



Wilkinson's English Language School

MoE Number: 7352

Code of Practice Self-review Summary Report – 2024

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

Introduction

Wilkinson's English Language School (WELS) provides a safe, inclusive, and supportive environment for all our learners. In line with The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, we continually strive to enhance the well-being and safety of our diverse learner community. This commitment is an integral part of our strategic goals and plans, ensuring that we meet the standards outlined in the code.

Our self-review process, guided by Process 2, focuses on evaluating the effectiveness of our well-being and safety practices through consultation with learners and stakeholders, and comprehensive analysis of both quantitative and qualitative data, including learner feedback and complaints. This self-review summary report is an essential aspect of Process 3, where we transparently share our review outcomes. ‘

It is our privilege to present this report, detailing the steps we have taken to meet NZQA's expectations and further improve the well-being and safety practices for our learners. The report includes:

- Stages of implementation of each outcome
- Summary of performance under each outcome
- Gap analysis and summary of the Action Plan
- A summary of complaints and grievances.

Stage of implementation for each outcome

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

Summary of performance under each outcome

	Summary of performance	Evidence and analysis
<p>Outcome 1: A learner wellbeing and safety system</p>	<p>At WELS, we prioritize learner safety and well-being in our strategic and annual business plans. We engage with stakeholders and learners to meet diverse needs and create a secure, culturally sensitive learning environment through policy updates.</p> <p>Regular reviews, classroom check-ins, and bilingual communication help us continually improve well-being and safety. Our effective response to Covid-19 and the Te Tiriti Strategic Plan shows our commitment to cultural inclusivity. We use clear processes, professional development, learner empowerment, and community involvement to provide a high-quality, culturally responsive, and safe educational environment, especially for refugees and migrants.</p>	<p>At WELS, we prioritize the safety and well-being of our learners. This commitment is part of our strategic and annual plans. We regularly engage with learners and stakeholders to understand their needs and revise our policies to create a secure and culturally sensitive environment. Continuous improvement is supported by regular reviews, classroom check-ins, and bilingual communication. Our handling of the Covid-19 pandemic and the Te Tiriti Strategic Plan highlights our dedication to cultural inclusivity.</p> <p>We have a holistic approach that includes clear processes, professional development, learner empowerment, and community engagement, ensuring a high-quality, culturally responsive, and safe educational environment, especially for refugees and migrants. WELS's dedication is shown through strategic planning and regular updates to health and safety policies. Effective Covid-19 management and the integration of student wellness into our goals are key parts of this. We ensure staff readiness with code training, a dedicated pastoral care team, and adequate First Aiders. WELS remains committed to continuous improvement by incorporating learner feedback and regularly assessing and updating resources, and maintaining strong board oversight. This ensures we adapt to evolving needs, focusing on learner safety and well-being.</p>
<p>Outcome 2: Learner voice</p>	<p>WELS values and actively engages all learners, especially those who may be vulnerable. We prioritize face-to-face interactions and group discussions, often using translators to meet cultural and age-specific needs. We use feedback tools like Individual Learning Plans and Student Needs Analysis to structure student engagement.</p> <p>Our open-door policy during orientation reinforces this commitment. Engaging with stakeholders and referring communities boosts learner motivation and participation, enhancing relationships and self-esteem.</p> <p>We involve students in handling complaints, adapt practices to meet cultural sensitivities, and maintain transparency. We</p>	<p>WELS ensures high levels of learner satisfaction and inclusivity through a system of feedback collection and student engagement. We develop policies to promote diverse student voices and have a "Student Diversity Union" for representation.</p> <p>Termly course evaluations show high satisfaction, and learner reps advocate for flexibility and support. We consult with learners for program development and aim to diversify our Board. Feedback drives improvements and we ensure fairness with natural justice principles.</p> <p>Student Voice meetings provide insights, and a feedback form showed positive responses. We are addressing action points like new elections and better communication, and ensure transparency in handling complaints.</p>

	also guide learners on next steps if unsatisfied and commit to following Dispute Resolution Scheme rules if needed	
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<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>WELS ensures a safe, inclusive, supportive, and accessible learning environment. The organization creates discrimination-free, culturally safe spaces, promoting positive connections among diverse learners, including various ethnicities, age groups, religions, and LGBTQIA+ students.</p> <p>The school engage with learners before enrolment, involving families and creating Teaching Portfolios to enhance the experience.</p> <p>WELS maintains robust health and safety processes and provides strong well-being support, including for international students. The school committed to continuous improvement, cultural acceptance, and proactive measures to address discrimination and ensure safety, with plans to further enhance the practices based on regular reviews and feedback.</p>	<p>WELS is dedicated to cultural acceptance, safety, and diversity through its strategic approach, community involvement, learner support, and health and safety measures, creating a positive learning environment. The organization values cultural diversity, understanding, and positive connections, actively engaging communities, families, and whānau in the learner journey. ‘</p> <p>The school works with community groups to prepare learners for tertiary education and address discrimination, racism, bullying, and harassment. WELS's strategic planning focuses on cultural acceptance and safety, while Teaching Portfolios consider learner demographics and feedback. The school manages hazards and communicate effectively with parents, ensuring learner well-being during changes like COVID-19.</p> <p>The 2025 Safety and Well-being Survey shows teachers' genuine interest in students' cultures, creating a safe environment. WELS aims to continually improve by updating practices, strengthening feedback mechanisms, and engaging with diverse community groups.</p>
<p>Outcome 4: Learners are safe and well</p>	<p>WELS is dedicated to cultural acceptance, safety, and diversity. The school focuses on community involvement, support for learners, and health and safety measures to create a positive learning environment. The school's mission prioritizes cultural diversity, understanding, and tolerance.</p> <p>WELS engage with communities, families, and whānau to support learners and work with community groups to prepare them for further education. WELS take proactive steps to address discrimination, racism, bullying, and abuse, and ensure safety through strategic planning and effective communication with parents.</p>	<p>At WELS, we prioritize the well-being and safety of our students. During orientation, we assess their basic needs for food, housing, and clothing, and offer advice and referrals to help meet these needs.</p> <p>The school provide kitchens and essentials, and have nearby cafes and food vendors. Students can approach tutors or staff with any concerns. The school works with local healthcare providers, resettlement organizations, doctors, counselors, and the Mental Health Team, offering interpreters if needed.</p>

	<p>WELS is well-prepared to manage learner well-being during changes like COVID-19, providing essential information and support during orientation. The 2025 Safety and Well-being Survey shows our commitment to understanding students' cultures and creating a safe environment. ‘</p> <p>WELS continually reviews and updates practices to align with diversity and inclusion standards, strengthens feedback mechanisms, engages with diverse community groups, and manages health and safety proactively to adapt to changing needs. The school is committed to maintaining a safe and supportive learning environment.</p>	<p>WELS reporting system lets students raise health and safety concerns, and we keep contact and emergency details up to date. WELS is dedicated to providing a safe and supportive learning environment.</p>
<p>Outcome 5: A positive, supportive, and inclusive environment in student accommodation</p>	<p>WELS meets the code requirements of Outcome 5 by partnering with compliant Homestay Agencies, which provide safe accommodation for international students.</p> <p>These agencies offer 24/7 emergency support and promptly address accommodation issues. They carefully select and monitor homestays, conducting safety checks, police checks, and ensuring proper supervision for students under 18.</p> <p>WELS ensures the well-being of international learners through these measures, showing a strong commitment to their safety and comfort.</p>	<p>WELS is dedicated to learner well-being and safety through various support services. This includes guidance on basic needs, connections with community support, multilingual staff assistance, and emergency management education. Special needs students are prioritized, and there are strong communication policies, especially for under-18 international students.</p> <p>WELS regularly update orientation programmes, expand health awareness, improve communication, assess emergency measures, and encourage learner well-being.</p> <p>For accommodation, WELS works with a Code Compliant Homestay Agency to ensure safe and supportive housing for international students, meeting Code of Practice 2021 requirements. This includes periodic reviews of house rules, promoting responsible behaviour, maintaining open communication, and gathering ongoing feedback for improvement.</p> <p>WELS also emphasizes transparent and responsive administrative practices. Regular assessments and police vetting ensure safe accommodation. Continuous improvements are planned, including gathering resident feedback, streamlining contracts, and raising awareness of rights and</p>

		responsibilities. This commitment strengthens safety, transparency, and responsiveness at WELS.
Outcome 6: Accommodation administrative practices and contracts	<p>WELS meets the requirements of Outcome 6, even though we don't provide campus housing. WELS use a Code Compliant Homestay Agency for international students. Students under 18 cannot rent independently.</p> <p>WELS have staff for accommodation queries and pastoral care, and we keep records of caregivers. The school will report significant issues to authorities and ensure safety through assessments, checks, and police vetting. For students 18 and over, the school ensures their housing meets all safety and legal requirements and inform them of their rights as tenants.</p> <p>WELS aim to improve by gathering feedback, streamlining contracts, and increasing awareness of tenant rights</p>	<p>WELS does a good job of ensuring transparent and responsive administrative practices, which help keep residents safe and well. WELS focus on police vetting and regular checks to ensure student accommodation is safe and suitable. However, continuous improvement is key.</p> <p>WELS should gather feedback from residents to find areas to improve, simplify the student accommodation contract, raise awareness about residents' rights and duties, and start practices that enhance well-being and safety. This will make student accommodation at WELS even safer, more transparent, and more responsive</p>
Outcome 7: Student accommodation facilities and services	<p>WELS strictly adheres to the minimum code requirements of Outcome 7, ensuring comprehensive student accommodation management.</p> <p>We provide secure and supportive homestay environments, address student concerns promptly, and carefully assess, monitor, and approve accommodations. Regular quality assessments and support for homestay providers, along with monitoring through interviews, enhance safety.</p> <p>To maintain compliance, WELS manages advance homestay payments, defines student responsibilities for behaviour, mandates reporting of issues, and follows a clear withdrawal process. This commitment includes transparent roles and responsibilities for all stakeholders. WELS's proactive</p>	<p>Our self-review indicates that WELS demonstrates a commitment to ensuring student accommodation facilities and services meet the minimum code requirements of Outcome 7. The organization's approach to regular monitoring and proactive support contributes to the safety, wellbeing, and educational success of its international students.</p> <p>The clear delineation of responsibilities and expectations fosters a positive and respectful living environment.</p> <p>WELS can further enhance its performance by continuously reviewing and updating its processes to align with any changes in regulations or best practices. Regular training and support for homestay carers can contribute to the ongoing improvement of the quality of accommodation and services. Encouraging open communication with students and caregivers can help identify areas for improvement and ensure a high standard of wellbeing and safety is maintained.</p>

	<p>approach, financial transparency, and emphasis on fostering appropriate behaviour contribute to a positive living and learning environment.</p>	
<p>Outcome 8: 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, aligning with Outcome 8 of the Code of Practice.</p> <p>We provide staff training on cross-cultural awareness, ensuring an understanding of diverse learner backgrounds. A proactive approach to identifying at-risk international learners through pastoral care policy is in place, connecting students with appropriate support staff. WELS recognizes the need for age-appropriate support, particularly for younger international students, offering tailored guidance.</p> <p>We are also preparing staff to address unexpected issues, especially related to mental health, with established policies and procedures. Collaboration with local mental health services is planned to provide specialized support when necessary.</p>	<p>Self-review indicates WELS's commitment to cross-cultural training, our recognition of the vulnerability of international students, and the inclusion of Te Tiriti principles in our policies reflecting a holistic approach to learner support. WELS welcomed a small number of international students this year, however the self-review demonstrates preparedness and proactive measures which is indicating that WELS is well-positioned to meet the needs of international learners effectively. Over 50% of the students reported progress in every skill, with over 85% of students reporting progress in personal goals.</p> <p>Given the proactive approach, WELS can continue to invest in cross-cultural training and resources for staff. Similarly, WELS will be encouraging staff to engage in cultural sensitivity training to better understand and appreciate cultural differences. This can ensure that staff are well-prepared to support international learners effectively when their numbers increase next year. Additionally, periodically reviewing and updating the readiness measures can help stay aligned with changing international student needs.</p> <p>Furthermore, WELS will continue establishing clear communication channels for international students to seek assistance when needed. WELS will continue building on this foundation by keeping staff updated and periodically reviewing the readiness to ensure a smooth operation when more international students return.</p>
<p>Outcome 9: Prospective international tertiary learners are well informed</p>	<p>WELS has established a Marketing Code to ensure that prospective international students receive accurate, clear, and sufficient information through various means such as surveys, self-review procedures, and accessible quality assurance information.</p> <p>We offer comprehensive information covering educational courses, staffing, facilities, qualification outcomes, pathways for further study, living costs, and additional fees.</p>	<p>WELS has processes in place to provide prospective international students with clear and timely information, and self-review confirms that students receive programme and student handbooks. Initial interactions with the international marketing team further enhance this process.</p> <p>Additionally, WELS effectively manages education agents through policies and a five-stage process, ensuring compliance and satisfaction among students. Student experience has been mainly positive.</p>

	<p>WELS has updated marketing materials and provided accessible quality assurance information on our website in preparation for reconnecting with international markets. In addition, WELS complies with code requirements for appointing and monitoring education agents. We conduct reference checks on potential agents and maintain written contracts with them. We monitor agents' activities and performance, ensuring compliance with obligations and integrity.</p> <p>The organization has a process for addressing violations of contracts or risks to code compliance, which includes the possibility of suspending or terminating contracts. Regular agent training and communication with agents are part of their approach, emphasizing integrity and compliance.</p> <p>WELS has a well-defined process for appointing, monitoring, and if necessary, terminating education agents. Our focus on integrity and compliance is evident, and we are prepared to rigorously implement these processes as needed.</p>	<p>To enhance these processes, WELS should consider creating concise video presentations, translating essential information, and providing real-life examples to better inform prospective international students. In addition to survey on enrolment and end of first week surveys, other periodic audits and assessments of our processes should be conducted to ensure consistent compliance with code requirements.</p> <p>Continuous communication and training with agents are crucial to maintain the accuracy and relevance of the information they provide. While WELS has processes in place to comply with Outcome 9, regular assessment and improvements are necessary to ensure prospective international students are well-informed, and education agents are effectively managed and monitored</p>
<p>Outcome 10: Offer, enrolment, contracts, insurance, and visa</p>	<p>WELS demonstrates a commitment to complying with the minimum required processes of Outcome 10 as outlined in the Code of Practice.</p> <p>We ensure that the educational instruction provided to international tertiary learners aligns with legal requirements and learners' expectations, considering factors like English language proficiency, academic ability, and educational outcomes.</p> <p>WELS provides accurate, timely, and tailored information to prospective international tertiary learners, including results of evaluations by education quality assurance agencies, quality improvement or compliance notices, refund conditions, staffing, facilities, services, insurance, visa requirements, and costs related to educational instruction. This information is</p>	<p>WELS offers tailored educational instruction and provides prospective learners with comprehensive, accurate, and timely information.</p> <p>Contracts of enrolment are clear, fair, and reasonable, ensuring transparency and equity.</p> <p>WELS's disciplinary process adheres to the principles of natural justice, ensuring a fair resolution in cases of breaches or misconduct.</p> <p>The institution diligently enforces insurance requirements, monitors learners' immigration status, and safeguards student fees through compliant and fair refund policies.</p> <p>We provide information in straightforward language and offer support throughout the process. WELS's practices align with the goal of enabling well-informed enrolment decisions.</p> <p>Self-review suggests that WELS has robust processes in place to comply with Outcome 10 requirements. To further enhance our practices, WELS plans to</p>

	<p>readily available through various channels, including our Website, Student Application Form, and Student Handbook.</p> <p>Furthermore, WELS ensures that each international tertiary learner enters a fair and reasonable contract of enrolment that includes clear information about enrolment dates, grounds for contract termination, breach circumstances, types of disciplinary actions, and the processes for contract termination and disciplinary actions.</p> <p>The organization follows a disciplinary process that adheres to the principles of natural justice, providing learners the right to appeal decisions.</p> <p>WELS requires international tertiary learners with study durations of two weeks or longer to have appropriate insurance covering travel to/from New Zealand, medical care, repatriation, and death expenses. We provide information about insurance requirements and options to students.</p> <p>WELS ensures that learners have the necessary immigration status for study in New Zealand and reports breaches of visa conditions as needed.</p> <p>WELS maintains secure and protected fees through a Public Trust Account, ensuring fair and reasonable refund policies. These policies, including refund conditions for various situations like failure to obtain a study visa, voluntary withdrawal, program termination, or school closure, are communicated to international learners.</p> <p>WELS complies with the minimum required processes of Outcome 10, emphasizing transparency, fairness, and the protection of international students' rights and interests.</p>	<p>continuously monitor and update the accuracy of information, regularly review, and update disciplinary procedures, ensure staff are well-informed about Code requirements, and periodically review and update insurance information to reflect policy or regulation changes.</p> <p>WELS is progressing well in complying with Outcome 10, and their commitment to accurate information, fair contracts, and effective disciplinary measures demonstrates their dedication to international students' well-being and success.</p>
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<p>Outcome 11: International learners receive appropriate orientations, information and advice</p>	<p>WELS complies with the minimum required processes of Outcome 11 by providing a comprehensive orientation program for international tertiary learners.</p> <p>This program is designed to meet the diverse needs of learners and is rooted in the principles of Treaty of Waitangi, emphasizing bicultural foundations, cultural sensitivity, and respect for diverse cultural backgrounds. The orientation program is well-documented and aligns with the learner well-being and strategic goals of the institution.</p> <p>The effectiveness of WELS's implementation of the orientation program is supported by the positive feedback received from students who have participated in the program.</p> <p>While there have been small number of international students in 2023, feedback from international students who have gone through the orientation process indicates satisfaction with the information and support provided.</p>	<p>WELS demonstrates a strong commitment to providing appropriate orientation information and advice to international learners.</p> <p>Orientation program adheres to principles of accuracy, age-appropriateness, and cultural sensitivity, integrating health and safety measures, including communication with parents to ensure a safe living environment for students. The institution's small program size allows for tailored orientations for each intake, fostering a sense of belonging and engagement. Orientation surveys show a high 95% satisfaction rate, indicating the program's success in meeting students' needs.</p> <p>WELS has robust health and safety measures and a structured approach to wellness, health, and safety management through the Wellness, Health, and Safety Committee. The initiative to develop Learner Success Plans aligns with government priorities and enhances educational outcomes.</p> <p>To further enhance our performance, WELS plans to conduct an annual review of the orientation program's content and delivery methods, gather feedback from enrolled international students, continuously update the program, strengthen staff involvement in international learner support, explore opportunities for cultural understanding and Treaty of Waitangi workshops, and enhance the integration of Te Reo Māori and tikanga Māori within the learning environment.</p> <p>These improvements will further align WELS's practices with the outcomes outlined in Outcome 11 and provide even better support and orientation to international learners.</p>
<p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	<p>WELS is not currently recruiting international students under the age of 18. However, if WELS decides to do so in the future, there are effective policies in place to comply with the minimum code requirements for students under 18. These policies ensure that under-18 students are either under the care of a parent, legal guardian, or in the care of a residential caregiver.</p> <p>WELS maintains effective communication with parents, legal guardians, or residential caregivers of under-18 students to monitor their well-being and academic progress.</p>	<p>WELS's policies and procedures regarding under-18 international students are well-documented and appear comprehensive in meeting the minimum code requirements. These policies include various stages, such as communication with parents or guardians, appointing local caregivers, conducting interviews, providing information on rights and obligations, and ensuring accommodation standards through Code Compliant Homestay Agencies. These measures align with the overarching outcome of ensuring the safety and appropriate supervision of international tertiary learners under 18 years.</p>

	<p>WELS has a well-defined accommodation policy and procedures that cover all aspects of providing accommodation to international students, ensuring it is safe, in good condition, and complies with relevant regulations. WELS's procedures include detailed steps for managing under-18 students, from the initial enrolment process, involving parents or guardians, to regular interviews with students and caregivers to ensure safety and well-being. There are ongoing communications with parents or legal guardians to provide updates on students' academic progress and to discuss any issues that may arise.</p>	<p>While WELS hasn't recently enrolled under-18 students, we have a readiness and a comprehensive approach to meet the requirements. We plan to monitor and review our policies and procedures regularly, consider running simulations or test cases, provide training for staff involved with under-18 students, and stay informed about regulatory changes to ensure compliance.</p> <p>The effectiveness of these measures will be fully assessed when applied to actual under-18 international students, highlighting the importance of continuous monitoring and adaptation for compliance with the minimum code requirements.</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
Outcome 1: A learner wellbeing and safety system	Complete the 2023 Self-review with Attestation.	Managing Director	1 Nov 2024	Complete the 2025 Self-review	Self-review report with Action Plan is completed and published. Self-review attestation is provided to NZQA
	Train one additional staff through Mental Wellness Programme through St Johns and MH101® from Blueprint for Learning	Managing Director	29 th June 2025	Staff Professional Development and Wellness Committee	Wellbeing
	Actively implement the Te Tiriti Strategic Plan to honor Te Tiriti Waitangi effectively	Managing Director	6 th April 2025	Policy Approval by SMT and AAB	Uphold treaty in our operational practices. Future programmes are guided and supported by iwi and/or kaumātua
	Develop a specific policy in QMS that covers harassment and bullying	Compliance Manager	6 th April 2025	Policy Approval by SMT and AAB	Reduction in occurrences Staff morale/ complaints
	Self-review survey of the staff and learners on well being	Academic Manager	6 th April 2025 and 21 st September 2025	Survey conducting on end of term 1 and end of term 3	87% staff and student satisfaction
Outcome 2: Learner voice	Report of Complaints shared with learners and NZQA	Academic Manager	1 Nov 2025	Complete the 2022- 2023 Complaints Report as part of the Self-review	Student satisfaction Code compliance
	Follow the Student Voice- Student Diversity Union (SDU) Policy and Pastoral Care Policy	Academic Manager	13 th December 2025	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

	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 th April 2025	Staff Professional Development Attend required DRS training / code training covering DRS	Code compliance
Outcome 3: 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 th Jan 2025	Calendar created and populated.	Student feedback and satisfaction
	Follow the Student Voice- Student Diversity Union (SDU) Policy	Student Services Manager and School Coordinator	29 th June 2025	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 th June 2025	Continue proactive risk management and health and safety initiatives to adapt to changing circumstances effectively	Stakeholder feedback and satisfaction
Outcome 4: 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 th April 2025	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
	Train staff to ensure cultural wellbeing needs of a diverse range of learners, for example Maori, Pacific, disabled and international, within the context of the learning environment so that experiences	Academic Manager	Termly	Through Professional Development Sessions	Student and staff feedback and satisfaction

	are caring, nurturing and transformative				
Outcome 5: A positive, supportive, and inclusive environment in student accommodation	Ensuring that all information provided to prospective residents, including house rules, is clear, comprehensive, and easily accessible.	Compliance Manager	29 th January 2025	Through meetings with Homestay Agency	This information should cover accommodation options, costs, and the nature of services provided, ensuring transparency.
	Tailoring information and support to meet the specific needs of residents from diverse backgrounds, including Māori, Pacific, disabled, and international students.	Student Services Manager and School Coordinator	20 th April 2025	Through meetings with student services team and translators	This could involve providing information in multiple languages and considering cultural customs and protocols
	Ongoing training for accommodation staff to equip them with the skills and knowledge required to support residents effectively.	Marketing Manager	27 th June 2025	Through Professional Development Sessions	This includes understanding their roles, responding to incidents, and promoting resident well-being
Outcome 6: Accommodation administrative practices and contracts	Ensuring that information about the wellbeing and safety practices offered at each student accommodation facility is prominently displayed on the website.	Marketing Manager	29 th January 2025	Through website administrator	This information should be clear, accessible, and easy for prospective and current residents, as well as their families or guardians, to understand.
	Developing a human resource strategy that outlines job descriptions emphasising the cultural competence and awareness required for accommodation staff.	Compliance Manager	29 th January 2025	HR review	This should include training on tikanga, kaupapa, te reo, and other relevant cultural aspects to better serve a diverse range of residents.
	Implement a formal process for regularly reviewing and updating the student accommodation contract used with residents.	Compliance Manager	20 th April 2025	Through meetings with homestay agency	This process should incorporate feedback from learners and their representative bodies to ensure that the contract remains fit for purpose,

					especially concerning wellbeing and safety matters
Outcome 7: Student accommodation facilities and services	Establishing a system for regularly reviewing and updating its accommodation processes to ensure alignment with any changes in regulations, industry best practices, and evolving student need	Compliance Manager	20th April 2025	Through meetings with student services team and homestay agency	This process should be conducted at least annually, with a mechanism for promptly addressing any required changes.
	Continuous training and support for homestay carers to enhance the quality of accommodation and services	Compliance Manager	20th April 2025	Through meetings with homestay agency and homestay families	This training should cover areas such as cultural awareness, communication skills, safety protocols, and understanding the distinct needs of international students
	Establishing a robust system for collecting feedback from both students and caregivers regarding their accommodation experiences	Marketing Manager	29th January 2025	Through meetings with homestay agency and homestay families	This feedback mechanism can include surveys, interviews, or regular check-ins to identify areas for improvement. Feedback can help in addressing specific needs and expectations, thereby ensuring a high standard of well-being and safety.
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Intensifying efforts to provide staff with cross-cultural training, especially focusing on understanding the welfare issues and cultural competencies relevant to diverse learner groups.	Academic Manager	20th April 2025	Training can be provided through various means, such as regular staff meetings, professional development sessions, or cultural handbooks	Student satisfaction and staff development
	More involvement with national and international professional bodies related to international education and tertiary learner services.	Marketing Manager	27th June 2025	Membership at ISANA International Education Association New Zealand (ISANA NZ).	Valuable insights Resources for supporting international students

	In addition to the new Pastoral Care Policy, development of more proactive processes to identifying learners at risk.	Academic Manager	27th June 2025	Creating a connected support network involving staff, residential caregivers, the wider institution, and the local community	A clear protocol for reporting and following up on signs of distress is developed and implemented.
Outcome 9: Prospective international tertiary learners are well informed	Making information more accessible in multiple languages.	Marketing Manager	20th April 2025	Offering translations of critical information and resources in languages that its prospective international students are proficient in.	Information available for the majority student languages
	Enhancing the quality of the information	Marketing Manager	20th April 2025	Create concise video presentations showcasing the institution, its faculty, and the experiences of current international students. Real-life examples and success stories from current students or graduates in promotional materials.	Student engagement and satisfaction Quality of the information
	Strengthening communication and collaboration with education agents	Marketing Manager	20th April 2025	Providing ongoing support and training to ensure they are up to date with the latest information and understand their obligations under the Code of Practice	Updated information is provided to the Agents. Code obligations are explained to the Agents.
Outcome 10:	Enhance Information Delivery	Compliance Manager	29th January 2025	Ensure that the information provided to	Regularly review and update the information to reflect any changes in

Offer, enrolment, contracts, insurance and visa				international tertiary learners is accurate and up-to-date through a comprehensive review.	policies, regulations, or the educational offerings
	Review of Disciplinary Procedures	Compliance Manager	29th January 2025	Ensure school follows the principles of natural justice in disciplinary process	Regularly review and update these procedures to ensure they remain fair and effective
	Staff training	Compliance Manager	20th April 2025	Staff members involved in the enrolment process are well-informed about the requirements of the Code of Practice	Ensure consistent and accurate communication with learners and their parents or guardians.
Outcome 11: International learners receive appropriate orientations, information and advice.	Annual Review of Orientation Program	Compliance Manager	29th January 2025	Annual review of the orientation program's content and delivery methods	Ensure the program remains culturally sensitive, up-to-date, and effective in meeting the evolving needs of international students
	Cultural Understanding Workshops	Academic Manager	20th April 2025	Opportunities to engage international students in cultural understanding and Treaty of Waitangi workshops	Enhanced students' appreciation of Māori culture, further fostering cultural diversity and understanding
	Continuous Program Updates	Student Services Manager and School Coordinator	27th June 2025	Proactive approach to continuously update the orientation program to reflect changes in regulations, health and safety requirements, and cultural competency standards	Ensure that the information provided to students is always accurate and relevant.
Outcome 12: Safety and appropriate supervision of international tertiary learners	Plan for enrolling Under-18 students	Compliance Manager	29th January 2025	A comprehensive plan for enrolling international students under 18 years having a clear and documented process in	Plan detailing how under-18 students will be supervised and supported in accordance with the Code's requirements.

				place will be essential for compliance in the event of future enrolments.	
	Adjustment of Policies and Procedures	Compliance Manager	20th April 2025	Continuously adapt and refine existing policies, regular self-review conducted, and training provided to staff members to ensure that they are well-prepared to support and supervise these students effectively.	Keep abreast of regulatory changes and best practices in the care of international students under 18 and adjust processes accordingly
	Enrolment Communication Plan	Marketing Manager	20th April 2025	The institution should have a communication plan in place to outline how it will communicate with parents, legal guardians, or caregivers before and during the enrolment process	Plan detailing how under-18 students will be supervised and supported in accordance with the Code's requirements.

Complaints and grievances

Complaint 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 feedback. It offers clear and easily locatable guidelines for students to navigate, ensuring a straightforward process. The procedure emphasizes prompt and efficient response to 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 2023, one student complaint was satisfactorily addressed, along with the resolution of an additional concern. We didn't have any student concerns or complaints raised in 2024.

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 2023 and 2024, we haven't had any critical incidents.

Data on complaints and critical incidents

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 conclusion, our self-review for 2024 reflects our unwavering commitment to ensuring the safety, well-being, and inclusivity of all our learners at WELS, The Multicultural Learning Centre. The comprehensive action plans and strategies we have developed align with the specific outcomes of the Code of Practice, and our dedication to improvement is evident.

Our action plans encompass a range of measures aimed at enhancing learner well-being, promoting learner voice, creating safe and inclusive environments, and offering a positive, supportive, and inclusive atmosphere in student accommodation. Moreover, our commitment extends to addressing the distinct needs of international tertiary learners and ensuring that prospective international learners receive accurate and accessible information. We also focus on refining our offer, enrolment, contracts, insurance, and visa processes to better serve our international learners.

Continuously reviewing and adapting our orientation program and emphasizing cultural understanding workshops further highlights our determination to provide appropriate orientations, information, and advice to our international learners. Additionally, our readiness to adjust policies and procedures demonstrates our commitment to safety and supervision, even as we look forward to the possible enrolment of under-18 international students.

We will diligently carry out these action plans, tracking our progress to ensure we meet the minimum code requirements. Our commitment to ongoing self-review and adaptation remains paramount to creating the best possible educational environment for our learners. We believe that the combination of these strategies and our dedication to excellence will contribute significantly to the safety, inclusivity, and well-being of our diverse community at WELS, The Multicultural Learning Centre.