iii. Universities rarely provide the option to opt-out of giving this permission and thus students are being forced to give their work to Turnitin, to be used in their databases.
- d. These issues can cause additional stress and anxiety to students around submission deadlines

Platform:

1. That the NUS stands against the ongoing mechanisation of higher education delivery.

2. That the NUS does not condone plagiarism, but recognises the downsides and potential negative effects of Turnitin's unregulated use.
3. That the NUS does not support a business like Turnitin using students' work for profit.

Action:

1. That the National Education Officer encourages member organisations to lobby their universities to develop a policy for the use of Turnitin (if that university is currently using it or are considering its implementation) including the following main points:
 - a. That the University recognise that Turnitin is only to be used as a tool and not as a hard and fast way of evaluating or rejecting student work, e.g. thresholds shall not be used to reject work or dock marks
 - b. That markers only view the Originality Report after they have already marked the student work. This eliminates any bias formed by the marker when reading the Originality Report.
 - c. Administrators set the default Turnitin settings to "ignore anything less than 20 words". This eliminates the majority of false positives due to common jargon.

- d. Late submission is enabled in order to align with University/Faculty policies on late submission.
- e. An opt-out option is provided to students who do not want to give Turnitin an explicit license to their original work.
- f. That in cases of any discipline being taken against a student, the source that was allegedly plagiarised must be presented to the panel, not just the Originality Report.

Moved: Alex Bennet (University of Western Australia Delegate)

Seconded: Isabelle Kingshott (National General Secretary)

EDUC 4.29: The fight against vice-chancellors and deregulation

Preamble

1. This year has seen an unholy alliance between Liberals and university vice-chancellors in their efforts to further push the cost of education onto students. Group of Eight Vice-Chancellors such as Sydney University's Michael Spence and UNSW's Fred Hilmer have campaigned publicly and lobbied behind closed doors for fee deregulation. Universities Australia has taken an equivocating stance on Pyne's reforms, attempting to cover their support for fee

deregulation while opposing the raising of interest rates on HECs. This demonstrates what student unionists have argued about university vice chancellors – that they are students’ enemies, not allies in the fight for free, accessible education.

2. Education activists around the country have used a myriad of tactics to draw out the discrepancy between vice-chancellors support for fee deregulation and its overwhelming unpopularity amongst both students and the general public. After launching his opinion piece in the Guardian endorsing deregulation, Hilmer faced a backlash from hundreds of protesting UNSW students. At Sydney University, Michael Spence’s carefully orchestrated PR stunt was derailed by EAG and NTEU activists who heckled and passed a motion confirming the university’s opposition to Pyne’s reforms.

Platform

1. NUS condemns the role vice-chancellors have played in promoting fee deregulation.
2. NUS recognises that while the Go8 vice chancellors will rake in mega profits in the advent of fee deregulation, this will happen at the expense of poor and working class students by crippling their access to a quality education.
3. NUS supports on campus protests and direct actions aimed at opposing their vice chancellor’s support for the Liberal government’s education policy.

4. Alongside protests and direct actions, mass Town Hall-style meetings (such as the one held at USyd) are a good opportunity to demonstrate students’ opposition to fee deregulation, to gain media attention for the campaign and to draw out the discrepancy between University Management and the staff and student body. Student activists should use these University PR stunts to protest management’s support for fee deregulation.

Action

1. NUS calls on vice-chancellors to publicly withdraw their support for fee deregulation.
2. NUS will continue to campaign against cuts on campus, linking campus-specific cuts to the national campaign against neoliberal attacks on education.
3. The National Education Officer will liaise with campus EAGs and Education Officer’s to coordinate and promote on-campus actions.
4. The National Education Officer will coordinate with the NTEU to pressure Universities to hold genuine, mass, democratic consultation meetings.

Moved: Declan Murphy (MSA education officer)

Seconded: Sam Cavallero (Curtin guild president)

EDUC 4.30: Free education: why we're for it, why we fight for it

Preamble

1. As a fundamental social good, education should be fully funded by the government and free for all students. The education that students receive gives them skills required by employers, and should be paid for by taxing the employers who benefit from the increased profitability of employing these skilled workers. Instead, however, we see a system in which the cost of university is increasingly placed on individual students.

2. For a brief period the abolition of fees was a reality in Australia. In the 1980s, higher education underwent a period of significant neoliberal restructuring spearheaded by the Hawke Labor government and its education minister, John Dawkins. Dawkins championed the “user pays” approach to higher education. Over the past 30 years this neoliberal logic has transformed students into customers, burdened with making up the shortfall for decreased public funding and saddled with ever rising debt, created an overworked and increasingly casualised teaching staff and shaped universities into the highly corporate bodies they are today. This logic has reached a new peak with the Abbott government’s push to deregulate university fees.

3. The reintroduction of free education in a highly economically developed country has a very recent precedent. After the bringing in of fees in 2006, this year has seen the last German state reintroduce free, publically funded university education under pressure from popular opposition and organised student resistance to fees.

4. The Liberal’s push for university fee deregulation and for funding cuts is completely counter to the fight for free education. It is therefore necessary to oppose these reforms absolutely and directly through militant student action.

Platform

1. NUS recognises the importance of defending the current education system against further neoliberal reforms as a key step in the fight for free education.
2. NUS supports student’s struggle for fully-funded university education and the abolition of all student fees, including the costs of compulsory textbooks and equipment.
3. NUS acknowledges that student protests play a vital role in the fight to defend, and for free higher education.

4. NUS recognises that university staff are key allies of students in the struggle for higher education.

Action

1. NUS will continue its campaign against the Liberal government's higher education cuts and university deregulation.
2. NUS will support, build upon and encourage action by students and staff against education cuts through demonstrations, petitions, occupations and industrial actions.
3. NUS will defend students who are expelled or otherwise disciplined for engaging in activism against cuts and for free education.

Moved: Declan Murphy (MSA)

Seconded: Emma Norton (UWA & NUS WA Education officer))

EDUC 4.31: Vice Chancellors watch out we know what you're all about (Taking the fight to your campus)

Preamble

With the outcome of the government decision on the higher education changes yet to be decided students must look to the

future and be prepared to continue the fight against deregulation and for an accessible and equitable higher education system. If the changes are approved by the senate and come into effect the worst changes to higher education in Australia- higher education will be drastically changed for the worse.

Currently many vice chancellors are pro the higher education changes and have been publicly advocating for them against the vocal opinions of students, However some vice chancellors originally on the side of these changes have come out publicly against them Vice chancellors need to be made targets by students and be demanded to freeze fees for students if the higher education reforms legislation is passed and to reverse their stance on fee deregulation and other measures, which impede students right to go to university

Platform

1. NUS believes that education should be accessible and equitable for everyone and not for just those who can afford to pay for it
2. NUS believes that

Action

1. The NUS Education Officer will coordinate a national occupation of Vice Chancellors offices with the goal of long term peaceful occupations to force Vice Chancellors to change their stance on fee deregulation and bring the issue to the forefront of public attention

2. The NUS Education Officer will work with affiliated campus Education Officers and EAGs for campus based actions and campaigns
3. The NUS Education Officer and NUS President will work with campus presidents to lobby Vice Chancellors to change their stance on fee deregulation

Moved: Rose Steele, National Executive
Seconded Deanna Taylor, NUS President

EDUC 4.32: NDAs Here to stay

Preamble

1. Throughout 2013 and 2014 National Days of Action have been incredibly successful in fighting back against Christopher Pyne's neoliberal attacks on public university education by building awareness and creating an impact on public opinion and government decisions on higher education.
2. In 2013, when the Labor government announced a 2.3 billion dollar "efficiency dividend" to come out of higher education funding and to abolition of start up scholarships for low SES students, once again restricting access to university to those who need it most. It was students who led the fight against the cuts and led to the Labor party's decision to reverse its shameful position on cuts to university funding.
3. Students had already been leading the charge on an underfunded university system with the results of the NUS Quality Survey showing that students are paying for increasingly more for less.
4. The announcements that came from the 2014 Abbott/Hockey budget saw a continuation of government decisions attacking public education with some of the most regressive measures to be introduced in Australian history.
5. Students, led by NUS, rallied together across Australia resulting in mass media coverage and public outcry against the introduction of fee deregulation, allowing universities to charge hundreds of thousands of dollars for degrees, massive interest rate increases on HECs repayments and lowering of the repayment threshold.
6. Without these actions mobilising students to the streets there would have been little or no stir in the community about these appalling changes.
7. The NDAs showed that students are angry about the cuts and that when NUS takes the lead, they are willing to fight. Moreover, the rallies proved that when we fight, we can have an impact.
8. However, without enough time to build, gain momentum and awareness of any planned action students will not be mobilised on mass. Every action has to have the proper time, resources and planning in order to be effective and can not be changed last minute or risk losing any awareness or momentum gained.
9. The student union movement has a proud history of mass public protests against attacks on students and without getting students on the streets there can be no victory over deregulation.

Platform

1. NUS is committed to free education
2. NUS is supportive of all peaceful non violent actions in protest of attacks on education
3. NUS is supportive all peaceful snap actions in reaction to university and government decisions
4. NUS is committed to continuing mass public national protests in the form of the NDAs organised in 2013 and 2014
5. NUS recognises that the NDAs have been an effective way to combat attacks on our education
6. NUS supports a variety of creative actions to work in conjunction with NDAs

Action

1. NUS will continue militant actions in 2015
2. The NUS Education Officer will lead NDAs in 2015, co – coordinating with all campus Education Officers, EAN or EAGs
3. The NUS Education Officer will organise at least 3 major NDAs across all major capital cities and regional centres in 2015
4. The NUS Education Officer will provide affiliates with materials and an NDA handbook for high impact creative actions.

5. The NUS Education Officer will commit organising NDAs in 2015 with proper planning and resources, including, but not limited to, finalising a final time, date and location well before the rally, printed materials with the correct and finalised details, social media with all correct and finalised details and spread through all student networks

Moved: Rose Steele, National Executive
Seconded Deanna Taylor, NUS President

EDUC 4.33: How student unions should respond to the NDAs

Preamble

1. One of the central pillars of the national student campaign are the National Days of Action (NDA's) at which thousands of students take to the streets against the government's regressive higher education.
2. This regressive higher education policy represents the largest attack on higher education in this country in decades, if not ever, with every student being worse off.
3. Fee increases, fee deregulation, increased interest rates on HECS debts and other neo-liberal changes will disproportionately impact upon women, queer students,

students from poor and working class backgrounds as well as students of colour.

4. As such, campaigning against these policies, and participating in the NDA's should be a priority for all elected student representatives.
5. Keeping student union facilities open during these NDA's undermines, not only the importance of these NDA's, but also the importance of campaigning against the government and it's higher education policy.

Platform

1. NUS supports National Days of Action as a key part of the student campaign against Abbott and Pyne.
2. NUS believes all student representatives, National Office Bearers, State Office Bearers and Campus Student Representatives should campaign against the governments higher education policy as a matter of priority.
3. NUS recognises that students represented by many of it's departments including women, queer students and students of colour will be disproportionately impacted by these policies and that it is therefore imperative that these office bearers campaign against the governments attacks on higher education.

4. NUS believes that keeping student union facilities open during NDA's undermines these events and as such supports them being closed during these events.

Action

1. National Conference instructs all National and State Office Bearers to campaign against the government's attacks on higher education as a matter of priority.
2. NUS advises student representatives at all member campuses to do the same.
3. NUS instructs member organisations to shut all public student union facilities such as reception desks and food outlets to close during National Days of Action so as not to undermine the success of these actions, and to allow student union staff to attend.

Moved – Sam Cavallero (Curtin Guild)

Seconded – Declan Murphy (MSA education officer)

EDUC 4.34: Parallel Import Restrictions: An Effective Measure to Reduce Student Costs for Textbooks.

Preamble

1. Parallel importation means the importation of a book legitimately supplied from overseas, where there is already a

locally authorised published version of the same book. The production and sale of books is governed by copyright law, which also typically contains parallel importing provisions that restrict foreign editions of a book being imported and sold in competition with the local edition.

2. Australia's Parallel Import Restrictions (PIRs) have been frequently reviewed over the last twenty years due to concerns that Australians may be paying too much for books and other copyright material as a result of these import restrictions. The Productivity Commission released a report into PIRs in July of 2009 which found that parallel import restrictions place upward pressure on book prices, with most of the benefits of PIR protection flowing to publishers and authors, while most of the costs are met by consumers who fund these benefits in a non-transparent manner through higher book prices.
3. Consequently, the high price of textbooks in Australia is partly due to the inflationary pressures of PIRs, which adversely affects competition and disadvantages consumers. The Commission recommended that existing PIR legislation be amended to legalise the parallel importing of books. It should be noted that PIRs on musical CDs and computer software were abolished in Australia in 1998 and 2001, respectively.
4. The 2009 Productivity Commission's report found that reform of the current PIRs arrangement is necessary in order to place

downward pressure on book prices, and to remove constraints on the commercial activities of booksellers. The Commission recommended that all restrictions on the importation of overseas, parallel editions of a book be lifted. PIRs are bad for students and abolishing them would introduce competition into the textbook printing market, driving prices down substantially and resulting in fewer costs for students.

Platform

1. NUS acknowledges that the evidence for the benefits of PIRs is weak. PIRs exist mostly for redundant copyright and protection purposes, but are now used by publishers as a price gouging mechanism.
2. NUS recognises that parallel import restrictions on books result in a significant and unnecessary cost to students, many of whom have no other choice but to buy new edition textbooks to succeed in courses they have already paid for.
3. Parallel Import Restrictions on books should be lifted.

Action

1. The NUS Education Officer will lobby the Federal Government to repeal Australia's Parallel Import Restrictions (PIRs) for books.

2. NUS will encourage awareness of PIR's adverse effects on students by launching a campaign aimed at their removal.

Moved: Zach Jackson (DUSA)
Seconded: Cam Petrie (RUSU)

EDUC 4.35: No Cuts to Journalism at UQ

Preamble

1. Recently, the administration of the University of Queensland (UQ) has produced an Issues paper suggesting that the entire undergraduate Journalism Degree may be cut, and replaced with a post graduate degree. UQ has moved to merge the School of Journalism and Communication (SJC) with the School of English, Media Studies and Art History (EMSAH).

2. Making journalism a postgraduate degree will mean that students will have to acquire a stack of debt before apply to study journalism. This will be exacerbated as a result of Fee

Deregulation, and will act as a barrier for students from low SES and working class backgrounds.

3. This follows cuts to other courses in the Arts and Humanities, such as the cuts to Gender Studies in 2013.

4. While the Issues Paper promised no cuts to academic staff in the merger between the SJC and EMSAH, there are already suggestions that Journalism Academics are already quitting rather than face redundancy.

Platform

1. NUS defends the rights of students to an accessible education for all.
2. NUS stands in solidarity with university staff against any potential staff cuts. Staff teaching conditions are student learning conditions.

Action

1. NUS will oppose any negative developments concerning Journalism and the SJC at UQ.
2. NUS will support any actions, by students or staff, at UQ to defend Journalism and/or the SJC.

Moved: Duncan Hart (NUS QLD education officer)

Seconded: Steph Lang (Griffith university SRC)

EDUC 4.36: Education conference

Preamble

1. The National Union of Students facilitates a broad national network of student activists. An organization is only as strong as its members and the more students that the national union is able to engage in effective and democratic organizing and activism, the better it will fare.
2. To be effective as a union, its important to take as many opportunities as possible to bring together student activists in order to engage in debate and discussion about the way forward for the student movement and in order to organize our campaigns in a way that has national cohesion and the biggest possible impact.
3. Edcon represents such an opportunity. This year, Edcon was a useful forum to calibrate the lessons from the first semester of the “Abbott & Pyne, hands off our education” campaign and to plan the contours of the campaign in semester two; in particular it was used to plan and share ideas about the August 20 NDA. Among other things, the innovation of ‘Unhappy Birthday Pyne’ came out of discussions had at Edcon!
4. This year’s edcon also provided a forum for discussing some more fundamental issues about the direction of NUS. The all-in

session about the TL consult audit into NUS allowed a wider layer of student activists to have their say about the future of our union.

5. As well as these important discussions, edcon also serves as an educational forum. This year, people gained a lot from the vast array of outside speakers- from Aboriginal activists to, NTEU academics, to militant MUA organisers- as well as from the presentations and discussions in the workshops.

6. The other useful component of the edcon2014 conference was the protest that we held at Julie Bishop’s office. Doing actual activism at a national convergence of student activists is an opportunity not to be wasted.

Platform

1. NUS acknowledges that edcon provides an invaluable opportunity for activists from across the country to come together to discuss, debate and strategies about national campaigns and the direction of NUS.

Action

1. The national education officer and the national president will open expressions of interest for affiliate organisations to host Education conference on their campuses. After a period of consultation, the National education officer and national president will determine the host organization. EOIs should include a detailed

outline of the member organisation's suitability to host the conference, a funding proposal, and set out aims and objectives for the conference.

2. The successful host campus will commit to providing funding for the conference in advance. The minimum amount that the host campus will provide is \$25 000.

3. The successful host campus will nominate three conference organisers from their campus. The campus organisers will consist of these three people plus the national education officer and the national president.

4. The conference organisers will organize publicity (including posters, leaflets and social media) for the conference well in advance in order to attract as wide a variety of students as possible so as to make our movement and our campaigns more accountable and participatory.

5. The National Education Officer and the National President will decide upon the final format and agenda for the conference and will circulate an agenda to participants in advance of the conference.

6. The conference agenda will include time for workshops to be run by any interested participants.

7. NUS affirms its commitment to ensuring full access to students from disadvantaged backgrounds. As such, grants for travel, accommodation, and registration expenses will be provided by NUS.

Moved: Declan Murphy (MSA)

Seconded: Emma Norton (NUS WA)

EDUC 4.37: Building the links: the education office and the anti-Abbott rallies

Preamble

1. The "Abbott & Pyne, hands off our education" campaign has been successful in its own right in terms of building up opposition to fee de-regulation and the other education reforms proposed by Pyne. But it has also been an important part of the wider campaign against the budget and the Abbott government.

2. In January it became clear that the Abbott government had Medicare in their sights. In response, the national education officer, national president and other office bearers called for demonstrations in support of Medicare.

3. NUS supported and helped to build for the enormous 'March in March' demonstrations that happened around Australia. The national education officer addressed a crowd of 50 000 at the Melbourne demonstration and there were student speakers on most of the demonstrations around the country.

4. It was important for NUS to position itself as broadly against the Abbott government because students are affected by regressive economic policies, even when they have no direct affect on the education sector, and because student involvement can raise the morale of and help to build support behind broader struggles.

5. Students were some of the first to take action against the budget. Our May 21 NDA was held just a week after the budget was released and it saw the biggest numbers of students to an NDA in almost 10 years (since the big anti-VSU protests).

6. The NDA and the flurry of smaller student protests organised afterwards gained national media attention for weeks on end. Students were seen by many as leading the anti-budget campaign.

7. As a result students were warmly received at the other key anti-budget political protests, both from the general to the specific. National and state office bearers were invited to speak at pensioners demonstrations, health workers demonstrations and the next two rounds of 'March Australia' demonstrations.

8. Across the world and throughout history, students have played a progressive role in broader social and economic struggles. In the current period of global economic crisis and the corresponding austerity, the role of students in this regard has been amplified. Across western Europe, Asia, the Middle East, North and South America, young people and students have been some of the hardest hit by brutal economic measures and have been some of the most persistent and successful in resisting them. In the month of November alone there have been significant student protests in Hong Kong, Brussels, across Spain, and across Mexico. In all of these instances, the students have been protesting around, not only narrow education issues, but wider social grievances.

9. The level of protest in Australia is still relatively low but the weakness of the trade unions and the nature of the economic climate mean that students are likely to play an influential role in struggles of the future.

10. In terms of the struggles of today- mainly against the budget- the student movement has proved a very important factor.

Platform

1. NUS condemns the Abbott government's 2014 budget and recognises it as a savage attack on students, workers and the poor.

2. NUS commends the many and varied mobilisations against the budget and the Abbott agenda in 2014.

3. NUS recognises that attacks on healthcare and welfare will disproportionately affect young people.
4. NUS recognises that it has a role to play in challenging the austerity agenda of the Abbott government and the impact that it will have on all sections of society.
5. NUS recognises that student mobilisations against the budget have been an important part of the broader anti-budget campaign and an important part of rebuilding NUS.

Action

1. NUS will, where appropriate, give public endorsement to anti-Abbott demonstrations and initiatives.
2. The national education officer, in collaboration with other office bearers, will organise student contingents to protests organised against the Abbott government's budget and broader regressive agenda.
3. The national education officer, in collaboration with other office bearers and student activists, will assist in building broader anti-Abbott demonstrations and initiatives by printing leaflets and posters and distributing them.
4. The national education officer, in collaboration with other office bearers, will volunteer student speakers for demonstrations

organised against the Abbott government's budget and broader regressive agenda.

5. The national education officer will advertise anti-Abbott and anti-budget demonstrations on the NUS website.

Moved: Declan Murphy (MSA)

Seconded: Tom Gilchrist (AUU)

EDUC 4.38: Demand a Better Future: Fight for fair, funded education

Preamble

1. In this years budget, the Federal coalition Government mounted an ideological attack on Australia's education system
2. If this package of legislation is passed in the senate, it will be the most radical set of changes to higher education in at least the last thirty years.
3. The proposed changes are a comprehensive attempt to neoliberalise Australia's universities, including:
 - a. The full deregulation of university fees by 2016. This means Universities will be free to charge whatever fees they determine, as the government will no longer set a cap on maximum student contributions for Commonwealth supported places.

- b. A reduction in the commonwealth contribution per student place of 20%, which will result in a need for increased student contributions to maintain current funding levels.
 - c. The attacks on TEQSA, under the guise of a “restructure”, which will lead to less accountability mechanisms in relation to quality of education
 - d. A reduction in university funding indexation, which, will once again, lead to a need for student contributions to plug the gap left by a loss in funding.
 - e. A reduction in the repayment threshold of HELP-style loan schemes by 10%, meaning low-income earning graduates are forced to repay debt more quickly, and with less resources to do so
 - f. A Loan fee attached to HELP-style loan schemes
 - g. An Introduction of University fees for Postgraduate research students
 - h. A narrowing of the eligibility criteria of relocation scholarships
 - i. A reduction in the Higher Education Participations and Partnerships funding by \$51 million per year over the next four years.
4. These proposed changes have been met by a co-ordinated, active campaign by the National Union of Students, leading to a massive community opposition to the package and some commitments from the federal opposition and cross-benchers to oppose the legislation.

Platform

1. The National Union of Students believes education is a right and not a privilege
2. The National Union of Students reaffirms its commitment to free tertiary education
3. The National Union of Students expresses its fundamental opposition to any move by governments and universities to restrict access to higher education
4. The National Union of Students rejects any moves to cut university funding, deregulate fees or privatise student debt

Action

1. The National Union of Students National Education Officer will continue to work with affiliates and activists to co-ordinate a national campaign in opposition to the proposed higher education package
2. The campaign, titled “Demand a Better Future”, will split its efforts, strategy and activity into two areas- targeting both the federal government, opposition and cross-benchers, and targeting university administrations
3. The President and Education Officer will Build a clear 12 month political and lobbying strategy to target the liberals, opposition and cross-benchers to block or reverse the legislation
4. The Education Officer will work with affiliates and activists to build a grassroots, on the ground campaign to target university administrations and seek out commitments from

them to not increase fees.

- a. The campaign will continue NUS' tradition of large, centralised demonstrations and National Days of Action
 - b. The campaign will have a genuine commitment to grassroots, community organising and diverse, creative action in order to ensure genuine buy-in from affiliates and campus activists, and build power on this issue.
 - c. The campaign will work with affiliates to gain commitments from university administrations by the end of semester one.
5. The Education Officer will continue our strong working relationship with the NTEU to ensure the ongoing success and profile of the campaign.

Moved: Hannah Smith (NSW State Branch President)

Seconded: Rose Steele (National Executive)

EDUC 4.39: Fostering a Spirit of Activism and Participation in Union: Individual Membership and organising through NationBuilder

Preamble

1. The National Union of Students has a strong media and

political profile which attests to its ability to organise and articulate issues on behalf of students

2. Despite our success in making our strength and position known to government and decision makers, we are relatively unknown at an individual student level or as a campus body.
3. Our lack of visibility and familiarity on campuses means we are not fulfilling our potential to build power and influence for students in the decisions that affect them
4. The National Union of Students has started the project of allowing individual student participation through its sign-up program at O-weeks this year

Platform

1. The National Union of Students believes it, like all unions, is only as strong as its membership
2. The National Union of Students seeks to remain a relevant body to all students

Action

1. The National President, National General Secretary and National Education Officer will ensure the distribution of Individual sign-ups for O-weeks
2. The National President, National General Secretary and National Education officer will work to establish a NationBuilder organising platform using the new website, that allows the Union to regularly communicate to campus activists and build a larger profile amongst the

student population

Moved: Hannah Smith (NSW State President)

Seconded: Tom Nock (ACT State President)

EDUC 4.40: Campaigns and activism 101: workshops for affiliates and EANs

Preamble:

1. The student movement has seen a massive resurgence over the past two years in opposition to devastating higher education legislation
2. With this resurgence, we have seen the growth of activists and activist bodies on campuses, with varying degrees of success in affecting change and building power
3. The success of any campaign and action relies on the ability to build skills and reflect on your effectiveness

Platform:

1. The National Union of Students believes all activists and affiliates should have the skills and knowledge to execute strong local campaigns and contribute to larger political campaigns

Action:

1. The National Education Officer will provide workshops to EAGs, EANs and other affiliate activist groups on building

and executing effective campaigns.

Moved: Hannah Smith (NSW state President)

Seconded: Georgia Kennelly (National Women's Officer)

EDUC 4.41: EAGs and EANs- the importance of collectives in the fight for fair education

Pre-ambble

1. The growth of activist cultures on affiliate campuses has seen the formation of active Education Action Groups and Education Action Networks across campuses and states.
2. EAGs and EANs allow students who don't hold elected positions in their Student Organisations to have a say over how campaigns are run.

Platform

1. The National Union of Students believes that EAGs and EANs play a crucial role in the success of education campaigns and the Union's activities
2. The National Union of Students believes our campaigns are most successful when there is collective effort behind them and student's are motivated to participate

Action

1. The National Union of Students will continue to work with EAN's and EAG's on building and executing Education Campaigns
2. The National Education Officer will work with EAGs and EANs to facilitate the implementation of the education campaign
3. The National Education Officer will encourage affiliates to work co-operatively with EANs and EAGs
4. The National Education Officer will attend as many meetings of these groups as possible

Moved: Hannah Smith (NSW State President)

Seconded: Amy Knox (USYD SRC)

EDUC 4.42: Fortnightly Phone link-ups**Preamble**

1. In 2014, phone link-ups have been a useful way to ensure activists from across Australia have had their say on the direction of the National Campaign against Deregulation
2. Regular meetings during a campaign ensure expectations and objectives are being met and organisers remain invested and accountable
3. As elected representatives, it is important that affiliates and activists are able to hold the National Education Officer and National President to account on a regular basis

4. Phone link-ups bridge the divide that many regional activists and representatives feel as a result of their isolation

Platform

1. NUS affirms its commitment to grassroots participation in decisions relating to the campaigns of the union
2. NUS believes in the ability for affiliates to hold it's office bearers to account

Action

1. The National Education Officer will hold fortnightly phone link-ups open to campus presidents, education officers, state office bearers and education activists.
2. The National Education Officer will distribute notice for these link-ups as widely as possible
3. The National Education Officer will distribute the minutes of these meetings to attendees where possible

Moved: Hannah Smith (NUS NSW State Branch President)

Seconded: Amy Knox (University of Sydney)

EDUC 4.42: Tri-mesters? more like Cry-mesters!**Preamble**

1. A number of universities across Australia, including University of Technology, Sydney and University of New

England, have moved to a trimester system, wherein there are three teaching periods across the year, as opposed to the usual two teaching periods.

2. This is often attributed to a need for “flexibility of learning” by university administrations. See (<http://utsvertigo.com.au/features/attila-brungs-the-future-of-uts/>)
3. Another reason trimesters have been implemented at the respective universities is due to the fact that students will pay 3 semesters worth of fees per year instead of two, which is an obscene way to boost the university’s funds.
4. In actuality, however this can lead to a range of difficulties for students. Trimesters prohibit students from participating in internship and exchange programs which are scheduled according to the semester system.
5. Trimesters also lead to a decrease in quality of delivery and time for genuine student reflection. There is also a significant decrease in holiday time, meaning that there is less time for students to work, 1 in 3 of whom live below the poverty line. This will particularly affect mature aged students, who often have families to support.

Platform

1. NUS reaffirms its commitment to the provision of high quality, accessible education
2. NUS opposes moves to trimesters in university scheduling

Action

1. The National Education Officer will work with affiliate organisations to ensure student’s have a say in any changes to their university scheduling processes.
2. NUS will support campus actions by affiliates or the NTEU to oppose the introduction of trimesters on university campuses.

Moved: Hannah Smith (NSW State Branch President)

Seconded: Max Murphy (University of Technology, Sydney Students’ Association)

EDUC 4.43: Go8 Universities not so Gr8

Preamble

1. This year Group of 8 Universities and their Vice Chancellors have let students down in light of the biggest attacks students have ever seen to their education
2. Go8 universities have selfishly pushed for the deregulation of university fees so that they can operate in a demand driven system and charge students however much the university may need to fund their research
3. This is because Go8 universities benefit greatly in a demand

driven system, where those who can afford to attend these prestigious universities will pay the fees and those who cannot will be pushed to regional and small universities

4. This indicates that these universities do not care whether students get the best out of their education and future, and have also left smaller non-Go8 universities to fend for themselves in the face of government funding
5. Vice Chancellors have attempted to conduct “Town Hall Meetings” designed to listen to those who might be effected by these changes:
 - a) At the University of Sydney, despite overwhelming support for government funding of education, the Vice Chancellor met with Christopher Pyne the next day to lobby for fee deregulation.
 - b) At UNSW students were not properly invited to their town hall meeting.

Platform

1. NUS views the Go8 universities as not looking out for the best interest of students in the face of these attacks on higher education

2. NUS condemns the Go8 universities for their selfish attitude towards smaller campuses in order to raise their own capital in a demand driven system
3. NUS views the Town Hall Meetings conducted by the VCs of these respective universities to have been tokenistic with disappointing results and demands that Go8 universities start taking students seriously

Action

1. The National Education Department will run awareness campaigns at Go8 universities to lobby the Vice Chancellors to listen to students in more than a tokenistic manner
2. The National Education Department will focus on how these decisions will affect non-Go8 universities, by giving these university students support to attend and be involved in the National Education campaigns and prioritise them in at least one campaign run by the National Education department this year
3. The National Education Officer will meet with the Go8 to present to them the effects that a demand driven system will have on students and small universities
4. The National Education Officer will meet with non-Go8 VCs to

discuss the extra support NUS can give to their students in the wake of these cuts to government funding

Moved: Amy Knox (University of Sydney)

Seconded: Hannah Smith (NUS NSW State Branch President)

EDUC 4.44: SSAF Student Engagement Ranking System – aka Search for the Student Control of student funds (next SSAF friendly university)

Preamble:

1. The introduction of the Student Services and Amenities Fee (SSAF) in 2012 was a crucial change that has provided many student organisations with the capacity to introduce new services and rebuild existing student services on campus.

1.NUS successfully lobbied for provisions in the Guidelines to the SSAF legislation that ensure student consultation on the use and distribution of the SSAF, as well as requirements for universities to publish their distribution of the SSAF.

2.Since the implementation of the SSAF at the beginning of 2012,

universities across Australia have adopted starkly different approaches to student consultation and the distribution of students' money, and student organisations have had varying degrees of success securing funding agreements and independent services free from university control.

3.Many universities have conducted these processes with a serious lack of transparency with the distribution of SSAF. Often Universities have not provided students or student organisations with information about the expenditure or allocation of the SSAF nor have they consulted with students in regards to projects for SSAF expenditure.

4.Throughout 2012, NUS collected data from participating student organisations at Australian universities that rated the performance of universities according to a number of different criteria including student consultation and student satisfaction with SSAF funding agreements. Universities were provided with rankings in early 2012 in this regard.

5.While many universities have treated the new SSAF environment as an opportunity to support student organisations and the expansion of student services on campus, other universities have not engaged in sufficient student consultation or have distributed students' money through a process that is neither accessible nor transparent to student representatives.

6.A report released by NUS in 2012, 'NUS Report into the Implementation of the Student Services and Amenities Fee' highlights a number of areas of concern that require attention, as well as amendments required to the guidelines to improve the practical implementation of the SSAF.

7.It is possible that in the near future, the Minister for Tertiary Education, Skills, Jobs and Workplace Relations will call a review into the implementation of the SSAF and amend the guidelines as necessary.

Platform:

- 1.NUS reaffirm its support for universal student unionism (USU).
- 2.NUS oppose voluntary student unionism (VSU).
- 3.NUS acknowledge that while SSAF is not USU, it has provided a necessary injection of funds for struggling student organisations.
- 4.NUS believe students know best how their money should be spent, and accordingly supports 100% of the SSAF revenue collected by universities going to independent, democratically elected student organisations.
5. NUS believe that student organisations are best placed to deliver

high quality, dynamic, responsive student services, advocacy and representation.

- 6.NUS believe that it is crucial for students to have access to independent services and amenities and that independent, democratically elected student organisations are best-placed to provide independent advocacy and representation for students that is of high quality and responsive to the needs of students.
- 7.NUS commits to providing ongoing support to both affiliated and non- affiliated student organisations and student representatives in relation to the implementation of the SSAF and student control of student affairs.
- 8.NUS believe that a student services fee is necessary to provide access to essential services to improve the university experience outside the classroom.
- 9.NUS opposes the transfer of any services currently run by student organisations - including but not limited to commercial outlets and bars - from student organisations to universities or private providers.
10. NUS support the publishing and transparent reporting of all uses of SSAF revenue by universities.

11. NUS believe one of its key roles in relation to the SSAF is to assist student representatives and student organisations to keep universities accountable on the practical implementation of the SSAF.
12. NUS acknowledge those universities and student organisations who have followed best practice models for the implementation of the SSAF and believes it is important to provide student organisations with support throughout the year in the form of campaigns and information to help them to lobby their respective university follow best practice.
13. NUS support the right of all students to participate in peaceful protest and activist campaigns.

Action:

1. That the NUS National President and National Education Officer provide campuses with ongoing support, information and assistance, including suggested models of best practice where required, to student organisations renegotiating their campus SSAF agreements with their respective universities in 2013.
2. That the NUS National President and National Education Officer provide all affiliate campuses with information and campaign materials including but not limited to leaflets and stickers regarding the SSAF and the need for student control of student affairs in time

for campus O Weeks. This “Students Money to Students” material is to assist with the dissemination of information and to encourage student engagement and an overall understanding of the importance of the SSAF throughout the year.

3. That the NUS National President will rate universities on their support of student organisations under the SSAF. The ratings will include but are not limited to:

- a. The quality of consultation with both democratically elected student representatives and the wider student body regarding the allocation of SSAF revenue.
- b. The quality of negotiations between universities and independent student organisations regarding their funding under the SSAF.
- c. The willingness of universities to transfer services back to student organisations and support the expansion of student-run services under the SSAF.
- d. The security of funding agreements between student organisations and their respective universities, and whether there is any variance from 2012 or from outcomes in negotiations.
- e. The range of services offered by independent student organisations

- f. The level of support provided for independent representation and advocacy under the SSAF
1. That in combination with the ratings, the NUS National President will communicate with affiliated and non-affiliated campuses to obtain data and any relevant information at as many universities as possible regarding the implementation of the SSAF in 2013 with a view to creating a SSAF implementation report towards the end of the year. This report may include a comparison between 2014 and 2015 university ratings and overall performance since the introduction of SSAF, with a view to encouraging long-term retention of student control of independent services and support for the SSAF.
 2. That the report will also include recommendations to universities regarding the funding of student organisations in the event that the SSAF legislation is repealed for the purposes of long-term retention and support of independent student representation and advocacy.
 3. That the NUS National President work with affiliates and non-affiliates to generate these interim university ratings and communicates these to universities with references to areas that can be improved, and suggestions to comply with best practice to allow universities to improve their rating.
 4. That the NUS National President will workshop the final ratings at Education Conference and release these ratings as soon as possible thereafter.
 5. That NUS maintains the pressure throughout the year on universities to follow best practice and to support student organisations to flourish through consultation and an increase of student control of student affairs under the SSAF. Where there is no campus student organisation, that NUS communicate to universities the importance of working with elected representatives to set up an independent student organisation.
 6. That the NUS National President lobbies the Minister for Tertiary Education, Skills, Jobs and Workplace Relations regarding the need for a review into the implementation of the SSAF to ensure that a review into the effectiveness of the SSAF guidelines takes place, and that they are amended to include provisions that include but are not limited to:
 - a. Stronger requirements for universities to engage in consultation with students that is genuine, collaborate and diverse;
 - b. Requirements for stability of funding arrangements and where possible, multi-year agreements;

- c. Maximum periods of time in which negotiations between universities and student organisations should take place;
 - d. A set minimum proportion of the SSAF universities are permitted to allocate to student organisations; and
 - e. Requirements for universities to invite student organisations to submit any SSAF proposals they have regarding SSAF expenditure.
7. That the NUS National President and National Education Officer continue to prioritise lobbying for SSAF due to the hostile nature of Christopher Pyne's higher education reforms and the uncertainty surrounding the continued provision of SSAF.
8. That the National President lobbies for information about whether or not campus services are student run to be included on the My University website through the My University Reference Group.
9. The NUS President and NUS Education Officer will create an information package for student organisations that explains the SSAF legislation and the right of student organisations to run political campaigns. The NUS President will ensure this information package will be available for download from the NUS website.

- 10. That the NUS President and NUS Education Officer will provide ongoing support and consultation for student organisations throughout the year in relation to their activities and the SSAF legislation.
- 11. That the National President, National Education Officer, and National General Secretary will ensure that all NUS campaigns comply with restrictions imposed by the SSAF legislation.

Moved: Rose Steele (La Trobe University)

Seconded: Hannah Smith (NUS NSW State Branch President)

EDUC 4.45: Why can't we be friends? Addressing the need to work with other education unions

Preamble

- 1. Students preparing for their final year of high school education currently do not know how much their degree will cost
- 2. Current high school students are the most directly affected by changes to higher education, as they will be submitted to the transition phase of a deregulated system
- 3. Parents of children a couple of years away from university are concerned about the debt their child will accrue in pursuit

of a degree

4. The Australian Education Union and the Independent Education Union have successfully secured high school parents as allies to their campaigns in the past
5. The AEU and the IEU have significant campaigning ability, as they have a trusted relationship with parents of high school students

Platform

1. NUS believes in free education
2. NUS opposes fee deregulation, interest rates on HECS and cuts to university funding
3. NUS understands that high school students and their parents are among the most concerned about higher education changes
4. NUS understands the need to secure support from the AEU and the IEU so as to gain access to high school students and their parents

Action

1. The National President will establish a relationship with the AEU and IEU in the next twelve months
2. The National Education Officer will present a campaign plan to

the AEU and IEU

3. The National President will try to secure support from the AEU and IEU to help run the education campaign

Moved: Ella Fabry (University of Melbourne)

Seconded: Hannah Smith (NUS NSW State Branch President)

EDUC 4.46: Quality Survey

Preamble

1. Australian Universities are rapidly changing from a provider of quality education for students into institutions primarily focused upon profit with little regard for the student benefit.
2. Students are currently paying increasingly more for their degrees whilst facing a serious decline in quality with universities exploiting the increase of enrolments.
3. Due to the deregulation of university places and the introduction of the demand driven system many students are now finding themselves in overcrowded lectures and tutorial classes. This increase in the intake of new students has not however correlated with an increase in funding,

subject choices or the creation of improved larger study spaces for students on campuses. The student to staff ratio is higher than it has ever been yet universities are not being held to account for the decline in the service they are providing by not investing in funding for more tutors and lectures.

4. Both in 2010 and 2012 the quality surveys were run by NUS to source much needed information about what was occurring in universities, which could then be used by office bearers across the country. This information was used to work with universities during the transition into the demand driven system to attempt to maintain a high quality standard where possible and highlighting where possible improvements could be made.
5. The 2015 NUS Quality Survey will source vital information about the university sector and provide an important resource for campuses and the national union.
6. The 2015 NUS Quality Survey should have a stronger focus on welfare support than it has done in the past so as to ensure an emphasis is maintained on the need for welfare support and services at university campuses.
7. Considering the proposed deregulation of university fees and other negative changes to higher education to be voted on in the senate, information collected from such a survey will

become increasingly more important in defending the quality of education in the tertiary sector.

8. The 2015 NUS Quality Survey will provide vital statistics needed to work towards maintaining a high level of quality at universities whilst continuing to provide accessible and affordable education for all. During the current climate in higher education, and facing a government that takes ideological opposition to not only out student organisations but also views education as a privilege and not as a right, it is important that we continue to bring forward information on the needs and demands of students to hold the government to account.

Platform

1. NUS believes that a quality education is a fundamental right for all students
2. NUS is aware that an increase to funding is required to maintain necessary standards of quality.
3. NUS understands that the current senate and federal government poses a huge threat to universities as well as their student organisations, and reaffirms its commitment to ensuring a quality education university students despite this.

4. It is vital that we have student-centric, student focused research released by NUS that can be disseminated to the federal government, Universities, the wider public and the broader student population so that all concerned have a clear understanding of what students need and what issues are not being addressed.

Action

1. That the National Education Officer, National Welfare Officer and National President design the 2015 Quality Survey, which will include questions about the following:
 - a. Sizes of tutorials, seminars and lectures
 - b. Sizes of classrooms and lecture theatres
 - c. Attendance of classes
 - d. Quality and adequacy of facilities in classrooms
 - e. Quality and availability of materials used in classes
 - f. Consultation hours of teachers outside class
 - g. Student: teacher ratios
 - h. Quality of teaching
 - i. Availability of online learning resources and quality of online support and delivery
 - j. Subject availability
 - k. Level of academic challenge

- l. Services on campus (e.g. counselling service and careers service)
 - m. Student representation on campus (is there a student organisation, how are they elected, what is the highest level of representation in governance structures)
 - n. Student feedback mechanisms
 - o. Barriers to accessing university
 - p. Primary factors for students when choosing a university
2. The NUS quality survey for 2014 should include questions surrounding the quality of student welfare support and services on campus. The key priority areas of this section shall include, but are not limited to:
 - a. The adequacy of student income support, and the extent to which students are required to undertake paid work as a result
 - b. The impact of inadequate income support and paid work on students' academic performance
 - c. The adequacy of the provision of student services by universities and student union
 - d. The impact of ancillary course costs and fees on students' academic performance
 - e. The availability of affordable housing

- f. The availability of affordable food
 - g. The extent to which distance and time spent commuting impacts upon students academic performance
 - h. The mental health and wellbeing of students and the extent to which the issues in Action points 1.a, 1.c, 1.l and 1.o, impact on the mental health and wellbeing of students
 - i. The extent to which students, especially international students, feel engaged and included on campus
 - j. The extent to which the university supports a student's ability to work and study
 - k. The extent to which enrolment and timetabling hinders a student's ability to participate either on campus or maintain their paid work commitments
3. That the National Office Bearers responsible engage with NUS state branches, student unions and campus activist on the drafting of the survey and its implementation.
 4. That a range of measure will be undertaken to collect the data for the Quality Survey. These shall include but are not limited to:
 - a. An online survey
 - b. Focus groups on campuses
- c. Reports from student representatives
 - d. Reports from academic and support staff
5. The NUS quality survey should include a range of quantative and qualitative data, to provide a holistic view.
 6. That the National Office Bearers responsible for the Quality Survey will attempt to get responses from a diverse range of students. Through consultation with relevant campus based representatives and staff for each demographics, the NUS Quality Survey can collate date from these demographics:
 - a. Domestic and international students
 - b. Indigenous and non-indigenous students
 - c. Students accessing disabled support services at their universities
 - d. Faculty and/or discipline
 - e. Age
 - f. Year level
 - g. Distance education, part-time and full-time study loads
 - h. Socio-economic backgrounds
 - i. Mature age and school leaver students
 - j. Undergraduate course work, research and honours students

7. The National Office Bearers responsible for the Quality Survey will liaise with student representatives on campus to find the most effective ways of promoting the Quality Survey and encouraging student participation.
8. The National Office Bearers responsible for the Quality Survey will work with the NUS Research Officer to compile the draft and final report, and prepare them for release. The final report should include comparison with both the 2010 and 2012 Quality surveys.
9. The National Office Bearers responsible for the Quality Survey will promote and distribute the final report. Each affiliate campus will be entitled to at least one hard copy and access to the electronic edition, The final copy will be promoted to the federal government, media and any organisations that the relevant National Office Bearers choose.

Moved: Jasmine Ingram (La Trobe University)

Seconded: Hannah Smith (NUS NSW State Branch President)

EDUC 4.47: Engaging with professional unions for a stronger education campaign

Preamble

1. In a recent campaign against the federal budget, the Australian Nursing and Midwifery Federation listed the deregulation of university fees as a factor contributing to a healthcare emergency
2. Under a deregulated system, university graduates will spend longer periods of time paying back student debt, having a detrimental effect on the quality of life for some future union members
3. Many young professionals are among the most concerned about changes to higher education, and are concerned about sending their own children to university under a deregulated system
4. Unions representing these university graduates have significant campaigning ability and financial resources

Platform

1. NUS believes in free education
2. NUS understands that increased student debt with real interest

will directly, and negatively impact the lives of university graduates for many years

3. NUS understands the need to secure support from organisations within the union movement for the education campaign
4. NUS needs to engage

Action

1. Conference directs the National President and Education Officer to contact the following unions
 - Australian Council of Trade Unions
 - Australian Nursing and Midwifery Federation
 - Australian Services Union
 - Ambulance Employees Australia
 - Australian Medical Association
 - Professionals Australia
 - Finance Sector Union
 - Australian Institute of Marine and Power Engineers
 - National Tertiary Education Union
 - Australian Education Union
 - Independent Education Union
 - Association of Professional Engineers, Scientists and Managers Australia
 - Media Entertainment and Arts Alliance

2. Conference directs the National Education officer to present a campaign plan against fee deregulation and interest rates on HECS to the above unions
3. Conference directs the National President to liaise with these unions for the next 12 months, and attempt to secure support for the national education campaign.

Moved: Ella Fabry (University of Melbourne)

Seconded: James Bashford (University of Melbourne)

EDUC 4.48: Education Conference

Preamble

1. As the peak representative body for students one of the vital aims for NUS in 2015 is to engage and encourage new student activists and education activism in Australia. To remain strong and effective NUS should facilitate a broad national network of student activists.
2. Skill sharing is an incredibly powerful tool for student activists. Education conference is a critical opportunity for student activists to come together and engage in organising and learning activist skills

3. This year has seen an incredibly active campaign against attacks on higher education. The higher education reforms introduced by the Abbott government are the worst attacks on higher education this country has seen, The deregulation of student fees, 20% cut in university funding, lowering the repayment threshold for students, instruction of interest rates on HECs combined with the horrific budget which would see the introduction of a \$7 co-payment to the GP and changes to NEWSTART. Students have demonstrated and been actively involved on campuses against these changes. Education conference 2014 provided the opportunity for student activists to participate in NUS and the direction of the national education campaign.

Platform

1. Education Conference will provide an opportunity for students from across the nation to come together and debate higher education issues. Speakers from the higher education sector and union movement will host keynote addresses and panel discussions around topics relevant to the student movement, and the pressing issues and changes facing higher education.
2. Education conference, in combination with other initiatives such as national phone links ups and active online organizing forums, will provide an invaluable opportunity for activists from across the country to come together to discuss, debate

and strategies about national education campaigns.

3. As well as enabling more participation in the national education campaign, Education conference is an opportunity, in combination with the above- mentioned initiatives, for students to discuss the education issues and activism particular to their campus or state.
4. Students will have the opportunity to share skills and campaign tips with other attendees through workshops at Education Conference

Action

1. The national education officer and the national president will open expressions of interest for affiliate organisations to host Education conference on their campuses. After a period of consultation, the National Executive will determine the host organization. EOIs should include a detailed outline of the member organisation's suitability to host the conference, a funding proposal, and set out aims and objectives for the conference.
2. The national education officer will set up a national planning phone link up of student union education officers, presidents, and other key education activists in order to

collaboratively plan the agenda for the conference and in order to incorporate as much participation as possible

3. The National Education Officer will organize publicity (including posters, leaflets and social media) for the conference well in advance in order to attract as wide a variety of students as possible so as to make our movement and our campaigns more accountable and participatory.
4. The National Education Officer and the National President will decide upon the final format and agenda for the conference and will circulate an agenda to participants in advance of the conference.
5. The conference agenda will include time for workshops to be run by any interested participants.
6. NUS affirms its commitment to ensuring full access to students from disadvantaged backgrounds. As such, grants for travel, accommodation, and registration expenses, which will be provided by NUS.
7. The conference organisers will seek funding from within the higher education sector to ensure that the conference is able to run at minimum expense to its participants.

Moved: Hannah Smith (NUS NSW State Branch President)

Seconded: Rose Steele (La Trobe University)

EDUC 4.49: Preparing for New Government

Preamble:

1. The National Union of Students (NUS) is the peak representative body for over one million university students in Australia.
2. NUS works to protect the rights of students across Australia, by monitoring the key priorities for students, organising national campaigns targeting issues affecting students in a range of different areas, actively lobbying State and Federal governments and universities to improve policy, and delivering mentoring and support to organisers working in its affiliates.
3. In 2014 NUS has conducted a range of highly visible protests, campaigns and other actions in response to the Federal budget. These and other factors have seen Higher Education unexpectedly at the forefront of policy debate, and firmly established as a key issue for the next Federal election.
4. There is much still to be achieved: it will now be key for NUS to ensure that, having opened the door, it gets through and remains an active player as policy is developed for the next election, to prevent political parties from having control over the policy alternative without involving students.

5. As such NUS must redouble its efforts, maintain its strong public image, whilst also focusing on new strategies in a staged approach to the next election.

Platform:

1. NUS commits to furthering the rights and interests of students, through the implementation of measures by which to strengthen and express the solidarity of students and their voices nation-wide.
2. NUS commits to projecting the voice of students in the most effective manner possible, utilising all forms of media and communication available.
3. NUS will continue to actively support student protests and staff industrial action, as well as other means of protest.
4. NUS will also adopt a clear strategy for lobbying and influencing policy at all levels of Government, as well as pursuing means to engage opposition parties directly.
5. NUS believes in bipartisanship from the Opposition to ensure no form of deregulation or fee increase is deemed tolerable by the next Labor government.

Action:

1. NUS will take the initiative to work actively, transparently, indiscriminately and closely with parties in Opposition (including the ALP, Greens, Independents and others) to

inform a bipartisan, anti-deregulation, increased-CSG, strong research funding policy platform for the next Federal government.

2. NUS will actively engage with CAPA and other peak bodies where tractable to form a coherent, credible lobby group to meet and conduct these policy discussions.
3. NUS will encourage greater participation in unions, the ALP and Greens, and where possible will develop resources and strategies for students and members to actively engage with party platform committees, state conferences and ALP National Conference.
4. NUS will support delegations to appear and lobby at National Conferences, to network and build NUS' contact database, as well as to take protest action where necessary.

Moved: Isaac Foster (University of Tasmania)

Seconded: Laurence McLean (NUS QLD State Branch President)

EDUC 4.50: An Intersectional Approach to Education Action

Preamble

1. The 2014 Liberal Federal Budget introduced an aggressive and wide-ranging reform agenda targeted at undermining core institutions of Australia's public education system, by manipulating research funding, decreasing public contributions, cutting Commonwealth-Supported Grants,

and prioritising former Liberal policy makers such as David Kemp and Edward Norton to repackage Howard-era education policy and pass it off as consultation.

2. While nominally supporting the demand driven system, the Abbott government's attempt to force deregulation of the Higher Education sector directly disproportionately threatens students in various kinds of diversity.
3. Key issues for regional and low-income student families, such as debt aversion and limited mobility, are systematic of the Australian sector and have been deliberately downplayed.
4. These facts have already played out under the Cameron government, following the recommendations of the Browne report to increase the fee cap to £9,000 p.a. Following these changes, domestic undergraduate enrolments plummeted by up to 20%, and international enrollments by up to 45% from some countries. Whilst some enrolment figures have re-stabilised, there has been a likely permanent loss in regional enrolments and mature aged students.
5. The NTEU has observed that the tragedy of the budget, in its wide ranging attacks across a range of Australian institutions, is also a deliberate strategy to hamper the ability of community and the Opposition to maintain a coordinated front, without becoming swamped or fractured.
6. Within NUS, National Office must respond through campaigning which is intersectional, inclusive, and goes further than ever to allow personalisation at each level and identity where welfare reforms pose a threat. This is all the more pressing as autonomous officers are forced to work with fewer

resources and smaller budgets than ever.

Platform

1. NUS opposes the Abbott Government's wide ranging attacks on Australia's institutions of public-education, and aspirations to a universal higher education system on par with the OECD average.
2. NUS recognises the need to conduct a consolidated campaign on these issues, and in doing so must develop a new approach to engaging intersectionally with its autonomous office bearers.
3. NUS believes in promoting autonomy and leadership in the student movement and in its own offices.

Action

1. National Conference directs the National Education officer to work closely with all autonomous office bearers to conduct an intersectional campaign.
2. National Conference directs National Office Bearers and National Executive to actively ensure that autonomous office bearers have a key role in developing, drafting, and communicating core NUS campaigns.

Moved: Laurence McLean (NUS QLD State Branch President)

Seconded: Isaac Foster (University of Tasmania)

Welfare

WELF 5.1: Student Homelessness

Preamble

1. Young people account for a high percentage of homeless people. ABS Census data shows that in 2011 there were 15, 325 homeless Australians aged between 19 and 24. While no comprehensive study of homeless university students has been conducted recently, the problem is widespread. A 2008 survey by the University of Melbourne found that university students were struggling to find affordable accommodation close to their campuses. More than 400 students involved in this survey said that they had to sleep on the couches of friends and relatives and that the pressures of increasing rent, food and petrol costs means that they are taking on more part-time work and have less time to study.
2. Emergency university accommodation is under increasing pressure, finding it increasingly difficult to move students into

more permanent accommodation because the rental costs are so high and the vacancy rate is so low.

3. Homelessness impacts mental health, and reduces the capacity of students to find appropriate employment and complete their studies, further entrenching their poverty.

Platform

1. NUS condemns the high rate of homelessness amongst university students and acknowledges that student homelessness is a serious and under-recognised issue in society.
2. NUS demands an increase in the amount of Youth Allowance, Austudy and ABSTUDY to above the Henderson poverty line; an increase in Rent Assistance; and a decrease in the age of eligibility for these payments.

Action

1. In 2015, NUS will campaign against student poverty, demanding an increase in the size and accessibility of Youth Allowance, Austudy, ABSTUDY and Rent assistance payments which would see a real reduction in the number of homeless university students.
2. NUS will continue to raise awareness about the rates of homelessness amongst university students.

3. NUS will lobby for an increase in the amount of resources allocated to university emergency housing as a stop-gap measure to deal with current levels of student homelessness.

Moved: Zach Jackson (DUSA)

Seconded: Cam Petrie (RUSU)

WELF 5.2: Youth Allowance – Equity of Access and Measurement of Independence

Preamble:

1. The current age of independence to receive youth allowance payments is 22. Until the age of 22, people are assessed on the basis of their parent's income, regardless of whether or not they are living with their parents, or out of home.
2. Many students under the age of 22 are completely financially unsupported by their parents and are also unable to work enough hours to adequately financially support themselves.
3. This means a person living at home not paying rent or bills over the age of 22 is eligible for government assistance, but a student under the age of 22 living out

of home and fully financially supporting themselves could be considered ineligible.

4. Students aged under 22, who are living out of home and are vulnerable and in need of support are often left unable to access youth allowance payments. The inability of young people to properly financial support themselves can lead to a wide range of social issues such as mental health issues, youth homelessness etc.

Platform:

1. NUS Acknowledges that many students are not financially supported by their parents or guardians before they become "independent" at 22, especially those living out of home.
2. NUS Acknowledges that the using age as a measurement of independence for those under the financial independence threshold (\$18,200) consistently disadvantages those under 22 who are living out of home, or live in difficult circumstances.
3. NUS advocates for a revision of not only the age of independence, but the criteria that independence is measured by and a consideration of the residential status (wether a student lives with their parent or guardians) should also be included in that criteria.

Action

1. The National Welfare Officer will lobby relevant Ministers and Shadow Ministers about lowering the age of independence to 18.
2. The National Welfare Officer lobby relevant Ministers and Shadow Ministers to change the criteria for independence to include residential status as an indicator of independence.
3. The National Welfare Officer will run a campaign on the accessibility of youth allowance, lowering the age of independence, and taking residential status into consideration as criteria.

Moved: Dean D'Angelo (National Executive)

Seconded: Yasmine Lintvelt (RMIT University Student Union)

WELF 5.3: Opposing the changes to Newstart**Preamble:**

1. The Federal Liberal Government has signalled it will proceed with plans to change the Newstart allowance, aimed at reducing spending on social security in an effort to ensure budget savings.

2. The changes will deny young people, particularly graduates, access to basic income support at a time when they desperately need it most.
3. The changes will prevent access to Newstart for the first 6 months when unemployed, followed by limited interchanging access to income support for 6 months over a 12 month period, conditional to participation in Work for the Dole programs.
4. Such changes deny graduates (and indeed all young unemployed workers) basic workplace rights and entitlements, and the scope and potential to pursue experience in their chosen industry.
5. The Federal Governments assault on young workers through the changes to Newstart, limiting access to income support payments will result in an increase in social problems, like mental health issues and youth homelessness, at a time when young people can least afford the unnecessary burden, due the current limited state of employment opportunities.

Platform:

1. NUS understands the need for proper income support for young graduates searching for work in a stretched jobs market.

2. NUS advocates for access to adequate income support for vulnerable graduates, and believes that young workers should be entitled to support and assistance as they commence their entry into the workforce.
3. NUS strongly opposes the Federal Governments changes to Newstart, which attack unemployed young graduates at a time in their life when they are at their most vulnerable.

Action:

1. The National Welfare Officer will conduct a national campaign opposing the changes to Newstart, educating and informing students about how these changes will affect them as graduates looking for employment.
2. The National Welfare Officer will lobby relevant Federal Government Ministers and Shadow Ministers.
3. The National Welfare Officer will visit campus' across the country to roll out the campaign, and educate and inform students about the changes.

Moved: Dean D'Angelo (National Executive)

Seconded: Cameron Petrie (RMIT University Student Union)

WELF 5.4: Unpaid Internships- Undervaluing students futures

Preamble:

1. Students at many Australian universities are expected to complete unpaid internships, either as part of their degree or to gain work experience whilst studying at university.
2. Many courses involve workplace integrated learning that supports students gaining integral links with industries through work experience. This type of learning highlights a move to hands-on learning approach for University courses.
3. Many Universities have policies that restrict students from being paid for undertaking work experience in the form of a placement or internship. It is claimed that students are undertaking hands on learning and therefore should not be paid for their labour.
4. Compulsory unpaid internships devalue the labour of students and future workers. Through compulsory unpaid labour universities entrench the idea that work done through internships and placements is not valued work
5. Students are often exploited due to their status as a student. Workplaces devalue students' knowledge, experience and time by refusing to offer a stipend or remuneration for labour.
6. Many students fall into the trap of working for organisations that offer cash in hand or payment under the minimum wage. Universities who support unpaid

internships send a message to employers that it is acceptable to exploit university students.

Platform:

1. NUS oppose compulsory unpaid internships as a part of degrees, courses and subjects.
2. NUS supports paid internships, placements and work experience as a part of degrees and as a way to gain experience in a field or industry.
3. NUS believe that each individual persons labour should be valued in all workplaces and be properly compensated for work.
4. NUS supports students who need to work to afford to study and condemn universities who make students undertake workplace internships that are unpaid, furthering the cost burdens involved with study.

Action:

1. The National Welfare Officer, in conjunction with the National Education Officer and all relevant National Office Bearers, will work with campus student organisations to inform the student population about the issues surrounding unpaid internships.
2. The National Welfare Officer will run a campaign called 'Unpaid Internships- Undervaluing student's futures'

targeting the exploitation of students through unpaid internships.

3. The National Welfare officer and campus Welfare officers will produce an audit of universities and courses that offer internships highlighting which courses prevent students from being paid. This will be distributed to affiliate campus student organisations combined with information on unpaid internships and why it is important to pay students to undertake work experience.
4. The campaign will promote the importance of students being paid fairly. The campaign will highlight that students are often exploited by employees due to the fact they are students often being paid under minimum wage or cash in hand. The campaign will call on universities to implement policies that promote paid internships, placements and work experience.
5. The campaign will call on universities to implement policies that instruct participating workplaces to pay students a stipend or remuneration for their labour. Universities will control the standard of work placements and will only support organisations who offer to pay participating students for their labour.
6. The campaign will empower students to reject unpaid work and value their labour. Through providing knowledge, resources and support NUS will educate unknowing students of the dangers of exploitative labour.

7. The NUS Welfare officer will work in conjunction with Interns Australia, the NTEU, ACTU and other interested parties to combat unpaid internships nationally.

Moved: Rose steele nx

Seconded: Dean D'angleo NX

WELF 5.5: Standing against Unpaid Internships

Preamble

1. Work experience has become essential for access to many professions as a graduate.
2. To further their chances in the highly competitive Australian graduate job market or for credit towards their degree, Australian university students are increasingly working as unpaid interns in both the private and public sectors.
3. Unpaid Internships are contrary to the *Fair Work Act 2009* by forcing students to undertake work without pay.
4. Unpaid Internships entrench disadvantage as they are in practice restricted to those who can afford to work without pay. This results in a lack of opportunity for students with lower socioeconomic status.

5. NUS condemns exploitative working conditions for students and increasing pressures on low SES students.

Platform

1. NUS opposes unpaid internships in Australian workplaces as attempts to circumvent the national minimum wage.
2. NUS opposes any movements by Australian Universities to integrate Unpaid Internships within courses

Action

1. The National Welfare Officer and relevant Office Bearers will liaise with campus student bodies to inform students about the issues surrounding unpaid internships
2. NUS in conjunction with campus student bodies will lead campaigns to increase awareness about the detrimental effects of unpaid internships
3. The National Welfare Officer will lobby the Federal Minister for Employment for stricter controls on unpaid internships
4. The National Welfare Officer will liaise with relevant Trade Unions with regard to the possibility of running campaigns garnering awareness about the detrimental effects of Unpaid Internships

Moved: Joshua Boughey

Secnded: Gemma Paech

WELF 5.6: Mental health awareness

Preamble

1. The prevalence of mental health issues in students has continued to rise in recent years, with incidences of depression and social anxiety being the quickest to increase.
2. This increase has left the students who need help without the adequate support they need, as the mental health care system struggles to keep up.
3. Current social stigma is inhibiting the ability of students to open up about their struggle and seek the assistance they need.

Platform

1. The National Union of Students recognises that the mental health of students is of paramount concern.
2. The National Union of Students proposes that mental health care be promoted and made more readily accessible to Australian students.

Action

1. The National Union of Students will promote on-campus counselling services, and petition for a greater presence of on-campus counselling, nationwide.

Moved: Joshua Boughey

Seconded: Gemma Paech

WELF 5.7: Student's Rights at Work

Preamble

1. Students are often not aware of their rights as workers, which leaves them open to exploitation by the companies they work for, which are predominantly in the field of hospitality and retail.
2. International students are also particularly at risk, seeing as they come from countries with different workplace laws and often speak a language other than English as a first language.
3. Furthermore, rates of trade union membership amongst young people have been declining in recent years, meaning that young workers are particularly open to exploitation in the workplace.

Platform

1. The National Union of Students recognises and values the importance of rights at work for young people, as they are often exploited on the basis of lack of awareness of such rights.
2. It is the role of a body like the National Union of Students to promote awareness of these rights, seeing as it represents

so many young people whose primary source of income is a wage from part time work.

Action

1. The National Welfare Officer will conduct a national campaign called “Know Your Rights at Work”, which will foster awareness of basic workplace rights in Australia and will encourage membership of relevant trade unions.
2. This campaign will focus on the National Employment Standards enclosed in the *Fair Work Act 2009*, as well as highlighting minimum wages and dispute resolutions mechanisms.
3. The National Welfare Officer will travel around the nation to visit campuses and draw attention to this campaign.

Moved: Cameron Petrie (RMIT University Student Union)

Seconded: Dean D’Angelo (National Executive)

WELF 5.8: Welcoming and Safe University Halls of Residents

PREAMBLE

1. Although housing only a small section of the university population, University halls of residence provide thousands of students.

2. These University halls of residence provide students with a number of benefits, benefits of which many students not living within University halls of residence would go without.
3. Despite these benefits, living in University halls of residence can prove for some students to be a discriminatory environment, with issues of sexism, homophobia and bullying (or “hazing”) of those in their earlier years still prevalent.
4. Although the administrations of many University halls of residence have made efforts to make their places more inclusive and tolerant, these issues of sexism, homophobia and bullying still remain, to an extent, institutionalised, particularly in University halls of residence run by religious organisations.
5. As these issues are not made publically known to students prior to their application and admission into University halls of residence students are often unaware of these cultures which exist.
6. In some University halls of residence run by religious organisations, this culture of sexism and homophobia can be contributed largely in part to the administrations of the University halls of residence, where those holding the majority of senior positions within the administrations are males (and at times males belonging to religious orders).

7. For students who are suffering personal issues, they would normally visit the hall of residences guidance councillor, or Chaplain. However, as in a number of religious run University halls of residence the guidance councillor or chaplain is male, at times a member of a religious order, some students don't feel safe to discuss issues perpetuating to sexism or homophobia with them.
8. As a result of this, students from these groups are increasingly likely to not participate in the full range of activities these University halls of residence has to offer, as well as develop mental health issues.

PLATFORM

1. NUS recognises that within University halls of residence cultures of sexism, homophobia and bullying still exist, despite the efforts of the administrations of these halls of residents.
2. While it is difficult for any student to know what the culture within University halls of residence until they live in there, NUS recognises that it is important to publicise to prospective residents any discriminatory disadvantages of living on campus.
3. NUS recognises that in order for all University halls of residence to be truly inclusive places of people of all

backgrounds that students need to be supplied with information about services which are available to them both within the University and in the nearby area which can be of assistance to their mental wellbeing .

4. NUS recognises that for all students to feel safe within University halls of residence that guidance councillors need to be made freely available for all students to use, including ones who are free of religious affiliation and able to answer the needs of Wom*n and LGBTIQ students.

ACTION

1. NUS directs the National Welfare Office Bearer, in conjunction with State Welfare Office Bearers, National and State Office Bearers from each autonomous departments and relevant campus officers to create a booklet available to prospective residents of University halls of residence outlining:
 - a. If the University hall of residence is run by a religious organisation, their stance on Wom*n's and LGBTIQ issues.
 - b. A rating given to each University hall of residence based on a number of factors to be determined by the relevant National and State Office Bearers.

2. NUS directs the National Welfare Officer to administer an online survey available to all students who are living or have lived in University halls of residence, asking students questions in relation to sexism, homophobia, religious intolerance, racism, ableism, classism and bullying. The results of the survey are to be published to the relevant student union, the NUS website and to all University halls of residence within Australia, which will allow each respective University hall of residence to look into administrative changes to allow them to create a more inclusive, welcoming and tolerant place for students to live in. Further, the NUS encourages campus unions to advertise the survey around their campus.
3. NUS encourages campus welfare officers to provide all University halls of residence connected to their university with:
 - a. Information pamphlets relating to issues of mental health, as well as pamphlets relating to issues of homophobia, sexism, racism, ableism, classism, religious intolerance and bullying.
 - b. Contact details for all students to be able to get in contact with relevant on campus office bearers.
 - c. Phone numbers and contact details for on and off campus counselling services, including counsellors

and psychologists who are able to address the above issues.

4. NUS encourages campus welfare officers to meet with the residential administrations and student leadership groups to discuss various issues of mental health/social implications of such discrimination, as well as ways in which campus officers and University halls of residence can work together to create more inclusive University halls of residence. Further, NUS encourages religious University halls of residence to employ guidance counsellors who are able to offer students of all backgrounds sound advice without a religious bias or coming from a religious institution.

MOVED: Ahmed Yussuf (LaTrobe Student Union)

SECONDED: Cameron Caccamo (University of Sydney SRC)

WELF 5.9: Equity & Diversity Training for Australian Unigames Competitors

Preamble:

1. Each year, thousands of Australian students participate in the Australian University Games
2. Unigames is known to be a non-inclusive space
3. No formal, mandatory equity and diversity training is provided to competitors

Platform:

1. That the NUS recognises that the Australian Unigames can be an unsafe or not inclusive space
2. That the NUS takes the position that campus sports associations and Australian University Sport should do more to ensure that Unigames is as inclusive as possible

Action:

1. That the National Welfare Officer engages Australian University Sport and:
 - a. Encourages them to take a proactive approach to equity and diversity at Unigames and to investigate student welfare concerns of competitors;
 - b. Given 1.a), lobbies them to put top-down pressure on campus sports associations to provide their students with equity and diversity training; and
 - c. Requests of them any relevant findings, statistics or feedback provided by student participants of Unigames.
2. That the National Welfare Officer encourages member organisations to lobby their campus sports associations to provide equity and diversity training for competitors and coaches attending Unigames.

3. That the National Welfare Officer provides member organisations with any data obtained via Action 1.c) to aid their lobbying.

Moved: Alex Bennet (University of Western Australia Delegate)

Seconded: Raeesah Khan (Murdoch University Delegate)

WELF 5.10: Sustainable and Affordable Transport to University**PREAMBLE**

1. Every day, University students make their way to University by both public and private transport.
2. In recent years, the number of people using public transport has increased substantially across the country, with the public beginning to grow aware of the environmental impacts that arise from travelling to work.
3. Further, as a result of a number of factors the cost of usage of public transport has increased over the past few years. Although student concessions mean that it is cheaper for students to use public transport, the cost of using it only further exacerbates student poverty.

PLATFORM

1. The NUS encourages students to take public transport to and from University and places of higher education.

2. NUS supports the construction of public transport links to Australian tertiary institutions, with an emphasis on building rail transport.
3. NUS supports the construction of bike lanes surrounding Australian Universities, particularly in regional areas where the number of bike lanes connecting Universities and cities is lacking.
4. NUS encourages campuses to construct more places for students to park their bicycles, in an attempt to encourage riding to University.
5. That NUS supports free usage of public transport for University and TAFE students.

ACTION

1. The NUS directs the National Environments Officer to conduct a survey of University students about ways in which they travel to university, the advantages and weaknesses of their means of travel and any improvements which can be made near their University to improve public transport. Further, the findings of this survey are to be presented to relevant State and Federal politicians, in an attempt to see improvements to sustainable transport near universities.
2. That NUS directs the National Environment Officer, in collaboration with the National Welfare Officer and State Branches to run a campaign promoting the benefits of using

public transport. Particularly, the campaign lobbies State Governments for a system of free use of public transport for tertiary students.

MOVED: Ahmed Yussuf (LaTrobe Student Union)

SECONDED: Cameron Caccamo (University of Sydney SRC)

WELF 5.11: Sustainable and Affordable University Materials

PREAMBLE

1. Every year, University students spend hundreds of dollars on course materials including, but not limited to, text books, course readers and stationary.
2. If a student wishes to sell their textbooks afterwards, they have to either sell their book to someone they know, through personal advertising or through a union or bookshop organised book buying and selling program, of which few students know about.
3. Further, the majority of course readers and textbooks are printed on non-recycled paper, which not only destroys forests but also encourages deforestation through students buying paper from suppliers who profiteer from the destruction of the natural environment.

PLATFORM

1. NUS supports the use of recycled paper in the creation of University materials, as well as retailers who sell University materials that are recycled.
2. NUS supports student unions in the creation of book co-ops, as a means of recycling university text books.
3. NUS believes that all students should have access and be informed about any scheme which encourages book recycling and cost effective mechanisms for which students can access books.
4. That NUS condemns University departments who continue to print course readings on non-recycled paper.

ACTION

1. The NUS directs the National Environments Officer, together with their state counterparts, to lobby all university book suppliers, producers and sellers to move to printing textbooks on a minimum 60% recycled paper, with this to increase in 10% intervals each year until all textbooks are printed on 100% recyclable paper.
2. The NUS encourages relevant campus officers to create student run book co-ops, as an opportunity and a place for students to buy, sell and trade books at a reasonable price.

3. The NUS directs the National Environments Officer to create a handbook showing campuses how to create campus co-ops, with this handbook to be distributed to all member campuses of the NUS

MOVED: Ahmed Yussuf (LaTrobe Student Union)

SECONDED: Cameron Caccamo (University of Sydney SRC)

WELF 5.12: Abolishing Youth Wages

Preamble:

1. The National Union of Students, being the peak representative body for all undergraduate students in Australia, represents a group in society that is predominantly under the age of 24 and who rely on a wage from part time employment to sustain themselves.
2. The Australian Bureau of Statistics found that, for 61% of tertiary students in Australia, a wage is their primary source of income.
3. In Australia, business owners are legally allowed to pay workers who are young adults less than their older counterparts. If you are 18 or 19 years of age, you can miss out on 20% of what you are entitled to simply because you are a young person.

4. The Shop, Distributive and Allied Employees' Association (SDA), being the trade union that predominantly represents young people (in 2011, more than 20% of tertiary students were employed as shop assistants), has run a campaign in recent years called '100% Pay at 18', which is aimed at abolishing youth wages to ensure that young workers are paid what they are entitled to as workers.
5. The SDA, after tireless campaigning, was successful in lowering the age in which youth wages apply, meaning that 20 year olds are now paid the same as their older counterparts.

Platform:

1. The National Union of Students stands against youth wages, and acknowledges that a large portion of the students that it represents are currently being paid unfairly simply because of their age.
2. The National Union of Students supports a pay system where people receive equal pay for equal work, where discrimination on the basis of one's age, sex, race or sexuality is non-existent.
3. The National Union of Students supports the many advocacy groups and trade unions involved in the campaign against youth wages.

4. The National Union of Students acknowledges the good and continuing work of the SDA in advocating for the abolition of youth wages, and advocating for the rights of shop assistants generally.

Action:

1. In 2015, the National Welfare Officer will advocate for both the abolition of youth wages and for a review into the pay and conditions of young people in the workplace.
2. The National Welfare Officer will run a campaign targeting the abolition of youth wages.

Moved: Cameron Petrie (RMIT University Student Union)

Seconded: Dean D'Angelo (National Executive)

WELF 5.13: Student Cook Book

Preamble

1. Due to lack of income, living situations, time constraints and lack of cooking ability many students do not regularly eat cheap and healthy food and are often forced to choose between the two.
2. This puts the health and bank accounts of students at risk
3. As 3 in 5 Australian adults are overweight or obese (12 Million) it is important to teach young people to cook both

affordable and healthy food to set them up properly for life as a person's time at university is often when many important life skills are learnt.

Platform

1. NUS recognises that many factors in a student's life cause them to have poor diets and in turn poor health.

Action

1. The National Welfare department will produce a 'Student Cook Book' with inexpensive easy healthy recipes.
2. The cook book will be distributed to affiliated organisations for use on campus
3. The National welfare officer will organise live cooking demonstrations to occur in on university per state and will upload these videos to the NUS website.

Moved: Yasmine Lintvelt (RUSU)

Seconded: Dean D'Angelo (National Executive)

WELF 5.14: Attendance requirements in tutorials

Preamble:

1. Tutorials that have attendance requirements carrying a weight towards the final grade, put an unnecessary burden upon students who have no choice but to work and study at the same time.

2. Assigning a grade on tutorial attendance disproportionately affects those students who regularly miss classes because of their work demands. In Australia today, 80 percent of students work 16 hours a week while studying full time. Majority of these students work because it is their only source of income. To punish students for missing class in order to earn money to pay the rent and buy food is shameful.

3. Financial stress on students is increasing, with many students living below the poverty line. The stresses of working enough to pay the bills and have dinner should be recognised by universities across the country when it comes to required tutorial attendance.

4. By requiring and grading tutorial attendance, universities are failing to recognise the economic status of a large proportion of the student population. These requirements cause already struggling students to fail a course and increase their debt by having to retake the course.

Platform:

1. NUS recognises that a large number of students need to work while studying full time, and that, tutorial attendance requirements unfairly affect these students.

2. NUS believes that graded attendance requirements create unnecessary stress for students who work, and cause otherwise hard working students to fail a course.

3. NUS supports the removal of these attendance requirements, in order to assist the large percentage of the student population who work and study full time.

Action:

1. NUS welfare officers will lobby University administration to change this detestable requirement that has disadvantaged too many students.

2. NUS encourages office bearers to lobby different faculties within the universities, to ensure that all university staff members, not just the administration, are aware of the issue.

3. While the issue is being lobbied, that the relevant officer bearers develop a campaign on-campus, targeting struggling students, and providing relevant assistance to them (ie. liaising with tutors/lecturers with regards to tutorial attendance).

Moved: Brodie May (FUSU)

Seconded: Sarah De Wit (Griffith University SRC)

5.15: Fuck Abbott and his class war budget

Preamble.

1. For the past 40 years the progressive social gains made by workers and their unions have been vigorously attacked in a number of ways, including the successive privatisation of public assets, the gutting of social services, and abolition of free higher education. The Abbott and Hockey budget of 2014 is the latest offensive in this long-running war between the interests of the working majority and the owning and ruling minority.
2. The negative consequences of the budget particularly impact on already disadvantaged sections of the public, from pensioners and the disabled to women and Indigenous Australians, demographics which intersect significantly with the student population. Despite the massive cuts aimed at these economically burdened and oppressed minorities, the rich retain their characteristic entitlements: tax concessions for superannuation costing the treasury more than \$30 billion per year, the exemption of mansions from capital gains tax, and fuel rebates that funnel overwhelmingly into the mining industry are just a few examples
3. The Australian government is one of best placed in the world in relation to public debt, a fact recognised by the international ratings agencies, the OECD, IMF and every mainstream economist. The debt crisis peddled by Abbott and the allies is a lie: the problem is not government

spending, but a lack of spending on welfare and socially beneficial exacerbated by the loss of government tax revenue due to successive cuts to marginal tax rates. They attempt to maintain this illusion while committing \$24 billion to F35 fighter jets and sending billions to companies such as Transfield and G4S to maintain their barbaric off-shore processing facilities. This comes at a time when wages for workers are falling behind inflation for the first time in years.

4. This pattern of the redistribution of wealth to the owners of capital is global and systemic. According to a paper from Oxfam International published in January, the world's richest 85 people own more than the combined wealth of the poorest 3.5 billion. The combined net worth of those with investible assets of US\$1 million or more reached a record high of US\$52.62 trillion, up from US\$46.22 trillion in 2012. Over the past five years, this demographic has increased their share of global wealth by nearly US\$20 trillion, and has grown in size by 15 per cent since last year, according to the annual Capgemini and RBC Wealth Management World Wealth Report. But the historical extent of this divergence of wealth goes much further: according to historian and theorist Chris Harman, the gap between the richest and poorest fifths of the world's population stood at 30 to one at the end of the 1960s; in 1990 at 60 to one; in 1998 at 74 to one, and by the late

1990s some 348 billionaires enjoyed a total wealth equal to the income of half of humanity. The world is in a crisis of inequality, and the contradictions of economic policy are more glaring than ever.

Platform.

1. The National Union of Students supports the priority of the advancement of living conditions for the underprivileged and opposes the regressive policies of the federal Liberal government's budget.
2. The National Union of Students supports the mass action of affected sections of the public dissatisfied and angry with the budget, and believes it is in the interest of students to participate in and encourage this social resistance in all its forms.
3. The National Union of Students upholds the principles that profit should never come before human need, and that all political action should have the alleviation of the socially disadvantaged as its ultimate goal. These principles should play the central role in deliberation upon the union's long-term strategy and its position on current events.
4. The National Union of Students believes that students in Australia play a key role in public political discourse, and through protest and direct action have the capacity and obligation to promote opposition to not only the current budget but the ongoing trend of both the Liberal and Labor parties towards increased privatisation of wealth and assets

in the hands of a small minority at the expense of the increased exploitation of the vast majority of the population.

Action.

1. That the National Union of Students calls upon the National Welfare Department to:
 - a. Formally pursue collaboration with other unions, at both a state and national level, for the purpose of a joint anti-budget campaign.
 - b. Produce material for national distribution to Welfare Officers outlining the effects of the budget, highlighting its biased inequalities, and providing information about upcoming protests and the need for student involvement in anti-budget action.
 - c. Arrange for a national petition of students to be advertised and carried out online opposing the budget.

Moved: Declan Murphy (MSA)

Seconded: Naomi Farmer (NUS Queer officer)

WELF 5.16: Public Transport in Victoria

Preamble

1. Public transport is a common choice for students when getting from A to B. It is particularly helpful during the day when services run as scheduled. When weather hits, or it is after midnight, public transport can be chaotic at best.
2. It is also preferred as the impact on the environment is lessened and removes traffic from our roads.
3. However, the Metro train network in Victoria is significantly lacking in its ability to service Victorians and therefore students.

Platform:

1. NUS recognises the importance public transport has in offering a low-cost, efficient service to students
2. NUS recognises the under-funding and under-achievements of Metro within Victoria
3. NUS commends the Victorian Labor Party for introducing policy to extend public transport in Victoria's operating times to be 24 hours a day for Friday and Saturday
4. NUS urges the Victorian Labor Party if elected to extend this 24 hour public transport to seven days a week

Action:

1. NUS will continue to lobby for more efficient public transport for all students, including international students, through reduced fares via concession cards

2. NUS President will liaise with the Victorian Labor Party if elected to extend days with 24 hour public transport from two to seven

Moved: Dani Rothwell (Monash Union of Berwick Students)

Seconded: Rebekah Drake (University of Melbourne Student Union)

WELF 5.17: Against the attacks on Medicare

Preamble

1. Abbott and Hockey's proposed changes to Medicare have been slammed across the board. A \$7 GP fee and the billions of dollars in healthcare cuts have been labelled "a nightmare" by the Australian Medical Association, and "the end of our health system as we know it" by the ANMF.
2. The Liberals plan to screw us over to line the pockets of the health insurance and private healthcare bosses – working to create a US-style system. The rich look with envy at the profits being made by health insurance companies in the US, and they the same for themselves here. The public health system is nothing more than an obstacle to the growth of their share portfolios.

3. The \$7 GP fee is only their foot in the door. Once the idea of user-pays healthcare is introduced to every aspect of Medicare, full-scale privatisation and skyrocketing "co-payments" become that much easier to push through. A line must be drawn in the sand now.

4. Rallies to defend Medicare have happened all over the country, such as the emergency rally to defend Medicare held in Sydney this January, attended and supported by the NUS national education officer Sarah Garnham.

Platform

1. NUS supports the right of free medical care for all
2. NUS opposes any changes to Medicare which would result in barriers to access, such as the introduction of co-payments
3. NUS is for the expansion of Medicare, and opposes any attempts to cut funding or resources from healthcare
4. NUS is against any university healthcare service passing the costs of a co-payment onto students, in the event that one is implemented.

Action

1. NUS commits to involvement and support in the campaign against co-payments and any health funding cuts.

Moved: Gabriel Hanrahan-Lawrence (Arc @ University of New South Wales)

Seconded: Clare Francis (Curtin Guild)

WELF 5.18: Against the attacks on Newstart

Preamble

1. 355 000 people receiving the Newstart (jobseekers) allowance already live below the poverty line on just \$36.46 a day
2. For every job vacancy in Australia there are about 8 people looking for work

3. As a result of the federal budget, the unemployed will only become eligible for Newstart once they turn 25
4. Job seekers from 25-30 years of age will only receive Newstart for 6 months every year to 'encourage them to earn or learn.' While receiving Newstart, young people must participate in 25 hours of work for the dole per week. Payment is also conditional upon proving you are applying for jobs through employment agencies
5. A bipartisan parliamentary committee has stated that these measures were "incompatible with the right to social security and the right to an adequate standard of living."

Platform

1. NUS opposes the government's restrictions on Newstart
2. NUS supports an increase in welfare for the unemployed to exceed the Henderson poverty line (\$400 per week), regardless of age and whether people are applying for jobs
3. NUS condemns the work for the dole scheme as indentured labour for the Australian government that offers no protections or entitlements that employers are required to provide

Action

1. The NUS welfare department will campaign against the Abbott government's regressive changes to Newstart

2. NUS will campaign to increase unemployment benefits above the Henderson poverty line, scrap the work for the dole scheme and ensure all the unemployed to receive welfare regardless of age

Moved: Stephanie Lang (Griffith University SRC)

Seconded: Miranda Wood (Curtin Guild Education Vice President)

WELF 5.19: Raising youth allowance to above the poverty line

PLATFORM

1. Most recent cuts by the Liberal government to student assistance, as well as further cutbacks to Centrelink generally, mean that students are in a worse position in relation to financial welfare than ever before.
2. Currently, two thirds of students are currently living on average sixty per cent below the Henderson poverty line. Twenty per cent of students regularly go without meals, and a further thirty three per cent regularly miss classes for work.

3. With the risk of deregulation, and as funding to universities is cut, the cost of studying has steadily risen, putting massive financial burden on students.

4. Financial hardship impacts not only a person's ability to complete their studies, but also their quality of life, and physical and emotional wellbeing. An increase to Youth Allowance above the Henderson poverty line should be considered a priority for NUS.

PREAMBLE

1. NUS demands an immediate increase to Youth Allowance payments exceeding the level of the Henderson poverty line
2. NUS supports the age of independence being lowered from 22 to 18 to better support students who do not currently qualify for maximum payments.
3. NUS demands the introduction of new government assistance schemes for student welfare

ACTION

1. NUS will campaign for an increase in Youth Allowance to above the Henderson poverty line, and a decrease in the age of independence from 22 to 18.

2. As part of a national education campaign, NUS will campaign against cuts to assistance grants such as the Start-Up Scholarship.

Moved: Owen Cosgrove (Griffith University SRC)

Seconded: Stephanie Lang (Griffith University SRC)

WELF 5.20: Calling on universities to provide free mental health services

Preamble –

1. Rates of mental illness are 5 times higher amongst university students than in the general population.
2. Mental health problems are especially difficult for students to manage, as they appear on top of existing social, academic, financial and other pressures.
3. It is positive that many universities offer on-campus counselling services and support programs, however, these are not universally provided for free by student unions.
4. The need for free mental health resources on every campus is clear.

5. Mental illness and psychological stress seriously affects students experience and performance at university, but very few can afford the support they require.

Platform –

1. That NUS supports free mental health care and encourages universities and student unions to refer students to subsidized professional services.
2. That NUS will campaign for the free provision of on-campus mental health resources.
3. That NUS will ensure academic advocacy for students whose work has been affected by psychological stress or mental illness.

Action –

1. The NUS National Welfare Officer will act to ensure that all Australian Universities provide the appropriate level of support for students suffering from mental health problems, including, but not limited to:
 - a. Academic advocacy for students whose work has been affected
 - b. The provision of free, adequate mental health resources on campuses

Moved – Danica Cheesley (VUSU)

Seconded – Naomi Farmer (NUS queer officer)

WELF 5.21: Combatting student homelessness

Preamble

1. Homelessness is a serious and growing problem in Australia. According to the Australian Bureau of Statistics “there were more people homeless on census night 2011 than in either 2006 or 2001”. About 43% of the Australian homeless population are babies, children and youth under the age of 25. Homelessness is notoriously under-reported, but there are more than 45,000 homeless people under the age of 24 in Australia.

2. Most young people facing homelessness and housing insecurity rely primarily on welfare for their financial subsistence. For most students the maximum youth allowance payment is only \$414.40, around half of the poverty line. This paired with the lack of affordable housing in Australia means that many young people face constant housing stress.

3. Some reports have calculated that up to 60% of students are now living below the poverty line. A Universities Australia investigation

found that 14.1% of fulltime undergraduate students surveyed regularly went without food because they could not afford it. In 2007, another Universities Australia investigation found that 16.5% of full time undergraduate students worked at least 20 hours per week in order to support their studies. As Abbott’s Government continues to erode healthcare and welfare this is set to become worse.

4. Attacks on education and welfare make it harder for students, especially those from low SES backgrounds, to study.

5. Homelessness rates are particularly higher amongst students from minorities and working class backgrounds.

6. Public housing is grossly underfunded and is not currently providing for all of those in need. For example, there are approximately 38,000 households in Victoria approved for new public housing but who are waiting to be transferred and are therefore forced to live in unsafe and dilapidated conditions.

7. Homelessness also impacts mental health, and reduces the capacity of students to find appropriate employment and complete their studies, further entrenching their poverty.

Platform

1. NUS condemns the high rate of homelessness amongst university students and recognises that student homelessness is exacerbated by neoliberalism and the financial pressures that students face.
2. NUS demands an increase in the amount of Youth Allowance, Austudy and ABSTUDY to above the Henderson poverty line and an increase in Rent Assistance and a decrease in the age of eligibility for these payments.
3. NUS demands that affordable government housing be provided in close proximity to university campuses and public transport.
4. NUS calls on university administrations across Australia to subsidise the cost of campus residential services, particularly for students from low socioeconomic backgrounds

Action

1. In 2015 the Welfare Officer will research rates of student homelessness at Australian Universities and publish the results of their findings online and in print at all university campuses with a supporting statement that calls on the government and University administrations to provide housing (as above).

2. NUS will campaign against student poverty, demanding an increase in the amount and accessibility of Youth Allowance, Austudy, ABSTUDY and Rent Assistance payments. Better access to welfare would see a drastic reduction in the number of homeless university students.
3. NUS will continue campaigning against cuts to higher education in 2014 as these cuts disproportionately affect students from poor backgrounds. Campaigning against education cuts is extremely important for fighting student poverty and proving NUS as an organization that can fight for students' interests.
4. NUS will endorse community campaigns for affordable housing, such as the protests against the quarantining of welfare payments of residents of public housing in Victoria.

Moved – Chloe Rafferty (NUS NSW education officer)

Seconded- Gabriel Hanrahan-Lawrence (Arc @ University of New South Wales)

WELF 5.22: Let us get to Uni

Preamble:

1. In many states, successive conservative governments have

made public transport less accessible for university students.

- a. In New South Wales, students cannot purchase tickets from vending machines, purchase daily or weekly tickets, or use an opal card, making purchasing tickets a lengthy process for students.
 - b. In Queensland, students have to apply for a Tertiary Transport Concession Card (TTCC), which many students aren't aware of. The application process is meant to take a fortnight, but in practice students haven't received their cards for three months, with wrong details. The card needs to be applied for every year and duplicates the functionality of a student card
 - c. In Victoria, students have to apply for a Victoria Public Transport Student Concession Card (VPTSCC), which is very similar to Queensland's TTCC.
2. Public transport fares in many cities across the country have been rising rapidly over the last year, making it more costly for students to attend university. For example, in Queensland, fares have almost doubled in five years since 2009, putting students out of pocket for other needed expenses such as rent and food.
 3. Over two thirds of students live below the poverty line and struggle to make ends meet from week to week.

Policy:

1. The National Union of Students believes that all students have a

right to easily accessible public transport.

2. The National Union of Students is opposed to any form of additional concession card on top of a student card as a requirement for concession fares on public transport, such as Queensland's TTCC or Victoria's VPTSCC.
3. The National Union of Students believes that a university's provided student card is adequate as a proof of concession.
4. The National Union of Students is opposed to any sort of "hoop-jumping" for students to access concession fares, such as requiring the use of ticket booths as opposed to allowing vending machines or smart cards, or lengthy applications for concession entitlement cards.
5. The National Union of Students is opposed to further fare increases in capital cities where in recent years fares have risen significantly.
6. The National Union of Students believes that students should be able to travel on public transport to university for little to no cost.
7. The National Union of Students believes that public transport is a right not a privilege.

Action:

1. The National Union of Students writes to state governments outlining our position that public transport is a right not a privilege, and that with student poverty being at such a high level we cannot afford high public transport prices, and need to be able to easily access public transport without having to jump through hoops.

Moved: Laurence McLean (NUS Queensland State Branch President)

Seconded: James Bashford (University of Melbourne)

WELF 5.23: Life Hacking Welfare

Preamble:

1. Student living standards are a key. Some Australian university campuses have medical facilities that do not open every weekday.
2. Students at those universities cannot pick and choose on what day they will be sick and they expect that if they fall ill at university that they will be able to seek medical help on campus. Of particular concern is the fact that some of these Universities have large on campus residential student populations.

Platform:

1. The National Union of Students believes that on-campus medical facilities are an integral part of University infrastructure and student welfare.
2. The National Union of Students particularly notes the importance of on- campus medical facilities where there is a

high proportion of students living in on-campus accommodation and at small and regional campuses.

3. The National Union of Students believes that it is unacceptable that some University medical facilities are not open every weekday.
4. The National Union of Students should lobby individual Universities with particularly poor medical facilities.

Action:

1. The National Welfare Officer shall lobby individual Universities, in conjunction with the relevant campus student organisations(s), whose provision of medical services is particularly poor to improve their services, particularly in terms of opening hours. The National Welfare Officer will work with these institutions to find methods of improving the provision of medical services within the University.
2. The National Welfare Officer will also update the 2011 Welfare Officer's report on opening hours and bulk billing.

Moved: Isaac Foster (University of Tasmania)

Seconded: Laurence McLean (NUS QLD State Branch President)

WELF 5.24: An Intersectional Approach to Student Welfare

Preamble

1. The 2014 Liberal Federal Budget introduced an aggressive and wide-ranging reform agenda targeted at undermining core institutions of Australia's public-funded national welfare system, from bulk-billing without copayments, to Medicare Locals and the Pharmaceutical Benefits Scheme.
2. The introduction of a \$7 up-front co-payment for bulk-billing healthcare providers will have wide ranging damaging effects, particularly for university students, who have faced declining living standards and increasing living pressures, as acknowledged by Universities Australia in a 2013 report.
3. It has little been discussed that University students are also regularly required to visit General Practitioners to secure medical certificates when they fall ill, in order to satisfy university requirements for extensions or special consideration for assessment, which under the co-payment scheme would set students back \$7 for each appointment.
4. The \$7 "sick tax", incurred at each appointment, will have a compacted effect to still further disadvantage affect students living with disabilities and chronic health issues, who come from a regional or isolated background, low-income, Aboriginal and Torres Strait Islander, women, and queer students, as well as any combination of the above.
5. The situation is the same for students requiring one or more scripts subsidised by the PBS. This includes all commonly

prescribed pharmaceuticals for students undertaking some form of hormone therapy, such as trans students.

6. At it's heart, a mandatory up-front copayment will ensure disproportionate adversity for those most in need of subsidised health care; individuals with chronic or recurrent illnesses, and groups which are already less likely to present at health care providers.
7. The NTEU has observed that the tragedy of the budget, in its wide ranging attacks across a range of Australian institutions, is also a deliberate strategy to hamper the ability of community and the Opposition to maintain a coordinated front, without becoming swamped or fractured.
8. Within NUS, National Office must respond through campaigning which is intersectional, inclusive, and goes further than ever to allow personalisation at each level and identity where welfare reforms pose a threat. This is all the more pressing as autonomous officers are forced to work with fewer resources and smaller budgets than ever.

Platform

1. NUS opposes the Abbott Government's wide ranging attacks on Australia's institutions of national welfare and aspiration to a world-class universal health care system.
2. NUS recognises the need to conduct a consolidated campaign on these issues, and in doing so must develop a new approach to engaging intersectionally with its autonomous office bearers.
3. NUS believes in promoting autonomy and leadership in the

student movement and in its own offices.

Action

1. National Conference directs the National Welfare officer to work closely with all autonomous office bearers to conduct an intersectional campaign.
2. National Conference directs National Office Bearers and National Executive to actively ensure that autonomous office bearers have a key role in developing, drafting, and communicating core NUS campaigns.

Moved: Laurence McLean (QLD State Branch President)

Seconded: Isaac Foster (TUU, University of Tasmania)

WELF 5.25: \$7 Co-Payment?! Medicare should always be No Payment!

Preamble

1. Medicare is of the legacy of the late Prime Minister Gough Whitlam's Medibank, a tax system designed to ensure that the population could visit a GP, a public hospital and specialist services for free, or for a lower price

2. Medicare has ensured that all Australians are able to receive top quality medical treatment and are able to receive early intervention for cancers and other life threatening diseases
3. As a result, Australia has one of the most equitable and functioning medical systems in the world
4. This year the Abbott Government's budget proposed the introduction of a \$7 co-payment to pay everytime one visits a doctor
5. While some may say this is not much of an addition on the tax already paid, the cost of this co-payment is regressive, it will hit those who have to visit GPs more frequently most and these people often have other medical expenses on top of this co-payment
6. It is a threat to our universal health care system, and brings us one step closer to the undesirable US style system where the medical system is unaffordable for most and only the employed get the best insurance
7. This co-payment will affect the welfare of students, particularly given that a 2013 survey showed that two-thirds of students already live under the poverty line, this co-payment could mean students compromise their health rather than paying to visit a doctor

Platform

1. NUS opposes the Abbott government's \$7 co-payment
2. NUS recognises how this co-payment will affect students, particularly low-SES students
3. NUS supports a universal health care system paid for pay taxes, not by patients—as all tax payers are at some point patients

Action

1. The National Welfare Officer will research the effect that this co-payment will have on students by meeting with medical professionals and academics
2. The National Welfare Officer will bring this research to the attention of media in order to shed some light on the impact it will have on young people
3. The National Welfare Officer will run a campaign to stop the \$7 co-payment through a national wide petition amongst students to present to the current Federal Government

Mover: Amy Knox (University of Sydney)

Seconders: Hannah Smith (NUS NSW State Branch President)

WELF 5.26: Stop the War on Welfare

Preamble

1. This year's federal budget contained a number of harsh cuts to welfare services vital to students and young Australians. Affected services included the Start Up Scholarship, the Disability Support Pension and Youth Allowance to name a few. These payments are already difficult to live on as a primary means of income. Slashing them would have a devastating effect on already tight student budgets.
2. The Abbott Government's "work for the dole" scheme is unfairly targeted at people under the age of 30, who will be forced to meet certain conditions to prove they are looking for work in order to qualify for assistance from Centrelink. Even then those in need will only be provided these benefits for a period of 6 months before being cut off completely for the next 6 months.
3. The proposals are indicative of an ideological war on welfare being waged by the Abbott government. The overwhelming public opposition to these plans have been such that several proposals have been watered down in fruitless attempts to gain the support of the parliament and wider public.

Platform

1. NUS recognises that student welfare must be sufficient to live on and accessible to students who need it.
2. NUS condemns the Abbott government's cuts and restrictions to welfare for students and young Australians.
3. NUS supports actions and campaigns aimed at stopping these proposed changes.

Action

1. NUS will play an active role in campaigning against these proposed changes to student welfare. The National Welfare Officer will work with the NUS education officer to incorporate opposition to these welfare changes in the broader education campaign and will provide support for targeted, welfare-specific campaigns.
2. The National Welfare Officer will lobby federal senators with the intention of securing their opposition to proposed welfare changes and ensuring they are not passed by parliament.
3. The National Welfare Officer will undertake research into the real impacts that these cuts will have on students and will provide information and resources regarding these changes to students so that they are aware of their new rights under these changes.

Mover: Amy Knox (University of Sydney)

Seconder: James Bashford (University of Melbourne)

WELF 5.27: Cross Campus Welfare Officer Networks

Preamble

1. With student poverty continuing to rise and welfare services under attack from the Federal Government, student welfare departments are more important than ever at our campus organisations.
2. The role and activities of welfare departments vary significantly between different student organisations. This is reflective of the very broad nature of issues addressed by welfare departments, from financial issues to health and also mental health and accessibility in organisations without a Disabilities Department.
3. In some cases, given the high turnover of elected student representatives and student election cycles, incoming campus Welfare Officers may not receive much support or handover from their predecessors. This results in Welfare Officers spending more time than necessary learning the ropes of their new role and ultimately limits their capacity to achieve the best outcomes for students. The amount of information on welfare issues for students broadly and at a campus level can be daunting to new students and having well informed campus office bearers is key to having effective representation and advocacy. Having access to reports,

research and relevant information to handover is critical to knowledge sharing.

Platform

1. Collectivism is a fundamental principle of any union and of the student movement.
2. NUS recognises that the limited resourcing of student organisations amidst the backdrop of a conservative Federal Government committed to gutting welfare services is a significant challenge to campus welfare departments. This necessitates an approach that seeks to implement the best practice and most effective programs, campaigns and processes.
3. NUS should play an active role in facilitating collectivism and collaboration between campuses on welfare issues. Through the sharing of ideas, skills and institutional knowledge between welfare officers, campus welfare departments will be better able to provide effective support and successful services to students.

Actions

1. In 2015, the NUS Welfare Officer will work with state welfare officers to establish state or regional Cross Campus Welfare Officer Networks across the country. These networks will consist of the welfare officer(s) or their equivalent at each university student

organisation, the relevant state welfare officer(s) and the National Welfare Officer.

2. These networks will facilitate skills and idea sharing between campuses as well as give guidance and feedback to the National Welfare Officer on their work and campaigns.
3. These networks will be coordinated by the relevant State Welfare Officer(s) under the guidance of their National counterpart and will meet on a regular basis.
4. The National Welfare Officer will provide at least monthly updates to each Cross Campus Network on the progress of campaigns and activities in the national welfare department and other relevant information and news.
5. The NUS National Welfare officer will distribute any relevant research, reports and documents to campus welfare officers and additionally make relevant research available on the NUS website.
6. The National Welfare Officer will run a workshop at the 2015 NUS Education Conference for campus welfare officers. This workshop will allow the national and campus welfare officers to directly discuss student welfare issues, campaigns and initiatives from each university and will be an invaluable opportunity for welfare officers to receive advice and ideas from their comrades across Australia.

Mover: James Bashford (University of Melbourne)

Seconders: Rose Steele (La Trobe University)

WELF 5.28: Bulk Billing

Preamble

1. Thousands of students in Australia rely on bulk billing services provided by their university for health care and treatment. Many students, particularly from low socioeconomic or disadvantaged backgrounds, are reliant on free universal healthcare and university health services represent an accessible and convenient option.
2. Despite the demand and need for these services, they are not offered by some universities while others do not offer them at all campuses. This leaves many students without easy access to a bulk billing doctor, forcing them to either pay excessive fees or take unnecessary time away from studies to get to free treatment.
3. Those services that do exist have now come under threat from the federal Liberal government's proposed GP co-payment scheme. This scheme, scheduled to begin on July 1st, 2015, will see Australians forced to pay at least \$7 for each visit to the doctors. This will discourage low income Australians including students from seeking medical treatment until absolutely necessary, or force them to choose between their

healthcare and other needs.

4. Most Australian Universities are in strong financial positions with some boasting surpluses in excess of \$100 Million. Additionally, the Student Services and Amenities Fee (SSAF) is charged by Universities for the purpose of providing services such as health care to students.

Platform

1. The National Union of Students unreservedly supports free universal healthcare for all Australians and will oppose any proposal for GP co-payments.
2. NUS believes that all Universities should ensure students at all of their campuses have access to a bulk billing doctor, minimising any disruption or distraction caused by health concerns on their studies.
3. The strong financial positions of Australian universities additionally gives them the capacity of absorbing the costs of subsidising the costs of any GP co-payment for their students.
4. NUS recognises that the proposed co-payment will lead to students avoiding or delaying healthcare, resulting in missed opportunities for the early detection of serious illnesses. While the scheme is purportedly intended to reduce "unnecessary" visits to doctors, it will in fact only deter the

poorest in our society from looking after their health while having no impact on those who can afford unlimited GP visits.

5. NUS recognises that the increased cost of health care resulting from a co-payment will disproportionately affect students with disabilities and students with low incomes or from low socioeconomic backgrounds.

Action

1. The NUS National Welfare Officer will work to assist campus welfare officers in lobbying their Universities to ensure all students at all campuses have easy access to a bulk billing health service.
2. The NUS National Welfare Officer will work to assist campus welfare officers in lobbying their universities and preparing campus based campaigns calling for any GP co-payments to be fully subsidised for students at their university's health service.
3. The NUS National Welfare Officer will use all means available to them, including direct lobbying of universities and the government and facilitating activist campaigns, to oppose GP co-payments and the deterioration of free universal healthcare in Australia.

Mover: James Bashford (University of Melbourne)

Seconders: Stephanie Morgan (Deakin University)

WELF 5.29: Stress

Preamble:

1. Stress is a well-documented phenomenon for students during exam periods
2. According to studies, the following statistics apply during exam periods
 - a. 13% of students experience suicidal thoughts during exam periods
 - b. 80% of students reported higher stress levels during exam period
 - c. 54% of students identified exams as a trigger for distress
3. Stress is avoidable and can be managed

Platform

1. NUS has a responsibility to help students in times of stress caused by university events, such as exams
2. One of the best ways to minimize the effects of exam stress on students is through informing them about simple techniques they can use to relax or de-stress

Action:

1. NUS is to encourage affiliated campus organisations to run poster and sticker campaigns and events aimed at minimising distress caused to students by exams
2. The NUS Welfare Officer is to work in conjunction with the NUS (Dis)Ability officer to create a booklet aimed at assisting affiliated campus organisations and campus welfare and (dis)ability officers in running campaigns on their campuses and raising awareness about mental health problems triggered by exams. Some suggestions may include:
 - a. Increased accessibility and promotion of counselling services on campus
 - b. Welfare or “stress-less” weeks incorporating workshops, informations sessions and activities like petting zoos and jumping castles on campus.
3. NUS welfare officer and (dis)ability officer are to liaison with campus welfare officers to run mental health campaigns focused on challenges facing student undergoing exams

Mover: Hannah Smith (University of Sydney)

Seconder: Josh Rebolledo (NUS National Disabilities Officer)

WELF 5.30: Your Rights: At home, at uni and at work!**Preamble**

1. While at university students have the right to peacefully assemble on University grounds, the right to be free from University censorship and the right to appeal academic misconduct decisions . The right to appeal academic misconduct decisions. b. The right to have your assessment re-graded. c. The right to study in an environment free from any form of harassment. d. The right to academic assistance from your University. e. The right to be represented by a democratically elected Student Organisation.
2. For many students while at university it is the first time to be living out of home. While renting tenants have many rights including having repairs done, receiving bond back, breaking the lease, appealing unfair eviction and having proper notice on inspections
3. Students often work a disproportionate amount of unsociable hours around study and rely on this as their main source of income to meet the cost of living.
4. Overwhelmingly students would be affected by the removal of penalty rates.
5. Many students work in ‘cash in hand’ employment and are not covered for superannuation, workcover and miss out on penalty rates.
6. In a report by Universities Australia in 2012 more than 76.6% of

low SES full time students reported being worried by their financial situation, an average of 17% of students regularly went without food, less students are employed since 2006 however the amount of hours worked has gone up to 16 hours a week average.

7. For indigenous students this was much worse with 4 out of 5 indigenous students worried about their financial situation , About two-thirds (66.3 per cent) of Indigenous undergraduate students reported receiving no financial support from family; the corresponding figure for non-Indigenous students was 49.7 per cent.
8. Three out of every five international undergraduate students (63.0 per cent) are living on an income of less than \$20,000, with roughly another fifth (19.0 per cent) on incomes between \$20,000 and \$30,000. Over a quarter of international undergraduates (26.6 per cent) and a fifth of international postgraduate coursework students have incomes of less than \$10,000 per annum.
9. Many students are not aware of their rights or are afraid of exercising them.

Platform

1. NUS believes that for students to be fully enfranchised with their rights they have to be fully aware of them
2. NUS believes that students should have their academic rights enshrined in a university statute

3. NUS believe students deserve to be able to study without worrying about their finances and the cost of living.
4. NUS recognises the importance of penalty rates for students.
5. NUS has a responsibility to help inform students about their rights and lobby for the improvement of those rights.

Action

1. The National Welfare Officer will create a campaign based around informing students about their rights as renters, as workers and as students at university and that publicly lobbies for better treatment for students in all these matters
2. The campaign will inform working students about their right to penalty rates, fair dismissal, minimum wage, fair conditions etc. and seek to encourage them to join there relevant trade union. It will demand penalty rates for all workers and the set age for receiving minimum wage to be abolished
3. The campaign will seek to make sure all students have the following academic rights including, but not limited to; to have your work remarked, to a student charter of rights, to an academic hearing, to expect continuation of quality in the degree you started, to get access to the learning resources paid for.
4. The campaign will seek to inform student renters about rights such as the right to get repairs, reasonable grounds for being kicked out, fair notice on ending of lease, how a lease can be broken, different types of accommodation. It will

seek to lobby current renters rights to be more in line with those of countries in Europe that have fairer rights for renters.

5. The Welfare Officer will create a resource kit for students and student office bearers including, but not limited to; a checklist of workers rights, renters rights and academic rights, did you know facts, summary of relevant legislation, how to write a resume and cover letter guide, stickers, posters and more
6. The Welfare Officer will liaison with the ACTU, Victorian Trades Hall, VTHC Young Workers, Tenants Union, United Voice and any other relevant bodies or unions on the campaign to get them involved and listen to their input.
7. The National Welfare Officer will lobby the Federal Minister for Workplace Relations, the Shadow Minister for Workplace Relations and any other relevant member of Federal Parliament for fairer treatment of young workers and students at work
8. The National Welfare Officer will work with the National International Officer to create a national week to be brought to all affiliate campuses for informing domestic, but in particular, international students about what rights they have in the workplace that will include a posters, stickers and other resources.

Moved: Rose Steele (La Trobe University)

Seconded: Heidi La Page (University of Tasmania)

WELF 5.31: Emergency Housing

Preamble:

1. Students face homelessness due to a range of circumstances including, family and relationship breakdowns, financial trouble, violence and abuse, housing crisis, etc.
2. 25% of those who are homeless in Australia are between the ages of 12-24, whilst 59% of tertiary students are between the ages of 15-25.
3. Students who become homeless are more likely to drop out of tertiary studies than those who do not face homelessness.
4. Many university students will face temporary homelessness at some point in their studies.
5. Homelessness has a large, and often lasting, negative affect on a student's life that can affect future study, employment, and health and well-being.

Platform:

1. NUS believes all students have a right to affordable accommodation.
2. NUS believes all students have a right to accessible accommodation.

3. NUS recognises that homelessness is a serious problem for students.
4. NUS acknowledges that there is a need for emergency housing and believes students should be provided immediate access to emergency accommodation should the need arise.
5. NUS recognises that those needing emergency housing are often in financial trouble, and therefore believe that this service should be free of charge or at a minimal fee.

Action:

1. The NUS Welfare Officer will assist student organisation Welfare Officers to lobby, negotiate and campaign for emergency housing services.

Moved: Stephanie Morgan (Deakin University)

Seconded: Rowan Payne (Deakin University)

WELF 5.32: Student Welfare Survey

Preamble:

1. Surveys have been distributed in past years to autonomous groups to gain understanding of and statistics regarding prevalent

issues affecting the aforementioned groups.

2. The “Talk About It” survey produced by the NUS Women's Officer in previous years has provided valuable information for NUS and the wider public, being cited in the media and by scholars throughout Australia.
3. There has been a definite lack of information and data regarding university welfare issues as a whole.

Platform:

1. NUS believes that all students have a right to good mental and physical health and well being.
2. NUS recognises that all students have a right to feel and be safe on campus.
3. NUS believes students have a right to high quality and functioning services and amenities.
4. NUS believes students have a right to study in fair conditions.
5. NUS acknowledges that there is a need for data and statistics regarding university welfare as a whole and whether these rights are adequately satisfied.

Action:

1. The 2015 NUS Welfare Officer will create a survey regarding the welfare services on campus, the conditions on campus, the mental and physical health of individual students, whether they feel safe, and any other issues.
2. The 2015 NUS Welfare Officer will distribute this survey online for all students to access.
3. The 2015 NUS Welfare Officer will compile and distribute the results from this survey.

Moved: Stephanie Morgan (Deakin University)

Seconded: James Bashford (University of Melbourne)

WELF 5.33: Unpaid Internships- Undervaluing students futures

Preamble:

1. Students at many Australian universities are expected to complete unpaid internships, either as part of their degree or to gain work experience whilst studying at university.
2. Many courses involve workplace integrated learning that supports students gaining integral links with industries through work experience. This type of learning highlights a move to hands-on learning approach for University courses.

3. Many Universities have policies that restrict students from being paid for undertaking work experience in the form of a placement or internship. It is claimed that students are undertaking hands on learning and therefore should not be paid for their labour.
4. Compulsory unpaid internships devalue the labour of students and future workers. Through compulsory unpaid labour universities entrench the idea that work done through internships and placements is not valued work
5. Students are often exploited due to their status as a student. Workplaces devalue students' knowledge, experience and time by refusing to offer a stipend or remuneration for labour.
6. Many students fall into the trap of working for organisations that offer cash in hand or payment under the minimum wage. Universities who support unpaid internships send a message to employers that it is acceptable to exploit university students.

Platform:

1. NUS oppose compulsory unpaid internships as a part of degrees, courses and subjects.
2. NUS supports paid internships, placements and work experience as a part of degrees and as a way to gain experience in a field or industry.
3. NUS believe that each individual persons labour should be

valued in all workplaces and be properly compensated for work.

4. NUS supports students who need to work to afford to study and condemn universities who make students undertake workplace internships that are unpaid, furthering the cost burdens involved with study.

Action:

1. The National Welfare Officer, in conjunction with the National Education Officer and all relevant National Office Bearers, will work with campus student organisations to inform the student population about the issues surrounding unpaid internships.

2. The National Welfare Officer will run a campaign called 'Unpaid Internships- Undervaluing student's futures' targeting the exploitation of students through unpaid internships.

3. The National Welfare officer and campus Welfare officers will produce an audit of universities and courses that offer internships highlighting which courses prevent students from being paid. This will be distributed to affiliate campus student organisations combined with information on unpaid internships and why it is important to pay students to undertake work experience.

4. The campaign will promote the importance of students being paid fairly. The campaign will highlight that students are often exploited by employees due to the fact they are students often being paid under minimum wage or cash in hand. The campaign will

call on universities to implement policies that promote paid internships, placements and work experience.

5. The campaign will call on universities to implement policies that instruct participating workplaces to pay students a stipend or remuneration for their labour. Universities will control the standard of work placements and will only support organisations who offer to pay participating students for their labour.

6. The campaign will empower students to reject unpaid work and value their labour. Through providing knowledge, resources and support NUS will educate unknowing students of the dangers of exploitative labour.

7. The NUS Welfare officer will work in conjunction with Interns Australia, the NTEU, ACTU and other interested parties to combat unpaid internships nationally.

Moved: Rose Steele (La Trobe University)

Seconded: Dean D'Angelo (NUS National Executive)

WELF 5.34: Rad Sex(uality) and Consent Week

Preamble

1. Currently, 'Sex Ed' in schools is extremely exclusionary and

inadequate. Sex Ed should no longer be seen solely as sex education but as Sexuality education for all young people regardless of their gender or sexuality.

2. Sexuality education needs to include teaching sex as an option, that sex should be pleasurable and safe sex and emphasise consent. Sexuality education also needs to acknowledge and accommodate same-sex attracted and gender queer people. The National Youth Survey found that these students are often more sexually active and more likely to report engaging in sexual risk taking behaviour with partners of both genders, leading to higher sexually transmitted infection rates and pregnancy rates.

3. The World Health Organization has stated that good sexuality education involves particular components such as; dealing with pressures for unwanted sex or drug use, recognizing a situation which may turn risky or violent, knowing how and where to ask for help and support, knowing how to negotiate protected sex and other forms of safe sex when ready for sexual relationships. The National Youth Survey in 2012 found that there had been a 20% increase in the rate of Sexually Transmitted Infections within the previous three years which meant that 75% of STI's were now carried by the youth population of Australia. Further to this the survey found that one third of respondents had reported unwanted sexual experiences majorly resulting from coercion and the influence of drugs and alcohol.

5. Over the last few years Melbourne University has run a week

long program called Rad Sex and Consent week; advertised as "The Sex Ed you never got in school". The program usually runs for one week and has included many workshops including consent workshops, how to make your own sex toys, mapping periods, workshops run by Transgender Victoria, the Centre Against Sexual Assault, HIV/ AIDS, introductions to asexuality, race and relationships, sexuality and sexual health, fuckability (workshop on disability, sex, power and kink) and more. Recently the program has been taken up by Monash University and La Trobe university.

6. With the primary and secondary school education failing young people it is up to universities to start teaching better sexuality education. This is particularly important as many colleges, residences and events still have large problematic events occurring including sexual assault and drink spiking.

7. Emphasising consent and options for all genders is important particularly in contrast with many mainstream images and scripts that the media and pornography show to people. Sexuality education needs to also include information about all contraceptive options for all genders.

Platform

1. NUS recognises the many obstacles women face when bringing forward allegations of sexual assault, sexual harassment or rape.

2. NUS recognises the need for proper and comprehensive sexuality

education for the safety of students.

3. NUS recognises that many students get to university without proper understandings of consent, gender, sexuality, pleasure and contraceptive options.

Action

1. The National Welfare Officer will work with the National Queer and Women's officers to encourage other student unions to start running programs similar to Rad Sex and Consent week and highly recommend consent workshops being run.

2. The National Welfare, Queer and Women's officers should encourage universities in the same state or territory to work collaboratively on this project and share resources.

3. The National Welfare, Women's and Queer officers will work together with campus office bearers to put together a list of contacts and organizations that can be contacted to enquire about running workshops which can be handed to the welfare, women's and queer officers (or equivalent) at university campus organisations interested in adopting Rad Sex and Consent Week.

Mover: Georgia Kennelly (NUS National Women's Officer)

Seconder: Hannah Smith (NUS NSW State Branch President)

WELF 5.35: Campus Pharmacies

Preamble

1. Often students are quite time poor and rely on the facilities provided by their universities, which are obviously convenient by the ability to run to between/ after classes, to help ensure they have access to much needed services and goods such as medication.

2. Many students also face income barriers, trouble finding affordable housing, cuts to youth allowances and heavily casualised work without proper penalty rates. All these factors and more can mean students are on tight budgets and need more time to be dedicate to their studies and to work.

3. For many students pharmacies are needed to pick up necessary medication, contraception, anti-histamines and medical help.

4. Campus pharmacies have been found to take advantage of students situations and locality, recognizing they are often the only campus pharmacy and the only quick, accessible pharmacy for many students. Campus pharmacies have been found to have higher prices on generic brands then normal pharmacies have on the original, non generic brands.

Platform

1. NUS is opposed to businesses that take advantage of students and increase prices just because they have a monopoly on a market.
2. The majority of Australian students, whom NUS was established to represent, fall under the lowest income brackets and are vulnerable to increases in the cost and availability of medications.
3. It is a core priority of NUS to advocate against measures that undermine and restrict student's access to healthcare.

Action

1. NUS directs the National Welfare officer to speak out on the issue and write a letter to student unions and organisations making them aware that this may be happening on their campus.
1. The National Welfare officer will investigate, to the best of their ability, in conjunction with campus representatives, the prevalence of higher prices on medications in campus pharmacies and advocate that campus pharmacies lower their prices to be in line with low income health care concession card average prices.

Mover: James Bashford (University of Melbourne)

Seconder: Stephanie Morgan (Deakin University)

Women's

WOMEN 6.1: 'Talk About It': Stopping Sexual Harassment at Universities

Preamble

1. This year we have witnessed universities turning a blind eye to sexual harassment—one example which has gained media attention is the case of Alex Wright from the University of Sydney, who took a photo of a woman he was having sex with, without her knowledge, and shared it amongst friends at a time when it was “too late” for her to take legal action
2. The University of Sydney did not take any action to ensure that this woman felt safe on campus until student and commercial media released the story and it was pressured to do so

3. This would not be the first time universities have tried to sweep sexual harassment and assault stories under the rug, given the startling results of NUS' 'Talk About It Survey' and the stories which have come out from residential colleges at Universities across the country
4. The 'Talk About It' Survey is a survey which was first run by the NUS Women's Department in 2011. Since then it has been decided by conference that the survey will be run by the Women's Department every two years to ensure we have up to date information and data on these occurrences to present to universities.

Platform

1. NUS does not agree with universities' attempts to cover up sexual harassment stories
2. NUS condemns the perpetrators of these acts, such as Alex Wright
3. NUS supports the women who have survived these incidents
4. NUS biannually runs the 'Talk About It' survey and campaign

Action

1. NUS will continue to put pressure on universities to act when it comes to sexual harassment and assault in on campus accommodation
2. NUS will continue to provide up to date data on these incidents and re-run the 'Talk About It' in order to do so
3. NUS will assist, support and endorse student union campaigns around sexual harassment on their campus

Moved: Amy Knox (University of Sydney)

Seconded: Rose Steele (La Trobe University)

WOMEN 6.2: Blue Stockings Week

Preamble

1. Women in higher education experience significant disadvantage through structural oppression within tertiary institutions in Australia
2. Women continue to face little representation within senior academic roles when 77% of Vice chancellors are male paradoxically women students make up more than the majority

of students. Since the deregulation of student places in Australia many institutions have become more vocationally focused and have re-structured many female dominant areas of study in particular the cutting of women's and gender sexuality and diversity programs at universities such as Melbourne, Wollongong and La Trobe University.

3. Moreover women are disproportionality represented in the texts or subjects matters.
4. Bluestocking's week seeks to highlight the issues facing women in higher education today and bring out positive change
5. Research continues to be an area dominated by male academics, which is how success is measured in academia.
6. Teaching positions continue to be dominated by women academics.
7. The re-introduction of Blue Stockings Week campaign has been tremendous in encouraging women in higher education
8. Additionally women of a CALD or ATSI background face barriers in higher education pertaining to both their race and gender

Platform

1. NUS support the advancement of women in modern society, particularly in higher education both as students and staff members.
2. NUS believe that women's voices are integral to all parts of

university, including teaching and research.

3. NUS asserts that it is important for the women's department to be active on issues of women's university representation.

4. NUS recognises unfair expectations that women students can and will contribute academically, financially and socially to institutions that do not actively promote other women.

5. NUS believes weeks such as Blue Stockings Week are necessary to empower students and celebrate the success of women in higher education to discuss avenues of continuing to further women's progress through the barriers that remain.

Action

1. NUS National Conference directs the National Women's Officer to organise a Blue Stockings Week campaign nationally in 2015 in collaboration with the National Tertiary Education Union.

2. That the NUS women's officer works with campus women's officers and collectives to run Blue Stockings Week.

3. That the NUS women's officer work with NUS Ethno-Cultural officer and NUS ATSI officer to ensure that issues relating to race and gender in university systems is represented in the campaign.

4. That the NUS women's officer works to create resources including posters, flyers and stickers about bluestocking week and the importance of encouraging women in higher education.

Moved: Rose Steele (La Trobe University)

Seconded: Betty Belay (La Trobe University)

WOMEN 6.3: Talk About It

Preamble:

1. In 2010/11 the original talk about it survey was run and the report and recommendations were released and it was found there was wide spread and high instances of assault, harassment and general feelings of being unsafe on campus, along with low reporting rates.
2. The recommendations and the report led to nation-wide discussion on safety on campus and universities efforts in tackling it.
3. It is crucial that NUS measures universities performances in talking this issue, so many years on.
4. In 2012 the Talk About It survey was re-launched, to reevaluate whether:
 - o The few universities that carried out the recommended implementations saw lower prevalence of sexual assault
 - o There was a reduction in the prevalence of sexual assault

- o The 2012 Talk About It survey was closed and then reopened in 2013 due to the poor sample size and skewed data.
- o The results of the 2012 Talk About It survey have yet to be compiled and released
- o It has reached the point where while this data is still of use to some campuses in their lobbying efforts it is significantly better to restart this process with a new survey and results that would be more statistically valid

Platform:

1. NUS recognises the high economic and immeasurable emotional costs of experiencing violence.
2. NUS recognises that violence experienced whilst studying affects the learning outcomes of those students.
3. NUS believes that ending campus-based violence is the responsibility of universities in partnership with students.
4. NUS supports women's human rights to live without fear of violence.

Action:

RESEARCH

In order to develop trending data on campus-based violence and measure the take-up of NUS's recommendations, the National

Women's Officer will:

1. Liaise with researchers or research and statistics based organizations about the ways in which the Talk About It survey's methodology could be strengthened including but not limited to the use of online surveys and the use of an 'opt-in' technique.
2. Using this information, generate a survey for distribution in the later half of 2015. The survey should have similar questions to the 2010 and 2012 surveys in order to gain trend data but also include questions that specifically address colleges and on campus accommodation.
3. In accordance with policy point 1, distribute the survey to gather responses.
4. Collect the data and bundle for analysis the following year.

LOBBYING

Building on the momentum generated in 2011, the National Women's Officer will:

1. Work with campus-based activists to lobby for the implementation of the Safe Universities Blueprint recommendations in their entirety at universities. NUS will publicise those universities that are proactive in their approach and those that are not, aiming to create a group of universities that are "Universities of Choice For Women". These universities' status will be made public in the media,

online, at NUS conferences and meetings of the National Executive, and in other NUS work on safety in 2015 to encourage women to attend a university that works to ensure their safety whilst studying.

2. Work with student organizations (particularly those that are setting up post VSU, and those in rural and regional areas) to set aside funding to promote safer university campuses, well-resourced women's collectives and well-resourced women's campaigns as per the recommendations.

MOVEMENT BUILDING

In 2015, the National Women's Officer will:

1. Continue to alert the media on the issues associated with violence against women on campus and initiatives put in place by universities, student organizations and NUS to end it.
2. Work with White Ribbon Australia to develop campus based White Ribbon initiatives and to feed to student experience into the work White Ribbon carries out.
3. Continue to promote the Australian Human Rights and Equal Opportunity Commission as an avenue for students to report their experience should their university not cooperate and liaise with HREOC regarding the implementation of recommendations and the development of the second survey.
4. Continue to liaise with Universities Australia on implementation

of recommendations and the development of the second survey.

5. Continue to utilise connections with women at the NTEU to progress staff – student partnerships in ending violence against women on campus.
6. Provide support and entry points for students who wish to campaign on ending violence on their campus.

Moved: Olga Lisinska (ARC @UNSW)

Seconded: Amy Knox (University of Sydney)

WOMEN 6.4: Stop locking women out of Education

Preamble

1. Over the last few decades women have made huge achievements in higher education and now attend university at a rate 1.4 times higher than men and there are around 150,000 more women attending university than men
2. However, on average, women will earn only 58% of what men do with the same bachelor degree and under the current HECS system, already take twice as long to pay off their HECS debt
3. Under the current government's proposals to deregulate

university fees and charge real interest on HECS debt, modelling by the NTEU has shown that under such a scheme, a graduate with a 3 year accounting degree who elects to take a break of 8 years from their career and transition back into the workforce over another three by working part time will end up taking 36 years to pay back their HECS debt.

4. The Minister for Education, Christopher Pyne, on the 7.30 report refused to accept that women would be disadvantaged by these reforms. When Pyne was questioned about his higher education package and the impact it will have on women and low-income earners, Pyne simplified the issue and used offensive stereotypes about what women study in order to justify his case, “And I don't accept it because what will happen at universities is that vice chancellors and their leadership teams will know that they should not charge and will not charge higher fees for courses which are typically going to be studied by people who'll be nurses and teachers and therefore not earn high incomes over a period of time. Now, women are well-represented amongst the teaching and nursing students. They will not be able to earn the high incomes that say dentists or lawyers will earn, and vice chancellors in framing their fees, their fee structure, will take that into account.

Therefore the debts of teachers and nurses will be lower than the debts, for example, of lawyers and dentists.”

5. Pyne and the current government’s refusal to look at this issue with a gendered lense means that he has left a huge gap in his proposed changes and women will fall through this crack if we do not encourage the government to continue to fund our universities.

Platform

1. NUS opposes the deregulating of university fees and the charging of real interest on HECS debt for many reasons, but one being that it is inequitable for women
2. NUS condemns education Minister Christopher Pyne’s comments and recognises that women study a diverse range of degrees, not just degrees which will lead to “low paying jobs”.
3. NUS reaffirms its support for free education as the only fair system.

Action

1. The National Women's Officer will run a campaign about the effect that deregulation will have on women identifying students
2. The National Women's Officer will run an autonomous petition to send to the current Government and VCs to ensure the voices of women are heard in light of the effects it will have on women
3. NUS will ensure that at all actions against the deregulation of university fees that women's voices are prioritised due to the impact that these reforms will have on women
4. The national women's officer in conjunction with the national education officer will develop material for the campaign against deregulation, specifically about the impact it will have for people who face patriarchal and kyriarcal oppression.

Moved: Amy Knox (Sydney University)

Seconded: Olga Lisinska (UNSW)

WOMEN 6.5: Wom*n's Officer Handbook

Preamble

1. In the 2000's, the NUS Women's Department distributed a folder

with information on how to organise women's collectives, on how to refute arguments against autonomous organisation, and included references to other women's organisations and relevant government departments.

2. As student unions have a high turnover rate of office bearers, a lot of institutions knowledge is lost.
3. Women's Officers at many student organisations are critically under-resourced and need support from their sisters and colleagues.

Platform

1. NUS believes in supporting autonomous organising at affiliate organisations.
2. NUS believes that skill-sharing and that supporting women in leadership positions are important
3. NUS values the works of its past office bearers

Action

1. That the NUS National Women's Officer update and distribute the Women's Officer Handbook, including information on intersectional feminism and how to gain legal exemption from the Equal Opportunity Act for autonomous spaces on campus.

Moved: Lia (University of South Australia)

Seconded: Rose Steele (La Trobe University)

WOMEN 6.6: NOWSA

Preamble

1. NOWSA, the Network of Women Students Australia, aims to provide peak body representation for women student organisations in Australia. NOWSA's annual National Conference exists to provide knowledge and skills-training opportunities around issues facing women in society and women's activism.

2. NOWSA offers women identifying students an opportunity to engage with fellow young women identifying feminist activists and should be an opportunity supported by the National Union of Students' Women's Officer and the National Union as a whole.

3. NOWSA has this year and previously received the support of the National Union of Students through its office-bearers and outlets to support attendance and ensure access to valuable opportunities at the conference.

Platform:

1. NUS asserts that women's experiences of their gender fundamentally intersects with other elements of their identities, such as sexuality, genderqueer or trans gender identity, socioeconomic status, ethno-cultural identity, Aboriginal and/ or Torres Strait Islander identity, and (dis)ability.

2. NUS believes that women's activism must be inclusive of the intersection of disadvantage within women's identities.

3. NUS recognises the importance of supporting NOWSA as a student run conference that is relevant to the Women's NUS portfolio.

2. NUS, on the approval of the 2015 NOWSA organizing collective will have a bigger role in aiding publicity and sourcing guest speakers for the event.

Action:

1. That the NUS National Women's Officer will attend NOWSA 2014.

2. That State Women's Officers attend NOWSA where possible.

3. That the National Women's Officer run at least one workshop at NOWSA such as an introduction to NUS campaign.

4. That State Women's Officers be encouraged to run at least one workshop at NOWSA.

5. That NUS will advertise NOWSA on their website and adjunct social media by linking to all relevant pages for the conference.

6. That the NUS National Women's Officer will work with the NOWSA directors to help publicize the conference and attempt to mobilize support and attendance around the conference.

7. NUS national Women's Officer should put together a little memo

at the start of the year, in conjunction with the NOWSA Organisers, which can be sent out to all women's officers, or appropriate other union representative if there is no women's officer, in time for O week. This is so the officers, collectives and departments have time to advertise appropriately about the conference and raise the funds for going.

8. NUS will seek to support students from small and regional campuses in attending.

Mover: Amy Knox (Sydney University)

Seconder: Georgia Kennelly (NUS National Women's Officer)

WOMEN 6.7: Let Women Learn: Access and affordability of Childcare.

Preamble

1. In the March Australian Bureau of Statistics Persons not in the labour force report it was found that the biggest issues keeping women out of the labour force and education is the cost, access and availability of childcare
2. This is a women's issue as it was shown in the same report that lack of childcare was the most uncommon reason for men to not be in the participation rate.

3. Currently the average daily cost of childcare nationwide is \$100 per day.
4. For a 5 day a week care for 48 weeks of the year this is equal to \$24000
5. This is an unacceptably high amount to have to pay for the right to be able to undertake an education while having a child who is under school age.
6. This is also an unacceptably high amount to charge for childcare when according to the universities Australia 2012 student finances report, the average income for an undergraduate student is approximately \$20,000 a year and the average income for a postgraduate student is approximately \$33,000.
7. This puts many families into financial stress due to the unaffordability of childcare.
8. In response to this the Productivity commission has tabled a report into Childcare and Early learning.
9. This report was sent to the government on the 31st of October 2014 and is mandated to be tabled either by the end of 2014 or at the beginning of 2015

Platform

1. NUS supports the right of all women to be able to attend university regardless of age or circumstances
2. NUS supports affordable childcare for all university students
3. NUS believes that there should be affordable, student centred childcare at all universities
4. NUS condemns any moves by the productivity commission to make childcare more unaffordable to students.
5. NUS condemns any moves by the productivity commission to increase the costs of childcare paid by consumers in order to reduce the burden on the government.

Action

1. The National Women's officer will a run a campaign in response to the final productivity commission report to attempt to pressure governments and universities to ensure affordable childcare for all students remain.
2. This campaign will include
 - o Ensuring that students are no worse off under any new

- o system that is proposed by the productivity commission
- o Ensuring that government funding to childcare does not decrease below current levels.
- o Ensuring that any means testing that is proposed will only be affecting those who do not need government assistance with childcare, and does not affect those who currently and in the future will require it.
- o Ensuring that governmental actions do not decrease the availability of childcare places.

Moved: Olga Lisinska (UNSW)

Seconded: Sophie Johnston (UNSW)

WOMEN 6.8: National Our Bodies Our Choice Campaign

Preamble

1. Across Australia, we have seen massive attacks on women's right to choose, primarily in New South Wales with the reinvigoration of the Zoe's Law Bill being pushed through the Upper House and Geoff Shaw threatening women's right to choose in Victoria.
2. In New South Wales and Queensland, abortion is currently in

the criminal code. It is only legal when doctors believe a woman's physical and/or mental health is in danger. In New South Wales socio-economic reasons can be taken into account too.

3. In all other states it is legal with strict restrictions on time, on doctor's approval and the reasons for wanting an abortion.
4. Surgical abortions are available in all states in Australia and cost between \$300-\$800. Part of the cost of surgical abortions can be claimed to Medicare and where the full payment was paid, Medicare card holders can claim the rebate by lodging a Medicare form.
5. Mifepristone or RU486 or a medicinal abortion is available for up to nine weeks of the pregnancy. It has been made available on the Pharmaceutical Benefits Scheme by the Gillard Government, making a \$300-\$800 drug under \$36. RU486 is available from Gynaecologists, Abortion Clinics, Hospitals and other specialist clinics.

Platform

1. NUS supports women's right to choose at which stage in their life, if at any stage, they will have children
2. NUS does not support State or Federal Governments' attempts

to interfere with or limit a woman's right to choose

3. NUS believes that women should be informed of every type of abortion available to them and the cost and accessibility of every option

Action

1. The National Women's Department will assist State Branch Presidents and State Branch Women's Officers in formulating state-specific campaigns to address the particular attacks on women's rights in each state
2. The National Women's Officer will run an awareness 'My Body My Choice' campaign about abortion accessibility for students
3. The 'My Body My Choice' campaign will consist of an educational component which will inform students of the different kinds of abortions available to them and the cost of these options
4. The 'My Body My Choice' campaign will also mobilise students in the face of these attacks on women's rights to choose on a national level and assist women departments to run their own action against these attacks

Moved: Amy Knox (Sydney University)

Seconded: Georgia Kennelly (NUS National Women's Officer)

WOMEN 6.9: Where's my data?

Preamble

1. As it currently stands, the ABS is either unable or unwilling to provide better statistical breakdowns
2. There is little data available outside of monthly ABS unemployment surveys and Monthly Average Weekly Fulltime Earnings (AWOTE) reports to assess the disparity within the gender pay gap
3. There are other organisations and other ways to discover data outside of the ABS running surveys.
4. One of these ways is to use census data to draw conclusions about average wages for different groups.
5. This is one of the main ways we have to attain the data behind the indigenous pay gap, but this is not a perfect solution for that.
6. Other organisations such as Graduate Careers Australia have the ability to run their own surveys and discover data such as

this.

7. Earlier this year it was found through a graduate careers Australia report that there was a substantial difference in the average starting salaries offered among genders.
8. Graduate Careers Australia has since stated that they will not be running gender based survey questions anymore because they feel the data is misused.
9. Data is there to be used, and as much data as possible should be used to encourage better public policy.
10. We also need data about other groups that are systematically oppressed, such as queer people, people who are ethno cultural, people with (dis)abilities and indigenous people.

Platform

1. NUS supports equitable access to data for all groups affected by the Kyriarchy
2. NUS believes that more data is necessary for fair and equitable public policy
3. NUS believes that with more data it becomes harder to position that data to suit controlling interests

Action

1. The National Women's Officer will liaise with the ethno cultural officer, the disabilities officer, the queer officer and the Aboriginal and Torres Strait Islander officer to lobby graduate careers Australia to ensure the reinstatement of gender based data along with data about the pay gaps that affects the students the officers represent.
2. The National Women's officer will also endeavour to lobby the Australian bureau of statistics and other relevant organisations to ensure that all data produced about income figures, assault figures and all other relevant figures are inclusive of all students.

Moved: Olga Lisinska (UNSW)

Seconded: Rose Steele (La Trobe University)

WOMEN 6.10: Save Women's Services

Preamble

1. This year New South Wales has had their autonomous women's services threatened due to a new tendering process which

has favoured 'non-specialist' services

2. This has also affected young girls homes and women's refuges near university campuses
3. Women's only services are important as it provides a safe space for women who might be escaping domestic violence, or homelessness and provides a safe space for women with children
4. The first ever women's only service was set up by students from the University of Sydney in Glebe, called Elsie's, and received the funding to set it up from the Whitlam Government
5. Elsie's has now lost its independence to St Vincent de Paul's
6. While a state specific issue, this is something which is possible under the Liberal governments of all states and is an issue which affects women students who might live far away from home or need a place of refuge to stay while completing their studies

Platform

1. NUS recognises the importance of autonomous women's

refuges for women identifying students who need help during their studies

2. NUS supports autonomous services
3. NUS condemns the NSW Liberal Government for following through with this tendering process which has resulted in the closure of many women's refuges
4. NUS recognises the legacy worth fighting for, as it was students who started the first women's refuge, and NUS will continue the fight on behalf of current students

Action

1. NUS will support any actions to stop the NSW Government from going through with this tendering process
2. NUS will prevent any other state or the Federal governments from taking funding away from autonomous services.

Moved: Amy Knox (Sydney University)

Seconded: Georgia Kennelly (NUS National Women's Officer)

WOMEN 6.11: Equal Pay Day(s)

Preamble:

1. Women are now the majority of university graduates in Australia. Which is a fantastic achievement
2. Unfortunately when it comes to leaving university, this means very little
3. Data released by the Australian Bureau of Statistics (Cat No. 6302.0) shows that the average man working full-time earns 18.2% or \$283.20 more than the average full-time working woman. The average weekly ordinary time earnings of women working full-time were \$1,275.90 per week, compared to men who earned an average weekly wage of \$1,559.10 per week.
4. Between November 2013 and May 2014, men's salaries increased an average \$24.90 per week and women's increased only \$7.09.
5. Arguments are still made about women's choices around children and working industry are responsible for this injustice. This is fundamentally not true. In all industries women are paid less than men by a minimum of 8%, such as those in Accommodation and food services, and a maximum of 30.7%, for those who are working in healthcare and social assistance.
6. There has been much work done to reduce this inequality, in

terms of legislation, in terms of union campaigning, such as the ASU equal pay campaign, and through Fair Work Australia, where it stated that some pay gaps are due to sexism.

7. It is also important to note that women are not the only group that suffers from pay inequality, indigenous men earn less, on average, according to census data than the average (white) Australian. There is also almost no data surrounding the inequality people of colour face in Australia, nor is there significant data about the rates of pay for trans people or people with disabilities.

Platform

1. NUS believes in the basic principle of equal pay for equal work and believes that no one should be paid less on the basis of their sex, gender identity, sexuality, ethnicity, religion, age, physical or mental disability, medical condition, marital status or pregnancy.
2. The NUS Women's department recognises that not only women are affected by pay inequity and recognises the pay gap that exists for many other oppressed groups including but not limited to; those who are Indigenous, LGBTIQ, ethno-culturally diverse and/or have a mental or physical disability.
3. NUS recognises the role that unions have had in campaigning

and achieving a more equitable system of pay in Australia.

Action:

1. That the NUS Women's Officer, working with the NUS Ethno cultural Officer, NUS Aboriginal and Torres Strait Islander Officer, NUS Queer Officers and NUS Disabilities Officer, will run a campaign on Equal Pay in the second semester of 2015 before Equal Pay day (Which will be calculated in March) to highlight the pay inequality present in Australian Society
2. That the National Women's officer will actively support campaigns that push for improved equal pay legislation and campaigns that work towards better pay and conditions for women in female-dominated industries, including industrial action.

Moved: Olga Lisinska (UNSW)

Seconded: Rose Steele (La Trobe University)

WOMEN 6.11: How well does the safety policy work?

Preamble

1. Previous Talk about it Surveys have shown that there is a giant

problem around sexual assault and harassment at universities,

2. Part of this stems from the policies that are currently in place to ensure students safety being completely unsatisfactory
3. Without fair policies that all students can easily access and understand, there is little chance that there will be a significant fall in the rate of sexual assault on our campuses

Platform

1. NUS believes in the right of all students to be safe on campuses
2. NUS believes that if students are unsafe on campus this provides
3. NUS believes that without strong university policies there is no way that students will be kept adequately safe

Action

1. The National Women's officer will conduct an audit of university safety policy and provide a best practise model for campus presidents and women's officers to use when lobbying their university over consent models
2. The audit will include

- If there is a separate policy for sexual assault and harassment specifically
- What the methods of investigation are
- The methods of reporting
- The collation of statistics from reporting
- If there is an option to anonymously report
- What the maximum levels of punishment is from the university
- What level of collaboration there is with law enforcement
- What policies exist at on campus accommodations, both university run and privately run
- If safe spaces and advocates for women exist, both in on campus accommodation and on campus generally

Moved: Olga Lisinska (UNSW)

Seconded: Betty Belay (La Trobe University)

WOMEN 6.12: It's my choice

Preamble

1. We are all aware that women face an extraordinary amount of structural oppression when they do not act the way the Kyriarchy wants. This is especially evident in the way women who face more than one axis of oppression.

2. Women who face more than one axis of oppression are also more constrained in their choices, as they will be judged significantly more harshly for breaking the rules than a woman who only faces one axis of oppression.
3. Women who face more than one axis of oppression are also more constrained in their choices, as they will be judged significantly more harshly for breaking the rules than a woman who only faces one axis of oppression.
4. These choices may stem from small decisions, such as what to wear on a particular day, if there will be drinking involved to such difficult life choices as whether or not to have sex or whether or not to have an abortion.
5. All women deserve to live their lives safely and comfortably for themselves, regardless of how the kyriarchy wants them to live.

Platform

1. NUS condemns behaviour to present the minute undermines bodily Autonomy
2. NUS believes it is your choice as to If you has sex or don't have sex, If you have an abortion or if you decides to continue with the pregnancy, In what you wears and where you live or if you do or do not choose to drink

Action

- 1.The national women's department will run a national campaign entitled: It's My Choice
2. This campaign will include but is not limited to statements around:
 - o It's my choice to have sex
 - o It's my choice to not have sex
 - o It's my choice to wear this
 - o It's my choice in where I work
 - o It's my choice in where I live
 - o It's my choice to drink
 - o It's my choice to not drink
 - o It's my choice to go out
 - o It's my choice to stay in
3. The National Women's officer will engage with the Queer, (Dis)abilities, Aboriginal and Torres Straight Islander and Ethno cultural department to ensure that the campaign is completely intersectional

Moved: Olga Lisinska (UNSW)

Seconded: Georgia Kennelly (NUS National Women's Officer)

WOMEN 6.13: Blue Stockings Week 2014

Preamble:

1. Women are clearly under represented in facets of public life and the high education sector.
2. Blue stockings week has played a significant role in alerting people to this fact
3. Blue Stockings Week has a problem in that it also serves to remind women of colour and indigenous women that until even more recently they were excluded from universities.

Platform:

1. NUS recognises the historic importance of Blue Stockings Week
2. NUS recognises the historic oppression Blue Stockings Week represents for many people
3. NUS recognises the importance of celebrating women's achievements in higher education

Action:

1. The National Women's Officer will liaise with the National Tertiary Education Union in their organisation for Blue Stockings Week to ensure that it is as inclusive as possible
2. The National Women's officer will work with the NTEU to develop NUS's role with this event to ensure that NUS is as inclusive as possible to all students.

Moved: Olga Lisinska (UNSW)

Seconded: Georgia Kennelly (NUS National Women's Officer)

WOMEN 6.14: To the "Men's Rights Movement" NUS says NO.

Preamble:

1. The presence of the men's rights movement is an ever increasing feature of the political and cultural landscape in Australia.
2. A predominant goal of the movement is to portray feminism as a violent and discriminatory ideology and feminists as perpetrators of discrimination and manipulators of Family Law Courts.
3. Men's Rights Action groups encourage representing women in

negative terms, a universal distrust of women and violence against them. These groups use apologetic language around instances of rape and the use of physical violence against women.

4. There have been frequent cases in Australia of women who have had their safety compromised and/or have had acts of violence brought against them by members of men's rights groups.

5. Often these groups also hold racist, homophobic and queerphobic sentiments and opinions that they happily share, write about and encourage others to adopt.

Platform:

1. NUS is an intersectional feminist organization that supports women and other oppressed groups in their struggle for autonomy and equality.

2. NUS supports social equality and a societal structure not dependent upon discrimination based on gender or gender identity.

3. NUS believes that the way to bring about social change to this effect is through actions born from feminist movements and ideologies.

Action:

1. That the NUS National Women's Officer for 2015 prepare resources for campus women's collectives and student organization

about autonomy in women's organizing.

2. The National Women's Officer for 2015 should also prepare resources for campus women's collectives and student organisations with best practices for dealing with men's rights action groups, the language they use, debunking common myths proliferated by the movement and how to ensure personal safety when engaging with such groups.

3. That the National Women's Officer work with campus women's collectives and student organisations to safeguard against men's rights groups being formed at a campus level.

4. That the National Women's Department encourage the one campus promotion of organisations and groups that promote gender equality and speak out against violence against women.

Mover: Amy Knox (Sydney University)

Seconder: Georgia Kennelly (NUS National Women's Officer)

WOMEN 6.15: Trigger warnings

Preamble

1. Trigger warnings help students' access education. This is not just a wom*n's problem yet many of the triggers do affect wom*n more than other genders.

2. Triggering topics can lead to a student having an extremely strong and damaging emotional response to certain subjects from encountering them unaware they are unable to learn or it can negatively affect their grades
3. Trigger warnings can be post-traumatic flashbacks or urges to harm oneself. Having these responses is called "being triggered".

Platform

1. The NUS Women's Department wants to make sure all students can access education

Action

1. The NUS Women's Officer will encourage campus Women's Officers to investigate the frequency with which trigger warnings/content warnings are used in advance of lectures and on course readings.
2. The NUS Women's Officer will encourage campus Women's Officers to, where campus Women's Officers find it is necessary, promote the use of trigger warnings at their universities.

Mover: Amy Knox (Sydney University)

Second: Georgia Kennelly (NUS National Women's Officer)

WOMEN 6.16: Eating disorders

Preamble

1. Eating disorders disproportionately affect wom*n. Impossible beauty standards in the media have been proved to negatively affect wom*n especially teenagers and young adults.
2. These disorders continue or begin in university.
3. The disabling effects of eating disorders plus the stigma negatively affects these students.

Platform

1. The NUS wom*n's department wants to make sure all students can access education.
2. NUS recognizes the need to highlight the prevalence of these issues.
3. NUS needs to make sure appropriate and affordable care is

available for anyone affected by these illnesses.

Action

1. The NUS wom*n's department will work with the NUS Disabilities department to create a campaign around the prevalence of these illnesses.
2. The NUS wom*n's department will work with campus wom*n's officers to make sure relevant information is easily accessible in wom*n's rooms.
3. The NUS wom*n's department will work with campus wom*n's officers to make students aware of bulk-billed or inexpensive counseling services.

Mover: Amy Knox (Sydney University)

Seconder: Georgia Kennelly (NUS National Women's Officer)

WOMEN 6.17: You're a Feminist Harry!

Preamble

1. This year saw a year beset by violence and opportunism for

women in activism, ranging from #gamergate to a new Minister for Women (and, in better news, Sheila Jeffrey's impending retirement), it is more important than ever to reassess the reasons and words we as activists in a national organisation and national student movement use to advance our activism.

2. To quote bell hooks, "I am interested in the active practice of politics that we name as feminism that is not an identity ... the question is: what is your politics as it relates to feminism? What is your active practice in your life that is working against patriarchy, sexism, sexist exploitation and oppression?"

Platform

1. The National Union of Students is an organisation committed to the core principles of inclusivity and intersectionality as underlying core politics, and strives to maintain, improve and relate its activities in defense of students in tertiary education towards:
 - a. Aboriginal and Torres Strait Islander women in Australia;
 - b. Women of colour in Australia;
 - c. Ethnic women in Australia;
 - d. LGBTIQA women in Australia;
 - e. Women living with disabilities in Australia;
 - f. Culturally, Ethnically and Linguistically Diverse women in Australia;

- g. Women from overseas in Australia;
- h. Women in Australia;
- i. Women overseas.

Action

1. NUS will continue to strongly advocate the intersectional work of its Women's Department as core business, as for the work of queer women and women across all spheres of autonomous activism.
2. National Conference directs the National Executive and all National Office Bearers to work closely with all autonomous office bearers to ensure intersectionality is part of the core business of all national campaigns run by NUS.
3. National Conference directs National Office Bearers and National Executive to actively ensure that autonomous office bearers have a key role in developing, drafting, and advocating NUS' national campaigns.

Mover: Isaac Foster (University of Tasmania)

Seconder: Amy Knox (University of Sydney)

WOMEN 6.18: Safety at University Events

Preamble

1. Many universities have historically had many problems with events getting out of hand and people reporting incidents of assault or other traumatic events.

2. Even today many universities still have a problem with assault, drink spiking and incidents where the giving of consent is questionable.

3. It is important that everyone should be able to attend all university events without fear and that they are in a safe environment during the event.

4. As our student population becomes more diverse it is necessary to look at not only the safety of people at events but the inclusiveness and accessibility of events.

5. NUS recognises that universities and campus organisations have a duty of care to students in providing a safe and harassment free environment.

Platform

1. NUS believes every student has the right to enjoy the full range of activities presented to students without fear of personal harm.
2. NUS believes every student should have the ability to report

incidents, to have their voice heard and have universities act to make sure an incident does not happen again and restitution is made.

3. NUS believes that students have a right to complain about events that have taken place at a university event or on university grounds. Further, that complaints should be treated with confidentiality and respect, and that students have the right to be supported in their complaint.
4. NUS recognizes that often universities have grievance or reporting procedures in place but students do not know about them and even student representatives don't know about and are unable to refer students to them.
5. NUS recognizes that often universities have grievance or reporting procedures in place but that the procedures have a high burden of proof required on victims and often people don't bother with these procedures because they believe nothing will be resolved and the process will only further victimise them.

Action

1. The National Welfare officer will investigate how many

universities have a grievance procedure in place for university or university affiliated activities where incidents arise at the location of an event.

2. The National Welfare officer will investigate how many student unions, as opposed to universities, have their own grievance procedures in place for any club or union activities where incidents arise at the location of an event
3. The National Welfare officer will investigate how many students are aware of these procedures and how often they are used.
4. The National Welfare Officer, working and consulting with the autonomous National Office bearers, will put together a safe events guide that recommends best practice for safe, inclusive and accessible events.
5. The Safe events guide will include, but not be limited to, the following areas:
 - a. recommendations about not having alcohol at every event as that excludes some people from attending and engaging with parts of the union

- b. an understanding of discriminatory music and activities that make events unsafe (Eg. songs with lyrics which encourage rape culture can be very)
- c. recommendations about events including alcohol meeting the Responsible Service of alcohol standards and ensuring there are people at the events with RSAs who remain sober.
- d. having grievance and/ or welfare officers on camps/ competitions and other similar events who have training to make sure they know how to deal with any problems that arise and that they should deal with all problems as soon as possible
- e. how to set up grievance/ reporting procedures within activities/ clubs departments of the union
- f. The necessity of comprehensive consent workshops as a mandatory attendance requirement for any people who go on camps/ competitions/ tournaments and other similar longer events.
- g. recommendations on how to choose venues that are accessible.

7. The Safe Events guide will be sent to campus welfare,

autonomous departments and activities and club departments (or equivalent) and campus officers will be encouraged by the National Welfare officer to adopt the recommendations.

Mover: Amy Knox (Sydney University)

Seconders: Hannah Smith (NUS NSW State Branch President)

WOMEN 6.19: Child care needs to be supported by the Student Services and Amenities Fee

Preamble

1. One of the single most debilitating consequences of the Howard Government's VSU legislation was the decline, and in some cases outright cessation, of subsidised child care on campuses.
2. With the election of Tony Abbott cuts have further been made to programs that help mothers afford childcare while some Liberal State Governments have made further cuts to allowances and subsidies, slashing the number of days parents can send their children to childcare. National Centre for Social and Economic Modelling report has shown women working full time on \$16.37 an

hour only keep \$4.55 of it after childcare costs. This is making childcare inaccessible for many parents across Australia, particularly students with children.

3. The Student Services and Amenities Fee offers student organisations an opportunity to restore these vital facilities. Many students require childcare to be able to remain enrolled in their course. The majority of these students cannot afford to be paying full price for child care.

4. Subsidised on campus childcare is a necessity to make university accessible to students with young children.

Platform

1. NUS believes that the provision of subsidised child care on all campuses is a vital component of an equitable and accessible tertiary education system.

2. NUS notes the damage done to subsidised child care across Australia by the introduction of VSU and fears further damage if the SSAF is repealed.

3. NUS notes the opportunities for service restoration provided by the SSAF and believes that the restoration of subsidised child care must be a priority.

Action

1. NUS will support all student organisations engaged in campaigning for access to a portion of the SSAF for the provision of subsidised childcare to the fullest extent possible.

2. NUS will support all student organisations engaged in pressuring their university administrations to provide subsidised childcare to the fullest extent possible.

3. The National Women's and Welfare Officers should contact campus women's and welfare officers (or their equivalents) in student unions around Australia and help them investigate how much of the SSAF is used to subsidize childcare.

4. The National Women's and Welfare Officers will work together to combine the results into a data sheet and send them to campus women's and welfare officers (or their equivalents) and encourage those officers to campaign for greater childcare subsidies.

Mover: Amy Knox (Sydney University)

Seconder: Hannah Smith (NUS NSW State Branch President)

WOMEN 6.20: Pro-Choice Universities Preamble:

8. In all states but ACT and Victoria and Tasmania, access to

abortion is legally restricted and remains in the criminal code.

9. While in practice in many places there is access to abortion, the risk of prosecution exists for women and those who assist them. Additionally, abortion is often made inaccessible to many women by virtue of its high cost and social stigma.
10. In states where Abortion is legally available upon request, such as Victoria, there has been an increase in anti-choice rhetoric and activism which aims to repeal a woman's right to bodily autonomy.
11. The push of 'Zoe's Law' and other fetal personhood movements severely challenge a persons right to choose and diminish a persons civil rights.
12. Across some Australian universities, anti-choice clubs have been affiliated to student unions. This means they have access to union resources such as funding and the ability to produce materials.
13. While most of these clubs purport to be intent only on discussion and not on activism, they signal a regression for women on these campuses with regard to bodily autonomy and the right to choose.

Platform:

7. NUS believes in safe, free access to abortion for all women free from prejudice
8. NUS believes abortion should be decriminalised in all states and territories and should be available without qualification.
9. NUS asserts that women students should be able to attend university without facing challenges to their bodily autonomy

Action:

12. That NUS condemns the affiliation and funding of anti-choice clubs by student unions, and instructs the NUS women's officer to work with campus women's departments on campaigns to oppose them
13. That the National Women's Officer shall source or create materials that outline the relevant laws relating to abortion in each state and arrange for their distribution by campus women's departments
14. That the National Women's Officer shall formulate a policy guide for campus clubs and societies departments and encourage them to implement it. This guide will ensure that all prospective clubs and societies respect the rights and

autonomy of women and other marginalised groups

Moved: Rose Steele (National Executive)

Seconded: Alison Taylor (FUSA)

WOMEN 6.21: I am not a Bluestocking

Preamble

1. Bluestockings week has been held and implemented by the Women's and Education departments for an extended period of time.
2. Bluestockings is a term relating to upper-class women in the 1700's, who were privileged as a result of colonialism.
3. Many women currently within universities are unable to relate to this movement, due to the lack of knowledge on women of this period. This is especially relevant to, and created grievances from, women of culturally and linguistically diverse backgrounds, Indigenous women and women from a low SES background.
4. Despite the efforts of previous NUS Women's Officers to educate women on the meaning of the term "bluestockings", through the 'Whose bluestockings are they campaign', a large proportion of students are still unsure of the definition of bluestockings and consequently are

disillusioned from participating in Bluestockings week and its campaigns.

Platform

1. NUS is committed to ensuring that their campaigns are inclusive of all students and will work inter-departmentally to ensure that students are not disenchanted from the campaigns.
2. NUS is committed to ensuring that knowledge on gender inequality is available to all students in a format that they can understand and to guarantee that students are not further disenfranchised by NUS' campaigns.

Action

1. That the NUS Women's Department investigates and implements an alternative name to Bluestockings week and its campaign.
2. The NUS Women's Department consults with other identified departments of NUS and university campuses to investigate the name change.

Moved : Rebekah Drake, University of Melbourne

Seconded : Yasmine Lintvelt (RMIT)

WOMEN 6.22: It's On Us (HeForShe and Safety on Campus)

Preamble:

1. President Barack Obama and The United States Government recently launched a campaign to reduce sexual assault towards women on their college campuses. This campaign has gained momentum through engaging many high-profile individuals such as Kerry Washington and Joel McHale.
2. This campaign highlights some of the concerning statistics about US sexual assaults on campus, such as 1 in 4 women have been the victims of rape or attempted rape and 85% know their attacker.
3. The basis of this campaign is to involve all people in the reduction and elimination of sexual assaults on campuses. This ties into the premise of the UN Women's HeForShe campaign, which is focused on engaging men in the discourse surrounding gender equality. This combination of campaigns shows how all people must be involved to achieve gender equality.

Platform

1. NUS acknowledges the need for all people to be involved in the process of creating gender equality
2. NUS acknowledges that campaigns such as It's On Us and HeForShe in combination are a positive and tangible way for students in Australia to create awareness and safer campuses for all

3. NUS is committed to the elimination of sexual assault on campuses

Action

1. NUS Women's Officer will investigate a sister campaign to It's On Us and HeForShe in solidarity with the work of The US Government and the UN Women's department
2. NUS Women's Officer will work in conjunction with campus Women's Officers in order to ensure this campaign is made relevant and understood by all students
3. NUS Women's Officer will implement and adapt these two campaigns to reflect the experiences and statistics of Australian students
4. NUS Women's Officer will make contact with suitable, prominent Australian figures and relevant members of the Government to support and endorse this campaign

Moved: Dani Rothwell (Monash University Berwick)

Seconded: Yasmine Lintvelt (RMIT)

WOMEN 6.23: Late term abortion (up to 24 weeks) cover under Medicare

Preamble

1. Although terminating a pregnancy at up to 24 weeks gestation comes under state legislation, abortion attacks

occur at a federal level as these late term terminations are not covered under Medicare.

2. Pregnancies up to 12 weeks gestation are covered under Medicare, however late term terminations from 12 weeks to 24 weeks are much more expensive and are not covered under Medicare or with a health care card.
3. Women aged 20-24 make up nearly thirty per cent of women who access abortions in Australia.
4. Many students who are in the 20-24 age bracket are low SES and are unable to access a safe, legal, medical late term (12-24 week) termination.

Platform

1. NUS believes in the right to safe and affordable late term terminations for all women.
2. NUS supports late term terminations up to 24 weeks covered under Medicare.

Action

1. NUS directs the National Women's Officer and National President to write to the Women's Ministers of each state and the Australian federal Women's Minister to draw

attention to the inclusion of 12 to 24 week gestation late term termination into the Medicare system. .

2. The National Women's Officer and National President will set up meetings with each states' Women's Minister to discuss inclusion of 12 to 24 week late term termination into the Medicare system.

Mover: Sarah Barlow (Victoria University)

Second: Yasmine Lintvelt (RMIT)

WOMEN 6.24: Maybe it's Maybelline

Preamble

1. There has been an international movement for women, especially women in the age demographic of universities, to take "no make-up selfies" and to post the resulting images on social media
2. This has seen the shaming of women who post images wearing make-up, or make women feel that they are inadequate if they feel more comfortable wearing make-up
3. Wearing make-up is an autonomous decision made by individuals and it is unfair to cast judgements on these individuals for their decisions
4. The NUS Women's Department, as well as campus Women's departments, are prominent in their use of social media for

various campaigns, and therefore have the capacity to communicate with students via this medium

Platform

1. NUS supports inclusiveness of all students, regardless of their appearance
2. NUS acknowledges the need to create campaigns that reinforce inclusive and positive body images for women

Action

1. The NUS Women's Officer will run an image based campaign that supports women of all appearances, whether this be with or without make up, whichever the individual feels most comfortable with

Moved: Rebekah Drake (The University of Melbourne)
Seconded: Yasmine Lintvelt (RUSU)

WOMEN 6.25: Putting the E back in Women's

Preamble

1. Women's groups have been called "Womyn's", and "Wom*n's" as well as other terms as part of a movement

to distinguish women from their male counterparts and create autonomy

2. New students at university often do not understand the reasoning for this, especially first year women who are yet to encounter and lack full understanding of the feminist movement.
3. This alienates and discourages women unfamiliar with the feminist movement from involving themselves as it makes the movement seem quite niche and exclusive.

Platform

1. NUS recognises the need to be inclusive of all women and have a broader appeal to the average student
2. NUS commits to encourage university campuses to revisit department names

Action:

1. The NUS Women's Officer will liaise with campus Women's departments across the country to revisit the relevance and appeal of the spelling of their department names

Moved: Yasmine Lintvelt (RMIT)
Seconded: Dani Rothwell (Monash University Berwick)

WOMEN 6.26: I Literally Can't Shut the Fk Up (I Hate These Blurred Lines)**

3. NUS discourages such music playing at student union events

Preamble:

1. The recent release of the song 'I Literally Can't' by Red Foo and the hit track 'Blurred Lines' by Robin Thicke, among many others, have received legitimate backlash due to the underlying lyrical misogyny masked in their pop tunes
2. Both of these songs popularise the denigration of women by trivialising the endemic misogyny that exists within society
3. Students are highly susceptible to music such as this that propagates rape culture in society that is often translated into sexual assault and the vilification and mistreatment of young women, a problem faced by many female students across campuses
4. Such music also encourages and normalises misogynistic behaviour to be enacted by young males

Platform:

1. NUS recognising how hurtful this can be to the feminist movement
2. NUS recognises how it can negatively effect and indoctrinate young men into misogynistic behaviour

Action:

1. NUS condemns misogynistic behaviour and rape culture
2. NUS condemns popular culture that propagates rape culture in society

Mover: Yasmine Lintvelt

Seconder: Dani Rothwell

WOMEN 6.27: Women and the cuts to higher education

Preamble:

1. Women, before the proposed education reforms, are already disadvantaged as they face the border sexism in society, including in the workplace and previous institutions of education.
2. The deregulation of university fees and interest rate on the HECS loan proposed by Education Minister Christopher Pyne and the Liberal Government will have a detrimental effect on all students from low socio-economic backgrounds, at the 2014 report by the National Centre for Social and Economic Modelling (NATSEM) shows.
3. Women in particular will be negatively affected by the reforms, as the majority enter into lower waged careers and industries. It will be harder for women therefore, when factoring in unpaid maternity leave, to repay their HECS loan if university fees are deregulated and a new interest rate added.

Platform:

1. NUS recognises the impact the changes to higher education will have on women and condemns such reforms.

Action:

1. NUS encourages women's officers nationally to oppose Christopher Pyne's policy on Higher Education and actively support the campaign against the attacks on higher education.

Moved: Grace Hill (FUSU president)

Seconded: Miranda Wood (Curtin Guild Education Vice President)

WOMEN 6.28: National Progressive Women's Network -**PREAMBLE:**

1. A strong national women's movement requires a network of diverse women.
2. The plethora of ideas and goals of women's officers and women's groups are not always communicated nationally

and a lack of communication between campuses often leaves Women's Departments without support or an inability to reach their full potential. This limits the potential of both individual women and the broader women's movement.

3. Communication between Women's Officers and collectives nationwide must be strong to overcome the intersecting challenges affecting women around Australia.

PLATFORM:

1. NUS supports a strong, diverse, national women's movement.
2. NUS supports the creation of a National Progressive Women's Network, that is trans and non-binary inclusive, that works to support and sustain the progress of Women's Officers and collectives and a broader women's movement, by creating a positive network of collaborating students.
3. NUS recognises the worth of engaging in conversations with Campus and State Women's Officers, in both informing them of the projects and progress of the NUS Officer, and learning about the projects of these officers.

ACTIONS:

1. The NUS National Women's Officer will create this network in the form of a Facebook Group and investigate the creation of a mailing list for collated reports and updates. This network will have broad aims and advise the NUS

National Women's Officer, with mutual exchange occurring between members.

2. The NUS Women's Officer will provide bimonthly updates to the National Progressive Women's Network detailing their actions and plans. This could be informal, or in the form of a report similar to that sent to National Executive.
3. Women's Officers will be encouraged to provide updates to the NUS Women's Officer, to keep them updated on what is happening on campuses around Australia. These could take the form of collated reports organised by NUS State Branch Women's Officers.
4. The National Women's Officer will ensure that the National Executive are updated regularly on the progress of this network, and ensure that the network is adequately handed over to the next Officer at the end of their term.
5. This network will also help to support women's groups at universities not affiliated with the National Union of Students.

Moved: Lizzy O'Shea (UWA Delegate, National Executive Member)

Seconded: Emma Boogaardt (UWA Delegate)

WOMEN 6.29: Women in the crosshairs of Abbott's budget

Preamble

1. In early 2014 the liberal government unveiled a budget, which saw huge cuts to social services as well as features that have pushed the cost of living up.
2. The impact of this budget will severely impact on women. Much of the cutting of social services will place greater financial strain on women. Women financially are already impacted by the fact that they are heavily casualised and are inflicted with an average of 17.1% wage gap between their male counterparts. The introduction of things such as the \$7 GP co payment and the petrol excise will significantly impact women, the NFAW (National Foundation for Australian Women) estimates that an unemployed mother with an eight year old child is likely to lose 12% of their disposable income. The budget is thus, likely to push many women into greater poverty and financial insecurity.
3. With the deregulation of University fees, many women will find they are unable to attain higher education, as they will be forced out by the huge costs affiliated with going to University. With the inclusion of increased interest rates on student loans, women who do go to university will be forced into greater and longer debt as the gender pay gap as well as being forced to leave work due to pressures of taking role of family carer, leaves them unable to pay their debt off as fast as men. The National Centre for Social and

Economic Modelling illustrates that a women paying a science after deregulation would take 13.9 years paying with a total of \$95,720 while a male paying off the same degree would take 10.7 years and would pay a total of \$88,378. This is indicative of how women will come to bare a greater toll if deregulation is introduced

Platform

1. NUS seeks to play a progressive role in fighting against women's oppression and achieving gender equality.
2. NUS acknowledges the damaging impact the budget will cause for women and thus sees the necessity in being active in the campaign against the budget.

Action

1. That the NUS continue all efforts to oppose all aspects of the budget and in doing so attempts to negate its negative impact on women. The NUS will then actively helping and providing necessary materials for activists attempting to build the campaign against the budget.
2. The NUS women's department will play an active role in fighting against the impacts of the budget on women, through striving to help the anti- budget campaign.

Moved: Sarah De Wit (Griffith University SRC)

Seconded: Jade Eckhaus (UMSU)

WOMEN 6.30: Abortion rights: free, legal, on demand

PREAMBLE

1. Abortion is a human right that is denied to many women in Australia.
2. It remains on the criminal code in many states and territories, legally preventing women from accessing safe abortions and forcing doctors, hospitals and clinics to work through loopholes in the legislation.
3. Even where it is not criminalised, however, the expensive cost of the procedure and the location of abortion clinics make accessing safe abortions an impossibility.
4. Additionally, abortion continues to be stigmatised by Governments and religious leaders who promote the idea that women behave in an unethical manner by accessing abortions. Many women are ostracised for their choice to abort a pregnancy.

5. Abortion clinics continue to be picketed by bigots, and there is a rising number of anti-choice clubs at universities across Australia.
6. All of these facts undermine a woman's right to choose, and restrict her bodily autonomy.

PLATFORM

1. NUS unequivocally supports free and accessible abortion for all women who choose to access it.
2. NUS stands against the stigmatisation of abortion, and opposes all forms of woman-shaming.
3. NUS demands that all Governments legalise abortions, and fully fund abortion clinics.

ACTION

1. The National Women's Officer will continue to campaign in support of free and accessible abortion rights.

2. All National departments will continue to support this campaign.

Moved: Danica Cheesley (VUSU)

Seconded: Natalie Acreman (RUSU)

WOMEN 6.31: Zoe's law

Preamble

1. The crimes amendment (Zoe's law) bill 2013 (no. 2) was introduced as a private members bill by the former Liberal Party member Christopher Spence in June 2013 with the backing of Fred Nile. The bill passed in the lower house of the New South Wales Parliament in November 2013, but has since lapsed in the upper house.
2. Zoe's law gives personhood status to unborn fetuses at 20 weeks or 400 grams. It grants personhood status to fetuses as legal recognition of the losses and injuries to the fetus as separate to that of the woman. The law contains a clause exempting any harm to the fetus that comes from medical procedures.

3. Zoe's law has been criticised by both the NSW Bar Association and the Australian Medical Association due to its potential to inflict upon women's reproductive rights.

4. While Zoe's law does not pose an immediate threat to the legal right to abortion, it nonetheless adds further ambiguity to the law on the question of a woman's full right to bodily autonomy. The law has the effect of reinforcing the negative stigma around abortion and creates unnecessary moral pressure and guilt towards the woman on the decision of termination. It cedes the terrain of the debate around women's reproductive rights further to the right. The law has the potential to be used by pro-lifers and the right to further crack down on abortion rights in Australia, exemplified by the fact it is being so fervently supported by notorious anti-choice political Fred Nile.

5. In states in America where similar laws have been passed women have been charged with crimes for "behaving irresponsibly" and have been made legally responsible for miscarriages. A woman in the UK is currently on trial for violence against her child due to consuming alcohol while pregnant. Foetal personhood laws such as Zoe's law pave the way for the behaviour of pregnant women to be criminalised.

6. Abortion exists on the criminal code of all state and territories in Australia other than the ACT. Although state territories have enacted laws legalising abortion performed by medical professionals, there are a number of conditions placed upon the

ability to acquire an abortion. Abortion remaining on the criminal code contributes to the stigma and social pressure undermining women's confidence to procure abortions, and opens women up to legal prosecution and intimidation.

Platform

1. NUS condemns all New South Wales Members of Parliament who have voted for this bill, including members of the Australian Labor Party.

2. NUS supports women's rights to bodily autonomy, and is firmly pro-choice. NUS supports the right to free, legal abortion for the whole duration of pregnancy.

3. NUS calls for the legalisation of abortion in all states and territories.

4. NUS opposed Zoe's law, rejecting all attempts to grant a foetus personhood status.

5. NUS endorses pro-choice activism, including the demonstration in Sydney and Melbourne in 2013, and the recent protests outside NSW State Parliament house. NUS endorses counter-rallies organised at anti-choice demonstrations.

Action

1. NUS will provide financial and political assistance for pro-choice activism on the question of Zoe's law, and in response to anti-choice societies and demonstrations. This will occur at both a national and campus based level.
2. When discussion of Zoe's law recommences, the NUS women's officer will write a press release outlining the position of this motion, followed by a press release to condemn/support should this law pass/fail.
3. National conference directs the National Women's Officer and the Welfare Officer to be involved in the ongoing campaign for women's reproductive rights. These National Office Bearers should provide material support to campus level women's officers when running pro-choice campaigns, including but not limited to stickers, posters, T-shirts and leaflets.
4. NUS will immediately respond to any further attacks on women's reproductive rights by organising snap-actions, sending out a press release and liaising with campus women's officers.

Moved: Chloe Rafferty (NUS NSW)

Seconded: Danica Cheesley (VUSU)

WOMEN 6.32: Take a stand against Tony Abbott's misogyny **Preamble**

1. Abbott's 2014 federal budget targets some of the most vulnerable women in Australia by subjecting them to erosion of living conditions, greater economic pressures and forced dependence, which reinforces the sexism women face every day.
2. The federal government is set to cut 16 500 public service jobs by July 2017. Women comprise 60% of the Australian public service and the figure is higher for health and education at 70%. These departments will be amongst those most affected by the cuts. Therefore, women in underpaid and undervalued sectors will bear the brunt of job losses.
3. Deregulation of university fees and higher interest rates would disadvantage women students more over their lifetime as the gender pay gap and time off work to have children already mean that repayment times and total repayments are significantly higher for women. Modelling suggests that if universities simply increased fees to recoup funding cuts, a female science graduate would take 5.5 years longer to pay off her debt and pay \$51 000 more.
4. Significant payments have also been gutted. This includes Family Tax Benefit B, a payment of about \$3000 a year given

to single income families which will be cut off when the youngest child turns 6, down from 16. The Low Income Super contribution, which benefitted 2.1 million working women will also be cancelled. Healthcare will be less accessible with \$7 GP co-payments. So clearly Abbott is happy to see women reduced to stress, poverty and illness through all stages of their life.

5. Muslim women in particular have also come under attack from Tony Abbott in his efforts to create a climate of anti-Muslim hysteria, with Abbott commenting that he finds the burqa “confronting” and that he “wished it wasn’t worn.” This has given racists the green light to unleash a series of physical and verbal abuses against Muslim women.

Platform

1. NUS condemns the neoliberal agenda of Tony Abbott in cutting 16 500 public services jobs and cancelling/reducing payments that improve the economic situation of women such as the Low Income Super Contribution, Family Tax Benefits and schoolkids bonus
2. NUS recognises that university fee deregulation and higher interest rates would disproportionately affect women
3. NUS supports an increase in the amount of jobs and pay in public services, more government spending on parenting payments, childcare, healthcare, super-contributions and

education as important steps to addressing the sexism faced by ordinary women in Australia

4. NUS condemns the government’s Islamophobic attacks on Muslim women and defends the right of all women to control what they wear
5. NUS reaffirms its opposition to all forms of sexism

Action

1. NUS calls for the government to repeal cuts to public service jobs, healthcare, the Low Income Super Contribution, Family Tax Benefits and other payments that support women
2. NUS will support and participate in campaigns that defend public service jobs, parenting payments, childcare, healthcare, super-contributions and education, particularly campaigns of industrial action where women have the most strength to fight against inequality
3. NUS will continue to highlight the effects that deregulation will have on women students in the campaign against deregulation
4. NUS will support and participate in activism that challenges the Islamophobia that impacts on Muslim women
5. NUS asserts that Tony Abbott is a misogynist

Moved: Stephanie Lang (Griffith University SRC)

Seconded: Emma Norton (NUS WA)

Queer

QUEER 7.1: The Queer Cookbook: Harmonising queer representation and support services

Preamble

1. The structures of many affiliate campus unions can often lead to queer students being represented by an office bearer that may not share their experiences or sexual or gender diversity.
2. Given the broad nature of the term 'queer' and the diversity of identities, opinions and needs expressed by queer identifying students, queer representatives and campus unions in general can find it difficult to identify and pursue the needs and interests of queer students particularly given the lack of resources many queer departments and student unions face.

Platform

1. Queer interests and needs are best perused when representatives, student unions and the queer and ally communities are empowered with information and advice provided

through professional research, surveys and shared institutional and cultural knowledge.

2. The more knowledge and support campus queer representatives are provided with the better they will be able to engage with and represent the interests of the entire queer community in all its diversity.

Action

1. The NUS National Queer Officers will collaborate with the NUS Research Officer, other (campus based) queer representatives and departments, queer collectives, NGOs, and any other relevant sources to form a centralised document which aims to provide information and advice on how queer people, specifically campus based queer representatives, and their allies can best represent and pursue the interests of queer students on campus and more broadly with information ranging from the views and needs of various queer communities and how campus union policies can impact them to examples of motions that progress queer interests that have passed at various campuses and recommendations for the structural reforms of campus unions that would make them more inclusive and representative of queer students and any other useful and relevant matter.

2. This document should be circulated to all NUS and affiliated campus union decision making bodies, specifically their queer representatives, and updated yearly to assist them in understanding the needs of queer students.

3. As an official publication of NUS the document should be approved by National Executive before its publication.

Moved: Michael Bezuidenhout

Seconded: Sam Donnelly

QUEER 7.2: We all need to pee: standing up against queerphobia

Preamble:

1. Trans* students continue to face significant discrimination in Australia. Access to gender segregated bathrooms has been a source of discomfort and abuse for students who do not conform to the gender binary.

2. In 2013 the NUS Queer Department initiated an awareness campaign to address trans* discrimination in bathrooms, producing two stickers for plastering around university toilets aimed at raising awareness and challenging people on others' right to use gender specific bathrooms free from questioning, harassment and abuse.

3. This campaign has been continued in 2014 and has been very popular, it has been implemented by students on over 20 university campuses across Australia and has been a point of discussion on social media and in student life.

4. Its popularity has led to opportunities for collaboration with universities abroad. NUS Queer Department has been contacted by representatives of the Queer and Ally Student Assembly at the University of Southern California and NUS UK wishing to run the campaign themselves.

Platform:

1. NUS believes in the right to safe bathroom access and the right to access gender neutral bathrooms.

2. NUS endorses and commends the campaign "We all need to pee" undertaken over the past two years.

Action:

1. NUS continues and expands this campaign in 2015 in collaboration with Queer Collectives and SRCs.

2. The NUS Queer Department will seek out student and queer organisations internationally to collaborate with them, sharing ideas and material for this campaign.

Mover – Naomi Farmer (National Queer Officer)

Seconders – Danica Cheesley (Victoria University)

QUEER 7.3: The campaign for marriage equality

Preamble:

1. The ban on equal marriage rights is a key barrier to legal equality for queer people in Australia today.
2. The marriage equality campaign which NUS has been involved in has seen a massive increase in the support of marriage equality in Australia to over 70% according to recent polls.
3. Small steps have been taken recently towards marriage equality, including ACT briefly legalising same-sex marriage and the recognition of overseas same-sex marriages in NSW (as in Queensland and Tasmania). While these changes are extremely limited, both are important steps towards marriage equality.

Platform:

1. NUS reaffirms its commitment to the campaign for equal marriage rights, inclusive of transgender and intersex people.
2. NUS considers full marriage equality a basic human right which should be demanded on principle. Queer rights should not depend on the consciences of politicians.

3. NUS recognises that the discrimination queer people face is broader than discriminatory laws such as the ban on marriage equality. However, the lack of full legal equality is a major barrier to eradicating queerphobia.

Action:

1. The NUS Queer Department will work with queer officers, collectives and student unions to increase awareness and involvement in the campaign for marriage equality, particularly the protests led by Equal Love and Community Action Against Homophobia. NUS will ensure Queer Departments are able to encourage participation in the campaign on their campuses.
2. NUS will promote their position on marriage equality publicly through media releases, media interviews, public demonstrations, social media, and other actions.
3. NUS will reach out to and work with relevant organisations in fighting for marriage equality.

Mover – Danica Cheesley (Victoria University)

Seconders – Miranda Wood (Curtin)

QUEER 7.4: Queer homelessness

Preamble:

1. Insecure housing and homelessness is a major issue facing queer youth today.
2. Homeless services are inadequately prepared to deal with queer youth. Research undertaken in QA and QLD of SAAP (Supported Accommodation Assistance Programs) admitted to not having strategies in place to address the needs of queer clients and there are few policies in place to address queerphobia in crisis accommodation services.
3. Homeless services are even less accessible for transgender people. Crisis accommodation services are often gender-segregated and are known to reject transgender clients based on their perceptions of gender. Most services are run by not for profit agencies rather than the government, leaving less room for redress.
4. The 2014 budget included a raft of cuts to welfare which will worsen the situation for many people and result in a further increase in queer homelessness.
5. This is an issue that affects many university students.

Platform:

1. NUS recognises the severity of queer homeless in Australia and condemns the lack of accommodation services for queer people.
2. NUS calls for an increase in queer-friendly crisis accommodation.
3. NUS advocates for an increase the in queer accessibility of accommodation services.

4. NUS condemns the Liberal government's cuts to welfare which will push queer youth into poverty and homelessness.
5. NUS calls for affordable government housing close to university campuses and public transport.

Action:

1. NUS Office Bearers will ensure that students are able to access information about queer friendly accommodation through queer collectives and student unions.
2. NUS will campaign for increases in the accessibility and amounts of Youth Allowance, Austudy, ABSTUDY, Newstart and Rent Assistance payments which will assist impoverished queer students afford accommodation.
3. NUS will endorse community campaigns for affordable housing.

Mover – Clare Francis (Curtin)

Seconded - Grace Hill (Flinders University)

QUEER 7.5: Queer overrepresentation in prison

PREAMBLE

1. LGBTIQ people continue to face over-representation and discrimination in prison systems across the world. This is a product of reactionary attitudes on the part of Governments and police forces.
2. According to Amnesty International, prison-based punishment for identifying as LGBTIQ can include incarceration motivated by discrimination, torture and execution by the state.
3. Many queer people are also targeted for being activists in the movement for LGBTIQ rights. There continue to be severe crackdowns by the state upon the LGBTIQ community for its activism in some parts of the world.

PLATFORM

1. NUS unconditionally opposes any form of systematic, state-sanctioned persecution of LGBTIQ people, particularly when it

contributes to the over-representation in the criminal justice system that queer people are forced to endure.

ACTION

1. That the NUS Queer Officers of 2015 continue to campaign against state-sanctioned persecution of LGBTIQ people, and raise awareness about the plight of queer people imprisoned by the state.

Mover – Danica Cheesley (Victoria University)

Seconder – Steph Lang (Griffiths)

QUEER 7.6: Standing up against transphobia

Preamble -

1. Trans people face severe and systematic oppression in all aspects of society, particularly with regards to housing, employment, access to healthcare and education.

2. As a consequence of this, trans people disproportionately suffer mental health issues and self harm, with trans people being 14 times more likely to commit suicide than the broader population.
3. Mental health issues impact upon trans students' academic performance, particularly at universities with inadequate resources and support for trans students.
4. 60% of services targeting homelessness are administered by religious organisations, some of which are transphobic and queerphobic themselves. For example, the Salvation Army regularly come under fire for their regressive views on gender and sexuality. This exacerbates the difficulties trans people face in housing.
5. Trans people in most states and territories are denied the right to change their gender on their birth certificates, and other identity documents, unless they have undergone gender reassignment surgery. This draconian requirement denies trans people the right to express their gender as they wish.
6. Progressive spaces like women's and queer rooms are not immune from transphobia, with trans people being subject to harassment and discrimination.

Platform -

1. NUS condemns all forms of transphobia and other discrimination.
2. NUS believes in the right of people to express their gender as they wish, with no restrictions from government.
3. NUS supports free and quality health services, including mental health services, for trans students on campus.
4. NUS opposes restrictions, particularly requirements for surgery, on people being able to change their gender on identity and other legal documents.

Action -

1. National Conference directs the National Queer Officers to campaign against transphobia, and will produce resources for queer officers to run campaigns on their campuses against it.
2. National Conference directs the National Queer Officers to ensure all campaigns they run specifically address transphobia.
3. NUS will campaign for adequate and accessible support services for trans students on campuses.
4. NUS will support campaigns against transphobia and encourage students to attend demonstrations or other actions in support of trans rights.

Mover – Danica Cheesley (Victoria University)

Seconded – Naomi Farmer (National Queer Officer)

QUEER 7.7: Supporting queer spaces on regional and rural campuses

Preamble –

1. The experience of queerphobia can be more acute for students in different parts of Australia. Students from rural and regional areas also suffer the difficulties of organising in small centres away from major demonstrations and other events.
2. This does not mean these areas are free from queer activism, with protests for marriage equality occurring in many regional centres, and many rural and regional universities having active queer collectives.
3. In the context of a relative lack of resources and smaller communities, spaces for queer students become even more important.

Platform –

1. NUS supports the establishment of dedicated queer spaces on all university campuses, especially those in rural and regional areas.
2. NUS believes queer spaces are important centres for organising against queerphobia.

Action –

1. NUS will support queer officers and collectives at rural and regional universities in successfully creating and maintaining queer spaces on their campus.

Moved –Grace Hill (Flinders)

Seconded – Brodie May (Flinders)

QUEER 7.8: Queer refugees

Preamble

All refugees who come to Australia by boat are subject to the inhumane, torturous policy of offshore processing and mandatory detention. There are countless atrocities committed against refugees in the name of ‘stopping the boats’. Within this regime, there are certain groups who are put at grave risk of further persecution and violence. One group at particular risk is queer refugees.

Homosexuality is illegal in Papua New Guinea, which houses one of the major offshore processing centres on Manus Island. This, along with the callous way refugees are treated in the centre, creates an extremely dangerous situation for queer asylum seekers detained on Manus. An Amnesty International report said that senior Australian immigration department staff told refugees that if any homosexual activity occurred within the centre it would be reported to PNG police. This is clearly an attempt to intimidate queer refugees. The situation has resulted in a number of queer refugees experiencing bullying, assault, fear of prosecution and suicidal ideation.

Queer refugees also face the task of having to “prove” their ‘queerness’ to the Immigration Department in order to have their

claims processed. Arbitrary and invasive questions about their tastes in popular culture and sexual activities are used by the Department to gauge whether they are ‘queer’ enough to apply to gain refugee status. However if they do not pass this test, they risk being deported back to persecution, violence and possibly death in their home countries.

Platform

1. NUS condemns the atrocious treatment of queer refugees at the hands of the Australian Government’s immigration policy
2. NUS calls for an end to the arbitrary need to ‘prove’ a person’s queer identity to the Immigration Department.
3. NUS recognises that the inhumane treatment of queer refugees is part and parcel of a bipartisan refugee policy that is designed to dehumanise and torture those seeking asylum in Australia, and therefore:
4. NUS calls for an end to the policies of offshore processing and mandatory detention for refugees

Action

1. NUS commits to endorsing and promoting all refugee rights actions in the coming year
2. NUS commits to raising the issue of queer refugees at these rallies, and other relevant forums

Moved – Naomi Farmer (National Queer Officer)

Seconded – Tom Gilchrist (Adelaide Uni)

QUEER 7.8: Against queer-phobic and heteronormative sex education

Preamble

1. Education on sexual health issues for young people has made great strides in previous years, yet still remains largely heteronormative. Most young people in

schools are not taught about queer sexual health.

2. A lack of education around sexual health for queer and trans* people contributes to increasing sexual health problems.

3. A report by Sexual Health Information Networking and Education revealed that only 15% of queer students found the sex education provided useful. The report indicated that young queer people were less likely to use a condom, more likely to develop a STI and twice as likely to become pregnant compared to their heterosexual peers.

4. A lack of education around these issues contributes to the othering of queer and trans* people, and contributes to people seeing heterosexuality and cissexuality as the norm.

5. As the peak student body, NUS is invested in the education of all students, be they university, TAFE, primary, secondary and so on.

Platform

1. NUS seeks to create an environment in which sexual health education is inclusive and informative for all students

2. NUS seeks to improve the knowledge of all students around queer sexual health

Action

1. NUS will lobby schools and other education institutions to include more information specific to queer and trans* people

2. The NUS Queer department will produce materials that educate staff and students around these issues, with a particular view to increasing awareness around issues facing trans* people.

3. The NUS Queer department will write a press release which supports more inclusive sexual health education in schools.

4. The NUS will call on the Department of Education to improve training facilities for teachers to help teach students about queer sexual health in a more effective manner.

Moved – Chloe Rafferty (NSW State Education)

Seconded – Duncan Hart (Queensland State Education)

QUEER 7.9: The cutting of gender studies in Brisbane

Preamble:

In 2013 the University of Queensland (UQ) Arts Department announced the cutting of the Gender Studies major from the Bachelor of Arts program. It was the last surviving major of its type in Queensland, having existed since the women's liberation movement in the early 1970s when concerned students demanded it be offered for study

Gender Studies is a valuable subject that needs defending from neoliberal university administrations as it is the only degree dedicated to a critical analysis of the oppression of women and LGBTI people in society. It is one of a shrinking number of courses available at universities in Australia today which offer critical inquiry and challenge mainstream ideas, and therefore the cuts to Gender Studies are also part of an ideological attack on the curriculum

In response to the administration's attacks, a concerted student and staff campaign consisting of meetings, stalls and a rally saw Gender Studies saved as a minor

In the current context of savage university cuts, particularly in the arts and humanities, the potential for Gender Studies at UQ to be scrapped even as a minor is high

Platform:

NUS condemns the downgrading of Gender Studies at UQ from a major to a minor and calls on the UQ Humanities Faculty to reinstate it as a major

NUS recognizes the importance of Gender Studies as a discipline as it studies the oppression of women and LGBTI people in society

NUS will initiate or will actively participate in any campaigns to save Gender Studies subjects and courses around the country from future cuts

Action:

NUS commits to defending Gender Studies subjects where they exist and are under attack, by supporting protest-oriented campaigns involving as wide a layer of students and staff as possible by working with queer/sexuality departments and/or student unions

In such campaigns, NUS will provide assistance by way of:

Media releases

Statements on the website

Supporting and helping build public demonstrations

Moved – Steph Lang (Griffiths)

Seconded – Duncan Hart (Queensland State Education)

QUEER 7.10: The Effect of the Budget on Queer Students

Preamble

1. The Abbott government's budget, released in May this year, contains a number of attacks against poor and oppressed sections of society.
2. The structural oppression faced by queer people means that they will be disproportionately affected by these attacks.
3. The government's plan to introduce a fee for GP visits is a serious impediment to the accessibility and affordability of healthcare. Queer people already face serious barriers to accessing appropriate healthcare, and this will be sharply exacerbated.

4. Changes to welfare, such as making unemployment benefits more difficult to access for young people and the cutting of Student Start-up scholarships, poses a serious threat to queer youth.

Platform

1. That NUS recognises the adverse affect the government's budget will have on queer people.

2. That NUS condemns the queerphobic attacks in the budget.

Action

1. That the NUS Queer Department will seek out ways to resist and campaign against the government's attacks.

2. That the NUS Queer Department will endorse and support rallies and other actions against the Abbott government.

Moved – Naomi Farmer (National Queer Officer)

Seconded – Clare Francis (Curtin)

7.11: Essential Resources for Queer Students

Preamble

1. There is a deficit of established resources, cultural awareness and accessible networks for queer students in Australia. There is no existing and easily accessible national collection of resources on queer-friendly:
 - a. sexual health services;
 - b. mental health services;
 - c. medical practitioners and healthcare providers
 - d. housing and accommodation;
 - e. local support groups and networks; or information regarding queer health issues, social issues broadly.
2. There is a particular lack of information available to transgender students discussing trans-friendly healthcare services and providers, and up to date, relevant, state-based information about medical, legal, and other key aspects of transition.
3. There is no concerted national peak organisation for queer students in Australia, and no efforts besides important campus-based projects to develop new resources; there is no capacity without a national organisation to disseminate these resources widely.

Platform

1. NUS is committed to ensuring that queer students are able to access networks, resources and information, and will act to develop world-class resources for Queer students, collectives, and affiliates.

Action

1. The National Queer Officers will liaise and work with campus Queer Officers and Queer Collectives in order to compile a national queer resource document containing localised information regarding queer-oriented and/or queer-friendly:
 - a. sexual health services
 - b. mental health services
 - c. medical practitioners and healthcare providers
 - d. housing and short-term accommodation networks
 - e. support groups, networks and specifically youth networks
 - f. career planning and self development

in addition to information regarding:

 - a. starting queer collectives and running existing queer collectives
 - b. workplace anti-discrimination policy
 - c. places to buy binders, packers, breast forms, etc.
 - d. state-based processes for and costs involved in:
 - i. accessing hormone replacement therapy
 - ii. processing a change of name
 - iii. processing a change of title/honorific
 - iv. accessing gender confirmation surgery
 1. This document is to be published in both hard and soft copy.
 2. Both hard and soft copies are to be distributed to campus Queer Officers and Queer Collectives nationally.

3. The soft copy must be made available from the NUS website and all NUS social media accounts.

Moved: Laurence McLean (QLD State Branch President)
Seconded: Isaac Foster (TUU, University of Tasmania)

QUEER 7.12: Queer Safety and Services Survey

Preamble:

1. Queer students face many difficulties not faced by other students. Violence, bullying and discrimination continue to negatively impact on young people throughout Australia, particularly in regional and remote Australia.
2. Quantitative data collected in Australia shows that queer youth in Australia have significantly higher instances of mental illness, homelessness and suicide than other young people.

Platform:

1. NUS recognises the disproportionate level of discrimination, harassment and violence faced by queer people.
2. NUS believes that mistreatment on the basis of sexuality and gender identity are entirely unacceptable.

3. NUS believes that extensive quantitative data about the experiences of queer students must be collected in order effectively combat homophobia, biphobia and transphobia.

Action:

1. The NUS Queer Officer will generate a survey for distribution in the later half of 2015. This survey will regard queer safety and inclusion on campus. Its contents should include- but not be limited to- questions regarding:
 - a. The prevalence of functioning queer departments at universities, representation for queer students and staff training regarding queer issues and students.
 - b. The prevalence of physical violence directed towards queer students.
 - c. The prevalence of support services for queer students.
 - d. The prevalence of harassment and social exclusion towards queer students.
 - e. The prevalence of discriminatory practices in universities and other official institutions towards queer students.

- f. The recognition of and facilities provided for queer students, i.e. gender nonspecific bathrooms.
2. The NUS Queer Officer will liaise with researchers or research and statistics based organisations about the development of this survey regarding queer safety and inclusion on university campuses.
3. The NUS Queer Officer will coordinate with Queer departments at affiliated universities to promote and dispense the survey.
4. The NUS Queer Officer will ensure that the survey is distributed to regional and remote campuses, as data comparing the experiences of urban and regional students must be collated.
5. The NUS Queer Officer will collect the data and bundle for analysis.

Moved: Laurence McLean (NUS QLD State Branch President)

Seconded: James Bashford (University of Melbourne)

QUEER 7.13: Fighting queerphobia

Preamble

1. In 2013 the National Union of students began a campaign around access to bathrooms. The gender-neutral bathrooms, or “we all need to pee”, campaign has set in motion a number of university student unions pushing for these facilities on campuses.
2. Transphobia, and queer phobia more generally, is still a big issue in Australian society. Institutions of higher learning should be the best examples of how the broader community should function.

Platform

1. NUS believes that all students have a right to a safe and inclusive university experience, regardless of gender or sexual orientation. It is important that the national Office-bearers continue, and expand upon, the important work that past Queer Officers have done. It is incumbent on national Queer Officers to protect the rights of students on campus; this policy if adopted will go some way to addressing the structural disadvantages that queer students face on campus.

Action

1. The NUS Queer Officers will create a best practices guide for trans inclusivity in universities, within the university structure and the wider campus culture. NUS will lobby universities to implement these practices.
2. The national Queer Officers are directed to continue and expand upon the gender-neutral bathrooms proposal by continuing to provide materials and draft proposals for university representatives to lobby their universities.

3. NUS will create a media brief around the need for more inclusive bathrooms, queer spaces, and queer officers.
4. The NUS Queer Officers, in conjunction with the state branches, is directed to create a list of queer services for each state, to help students connect with the wider community.
5. The NUS Queer Officers will run a stall at the midsummer festival in Melbourne organize a contingent at both Melbourne and Sydney pride marches.
6. The NUS Queer Officers will lobby universities/ assist student unions to create Ally networks on campuses.

Moved: Lloyd Rouse (University of Melbourne)

Seconded: Laurence McLean (NUS QLD State Branch President)

QUEER 7.14: Inclusion of same sex relationships and gender identity in secondary school curriculum

Preamble:

1. According to the fifth National Survey of Australian Secondary students and sexual health, half of these Students identified that they were dissatisfied with the lack of discussion and adequate information surrounding same sex attraction.
2. The Federal Budget includes the funding of National School Chaplaincy Program, which hires from firms that religiously affiliates with negative and harmful attitudes towards same

sex relationships, same sex attraction, and gender diverse topics.

3. Kevin Donnelley, Education reviewer, appointed by Education minister Christopher Pyne revealed that he believed there is no place for teaching sexual and gender diversity in Australian schools, describing it to be “unnatural”.
4. This year the federal government has displayed a high degree of ignorance in development of a more inclusive, safe and healthy sex education curriculum.

Platform:

1. Those NUS recognizes that students are not receiving either adequate or factually correct information about same-sex relationship and attraction as well as gender diverse issues.
2. It is vital for NUS to take an active stance on this issue, as NUS is a body that has represented, represents and will represent students who have gone through inadequate sex education programs through high school. It will also serve to give students the background knowledge to feel more comfortable with topics such as sexual health, gender and sexuality.

Action:

1. Advocate sexual health education programs that are inclusive of queer and gender diverse topics to key stakeholders, such as the AEU, the federal education department and the

Australian Council of State School Organization (ACSSO).

2. Condemn the government’s decision to support the NSCP and Kevin Donelley’s ignorant education review through protests collectively and through organization in individual queer departments.
3. Advocate through queer departments for the government to review the NSCP in including secular counselors.
4. Advocate for teachers to learn about the diversity of the children they teach, and how to approach same sex attraction and gender topics in sex ed.
5. Engage the scientific community in the impact of inclusive sexual education on queer and gender diverse youth. Groups such as the APS could assist in advocating for more inclusive and safe programs.

Moved: Rowan Payne (Deakin University)

Seconded: Laurence McLean (NUS QLD State Branch President)

QUEER 7.15: Asexuality

Preamble

1. Asexual individuals are often ignored in Queer discussions where the A in LGBTIA+ is sometimes miscorrecly defined as A for Allies.
2. Many myths about asexuality are prevalent even within Queer groups. Especially as many asexuals often do not feel comfortable in

queer spaces if they are heteroromantic.

3. Asexuals can still face violence like “corrective r*pe” as asexuality is often seen as fixable or a mental illness.

4. Asexual Awareness Week runs in October 26- November 1 and many organisations in Australia already run events such as the Asexual Visibility and Education Network (AVEN).

Platform

1. NUS rejects discrimination based on identities.

2. NUS supports inclusivity of asexuals.

Action

1. The NUS Queer department will work with campus Queer representatives to make sure Asexuals are welcome at Queer events.
2. The NUS Queer department will support Asexual Awareness Week events and consider running an event within semester.

Moved: Lloyd Rouse (University of Melbourne)

Seconded: James Bashford (University of Melbourne)

QUEER 7.16: Ending HIV

Preamble

1. Annual surveillance data released by the Kirby Institute for Infection and Immunity in Society shows that HIV notifications have increased by 10% over the last year.
2. In Australia, HIV is transmitted primarily through sexual contact between men. 88% of all new HIV notifications are by men who have sex with men.
3. The number of young people under the age of 25 newly diagnosed with HIV is at its highest rate in over ten years.
4. While legislation ensures protection from discrimination based on HIV status, there is still a high amount of negative stigma towards those who are HIV positive both from within the Queer community as well as wider society.

Platform

1. NUS believes that partnerships with other organisations around particular issues and campaigns can improve the quality and reach of those campaigns.
2. NUS recognises that men who have sex with men, transgender students, students engaged in sex work and students that inject drugs are at significantly increased risk of contracting HIV.

Action

1. The National Queer Officers will engage with ACON, YEAH! and other state AIDS Councils and organizations in order to roll out a student-targeted format of the Ending HIV campaign on affiliate campuses.
2. The campaign should include messages targeted at key affected populations including men who have sex with men, trans* students and queer students engaged in sex work.
3. The National Queer Officers will assist in the creation of resources and campaigns for affiliate campus queer officers in order to support discussions and events around Ending HIV as well as preventing stigma and discrimination.

Moved: Lloyd Rouse (University of Melbourne)

Seconded: James Bashford (University of Melbourne)

QUEER 7.17: Collaborating with Queer Collaborations**Preamble**

1. Queer Collaborations is an annual conference for Queer students around Australia, and is the peak representatives event for Queer Rights in the student movement, drawing the attendance of a large number of Queer activists and students,

2. In recent years Queer Collaborations has been held on dates conflicting with the NUS Education Conference, as well being held in different states.
3. This is despite opportunity within the academic calendar to support the running of both conferences without clashing dates.
4. Due to clashing of significant portions of both conferences, and differing geographical location, many Queer students engaged in both Education activism and Queer Activism have been forced to choose which of the two conferences to attend.
5. With a restructure of NUS looming, it is vital that connections are established and maintained with Queer students and networks to ensure adequate representation and diversity within the student movement.

Platform

1. NUS recognizes the importance of including Education activists with the Queer student movement as well as representing and ensuring inclusivity of Queer students in Education campaigns.
2. NUS acknowledges that early communication and planning is vital to the success of student conferences, and

Action

1. The National Queer Officers will engage in active dialogue with the organisers of Queer Collaborations 2015, which will be held at ANU, and maintain communication in regards to the planned dates of the conference.
2. The National President, Education Officer and Queer Officers will use the information communicated to them by the QC organisers to ensure that the NUS Education Conference does not have any conflicting dates with QC 2015.
3. The National President and Education Officer will prioritise holding Education Conference 2015 within close geographical proximity to ANU, to ensure accessibility for attendees.

Moved: Lloyd Rouse (University of Melbourne)
Seconded: Ella Fabry (University of Melbourne)

QUEER 7.18: Supporting Cross-Campus Queer Networks

Preamble

1. There are many states around the country with established cross-campus queer student networks that have engagement from most, if not all, Queer collectives and

departments from those respective states.

2. These networks engage in a variety of activities including social events, activism and campaigns, and educational events, drawing attendance from large numbers of Queer students.
3. However these networks are often under supported and unstructured, often falling into inactivity without consistent engagement.
4. With a restructure of NUS looming, supporting and engaging with these networks is vital in order to maintain a strong presence and representation of Queer people in the student movement.

Platform

1. NUS recognises the importance of facilitating access to resources and support services for Queer officers and networks around the country.
2. NUS acknowledges the need for an empowered and strong Queer student movement, and the importance of collectivism in achieving this.

Action

1. The National Queer Officers will engage with the various cross-campus Queer networks around the country, and attend meetings where possible in order to provide assistance in

ensuring structural longevity and the development of campaigns and events.

2. The National Queer Officers should coordinate with these networks in order to strengthen national and state based campaigns around Queer student issues, and utilize these established networks to improve efficiency and effectiveness of NUS campaigns.
3. The National Queer Officers will encourage engagement with NUS and seek to develop links in order to strengthen Queer representation within the organisation and its campaigns.

Moved: Lloyd Rouse (University of Melbourne)

Seconded: Laurence McLean (NUS QLD State Branch President)

QUEER 7.19: But what about the Queers: Representation in affiliate student organisations

Preamble:

1. Queer students face many issues in their lives due their sexuality and/or gender identity, with harassment and discrimination not uncommon on campus.
2. It is therefore vital to ensure representation within Student

Associations and Unions, such as Queer Officers, Collectives and Departments, to ensure that the student movement is readily able to tackle the issues faced by Queer students.

3. However some NUS affiliate organisations are still either without Queer representation in their structures or do not provide adequate and equal representation for this autonomous group.

Platform:

1. NUS recognizes the importance of representation of oppressed minorities and the need to tackle issues faced by these groups through autonomous organising.
2. NUS acknowledges the financial and structural constraints faced by affiliate organisations but reaffirms the need to work towards ensuring adequate support of Queer students.

Action

1. NUS will pressure affiliate organisations to provide equal and autonomous representation of Queer students within their structure.
2. The National Queer Officers will assist affiliate student organisations in creating queer representatives with structural and financial parity to other autonomous group represented in their organisation.

Moved: Lloyd Rouse (University of Melbourne)

Seconded: Rowan Payne (Deakin University)

QUEER 7.20: Engaging New Students Through Queer Youth Organisations

Preamble

1. Homophobic and transphobic bullying can significantly affect the university experience of queer students, contributing to social isolation, poor mental health, absenteeism and negative self-esteem.
2. Campus queer departments provide opportunities for queer students to develop strong social networks and build resilience, as well as to engage and become involved with student unions.
3. Social inclusion is a protective factor against poor mental health.
4. Due to a lack of resources that can be placed into promotion, campus engagement and volunteer recruitment, many campus queer departments struggle to reach all new students.

Platform

1. NUS recognises that campus queer departments have an

important role in building social inclusion for queer students

2. NUS notes that there are a number of organisations across the country – including the Safe Schools Coalition, Minus18, Twenty10, Open Doors Youth Service and Freedom Centre – that successfully engage with queer young people of secondary school age, and so could provide opportunities to promote the activities of campus queer departments.
3. NUS believes that working with other organisations with similar values and objectives positively contributes to NUS initiatives.

Action

1. The National Queer Officers will create a resource aimed at secondary school leavers promoting the activities of campus queer departments and compile a list of contact details for queer departments on campuses in each state.
2. This resource will be provided for distribution through organisations including Minus18, Twenty10, Open Doors Youth Service, Freedom Centre and state-based Safe Schools Coalition branches.
3. The National Queer Officers will seek out other opportunities for connecting with key stakeholders and organisations that work with young people in order to further the reach of the NUS Queer Department.

Moved: Lloyd Rouse (University of Melbourne)

Seconded: Georgia Kennelly (NUS National Women's Officer)

Aboriginal and Torres Strait Islander

ATSI 8.1: Aboriginal representation in higher education

Preamble

1. Indigenous Australians account for less than 1% of all tertiary education students in

Australia. Further to this, less 50% of these students go on to complete their studies, compared to the 72% of non-Indigenous students who complete their studies.

2. This disgracefully low rate of both participation in, and completion of, tertiary studies, is a reflection of the real barriers Indigenous people face to tertiary study. These include a lack of student support services, a lack of welfare assistance, and ongoing discrimination in government policy.

Platform:

1. NUS supports higher education being accessible to all students regardless of their background.

2. NUS opposes all barriers to Indigenous students enrolling in, and completing tertiary studies.

Action:

1. NUS will campaign for more Indigenous specific support services on campus,

2. NUS will campaign for an increase in the welfare payments available to Indigenous students.

Moved – Mai Hamed (La Trobe University)

Seconded – Dee Rafferty (UOW)

ATSI 8.2: The northern territory intervention

Preamble:

1. The Northern Territory Intervention began 7 years ago, during which time the government has demonised Indigenous people and further undermined their rights. The government suspended the Racial Discrimination Act 1975 in order to ram through their intervention and send the army in to the Northern Territory. While hysterical allegations of child sex abuse were used as a fig leaf for the intervention, not a single person has been charged with child sex abuse.

2. The Stronger Futures Policy of Gillard Labor government extended the intervention for ten extra years, further disempowering Aboriginal people.
3. The Intervention has had a detrimental impact on Indigenous communities in several ways so far; In the NT there has been an 80% increase in both incarceration and the child removal rate. Self-harm and attempted suicide are seven times higher than before the Intervention. Welfare payments are controlled by the government and Indigenous people are denied sovereignty over their own land.
4. Remote Indigenous communities are being deliberately destroyed by state and federal governments, both in the NT as part of the Intervention and elsewhere in Australia.

Platform:

1. NUS expresses its opposition to the NT Intervention, as well as to other government policies that oppress and dispossess First Nation People.

Action:

1. NUS commits itself to campaign against the Northern Territory Intervention.
2. NUS opposes the systematic shutting down of Indigenous communities by state and federal governments.
3. NUS supports the setting up of Indigenous departments on campuses where none exist.

Moved: Damien Ridgewell (National Environment Officer)

Seconded: Mai Hamed (La Trobe University)

ATSI 8.3: Over policing and the criminal justice system

Preamble

1. The oppression of Aboriginal peoples in Australia began with invasion and continues to this day. Aboriginal people have lessened access to employment, education and housing. Aboriginal peoples are overrepresented in statistics of poverty, mental health issues, homelessness. The gap between the life expectancy of an Aboriginal person and a non-Aboriginal person is ten years.
2. Because of this oppression, attacks on education, healthcare and welfare disproportionately affect Aboriginal peoples. Thus the agenda of the Abbott Government will further erode the living standards of Aboriginal peoples in Australia.
3. Institutionalised racism means Aboriginal peoples are affected in all aspects of life; at work, at study, and when dealing with the government and police.
4. Despite totalling only 2.5 percent of the Australian population, according to the Australian Bureau of Statistics more than one quarter, 27 percent, of the imprisoned population is Aboriginal.
5. This is explained by the over-policing of Aboriginal peoples. As criminologist and special investigator for the Royal Commission into Aboriginal Deaths in Custody Professor John Williams-Mozley reports: "The institution of policing has for historical reasons adopted a number of practices, which are injurious to Indigenous peoples in this country, hence their over-representation in arrest and custody rates, leading to their over-representation in jail populations". This is clearly demonstrated by Department of Justice data which shows Aboriginal people are 15 times more likely

to be arrested for "swearing or offensive behaviour" than non Aboriginal people.

Platform

1. NUS stands in proud opposition to racism against Aboriginal peoples, and all other forms of oppression discrimination.
2. NUS acknowledges that the Abbott Government's myriad attacks on healthcare, education, welfare and other social services have an added impact on those who are already oppressed and vulnerable.

Actions

1. NUS will incorporate demands that relate to the specific oppression of Aboriginal peoples into broader campaigns. This includes, for instance, acknowledging that lessened access to education for working class students will disproportionately affect Aboriginal peoples further marginalising them from the education system.
2. NUS will campaign for increased access for Aboriginal peoples to education, and work to improve both the rate of enrolment and the rate of retention.
3. NUS will support campaigns aimed at challenging the oppression of Aboriginal people.

Moved – Danica Cheesley (Victoria University)

Sedonded – Naomi Farmer (Mational Queer)

ATSI 8.4: Pyne and Spurr and their racist program for higher education

Preamble:

1. In October this year the Government released the 'Review of the National Curriculum', endorsed by Education Minister Christopher Pyne and co-authored by the notorious Poetry Professor of the University of Sydney Barry Spurr. The review attacks the current national curriculum, notably in regard to its purported ideologically driven focus on Aboriginal and Torres Straight Islander history and literature. Spurr has deingrated ATSI literature publicly as having "minimal" impact on Australian literature, and thus undeserving of the importance placed on it in the national English curriculum, and privately has claimed "Abo literature" is non existent and holds no value to Australian students.
2. Following the release of emails by New Matilda displaying Spurr's virulent racism towards Aboriginal and Torres Straight Islander people (as well as "chinky-poos" and "Mussies"), Christopher Pyne has distanced himself from the poetry professor, affirming his openness and

acceptance of cultural diversity. Despite calls from the various groups for the review to be scrapped, Pyne has denied that it has been tainted by Spurr's racism.

3. Spurr's racism, displayed plainly in the emails released by New Matilda, can be seen in his contributions to the Review of the National Curriculum, in which he claims the current curriculum is unbalanced – ignoring the centuries of systematic oppression and silencing of ATSI voices by the Australian government. Spurr previously showed his racist agenda in 2011 when the Foundations of Western Civilisation Program released its report 'The National Curriculum: A Critique', which Pyne also then endorsed. Pyne's claim that he had no absolutely no hand in the selection process of reviewers for the current review is clearly not true – Spurr noted in leaked private emails himself that Pyne had communicated to him that comparison should be made to other curriculums, such as the Californian English curriculum which holds no mention of literary contributions from native Americans.

Platform:

1. NUS opposes the silencing and degradation of the voices and experiences of ATSI peoples through educational policy and curriculum changes, which specifically remove ATSI literature from curriculums in focussing ubiquitously on Western (Anglo-Saxon) literature
2. NUS opposes the racist curriculum review headed by Education Minister Christopher Pyne and co-authored by now notoriously racist poetry professor at the University of Sydney Barry Spurr.
3. NUS supports direct action taken against this and any future curriculum reviews/proposals which seek to whitewash Australian history and literature, recognising that the systematic silencing of ATSI voices throughout our history necessitates a focus on ATSI literature and history today.

Action:

1. The NUS should publicly denounce the Review of the National Curriculum and call out its racist agenda, which

seeks to dismiss the voice, history and literature of ATSI peoples. A firm stance must be taken against any future attacks that follow similar lines – promoting the achievements of 'Western civilisation' and minimising the disastrous impact that the colonisation of Australia had on First Nation people.

2. The NUS must endorse direct action taken against those involved in the creation of the racist Review of the National Curriculum, such as action made against Barry Spurr upon the release of his racist emails in October 2014. Actions against Education Minister Christopher Pyne in regard to racism against ATSI people should also be publicly supported by the NUS.

Moved – Declan Murphy (Monash)

Seconded – Sarah Garnham (National Education Officer)

Disabilities

DISA 9.1: Scholarships for people with disabilities and carers

Preamble

1. Having a disability or being the primary carer of a person with a disability has a number of financial implications, especially when studying. This can include limited employment opportunities because of time or medical commitments or because of implications of one's disability, limited hours of employment due to limitations of the disability and carers pensions and a number of other factors.

Platform

1. The National Union of Students recognises the financial difficulties as a result of caring for persons with a disability or for people with a disability.
2. The National Union of Students believes in equity scholarships designated specifically for students who identify as having a disability or students who care for people with a disability.

3. The National Union of Students believes these scholarships should be independent disability and carer scholarships, understanding that the intersections of low SES and disability are not exclusive.

Action

1. The National Disability Officer will lobby universities without equity scholarships including students with a disability or carers to introduce scholarships for these students in recognition of their financial hardship.
2. The National Disability Officer will lobby universities to expand equity scholarship services and create equity scholarships specifically for students with a disability and carers or persons with a disability.

Moved: Joshua Rebolledo (National Disability Officer, NUS)

Seconded: Alison Taylor (Flinders University)

DISA 9.2: Special Consideration for Carers

Preamble

1. Caring for persons with a disability can play a significant part in one's life and can severely impact the study of carers.
2. These difficulties vary depending on the needs of the person they are caring for, the distance the person they are caring for is from campus, whether the carer is on the Carers Pension, the spare time available to carers depending on the needs of the person they are caring for and their limitations they may be under from pension requirements (a person with the Carers Pension is only able to be out of the house for 25 hours a week).
3. These difficulties can impact many aspects of study including, but not limited to, class attendance, exam attendance and the completion of assessments.

Platform

1. The National Union of Students acknowledges the impact of caring for persons with a disability on studying and class attendance.
2. The National Union of Students believes in equitable access to special considering for class attendance, examinations and assessments for students caring for persons with a disability.

3. The National Union of Students believes in the inclusion of carers in university policy pertaining to students with a disability where applicable.

Action

1. The National Disability Officer will lobby universities to include carers of persons with a disability in their policy pertaining to students with a disability.
2. The National Disability Officer will work with Equity and Diversity departments (or their nearest equivalent) and campus officers or representatives (if available) to include carers in future university disability policy.
3. The National Disability Officer will lobby university administrations to grant special consideration to students caring for persons with disability which will include, but not be limited to, the special consideration of class attendance, examinations and assessments.

Moved: Joshua Rebolledo (National Disability Officer, NUS)

Seconded: Alison Taylor (Flinders University)

DISA 9.3: Special Consideration for Anxiety and Depression

Preamble

1. Anxiety and depression are common invisible disabilities which are often disregarded in special consideration policy in university administrations and faculties.
2. Anxiety and depression severely impacts the academic performance of students in many different ways which includes, but is not limited to, the time needed to complete assessments, class attendance, concentration in classes and the personal impact of particular subject material and topics.

Platform

1. The National Union of Students acknowledges the impact of anxiety and depression on the studies of students with this disability.
2. The National Union of Students believes in significant support for students suffering with anxiety and depression and acknowledges the need to for special consideration in these circumstances.

Action

1. The National Disability Officer will lobby universities to include the impacts of anxiety and depression in their special consideration policies.
2. The National Disability Officer, along with campus departments, officers and representatives, will lobby universities faculties to expand their special consideration policies to include the impacts of these disabilities.

Moved: Joshua Rebolledo (National Disability Officer, NUS)

Seconded: Alison Taylor (Flinders University)

DISA 9.4: Free and Accessible Mental Health Services

Preamble

1. Currently, Medicare covers a maximum of 10 free counselling visits a year for students which can be limited depending on age, need, location and Aboriginal or Torres Strait Islander identity. Without a Mental Health Plan this service can be limited to 4 visits a year.

2. Mental Health plays an enormous part in the academic performance of all students.

3. Mental Health Services are commonly needed for people with a physical disability as well as those with invisible disabilities and are often needed for carers of persons with a disability.

Platform

1. The National Union of Students believes in uncapped counselling services and other mental health services provided by Medicare.

2. The National Union of Students believes that, in the absence of government support, University Student Services should be expanded to include uncapped visits to campus mental health services.

3. The National Union of Students recognises that mental health significantly impacts the study of students throughout their degree and believes these services should cover all students.

Action

1. The National Disability Officer will lobby the Federal Health Minister, Peter Dutton MP, to expand Medicare Mental Health Services to uncapped the number of visits students.

2. In recognising the academic implications of mental health, the National Disability Officer, with the National Education Officer, will lobby the Federal Education Minister, Christopher Pyne, to hey Josh I think this sentence might be missing an end

3. The National Disability Officer will lobby University Student Services to have uncapped and confidential mental health services for all students.

Moved: Joshua Rebolledo (National Disability Officer, NUS)

Seconded: Alison Taylor (Flinders University)

DISA 9.5: Accessible Note-taking Services

Preamble

1. Currently only some universities offer note-taking services for students with long and short term disabilities. These services can be limited in accessibility to some students and do not all recognise the impact of invisible disabilities on the quality of education for students with these disabilities.

2. Those who are hired are not always paid for their work, severely limiting the service for students as well as abusing their rights as workers.

Platform

1. The National Union of Students supports free and accessible note taking services for students suffering from short and long term disability.
2. The National Union of Students believes this service should hire students of the campus and that those hired should be paid at least minimum wage.
3. The National Union of Students recognises the impact of disability on the quality of education of students and acknowledges the impact of both long and short term disability and visible and invisible disabilities.

Action

1. The National Disability Officer will lobby universities without these services to introduce these services for students with a disability as a free service.
2. The National Disability Officer will lobby relevant universities to expand these services to carers and students with all disabilities, visible and invisible.
3. The National Disability Officer along with the National Welfare Officer will ensure that these services will pay at least minimum wage for the students hired to take notes.

Moved: Joshua Rebolledo (National Disability Officer, NUS)

Seconded: Alison Taylor (Flinders University)

DISA 9.6: Tutoring Accessibility

Preamble

1. Being a student with a disability or a student carer leaves many behind in their studies at university. This can be because of missed classes as a result of a disability or caring responsibilities or the difficulties in class resulting from a disability.
2. Students who experience this difficulty are often in need of tutoring assistance to complete these subjects to the best of their potential, but many also experience financial hardship as a result of their disability or caring responsibilities.

Platform

1. The National Union of Students recognises the academic implications of disability on students and supports free and accessible tutoring services for students that identify as having a disability and have been academically impacted by their disability.

2. The National Union of Students recognises the academic implications of caring for persons with a disability and believes in the inclusion of carer students to free and accessible tutoring when affected by their caring responsibilities.

3. In acknowledging the intersection of financial hardship with disability and caring for persons with a disability, the National Union of Students believes that these services must be provided to students free of charge.

Action

1. The National Disability Officer along with campus departments, officers or representatives, will lobby University Administration and University Student Services to provide accessible tutoring services to students with disabilities or carer students who have experienced academic difficulties as a result of their disability or caring responsibilities.

2. The National Disability Officer will aid Disability departments, officers, collectives and representatives in lobbying their student organisations to provide these services if the relevant departments and collectives feel it is within the students organisation's means.

Moved: Joshua Rebolledo (National Disability Officer, NUS)

Seconded: Alison Taylor

DISA 9.7: Cross-campus State Disability Networks

Preamble

1. State networks allow for more face-to-face organising of activists and allow for more detailed organising on individual campuses.

Platform

1. The National Union of Students endorses the creation of State Disability Networks by the National Disability Officer and State Disability Officers (where available) which include campus disability officers, departments or representatives and students that identify as having a disability or care for persons with a disability.

Action

1. State Disability Officers will create, manage and maintain an email list connecting all disability officers and representatives in their state.

2. State Disability Officers will create, manage and maintain a Facebook group to include any students who identify as having a disability or are carers for persons with a disability in their state.

3. In the absence of a State Disability Officer, the National Disability Officer will act on the above points.

Moved: Joshua Rebolledo (National Disability Officer, NUS)

Seconded: Alison Taylor (Flinders University)

DISA 9.8: Accessibility in NUS Campaigns

Preamble

1. The Student movement is a social and political movement that encompasses many issues for a number of minorities and as such should be accessible to people from all walks of life in order to best represent the interests of the groups the movement fights for.

2. Currently, with a central focus of the National union on rallies and strikes around the country there is a lot of room for inaccessibility for students with a disability. This takes the shape of physical inaccessibility on crowded streets as well as the figure.

Platform

1. The National Union of Students recognises the struggle for students with a disability to actively engage in campaigns with rallies and physically aggressive actions as their central focus.

2. The National Union of Students will actively work on making rallies as safe a space as possible to encourage students with a disability into the space.

Action

1. The National and State Education Officers will actively organise rallies so that their routes are physically accessible for students with a disability which will include limiting the length of these routes and the physical space for students to feel comfortable in these spaces.

2. The National Disability Officer will play an active role in making sure that all NUS campaigns are physically accessible for students.

3. The National Union of Students' National Conference condemns the use of violent and aggressive imagery and actions such the burning of effigies and chants describing violence against individuals.

Moved: Joshua Rebolledo (National Disability Officer, NUS)

Seconded: Alison Taylor (Flinders University)

DISA 9.9: Stress Less: Keeping Mental Health on the Agenda for Students

Preamble

1. Students have some of the highest rates of mental health issues out of all demographics
2. In the past, researchers from the University of Queensland have found that mental illness among university students is five times higher than the general population
3. This is due to the fact that students are often under study pressure as well as financial pressure
4. A result of these burdens can result anxiety, depression and much more
5. Students often have trouble talking about these mental illnesses due to the stigma around it and therefore, despite the prominence of these mental health issues amongst students, they often go unnoticed
6. Furthermore, university services struggle and are at capacity with students who have mental health problems
7. Student unions have often struggled to provide these professional services given the funding required

Platform

1. NUS recognises the importance of having strong mental health when faced with student and financial burdens
2. NUS recognises the huge problem mental illness is amongst students
3. NUS recognises that student services aimed at assisting students with mental health issues are at capacity and that something needs to be done to address this

Action

1. Nation Union of Students will run a campaign on mental health awareness amongst students
2. National Union of Students will run a national survey amongst students. This survey will:
 - a) Assess the types of burdens students are facing which are affecting their mental health
 - b) Will provide data of the amount of students who have been diagnosed with a mental illness
 - c) Will assess the ways in which their university has helped them overcome their mental health issues
3. National Union of Students will work with national mental health bodies such as RUOK?, Beyond Blue and Headspace to run a student focused mental health campaign

4. National Union of Students will run a supportive campaign to end the stigma around mental health amongst students and to support students who do suffer from mental illness
5. National Union of Students will lobby to ensure universities have adequate mental health facilities

Moved: Amy Knox (University of Sydney SRC)

Seconded: Josh Rebolledo (National Disabilities Officer)

DISA 9.10: Activism for All: Making Our Events more Accessible

Preamble

1. The National Union of Students (NUS) is a body that seeks to fight for the rights of tertiary education students throughout the country.
2. NUS is a diverse body with individuals who hold a wide range of skills, including in rally and event organisation, team-building, negotiation, lobbying and working with the media.
3. Some of these tactics have been incredibly effective in achieving results, whereas others could be improved upon, updated or more widely used within student activist circles.
4. Students involved with NUS and with the student activist

movement as a whole oftentimes see value in some of these tactics, while feeling alienated or discouraged to participate in others due to cultural or religious background, financial status, health or disability.

Platform

1. NUS will continue to fight for a diverse range of outcomes within the tertiary education sector, as decided upon at this conference
2. In fighting for these, NUS acknowledges the value of utilising a wide range of change tactics in achieving results for the student body, as well as in drawing more students to become involved in what we as a student union undertakes
3. NUS acknowledges that a bigger and more accessible student union will inevitably be more effective in creating change within it. This includes making events and tactics more accessible to all individuals regardless of gender, race, religion, financial status or ability.

Action

1. NUS will continue to fight for a better tertiary education system for students in a diverse array of areas.
2. In this fight for improvements in the lives of students, NUS, its

office bearers and its state branches will undertake a diverse range of lobbying tactics, including the use of rallies, stunts, negotiations and public meetings, amongst other tactics which various unions throughout the country use.

3. NUS will seek to evaluate the tactics it currently uses in their fight for student outcomes, and attempt to improve their effectiveness, accessibility and utility within the modern political landscape.

4. NUS will seek to explore and utilise a wide array change-creation tactics that will help make the student movement more accessible and welcoming for all individuals.

Moved: Rayan Jericho (University of Technology, Sydney)

Seconded: Joshua Rebolledo (National Disability Officer, NUS)

DISA 9.11: Provision of more counselling services

Preamble

1. Issues with mental health are most prevalent in young people aged 15-25.
2. Young people have strong representation in universities as it in these years, they choose to access higher education.

3. University due to its lifestyle, has been known to have an effect on mental health. As such, mental health issues are found to be five times more common with university students.
4. Many Australian universities noting this, have provided on campus counselling services.
5. These counselling services are limited. The Australian average of a university student accessing counselling session will be an average of three sessions. This number decreases is known to decrease, at the University of Queensland, the number of students can access is less than two.
6. There's no strict limit to how many sessions a student can make use of, but rather, the demand gets to high.
7. At UniSA, in the weeks leading up to SWOTVAC, students can wait up to four weeks for an appointment with a counsellor. Often, cases at this time will come be from students who have academic anxieties and are looking for a letter of support for an extension, or a study plan.

Platform

1. NUS acknowledges the importance of counselling and psychological services to students with mental health concerns.

2. NUS recognises that mental health issues can work as a barrier to students successfully completing their education.
3. NUS is committed to advocating for services that will better support university students.
4. NUS is committed for the improvement of services that better support university students.

Action

1. That the National Welfare officer, and the National Disability will work collaboratively on a campaign for more efficient counselling provision.
2. The campaign will advocate for a triage structure for student access, much like those used in hospitals. The triage system may be sorted into the following structure;
 - a) High - Students with a diagnosed illness. Students who have signalled external challenges (familial illness, poverty).
 - b) Medium - Students who display symptoms, but are not diagnosed. Students who have signalled external challenges (familial illness, poverty).
 - c) Low - For students who need support for academic issues.

3. For students who are classified high, or medium, they will be able to access full length sessions with a counsellor so as to properly understand their situation, and so that they can receive treatment and develop a strategy to overcome their challenges.
4. For students who are classified as low, the campaign will advocate for shorter session times so that wait times can be reduced, so that more students can continue on with their studies.
5. The campaign will also call for the built-in emergency slots so as to accommodate students who have immediate/unexpected challenges.

Moved: Lia Lawrie

Seconded: Alison Taylor

DISA 9.12: We all need to eat.

Preamble

1. Universities and Student Unions across the country provide food services for students who attend their campus.
2. Food outlets tend to make most food in bulk to save costs and time.

3. Some of the food is made off-site to save money, and this may lead to cross-contamination.
4. Food Allergies and Intolerances are becoming more common throughout Australia and need to be catered for.

Platform

1. NUS recognises the importance of providing a wide variety of food and beverages at campuses to ensure that as many different food allergies and intolerances are catered for.
2. NUS recognises that students who may have been affected by an allergy or food intolerance may require to take time off of study due to medical appointments and treatments.

Action

1. The NUS National Disabilities Officer is to work with campus Disability officers to ensure that food is properly labelled at all Universities.
2. Universities are to have an ingredients list of the food that is available on campus publicly available and accessible if required.
3. Students are notified if there is a change to an ingredient in a common food product that is made on or off campus but does not have label.
4. Food outlets on campus are to work towards being more allergy and intolerance friendly, by having a wide variety of options available all over campus to cater to as many students as possible.

5. The NUS National Disabilities Officer will run a campaign to ensure that all universities have a wide range of food options that are accessible to all students on campus and attend to a wide variety of food allergies and intolerances.

Moved: Alison Taylor (Flinders University)

Seconded: Lia Lawrie (University of South Australia)

DISA 9.13: Mental Health on Medicare

Preamble

1. Currently, Medicare covers a maximum of 10 free counselling visits a year for students which can be limited depending on age, need, location and Aboriginal or Torres Strait Islander identity. Without a Mental Health Plan this service can be limited to 4 visits a year.
2. Mental Health plays an enormous part in the academic performance of all students.
3. Mental Health Services are commonly needed for people with a physical disability as well as those with invisible disabilities and are often needed for carers of persons with a disability.

Platform

1. The National Union of Students believes in uncapped

counselling services and other mental health services provided by Medicare.

2. The National Union of Students believes that, in the absence of government support, University Student Services should be expanded to include uncapped visits to campus mental health services.
3. The National Union of Students recognises that mental health significantly impacts the study of students throughout their degree and believes these services should cover all students.

Action

1. The National Disabilities Officer will lobby the Federal Health Minister, Peter Dutton MP, to expand Medicare Mental Health Services to uncapped the number of visits students.
2. In recognising the academic implications of mental health, the National Disability Officer, with the National Education Officer, will lobby the Federal Education Minister, Christopher Pyne, to designate funding to universities for mental health services.
3. The National Disabilities Officer will lobby University Student Services to have uncapped and confidential mental health services for all students.

Moved: Isaac Foster (TUU, University of Tasmania)

Seconded: Georgia Kennelly (NUS National Women's Officer)

International Students

INTL 10.1: Access to Help loans for Permanent Residents and New Zealand Students

Preamble

1. In 2005 the Federal Government as part of its higher education reforms removed access for Permanent Residents and New Zealand students to HELP forcing them to pay up front for access to University.
2. In 2014 as part of the 'Fee Deregulation' package announced by the Federal Government it is intended to extend access to HELP loans to Permanent Residents and New Zealand students as holders of a Special Category Visa.
3. While Permanent Residents and New Zealand students are given access to Commonwealth supported places the upfront cost of attending university can reach beyond \$10,000.
4. Without this access to HELP Permanent Residents and New Zealand students are financially worse off and will often choose not to access higher education due to the cost without the deregulation of university fees.

5. If fees were to be deregulated without access to HELP loans Permanent Residents and New Zealand students would be locked out of access to a University Education due to the high cost.

Platform

1. That the National Union of Students recognises that the proposal to allow Permanent Residents and New Zealand students to access HELP is a fundamentally good idea.
2. That the National Union of Students recognises this plan if implemented will help boost the socio-economic status of Permanent Residents and New Zealand students by freeing up their immediate income.
3. That the National Union of Students recognises that if Fee Deregulation is implemented without Permanent Residents and New Zealand students having access to HELP loans that University education will be inaccessible to nearly all Permanent Residents and New Zealand Students.

Action

1. That the National Union of Students while fiercely opposing the plan to deregulate University fees welcomes the proposal for Permanent Residents and New Zealand Students to access the HELP scheme.

2. That the National President and National Education Officer will lobby to see the proposal for Permanent Residents and New Zealand Students to gain access to HELP implementend.

Moved: Liam O'Neill (Curtin Student Guild)

Seconded: Anthony Osborne (Swinburne Student Union)

INTL 10.2: العمل في حقوقك / 你在工作中的權利 / Jūsu tiesības darbā / Your Rights at Work.

Preamble

1. The modern Australian Higher Education sector underwent previously unimagined growth in response to the economic reforms of the late eighties and nineties. Key to growth has been the marketability of our sector and revenue from international student fees.
2. Despite common misconceptions, typically international students struggle with personal finances, and are too often financially isolated from home. As such many are forced to work.
3. Current Federal government restrictions on study visas prevent overseas students in financial straights from participating in the workforce, forcing them into 'black market' casual employment.

4. As such, the International Student workforce is amongst the most at-risk to industrial malpractice, the least likely to present to Fair Work, and lowest in union density.

Platform

1. NUS continues to advocate for greater protections and safety regulations under state Residential Tenancy Acts.
2. NUS recognises the critical need for greater awareness raising among international students of workplace entitlements, employer obligations, and the benefits of union membership.

Action

1. NUS condemns the appropriation of International Students
2. NUS recognizes that racist Federal Government policy, such as workforce participation restrictions on visas and exclusion from income support, can only encourage racist attitudes.
3. NUS supports actions taken by International students and supporters to fight back against their oppression.

Moved: Isaac Foster (University of Tasmania)

Seconded: Amy Knox (University of Sydney)

Ethno-Cultural Students

ETHNO 11.1: Food, Glorious Food: Ensuring Diversity in Food Service Provision

Preamble

1. Individuals from different cultural, ethnic and religious backgrounds have different and oftentimes very specific dietary needs. These include halal, kosher, vegetarian and vegan needs.
2. Oftentimes, these needs are not met at university campuses, or are met inadequately by on-campus service providers.
3. This lack of food options can oftentimes cause distress for students, requiring them to source food options off campus or go without food where these options are not present.

Platform

1. The National Union of Students (NUS) supports the provision of food options on all NUS-affiliated campuses that cater for the dietary needs of all individuals. This includes the needs of those who require different food options due to their ethnic, cultural or religious practices.

2. NUS will acknowledge these cultural requirements in its event and conference organisation and planning.

Action

1. The NUS National Ethno-cultural Officer, alongside their state counterparts, will conduct an audit of all NUS-affiliated campuses in regards to the quality of food provision which caters to all individuals with dietary requirements.
2. The NUS National Ethno-cultural Officer and their state counterparts will lobby universities and university food providers to provide nutritious and quality food which caters for the aforementioned individuals' needs.
3. NUS will seek to be a frontrunner in this regard by ensuring that all of its sponsored and supported events cater for these individuals' needs. This includes ensuring that a range of quality food options are available at all NUS-held and supported conferences.

Moved: Rayan Jericho (University of Technology Sydney)

Seconded: Josh Rebolledo (NUS National Disabilities Officer)

ETHNO 11.2: Racism – It Stops With Me: Supporting National Campaigns against Racism

Preamble

1. Campaigns regarding racist speech, practices and behaviour are constantly being undertaken by numerous government and non-government organisations.
2. These campaigns are often well-funded but either under-staffed or could do with some assistance from the university sector and the student movement.
3. University administrations, departments and unions also oftentimes engage in these campaigns, with differing levels of success.

Platform

1. The National Union of Students (NUS) will seek to support these campaigns where it sees fit, lending its aid in its strong points of human resources, community organisation and connections within the tertiary education system.
2. NUS will seek to congratulate universities, government and non-government organisations in positive work that it undertakes in this regard, and acknowledge that their work is part of the broader scheme of ending racism within Australian society.
3. NUS, through its National and State Ethno-cultural Officers, will

endeavour to work with as many of these organisations as possible, ensuring that the full movement against racism in Australia remains strong.

Action

1. The NUS National Ethno-cultural Officer and their state counterparts will seek out organisations working on these campaigns, and will send out messages of support and solidarity to these organisations where appropriate.
2. The NUS National Ethno-cultural Officer and their state counterparts will also seek out work that universities currently undertake in this regard, and congratulate them on their work where appropriate.
3. NUS will seek to provide support and resources to these organisations where appropriate, particularly where this support will increase the quality of support for culturally and linguistically diverse students within the tertiary education sector. This support may not necessarily be monetary but may be in the form of human resources and skill-sharing.

Moved: Rayan Jericho (University of Technology Sydney)

Seconded: Josh Rebolledo (NUS National Disabilities Officer)

ETHNO 11.3: Changes to higher ed disproportionately affecting the CALD community

Preamble

1. Attainment of higher education qualifications is lower than average for those within CALD communities.
2. The cost of supporting students from low-ses backgrounds and CALD communities is higher than students that come from backgrounds where participation higher education is the norm.

Platform

1. The current HECS system already disproportionately disadvantages people of colour in their decision of whether or not to attend university
2. The Federal Government's proposal to cut 20% of it's funding to universities will only affect people of colour that are either enrolled of wanting to go to university by threatening to take away from support programs that assist CALD retention rates.
3. That the students that will be affected by deregulation the most will be those that come from traditionally marginalised backgrounds.
4. That a university education unlocks a lot of opportunities that people of colour wouldn't otherwise be exposed to, and that a decrease in accessibility to higher education would only leave people of colour at a further disadvantage

Action

1. That NUS continue opposes the changes to higher education

proposed by the federal government

2. That the NUS Ethno-Cultural officer and 2015 State Branch Officer officer bearers work with campus Ethno-Cultural representatives (or where there is no representative) collectives to run a campaign during O-Week highlighting the harm the proposed changes mean to CALD students
3. That the NUS Ethno-Cultural officer visit affiliate campuses during their respective O-weeks to push this campaign. And where a visit is not possible, distribute materials to affiliate campuses before O-Week.
4. That the NUS Ethno-Cultural officer liaise with State Branch Ethno-Cultural office bearers and campus Ethno-Cultural representatives after the campaign for a debrief on the campaign and to establish solid links between Ethno-Cultural representatives and the National Ethno-Cultural department

Moved: Betty Belay (La Trobe University)

Seconded: Lloyd Rouse (The University of Melbourne)

ETHNO 11.4: Ensuring representation

Preamble

1. Representation of traditionally marginalised groups on students councils/organisation is really important in building movements against overt discrimination and systematic discrimination on

university campuses

2. For student organisations to be a genuine representative of all students on campus, it is vital that student organisations also represent people of a culturally or linguistically diverse background
3. Many CALD students face racism and systematic discrimination at university everyday for not fitting in with the “white” Australian norms. This has a damaging effect on the overall their student experience.

Platform

1. NUS recognises that representation for students of a CALD background is vital for building a culture on university campuses that work against existing structural racism and discrimination
2. NUS recognises the importance of collectivism in creating strong networks of support, especially for traditionally marginalised groups
3. NUS recognises the successes of similar policies that have worked for both the women’s and queer departments of NUS and recognise the need for the National Ethno-Cultural officer to mobilise culturally and linguistically diverse students on campus to work towards the idea universities free of discrimination and racism

Action

1. That the 2015 National Ethno-Cultural officer will contact every affiliate campus where an Ethno-Cultural representative (or a position with a similar purpose - i.e. cultural diversity officer)

does not exist and seek to establish collectives with the aim of creating a representative - or a representative where possible.

2. The 2015 Ethno-Cultural Officer will work with the resources available to them to affiliate campuses and establish links with campuses trying to build collectives, both remotely from the Ethno-Cultural Officer’s base and in- person on as many campuses as possible.

Moved: Betty Belay (La Trobe University)

Seconded: Lloyd Rouse (The University of Melbourne)

ETHNO 11.5: Intersecting with the Indigenous Department

Preamble

1. There are some issues, particularly racism, which overlap between the Aboriginal and Torres Strait Islander (ATSI) Department and the Ethno- cultural department.
2. This is seen through the lived experiences of being a person of colour.

Platform

1. The ethno-cultural department recognises and respect the autonomy and different lived experiences of indigenous and ethno-cultural people and will work along-side with the National ATSI Officer when in regards to campaigns on racism.

Action:

1. The National Ethno-cultural Officer will actively liaise and work with the National ATSI Officer on campaigns regarding racism that may intersect with the department. This will be done at the discretion of the National ATSI Officer.

Moved: Betty Belay (La Trobe University)

Seconded: Alison Taylor (Flinders University)

ETHNO 11.6: Creating an ethnocultural student survey

Preamble

1. Data around culturally and linguistically diverse university students is very limited to non-existent and is vital to creating informed campaigns

2. The composition of delegates on conference floor and make up of National officer bearers indicate that there is a serious disconnect between the student movement and CALD students. This lack of representation does not allow for CALD students to engage with NUS in a way that relates to their own unique struggle as is the case with many other autonomous departments.

Platform

1. NUS recognises that the Ethno-Cultural department since it's creation has been limited in creating campaigns around the

university experience of CALD students because of the lack of data

2. The little to no activity of the Ethno-Cultural department has crippled the movement of CALD students fighting for a better experience on campus and must be addressed. Weak representation only leads to a less informed mass, that will only foster the growth of systematic racism and discrimination in university policies and student population

Action

1. The NUS Ethno-Cultural Officer shall launch a National Ethno-Cultural Student Survey during O-Weeks of 2015 to gauge the concerns of the Ethno-Cultural student body and assess ways in which they can be more engaged with the student movement.
2. The survey will address, but not be limited to, the following key areas:
 - a. Ethnic background
 - b. Access to income support
 - c. Educational background
 - d. Course area studied
 - e. Experiences of racism within their discipline
 - f. Experiences of racism in the wider university community
 - g. Awareness of university cultural services
 - h. Awareness of Ethno-Cultural representation in the university community
1. The NUS Ethno-Cultural Officer shall prioritise working with

ethno-cultural officers, collectives or activists on campus to administer the survey on campuses.

2. The NUS Ethno-Cultural Officer, in collaboration with other relevant NUS Office Bearers, shall publish a report of the surveys finding by the start of Semester 2: The Ethno-Cultural State of the Union.
3. While the survey is being administered across campuses, the NUS Ethno- Cultural Officer shall also engage in an audit of student organisations in the country. The audit shall be sent to campus Presidents to be returned by May 1st, 2015.
4. The audit will address, but not be limited to, the following areas: Is there an Ethno-Cultural Officer or similar, elected position in the student organisation? Are the cultural specific services available on campus (eg. An Islamic prayer room)? Is cultural sensitivity or diversity training made available to student activists on campus? What cultural specific clubs have a presence on campus?
5. At the start of Semester 2, the NUS Ethno-Cultural Officer shall launch the Cross Campus Ethno-Cultural Network.
6. The NUS Ethno-Cultural Officer will utilise contacts they made during the National Ethno-Cultural Survey to create a national mailing list of cultural clubs and Ethno-Cultural Officers on campuses. This will be further broken down to create individual state mailing lists.
7. The NUS Ethno-Cultural Officer shall prepare a starter kit for each State Ethno-Cultural Officer to build up Cross Campus Ethno-Cultural Networks in their states.
8. This will include a guide to hold a forum of representatives

from campus culture clubs which will include i) Workshops on engagement in student activism and ii) Opportunities to skill share and knowledge share

9. A guide to running culturally sensitive event to promote multiculturalism and solidarity between cultural groups.

Moved: Betty Belay (La Trobe University)

Seconded: Lloyd Rouse (The University of Melbourne)

ETHNO 11.7: Recognition of cultural days of significance/cultural practices throughout universities

Preamble

1. Often students with ethnically diverse backgrounds will practice cultural traditions that put them in precarious situations with their studies. This may include but is not limited to: Eid during assessment/exams, death of a family member during assessment/exams (40 days of mourning), weddings during assessment/exams, celebrating New Year during assessment/exams

2. CALD students often face family/cultural pressures that students with a non-diverse ethnic background would not face. These pressures only add to the inequity faced by CALD students in their studies.

Platform

1. Without uniform policy in universities about how to handle

these situations specifically relating to cultural practices of CALD students and their studies, it's often at the discretion of lecturers/tutors to decide how to deal with CALD students that have approached them with their concerns.

2. All too often a lack of consistency in these areas leaves CALD students at a further disadvantage to other students in the university system. These inconsistencies can often have drastic effects on transcripts of CALD students.

Action

1. That the NUS Ethno-Cultural officer and state-branch contact campus Ethno-Cultural representatives, where available, (or affiliate campuses) to compile data on how universities' policy across affiliate campuses treat CALD students that face these situations.
2. Using the data the NUS Ethno-Cultural officer and State Branch Ethno-cultural officers work with campus Ethno-Cultural representatives to establish a campaign around university recognition of cultural days of significance/practice and academic conduct.

Moved: Betty Belay (La Trobe University)

Seconded: Sarah Spivak (Monash University)

ETHNO 11.8: Building Collectives

Preamble:

1. With the damaging effects that racism and discrimination has on students who do not fit into the mainstream cultural, linguistic, religious and ethnic identity of their surrounds in a predominantly "white" Australia, it is imperative that NUS support Ethnocultural and People of Color collectives and departments.
2. However there are many affiliate organizations around the country that still lack Ethno-cultural departments or People of Color collectives.
3. As the Ethnocultural Officer has unfortunately been traditionally unpaid, and a restructure of NUS looming, it is increasingly vital that campuses without departments and collectives are supported in the creation of these representative structures.

Platform:

1. NUS recognises the importance of collectivism in creating and facilitating strong networks for groups.
2. NUS recognises the marginalisation of students of ethnically and linguistically diverse backgrounds in western society, particularly at rural and regional campuses where the population of ethnically and linguistically diverse people is traditionally low.
3. NUS recognises that the National Ethno-Cultural Officer is accountable to every ethno-cultural student and Ethno-

Cultural officer and collective in Australia.

Action:

1. The NUS Ethno-Cultural Officer will visit all campuses where an Ethno- Cultural Collective or Department does not exist, and seek to establish a collective and build this collective.
2. The NUS Ethno-Cultural Officer will work with the resources available to them to visit these campuses and establish links with campuses trying to build collectives, both remotely from the Ethno-Cultural Officer's base and in-person on as many campuses as possible.

Moved: Lloyd Rouse (University of Melbourne)

Seconded: Betty Belay (La Trobe University)

ETHNO 11.9: Multicultural Calendar

Preamble

1. The many ethnically diverse diasporas and community

groups in Australia celebrate a range of national, religious or cultural days and festivals which are crucial to the everyday being and growing of CALD identities.

Platform

1. NUS recognises the importance of ethnic, culturally and linguistically diverse and multicultural celebrations and traditional practices to the lives of many students. Facilitating these supports the Objects set out in NUS constitution, in particular, to work for:
 - "b. scholarship, quality in education, academic freedom of expression and freedom of association;"
 - "c. the interests of students in the fields of social security, health, welfare, cultural activities and sport;"
 - and
 - "d. the advancement of student perspectives on political and social issues within the broader community".
2. NUS supports the development and dissemination of resources to aid students in observing a broad range of events, as well as increasing their visibility in the broader community.

Action

1. The National Ethno-Cultural Officer, in broad collaboration with community organisations, NGOs, student organisations and other stakeholders, will collect and formulate an NUS calendar at the beginning of the year, celebrating the ethnic, culturally and linguistically diverse and multicultural celebrations, as well as national and religious festivals and days of worship celebrated by students in Australia.
2. The National Ethno-Cultural Officer will develop this resource in-print or print-ready for NUS affiliates and other organisations to adopt and disseminate.
3. The National Ethno-Cultural Officer will explore means of revenue raising for this project in mind of their limited budget, including but not limited to grants, crowd funding, donations from stakeholder organisations, fundraising and kickstarter projects.

Moved: Isaac Foster (University of Tasmania)

Seconder: Josh Rebolledo (NUS National Disabilities Officer)

ETHNO 11.10: Racism is...

Preamble:

1. Racism appears in many different forms which vary depending on the individual, their background and their personal experience.
2. It is acknowledged with the autonomy of the Ethno-cultural department that these forms of racism are best understood by the people who have lived experience as a person identifying as Ethno-cultural, a person of colour or a person from a culturally or linguistically diverse background.
3. In this capacity, it is also understood that there are many forms of racism which are unnoticed or implicit and are not brought the attention those outside this lived experience.

Platform:

1. "Racism is..." is a photo campaign aimed at o-weeks, but to be continued throughout the year to engage ethno-cultural students, CALD students or students of colour in NUS and in anti-racism activism.
2. It is a campaign aimed at ethno-cultural students as a platform for them to express what racism is from their personal experience. This is done in the hopes of creating a better

dialogue between ethno-cultural and non-ethno-cultural students and is a public platform to spread awareness of racist experiences and what racism is, as defined by people who experience it.

Action:

1. The National Ethno-Cultural Officer, along with the State Officers, attend to campuses during O-week to run this campaign at either the stalls of Ethno-cultural and people of colour collectives, or the student run organisation's stall in the absence of an Ethno-cultural collective.
2. The National Ethno-Cultural Officer will maintain an active online presence of the campaign, starting a Facebook page for the campaign and posting the photos taken in the campaign with the consent of those who are in the photo throughout the year.

Moved: Lloyd Rouse (University of Melbourne)

Seconded: Josh Rebolledo (NUS National Disabilities Officer)

ETHNO 11.11: Bluestockings Week

Preamble:

1. Bluestockings week is a collaborative campaign held by the Women's and Education departments in many universities around Australia. At some campuses this year, it was renamed due to concerns about its historical link to white middle class women
2. At some universities, events which critically acknowledged this history, like 'Whose Blue Stockings Are They Anyway?' were held

Platform:

1. As a progressive organisation NUS should aim to represent the rights of Women, but also and look at gender in relation to other systems of power and privilege
2. Bluestockings Week should revolve around intersectional feminist history.

Action:

1. Universities where Bluestockings week are held will run at least one event which critically acknowledges its history, like 'Whose Bluestockings Are They Anyway?' events
2. The NUS Women's Department will consult and work with other autonomous NUS departments to ensure that Bluestockings week is inclusive for all women students

Moved: Betty Belay (La Trobe University)

Seconded: Sarah Spivak (Monash University)

ETHNO 11.12: Abbott/ the media and anti-Muslim racism

Preamble:

1. In recent months there has been an alarming rise in anti-Muslim racism in Australia.
2. The media has played an instrumental role in promoting discrimination against Muslims. A barrage of panic-inducing, hyperbolic, and downright discriminatory headlines like the The Australian's 'We'll fight Islam 100 Years' do nothing but manufacture fear and racism.
3. The current government has itself played an active role in fostering this sentiment. Bronwyn Bishop, who in 2005 campaigned to have the headscarf banned in public schools, has in recent months attempted to prevent women wearing the burqa from entering parliament. Tony Abbott has publicly stated that he finds the burqa 'confronting'. Cory Bernardi refers to the burqa as a 'flag of fundamentalism'. These are statements which promote fear and ignorance, rather than tolerance and understanding.
4. This has had the effect of creating a climate of fear and insecurity in the Muslim community. It has also led to a spike in racially motivated attacks on Muslims. Incidents of physical and verbal abuse, both reported and unreported, have risen.

5. NUS has a responsibility to take a principled stand against all forms of racism and discrimination. These are issues which directly affect students on campus and permeate society more broadly.

Platform:

NUS stands against racism, as both an issue which affects students on campus and in broader society.

NUS supports religious and cultural freedom as central to maintaining a multicultural society. This means opposing any measures which aim to limit or repress religious expression.

Moved – Jade Eckhaus (Melbourne Uni)

Seconded – Gabe Lawrence (UNSW)

ETHNO 11.13: Fighting against racism on campus

Preamble

1. Racism has no place on campus and should always be opposed.
2. Monash University recently made the decision to ban clubs on campus who acted in a racist manner.

Platform

1. The National Union of Students encourages all universities to take a strong stance against instances of racism within their campus club communities.
2. The National Union of Students congratulates Monash University for their actions in combating racism, and urges other universities to follow suit.

Action

1. The National Ethno-Cultural Officer will write to Monash University to congratulate them on their actions in combatting racism on campus.
2. The National Ethno-Cultural Officer will actively encourage all other universities to act in a like-minded manner in regards to eradicating on-campus racism.

Moved: Hannah Russell

Seconded: Gemma Paech

ETHNO 11.14: Multicultural calendar

Preamble

1. Many of the ethnically diverse diasporas in Australia celebrate important national, religious and cultural days or festivals in which they might observe special traditions.

2. As an example, the Macedonian diaspora celebrates August 2nd as the day that it rebelled from the Ottoman Empire and became the first republic on the Balkan

Peninsula and September 8th as the day that it gained independence from Yugoslavia.

Platform

1. NUS understands that these days form an integral part of these groups identities and believes that it is important that the university environment is one which supports their observance.

Action

1. The National Ethno-Cultural Officer will collate the important national, religious or cultural days or festivals of as many culturally and linguistically diverse groups as possible

2. The National Ethno-Cultural Officer will use this list to create a calendar for 2016 which they will distribute to affiliate organisations and universities.

Moved: Daniel Nikoloski

Seconded: Michael Bezuidenhou

Environment

ENVIRO 12.1: Sustainability – Planning for the Future

PREAMBLE:

1. Student organisations have a responsibility to their members to advocate for a sustainable future.
2. Student organisations have a significant effect on the perception of environmental sustainability among their students.
3. A Sustainability Plan is a useful, non-binding tool for student organisations to work towards both short-term and long-term goals.
 - a. See bit.ly/uwaguildsustainabilityplan for an example from the UWA Student Guild.
4. A long-term strategic plan helps incoming student representatives to continue the work of outgoing and past student representatives, and the continuity of projects that is often lacking in student organisations is a large hurdle to making significant progress on sustainability at a campus level.

PLATFORM:

1. NUS recognises the environmental impact of student organisations and the responsibility to students to reduce this.
2. NUS acknowledges that student representatives often struggle to ensure continuity between incoming and

outgoing representative teams, and often do not have formalised long-term strategic plans.

3. NUS recognises the positioning of student organisations as groups that can influence their associated University's actions to advocate for a sustainable future.

ACTION:

1. The NUS Environment Officer will collaborate with State Environment Officers, campus representatives other relevant student groups to help student organisations to develop their own sustainability plans to achieve both short-term and long-term sustainability goals.
2. The NUS Environment Officer will disseminate any sustainability plans developed in order to promote collaboration and idea sharing between student organisations.

Mover: Lizzy O'Shea (University of Western Australia Delegate, National Executive Member)

Seconder: Maja Sieczko (University of New South Wales Delegate)

ENVIRO 12.2: World Student Environmental Summit

Preamble

1. For the first time, the annual World Student Environmental Summit will be held in Australia at Murdoch University, Perth.

Platform

1. NUS recognises the importance of student participation in the global environmental movement.

Action

1. NUS Environmental Officer attends the World Student Environmental Summit.
2. NUS Environmental Officer assists with the promotion of the World Student Environmental Summit.

Moved: Roland Belford

Seconded: Raeesah Khan

ENVIRO 12.3: Fossil Free Universities (and Student Organisations)

Preamble

1. Climate change is a serious threat to current and future generations here in Australia and internationally.
2. The Intergovernmental Panel on Climate Change (IPCC) Fifth Assessment Report found that global warming is already causing costly disruption of human and natural systems throughout the world, including the melting of

Arctic ice, acidification of ocean waters and increased flooding and drought.

3. In its “Unburnable Carbon” report, the Carbon Tracker Initiative found that fossil fuel companies and governments possess proven fossil fuel reserves that would release approximately 2,795 gigatons of CO₂ if they are burned, which is five times the amount that can be released without exceeding 2°C of warming.
4. Investing in the fossil fuel sector supports a sector that is contributing to climate change.
5. NUS should be a leading institution in progressive social change.
6. Divestment –rejecting financial involvement in and support for the fossil fuel sector– is a significant symbolic and practical action institutions can take on climate change.
7. Students at hundreds of university campuses worldwide have launched campaigns to have their institutions divest from companies whose primary business is the exploration, extraction and processing of fossil fuels.
8. In addition, numerous organisations are moving their finances from banks that provide financial services to the fossil fuel industry to financial institutions that have made a commitment to avoid investing in the fossil fuel sector.

Platform

1. NUS recognises that climate change is being accelerated by human activities, especially the burning of fossil fuels including coal, oil and gas.
2. NUS recognises that investments should support a future where all citizens can live healthy lives without the negative impacts of a warming climate.
3. NUS supports the fossil fuel divestment campaigns that are happening on university campuses across Australia.
4. NUS should encourage all student organisations and universities to divest from the fossil fuel industry, and to cease using financial institutions that support the fossil fuel industry.

Action:

1. NUS directs the Environment Officer to work with 350.org, the Australian Student Environment Network and the Fossil Free campaigns at each Australian university to support and implement the 'Fossil Free Universities' campaign.
2. NUS directs the Environment Officer to prepare a report for NUS conference 2015 documenting support provided and progress by each student organisation in participating in the campaign.
3. NUS directs the General Secretary to divest all NUS finance from organisations which contribute financially to

companies whose primary business is the exploration, extraction and processing of fossil fuels.

4. That, for any NUS investments in managed funds that are found to include these companies, the General Secretary is to contact the fund managers and demand that the companies be removed from the funds.
5. That the General Secretary will release quarterly updates, publicly available, detailing progress made towards full divestment.

Mover: Ahmed Yussuf, La Trobe Student Union

Second: Cameron Caccamo, Students' Representative Council, Sydney University

ENVIRO 12.4: The East-West Tunnel

Preamble

1. The East West Link is a proposed 18km toll road in Melbourne.
2. The Link will cost an estimated \$17.8 billion, funds that could instead be used to improve and expand Victoria's overcrowded and underfunded public transport system.

3. Numerous councils and community groups have come out in opposition to the Link, including Moreland, Yarra, Darebin and Moonee Valley councils. An ongoing 'Trains not Toll Roads' campaign has mobilised concerned people via protests, pickets and other actions.

4. There are serious concerns about the environmental impact of the Link, given that its construction will entail massive destruction of parkland and will encourage environmentally harmful forms of transportation.

5. There are also concerns about the way in the Baillieu and Napthine governments have conducted the project so far, including the lack of community consultation.

Platform

1. NUS supports investment in public transport as a means to both improve the accessibility of transportation and to protect the environment.

2. NUS opposes the construction of the East West Link.

Action

1. That NUS calls on the Victorian Government to abandon any plans to construct the East West Link, and to instead sharply increase investment in public transport.

2. That the NUS Environment Department will endorse any further actions called by groups involved in the 'Trains not Toll Roads' campaign.

Mover: Damian Ridgwell (NUS environment officer)

Secunder: Lauren Stevensen (VUSU)

ENVIRO 12.5: The dredging of the Great Barrier Reef

Preamble:

1. Plans to continue and further increase dredging of the Great Barrier Reef area will be set in motion as of 2015.

2. Dredging is the practice of digging up and removing sediment in large quantities in order to create passageways for large carriers and cargo ships, primarily those belonging to coal and gas industries. The sediment which is removed is subsequently dumped, much of it in the Great Barrier Reef World heritage Area, posing a massive ecological threat to an already fragile marine environment.

3. The detrimental effects of dredging on the environment are all-encompassing, simultaneously destroying water quality, grass beds,

and causing coral disease, all of which contribute to increased mortality of endangered marine creatures including sea-turtles and dugongs.

Platform:

1. NUS stands firmly against dredging of the Great Barrier Reef, and therefore opposes investment in or partnerships with companies which endorse or partake in the dredging project by Australian Universities.

2. Integrating information as to the effects of dredging into relevant courses of study to ensure students are informed of this and other key environmental issues, alongside distributing information and resources amongst all students, can ensure environmental awareness remains a priority nation-wide. Students equipped with such knowledge will be better positioned to become environmental advocates against dredging and other ecological threats, and will be more likely to assume representative roles at their respective campuses.

3. Students are well-positioned to play a key role in lobbying universities to take a stand against dredging of the Great Barrier Reef.

Action:

4. The NUS calls upon the federal government to cease dredging programs in the Great Barrier Reef World Heritage Area.

5. The National Environment Officer will work in conjunction with campus environmental groups and collectives in order to develop and distribute informative material and petitions outlining the necessity for students to take a stand against dredging and other environmental issues, and similarly assist on-campus activism and lobbying efforts.

6. The issue of dredging in the Great Barrier Reef area should be integrated into established environmental campaigns, and the National Environment Officer will, after consultation, encourage universities to hold on-campus actions supporting environmental awareness and advocacy.

7. The National Environment Officer will encourage students and campus environmental groups to work with their respective local environmental organisations in opposition to dredging of the Great Barrier Reef.

Mover: Owen Cosgriff (Griffin University SRC)

Seconder: emma Norton (WA State Education Officer)

ENVIRO 12.6: The NSWs bushfires and government inaction

Preamble:

1. In 2012, the NSW Liberal Government introduced \$70 million worth of budget cuts to Fire and Rescue NSW and NSW Rural Fire Services. As a result, several fire stations are closed across Sydney each day and some stations have been closed more than 100 times since the policy was introduced. Further, firefighters are sent large distances to cover communities impacted by the closures.

2. Funding cuts are putting pressure on the NSW Rural Fire Services to alleviate the pressure on the already short-handed permanent staff of Fire and Rescue NSW leaving volunteers, whose commitment comes at a great individual cost, to bear the burden. The NSW RFS has more than 70,000 volunteers but only 1,000 salaried staff.

3. In 2013, NSW bushfires in January and October collectively burned 768,000 hectares of bushland and destroyed 279 homes. Two people lost their lives and the damage was estimated at more than \$180 million. The projected cost of NSW bushfires without major incidents in 2014 is close to \$43 million and by 2050 these costs are projected to triple. In August 2014, a firefighter in western NSW died in the line of duty while another was critically injured.

4. The Intergovernmental Panel on Climate Change has estimated days with a very high and extreme fire danger index will increase in

Australia by 2 to 30 per cent by 2020 and by 5 to 100 per cent by 2050. By 2030, it has been estimated that the number of professional firefighters in NSW will need to double to keep up with the increase in fire danger weather.

Platform:

1. NUS opposes funding cuts to both Fire and Rescue NSW and NSW Rural Fire Services.

2. NUS supports wage rises for NSW firefighters and an increase in NSW Rural Fire Services salaried staff.

3. NUS supports initiatives to rapidly cut greenhouse gas emissions to decrease the detrimental effects of climate change on bushfires.

Action:

1. NUS will lobby the NSW government to repeal cuts to Fire and Rescue NSW and NSW Rural Fire Services.

2. NUS will work to raise awareness of the inextricable link between climate change and the increased risk of and increased severity of bushfires.

3. NUS will release a letter of support to the Fire Brigade Employees Union.

Mover: Danica Cheesley (VUSU)

Seconder: Gabriel Hanrahan-Lawrence (Arc @ University of New South Wales)

ENVIRO 12.7: The Latrobe Valley fire at Hazelwood

Preamble-

1. In February this year the Hazelwood coal mine in Morwell caught fire. The fire lasted 45 days, only being declared officially out on March 25.
2. Despite numerous complaints and concerns raised by residents of the area, official reaction was sluggish.
3. The impact of the fire was disastrous. Large areas of the La Trobe Valley were covered in smoke and ash, and the levels of hazardous and poisonous chemicals and pollutants increased to extreme levels. The Environmental Protection Agency Air Quality Index reading on February 21 reached 1,300, on a scale where 150 is considered very poor and a reading of over 200 is hazardous.
4. Despite numerous concerns regarding the safety of the mine and its unused parts in previous years, the government and the company that owns the mine, GDF-Suez, refused to do anything address the problems.
5. Despite numerous health concerns, the police blocked several exits from the town, advice that the elderly, pregnant women and those with health problems should stay indoors, let alone evacuate, was received late and authorities refused to evacuate the town.
6. Ambulance and hospital services and local GPs all reported that they experienced an increase in patients.
7. Over the years the number of managerial staff in the electricity sector has increased by 217% while the number of front line staff has only increased by 28%.
8. The effort to put the fire out was compromised by the state government's insistence that too much water not be used lest the mine be damaged. The fire department had also suffered cuts worth \$60 million and a recruitment freeze.
9. GDF-Suez also threatened to sue anyone who may have insulted the company in reporting on the fire and its effects on nearby towns.

Platform-

1. NUS would like to show solidarity and support for the people of the La Trobe Valley, health workers and fire fighters who have suffered health issues due to the fire.
2. NUS condemns GDF-Suez for its lack of safety protocols and controls in the mine, especially the unused parts.
3. NUS condemns the state government for its slow response and for the lack of support for those who live in the La Trobe Valley who have suffered severe health issues.
4. NUS also condemns the lack of support given to support the local environment of the area that suffered heavily due to the immense amount of pollutants and chemicals released.
5. NUS will call on the state government to improve support for those already suffering from the mine fire and will improve support for any issues that may come up.
6. NUS calls on the state government to improve safety conditions and implement stricter controls for other mine sites.
7. NUS calls on the state government to adhere to the 18 recommendations put up by the Hazelwood Mine Fire Inquiry.
8. NUS will ensure that students who suffer or have suffered from physical or mental issues due fire will receive adequate support and advocacy in the event of academic problems.

Mover: Naoni Farmer (NUS Queer Officer)

Seconders: James Vigus (FUSU)

Action-

1. NUS will pass motions confirming the platform above.

ENVIRO 12.8: Saving the Tarkine forest

Preamble

1. The Tarkine area is situated in the north-west of Tasmania. The region contains the largest temperate forest in Australia. The area also contains many historic indigenous sites.

2. There has been a large expansion of mining in the Tarkine region. In 2013, the then environment minister Tony Burke approved of an open cut mine, for 'Shree minerals' at the nelson bay river. While mining companies 'Venture minerals' and 'Grange resources' have also expanded their own mining operations in the region.

3. The mining of this region will have devastating impacts on both the environment and also the locals with live in the area. This has clearly been seen in past mining activities in the region, such as the Whyte River where acid from mining has contaminated the river.

Platform

1. NUS supports the conservation of the environment.
2. NUS opposes the mass destruction of the Tarkine forest at the hands of large mining corporations.
3. NUS condemns the Federal government initiatives to allow the mining of the Tarkine forest to go ahead.

Action

1. The NUS will seek to keep up to date with campaigns to save the Tarkine forest and will support these campaigns wherever possible.

~~Second Deputy Premier (Queensland State Education Officer)~~

ENVIRO 12.9: Tony Abbott face the facts, we should have kept the Carbon Tax

Preamble

1. Australia generates 1.3% of global emissions; on a per capita basis Australia is the eleventh highest emitter of all countries.
2. A carbon pricing scheme in Australia, commonly referred to as a carbon tax, was introduced by the Gillard Labor Government and became effective on 1 July 2012.
3. The carbon tax was successful in reducing emissions. Sectors subject to the pricing mechanism were 1.0% lower. Nine months after the introduction of the pricing scheme, Australia's emissions of carbon dioxide from electricity generation have fallen to a 10-year low, with coal generation down 11% from 2008 to 2009.
4. In July 2014 the Abbott government, with assistance from the Palmer United Palmer in the senate, repealed the

Carbon tax setting back Australia's fight against climate change for potentially decades.

Platform

1. NUS recognises the Carbon Tax as a positive policy that was effective in combating climate change.
2. NUS recognises climate change as a serious threat to the future of Australia and the world and as one of the biggest environmental challenges of our generation
3. A tax on carbon is one of the best ways the government can fight climate change

Action

1. NUS publicly condemns the Tony Abbott Liberal government for the repeal of the carbon tax and will publicly call for the resignation of Minister for the Environment Greg Hunt
2. This policy directs the National Environment Officer to run a campaign supporting the reintroduction of a price on carbon and education the general populace on the issue of climate change

Moved: Jasmine Ingram (La Trobe University)

Seconded: James Bashford (The University of Melbourne)

ENVIRO 12.10: Keep Universities Fossil Free

Preamble

1. University investment in the private sector has seen our universities get involved in gas and coal investments
2. Universities also put money into research in the gas and coal industry which perpetuates the fossil fuel industry
3. This year we have seen Fossil Free Universities take action across the country and have taken it to a referendum on many campuses as to whether students agree with these investments
4. The referendum had positive results at the big universities Sydney University had 80%, ANU had 82.1%, Melbourne University had 97%, UTS had 74% and UNSW had 78% all vote in favour of divesting from fossil fuels and their universities.

Platform

1. NUS supports this campaign and does not support university investment in fossil fuels

Action

1. The National Environment Officer will assist future actions by Fossil Free Campus to ensure that university students continue to vote in favour of divesting from fossil fuels
2. NUS will represent these students who voted in favour of divesting in fossil fuels and will also take this stance when meeting with important decisions makers in universities

Moved: Amy Knox (University of Sydney)

Seconded: Hannah Smith (NUS NSW State Branch President)

ENVIRO 12.11: Build Rails Not Roads aka Stop the East- West Toll Road

Preamble

1. Over the last year Victoria has seen the Victorian Liberal party committ to spending billions of dollars on transport infrastructure, of which the vast majority of funding was allocated for road projects.
2. In Melbourne, a mammoth \$8 billion has been allocated to the East West Link Toll Road, an 18 kilometre toll road which will, if built, connect Clifton hill in Melbourne's Inner North to

the Western Ring Road in the city's west.

3. Under the first stage of the East West Toll Road a tunnel will be built from Clifton Hill to Parkville resulting in, amongst other effects increased congestion in the cities north, increased pollution, the destruction of Royal Park West, heavy vibration through the inner north of Melbourne during construction and the compulsory acquisition and destruction of over 100 homes and 40 businesses in Collingwood and Parkville.

Platform

1. The National Union of Students condemns the Federal and Victorian State Government for their support of the East- West Toll Road as well as similar projects in other states such WestConnex in Sydney.
2. NUS believes in Federal Government investment quality tertiary education as well as environmentally friendly and accessible transport options, and is opposed to Federal money to projects which are going to have a detrimental environmental impact on Australian cities.
3. NUS believes that any transport project pursued by either the State or Federal Governments should be one which is not going to result in increased pollution, destruction of the natural and historic environment and have lasting irreversible repercussions on the air quality of any Australian city or town.

4. NUS is opposed to any project which is likely to remove students from their homes for its construction. In Collingwood and Parkville (the two suburbs where the tunnel is to surface) a number of students rent properties in the area affected and are likely to be from their rentals as a result of construction

5. Furthermore, NUS is opposed to any transport project which construction will lead to physical trauma for any animal. The vibrations of the tunnels construction in Royal Park are likely to affect the population of a number of species of fauna, including the White Skink, with the project likely to destroy its entire habitat and lead to its extinction in Royal Park.

6. NUS supports public transport projects, such as the Melbourne Metro rail tunnel which will not result in any environmental destruction, provide melbournians with a more environmentally friendly transport option into the city and construct an underground railway station at the university of Melbourne.

Action:

1. The National Environment Officer is to publish a press release outlining the NUS's opposition to the East-West Toll road, as well as other road projects and state the NUS's support of federal and state funding instead going to railways and tertiary education.
2. NUS expresses solidarity with groups in Melbourne and

throughout Australia who are currently speaking out against road developments which are to have a detrimental environmental impact on Australia.

3. National Union of Students shall publish information to students about road developments such as the East-West Toll Road and help promote campus environmental collectives and campaigns, as well as promote appropriate groups that encourage investment in public transport.

Moved: Georgia Kennelly (NUS National Women's Officer)

Seconded: James Bashford (University of Melbourne)

Small and Regional

SAR 13.1: Noisy Cricket: Small and Regional Unis on the Front Page

Preamble:

1. A wide range of universities in the Australian Higher Education sector fall under the broad classification of 'small and regional,' categorising a disproportionate or core service to students from regional, rural and isolated backgrounds, as well as to metropolitan research and teaching institutions of a small size.
2. The cohort of students who are rural, regional, 'low-income', or in broad terms socially and/or economically disadvantaged, are key constituents of NUS in its core business, given the disproportionate vulnerability of these students to the effects of changes affecting the affordability of education and standards of student living.

3. Students from regional backgrounds are less likely to present to health care providers and so present a greater number of preventable hospitalisations, illnesses and other negative health outcomes.
4. Students from regional backgrounds are more likely to be first-in-family, less likely to come to university with established social groups or communities, tend to involve greater per-capita expenditure on orientation and support due to poor primary- and secondary-educational outcomes, and are at a greater risk of attrition than metropolitan cohorts, or students closer to or above the national average for undergraduate personal income.
5. NUS must work towards increasing participation and active engagement with member organisations and the national union, by actively and regularly reaching out to its smaller affiliates and non-affiliate small and regional campuses.
6. Despite their small stature, small and regional universities such as the University of Tasmania have prominently positioned themselves in the public debate around the Abbott Government's proposed reforms to Higher Education and national welfare. They will continue to do so with strong support and resourcing from the national union.

Platform:

1. NUS believes that a targeted approach is needed to support its regional office bearers and affiliates, through regular and

quality planned campus visits, delivers strong value for money for affiliates and is key to providing solutions to campus issues at small and regional universities.

Action:

1. National Office Bearers will establish strong relationships with their equivalent office-bearers at each affiliated campus within one month of their term.
2. National Office Bearers will aim to actively support their equivalent office-bearers on small and regional campuses through appropriately proportioned campus visits and high-quality mentoring and support.
3. The national Small and Regional Officer will provide the National Executive with a strategic plan targeting key issues and challenges for activism at small and regional affiliates, as well as a database of campuses identified as at-risk through state- or Federal political intervention, or due to struggles with University administrations opposed to the presence of organised student unions on their campuses.
4. NUS will collaborate with small and regional campus organisations to provide events and other opportunities to raise awareness of NUS and its concerns, and to incentivise and aid democratic participation in local and national student organisations.

Moved: Isaac Foster (University of Tasmania)

Seconded: Heidi La Paglia (University of Tasmania)

SAR 13.2: Small and Regional Campus Support Network

Preamble:

1. The concept of a Small and Regional Network has been discussed for many years as support of small and regional campuses has been identified as a significant area of improvement for NUS.
2. A Small and Regional Network would allow for a structured forum for elected representatives of small and regional campuses to discuss their issues and achievement with other small and regional campuses across the country, as well as the sharing of ideas and experiences.
3. As small and regional student organisations face particular issues such as funding, resources and engagement this network could become an invaluable resource for small and regional student organisations Australia-wide.
4. This network would allow for a higher level of engagement from small and regional campuses.

Platform:

1. NUS recognises the need to facilitate a forum for small and regional campuses to communicate and share experiences

2. NUS recognises the unique needs of small and regional students and supports small and regional student organisations in their efforts to meet these needs
3. NUS acknowledges that small and regional students have the most to lose should the Abbott Government's unfair budget measures pass through Parliament

Actions

1. NUS Small and Regional Officer will create an online forum (such as Facebook) including all small and regional student organisation Presidents
 - a. From here, the NUS Small and Regional Officer will invite small and regional student organisation Presidents to add any interested student organisation elected representatives to this online forum
 - b. The NUS Small and Regional Officer will set parameters for the online forum and encourage discussion and idea sharing
 - c. The NUS Small and Regional Officer will facilitate further communication for small and regional campuses should it be required such as face-to-face meetings or conference calls
2. NUS Small and Regional Officer will regularly liaise with small and regional student organisation Presidents to offer advice or guidance should it be needed

Moved: Dani Rothwell (Monash Union of Berwick Students)

Seconded: Rebekah Drake (University of Melbourne Student Union)

SAR 13.3: Don't forget about the little people

Preamble

1. NUS campaigns are often organised to have large events in capital cities as a key component to the campaign. Whilst this gains massive media attention and engages many students and members of the public, it directly excludes regional students
2. Students who want to engage with NUS but live more than an hour from a capital city can find it difficult to engage with "National Days of Action" due to the travel involved
3. Students at small and/or regional campuses are likely to be the most disadvantaged by deregulation and unfair Liberal Government budget measures due to a high number of low SES students, first in family, as well as the increase in cost of living should more budget measures pass

Platform:

1. NUS understands that to truly define a day a "National Day of Action", there needs to be actions accessible to all students across Australia, regardless of location
2. NUS recognises that there is a significant number of students across Australia who cannot access chosen capital cities

Action:

1. NUS National Office Bearers will ensure that all campaigns have a component organised to allow all students, regardless of location, can be involved
2. The NUS Small and Regional Officer will liaise with all small and regional campuses to ensure that they feel adequately supported and resourced to participate in nation-wide actions

Moved: Dani Rothwell (Monash Union of Berwick Students)

Seconded: Dean D'Angelo (National Executive)

SAR 13.4: Small in size, not in support**Preamble**

1. Small and regional student organisations and campuses make vibrant contributions to their universities and are a vital part of the student experience at rural and regional universities.
2. The services and support that small and regional student organisations provide to their students varies greatly and this tailored level of service creates engaged students.
3. With the small and regional campuses having a small population of students, they are not recognised as being a

high priority for proper funding towards their student organisations by the government and the university.

Platform

1. NUS acknowledges the importance of small and regional student organisations in providing vital services to students at these campuses.
2. NUS recognises the importance of an active student organisation and having a positive campus life at the small and regional campuses.
3. NUS commends small and regional student organisations in their efforts to meet the needs of their students.
4. NUS acknowledges that proper funding of these organisations is vital to their survival.

Action

1. The NUS National Small and Regional Campus Officer along with relevant NUS State Branches will run a campaign in the 2015 term to ensure that the funding at all Small and Regional campuses is maintained or increased for 2015.
2. The NUS National Small and Regional Campus Officer and relevant State Branch President will touch base with the small and regional campuses regularly to ensure that their funding is maintained.
3. The NUS National Small and Regional Campus Officer will provide ongoing support to the student organisations of the small and regional campuses through regular correspondence with these campuses.

Moved: Dani Rothwell (Monash Union of Berwick Students)
Seconded: Rebekah Drake (University of Melbourne Student Union)

SAR 13.6: NUS for Small and Regional Students

Preamble:

1. Small and Regional student organisations are notoriously underfunded and can sometimes struggle to provide a basic level of services and support to the students they represent.
2. Due to this, it can therefore be difficult for these student organisation to justify paying for accreditation to a national body with whom they rarely communicate, so that issues effecting students nationally can be discussed, when they may not be meeting the needs of their students already.

Platform:

1. NUS understands the difficulties small and regional campuses face in allocating funds for accreditation to NUS annually as well as conference participation.
2. NUS commends the efforts of the 2014 NUS General Secretary in their actions of making the national conference more accessible for small and regional campuses to attend.

Action:

1. NUS will continue to investigate ways in which to make NUS more appealing to small and regional campuses.
2. NUS will continue to offer discounts and incentives to small and regional campuses where possible to ensure all students get a voice in their peak representative body.

Moved: Dani Rothwell (Monash Union of Berwick Students)
Seconded: Rebekah Drake (University of Melbourne Student Union)

Miscellaneous

MISC 14.1: Freya Newman is a hero <3 xoxo

Preamble

1. Earlier this year Australian woman Freya Newman revealed that in 2011 Tony Abbott's daughter Frances Abbott received a secret \$60, 000 scholarship to study at the exclusive Whitehouse Institute of Design. Frances Abbott only paid \$7, 546 for her \$68, 183 degree. Chairman of the institution Les Taylor is a large donor to the NSW Liberal Party. 2. Freya Newman has pleaded guilty to illegally leaking the data and could face prison time.

Platform

1. The NUS condemn the prosecution of Freya Newman. It is disgraceful that Newman is being prosecuted for revealing the

criminal, pro-rich actions of government figures and the elite institution involved. 2. The NUS unambiguously stands in solidarity with whistle-blowers and particularly those who intervene in a progressive way to issues the NUS are at the forefront of.

3. NUS recognises Freya Newman's intervention into political discourse around education has played an important and progressive role in the broad fight against the Abbott government's right-wing agenda. Newman's whistleblowing did this by highlighting the asymmetry between the elite and working-class students when it comes to accessing quality education and helping to maintain education policy as a talking point in the media.

4. The NUS stands in solidarity with Newman's whistle-blowing action and affirms its opposition to the right-wing and corrupt Liberal agenda across the board. In particular the NUS resists the further privatisation of the education sector.

Action

1. NUS will produce and release a statement in the form of a press release. The press release will convey NUS' solidarity with Freya Newman's whistleblowing and affirming its opposition to the Abbott government's budget. In this statement NUS will commend Freya Newman for her brave and progressive intervention into discussion around the issue of accessible education.

Moved: Gabriel Hanrahan-Lawrence (Arc @ University of New South Wales)

Seconded: Grace Hill (FUSU president)

MISC 14.2: Refugee rights and the Abbott Governemnt

Preamble

1. The government has continued its racist attacks on refugees by increasing its powers to deport refugees and prevent them from arriving.
2. Two refugees have now died in government custody as a result of detention and offshore processing.
3. Immigration Minister Scott Morrison has introduced legislation which would:
 - a. Allow the navy greater powers to detain and move boats attempting to reach Australia
 - b. Increase the government's capacity to deport refugees living in Australia or detention

- c. Alter Australia's definition of a refugee to differ from the definition under international law, in order to exclude more who are seeking asylum in Australia.

4. One Hazara refugee has already been deported to Afghanistan despite the threat to his life, and another Hazara man is at risk of being deported.
5. The government has continued its blackout of information regarding refugees.

Platform

1. NUS opposes the ongoing detention of refugees, and continued attempts to prevent refugees from reaching Australia.
2. NUS condemns the government's changes to the legal definition of a refugee, and expanded powers to deter boats seeking asylum in Australia.
3. NUS opposes the government's blockage of public access to information regarding refugees.

4. NUS condemns the government's deportation of Hazara refugees.
5. NUS recognises the right to freely seek asylum in Australia.

Action

1. NUS will investigate concrete possibilities for opposing detention and deportation of refugees and will release a press statement stating their opposition to mandatory detention.

Moved – Mai Hamed (La Trobe University)

Seconded – Grace Hill (Flinders University)

MISC 14.3: Palestine and Israel's recent war on Gaza

Preamble:

1. Beginning on 8 July 2014, Israel launched Operation "Protective Edge", a brutal bombardment of the Gaza Strip. Initially attacking from air and sea, the Operation was further intensified after ten days with a ground invasion into Gaza by Israeli Defence Force soldiers. After seven weeks of sustained bombing and on-the-ground occupation, the Palestinian death toll reached 2,192, of whom at least 70% were civilians, and 500 were children. More than 11,000 were wounded and half a million displaced.
2. Israel's calculated malice towards Palestinian civilians, amounting to war crimes, is exemplified in this entire operation, including but not limited to: the shelling of four unaccompanied Gazan children playing soccer on the beach, the shooting dead of unarmed teens and the elderly in the Khuza'a neighbourhood, those killed in the bombings of UN Shelters, the reported use of flechettes in civilian areas and the utter destruction of the Shuja'iyya neighbourhood.
3. This racist malice is reflected in commentary by leading figures in the Knesset and Israeli academia: references to Palestinian mothers as giving birth to "snakes", calls for the total re-annexation of the Gaza Strip, calls to rape the sisters and mothers of Palestinian resistance fighters, and the publication of articles such as "When Genocide is Permissible" and "Why Gaza Must Go".
4. The central demand of the Palestinian resistance in Gaza has been the lifting of the blockade, which has severely restricted the supply of electricity, clean water, food and medical supplies into the Strip since 2007. This situation has been worsened by the deliberate bombing of hospitals and Gaza's only power plant during

Operation “Protective Edge”. Estimates put the cost of reconstruction of Gaza City at \$8 billion.

5. Though the final ceasefire negotiation between Israel and Hamas included an immediate easing of the blockade and lifting of restrictions on fishing off of Gaza’s coast, both these conditions have already been violated on numerous occasions by Israel’s forces. Israel, as a colonising power and apartheid state, has no interest in allowing self-determination for Palestinians on Palestinian land and cannot be trusted to abide by any agreements or truces.

Platform:

1. National Union of Students utterly condemns, in no uncertain terms, the extreme, criminal violence of Israel in its bombardment of Gaza under Operation “Protective Edge”, and rejects any claim that the action was merely “self-defence” on the part of Israel.
2. NUS does not equate the resistance of an occupied, impoverished population with the drone-equipped, nuclear-armed, multi-billion dollar military of the Israeli state. NUS rejects the claim that this is a conflict “with two sides”, and asserts that blame lies entirely with the occupying power.
3. NUS expresses solidarity with the plight of the Palestinians, and affirms our support for self-determination and an end to the occupation and apartheid regime.
4. NUS recognises and welcomes the growing number of pro-Palestinian voices, reflected in massive demonstrations worldwide during the bombardment.

Action:

1. NUS will support demonstrations organised to express solidarity with the plight of the Palestinians.
2. Where applicable NUS will join the global BDS movement as a means of pressuring Israel to end its crimes against humanity.

Moved – Mai Hamed (La Trobe University)

Seconded – Gabe Lawrence (UNSW)

MISC 14.3: Condemning Pyne for going to Israel during the war

Preamble

1. Christopher Pyne was the keynote speaker at the Australia-Israel-UK leadership dialogue forum in Jerusalem on July 30, 2014.
2. At this time, “Operation Protective Edge”, Israel’s war on Gaza, was in full swing. Over 1,500 Palestinians had been killed by the Israeli military at the time that Pyne was speaking at the King David Hotel.
3. Israel’s war on Gaza would ultimately leave 2,127 Palestinians dead, 10,895 wounded and according to the United Nations Office for the Coordination of Humanitarian Affairs 520,000 (roughly 30% of the population of Gaza) were displaced from their homes. 17,000

Palestinian homes were destroyed by artillery and airstrikes. 7 UNRWA facilities which were being used as shelters for Palestinians were bombed by the Israeli military. In spite of claims by Israel that these shelters were being used by Hamas fighters, no weapons were found in any of the shelters. At least 56 Palestinians and 10 UN staff were killed by these shellings. A further 28 Palestinians were killed and 2,218 were injured by Israeli forces at demonstrations in the West Bank against the war. Israeli soldiers fired on protesters with live ammunition.

4. Christopher Pyne's participation at the Australia-Israel-UK leadership dialogue forum in Jerusalem shows the support that the current Federal Government has for Israel's oppression of Palestinian rights. Pyne's speech makes it even more clear that his visit to Israel at that time was a calculated show of the Liberal's support for Israel's war crimes when he said "Australia has always been prepared to be in the fight and always on the right side. And that's how we view the State of Israel that we are on the right side."

Platform

1. NUS condemns Christopher Pyne's statements of support for Israel's massacre of Palestinians in Gaza.
2. NUS condemns Christopher Pyne's presence at the Australia-Israel-UK leadership dialogue forum in Jerusalem.
3. NUS opposes the Australian Federal Government's support for Israel's ongoing abuse of Palestinian rights.

4. NUS supports the Palestinian movement for Boycotts, Divestment and Sanctions of Israel until it ends its oppression of the Palestinian people. As such it demands that Australian Government representatives no longer participate in joint Government events with Israel like the Australia-Israel-UK leadership dialogue forum.

Action

1. NUS will write to the International leadership of the BDS movement to convey its support for the movement.

Moved – Mai Hamed (La Trobe University)

Seconded – Naomi Farmer (National Queer Officer)

MISC 14.4: Solidarity with the West Papuan Independence struggle

Preamble

1. Since the end of Dutch Occupation of the Western half of the island of New Guinea (West Papua) and the annexation of that territory by Indonesia in 1969, West Papuans have waged a struggle for independence.
2. The ongoing occupation of West Papua by Indonesia is only maintained by violent and horrific terror, primarily committed by

the Indonesian military, against the Papuan population and pro-independence activists.

3. Approximately 500,000 people are estimated to have been killed over the course of Indonesia's occupation. As recently as this year, foreign journalists attempting to report on the situation within West Papua have been detained and deported. The International Red Cross, Amnesty International and Human Rights Watch are all prevented from accessing the region.

4. This appalling situation continues with the tacit complicity of western governments and businesses, in particular Australia. For instance, Australia has funded and trained "Detachment 88", an Indonesian military force responsible for executing without trial West Papuan leader Mako Tabuni in 2012, and many others besides.

Platform

1. NUS recognises that the people of West Papua are the victims of an unjust occupation which can rightfully be described as a genocide in the scale of dispossession, massacre and persecution of the indigenous Papuans by the Indonesian military.

2. NUS recognises that in circumstances of such violent repression, international solidarity is of crucial importance for West Papuans, and that students' and workers' unions in Australia and Indonesia have already iterated such solidarity.

Action

1. NUS shall publicise a statement of solidarity with the West Papuan independence struggle.

2. NUS commits to engaging with, and supporting the West Papuan solidarity struggle in Australia.

Moved – Duncan Hart (QLD State Education)

Seconded – James Vigus (Flinders)

MISC 14.5: Taxing the polluting mining bosses and Abbott's budget

PREAMBLE

1. The past 15 years has seen a mass expansion of the mining sector in Australia. The value of mining exports is well over \$150 billion per year, however the profits from this mining boom have been concentrated in a very small number of companies and individuals.

2. Severe environmental destruction has occurred and continues to occur as a result of the expansion of the mining sector. Individual mines have caused serious damage to local ecosystems, and Australia's contribution to global warming has increased dramatically.

3. During the mining boom, successive governments have increased or maintained substantial subsidies and tax breaks for these companies. As profits soar, some multinational mining corporations like BHP and Rio Tinto pay as little as 13% tax, and the past 6 years

have seen almost \$18 billion in handouts given to the mining industry by state governments, on top of the estimated \$4 billion per year from the federal government.

PLATFORM

1. NUS considers the current low levels of taxation and large tax benefits claimed by the mining industry to be unacceptable.
2. NUS opposes the environmental destruction caused by the mining industry in Australia.

ACTION

1. That NUS calls for federal and state governments to increase the taxation levels of, and end all tax concessions and subsidies to the mining industry.
2. That the NUS Environment Officer supports and is involved in campaigns against environmental destruction caused by the mining industry.

Mover: Chloe Rafferty (NSW state education officer)

Second: Natalie Acreman (RUSU)