JAMES COOK UNIVERSITY AUSTRALIA

Mental Health and Wellbeing Strategy 2026–2029

An integrated approach to staff and student wellbeing



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Our commitment to Australian Aboriginal and Torres Strait Islander Peoples

At James Cook University we acknowledge with respect the Aboriginal and Torres Strait Islander Peoples as the first people, educators and innovators of this Country. We acknowledge that the Country was never ceded, and value the accumulation of knowledge and traditions that reflect the wisdom of ancestral lines going back some 60,000 years, and recognise the significance of this in the ways that Aboriginal and Torres Strait Islander Peoples are custodians of Country.

As a University, we will continue to learn ways to care for and be responsible for Country, and we will collectively seek to build a future that is based on truth-telling, mutual understanding, hope, empowerment, and self-determination.





JCU RESPECT

James Cook University values and celebrates the diversity of our community and is committed to ensuring a learning community that features, at its core, respect, inclusion and safety for all. More information on the JCU Respect Program can be found at:
https://www.jcu.edu.au/safety-and-wellbeing/jcu-respect-program

Vice Chancellor's Foreword

James Cook University is committed to providing an environment in which people can learn, work and contribute in ways that support their wellbeing, safety and success. This reflects both our responsibilities as a higher education provider and our role as a regional university serving diverse communities across northern Australia and internationally.

The University's previous Mental Health and Wellbeing Strategy 2022–2026 established a strong institutional foundation. It confirmed that wellbeing is not a standalone function, but is embedded in the curriculum, the workplace, and the systems and supports that shape the student and staff experience. Over that period, JCU strengthened its policy settings, service delivery, and governance and assurance frameworks, while building a clearer evidence base for future action.

This Strategy builds on that foundation and marks the next stage of institutional development. It adopts a single, integrated view of wellbeing across staff and students, recognising that while the contexts of work and study differ, both are shaped by the quality of institutional design, support and culture.

The focus of this Strategy is not to expand services for their own sake, but to strengthen the system as a whole. Over the next three years, the University will prioritise better integration across policies and services, stronger attention to the design of work and study environments, and earlier identification of emerging issues. It also aligns closely with the University's Disability Action Plan, recognising that inclusive and accessible environments are fundamental to wellbeing.

This Strategy reinforces that responsibility for wellbeing is shared across the institution. Specialist services remain critical, but the conditions that shape wellbeing are also influenced by leaders, staff and students across the University.

By providing a clearer framework for that shared responsibility, this Strategy is intended to support a safe, respectful and inclusive community in which people can thrive.





Professor Simon Biggs
Vice Chancellor and President

Purpose and Scope

This Strategy provides a whole-of-university framework for supporting the wellbeing of both staff and students over the period 2026 to 2029. It consolidates the substantial work already in place, supports the University's regulatory and assurance obligations, and focuses attention on those areas where the evidence indicates further development is needed. It does not create a parallel structure to existing policies, services or supports. Rather, it connects that work more clearly, articulates the University's strategic priorities, and guides coordinated action over the next three years.

The Strategy applies to all staff and students across all locations, campuses and modes of delivery, including online environments. It adopts a preventive and systems-based view of wellbeing, recognising that outcomes are shaped not only by counselling, assistance programs or crisis response, but also by the design of work and study, the clarity of expectations, the inclusiveness of environments, and the effectiveness of support, escalation and recovery pathways. Within this framework, the University also recognises the importance of maintaining an evidence-informed approach to suicide prevention, crisis response and postvention as part of its broader wellbeing, safety and critical incident arrangements.

The Strategy is intended to provide an enterprise-level framework for wellbeing across JCU's operating environment. Its principles, priorities and preventive approach apply across JCU Australia, JCU Singapore and JCU Brisbane; however, implementation will be adapted to the relevant legal, regulatory, contractual, service and policy settings in each location. In particular, while the Strategy draws on Australian evidence and policy developments, including national work on student mental health and wellbeing, local complaint pathways, referral arrangements, regulatory obligations and support services may differ. The front-end student and staff experience should therefore be coherent and recognisable across the University, while the mechanisms for response, referral, escalation and assurance will reflect the applicable local context.

For both staff and students, this includes the management of psychosocial hazards and risks arising from work and study demands, role or study expectations, respectful relationships, supportive leadership and teaching practices, safe reporting pathways, timely access to support, inclusive learning and work environments, and wellbeing initiatives that are visible, practical and accessible. For students, it also includes confidence that seeking support, disclosing a concern, challenging a decision or raising a complaint can occur without fear of adverse academic, placement, supervisory, reputational or other consequences.

Strategic Context

Existing institutional environment

JCU enters this Strategy period with a mature wellbeing environment already in place. The University's previous wellbeing work, together with its broader policy and service settings, demonstrates that wellbeing is treated as part of core institutional business rather than as an adjunct to academic or operational activity.

The 2022–2026 Mental Health and Wellbeing Strategy made an important contribution by providing JCU with a documented whole-of-university framework for mental health and wellbeing. Prior to its development, the University already had a range of interventions, services and discipline-based activities in place, but lacked a single strategy that articulated what was being done, how those efforts connected, and where gaps remained.

The earlier strategy addressed that need by setting out an integrated approach designed to promote, protect and respond, and by explicitly covering both staff and students. The 2022–2026 strategy explicitly framed mental health and wellbeing as something embedded in curriculum, work, actions and supports, and it positioned JCU's response across the domains of learning, work, living and support.

On the available evidence, the earlier strategy can be said to have substantially delivered on its foundational purpose. The reporting against the strategy demonstrates progress in policy alignment, training, awareness activities, use of

digital communication channels, student-led and priority-group engagement, and the ongoing development of spaces, networks and referral arrangements intended to support mental health and wellbeing. The annual reporting also shows that the strategy helped to focus institutional attention around wellbeing-related actions rather than leaving them diffuse across functions. In that sense, the previous strategy appears to have succeeded as an enabling framework: it created visibility, improved coordination, and supported the maturation of wellbeing practice across the University.

The experience of work and the experience of study are not identical, but they are shaped by many of the same institutional conditions, including clarity of expectations, respectful behaviour, access to support, inclusive design, physical and digital environments, and confidence in systems to respond when circumstances become difficult or unsafe.

For students, this includes counselling and wellbeing services, crisis response pathways, AccessAbility Services and reasonable adjustment processes, Student Success Officers, JCU UniLife Advocacy Service and JCUSA Council, the JCU Safe App and associated safety systems, as well as policy frameworks addressing conduct, special consideration, academic progress, assessment, complaints and critical incidents.

Student Success Officers provide free, personalised support to undergraduate and postgraduate students across all study modes, helping students stay on track, work through challenges, develop practical plans, connect with specialist services and understand relevant University processes. JCU UniLife Student Advocates provide free, confidential, and independent support to students seeking assistance with University processes, concerns, or challenges affecting their studies. Advocates work collaboratively with students at every stage, offering guidance, welfare and wellbeing support, and referrals to relevant internal and external services to promote student success and wellbeing. Together, these supports are central to the University's early intervention and student wellbeing ecosystem.

For staff, wellbeing is supported through a combination of human resources policies, grievance and conduct mechanisms, flexible work practices, Employee Assistance Programs, and Work Health and Safety systems. The development of an enterprise psychosocial risk assessment represents a significant step in strengthening the University's approach to understanding and managing psychosocial risks in the workplace.

Across both domains, JCU also maintains a comprehensive policy environment that supports respectful behaviours, safety, inclusion and equity. This includes requirements for training, reporting, and safe and inclusive conduct, which collectively contribute to the wellbeing of the University community.

The Strategy is also grounded in JCU's values and the expectations they create for how members of the University community treat one another. Respectful behaviour, collegiality, cultural safety, inclusion and service-oriented ways of working are not peripheral to wellbeing; they are core conditions that influence psychosocial safety, help-seeking, belonging and confidence in University systems.

This includes explicit recognition of Aboriginal and Torres Strait Islander peoples, cultural safety, culturally and linguistically diverse communities, neurodivergent staff and students, people with disability, LGBTQIA+ people, and the ways in which intersecting identities and experiences can affect wellbeing, access to support and trust in institutional processes. It also recognises that experiences of gender-based violence, sexual misconduct, sexual harassment, family and domestic violence, discrimination, harassment, financial hardship, housing insecurity, caring responsibilities, grief, trauma and other life pressures can materially affect participation, psychological safety and help-seeking.

What is now required is a more integrated and contemporary strategy that consolidates what is already working, aligns with newer institutional frameworks, and responds to those areas where the evidence suggests there are still gaps or unevenness in practice. JCU now has a new

Disability Action Plan, which materially strengthens the University's framework for accessibility, inclusion, universal design, workplace adjustments, and disability capability.



That plan matters for wellbeing strategy because many of the barriers that affect mental wellbeing are not simply clinical or counselling issues; they arise from systems, environments and practices that are difficult to navigate, inconsistent, inaccessible or exclusionary.

The Disability Action Plan makes explicit that inclusion is a strategic and shared institutional responsibility, and that accessibility must be embedded into digital platforms, physical environments, teaching and learning, and workplace systems. A new Mental Health and Wellbeing Strategy should therefore not duplicate that work, but should align closely with it and reflect its emphasis on inclusive design, accountability and practical removal of barriers.

Key evidence and insights

Recent evidence indicates that JCU's wellbeing systems are functioning effectively, particularly in the student domain. Service utilisation data shows strong engagement with counselling and wellbeing services, timely access to care, and stable demand patterns without evidence of systemic escalation in risk. At the same time, the data confirms that students continue to present with complex needs, including anxiety, situational stress and exposure to challenging life events, reinforcing the importance of maintaining robust and responsive systems.

For staff, the psychosocial risk assessment provides a clearer evidence base for future action. It identifies job demands, organisational support, workplace relationships and recognition as key factors influencing staff wellbeing. Of these, job demands are assessed as a risk, and organisational support is identified as an area of lower staff satisfaction.

These findings indicate that staff wellbeing is influenced not only by the availability of services, but also by how work is structured, managed and supported within the organisation.

The introduction of the Disability Action Plan further strengthens the University's approach by highlighting the importance of accessibility, inclusive design and cultural capability across both staff and student environments. It emphasises that barriers to participation often arise from systemic factors and that inclusive practices are central to improving wellbeing outcomes.

This evidence suggests that JCU's challenge is not the absence of services or frameworks, but the need to improve integration, consistency and alignment across an already substantial system.

Student feedback and advocacy insights also indicate that wellbeing can be affected by the design and administration of University processes themselves, including delays in decision-making, unclear communication, inconsistent application of policy, complex review and appeal pathways, and uncertainty about where concerns can be raised safely. Addressing these process-related determinants is therefore part of the University's preventive approach to wellbeing, not only a matter of service navigation.

Approach

A unified wellbeing framework

This Strategy adopts a single, integrated approach to wellbeing that treats staff and student experiences as interrelated and equally important while recognising the different contexts in which those experiences occur. The University does not operate separate wellbeing systems in practice; rather, it maintains multiple interconnected systems that influence both groups in different ways.

Wellbeing at JCU is therefore understood as the outcome of how the University designs and manages its learning and working environments (universal design for learning), how it supports individuals when challenges arise, and how effectively its systems enable people to engage, participate and succeed. This includes the

University's capacity to respond safely and consistently to acute distress, critical incidents and suicide-related concerns, and to provide coordinated recovery and support following a suicide or suspected suicide within the University community.

Principles

The Strategy is guided by four key principles. These principles are intended to shape how the University interprets and implements each strategic direction: they emphasise that wellbeing should be built into core institutional design, that prevention should take precedence over late response where possible, that accountability must be shared across the University, and that action should remain focused on areas where evidence indicates the greatest value.

1. **Wellbeing is embedded** within the core business of the University and is not confined to specialist services.
2. **Prevention and early intervention** are prioritised, recognising that institutional conditions play a significant role in shaping wellbeing outcomes.
3. **Responsibility for wellbeing is shared** across the institution, with clear but distributed accountabilities for leaders, staff, students, specialist services and governance bodies.
4. The Strategy seeks to **remain practical and grounded**, focusing on areas where evidence indicates that action will have the greatest impact.

Priorities

The six strategic priorities translate the principles into institutional priorities for the period 2026–2029. Together they move from the overall design of the wellbeing system to the environments of work and study, and then to the capability, inclusion and assurance mechanisms required to sustain that system. In this way, the principles are not separate statements of intent; they are carried through the strategic priorities and reflected in the implementation framework that follows.

Integration and system clarity

This direction gives effect to the principle that wellbeing is embedded within the core business of the University and supported through shared institutional accountability. Over the life of this Strategy, JCU will strengthen the coherence of its wellbeing systems. While a wide range of policies, services and supports already exist, these are distributed across multiple functions and entry points. The University will focus on improving the clarity of pathways for both staff and students, ensuring that support systems are easier to navigate and that related frameworks are aligned rather than operating in parallel.

This will involve removing overlaps where appropriate, clarifying roles and responsibilities across divisions, and strengthening the connections between wellbeing, safety, inclusion and conduct frameworks. The outcome sought is not centralisation, but a clearer, harmonised institutional system that is easier to understand, use and govern.

Priority 1: Integrated Wellbeing System (Staff + Students)	
Rationale	Current system operates in parallel streams
Outcome	A coherent institutional wellbeing framework, spanning staff and students
Actions	• Map and align wellbeing-related policies, services and reporting pathways • Clarify roles across HR, WHS, Student Services, Colleges and Divisions • Develop a shared institutional wellbeing model and narrative

Core determinants of wellbeing

This priority gives effect to the principle that prevention should take precedence over late response where possible, and that wellbeing is shaped through core institutional design. The Strategy recognises that wellbeing is shaped fundamentally by the conditions of study and work.

For students, academic experience, assessment design, transition, belonging, placement and fieldwork requirements, administrative processes and life pressures are key drivers of psychological wellbeing.

For staff, work demands, work design, role clarity, respectful relationships, recognition and organisational support and the emotional labour involved in supporting students are key psychosocial factors. This includes recognising the cumulative impact of rapid changes in teaching, assessment, technology-enabled practice and digital transformation, where staff may be required to build new capability while continuing to meet existing workload, student support and academic quality expectations.

For the University, this requires continued attention to the design and delivery of teaching, assessment and support, as well as the allocation and management of staff workloads. It also requires alignment with the Disability Action Plan to ensure that accessibility and inclusive design are embedded within these environments. By addressing these underlying drivers, the University can reduce reliance on reactive interventions and strengthen its preventive approach.



Wellbeing outcomes are shaped by both the environment of study and the environment of work, or two interdependent domains:

a. Student wellbeing:
   - *Primary drivers:* Academic experience, life pressures, transition, engagement
   - *Key systems:* Student Services, counselling, Student Success Officers, UniLife Advocacy Service, learning and assessment design, support policies

b. Staff wellbeing
   - *Primary drivers:* Workload, job design, leadership, organisational culture
   - *Key systems:* HR, WHS, psychosocial risk management, leadership capability

These domains share broadly common:

- psychosocial hazards and risk factors, including high or poorly managed work and study demands, harmful behaviours, unsafe environments and poor work or learning design
- enabling systems (policy, leadership, training, reporting)
- outcomes (engagement, retention, performance, safety)

Priority 2: Work and Study Design as Core Drivers of Wellbeing	
Rationale	Wellbeing is primarily shaped by: • Work design (staff) • Learning design (students)
Outcome	Reduced systemic stress at source (not reliance on downstream support)
Actions	• Embed psychosocial risk controls into work and learning design • Review work demands, workload allocation practices and assessment pressures for staff and students • Align with Disability Action Plan (UDL, inclusive design)

Strengthening early intervention

This priority gives direct effect to the principle that prevention and early intervention should be prioritised across the institution. JCU has established effective systems for identifying and responding to risk, particularly within student services.

The next phase of development will extend early intervention practices more consistently across the institution. This includes strengthening the capacity of teaching and teaching support staff, supervisors and leaders to recognise when a person may be vulnerable or not coping, to have safe and direct conversations within the boundaries of their role, to refer individuals to appropriate support pathways, and to act in accordance with clear escalation arrangements where risk becomes acute.

Embedding early intervention more broadly across academic and operational areas will improve the timeliness of support and reduce the escalation of issues into more serious concerns. It also requires clear connection between early identification, trauma-informed response, crisis response, specialist referral, and post-incident support so that the University can

respond in a coordinated and safe way when serious incidents occur, including following a suicide or suspected suicide affecting staff or students.

Early intervention will be framed and communicated as supportive rather than punitive or surveillance-based. Where student engagement data, service utilisation information or other indicators are used to identify emerging concerns, their use will be transparent, proportionate and consistent with privacy, consent, role boundaries and student confidence that engagement with support will not adversely affect academic standing.

Priority 3: Early Intervention Across Both Domains	
Rationale	Strong service-based prevention and early intervention exists; needs system embedding.
Outcome	Earlier identification of risk across both staff and students

Actions	• Expand use of:
	  ○ Student engagement analytics
	  ○ Staff survey and WHS risk indicators
	• Establish consistent escalation pathways across divisions, including links between frontline response, specialist support, critical incident management and external emergency services where required
	• Maintain and periodically review suicide response and postvention protocols, including defined decision-makers, support pathways and arrangements for follow-up and recovery

Leadership and capability

This direction gives effect to the principle that responsibility for wellbeing is shared across the institution, with clear but distributed accountabilities. The effectiveness of the University's wellbeing systems depends significantly on the capability of its leaders and staff.

The Strategy therefore places emphasis on strengthening leadership understanding of wellbeing responsibilities and ensuring that staff have the knowledge and confidence to support both students and colleagues appropriately.

This includes improving participation in existing training, ensuring that expectations are clearly articulated, and reinforcing the role of leaders and supervisors in managing psychosocial risks and supporting inclusive environments. It also includes capability in safe communication, escalation and coordinated response during serious wellbeing incidents, so that the University can communicate sensitively, minimise harm and provide appropriate support to affected communities.

Priority 4: Leadership and Capability	
Rationale	Leaders and supervisors are primary wellbeing enablers.
Outcome	Consistent, confident institutional response to wellbeing issues
Actions	• Implement core training for academic staff in student wellbeing and psychosocial risk awareness, and for supervisors in psychosocial risk, staff wellbeing and respectful workplace responsibilities • Embed wellbeing expectations into leadership performance frameworks • Provide targeted guidance and training for staff with designated roles in crisis response, postvention and sensitive communications

Inclusive and accessible environments

This priority gives effect to the principle that wellbeing should be embedded in institutional design and supported through practical action where evidence shows barriers to participation. The Strategy aligns closely with the Disability Action Plan and reinforces the importance of inclusive and accessible environments for wellbeing. This includes digital platforms, physical spaces, teaching and learning practices, workplace systems, cultural safety, inclusive communication and visibility of supports for diverse cohorts.



Improving accessibility and inclusive design reduces barriers to participation and supports a broader range of people, including Aboriginal and Torres Strait Islander peoples, culturally and linguistically diverse communities, neurodivergent people, people with disability, LGBTQIA+ people, and those experiencing mental health challenges or competing life pressures.

This includes recognising the wellbeing role of AccessAbility Services, reasonable adjustment processes, culturally safe supports and safe pathways for people affected by gender-based violence, sexual misconduct, sexual harassment, family and domestic violence, discrimination, harassment, grief or trauma. Embedding these practices across the institution is therefore essential to achieving equitable and sustainable wellbeing outcomes.

Priority 5: Inclusive and Accessible Environments	
Rationale	Disability Action Plan identifies systemic barriers affecting both staff and students.
Outcome	Inclusive environments reduce risk and reliance on reactive support
Actions	• Embed accessibility and universal design across digital platforms, teaching and learning, physical environments and workplace systems • Align wellbeing, inclusion, disability and accessibility frameworks into a single system • Strengthen visibility and navigation of supports for diverse cohorts, including through student-facing, staff-facing and peer support touchpoints

Data, assurance & continuous improvement

This priority gives effect to the principle that the Strategy should remain practical and grounded, focusing on areas where evidence indicates that action will have the greatest impact. The University already collects a substantial amount of wellbeing-related data across different areas.

Over the next three years, the focus will be on improving how this data is integrated and used to support decision-making and assurance, while also identifying material data gaps, particularly in relation to psychosocial hazards, help-seeking barriers, early intervention activity and the experience of diverse cohorts.

This includes developing a more consolidated view of wellbeing performance across staff and students, strengthening reporting through existing governance structures, and using evidence to inform prioritisation and continuous improvement. The goal is to enhance visibility and accountability without creating unnecessary reporting burden.

Priority 6: Data, Assurance and Continuous Improvement	
Rationale	Data exists but is distributed and not fully integrated.
Outcome	Single, institution-wide view of wellbeing performance
Actions	• Integrate data across WHS, HR, Student Services, surveys and engagement systems • Develop a shared wellbeing dashboard • Identify and address data gaps, including limitations in current staff survey measures for psychosocial hazards • Use staff and student feedback and service insights to inform annual review and continuous improvement, including by closing feedback loops with students on actions taken in response to their input. • Report through existing governance structures

Implementation and Governance

Implementation should be informed by engagement with relevant advisory and practitioner networks, including Indigenous governance and advisory mechanisms, the Equity Contact Officer Network, GEAR, the Pride Network, disability advisory arrangements, student representatives and staff with designated wellbeing, safety, inclusion or support roles.

Implementation will also be informed by the experience and perspectives of staff and students who use, deliver or are affected by wellbeing supports. This will include working

with student representatives, UniLife Advocacy Service, Student Success Officers, the Equity Contact Officer Network, staff in student-facing and supervisory roles, and other relevant advisory groups to test whether support pathways are visible, accessible and effective in practice. The intent is not to create additional consultation burden, but to ensure that implementation remains grounded in the lived experience of the University community and responsive to emerging barriers, risks and opportunities for improvement.

Responsibility for implementation is shared across the University, with key contributions from Student Services, HR, WHS, the Academy and enabling areas.

The Strategy does not create new structures but relies on coordinated action across these functions, supported by clear expectations and reporting. Leads for high-risk wellbeing incidents will be clearly identified, and periodic review, training and lessons learned processes will be used to maintain institutional readiness.

Measures of Success

Success will be reflected through improved culture, sustained compliance with regulatory requirements, continued effective provision of services, and improvements in the integration and clarity of wellbeing systems.

Indicators will include stable or improved engagement with support services, improved staff experience in relation to psychosocial factors, clearer evidence of early intervention and inclusive practice, improved visibility and navigation of support pathways, and assurance that key crisis escalation and suicide response/postvention protocols remain current, understood and fit for purpose.

The University will continue to monitor trends across both staff and student domains, using available data to assess whether the Strategy is contributing to improved outcomes and to guide any necessary adjustment over time.

This will include evidence that response pathways are understood, designated staff receive appropriate training, psychosocial data gaps are identified and addressed, support service and ECO contact trends inform system improvement, and recovery and follow-up supports are coordinated effectively after serious wellbeing incidents.

Conclusion

JCU's mental health and wellbeing systems are already well-developed and supported by strong policy, service and governance frameworks. The purpose of this Strategy is not to expand that system indiscriminately, but to strengthen it by improving integration, focusing effort where it is most needed, and ensuring that staff and student wellbeing are addressed with equal priority and shared responsibility.

By embedding wellbeing more clearly within the design of work and study, strengthening early intervention and aligning with inclusion and accessibility frameworks, the University will continue to provide an environment in which all members of its community are supported to learn, work and succeed.

The Implementation Framework that follows sets out the key deliverables, responsibilities and success measures that will guide delivery of the Strategy over the 2026–2029 period.



Implementation Framework (2026–2029)

The following table summarises the key areas of focus for the Strategy over the next three years. It is deliberately selective, reflecting those areas where evidence indicates the greatest opportunity to improve wellbeing outcomes across both staff and students. Implementation will occur through existing governance and operational structures, with progress monitored through established reporting mechanisms.

Strategic Priority	Key Deliverables 2026–2029	Primary Responsibility	Success Measures
1. Integration and system clarity	Map wellbeing-related policies, services, reporting pathways and advisory groups; clarify escalation and referral pathways for staff and students, including the respective roles of Student Success Officers, counselling and wellbeing services, JCUSA, UniLife Advocacy Service, academic staff, specialist referral pathways and escalation points; and develop a single institutional narrative that explains how wellbeing, safety, inclusion and conduct systems connect. Test support pathways and communication materials with staff and students, including student representatives and frontline support roles, to ensure they are understandable, accessible and practical.	Chief of Staff, Student Services and Support, Student Success, UniLife Advocacy Service, JCUSA, HR, WHS, Inclusion, Outreach, and Wellbeing and relevant governance/ advisory networks (Academic Board, Council, WHS Advisor Committee and WHS Committee of Council)	Staff and students can more easily identify support pathways, referral points and escalation routes; students understand the complementary roles of University support services and independent advocacy; duplication is reduced; and governance reporting provides a clearer view of system performance.
2. Work and study design	Embed psychosocial risk controls into work and learning design; review work demands, workload allocation practices, assessment pressures, placement and fieldwork requirements and administrative process pressures; and align curriculum, workplace and accessibility initiatives with inclusive design principles.	Senior Leadership Group, HR, WHS, EDQS, Graduate Research School, Student Services and Support	Evidence that work and study demands are considered in planning, design and review processes; improved visibility of psychosocial controls; and reduced reliance on downstream support as the primary response.
3. Early intervention	Strengthen early identification, referral and escalation practices; clarify the role boundaries of staff supporting vulnerable people; make visible the respective roles of Student Success Officers, counselling and wellbeing services, JCUSA, UniLife Advocacy Service and specialist referral pathways; maintain crisis response and postvention	Student Services and Support, Student Success, JCUSA, UniLife Advocacy Service, HR, WHS, EDQS, Graduate Research School, Critical Incident Management Group	Referral and escalation pathways are documented and understood; students can identify both University support and independent advocacy options; staff in student-facing, supervisory and support roles have practical guidance; and serious incidents are followed by coordinated

	protocols; ensure data-informed early intervention is transparent, proportionate and supportive rather than surveillance-based; and draw on student engagement, support service and WHS indicators to identify emerging concerns.		recovery, communication and lessons learned processes.
4. Leadership and capability	Define wellbeing and psychosocial safety expectations for leaders, supervisors, academic staff and staff in designated support roles; strengthen access to mental health, vulnerability, psychosocial risk and inclusive practice training; and use case studies and practical guidance to support consistent application.	HR, WHS, Student Services and Support, EDQS, Senior Leadership Group, ECO Network	Leaders and staff demonstrate clearer understanding of their responsibilities, training participation is monitored, and wellbeing expectations are reflected in leadership development and performance conversations.
5. Inclusive and accessible environments	Align wellbeing activity with the Disability Action Plan, Indigenous education and cultural safety priorities, equity and inclusion networks, student support pathways, Student Success services, JCUSA and UniLife Advocacy; improve visibility and navigation of supports for diverse cohorts; and strengthen inclusive communication and universal design practice.	Inclusion, Outreach, and Wellbeing, Student Services and Support, Student Success, JCUSA, UniLife Advocacy Service, Indigenous Education and Research Centre, HR, WHS, EDQS, CIO, Estate Directorate, ECO Network	More inclusive learning, working, physical and digital environments; improved visibility of culturally safe and accessible supports; and clearer evidence that diverse cohort needs are considered in implementation and review.
6. Data, assurance and continuous improvement	Develop an integrated wellbeing evidence base across WHS, HR, Student Services, Student Success, UniLife Advocacy Service trends where available, surveys, staff and student feedback, ECO contact trends and engagement systems; identify material data gaps; and establish a practical reporting cycle through existing governance structures.	Chief of Staff, HR, WHS, Student Services and Support, Student Success, UniLife Advocacy Service, Reporting and Analytics, governance committees	Governance reporting provides a clearer institution-wide view of wellbeing performance, psychosocial hazards and support trends; data gaps are identified and progressively addressed; and evidence informs annual prioritisation and review.

JCU: Ready today for tomorrow



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