## 1. Purpose

The purpose of this policy and procedure is to:

- ensure we understand each students' individual needs and how we can best provide services to enable students to successfully participate in the selected course.
- provide students with reasonable access to identified training support services, including trainers, assessors and other staff.
- create a positive and inclusive learning environment that promotes mental and physical health and emotional wellbeing, fosters respectful relationships, and ensures that all individuals have access to support services and resources for students facing challenges, regardless of background, culture, or health conditions

## 2. Definitions

- **Student Wellbeing** means the holistic state of a student's mental, physical, emotional, and social health. They can range from acute mental or physical health concerns to stress and anxiety.

## 3. Policy Statement

3.0 This policy supports the Outcome Standards for RTOs, Standard 2.3 and 2.6., Standards 6 of the National Code of Practice 2018 to provide student support services to enrolled students.

3.1 This policy ensures that all students are given support while studying with VACTS. This support includes both academic support and personal support and the following procedures ensure that students are made aware of the support available.

3.2 VACTS provides students with access to academic and wellbeing support services available to assist them in meeting course requirements.

3.3 There is no cost to access student support services provided within VACTS.

3.4 There are also no costs for a referral to an external support service, however accessing services outside VACTS may incur costs and should be clarified prior to engaging external support services.

3.5 VACTS conducts an age and culturally sensitive Student Orientation Program to enrolled students to provide them with the following, but not limited to, information:

a) About VACTS
b) Legislative frameworks
c) Client Feedback
d) Offered qualifications or training programs
e) Credit Transfer
f) Recognition of Prior Learning
g) support services available to assist them in the transition into life and study in Australia
h) legal services
i) emergency and health services
j) facilities and resources
k) complaints and appeals processes; and
l) information on visa conditions relating to course progress and attendance.
m) Applicable student visa conditions
n) Student's rights and obligations
o) VACTS's rights and obligations
p) All information contained in the Student Information Handbook (copy to be provided to them during the orientation program or to refer them to VACTS's website).
q) English language or study assistance
r) The support services available to assist overseas students with general or personal circumstances that are affecting their education in Australia.
s) Information on their employment rights and conditions and how to resolve workplace issues such as through fair work ombudsman.

3.6 VACTS implements a critical incident policy and procedures that cover the action to be taken in the event of a critical incident, the required follow-up to the incident, the recording of the incident and the action taken. Critical incidents include but not limited to:

- Missing students
- Severe verbal or psychological aggression
- Death, serious injury or any threat of these
- Natural disaster; and
- Issues such as domestic violence, sexual/physical assault, drug or alcohol abuse
- Non-life threatening events

3.7 VACTS will help students in accessing study support and welfare-related services during the duration of their course.

3.8 Students will be provided with the Change of Student Details form, which is also available at the Reception,

3.9 VACTS ensures that staff members who interact directly with overseas students are aware of its obligations under the ESOS framework and the potential implications for students arising from the exercise of these obligations. This information is communicated to staff through inclusion in Staff meetings, and through inclusion of the policies.

## 4. Designated student support staff

A designated Student Support Officer is to be the official point of contact for our students. The Student Support Officer must have access to up-to-date details of VACTS's support services. The Student Support Officer may be a secondary appointment where the capacity of that position allows for support services to be provided when required. The Student Support Officer will play an important role in overseeing the assessment of student language, literacy, numeracy and digital proficiency and establishing student support plans. The duties of the Student Support Officer are specified within the Student Support Officer duty statement.

Additional Student Support Officer positions can be appointed as demand for support service coordination grows. The capacity of current arrangements and the need for additional capacity will be monitored through the regular management meeting.

Students are informed in the Student Handbook that they may only contact the Student Support Officer Mon – Fri during normal working hours.

## 5. Professional Development for Student Support Officers

Effective student support requires ongoing professional development and collaboration among those involved in student support. Staying current with educational research, learning technologies, and support strategies ensures the Student Support Officer can provide the best possible assistance to students.

Student Support Officer is to proactively plan and engage in regular professional development opportunities to enhance their skills. This professional development should focus on practical applications of support strategies. The Student Support Officer is also to maintain professional networks with others working in the student support field. These

connections provide opportunities to share experiences, discuss challenging cases, and learn about new support techniques.

The Student Support Officer is also encouraged to share successful interventions and challenges they are dealing with at the regular management meeting to ensure that the management team have a shared understanding and can offer support and collaborate on continually improving student support. These team meetings allow for case reviews and strategy discussions, helping ensure consistent support across VACTS.

## 6. Types of support

It is important to acknowledge that the support that students will seek from VACTS will be varied according to their individual circumstances. A common misconception is that student support centres around the student's language literacy and numeracy or learning support needs. Whilst these support requirements are important, student support needs can often present from many other aspects of the student circumstances that are much more varied including circumstances relating to administrative, personal, cultural, economic, etc.

In recognition of this diverse requirement, the following support service guide has been developed to assist the Student Support Officer or those responding to student support requirements to provide a response that is informed by our lessons learned and our established knowledge of support service approaches which will best enable students to progress with their training and assessment in a supported and culturally safe environment.

| Individual need | Support Service |
|---|---|
| a. Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided | Students requiring additional support to understand the pre-enrolment information requirements are to be engaged on additional one-on-one sessions to talk the student through the information contained within the student handbook, the applicable course brochure and the schedule of fees and charges. It is preferable if these sessions are conducted face-to-face. The Pre Training Review Form is to be used to record this support and filed on the student record. |
| b. Requires assistance with understanding their employment rights and conditions, and how to resolve workplace issues | The Student Support Officer is to meet with the student to understand the particular issue the student is concerned about in their workplace. The Student Support Officer is recommended to utilise the resource available from the Fair Work Ombudsman website.<br><br>The following resources will help a student to answer question they may have, prevent and resolve issues about workplace entitlements and avoid disputes and penalties. These resources focus on helping the student to understand their rights and obligations.<br><br>• Employers<br>• Employees<br>• Minimum entitlements<br>• Award coverage<br>• Not covered by an award<br>• Minimum pay rates<br>• Job ads<br>• Pay slips and record-keeping<br>• Leave<br>• Other entitlements<br>• Stay up to date with workplace law changes<br>• Contact us<br>• Tools and resources<br>• Related information |

| Individual need | Support Service |
|---|---|
| | The Student Support Office should also be familiar with and refer the student to the Fair Work employee's guide to resolving workplace issues:<br><br>https://www.fairwork.gov.au/sites/default/files/migration/712/an-employees-guide-to-resolving-workplace-issues.pdf<br><br>The student should be guided to the websites of the:<br><br>– Fair Work Commission https://www.fwc.gov.au/<br><br>– Fair Work Ombudsman https://www.fairwork.gov.au/<br><br>The student should be supported in finding the information from these agencies relevant to their employment issue. The Student Support Officer should keep in mind that they are not qualified to provide legal advice with regard to workplace matters and should focus their support on providing the student access to relevant information and assisting them to understand this information. |
| c. Responding to a student with minor LLND support requirements | Where it is determined that a student does have identified LLND support requirements, the Student Support Officer is to develop a support plan.<br><br>Prior to developing a support plan, the Student Support Officer should review the LLND assessment results and sit down with the student for interview to gather more information about the student's background and possible support requirements. Once the student support officer has all of the information they need, they are to develop and record a LLND support plan if needed. This support plan is to identify the strategies that are to be implemented to support the student during their training. The plan is to be shared with the student and a copy is to be provided to the relevant trainer. Follow up progress meetings are to be scheduled with the student to monitor their progress. The student support plan should be securely saved on the student's record within the Student Management System. |
| d. Responding to a student with significant LLND support requirements | Where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage, a support plan should not be considered. An important component of the LLND assessment process is to proactively identify students that do not hold sufficient LLND skills to undertake the planned training. It is the obligation of VACTS minimise the risk of |

| Individual need | Support Service |
|---|---|
| | students unknowingly participating in training that is unsuitable for them. To do so could potentially put at risk the student's wellbeing. Where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage a support plan should not be considered.<br><br>When determining "significant" as a general guide, if the student success level is more than two levels below the required course level, it may be a disadvantage to the student to progress into the course. Under these circumstances, VACTS should provide the student information and refer the student to relevant external support services where the student may be able to undertake a professional program to improve their overall core skills prior to considering further training and assessment.<br><br>The Student Support Officer is to meet with the student to advise them of the outcomes of LLND assessment and the recommended pathway they take in order to improve their core skills to better enable them to engage in ongoing education and training.<br><br>The following external support services should be considered:<br><br>**Dyslexia SPELD Foundation Literacy and Clinical Services**<br><br>DSF Literacy and Clinical Services provides family support and a range of services throughout Australia to enable adults with specific learning disabilities and difficulties to realise their greatest potential.<br><br>Further information is available at the https://dsf.net.au/<br><br>**Reading Writing Hotline**<br><br>The Reading Writing Hotline provides a national phone service for adults seeking English language, literacy and numeracy referral information, advice and support.<br><br>Further information is available at the Reading Writing Hotline website or phone 1300 655 506 or visit the DEWR website at: https://www.dewr.gov.au/skills-support-individuals/reading-writing-hotline |
| e. Training and learning support | Students who have been identified as not achieving the course outcomes or not progressing in line with the course program are to be |

| Individual need | Support Service |
|---|---|
| | identified by Trainers and referred to the Student Support Office for support planning. The Student Support Office is to meet with the student to identify the areas where support can assist them to improve their engagement and progress in training.<br><br>Please refer to the Monitoring International Students' (VET) Academic Progress Policy and Procedure for further details. |
| f. Student requiring welfare support | Addressing the welfare needs of Students is crucial to ensure their overall well-being and academic success. When a student presents with a need for welfare support, we recommend the following strategies:<br><br>Conduct a Needs Assessment: Schedule a one-on-one meeting with the student to understand their specific welfare needs. This could include issues related to housing, mental health, or any other personal or financial challenges they may be facing.<br><br>Consider Local Resources: Based on the Student's needs, provide them with information and referrals to relevant local resources, such as:<br><br>• Counselling and Psychological Services for mental health support<br>• Student Health Centre for medical care and assistance<br>• Emergency Housing or Temporary Accommodation Options<br>• Financial Aid Office for assistance with tuition, fees, or living expenses<br><br>Connect with Community Organisations: Establish partnerships or maintain a directory of local community or family support organisations that offer welfare services, legal aid clinics, or social service agencies. These resources can provide additional support to students in need.<br><br>Develop a Support Plan: Work with the student to create a personalised support plan that addresses their specific needs. This plan may include regular check-ins, referrals to campus or community resources, and strategies to help them manage their situation while focusing on their academic goals. The support plan should be recorded using the Student Support Plan template. |

| Individual need | Support Service |
|---|---|
| | Promote wellness and life skills programs: Identify programs or workshops focused on mental health, financial literacy, stress management, and other life skills to equip students with the tools they need to navigate challenges and maintain their overall well-being.<br><br>By implementing a comprehensive approach that includes identifying student needs, providing referrals to campus and community resources, offering academic accommodations, and leveraging institutional support services, we can create a supportive environment that promotes student welfare and success. |
| g. Student suffers from a nervous/anxiety disorder. | Where is student is suffering from nervous or anxiety disorder and this is preventing them from fully engaging in training, these students are to be referred to the student support officer, who will schedule a meeting with the student to sit down and discuss their needs and support strategies.<br><br>Supporting students with anxiety disorders is crucial to ensure they have a positive learning experience. Here are some ways we can assist these students:<br><br>– **Counselling and Mental Health Services**: Recommend access to counselling and mental health services where students can seek professional help. Ensure that these services are easily accessible, and that confidentiality is maintained.<br><br>– **Flexible Learning Options**: Offer flexible learning options such as extended deadlines, or alternative assessment methods to accommodate students who might struggle with anxiety in traditional classroom settings or under time pressure.<br><br>– **Safe and Inclusive Environment**: Foster a safe and inclusive learning environment where all students feel valued and supported. This can be achieved through promoting a safe environment, practicing diversity and inclusion, and giving clear communication that mental health and safety is a priority.<br><br>– **Peer Support Groups**: Establish peer support groups where students with anxiety can connect with other students share their experiences and offer mutual support. Where the establishment of a group is not possible, consider a buddy arrangement. |

| Individual need | Support Service |
|---|---|
| | – **Use teaching strategies**: Use teaching strategies to recognise signs of anxiety and how to respond appropriately. This can help in early identification of students who might be struggling and ensure they receive the necessary support. Responding appropriately may include:<br>o Show empathy and understanding by acknowledge the student's feelings without judgment. Be patient and provide reassurance that you are there to support them.<br>o Maintain a calm and supportive demeanour by staying calm and composed, as your demeanour can influence the student's emotional state. You can also use a gentle tone of voice and positive body language.<br>o Encourage open communication by creating a safe space for the student to express their feelings and concerns. Encourage them to talk about their anxiety, but do not force them if they are not ready.<br>o Provide clear and consistent Instructions by ensuring that instructions for assignments and tasks are clear and concise. Break the tasks into smaller, manageable parts and provide guidance on how to approach them.<br>o Offer flexibility by being flexible with deadlines and provide additional time for assignments if needed. Consider alternative assessment methods if traditional exams exacerbate anxiety.<br>o Regularly check in with the student to monitor their progress and well-being. Provide positive feedback and recognition of their efforts and achievements.<br>Maintain confidentiality and ensure that any discussions about the student's anxiety are kept confidential. Share information only with relevant staff members who are directly involved in supporting the student, and only with the student's consent.<br>The Student Support Officer is to develop and implement a student support plan. The support plan should be recorded using the Student Support Plan template. |
| h. Student required | Students identified as needing specialised counselling support that is |

| Individual need | Support Service |
|---|---|
| counselling support and advice about their personal situation | beyond the capability of VACTS, are to be referred to the Student Support Officer who can meet with the student and identify the student's needs and refer the student to a service that is closely aligned with the support they require.<br><br>The following are some publicly available support services that are able to provide either counselling support directly or may be able to refer the student to face to face counselling options:<br><br>Student may be referred to:<br><br>– Lifeline 13 11 14<br><br>– Beyond Blue 1300 22 4636<br><br>– Salvation Army Family Welfare Centres https://www.salvationarmy.org.au/locations/type/cw/<br><br>– Mental Health Triage – phone 13 14 65<br><br>– Anglicare 1300 651 728<br><br>– Kids helpline 1800 55 1800 |
| i. Students with a disability or medical condition | Supporting students with disabilities or medical conditions requires a thoughtful and inclusive approach to ensure they have equal access to education and can fully participate in learning activities. Students identified as needing support in regard to their disability or medical condition, are to be referred to the Student Support Officer who can meet with the student and identify the student's needs and determine the support that can be provided.<br><br>The Student Support Officer is to maintain a record of these recommendations using the Student Support Plan which is to be filed on the students record within the student management system. |

## 7. Wellbeing Support

VACTS is dedicated to ensuring that all students experience an environment that is safe, supportive, and conducive to their overall wellbeing. This policy establishes guidelines to proactively support student wellbeing and provide resources to manage challenges that may impact students' mental, physical, and emotional health. It is underpinned by

compassion and a commitment to act in a timely, professional and an inclusive manner when a student's needs are identified.

**Principles of Student Wellbeing**

1. **Safe and Inclusive Environment**: We will provide a learning environment that is free from discrimination, bullying, harassment, and prejudice.

2. **Holistic Support**: We recognise that student wellbeing encompasses mental, physical, social, and emotional aspects and integrates support in all these areas.

3. **Empowerment and Resilience**: We aims to equip students with the skills and resources needed to build resilience, self-esteem, and coping mechanisms.

4. **Access to Support Services**: We will ensure that students have access to appropriate internal and external support services when needed.

5. **Respect for Privacy and Confidentiality**: We will ensure that all information related to student wellbeing concerns will be managed with respect for the individual's privacy and confidentiality.

We do this by creating a positive and supportive classroom environment, ensuring staff are aware of the supports available in this policy and procedure, identifying early signs of wellbeing issues, and providing students with information or referring them to appropriate support services as needed.

**Identifying wellbeing risks and needs**

All staff are required to undertake professional development training in diversity, inclusion and wellbeing each year.

Trainers and student support staff encourage open communication with students about their wellbeing. They are responsible for fostering a supportive and respectful learning environment and promoting positive student-teacher relationships that enhance students' mental and emotional well-being. They encourage open communication, ensuring that students feel safe and supported in sharing concerns about their well-being, including challenges related to their disability, cultural background, or other personal factors.

Students are provided with information on available support resources and how to seek help if needed in the *Student Handbook*.

Trainers and support staff are to observe students and be attentive to signs of wellbeing challenges as they progress through their course (e.g. changes in behaviour, attendance issues, or signs of stress or distress).

Where they have concerns, they should follow the below process outlined in the Procedure Section of this document.

## 8. Considerations

**Strategies to support students' wellbeing**

Supporting a student's wellbeing is best conducted through human interaction and this is best achieved by promoting our team to consistently apply strategies when interacting with students. Trainers will primarily have the most interaction with students but, it is everyone's responsibility to apply these strategies when interacting with students.

The following strategies are to be applied when interacting with students to support student wellbeing:

a. **Safe and Inclusive environment**

- Goal: Ensure a discrimination-free, supportive learning environment.
- Strategies:
    - Set clear expectations: At the start of each course, communicate clear guidelines on respect, inclusivity, and acceptable behaviour.
    - Model respectful behaviour: Demonstrate active listening, inclusive language, and non-judgmental interactions.
    - Address issues promptly: If a student reports or exhibits signs of discrimination, bullying, or harassment, address it immediately and escalate if necessary.
    - Encourage open dialogue: Foster a culture where students feel comfortable expressing concerns without fear of judgment.
    - Use inclusive teaching materials: Ensure course content represents diverse perspectives, backgrounds, and cultures.

b. **Holistic Support**

- Goal: Recognise and integrate support for mental, physical, social, and emotional wellbeing.
- Strategies:

- Check-in regularly: Ask students how they are doing, either informally or through quick wellbeing check-ins.
- Recognise signs of struggle: Be aware of behaviours such as withdrawal, lack of engagement, or signs of stress and fatigue.
- Offer flexible learning options: Where possible, provide alternative ways for students to engage with learning materials (e.g., online access, recorded sessions, extended deadlines).
- Encourage peer support: Promote study groups and peer-to-peer learning activities to enhance social connections.
- Normalise wellbeing discussions: Integrate discussions in the classroom about stress management, time management, and self-care into training sessions.

c. **Empowerment and Resilience**

- Goal: Help students build self-confidence, resilience, and coping mechanisms.
- Strategies:
  - Use strength-based feedback: Focus on students' strengths and progress rather than just areas of weakness.
  - Encourage problem-solving: Instead of giving answers immediately, guide students to think critically and develop solutions.
  - Promote growth mindset: Reinforce that mistakes are part of learning and encourage perseverance.
  - Teach simple coping techniques: Share basic stress-relief strategies like deep breathing, mindfulness, or time management.
  - Acknowledge achievements: Celebrate student successes, both big and small, to boost self-esteem.

d. **Access to Support Services**

- Goal: Ensure students can access appropriate internal and external support.
- Strategies:

- Know the available resources: Be familiar with internal support services (e.g., Student Support Officer) and external services (e.g., mental health hotlines, community support programs).
- Provide referral information: If a student raises a concern, discreetly offer information on where they can seek help. If in doubt, respond with sensitivity and refer the student to the Student Support Officer.
- Encourage self-advocacy: Help students feel comfortable about reaching out for support by discussing the benefits of available services.
- Facilitate connections: If necessary, assist students in making initial contact with support services.

e. **Respect for Privacy and Confidentiality**

- Goal: Ensure student wellbeing concerns are managed with discretion and respect.
- Strategies:
  - Avoid public discussions of personal matters: If a student shares a wellbeing concern, arrange a private conversation rather than discussing it in class.
  - Listen without judgment: If a student confides in you, acknowledge their feelings without offering unsolicited advice or personal opinions.
  - Follow policies: Make sure you are familiar with referral and reporting procedures for wellbeing concerns and adhere to them.
  - Clarify confidentiality limits: Let students know that while their concerns will be kept private, there are limits if safety is at risk (e.g., self-harm or harm to others).

# 9. Procedure

| Steps | | Person/s responsible |
|---|---|---|
| **2.1 Identifying Student Support Needs** | | |
| i. | **Receive enquiry from the prospective student**<br>Receive enquiry from prospective student. This may be received via email, social media messaging, phone call, via the website or if the student physically walks into the premises or referred by education agent. | Admin Manager or delegate |
| ii. | **Follow up the enquiry – Identify training needs**<br>Contact the perspective student preferably by phone to discuss their interest in the relevant course and to determine if their training needs align with the services that VACTS is offering.<br>If the person training needs cannot be supported by VACTS, advise the person that we are not able to provide the training and advise them of some known alternatives or how they can find a course that better suits their needs using the government service Your Career https://www.yourcareer.gov.au/ or Study Australia \| Study Australia | Admin Manager or delegate |
| iii. | **Review information provided on enrolment form**<br>Once the perspective student has reviewed the pre-enrolment information and they want to proceed with and enrolment application or course registration, they will submit the relevant form either in hard copy or via the VACTS website. The Admin Manager or delegate will review the enrolment application in accordance with the enrolment procedure checklist and update the checklist accordingly. Confirm if the student has identified any support requirements, wellbeing or disability needs. | Admin Manager or delegate |
| iv. | **Administer language, literacy, numeracy and digital proficiency assessment (LLND)**<br>**Note**. LLND assessment is facilitated online through a third-party service provider. In this situation, the Admin Manager or delegate will initiate this process, and the student will receive an email to complete | Admin Manager or delegate<br>Student Support Officer |

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| | the assessment. VACTS will receive a copy of the assessment results with any support recommendations. | |
| v. | **Undertake an enrolment interview**<br><br>The Admin Manager or delegate is to contact the student to organise and conduct the enrolment interview with all students entering a Course. This interview may be conducted in person at the office or via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded using the *Student Enrolment Interview Form*. The topics to be discussed with the student may vary according to the student and the course. The following are the general points to be discussed to ensure the student is fully informed and ready to commence training:<br><br>• Determine the applicant's career/work objectives. Why are they seeking this course?<br>• Assess the person's individual needs and circumstances and present /discuss support options available to the person both within VACTS and those available through specialist service providers;<br>• Inform the person about opportunities for recognition of their prior learning (RPL) or current competence (Credit Transfer);<br>• Confirm the mandatory work placement requirements (if applicable) that apply to the course. Confirm the arrangements to establish this, orientation, supervision, required hours and duties;<br>• Confirm the person received all required pre-enrolment information and talk through the person's rights and obligations, confirm fee payment arrangements and the services to be provided;<br>• Explain the training and assessment services involved in the relevant training program;<br>• Highlight the delivery model and assessment methods that will be used throughout the training program;<br>• Explain the requirements applicable to the USI; and<br>• Confirm the next step to complete the enrolment process | Admin Manager or delegate |

| | | |
|---|---|---|
| | and commence their training program.<br><br>The enrolment interview is a key step in the enrolment process to engage directly with the prospective student to identify support requirements. | |
| vi. | **Determine the need for student support before commencing the course**<br><br>Consider any individual student needs communication in the enrolment application or the student's language, literacy, numeracy and digital proficiency to identify the need for support. If support is considered suitable, the Admin Manager or delegate is to make a note and refer the students details to the Student Support Officer via email. If the student requires specialist support, contact the student and suggest specialist support options. The Student Support Officer will communicate directly with the student and the relevant Trainer regarding support strategies. | Admin Manager or delegate<br><br>Student Support Officer |
| vii. | **Referral to Student Support Officer**<br><br>Once the need for student support has been identified, the details of the student and the support requirements are to be communicated to the student support officer. This may be communicated via email. Team members handling this communication should exercise discretion and sensitivity and only communicate information that is necessary and always handle in confidence. Note: Student support needs must be treated and managed confidentially. | Admin Manager or delegate<br><br>Student Support Officer |
| viii. | **Consider any Opportunities for Improvement to this process**<br><br>Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. | Admin Manager or delegate<br><br>Student Support Officer |
| **2.2 Planning and implementing Student Support** | | |
| i. | **Referral for student support received**<br><br>The Student Support Officer receives communication identifying a student and potential student support that is required. The Student Support Officer will review this information together with the student's enrolment record which includes the completed enrolment | Student Support Officer |

| | | |
|---|---|---|
| | form, interview record and LLND assessment to consider all of the information available on the student circumstances. The Student Support Officer is to organise a meeting with the student to plan student support. This meeting is best conducted in-person but may be conducted using Zoom or Teams if an in-person meeting is not possible.<br><br>Note: Student support needs must be treated and managed confidentially. | |
| ii. | **Meet with student to plan support**<br><br>The Student Support Officer is to meet with the student to discuss the student's support requirements. The Student Support Officer is to brief the student on the type of support that can be provided internally and support options that can be access through referral. These support strategies will consider the options identified at section 3.3 of this policy.<br><br>The Student Support Officer is to explain to the student that where specialist support services are recommended by VACTS (such as Counselling Support for example), students are advised that these services may incur additional cost by the service provider that is separate from the services provided by VACTS. Students should verify the cost of these services with the provider before proceeding with these specialist support services. Students are also welcome and encouraged to use a services provider of their choosing. Services recommended by VACTS are recommended only for the student's convenience and the recommendation by no means imply any warranty of these services. The student should be encouraged to make their own enquiries and satisfy themselves that the service is suitable for their needs. | Student Support Officer |
| iii. | **Develop a Student Support Plan**<br><br>The Student Support Officer is to develop and document a Student Support Plan considering all of the outcomes and considerations from reviewing the student records and meeting with the student to discuss support options. These are to be clearly documented within the form Student Support Plan.<br><br>This plan is to be presented to the student for confirmation and the | Student Support Officer |

| | | |
|---|---|---|
| | student is to be provided a copy. If any adjustment is required at this point, these adjustments are to be made before it is finalised. The finalised Student Support Plan should be saved to the student record within the student management system. | |
| iv. | **Implement Student Support Plan.**<br>Once the Student Support Plan is complete, the plan is to be shared with the student and a copy is to be provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they well equipped to implement these with the student. | Student Support Officer<br>Training Manager<br>Trainer |
| v. | **Monitor and review**<br>Regularly monitor the student's progress and adjust the Student Support Plan as needed to ensure that the student is making progress toward their goals. Follow up progress meetings with the student are to be conducted in accordance with the support plan to monitor the student's progress. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The student management system should also be updated when ongoing support is determined as no longer being required. | Student Support Officer |
| vi. | **Consider any Opportunities for Improvement to this process**<br>Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. | Student Support Officer<br>Training Manager<br>Trainer |

## 10. Student Support Services Referral List

The **Admin Manager** is able to provide the below list for external sources of support where staff at VACTS is not qualified, or it is in the student's best interests to seek professional advice.

| Problem | Website | Phone no. |
|---|---|---|
| Alcoholism | www.aa.org.au | 938 777 88 |
| Anxiety (including phobias &Obsessive-Compulsive Disorder) | www.ada.mentalhealth.asn.au | 9879 5351 |
| Anxiety | www.serenitynsw.com.au/ | 9740 9539 |
| Accommodation | http://melbourne.gumtree.com.au<br>http://www.domain.com.au<br>http://www.realestate.com.au<br>http://www.hostelworld.com<br>http://www.reiv.com.au | |
| Asthma | www.asthmansw.org.au/ | 1800 645 130 |
| Abortion & Grief Counselling | | 1300 363 550 |
| Consumer credit and debt | www.cclcnsw.org.au | 1800 808 488 |
| Australian Search and Rescue | | |
| Crime stoppers (report crime anonymously) | | 1800 333 000 |
| Crisis counselling (Wesley Mission) | www.lifelinesydney.org | 9951 5522<br>13 11 14 |
| Depression | www.depressiondoctor.com | |
| Depression (National Initiative) | http://www.beyondblue.org.au | 1300 22 4636 |
| Department of Home Affairs | https://www.homeaffairs.gov.au/ | 131 881 |
| Disabilities | www.ideas.org.au | 1800 029 904 |
| Domestic violence | | 8745 6999 |
| Domestic violence | | 1800 656 463 |
| Drug addiction: Narcotics Anonymous | www.na.org.au | 1300 652 820 |
| Drug addiction (Christian help) | www.naranon.com.au | 9418 8728 |
| Drugs and mental health | www.thewaysidechapel.com | 9358 6577 |
| Families & friends with mental illness | www.arafmi.org | 9805 1883 |
| Eating disorders | www.edf.org.au | 9412 4499 |
| Eczema | www.eczema.org.au | 1300 300 182 |

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| Emergency services (police, fire, ambulance) | | 000 |
| Epilepsy | www.epilepsy.org.au | 9856 7090 |
| Family planning information | www.fpahealth.org.au | 1300 658 886 |
| Gambling Counselling (Wesley) | www.wesleymission.org.au | 9951 5566 |
| G-Line (gambling) | | 1800 633 635 |
| Gay & lesbian counselling line | www.glccs.org.au | 8564 9596 |
| Grief support | | 9489 6644 |
| Grief support | www.solace.org.au | 9519 2820 |
| Hepatitis C | www.hepatitisc.org.au | 9332 1599 |
| Homicide Victims' Support Group 24x7 (QLD) | www.qhvsg.or.au | 1800774744 |
| HIV/AIDS | www.sesiahs.health.nsw.gov.au | 9332 9700 |
| Lifeline | www.lifeline.org.au or www.crosscultural.net.au | 9391 2244 |
| Legal information and advice | www.lawaccess.nsw.gov.au | 1300 888 529 |
| Mental health advice | www.mentalhealth.asn.au | 9816 5688 |
| Maternal and Child Health Line | | 132229 |
| Poison Information Centre | | 131 126 |
| Police Assistance Line (non-emergency) | | 131 444 |
| Pregnancy counselling | www.pregnancysupport.com.au | 1300 737 732 |
| Rape Crisis Centre | www.nswrapecrisis.com.au | 1800 424 017 |
| Relationship counselling | www.interrelate.org.au | 9745 5544 |
| Schizophrenia | www.sfnsw.org.au | 9879 2600 |
| Serious illness (sufferers & families) | www.can-survive.org | 1300 364 673 |
| Smoking - Quitline | | 13 18 48 /137848 |
| Suicide Prevention | www.suicideprevention.com.au | 1300 360 980 |
| Suicide Helpline (Victoria) | | 1300651251 |
| Study Melbourne Student Centre (SMSC) | http://www.studymelbourne.vic.gov.au/help-and-advice/support-services/study-melbourne-student-centre | 1800 056 449 |
| Telephone Interpreter Service | | 131 450 |
| The Lounge (Salvation Army) | http://www.salvationarmy.org.au/find-us/victoria/melbourne614/melbourne614-services/the-couch-614/ | 0451 374 507 |
| Victims of crime support | | 9374 3000 |

Students can also refer to :

https://www.dewr.gov.au/download/17341/useful-contacts-supporting-students-seek-help/42767/useful-contacts-supporting-students-seek-help/pdf

## 11. Relevant Documents/Forms

- Change of Student Details form
- Student Support Services Referral List
- Student Handbook

## 12. Reference(s)

2025 Standards for Registered Training Organisations (RTOs) : Outcome Standards for NVR RTOs,

- Standard 2.3: VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.
- Standard 2.6. The wellbeing needs of the VET student cohort are identified and strategies are put in place to support these needs.

ESOS Act 2000 - National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standards 6

**Standard 6 Overseas student support services:** This standard sets out that registered providers must assist overseas students to adjust to study and life in Australia and have appropriate orientation programs that help overseas students to access the information and services they require.