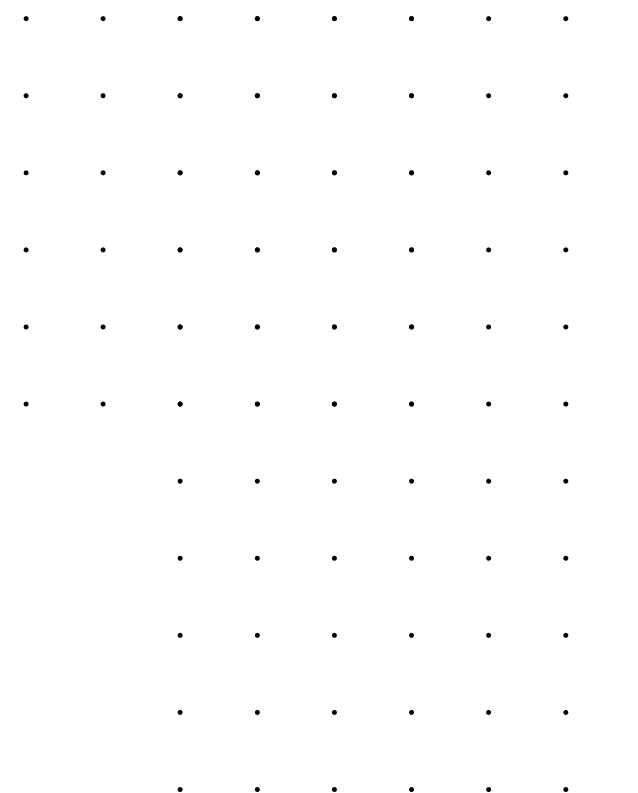




Learner Wellbeing Action Plan

September 2025

swinburne.edu.au



Acknowledgement of country

We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east, and pay our respect to their Elders past and present.

We are honoured to recognise our connection to Wurundjeri Country, history, culture, and spirituality through these locations, and strive to ensure that we operate in a manner that respects and honours the Elders and Ancestors of these lands.

We respectfully acknowledge Swinburne's Aboriginal and Torres Strait Islander staff, learners, alumni, partners and visitors. We also acknowledge and respect the Traditional Owners of lands across Australia, their Elders, Ancestors, cultures, and heritage, and recognise the continuing sovereignties of all Aboriginal and Torres Strait Islander Nations.

We acknowledge the long history of holistic wellbeing for community, Country and people that is central to the worldview of First Nations people in Australia, and the 60,000+ years of knowledge and practice held by First Nations people.

'A place to belong'

The artwork in this document, titled 'a place to belong', was created by Aboriginal artist and Swinburne learner Sophie Stark.

"This artwork tells a story of connection, growth and belonging, and reflects Swinburne's commitment to student wellbeing and success."

The big meeting places represent Swinburne as a safe, inclusive space where students come together and bring their own stories, culture and strengths. The circles are all connected, showing the relationships and support built through shared experiences.

The pathways between them show our individual journeys. They're not always straight, but they're guided. The white lines represent support and knowledge, and the dotted patterns are the students — each one different but all part of something bigger.

Around the paths are textures that represent land and culture, reminding us how important identity and belonging are, especially for First Nations students."

– Sophie Stark



Swinburne's Learner Wellbeing Action Plan is a commitment to learner experience and success.

Swinburne understands that learner success is greater than just learning outcomes. We are committed to fostering a positive, healthy and connected student life for all members of our diverse learner base. We seek to take an active role in wellbeing, giving learners the confidence that they belong and can thrive at Swinburne - during their studies and beyond.

The Learner Wellbeing Action Plan (the Action Plan) makes clear commitments to transform the future of education by creating environments where learners can understand their needs, grow their strengths, and build the skills and confidence to thrive academically and beyond. Proactive supports, available where and when learners need them, are part of our coordinated learner experience; the Swinburne Difference. The Action Plan presents a pragmatic roadmap in contribution to the Swinburne Difference for every learner by scaling current wellbeing supports and initiatives, piloting and delivering new ideas, and supporting important work across the university that shapes and informs learner wellbeing.

The Action Plan is tailored to Swinburne learners.

Within our learner cohort, there are diverse and intersecting groups with varied motivations, challenges and ways of learning, that present different needs for maintaining wellbeing while studying. The Action Plan was developed with our learners in mind, shaped through extensive co-development and consultation with learners, staff, and educators.

We believe in equity of wellbeing for our learners. We recognise that some learners experience high barriers to accessing wellbeing supports, and that some learners require more support to balance study and life. As we look to the future of Swinburne, we must act now to provide personalised and effective supports to a larger and more diverse learner base. Delivery of the Action Plan will centre the voices of learners living with disability, learners facing financial hardship, Aboriginal & Torres Strait Islander learners, International and Culturally and Racially Marginalised (CARM) learners and LGBTIQ+ learners in wellbeing service design and access.

The Action Plan complements and supports other learner support initiatives.

Delivery of the Action Plan is a key enabler of Swinburne's strategic Quantum Leap 1: personalised learning experiences. The Action Plan intends to support the learner's transition into Swinburne, achievement of their goals and the transition to employment or lifelong learning. Successful implementation of the strategy at scale for all Swinburne learners, across HE and VET, on campus and online, requires reducing barriers to learning and wellbeing, offering flexible, learner-centred pathways to wellbeing, and providing proactive support for those who face additional barriers.

To take a truly holistic view of learner wellbeing, we acknowledge the important commitments made to learners across the institution, particularly those experiencing marginalisation or greater barriers to wellbeing and support. The Action Plan complements and supports the work of other strategies across the institution, such as the **Indigenous Student Charter**, **Gender Equity Action Plan (GEAP)**, **Disabled Equity Access Plan (DEAP)** and the forthcoming Plan for the Prevention of and Response to Gender Based Violence (GBV).








Swinburne's holistic learner wellbeing framework

Co-developed through consultation with learners, staff and educators, the framework articulates our thinking on learner wellbeing at Swinburne.

Our pillars

Swinburne recognises that wellbeing is holistic, requiring supports beyond a response to mental and physical health concerns. Swinburne is committed to addressing the full spectrum of wellbeing through five interlinked pillars:

 Learning and Study	 Financial	 Mental and Physical	 Community	 Cultural
The learner's knowledge, skills and attitudes that achieve their learning goals, created by reasonable expectations for study and wellbeing in other pillars.	The learner's economic environment, created by access to funds, opportunities and critical resources, and understanding of financial management.	The learner's cognitive and emotional state, impacted and shaped by physical health, safety and absence of undue fatigue or discomfort.	The learner's sense of connectedness and other learners, supported through opportunities for social participation and engagement.	The learner's cultural identity and belonging, valued through respect and recognition of diverse backgrounds, values and traditions.

Adapted by Swinburne from the Okanagan Charter (2015).






Our principles

These principles reflect the priorities and values of the Swinburne community and inform how Swinburne achieves the five pillars of wellbeing:

1	2	3	4	5
We meet learners where they are We consistently address barriers to access to learning and services.	We listen and respond We seek learner and staff feedback and iteratively evolve our approach to wellbeing.	We are for all We deliver equitable wellbeing supports and services that prioritise marginalised learners, so that no learner is left behind.	We are proactive We guide learners to access services, and educators are supported to enable learner wellbeing.	We are connected We build community cohesion and learner belonging to enable wellbeing.




Learner Wellbeing Action Plan on a page

PILLAR:	 Learning and Study	 Financial	 Mental and Physical	 Community	 Cultural
OBJECTIVE:	Lessen the wellbeing burden of study and empower learners with the knowledge and skills to overcome challenges and achieve their learning goals.	Provide coordinated supports that equip learners to manage their finances to balance work, study and wellbeing.	Foster skills for positive wellbeing and provide learners with the timely and appropriate supports to enable their full engagement in life at Swinburne.	Build a sense of connection between learners and between staff and learners to foster a whole of community approach to wellbeing.	Strengthen learners' sense of identity and belonging by elevating cultural respect and reciprocity across Swinburne's practices and spaces.
1 We meet learners where they are	<ul style="list-style-type: none"> Invest in Universal Design in Learning (UDL) to ease wellbeing burden on all learners 	<ul style="list-style-type: none"> Enhance visibility and equitable access to services for learners who have been exposed to financial hardship and may struggle with other types of difficulties triggered by financial stress 	<ul style="list-style-type: none"> Expand access to specialist timely on-demand health and wellbeing supports irrespective of learning location and modalities 	<ul style="list-style-type: none"> Increase access to safe, inclusive, and fit for purpose wellbeing spaces 	<ul style="list-style-type: none"> Strengthen cultural safety through inclusive wellbeing spaces, services and options
2 We listen and respond	<ul style="list-style-type: none"> Collect learner feedback on inclusive curriculum and spaces Collect learner feedback on referral pathways to services 	<ul style="list-style-type: none"> Collect learner feedback on services and referral pathways Co-design new employment opportunities with learners 	<ul style="list-style-type: none"> Collect learner feedback on services and mental and physical wellbeing 	<ul style="list-style-type: none"> Collect learner feedback on personalised and wraparound supports Co-design new community, peer to peer and learner-led initiatives 	<ul style="list-style-type: none"> Collect learner feedback on inclusivity and cultural safety of services and spaces Use insights to co-design new initiatives for cultural and spiritual connection
3 We are for all	<ul style="list-style-type: none"> Invest in inclusive and culturally responsive learning environments 	<ul style="list-style-type: none"> Build learner financial capacity and capability to enhance economic participation during and after study 	<ul style="list-style-type: none"> Improve online information about support services to aid navigation to services by learners, staff and educators 	<ul style="list-style-type: none"> Enable case management and wraparound support through improved data sharing and systems integration 	<ul style="list-style-type: none"> Build staff capability in Indigenous cultural wellbeing across the institution
4 We are proactive	<ul style="list-style-type: none"> Equip educators and study supports to refer learners facing wellbeing challenges to the right services at the right time 	<ul style="list-style-type: none"> Expand learner employment opportunities and paid support for work integrated learning 	<ul style="list-style-type: none"> Enhance service visibility through targeted outreach to key learner cohorts Build staff capability to recognise and respond to early signs of learner distress 	<ul style="list-style-type: none"> Improve systems and processes for coordinated and personalised support 	<ul style="list-style-type: none"> Proactively foster safe physical and digital spaces where cultural and spiritual expression is respected and recognised
5 We are connected	<ul style="list-style-type: none"> Expand and streamline access to support services at known points of study and learning intensity Expand transition support for learners moving into and out of study 	<ul style="list-style-type: none"> Deliver integrated financial and wellbeing support through improved referral pathways across the institution 	<ul style="list-style-type: none"> Widen access to and encourage engagement in preventative health initiatives and connected learner communities 	<ul style="list-style-type: none"> Support expansion of peer-to-peer and learner-led wellbeing initiatives Engage learners from marginalised groups in on-campus and online communities to support connection and wellbeing 	<ul style="list-style-type: none"> Foster meaningful connections to culture, community and Country Empower learners to create and access connection to peers, spirituality, culture and Country
Measures of success	<ul style="list-style-type: none"> Learner retention Learner satisfaction 	<ul style="list-style-type: none"> Learner financial stability Learner retention 	<ul style="list-style-type: none"> Service usage Service satisfaction 	<ul style="list-style-type: none"> Service and space usage Learner belonging 	<ul style="list-style-type: none"> Service and space usage Learner belonging



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