



**Wilkinson's English Language School**

**MoE Number: 7352**

**Code of Practice Self-review Summary Report – 2023**

**The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021**

## Introduction

At Wilkinson's English Language School (WELS), we take great pride in providing a nurturing, inclusive, and secure learning environment for all our students. Committed to upholding the standards of safety and well-being, we align our practices with The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. This commitment is an integral element of our strategic objectives, designed to ensure our adherence to the code's standards and principles.

Our dedication to learner well-being and safety manifests through a rigorous self-review process, in line with Process 2 of the code. This process entails continuous evaluation, incorporating valuable input from our diverse student body and stakeholders. It also includes in-depth analysis of quantitative and qualitative data, encompassing student feedback and concerns. This self-review summary report, as a pivotal component of Process 3, reflects our unwavering commitment to transparency and accountability.

We are honoured to present this report, which sheds light on the strides we've made in fulfilling NZQA's expectations and further enhancing the well-being and safety measures for our students. The report is structured to provide insights into our progress across the outcomes, highlight our performance under each, identify gaps, and summarize the corresponding action plans. It also delves into an overview of the complaints and grievances we've addressed, reinforcing our commitment to providing a supportive and secure learning environment.

## Stage of implementation for each outcome

Outcomes	Rating
<b>Outcome 1:</b> A learner wellbeing and safety system	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 2:</b> Learner voice	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 4:</b> Learners are safe and well	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 5:</b> A positive, supportive and inclusive environment in student accommodation	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 6:</b> Accommodation administrative practices and contracts	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 7:</b> Student accommodation facilities and services	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	Well implemented / <b>Implemented</b> / Developing / Early stages

## Summary of performance under each outcome

Outcome	Summary of performance	Evidence and analysis
<p><b>Outcome 1:</b> A learner wellbeing and safety system</p>	<p>Wilkinson's (WELS) places the safety and well-being of learners at the core of their strategies. This commitment is integrated into both long-term and annual plans to fulfil this mission. WELS actively engage with stakeholders and learners, seeking input to address diverse needs and have revised policies to create a secure learning environment. Regular reviews, check-ins, and bilingual communication channels demonstrate this dedication to enhancing learner well-being and safety.</p> <p>WELS has effectively managed challenges like the Covid-19 pandemic through a comprehensive management plan, and strategic documents highlight the ability to prioritize learner welfare. The Te Tiriti Strategic Plan emphasizes cultural inclusivity, and WELS maintain transparency by providing clear access to well-being and health and safety goals on their website.</p> <p>WELS' holistic approach, incorporating defined processes, ongoing professional development, learner empowerment, and strong community engagement, ensures a high-quality, culturally responsive, and secure educational environment, with a specific focus on refugees, migrants, and international learners.</p>	<p>WELS' commitment to learner safety and well-being is upheld through various measures, including strategic planning, policy revisions, a Te Tiriti Strategic Plan, and a dedicated Covid-19 Management Plan.</p> <p>WELS integrate student wellness into KPIs and ensure transparency in self-review documents. While WELS demonstrates strong commitment, areas for improvement include continuous monitoring of well-being and safety practices, enhancing international student support plans, ongoing staff training, and reviewing critical incident and emergency plans.</p> <p>In essence, WELS's commitment is good, but a continuous improvement mindset is vital to meet evolving needs and expectations through regular reviews, feedback integration, and proactive planning.</p>
<p><b>Outcome 2:</b> Learner voice</p>	<p>WELS prioritizes fostering a culture that values and actively engages every learner, particularly those from migrant communities.</p> <p>WELS emphasize giving students a voice and employ face-to-face meetings, group discussions, and feedback collection methods to understand their needs. Open-door policies and stakeholder engagement contribute to improved motivation, learner-teacher relationships, participation, self-esteem, and efficacy.</p>	<p>WELS employs an inclusive approach that prioritizes gathering feedback, ensuring student representation, and actively engaging with learners and their communities. This approach aims to maintain learner satisfaction, foster a sense of belonging, and demonstrate an ongoing commitment to improvement and inclusivity.</p> <p>WELS have developed policies and procedures that emphasize the importance of student voices from diverse backgrounds. The student representative system and termly course evaluations reflect high learner satisfaction, with learner representatives playing a vital role in highlighting program flexibility and support for teaching staff.</p>

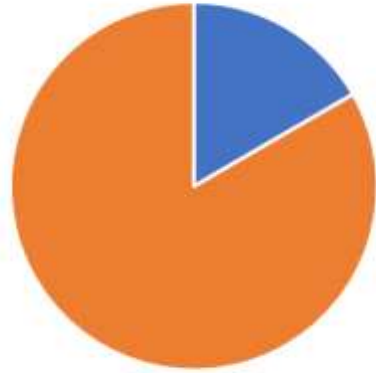
	<p>WELS commitment to compliance extends to effectively addressing and processing complaints, educating students about the process, adapting to complaint complexity, and ensuring cultural responsiveness.</p> <p>WELS maintain records, report complaints transparently, and provide guidance on next steps.</p> <p>Additionally, pledge to adhere to Dispute Resolution Scheme rules for both domestic and international learners, upholding dispute resolution principles.</p>	<p>WELS actively consults with learners and communities to inform program development and strives to include ethnic and cultural representation on the Board. Feedback drives actions that promote a restorative culture aligning with principles of natural justice.</p> <p>During Student Voice meetings, WELS collected valuable insights and suggestions from students of various backgrounds, which resulted in positive feedback. Actions have been initiated to address areas for improvement and enhance the student experience.</p> <p>Concerns and complaints raised by students are diligently received and documented, with accessible processes for students, including classroom displays, notice boards, student handbooks, and informational leaflets on dispute resolution.</p>
<p><b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>WELS consistently commits to creating a safe and inclusive learning environment, aligning with regulatory requirements and best practices. WELS dedication is evident in their efforts to eliminate discrimination, racism, and bullying, fostering a supportive, culturally safe, and secure atmosphere that promotes positive connections among diverse learners. WELS actively collaborate with community ethnic groups, engage with learners before enrolment, and involve families to enhance the learning experience.</p> <p>WELS also maintains a robust health and safety management process, ensuring the well-being of all learners in a secure living environment.</p>	<p>WELS is dedicated to cultural acceptance, safety, and diversity, evident in its strategic approach, community engagement, learner support, and comprehensive health and safety measures.</p> <p>This commitment aligns with the institution's mission and values, fostering a nurturing learning environment.</p> <p>WELS values and celebrates cultural diversity, promoting inclusivity and positive connections among learners of various backgrounds. We collaborate with community groups to facilitate learners' integration into New Zealand's culture and society.</p> <p>The organization maintains a strong health and safety management process, ensuring a secure living environment for all students.</p> <p>WELS is meeting its outcome of creating safe, inclusive, and supportive learning environments but continues to improve through regular reviews, strengthened feedback mechanisms, proactive risk management, and increased community engagement.</p>
<p><b>Outcome 4:</b> Learners are safe and well</p>	<p>At WELS, learner well-being and safety are paramount, demonstrated through a comprehensive orientation process. This includes assessments to address students' basic needs, guidance on accessing essential services, and proactive monitoring of their safety and health. While on-site food</p>	<p>WELS is firmly committed to learner well-being and safety through support services and initiatives in alignment with Outcome 4.</p> <p>The Student Handbook provides essential guidance, and community connections ensure access to multilingual staff.</p> <p>Health awareness is part of the learning environment, with room for improvement. Policies support communication with parents, especially for under-18 students.</p>

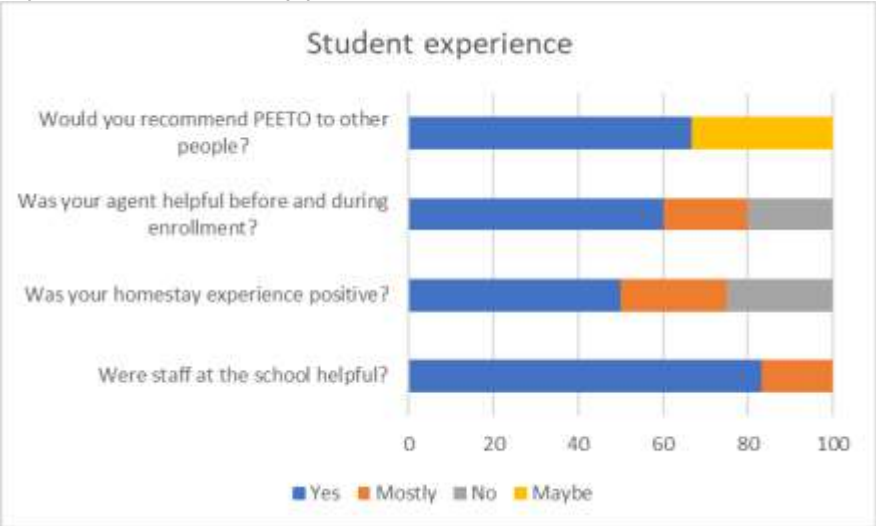
	<p>services aren't provided, kitchens are available, and nearby food options are easily accessible.</p> <p>Transparent communication and support are central, with multiple channels for students to address concerns.</p> <p>Partnerships with healthcare providers and resettlement organizations ensure health and counselling services are available.</p> <p>A robust reporting system empowers learners to express discomfort or safety concerns, supported by good record-keeping. WELS remains dedicated to creating a secure and supportive learning environment for all students.</p>	<p>While WELS effectively implements Outcome 4 processes, ongoing improvement is a priority. Measures include reviewing and updating the orientation process, expanding health awareness initiatives, improving communication with learners, assessing emergency preparedness, and engaging learners in promoting well-being. WELS is dedicated to maintaining a safe and supportive learning environment.</p>
<p><b>Outcome 5:</b> A positive, supportive and inclusive environment in student accommodation</p>	<p>WELS fully complies with Outcome 5 and the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.</p> <p>While not offering on-campus accommodation, WELS ensures a supportive and inclusive community through partnerships with Code Compliant Homestay Agencies. These agencies offer emergency support and quick responses to student concerns. Thorough vetting and monitoring processes, including police checks, reference checks, and interviews, ensure accommodation safety and supervision.</p> <p>Specific measures are in place for learners under 18, as outlined in the contract with the Agent. These include age-appropriate separation, suitable supervision, hosting agreements, and ongoing monitoring.</p> <p>WELS is dedicated to ensuring the safety and well-being of all residents</p>	<p>WELS is committed to providing secure and supportive housing for international students, aligned with Outcome 5 of The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. WELS maintain a meticulous selection process, which includes interviews, background checks, and ongoing monitoring, to ensure a positive, supportive, and inclusive environment in student housing.</p> <p>WELS utilizes a trusted Code Compliant Homestay Agency with clear responsibilities to provide accurate information, support services, and a sense of community for residents. This agency collaborates closely with WELS to offer tailored homestay options, ensuring safety through vetting and police checks.</p> <p>Continuous feedback is gathered from students and parents to ensure satisfaction, and parental approval is required for students under 18.</p> <p>WELS aims to further enhance performance by periodically reviewing house rules and initiatives, maintaining open communication with residents to collect feedback, and continually improving the inclusivity and supportiveness of their accommodations to ensure ongoing compliance with the Code of Practice.</p>
<p><b>Outcome 6:</b> Accommodation administrative practices and contracts</p>	<p>WELS does not provide on-campus housing or student residences but arranges homestay accommodations through a Homestay Agency that complies with established codes. We are committed to meeting the basic code requirements of Outcome 6 by maintaining a robust administrative framework and ensuring clear expectations for accommodation arrangements.</p>	<p>WELS has performed well in maintaining clear, responsive, and transparent administrative practices in line with Outcome 6.</p> <p>We have explicit guidelines and adhere to regulatory requirements, prioritizing the safety and well-being of residents. Our proactive approach, including police vetting and routine assessments, reflects dedication to providing accommodations that support students' well-being and academic success.</p>

	<p>WELS specifically focuses on the well-being of students under 18 by prohibiting them from securing independent housing and designating dedicated personnel or units to handle accommodation-related inquiries and pastoral care matters. We maintain comprehensive records of residential caregivers and promptly report any significant accommodation issues as per the Code of Practice 2021.</p> <p>WELS efficiently executes these procedures with on-site assessments, caregiver suitability checks, routine student interviews, and accommodation inspections, emphasizing the safety and suitability of housing options for students under 18. Police vetting is conducted for adults residing in these arrangements.</p> <p>For students 18 and older in accommodations provided or arranged by WELS, housing conditions are ensured to be safe and compliant with regulatory and legal requirements. Students are also informed about their rights and responsibilities as tenants in New Zealand</p>	<p>While WELS is effectively executing these processes, we acknowledge the importance of continuous improvement.</p> <p>To enhance our accommodation experience, we plan to gather feedback from residents regularly, simplify accommodation contracts, increase residents' awareness of their rights and responsibilities, and explore new initiatives to enhance safety and well-being practices at our accommodation facilities.</p> <p>WELS is committed to improving student accommodations and ensuring we remain a safe, transparent, and responsive component of the overall learner experience</p>
<p><b>Outcome 7:</b> Student accommodation facilities and services</p>	<p>WELS provide secure and supportive homestay environments with round-the-clock emergency assistance, ensuring prompt resolution of accommodation concerns.</p> <p>Our approach includes rigorous selection, monitoring, and approval of accommodations, as well as regular quality assessments and caregiver support. We diligently track assessment outcomes and conduct quarterly student interviews to ensure compliance.</p> <p>WELS also proactively manages homestay payments, defines student responsibilities for behaviour, mandates the reporting of issues, and follows a clear withdrawal process. Transparent roles and responsibilities are established for agents, homestay providers, and students involved in the accommodation process.</p> <p>WELS maintains precise guidelines and responsibilities for all stakeholders, emphasizing students' safety and well-being</p>	<p>WELS is firmly committed to meeting the minimum code requirements of Outcome 7, ensuring the safety, well-being, and success of their international students in accommodations.</p> <p>We consistently monitor and provide proactive support, and clear responsibilities and expectations create a positive living environment. To enhance their performance, WELS plans to conduct ongoing reviews and updates to stay aligned with regulations and best practices. We also aim to provide regular training and support for homestay caregivers, encourage open communication with students and caregivers, and identify areas for improvement to maintain high well-being and safety standards</p>

	<p>through 24/7 emergency support, ongoing monitoring, and regular student interviews. They promote appropriate behaviour, transparent communication, and financial accountability in all operations, creating a positive living and learning environment.</p>																																																	
<p><b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners</p>	<p>WELS is committed to addressing the unique needs of international tertiary learners in accordance with Outcome 8 of the Code of Practice. WELS have integrated practices that align with these requirements, including staff training in cross-cultural awareness, a proactive approach to identifying at-risk learners, age-appropriate support, and preparedness to address unexpected issues, particularly related to mental health. Having made significant progress in these areas, WELS plan to further develop policies and procedures for dealing with mental health issues and collaborate with local services and professionals when necessary.</p>	<p>WELS is dedicated to cross-cultural training, addressing the unique challenges of international students, and integrating Te Tiriti principles into its policies. While WELS had a small number of international students recently, self-review demonstrates preparedness and proactive measures to support international learners. Over 60% of the students reported progress in every skill, with over 100% of students reporting progress in personal goals.</p> <div data-bbox="1115 600 1995 1129" data-label="Figure"> <table border="1"> <caption>Student reported progress</caption> <thead> <tr> <th>Statement</th> <th>Strongly agree</th> <th>Agree</th> <th>Neither agree nor disagree</th> <th>Disagree</th> <th>Strongly disagree</th> </tr> </thead> <tbody> <tr> <td>My grammar has improved</td> <td>35%</td> <td>35%</td> <td>30%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>It is easier for me to write</td> <td>0%</td> <td>65%</td> <td>15%</td> <td>15%</td> <td>0%</td> </tr> <tr> <td>I understand more when I read</td> <td>50%</td> <td>15%</td> <td>35%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>I can understand and use more English...</td> <td>65%</td> <td>0%</td> <td>35%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>My pronunciation has improved</td> <td>15%</td> <td>50%</td> <td>15%</td> <td>15%</td> <td>0%</td> </tr> <tr> <td>It is easier for me to have a conversation</td> <td>35%</td> <td>45%</td> <td>15%</td> <td>5%</td> <td>0%</td> </tr> <tr> <td>I understand more when I listen</td> <td>50%</td> <td>30%</td> <td>20%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> </div>	Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	My grammar has improved	35%	35%	30%	0%	0%	It is easier for me to write	0%	65%	15%	15%	0%	I understand more when I read	50%	15%	35%	0%	0%	I can understand and use more English...	65%	0%	35%	0%	0%	My pronunciation has improved	15%	50%	15%	15%	0%	It is easier for me to have a conversation	35%	45%	15%	5%	0%	I understand more when I listen	50%	30%	20%	0%	0%
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		<p style="text-align: center;">Student progress in personal goals</p>  <p style="text-align: center;">■ Achieved ■ Some progress</p> <p>WELS plan to continue investing in cross-cultural training and staff cultural sensitivity training, ensuring readiness for a potential increase in international student numbers. Periodic reviews and updates to readiness measures will help stay aligned with evolving international student requirements, and clear communication channels will be established for student assistance. WELS is committed to enhancing support for international students.</p>
<p><b>Outcome 9:</b> Prospective international tertiary learners are well informed</p>	<p>WELS has implemented a Marketing Code to ensure prospective international students have access to clear and comprehensive information through various channels, covering various aspects of educational programs and services. WELS have updated the marketing materials, actively consider feedback, and align our marketing and promotion processes with code requirements. International Agent Appointment and Monitoring Policy has been reviewed to enhance the procedures for appointing and monitoring education agents.</p>	<p>WELS has established structured procedures to provide transparent and accurate information to prospective international students, meeting minimum code requirements, particularly in clause 37 (1)(c). WELS offer a wide range of relevant information in various formats and empower students to access additional information when needed. The interaction with their international marketing team supports this process. Agent management processes consist of five key stages, ensuring agents are well-informed and compliant with the school's standards. WELS has documented these processes and plans on conducting periodic audits and assessments to ensure ongoing compliance and improvements, including translations of essential</p>

	<p>WELS engage in reference checks, maintain written contracts, monitor agent activities, and have clear processes to address breaches, including contract suspension or termination. WELS is committed to integrity, compliance, and rigorous implementation of these processes to uphold the code.</p>	<p>information, and sharing success stories for the potential students. Student experience has been mainly positive.</p>  <table border="1"> <caption>Student experience data</caption> <thead> <tr> <th>Question</th> <th>Yes</th> <th>Mostly</th> <th>No</th> <th>Maybe</th> </tr> </thead> <tbody> <tr> <td>Would you recommend PEETO to other people?</td> <td>65</td> <td>5</td> <td>0</td> <td>30</td> </tr> <tr> <td>Was your agent helpful before and during enrollment?</td> <td>60</td> <td>15</td> <td>10</td> <td>15</td> </tr> <tr> <td>Was your homestay experience positive?</td> <td>50</td> <td>20</td> <td>15</td> <td>15</td> </tr> <tr> <td>Were staff at the school helpful?</td> <td>80</td> <td>10</td> <td>0</td> <td>10</td> </tr> </tbody> </table> <p>We also plan to maintain regular communication and training with agents. WELS acknowledges the importance of regularly assessing and improving these processes to keep prospective international students well-informed and to effectively manage and monitor education agents.</p>	Question	Yes	Mostly	No	Maybe	Would you recommend PEETO to other people?	65	5	0	30	Was your agent helpful before and during enrollment?	60	15	10	15	Was your homestay experience positive?	50	20	15	15	Were staff at the school helpful?	80	10	0	10
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<p><b>Outcome 10:</b> Offer, enrolment, contracts, insurance, and visa</p>	<p>WELS diligently follows the processes outlined in Outcome 10 of the Code of Practice to ensure international students receive a quality education and fair treatment. We align our educational instruction with the rules and consider individual students' needs, English skills, academic abilities, and desired outcomes. We provide comprehensive and personalized information to prospective international students, ensuring clear communication of important details. WELS requires international students to sign an enrolment contract, which is fair and reasonable and clearly explains the terms and conditions. We maintain a fair process based on natural justice principles for addressing student behaviour issues, offering students the right to appeal disciplinary</p>	<p>WELS is committed to ensuring the well-being and fair treatment of international students through its rigorous adherence to Outcome 10 of the Code of Practice. WELS educational instruction is tailored to individual needs, and provide comprehensive, accurate, and timely information to prospective students. Enrolment contracts are fair and transparent. The disciplinary process follows natural justice principles to ensure fairness. We place significant emphasis on insurance requirements, immigration status, and safeguarding student fees. WELS is dedicated to clear and straightforward communication, and staff are readily available to assist throughout the process. Self-review indicates that we have robust processes in place, but we are committed to continuous improvement. We plan to monitor and update information accuracy,</p>																									

	<p>decisions. Insurance requirements for students studying two weeks or more are established, covering various aspects, and they ensure students have the correct immigration status. To protect students' fees, WELS keeps the money in a secure Public Trust Account and communicates fair refund policies that cover various situations. WELS is dedicated to ensuring that international students have a positive and secure learning experience.</p>	<p>review, and update disciplinary procedures, ensure staff awareness of the Code's requirements, and periodically review and update insurance information. WELS is diligently working to meet the requirements of Outcome 10 and continually enhance our processes for the benefit of international learners.</p>
<p><b>Outcome 11:</b> International learners receive appropriate orientations, information and advice</p>	<p>WELS effectively meets the requirements of Outcome 11 by offering a well-structured orientation program designed for international tertiary learners. This program is inclusive, culturally sensitive, and built on the principles of the Treaty of Waitangi. The institution's approach to orientation is well-documented and aligns with its strategic goals while prioritizing student well-being. Student feedback from those who have participated in the program has been consistently positive, reflecting the program's effectiveness in providing valuable information and support.</p>	<p>WELS provides appropriate orientation and support to international learners, and its self-review reflects a strong commitment to this goal. The orientation program is characterized by accuracy, age-appropriateness, and cultural sensitivity, including health and safety measures and communication with parents to ensure student well-being. The institution acknowledges the advantage of its small program size, enabling tailored orientations for each student intake. This personalized approach has been effective in fostering a sense of belonging and engagement among new students, with orientation surveys indicating an over 95% satisfaction rate.</p> <p>WELS also demonstrates a robust approach to health and safety management, including the establishment of the Wellness, Health, and Safety Committee and various activities related to accident reporting, COVID management, and mental health training.</p>

	First day		First week				Student services			Homestay				
	The school was welcoming	The orientation was helpful.	Classes are a good level.	First week: Classes are enjoyable.	First week: Teachers are helpful.	First week: Course books and materials are suitable.	I can practise English at break time.	I am happy in New Zealand.	Student services: I feel safe at school.	Student services: I feel safe in Christchurch.	Host family is friendly.	Bedroom is warm.	Food is good.	House is clean.
<b>Strongly Agree</b>	100	80	60	80	100	25	75	80	75	75	0	67	33	50
<b>Agree</b>	0	20	40	0	0	75	25	20	25	25	100	33	67	50
<b>Neither agree nor disagree</b>	0	0	0	20	0	0	0	0	0	0	0	0	0	0
<b>Disagree</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Strongly disagree</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The integration of Treaty of Waitangi principles into the orientation program underscores the institution's commitment to cultural diversity and understanding. Additionally, the development of Learner Success Plans aligns with government priorities and aims to enhance learner success through proactive monitoring and reporting.

To further improve its performance, WELS will review the orientation program annually, explore ways to gather feedback from international students, update the program to reflect changes in regulations and cultural competency, strengthen staff involvement in international learner support, and enhance the integration of Te Reo Māori and tikanga Māori within the learning environment.

<p><b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners</p>	<p>WELS, despite enrolling a limited number of under-18 international students, has established robust policies and procedures to ensure full compliance with minimum code requirements for this age group. These policies guarantee that under-18 students are cared for by a parent, legal guardian, or designated residential caregiver.</p> <p>To ensure the well-being and academic progress of under-18 students, WELS maintains effective communication with their parents, legal guardians, or residential caregivers.</p> <p>The institution has well-defined accommodation policies and comprehensive procedures that cover the entire process, from initial enrolment and involving parents or guardians to regular interviews with students and caregivers, aiming to ensure safety and well-being.</p> <p>Ongoing communication with parents or legal guardians helps provide updates on students' academic progress and address any issues that may arise.</p>	<p>The self-review indicates that WELS' policies and procedures for under-18 international students are well-documented and appear to comprehensively meet the minimum code requirements.</p> <p>The institution is committed to maintaining regular communication with parents or guardians and actively involving them in the enrolment process, demonstrating a proactive approach to ensuring the well-being of students under 18.</p> <p>WELS has established measures at various stages of under-18 students' journey, including before enrolment, upon their arrival, and concerning accommodation. These measures encompass communication, parental/guardian involvement, caregiver appointments, and regular interviews to ensure safety and support.</p> <p>Furthermore, in alignment with Outcome 5, WELS relies on a trusted Code Compliant Homestay Agency to provide accurate information and support services for students in accommodation. The institution's current practices and comprehensive approach provide a strong foundation for compliance.</p> <p>To further enhance readiness, WELS will continuously monitor and review policies and procedures, consider running simulations or test cases, conduct staff training, and stay informed about changes in regulations and best practices related to the care and supervision of international students under 18.</p>
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## Gap Analysis and Summary of Action Plan

Outcome	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<b>Outcome 1:</b> A learner wellbeing and safety system	Complete the 2023 Self-review with Attestation.	Managing Director	1 Nov 2023	Complete the 2023 Self-review	Self-review report with Action Plan is completed and published. Self-review attestation is provided to NZQA
	Development of a code capability development matrix for ongoing staff training.	Compliance Manager	6 <sup>th</sup> April 2024	Staff Professional Development	Enhanced skills and knowledge of code
	Review of critical incident and emergency plans with relevant agencies, including New Zealand police	Compliance Manager	6 <sup>th</sup> April 2024	Policy reviewed and tested.	Preparedness for incidents and emergencies
<b>Outcome 2:</b> Learner voice	Report of Complaints shared with learners and NZQA	Academic Manager	1 Nov 2023	Complete the 2022- 2023 Complaints Report as part of the Self-review	Student satisfaction Code compliance
	All Admin and Marketing Staff Training- in Dispute Resolution Scheme rules for domestic and international learners and ensure compliance with those rules in a dispute to which it is party.	Compliance Manager	20 <sup>th</sup> April 2024	Staff Professional Development Attend required DRS training / code training covering DRS	Code compliance
	Follow the Student Voice- Student Diversity Union (SDU) Policy and Pastoral Care Policy	Academic Manager	13 <sup>th</sup> December 2024	Follow the learner voice action plan	Regular meetings and learner voice from diverse communities Promotion of learner voice with family and communities Promotion of diversity and inclusion in school

					Pastoral care is provided to learners
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Establish a cross-cultural event calendar that acknowledges and celebrates diversity.	Student Services Manager and School Coordinator	29 <sup>th</sup> Jan 2024	Calendar created and populated.	Student feedback and satisfaction
	Follow the Student Voice- Student Diversity Union (SDU) Policy	Student Services Manager and School Coordinator	29 <sup>th</sup> June 2024	Engagement with diverse community groups and whanau to enrich the learning environment	Stakeholder feedback and satisfaction
	Follow the revised Critical Incident Policy and Procedures	Compliance Manager	29 <sup>th</sup> June 2024	Continue proactive risk management and health and safety initiatives to adapt to changing circumstances effectively	Stakeholder feedback and satisfaction
<b>Outcome 4:</b> Learners are safe and well	Gather feedback from learners about usefulness of the information provided in the orientation.	Student Services Manager and School Coordinator	20 <sup>th</sup> April 2024	Regular termly surveys or feedback SDU meetings	Student feedback and satisfaction
	Hosting events where learners can share healthy recipes, or meals, from their culture or background.	Student Services Manager and School Coordinator	Before every term finish	Through Diversity Calendar Events	Student feedback and satisfaction
	Highlight how learners can report health and safety concerns in orientation sessions and the student handbook	Academic Manager	Termly	Review communication channels and methods for sharing health and mental health concerns. Conduct check-ins after one month of enrolment to assess ongoing support needs. Ensure methods for raising concerns about learners themselves or others are accessible and culturally appropriate	Student feedback and satisfaction
<b>Outcome 5:</b> A positive, supportive, and inclusive environment	Critical Incident and Emergency Procedures	Compliance Manager	29th January 2024	Ensure that critical incident and emergency procedures are well-documented, regularly reviewed, and	Clear processes for reporting and responding to concerns is included.

in student accommodation				responsive to the safety and well-being of residents	
	Regular Evaluation and Feedback	Student Services Manager and School Coordinator	20th April 2024	Develop and implement welfare management plans for residents assessed as being at risk	This feedback should inform adjustments to house rules, initiatives, and support services.
	Welfare Management Plans	Marketing Manager	27th June 2024	Through Professional Development Sessions	This includes understanding their roles, responding to incidents, and promoting resident well-being
<b>Outcome 6:</b> Accommodation administrative practices and contracts	Improve its communication of refund policies.	Marketing Manager	29th January 2024	To ensure that residents (or their parents/legal guardians if under 18) fully understand their rights and obligations	This information should be included in the student accommodation contract, house rules, website, and other relevant documentation.
	Distribution of House Rules and Information	Compliance Manager	29th January 2024	Ensure that prospective residents receive a copy of the house rules, information about the complaints process, and details about the Dispute Resolution Scheme before they sign the accommodation contract	Residents understand the rules and expectations upfront
	Complaints Log Accessibility	Compliance Manager	20th April 2024	Residents should be informed of how to access this log, and it should include detailed records of complaints, actions taken, and resolutions.	Trends, patterns, or areas of concern identified in the log should be addressed proactively.
<b>Outcome 7:</b> Student accommodation facilities and services	Transparent Communication Channels	Marketing Manager	20th April 2024	This can include regular meetings, forums, or digital platforms for discussing concerns, sharing best practices, and addressing any issues that arise	Encourage open and transparent communication channels between students, caregivers, and the institution. Open communication for resolving problems and maintaining a supportive living and learning environment.
	Compliance Monitoring with the Code of Practice	Compliance Manager	20th April 2024	Establish a compliance monitoring process that ensures adherence to	Regular audits and assessments conducted to verify that all



				the Code of Practice, particularly Outcome 7	requirements are met, and corrective actions taken promptly if any gaps or non-compliance issues are identified.
	Review of Emergency Response Plan	Marketing Manager	29th January 2024	This plan should include clear protocols for handling various emergency situations, such as medical emergencies, natural disasters, or any incidents that may compromise student safety	Development of a comprehensive emergency response plan for homestay accommodations. Regular training and drills for homestay carers and students can ensure preparedness.
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Age-Appropriate Support	Academic Manager	20th April 2024	Ensure that the type and amount of pastoral care support provided is tailored to the age of the learner	Recognizing the vulnerability of international learners, especially those younger than 18, WELS should offer specific guidance and resources to ensure their successful transition and adjustment to the new cultural and educational environment.
	Addressing Unexpected Issues	Student Services Manager and School Coordinator	27th June 2024	Develop a more comprehensive plan for addressing unexpected issues, particularly those related to the mental health of international students	Collaborating with local mental health services and professionals to provide specialized support when required. WELS should factor in the resources needed for managing issues that may not be "extreme" but are still significant.
	Regular Review and Updates	Academic Manager	27th June 2024	Establish a system for regular review and updates of readiness measures for international students. Ensures the institution remains aligned with changing international student needs and industry best practices	This should include cross-cultural training, proactive identification of at-risk learners, age-appropriate support, and addressing unexpected issues.

<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Monitoring Agent Performance for Renewal	Marketing Manager	29th January 2024	WELS should conduct more rigorous and systematic performance evaluations before renewing agency agreements.	These reviews should consider student feedback and the agent's adherence to WELS standards.
	Periodic Audits and Process Reviews	Marketing Manager	20th April 2024	Ensure continuous improvement and compliance with regulations and best practices. WELS should implement periodic audits or assessments of their processes	These reviews should encompass policies, practices, and agent performance. Feedback from students, agents, and stakeholders should be incorporated into the review process.
	Systematic Policy Review and Updates	Marketing Manager	20th April 2024	Processes need to remain updated in response to changes in regulations and feedback. WELS should systematically review and update its policies and practices to align with changes in regulations and the feedback from students, agents, and stakeholders	This should be done regularly to ensure consistency and compliance.
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	Periodic Review of Insurance Information	Compliance Manager	29th January 2024	WELS should periodically review and update their insurance information to reflect any changes in policies or regulations	Learners make well-informed decisions about their insurance needs.
	Monitoring of Visa Compliance	Marketing Manager	29th January 2024	Implement robust mechanisms to monitor the immigration status of international learners	Regular checks to ensure learners maintain the necessary visa conditions, report breaches, and promptly notify Immigration New Zealand of any terminations of enrolment.
	Regular Review of Refund Policies	Compliance Manager	20th April 2024	Follow fair and reasonable refund policies, periodically review these policies to ensure they are compliant with the latest regulations and	Ensure that these policies are communicated clearly to learners for various situations, such as failure to obtain a study visa, voluntary

				considerate of students' circumstances	withdrawal, program termination, or school closure.
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Strengthening Staff Involvement	Student Services Manager and School Coordinator	29th January 2024	Strengthen the involvement of designated staff responsible for international learner support	Ensure ongoing and proactive communication with students, addressing their needs and concerns effectively.
	Integration of Te Reo Māori and Tikanga Māori	Student Services Manager and School Coordinator	20th April 2024	As part of the institution's commitment to honoring Te Tiriti partnership obligations, WELS can enhance the integration of Te Reo Māori and Tikanga Māori within the learning environment	This may involve incorporating elements of Māori language and culture into various aspects of student life and education.
	Post-Enrolment Feedback	Student Services Manager and School Coordinator	27th June 2024	Improve the system for gathering feedback from international students once they have enrolled in their programs	This feedback will provide valuable insights into the impact of the orientation program on their overall experience and academic success.
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	Regular Interviews and Monitoring	Marketing Manager	29th January 2024	WELS should develop a plan for regular interviews and monitoring of under-18 students' well-being and safety.	This should encompass communication with both students and caregivers to identify and address any issues that may arise during the course of their study. These regular interactions will ensure that students are safe and well.
	Enrolment Communication Plan	Compliance Manager	20th April 2024	Formal communication plan in place to outline how it will communicate with parents, legal guardians, or caregivers before and during the enrolment process	This plan should specify the type and frequency of information to be shared with parents, including academic progress, safety measures, and any changes to placement.
	Written Agreement with Residential Caregivers	Marketing Manager	20th April 2024	Maintain a comprehensive written agreement with residential caregivers that clearly outlines the roles and responsibilities of all parties involved in the care of under-18 students	This agreement should specify expectations, communication protocols, support requirements, and other relevant information, ensuring everyone involved understands their obligations.

## Complaints and grievances

Compliant signifies an expression of discontent with any procedure, result, or service provided by the school. Grievance denotes a perceived or actual injustice that serves as the basis for complaint.

We revisited our policy on complaints and grievances, and involved our SMT, students, and Board. The school shall ensure that a fair and transparent process is applied to all issues relating to student complaints and grievances. The school will endeavour to resolve such issues internally, to the best of its ability. All students enrolled at those who are considering enrolment and believe they have received inaccurate information or have been subjected to inappropriate or unjust treatment in their interactions with the school, have the right to utilize the complaints procedure as outlined. The grievance and complaint resolution process consists of four structured steps:

Step 1 – Internal process (Informal): Discuss the issue with a staff member, who will attempt to resolve it informally. A proposed solution will be provided, and input from other parties involved may be considered.

Step 2 – Internal process (Formal): If not satisfied, initiate a formal complaint by submitting it in writing to the Student Services Manager/School Coordinator within 5 working days and is escalated to the General Manager. This requires completing a Formal Complaints Form and may involve group complaints.

Step 3 – Internal process (Appeals Committee): If the outcome is unsatisfactory, student can appeal based on specific reasons within 5 working days. Forms for appeals can be obtained from school staff.

Step 4 – External process (External Agencies): If dissatisfied with the school's actions and compliance with the Code, students can escalate the matter to external agencies, such as the New Zealand Qualifications Authority (NZQA) or iStudent Complaints, without incurring any charges.

The provided complaints and appeals procedure effectively address key areas of concern, including both formal and informal complaints and feedback. It offers clear and easily locatable guidelines for students to navigate, ensuring a straightforward process. The procedure emphasizes prompt and efficient response to concerns and complaints, with clear communication to inform the learner about the progress of their complaint. It accommodates complaints of varying complexity and sensitivity, adhering to the principles of natural justice. While not explicitly stated, the procedure allows for cultural responsiveness through the presence of a cultural advisor. Additionally, the process includes documentation and forms for recording and reporting complaints data, ensuring transparency and accountability to key stakeholders. We are working with our learners through Student Diversity Union, promoting their voice and deescalating any issues or concerns they have in becoming formal complaints. In the year 2022, there was a singular complaint that escalated to Step 2, and it was effectively resolved to the student's contentment. Likewise, in the year 2023, one student complaint was satisfactorily addressed, along with the resolution of an additional concern.

## Critical incidents

We have revised our critical incidents policy, and a critical incident is defined as a major incident with the potential for damage to people, operations, reputation, and requiring a strategic response. It can involve large-scale impact on the school, critical services being impacted, and necessitates complete campus evacuations or lockdowns. Critical incidents have a significant impact on school operations, reputation, finances, and often receive media exposure at a national or international level. This definition categorizes such incidents as Level 2 in the Critical Incident Management Framework. The response to critical incidents is managed by the Critical Event Management Team (CEMT), indicating that they are exceptional situations requiring a structured and strategic approach.

In 2022 and 2023, we haven't had any critical incidents.

## Data on complaints and critical incidents

2022

Received date	Ref Number	Raised by	Concern/Complaint / Incident	Subject	Current status	Action taken/outcome
13/07/2023	S22/01	Student	Complain	Academic	Closed	Issue resolved and student satisfied.

2023

Received date	Ref Number	Raised by	Concern/Complaint / Incident	Subject	Current status	Action taken/outcome
28/03/2023	C23/03	Student	Complain	Academic	Closed	Student changed level.
14/08/2023	C23/07	Student	Concern	Academic	Closed	Issue resolved and student satisfied.

## Conclusion

In closing, Wilkinson's English Language School (WELS) has taken significant strides in our ongoing commitment to ensuring the safety and well-being of our diverse student community. This comprehensive self-review summary report reflects our dedication to transparency and continuous improvement, aligning our practices with The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Throughout the self-review process, we have diligently assessed our performance across the twelve critical outcomes. These evaluations, guided by input from our students, staff, and stakeholders, have allowed us to identify areas for enhancement, ensuring that we remain at the forefront of safeguarding our students' well-being and security.

The action plans outlined for each outcome represent our strategic response to address identified gaps and improve our practices. From refining critical incident and emergency plans to enhancing communication channels and implementing age-appropriate support for international learners, our commitment to excellence shines through in every aspect.

Our approach is built on proactive measures, such as ongoing staff training, and on-going communication channels. We have taken steps to create a safer, more inclusive environment that celebrates diversity, ensuring that learners from various backgrounds feel welcomed and supported.

This report also underlines our emphasis on communication, exemplified by sharing complaint reports with learners and NZQA, providing dispute resolution training for administrative and marketing staff, and engaging with our Student Diversity Union (SDU) to foster learner voice and address concerns.

As we look ahead, our commitment remains resolute. We will continue to proactively monitor, adapt, and refine our policies, practices, and processes, aligning them with the ever-evolving landscape of international education. We are dedicated to maintaining a secure and supportive learning environment and will continue to work diligently towards this goal.

Wilkinson's English Language School (WELS) extends its sincere appreciation to all learners, staff, and stakeholders for their valuable contributions throughout this self-review process. Together, we will shape a safer, more inclusive, and supportive learning environment for our global community of students.