Student Support & Wellbeing Policy - Website

1. Purpose

The purpose of this policy and procedure is to ensure Racing Queensland (RQ) understand each students' individual needs and how we can best provide services to enable students to successfully participate in the selected course and provide our staff and students with:

- Reasonable access to identified training support services, including Industry Experts, assessors and other staff.
- 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.
- Knowledge to ensure that students with disabilities are provided with equal access to educational opportunities, in compliance with applicable laws and institutional values. Our goal is to foster an inclusive learning environment that promotes learning success and well-being for students with disabilities.
- A culture where students from all backgrounds and of all abilities are encouraged and supported to participate in training and assessment.
- A safe and inclusive learning environment, ensuring students feel valued and have support to increase participation in training.
- A diverse, safe and inclusive learning environment.
- An environment that respects and values the individuality of each student.
- A culturally safe and supportive learning environment.
- A learning environment and workplace where all individuals feel respected, valued, and empowered including:
  - young people,
  - First Nations people,
  - people from culturally and linguistically diverse background,
  - people of different genders,
  - people from diverse socio-economic backgrounds,
  - neurodivergent people, and
  - people who may identify as LGBTIQ+.

2. Policy statement

2.1 Designated student support staff

A designated RTO Administrator is to be the official point of contact for our students. The RTO Administrator must have access to up-to-date details of RQ support services. The RTO Administrator may be a secondary appointment where the capacity of that position allows for support services to be provided when required. The RTO Administrator will play an important role in overseeing the assessment of student language, literacy, numeracy and digital (LLND) proficiency and establishing student support plans.

2.2 Professional Development for RTO Administrators

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 RTO Administrator can provide the best possible assistance to students.

RTO Administrator 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 RTO Administrator 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 RTO Administrator 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 RQ.

2.3 Types of support

It is important to acknowledge that the support that students will seek from RQ 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 RTO Administrator 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
a. Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided
b. Requires assistance with understanding their employment rights and conditions, and how to resolve workplace issues
c. Responding to a student with minor LLND support requirements
d. Responding to a student with significant LLND support requirements
e. Training and learning support
f. Work hours are restrictive which would prevent the student attending training during Monday to Friday.
g. English as second language support
h. Financial difficulties that prevent the full payment of fees in advance.
i. Student requiring welfare support
j. Student suffers from a nervous/anxiety disorder.
k. Student required counselling support and advice about their personal situation
l. Students with a disability or medical condition
m. Students who are First Nations people

2.4 Wellbeing Support

RQ 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.

3. Disability

3.1 Inclusive education
RQ celebrates diversity and is committed to supporting the achievement and participation of all students. We give students with a disability the same rights as other students. Students with disability are treated with dignity and respect. These students are able to enjoy the benefits of education and training in a supportive environment that values and encourages participation by all students.

We implement inclusive practice by:
– designing, developing and implementing accessible training and assessment;
– consulting students with disability about their needs;
– determining, documenting, implementing and monitoring reasonable adjustments; and
– continuously improving our practices.

3.2 Legal obligations
RQ is committed to meeting our obligations under the *Disability Standards for Education 2005* and the *Disability Discrimination Act 1992* to support students with disability to access and participate in training and assessment on the same basis as students without disability. RQ prohibits discrimination based on disability and works to remove barriers that hinder students' learning progress.
RQ will treat a prospective student with a disability **on the same basis** as a prospective student without a disability.

3.3 Reasonable adjustments
RQ will make reasonable adjustments in relation to a student with a disability where it is reasonable and feasible to do so. An adjustment is considered reasonable if it achieves its aim of making sure a student with a disability can take part in their training on the same basis as students without a disability, and if it balances the interests of everyone affected. This includes RQ staff and other students.
To determine what is reasonable, we will consider:
• the student's disability;
• what effect the adjustment will have on the students' participation, learning outcomes and independence;
• how the adjustment will affect other students and staff; and
• the costs and benefits of making the adjustment.

Examples of reasonable adjustments we may provide include:
• **Academic Adjustments**: Extended time on assessments, providing flexibility in course delivery, providing additional support time with Industry Experts, alternate formats for materials (e.g. large print, electronic formats, printing on coloured paper), and access to assistive technology.
• **Physical Adjustments**: Accessible classrooms and facilities, such as installing a ramp, widening doorways, and ergonomic furniture where it is financially feasible to do so.
• **Communication Adjustments**: Allowing students additional time, providing one-on-one tutoring, supporting concepts with images, and supporting the use of speech to text software.

Under the Disability Standards for Education 2005, an adjustment is not considered reasonable if it:
• Imposes an unjustifiable hardship on RQ.
• Fundamentally alters the nature of the course or assessment.
• Creates a risk to health and safety.
• Goes beyond what is necessary for equitable access.

Examples of adjustments that are not considered reasonable:

- **Exempting a student from core course competencies**. If a student with a disability request to be exempted from demonstrating an essential skill or competency required for a qualification (e.g., a nursing student unable to complete required manual handling tasks safely), this would not be a reasonable adjustment, as it fundamentally alters the nature of the course.
- **Providing unlimited time for exams**. While some students may need extra time due to disability-related needs, allowing unlimited time would not be reasonable as it may provide an unfair advantage rather than an equitable adjustment.
- **Expecting an RQ to make major infrastructure changes**. If a student requires significant building modifications (e.g., installing an elevator in a heritage-listed building) that impose unjustifiable hardship (due to cost, structural limitations, or regulatory restrictions), this may be deemed an unreasonable adjustment.
- **Providing a full-time personal assistant for academic tasks**. While some students may require assistive technology or support staff, expecting RQ to fund and provide a full-time personal assistant to complete course work on behalf of the student would be unreasonable, as it goes beyond equitable access and compromises academic integrity.

3.4 Meeting standards for participation

RQ will implement measures to enable students with disability to participate in the training program for which the student is enrolled and use the facilities and services provided by us on the same basis as a student without a disability. These include ensuring that:

- the training program activities are sufficiently flexible for the student to be able to participate in them;
- the training program requirements are reviewed, in the light of information provided by the student, or an associate of the student, to include activities in which the student is able to participate;
- additional support is provided to the student where necessary, to assist him or her to achieve intended learning outcomes;
- where a training program includes an activity in which the student cannot participate, the student is offered an activity that constitutes a reasonable substitute within the context of the overall requirement of the training product.

3.5 Confidentiality and respect

All disability-related information will be treated confidentially. Only relevant staff, such as the RTO Administrator and Industry Expert directly involved in providing the training will have access to this information, in accordance with Privacy Laws (refer to Privacy Policy).

4. Diversity & Inclusion

4.1 Commitment to diversity and inclusion

RQ recognises that diversity and inclusion bring a broad range of perspectives, enriching the learning experience. We are committed to:

- Promoting and supporting diversity in all its forms, including but not limited to race, ethnicity, gender, disability, age, sexual orientation, socioeconomic status, religious beliefs, people from culturally and linguistically diverse background, neurodivergent people, and people who may identify as LGBTIQ+.
- Encouraging an inclusive environment where everyone is treated equitably and has the opportunity to contribute to training and assessment.
- Ensuring compliance with Australian legislative requirements, including the *Racial Discrimination Act 1975*, *Sex Discrimination Act 1984*, *Disability Discrimination Act 1992*, *Age Discrimination Act 2004*, and *Fair Work Act 2009*.

4.2 Principles

- **Respect:** We promote respect for each individual and acknowledge diverse backgrounds and perspectives.
- **Equity:** We strive to ensure fair treatment, access, and opportunity for all, taking proactive steps to remove barriers to participation.
- **Cultural Safety:** We work to create a culturally safe environment that acknowledges and respects First Nations people and CALD communities cultures and histories.

4.3 Inclusive Learning Environment

We will create a safe and inclusive learning environment by:

- Displaying signs that enforce our values of respect, inclusivity, and empathy;
- Using inclusive and gender-neutral language in our course information, enrolment form and training;
- Communicating our values and zero tolerance to discrimination or harassment verbally on the first day of any training,
- Providing additional support to students who need it
- Showing empathy and understanding to students;
- Promoting equity, respect and inclusion for children and young students;
- Being flexible to different student needs; and
- Addressing any breach of our policy on discrimination and harassment immediately with all those involved

4.4 Inclusive Learning and Assessment Materials

Course materials, assessments, and resources will be reviewed as part of the pre-assessment validation process to ensure they are accessible and culturally appropriate. This includes:

- ensuring that case studies and role plays reflect a variety of cultural backgrounds, socioeconomic situations, and perspectives;
- avoiding jargon, idioms, or colloquialisms that may not be universally understood or could exclude certain groups;
- ensuring language is gender-inclusive and avoiding stereotypes or assumptions about roles based on cultural background; and
- ensuring images, videos, and graphics are culturally diverse and represent people of different ages, genders, ethnicities, and abilities.

We will provide reasonable adjustments for students with disabilities or special learning requirements

4.5 Cultural Safety for First Nations people

The following strategies that RQ will apply to establish and support a culturally safe learning and work environment for First Nations people:

(i) **Acknowledgement of Traditional Owners.** RQ will include an Acknowledgement of Country on our website and in our classrooms using the below:

RQ acknowledges Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters and communities. We pay our respect to Aboriginal and Torres Strait Islander cultures; and to Elders past and present.

(ii) **Recruitment.** First Nations peoples enrich the workplace by adding cultural diversity and fostering a more inclusive environment. Our recruitment policies encourage applications from First Nations people and people from diverse backgrounds and ensure selection is based on merit, qualifications, skills and experience and is free from bias or discrimination

(iii) **Induction Training.** Induction training for all new staff includes training on our diversity and inclusion policies and procedures.

(iv) **Annual Cultural Awareness Training.** Cultural awareness training is a key component of our efforts to build a more inclusive learning environment for First Nations students. All staff will participate in cultural awareness training at least **once per year**. This will include topics such as:

- why cultural awareness is important
- the cultures of First Nations peoples
- stereotypes, biases and cultural misunderstandings that can arise in cross-cultural interactions
- communication styles, nonverbal cues and other cultural differences that can impact learning and relationships
- strategies for promoting cultural awareness and inclusion in the classroom (online and in physical classrooms)
- important dates
- the benefits of inclusion for all students and staff.

(v) **Encouraging and supporting First Nations students to enrol.** People from under-represented groups (including people with disability and First Nations people) are explicitly encouraged to apply for enrolment on our website and in our Course Brochures (refer to *Advertising and Marketing Policy*).

The RTO Administrator will support the student to complete the enrolment process and identify any special needs and adjustments that can be made to ensure their successful studies as part of the enrolment process (refer to *Enrolment* Policy)

(vi) **Creating a culturally safe learning environment for First Nations students.** We recognise that First Nations peoples do not always have the same level of access to vocational education and training as non-Indigenous Australians, nor the same positive experiences. In light of this, we provide specific supports to First Nations people to assist them to participate in and complete training.

5. Definitions

Assistive Technology (AT) means any hardware, software or system of technical components and processes that enhances the capacity for all students to engage more effectively with the curriculum and their learning environment. This can range from "high tech" technology, such as electronic devices or power wheelchairs, to "low tech" devices such as a pencil grip, supportive seat or a simple switch. Assistive Technology can help students perform tasks that might otherwise be difficult or impossible (QLD Government, Department of Education [Assistive technology](#)).

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.
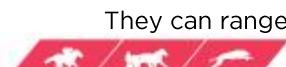
Disability means any physical, intellectual, mental and medical impairment, including disorders that result in a person learning differently.

Reasonable Adjustment means a measure or action taken to help a student with a learning difficulty and/or disability take part in their education on the same basis as their peers. Reasonable adjustments are any modifications made to the learning environment, training delivery or assessment method to ensure students with disability or ongoing ill health can access and participate in training and assessment. These adjustments do not lower academic standards or alter essential requirements of a training program but ensure that students are not unfairly disadvantaged. any modification

Harassment means any unwelcome behaviour that is based on race, gender, sexual orientation, disability, age, religion, ethnicity, or any other legally protected characteristic. This behaviour may be verbal, non-verbal, written, physical, or visual. It can create a hostile, intimidating, or offensive environment and interfere with a person's ability to work or learn.

Discrimination means when an individual or group is treated less favourably based on their race, colour, religion, national origin, gender, age, disability, marital status, sexual orientation, or any other protected characteristic.

First Nations people - refers to the Aboriginal and Torres Strait Islander peoples who have identified themselves or have been identified by a representative (for example, their parent or guardian), as being of Aboriginal and/or Torres Strait Islander origin. They are not one group but rather comprise hundreds of groups that have their own distinct set of languages, histories and cultural traditions.

Culturally and linguistically diverse (CALD) refers to individuals or communities who come from different cultural backgrounds and speak languages other than English. The term is often used in to describe people who have migrant, refugee, or First Nations backgrounds. Key Aspects of CALD:
- Cultural diversity – Includes people from different ethnicities, traditions, religions, and customs.
- Linguistic diversity – Covers those who speak languages other than English at home or as their first language.
- Migration and refugee backgrounds – Recognises that people may have immigrated from different countries, bringing diverse experiences and challenges.
- First Nations communities – While Aboriginal and Torres Strait Islander peoples have unique identities, they are often included in discussions about cultural diversity.

Neurodivergent refers to individuals whose brains function differently from what is considered "typical" (or neurotypical). This term is commonly used to describe people with conditions such as:
- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia (difficulty with reading and language processing)
- Dyspraxia (challenges with coordination and movement)
- Dyscalculia (difficulty with math-related concepts)
- Tourette Syndrome
- Other cognitive or learning differences

The term neurodivergent is part of the neurodiversity movement, which emphasises that differences in thinking, learning, and processing information are natural variations of the human brain, rather than "disorders" that need to be fixed. It promotes inclusivity, acceptance, and the idea that diverse ways of thinking can bring together unique strengths and perspectives.

People who may identify as LGBTIQ+ refers to individuals who might recognise themselves as part of the LGBTIQ+ community. The acronym stands for:

- L – Lesbian
- G – Gay
- B – Bisexual
- T – Transgender
- I – Intersex
- Q – Queer or Questioning
- + – Other diverse gender identities, sexual orientations, and variations in sex characteristics that are not explicitly included in the acronym (such as non-binary, asexual, pansexual, etc.)

The phrase "may identify as" acknowledges that identity is personal, fluid, and self-defined. It respects that individuals might be exploring or affirming their identity at different stages of their lives and that not everyone uses the same labels. It also avoids assuming how someone identifies, reinforcing inclusivity.