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# Student Support and Wellbeing Policy & Procedure

## 1 Introduction

This policy outlines Strata Education's approach to identifying student wellbeing needs, providing appropriate and timely support, equipping staff to respond effectively, clearly communicating available services, and continuously improving support systems.

## 2 Scope

It applies to all students enrolled in courses offered by Strata Education. It also applies to all staff, including trainers, assessors, administrative staff, and student support personnel who play a role in supporting student wellbeing.

## 3 Legal and Regulatory Environment

This policy is informed by and aligned with

- *2025 Standards for RTOs*  
*Standard 2.6* - The wellbeing needs of the VET student cohort are identified, and strategies are put in place to support these needs.
- *The Privacy Act 1988 (Cth)* requires RTOs to protect students' personal and health information, including details relating to wellbeing concerns or support received.
- *Work Health and Safety (WHS) Legislation* RTOs have a duty of care under WHS laws to provide a learning environment that is psychologically and physically safe. This includes addressing, Bullying, Harassment, Abuse and Mental health risks
- *Equal Opportunity and Anti-Discrimination Legislation (Cth), State and Territory*  
RTOs must provide a learning environment that is inclusive and free from discrimination. Under federal, state, and territory laws, it is unlawful to discriminate against a person on the basis of protected attributes such as age, disability, race, sex, gender identity, intersex status, sexual orientation, marital status, pregnancy, or breastfeeding. Ensuring compliance with these laws supports student wellbeing by promoting equity, dignity, and psychological safety.

## 4 Policy Statement

Strata Education recognises that wellbeing is essential to fostering a positive and productive learning environment and how its responsibilities extend beyond academic achievement to include the holistic support of students.

Strata Education's wellbeing strategy is guided by the National Centre for Vocational Education Research (NCVER) Student Support Model which promotes a whole-of-institution, student-centred approach. This model is grounded in evidence-based research drawn from the Australian VET sector and supports the delivery of relevant, effective, and student-focused wellbeing support.

## 5 Policy

Wellbeing is embedded in Strata Education’s organisation’s culture, systems, and everyday practice, not treated as a separate service, but as a vital part of each student’s experience. All staff share responsibility for supporting students from pre-enrolment through to completion, with a strong focus on early identification of needs, coordinated support, and consistent relationships throughout the student journey.

This approach is implemented through a framework for Effective Student Support, tailored to the specific needs of the student cohort and aligned with the training products delivered

### 5.1 Effective Student Support

The six key elements of effective student support align with different phases of the student journey; some span the entire journey, while others are most relevant at specific stages (Diagram 1)



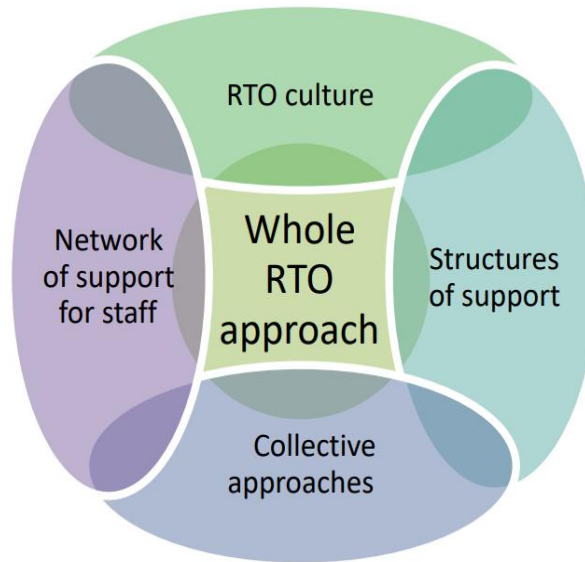
**Diagram 1: Six key elements of student support**

Source [NCVER Effective Student Support enabling the learner journey good practice guide](#)

### 5.1.1 Whole of Institution Approach

The whole-of-institution approach consists of:

- Fostering a culture is agile, adaptive, innovative, collaborative and student focused
- Structures of support are clearly defined and understood by staff and students.
- A connected team working to support students through their learning journey.
- Providing a network of support to develop and assist staff to support students



**Diagram 2: A whole RTO approach to student support**

Source [NCVER Effective Student Support enabling the learner journey good practice guide](#)

#### 5.1.1.1 RTO Culture

Strata Education organisational culture values flexibility, autonomy, and continuous improvement. Staff and students are empowered to make decisions and adapt to individual circumstances, with flexible delivery and scheduling options that help reduce stress and support work–life balance.

A growth mindset is actively encouraged, with challenges viewed as learning opportunities. This helps foster resilience, with reflective practices and constructive feedback embedded in both staff development and student learning.

Open communication is central to this approach. Regular feedback loops and check-ins ensure that emerging issues are addressed early and support can be tailored as needed. Collaboration across teams, including trainers, wellbeing officers, and administrative staff, ensures that students receive consistent and coordinated assistance throughout their learning journey.

Change management principles are also embedded in Strata Education’s culture. Clear communication, supportive leadership, and adaptive systems help staff and students manage transitions and navigate challenges without compromising wellbeing.

Together, these strategies create a connected, agile, and student-focused environment where wellbeing is actively supported at every level of the organisation.

#### 5.1.1.2 Structures of Support

Strata Education offers the following structure of support:

- *Dedicated wellbeing student support staff member* - General Manager is Strata Education's dedicated wellbeing student support staff member.
- *Clear and communicated process for students to initiate support services.*
- *Study skills support* Strata Education provides support in-house for assistance with time management, effective learning strategies, coping with assessment-related stress or anxiety, and building help-seeking behaviours.
- *Referral to external counselling and mental health services* – Information about free or low-cost professional support services, including crisis lines and specialist counselling, is provided during orientation and made available through the student handbook and LMS.
- *Culturally and demographically appropriate support* – Where applicable, students are referred to local community services relevant to their background, such as youth services, multicultural support groups, or disability advocacy organisations.
- *Clear pathways for safety-related concerns* – Strata Education provides defined processes and accessible support channels for students experiencing or witnessing discrimination, harassment, bullying, or violence. These are outlined in the Anti-Discrimination, Harassment, Bullying, and Violence Policy and Procedure, and staff are trained to respond sensitively and promptly.

#### 5.1.1.3 Collective Approaches

##### *A Connected Team Working to Support Students through Their Learning Journey*

Strata Education employs four interconnected layers of support safeguards designed to proactively identify, respond to, and mitigate wellbeing challenges experienced by students throughout their learning journey. These layers include:

- *Trainers and Assessors*, who build strong relationships with students and are often the first to notice early signs of disengagement or distress
- *Course Managers*, who monitor academic progress and coordinate timely interventions or referrals
- Student Support Officer, including the General Manager as the dedicated wellbeing contact, who provide personalised assistance and ongoing follow-up
- External Student-Support Services, engaged when specialist support beyond the RTO's capacity is required

These layers are connected through processes that encourage collaboration, ensuring support is coordinated rather than fragmented or isolated.

To sustain effective collaboration and maintain a seamless support network, Strata Education:

- Aligns administrative and academic practices to minimise confusion and duplication
- Utilises system-based communication tools to facilitate timely and efficient information sharing between training, administration, and compliance teams
- Establishes clear escalation pathways that empower staff to seek advice or transfer cases promptly and appropriately

#### 5.1.1.4 Network of Support for Staff

*Providing a network of support to develop and assist staff to support students*

Strata Education maintains a practical and connected network of support for staff, designed to build capability and ensure no team member is left to manage student wellbeing concerns in isolation. This includes:

- *Targeted Professional Development* - All trainers, assessors, and key staff participate in regular professional development to ensure high standards of student support. This training equips staff to identify issues early and implement effective wellbeing strategies throughout the student journey.

Professional development covers recognising trigger warnings and signs of distress, trauma-informed approaches, and culturally responsive support. It also reinforces staff responsibilities to maintain a safe learning environment and respond appropriately to student wellbeing concerns.

- *Access to internal advice and mentoring* - Staff are encouraged to seek support from the National Education and Compliance Manager or relevant team leads when managing complex student situations or the General Manager for wellbeing support. Case discussions and mentoring are used to share insights and promote consistent responses.
- *Defined escalation pathways* - Staff have access to clear procedures for escalating wellbeing concerns, with confidence that cases will be acknowledged and supported without delay. These pathways are built into the RTO's communication systems and student support procedures.
- *Team-based communication and collaboration* - Regular staff meetings and informal check-ins create opportunities to debrief, share strategies, and flag emerging wellbeing trends. These touchpoints support a consistent, aligned response across compliance, training, and administrative functions.

- *Focus on staff wellbeing and workload management* - As a small and specialised RTO, Strata Education offers flexibility in scheduling, encourages open communication about workload pressures, and fosters a respectful team environment. Staff are supported to set boundaries and prioritise self-care, recognising the emotional demands of supporting adult learners.

By embedding these supports into everyday operations, Strata Education ensures staff are equipped to respond to student needs with professionalism and care, while also protecting their own wellbeing and sustainability in the role.

### **5.1.2 Early Engagement**

Early engagement is the first step in building strong, supportive relationships with students and key stakeholders. By connecting with students before training begins, Strata Education can identify support needs early and put appropriate assistance in place, ensuring timely, personalised support throughout the student journey.

#### *5.1.2.1 Students*

Strata Education works closely with prospective students from the outset to ensure a positive start to their training journey. This includes:

- *Pre-enrolment Survey and Review* - Completed during the enrolment process, this review helps ensure the selected qualification is a good fit for the student's goals and circumstances. It also assists in identifying any early learning, digital literacy, or wellbeing support needs.
- *Pre-enrolment consultations* - these consultations provide an opportunity to discuss pre-enrolment review responses, explore course expectations, study commitments, personal circumstances, and potential support requirements in more detail.
- *Detailed inductions* - delivered via live sessions and recorded resources, that familiarise students with the learning platform, assessment expectations, communication protocols, and available support services
- *Early identification of at-risk students* – Strata Education's trainers, assessors, and administration staff monitor each student's academic progress and wellbeing by observing key indicators. Tools in the Student Management System (SMS) automatically flag disengagement, helping staff track progress and identify students who may need additional wellbeing support.
- *Individual follow-up with students* – When wellbeing triggers are identified, staff arrange one-on-one conversations to explore challenges, discuss re-engagement options, and address potential barriers to completion.

#### *5.1.2.2 Employers*

Workplace supervisors play a key role in supporting students. To prepare supervisors for this responsibility, Strata Education delivers information sessions for workplace supervisors to clarify expectations and support effective communication

### 5.1.3 Quality Training Delivered by Experts Who Genuinely Care

Students at Strata Education are supported by trainers and assessors who offer both subject matter expertise and a genuine commitment to student success. Staff are selected not only for their qualifications, but also for their passion for the industry and their commitment to improving professionalism and education across the sector.

They are also recognised for their ability to create respectful, inclusive learning environments where all students feel supported and valued.

### 5.1.4 Continuity of Support

Strata Education is committed to ensuring students receive consistent and continuous wellbeing support throughout their training journey. Continuity in wellbeing support helps build trusting relationships, fosters meaningful connections, and enhances the overall wellbeing and success of students, trainers, and all involved.

This commitment extends beyond internal support to include wellbeing assistance facilitated in collaboration with external stakeholders, such as employers and workplace supervisors, where relevant.

Key practices that support continuity of wellbeing include:

- *Consistent Point/s of Contact* – Wherever possible, students are supported by the same trainer or support staff throughout their training. This continuity helps staff stay familiar with each student’s progress and needs, reducing the need for students to re-explain their circumstances and enabling more effective support.
- *Inclusion in Scheduled Check-ins* – Trainers and support staff incorporate wellbeing into scheduled check-ins, asking students how they are and reminding them about available support options. These check-ins are documented in the students file to inform follow-up where appropriate.
- *Clear and Ongoing Access to Support Information* – Student’s are provided with printed and digital materials outlining wellbeing contacts, escalation pathways, and emergency services during orientation. This information is reinforced throughout their training via updated resources, regular reminders, classroom posters, and webinar slides, ensuring students know how and where to access support whenever they need it.
- *Access to Wellbeing Policy and Procedures* – Students can access the organisation’s wellbeing policy and procedures via the RTO’s website ensuring they understand their rights, available support, and how to seek help when needed.
- *Continuity Through Record-keeping* - Wellbeing-related communications and actions are recorded securely in the student management system to ensure seamless handover if staff changes occur

### 5.1.5 Holistic and Individualised Support

Strata Education is a specialised RTO delivering flexible, online and classroom training tailored to adult learners in the strata and property services sector. Its focused team and flexible delivery methods enable close, personalised engagement and tailored support.

The diverse student cohort includes working professionals, career changers, and individuals balancing study with personal commitments, as well as those returning to education or facing challenges such as digital literacy or language barriers.

Strata Education's holistic support is designed to align with the RTO's organisational characteristics and student needs. This means offering flexible, accessible, and culturally safe support that is grounded in respectful, individualised relationships throughout the student journey ensuring every student receives relevant and effective assistance suited to their unique circumstances.

The RTO's approach supports students at every stage of their journey and seeks to promote course completion and cultivate a safe, inclusive learning environment where every student feels valued and supported.

Strata Education implements the following strategies to support and safeguard student wellbeing:

To deliver holistic and individualised support, Strata Education employs a range of strategies that include:

#### *5.1.5.1 Counselling and Emotional Support*

Strata Education provides informal counselling and wellbeing support through its Trainers, Assessors, and Student Services Officer. These staff members actively encourage students to seek help early and offer one-on-one conversations to discuss any wellbeing concerns.

Wellbeing issues raised by students are documented confidentially in the student portal, enabling timely follow-up and coordination of further support when necessary.

In addition to informal support, students have access to professional counselling services through the Student Assistance Program. Referrals to qualified external service providers are also available for more specialised assistance.

#### *5.1.5.2 Student Assistance Program*

Strata Education provides enrolled students with access to a confidential Student Assistance Program (SAP) through its Employee Assistance Program (EAP) provider. This professional counselling service is designed specifically for tertiary education students and supports their mental health and wellbeing throughout their studies.

The SAP offers ongoing support with a personal difficulty or study-related issues that may be affecting a student's wellbeing or ability to progress in their course. The goal is to help students address concerns early and reduce barriers to completing their qualification.

Students can access qualified and experienced counsellors either over the phone or in person. Counsellors will work with students to identify issues and develop strategies for managing or resolving them.

The service is, free of charge, Confidential and private and available 24/7 by calling 1800 835 871.

*Please note: This service is not available to students enrolled in School Pathway programs.*

#### 5.1.5.3 Individualised Wellbeing Support

Where students experience wellbeing challenges that affect their ability to participate in training or assessment, Strata Education will offer the student a Wellbeing Support Plan (Annexure B). This plan is developed collaboratively with the student and relevant staff to ensure a coordinated and respectful response to their needs.

Strata Education's Wellbeing Support Plan includes:

- The student's personal wellbeing goals
- Agreed adjustments to learning or assessment arrangements
- Communication preferences and escalation pathways
- Strategies to support participation, engagement, and self-care
- Contact details for internal and external support services

Support is organised as needed, with timely referrals to internal staff or external providers. Plans are recorded in the Student Management System or HR system, regularly reviewed, and updated with the student's informed consent and active involvement.

#### 5.1.5.4 Safe and inclusive learning environments

Strata Education maintains zero tolerance for discrimination, harassment, bullying, and violence, as detailed in the Anti-Discrimination, Harassment, Bullying and Violence Policy and Procedure. It promotes a culturally safe, inclusive learning environment through respectful communication, inclusive materials, and equitable learning and assessment practices.

Students are informed on how to report unacceptable behaviour and are supported throughout the process without fear of reprisal.

#### 5.1.5.5 Encourage peer support opportunities

Peer support enables students to connect with others who understand their challenges and shared experiences. The RTO facilitates or encourages peer support through:

- Trainers facilitating group work, especially for students from the same workplace
- Online breakout rooms and virtual platforms for student interaction
- Informal meetups (e.g. coffee catch-ups, study sessions)
- Student-created messaging groups (e.g. Teams, WhatsApp)

#### 5.1.5.6 Clear, accessible, and responsive policies and procedures

Strata Education recognises that student wellbeing is best supported through well-defined, accessible, and responsive structures. These structures guide students on how to seek support, raise concerns, and access services when needed.

From the start of their learning journey, students are introduced to key support roles, processes, and policies through orientation sessions, the Student Handbook, the Learning Management System (LMS), and regular communication. This structured approach fosters a safe, inclusive, and connected environment where students feel supported to succeed both academically and personally.

This Wellbeing Policy, in conjunction with the following policies and procedures, establishes the framework to promote and safeguard student wellbeing:

- *Anti-discrimination, Harassment, Bullying and Violence Policy and Procedure* — Provides for a safe, respectful, and inclusive learning environment.
- *Diversity and Inclusion Policy and Procedure* - Promotes an inclusive and equitable learning environment that respects and values the diverse backgrounds, identities, and perspectives of all students, supporting their engagement and wellbeing.
- *Reasonable Adjustment Policy and Procedure and Language, Literacy and Numeracy (LLN) Policy and Procedure* - While primarily focused on training support, these policies also facilitate equitable access, enhance student confidence, and contribute to overall wellbeing.

By ensuring policies, procedures, and support information are easy to find, clearly explained, and consistently communicated, Strata Education enables both students and staff to respond effectively to wellbeing needs.

Access to wellbeing support information is provided through multiple channels:

- Student Handbook – Includes details of wellbeing support roles and escalation pathways (Annexure A), and key contact information.
- Orientation – Highlights internal support roles, escalation pathways, and available services.
- LMS Announcements – Provide ongoing reminders of support options and processes.
- RTO Website Wellbeing Page – Includes:
  - Contact details for Student Wellbeing Advisors, including response timeframes (within the next working day)
    - Student Assistance Program details
    - Referrals to external wellbeing service providers
    - Frequently Asked Questions to guide students to training support and flexible learning arrangements

#### 5.1.5.7 Wellbeing in third-party environments

Ensuring any placement partners understand and uphold Strata Education's wellbeing policies and reporting protocols.

Maintaining communication with third parties to monitor student wellbeing and respond to issues promptly.

#### 5.1.6 Strong relationship building

Strata Education recognises that building and maintaining strong relationships is essential to providing effective, ongoing support for students. These relationships foster trust, open communication, and mutual respect, forming the foundation of a supportive learning environment that enhances student wellbeing and success.

How Strata Education Implements Strong Relationship-Building:

- **Trainer–Student Relationships**  
Strata Education ensures trainers engage proactively with students from the outset, beginning with pre-enrolment consultations and comprehensive induction sessions that set clear expectations and build rapport. Trainers maintain regular, personalised contact with students, enabling early identification of training and wellbeing support needs and fostering a safe environment for open communication.
- **Trainer–Support Staff Collaboration**  
The organisation establishes small dedicated teams of trainers and support staff who consistently work together with the same group of students throughout their training. This collaboration is strengthened by joint workplace visits and support staff presence during training sessions, ensuring continuity and a unified approach to meeting student needs.
- **Student–Support Staff Access**  
Strata Education facilitates direct access to support staff through structured opportunities such as induction sessions and pre-enrolment consultations. Support staff prioritise spending additional time with students facing learning difficulties or personal barriers, nurturing trust and encouraging students to seek help early.
- **RTO–Employer Engagement**  
The RTO actively involves employers and workplace supervisors in the student's learning journey. Trainers conduct regular workplace visits and provide supervisors with course content, progress reports, and guidance on recognising students at risk of non-completion. Ongoing consultations and information sessions equip employers to support students effectively, and regular meetings with workplace coordinators facilitate responsive, tailored support strategies.

#### *Examples of Strong Relationship-Building in Practice*

- Trainers regularly reach out to students to assess and address both training and wellbeing support needs.
- Trainers and/or support staff maintain consistent engagement with student groups, enhancing continuity of care.

- Support staff participate in training sessions and workplace visits to provide timely assistance.
- The RTO holds information sessions for workplace supervisors to promote student retention and success.

## 6 Procedure

### 6.1 Early Identification, Intervention, and Monitoring of Wellbeing Concerns

Pre-enrolment engagement is the starting point for building strong relationships with students and other stakeholders. Early engagement helps in identifying support needs early, *ensuring timely provision of support across all stages of the student journey.*

#### 6.1.1 Before Enrolment

Prior to enrolment potential students are required to complete a *Pre-Enrolment Review Form* which is assessed to ensure the correct fit between the student and qualification choice and to identify any adjustments or additional support that may be required.

If the chosen qualification is appropriate and any required adjustment can be made potential students are invited to participate in a course induction which introduces them to:

- Key staff and support services
- Expectations for attendance, participation, and progress
- How to access help throughout their course

#### 6.1.2 After Enrolment Monitoring

Once training begins, Strata Education's Trainers, Assessors, and Administration Staff actively monitor each student's academic progress and overall wellbeing.

Monitoring and support includes observing wellbeing indicators, such as:

- Poor attendance, frequent lateness, or disengagement during training
- Missed, overdue, or failed assessments
- Changes in mood, behaviour, or communication style
- Lack of responsiveness or language suggesting anxiety or stress
- Frequent or urgent requests for extensions or support

This ongoing monitoring is supported by the use of the Student Management System (SMS), which assists in tracking student engagement and identifying those who may require additional wellbeing support by:

- Automatically flagging students at risk based on indicators like poor attendance, missed assessments, or lack of LMS activity
- Triggering auto-referrals to support staff when risk thresholds are met
- Providing a platform for trainers and assessors to log all actions and follow-ups, supporting audit readiness and continuous improvement

- Providing a real-time Student Health Score by combining data from various sources, attendance records, academic progress, engagement metrics, and previous support interactions. This allows staff to prioritise and respond quickly to students needing additional help.

In addition to system monitoring, Trainers and Assessors maintain regular communication with students to observe any personal or academic challenges, offering support or referrals as needed. Strata Education also encourages students to proactively seek assistance through clearly communicated support channels throughout their enrolment.

### 6.1.3 *Intervention*

When wellbeing triggers are identified, staff arrange one-on-one conversations to explore challenges, discuss re-engagement options, and address potential barriers to completion. This intervention can occur when wellbeing risk is identified during trainer/assessor/staff monitoring or when responding to a student disclosure and request for assistance, whether in person, by email, through a learning platform, or via the Student Assistance Program.

All staff are trained to respond sensitively, respect privacy, and act in accordance with Strata Education's Wellbeing Policy and Procedure and the Anti-Discrimination, Harassment, Bullying and Violence Policy and Procedure.

## **6.2 Student Actions for Wellbeing Concerns**

When a student has a concern or is experiencing challenges, they can take the following steps:

1. Identify and acknowledge the concern, whether it relates to study, personal wellbeing, or other challenges.
2. Speak with a trainer or access available internal support services such as wellbeing check-ins, mentoring, peer support programs, or study skills assistance, or external services where appropriate.
3. Work with staff to create an Individual Wellbeing Support Plan or Training Support Plan, where appropriate, to outline agreed strategies and resources.
4. Accept referrals to external services if specialised support is required (e.g., mental health, counselling, or financial assistance).
5. Engage with agreed support strategies, including peer support activities, and attend any follow-up meetings to monitor progress and adjust support where necessary.

## **6.3 Staff Actions for Identified Student Wellbeing Concerns**

When a wellbeing concern is identified or disclosed, staff should:

1. Initiate a respectful and confidential conversation with the student to understand their concerns.
2. Triage the issue based on the discussion to determine whether it relates to training support, bullying or harassment, or other wellbeing matters.

3. Provide appropriate advice or direct the student to relevant internal support by referring them to the General Manager (Student Wellbeing Support Officer) for wellbeing concerns or to the National Education and Compliance Manager for training support needs.
4. The General Manager or National Education and Compliance Manager will develop the Individual Wellbeing Support Plan or Training Support Plan, respectively.
5. If specialist intervention beyond internal support is required, refer the student to external services (such as mental health or counselling providers) and document the referral.
6. Record all concerns, support actions, and referrals in the Student Management System to maintain transparency and compliance.
7. Follow up with the student to monitor progress and adjust support or referrals as needed.

## 7 Anti-discrimination, harassment, bullying or violence.

Strata Community has established strategies for preventing discrimination, harassment, bullying, and violence among students, staff, and contractors. These are implemented through the *Anti-Discrimination, Harassment, Bullying and Violence Policy and Procedure*, which also outlines clear processes for reporting and managing incidents if they occur.

## 8 Definitions

*Discrimination:* Unfavourable treatment of a person based on personal characteristics.

*Reasonable Adjustment:* Modifications made to learning or assessment processes to accommodate individual student needs without compromising outcomes.

*Harassment:* Unwanted or offensive conduct that affects a person's dignity or wellbeing.

*Bullying* is repeated and unreasonable behaviour directed towards an individual or group that creates a risk to health, safety or wellbeing.

## 9 Continuous Improvement

Strata Education takes an active approach to enhancing student wellbeing, ensuring that support strategies remain relevant, responsive, and effective.

Feedback is actively sought from students through:

- Regular student satisfaction surveys that include specific questions about wellbeing support
- Informal check-ins and one-on-one conversations between student and trainers or support staff
- End-of-course evaluations and exit interviews, where applicable
- Opportunities for anonymous feedback via digital forms or the learning management system

Staff are also encouraged to reflect on and provide feedback about wellbeing practices as part of team meetings, internal reviews, and professional development sessions.

In addition to student and staff input, Strata Education engages in ongoing research and review of best-practice frameworks in student wellbeing, particularly those developed for adult and vocational students.

This includes:

- Reviewing government and industry guidance on student wellbeing
- Aligning practices with relevant legislative and regulatory requirements
- Benchmarking against approaches used by similar RTOs and adult education providers

All feedback and findings are used to:

- Identify emerging needs and trends
- Inform updates to policies, procedures, and support tools (e.g. Wellbeing Support Plans)
- Strengthen staff capability through targeted training
- Enhance referral pathways and peer support initiatives
- This process ensures that wellbeing support strategies are not static but evolve to reflect the needs and experiences of the students Strata Education serves.

## 10 Related Documents

Strata Education Wellbeing Support Plan

Strata Education Anti-Discrimination, Harassment, Bullying, and Violence Policy

Strata Education Anti-Discrimination, Harassment, Bullying, and Violence Procedure

Strata Education Reasonable Adjustment Policy

Strata Education Reasonable Adjustment Procedure

Strata Education Language, Literacy and Numeracy (LLN) Policy

Strata Education Diversity and Inclusion Policy and Procedure

Strata Education External Wellbeing Support Services Referral List

| <b>Policy Administration</b>                 |                     |   |
|--|---------------------|---|
| <b>Business Group:</b>                       |                     | <b>Responsible Manager/approved by:</b> |
| Strata Education Administration Team         |                     | Chief Executive Officer                 |
| Document ID                                  | Title               | Effective                               |
|  |                     |   |
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## Annexure A – Student Information on Wellbeing Support Roles and Escalation Pathways

### What to Do if You're Worried – Escalation Pathway

| Step                | When to Take This Step  | Talk To  |
|---------------------|---|--|
| <b>Step 1</b>       | You feel unsure, overwhelmed, or uncomfortable and want to talk           | Your Trainer/Assessor  |
| <b>Step 2</b>       | You still feel unsettled or the issue hasn't been resolved                | Student Support Officer or General Manager                       |
| <b>Step 3</b>       | It's a serious concern affecting your safety, wellbeing, or learning      | National Education & Compliance Manager                          |
| <b>Step 4</b>       | The concern is ongoing and hasn't been resolved internally                | Chief Executive Officer (CEO)                                    |
| <b>Outside Help</b> | If internal support hasn't helped and you want independent advice or help | External services (see Student Handbook or LMS for contact list) |

### Who to Talk to About Your Wellbeing – Support Roles

| Who  | How They Help You  |
|--|--|
| <b>Your Trainer or Assessor</b>                    | Checks in on your wellbeing during training- Offers informal support- Can help raise concerns if needed  |
| <b>Student Support Officer (if applicable)</b>     | Offers confidential support- Helps you access extra services- Works with you on a support plan if needed |
| <b>Admin Team</b>                                  | Helps with course logistics (like extensions or forms)- Can guide you to the right support contact       |
| <b>General Manager (Student Services)</b>          | Helps if your concern needs more follow-up- Supports fair and respectful resolution of issues            |
| <b>National Education &amp; Compliance Manager</b> | Steps in for more serious matters- Makes sure your concerns are handled properly                         |
| <b>Chief Executive Officer (CEO)</b>               | Involved only in serious or unresolved cases- Can make final decisions about what happens next           |

# Annexure B - Wellbeing Support Plan

## Section 1

| Field                     | Details |
|---------------------------|---------|
| Student Name              |         |
| Student ID                |         |
| Course                    |         |
| Trainer/Assessor          |         |
| Support Coordinator / SSO |         |
| Date of Plan              |         |
| Review Date               |         |

## Section 2: Reason for Support Plan

*Provide a summary of the concern or reason this plan is being created. May include student disclosure, SMS flags, staff observations, or missed academic progress.*

Example: "Student has reported ongoing anxiety impacting participation. Trainer observed frequent disengagement and missed two assessments."

## Section 3: Identified Wellbeing Needs

*Tick all relevant areas and provide any specific notes where applicable.*

- Mental health or emotional wellbeing:
- Physical health or chronic illness:
- Disability or accessibility needs:
- Financial stress:
- Housing, transport, or stability:
- Family, carer, or parenting responsibilities:
- Study skills (e.g. time management, coping with workload):
- Other: \_\_\_\_\_

## Section 4: Agreed Support Strategies

| Support Area      | Action/Strategy                             | Person Responsible | Due Date / Frequency |
|-------------------|---|--------------------|----------------------|
| e.g. Study skills | Weekly coaching sessions on time management | Trainer            | Weekly               |
| e.g. Wellbeing    | Referral to Student Assistance Program      | SSO                | Immediate            |
|                   |   |                    |                      |

### Section 5: Referrals Made

| Referral Type                     | Name of Provider/Staff | Date of Referral | Notes / Follow-up |
|-----------------------------------|------------------------|------------------|-------------------|
| <input type="checkbox"/> Internal |                        |                  |                   |
| <input type="checkbox"/> External |                        |                  |                   |

Examples: Referred to EAP counselling service, LLN specialist, trainer support.

### Section 6: Communication, Monitoring and Follow-up

| Method   | Frequency   | Person Responsible | Notes |
|--|-------------|--------------------|-------|
| <input type="checkbox"/> SMS Flags                     | Ongoing     | Admin or SSO       |       |
| <input type="checkbox"/> Email check-in                | Weekly      | Trainer            |       |
| <input type="checkbox"/> Phone or face-to-face meeting | Fortnightly | SSO                |       |
| <input type="checkbox"/> Course Progress Review        | Monthly     | Trainer/Assessor   |       |

All actions and outcomes must be **logged in Strata Education SMS**, including:

- Referrals made
- Support conversations
- Alerts or concerns raised
- Progress monitoring and outcomes

### Section 7: Plan Review

| Field            | Details |
|------------------|---------|
| Next Review Date |         |
| Notes for Review |         |

### Section 8: Acknowledgement

I acknowledge that this support plan has been discussed with me, and I understand the supports being offered and actions agreed upon.

| Name                            | Signature | Date |
|---------------------------------|-----------|------|
| Student                         |           |      |
| Trainer/Assessor                |           |      |
| Support Officer (if applicable) |           |      |

### Confidentiality Notice

This form will be stored securely and confidentially. Access is limited to relevant Strata Education staff involved in student support. All updates and actions are to be recorded in the Strata Education SMS in accordance with Strata Education's privacy and wellbeing policies.