



Schools' Provision for International Students



August 2013

Foreword

The Education Review Office (ERO) is an independent government department that reviews the performance of New Zealand's schools and early childhood services, and reports publicly on what it finds.

The whakataukī of ERO demonstrates the importance we place on the educational achievement of our children and young people:

Ko te Tamaiti te Pūtake o te Kaupapa
The Child – the Heart of the Matter

In our daily work we have the privilege of going into early childhood services and schools, giving us a current picture of what is happening throughout the country. We collate and analyse this information so that it can be used to benefit the education sector and, therefore, the children in our education system. ERO's reports contribute sound information for work undertaken to support the Government's policies.

By welcoming international students, New Zealand schools provide opportunities for all their students to develop values and key competencies that they will need to contribute to and assume a place in the global community. Ensuring that all students are prepared to be internationally knowledgeable is a key aspect of *The New Zealand Curriculum* and of *Te Marautanga o Aotearoa*. The participation and funding derived from international students supports New Zealand schools to add richness and diversity to their curriculum and learning programmes. International students enrich our schools educationally, socially, and economically, while adding to their own and others' cultural capital and global awareness.

Successful delivery in education relies on many people and organisations across the community working together for the benefit of children and young people. We trust the information in ERO's evaluations will help them in their work.



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Overview

International education is socially and economically important to New Zealand. The education of international students in New Zealand schools increases the cultural diversity of New Zealand schools and provides a source of revenue.

In 2012, there were 9,460 international students enrolled in 521 New Zealand schools, with 89 percent enrolled in secondary schools. The largest numbers of school students came from China, South Korea, Germany, Japan and Thailand.

*The International Education Agenda, A Strategy for 2007-2012*¹ sets out the Government's vision and strategy to support the continued development of sustainable, high quality, innovative international education in New Zealand. Its second goal states the Government's expectation that international students will be welcomed and receive orientation, guidance, pastoral care and learning support so that they succeed academically and are well-integrated into schools and communities.

To enrol international students, education providers must be signatories to the *Code of Practice for the Pastoral Care of International Students*². The *Code* provides a framework of regulatory guidance and requires that signatories review their own performance, at least annually, and record the outcomes of the review in a form that can be made available if requested. The Ministry of Education reviewed the *Code* in 2010.

This evaluation of the provision for international students is based on 95 schools that were reviewed during 2012. ERO evaluated five aspects of international education. More than half the schools (56 percent) were judged to be highly or mostly effective on all five aspects, and a further 19 percent were highly effective on four aspects.

Eighty-seven of the 95 schools complied with the *Code*. As in ERO's previous evaluations of provision for international students, self review was the least effective aspect. In 90 percent of schools, reviewers had to seek further evidence to make a judgement about its quality.

Schools judged as highly effective in providing effective education programmes found out about the students' aspirations and interests, accurately assessed students on entry, placed them in appropriate classes, designed responsive programmes, provided English language programmes, regularly monitored their progress, provided staff with relevant professional development, and supported students in mainstream classes.

Students in most schools were making progress and achieving well, particularly in English. In one-quarter of schools, students were progressing to some or a limited extent, but schools lacked information to show progress for all their international students.

¹ MOE (2007) *The International Education Agenda: A Strategy for 2007-2012*. Wellington: Ministry of Education.

² MOE (2010) *Code of Practice for the Pastoral Care of International Students Revised 2010*. Wellington: Ministry of Education.

In the two-thirds of schools where self review was generally effective, it was ongoing, comprehensive and based on a range of information. Both the provision made and the outcomes for students were reviewed, and changes were made where appropriate.

In the remaining schools, self review was partially effective or of limited effectiveness. These schools gathered information informally, and/or did not collate or analyse information, document or report their findings, or take any action as a result. ERO identified concerns in some schools about the limited self review undertaken which has implications for the validity and reliability of the school's annual attestation to the Ministry of Education.

Recommendations

ERO recommends that the Ministry of Education:

- reinforces the importance of self review by providing more guidance to schools on effective self review of their programmes and processes for international students.

ERO recommends that schools:

- improve their self review, so that board trustees, leaders, teachers and parents can be assured of the effectiveness of the provision made, and the positive outcomes for, international students.

Introduction

International education is important to New Zealand. The education of international students in New Zealand benefits New Zealand's economy and relationships with other countries. In the school sector, international students add to the cultural diversity of New Zealand schools and provide a source of revenue.

*The International Education Agenda, A Strategy for 2007-2012*³ sets out the Government's vision, strategy, and goals to support the continued development of sustainable, high quality, innovative international education in New Zealand. Goal 2 and its key outcomes are the most relevant for New Zealand schools in their enrolment of international students. This goal states that international students are enriched by their education and living experiences in New Zealand when:

- *they are welcomed, and receive effective orientation guidance, exemplary pastoral care, and learning support*
- *they succeed academically and increasingly choose to continue their studies in New Zealand*
- *they are well integrated into our educational institutions and communities.*

The regulatory environment for the pastoral care of international students

A Code of Practice⁴ (the *Code*) was established under section 238F of the Education Act 1989 to provide a framework for education providers for the pastoral care of international students. Under the Act (section 238E) a provider must be a signatory to the *Code* before enrolling international students.

The *Code* (s28.3) states an expectation that signatories review their own performance annually and record the outcomes in a form that can be made available to the *Code* Administrator if requested.

The Ministry of Education provides *Guidelines*⁵ to support the *Code of Practice*. The guidelines focus on student needs according to the student's age, degree of independence and other factors influencing their pastoral care needs. The Ministry of Education's website has examples of self-review guidelines and attestation forms, but these are not compulsory. The guidelines include little information to guide schools on the information to include as part of their self review of the school's education programme and outcomes for students.

³ MOE (2007) *The International Education Agenda: A Strategy for 2007-2012*. Wellington: Ministry of Education.

⁴ MOE (2010) *Code of Practice for the Pastoral Care of International Students. Revised 2010*. Wellington: Ministry of Education.

⁵ MOE (2010) *Code of Practice: Guidelines for the Pastoral Care of International Students in Schools, Revised 2010*. Wellington: Ministry of Education.

International students in New Zealand schools

In 2012, there were 9,460 international students enrolled in 521 New Zealand schools, a decrease from 11,107 enrolled in 2011.⁶

Eighty-nine percent of these students were enrolled in 294 secondary or composite schools, with an average of 29 students per school. An average of 4.5 international students was enrolled in each of the 227 primary and intermediate schools.

The international students in schools came from a large number of countries with the biggest groups in 2011⁷ from South Korea (27 percent), China (19 percent), Germany (13 percent), Japan (11 percent), and Thailand (8 percent).

Over half of the international students attended school in the Auckland region (57 percent). The region with the next highest proportion of international students was Canterbury (10 percent), followed by five to six percent in each of Wellington, Waikato, Otago and Bay of Plenty. The percentage of international students in Canterbury has decreased from 17 percent before the earthquakes.⁸

ERO's reporting on schools' provision for international students

ERO has published six previous reports about international students between 2003 and 2012, and provided an update to the Ministry of Education in 2006/2007.

ERO's previous reports showed that over time schools have become more aware of their responsibilities under the *Code*, and more schools are fully compliant with the *Code*. Since 2010, only a few schools each year have been found not to comply with the *Code* when reviewed. In 2010, all but four were compliant with the *Code* and in 2011 only one was not compliant. The small numbers in the last three years are a marked improvement on the first few years. For example, one-quarter of schools reviewed in 2006-2007 and one-third of those reviewed in 2005 were not compliant with at least one aspect of the *Code*.

ERO's evaluations showed that schools were generally effective in providing pastoral care and education programmes, and integrating international students into the school and local community. Self review was the weakest area in each of ERO's recent evaluations.

ERO's evaluation framework

ERO's evaluation built on the school's self review of its international student programme, and looked at how well each school monitored its own compliance with the *Code of Practice for the Pastoral Care of International Student* (the *Code*).

ERO sought evidence for, and made judgements about, five evaluative questions:

⁶ Data provided by Ministry of Education, March 2012.

⁷ MOE (2012) *International student enrolments in New Zealand 2005-2011*. Wellington: Ministry of Education.

⁸ Two large earthquakes occurred in Christchurch, one in September 2010 and one in February 2011.

- How effectively is the school reviewing its provision and outcomes for international students, and using this information for improvement?
- How effectively does the school provide pastoral care for international students?
- How effective is the education programme provided in responding to the aspirations, interests and needs of international students or their parents?
- How well do international students progress and achieve?
- How effective are the school's practices for integrating international students into the school and local community?

Indicators and criteria were developed to provide reviewers with the basis for their overall judgement for each question (see Appendix 3). Appendix 4 presents self-review questions schools can use.

Reviewers commented on what was salient for each school and did not refer to every indicator. For this reason, the report does not include percentages of schools that met each of the 46 indicators.

Where possible ERO reviewers based their judgement for each question on the school's self review.

Findings

ERO evaluated the provision of education for international students in 95 schools that were reviewed during 2012. The median number of international students enrolled at the time of these reviews was three long-stay students in primary and intermediate schools, while in secondary schools it was seven long-stay and four short-stay students.

Reasons for enrolling international students

Although many schools enrolled international students for the additional revenue, they also recognised the benefits for their own students. These included adding to the school's cultural diversity; providing opportunities for local students to learn about and understand different cultures, values and perspectives; and providing opportunities for students to develop a global perspective. Some schools had responded to requests from parents to enrol a small number of international students living nearby rather than actively marketing their school.

Some schools enrolled international students so that these students could receive high quality education, experience a New Zealand way of life and develop their English.

Overall evaluation

Reviewers made judgements on five aspects of the provision and outcomes for international students. Overall, 21 percent of schools were judged to be highly effective for four or five aspects and 18 percent were highly effective for three aspects.

Self review

ERO evaluated how effectively schools were reviewing their provision and outcomes for international students and using this information for improvement.

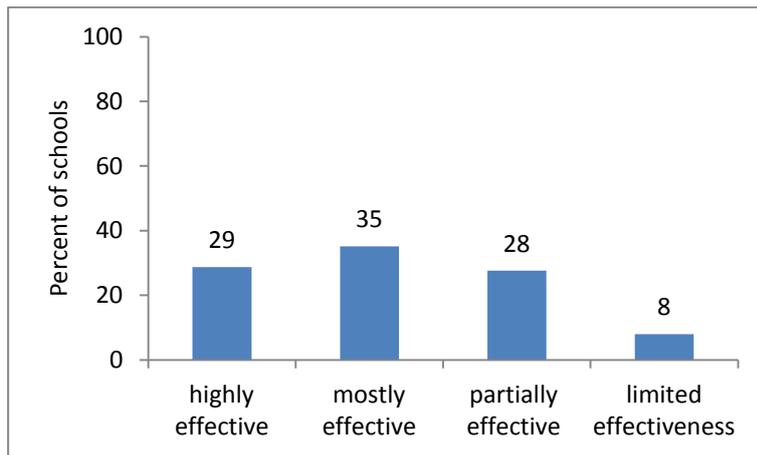
Figure 1 shows that ERO found 64 percent of schools were highly or mostly effective at reviewing their provision and outcomes. In 36 percent of schools, self review was partially effective or of limited effectiveness.

In the schools where self review was highly effective, their review process:

- was ongoing, robust, and comprehensive
- covered welfare, progress, integration and programmes provided
- was based on a range of information
- surveyed or interviewed students, parents, teachers, and homestay parents
- monitored compliance with the *Code*
- led to changes to provision where appropriate.

Reports to boards included collated information about the progress and achievement of international students.

Figure 1: Effectiveness of self review



The following two quotations provide examples of highly effective self review.

Review is ongoing and is of good quality. A cycle of review includes setting overarching questions, indicators of what outcomes are required, and research through exit interviews and term meetings with international students. Vocabulary and reading strategies were reviewed in 2011 and ways to support international students in mainstream classes were reviewed in 2010. Information gathered is analysed and changes are made in response to the findings. Changes are strategically introduced with responsibilities, timelines and plans to monitor the impact of changes agreed.

[Large, high decile Years 9-15 secondary school in a main urban area]

The school has robust self-review processes that encourage review and reflection including regular annual reporting to the board. The report to the board is structured like department reports and is part of the well-developed, school-wide, self-review programme. The director conducts quarterly surveys of students along with meetings and interviews. Feedback is received from agencies, parents and teachers, and homestay procedures are regularly reviewed. There is a comprehensive self-review document that they have completed to monitor compliance with the Code. The director says: 'I have not consciously linked my Strategic Plan and Report to my Code review, but I am now thinking this would be good to look at doing this year.'

[Large, medium decile Years 9-15 secondary school in a secondary urban area]

In schools where self review was partially effective or limited, reporting to the board usually described what the school provided for international students, but not the outcomes for students. In some schools, review was informal, low level or covered only some aspects of the provision for international students. Some schools had no current policies or procedures to review their processes and programmes in relation to international students. In three schools, the staff responsible for international students were new and in two others, international students had arrived only recently.

Some of the schools had attested to the Ministry of Education that they had completed their ongoing self review of all *Code* policies, procedures and documentation. ERO found limited self review in some schools – not enough to provide a robust basis for their attestation. These schools were not meeting the *Code* requirement regarding self review and their attestation had little value.

Concerns regarding two of the non-compliant schools are presented below.

Although the school submits its annual attestation to the MoE, it does not meet the requirements of s28.3 in terms of supporting self-review documentation. The school does not base its attestation on a robust self-review process. The director reports that the school has never been required to submit additional information. The principal’s reports to the board regularly include information about international students, but the emphasis is more on inputs than outcomes. The board has not received collated information about the achievement of international students.

[Small, medium decile Years 7-15 secondary school in a rural area]

The most recent Code compliance attestation sent to the Ministry of Education does not appear to be supported by any documented evidence of self review of performance against the Code. The international department and school management do not have clear measures of international student success that they can use for self review and reporting. Quality assurance processes, for reviewing performance of the international department against the Code are not strong. The measure of success seems based on the success the school has in enrolling overseas students (international student business). Subject or school-wide analysis of international students’ achievement is not expected and the board of trustees does not receive evidence-based reports on the achievement of international students.

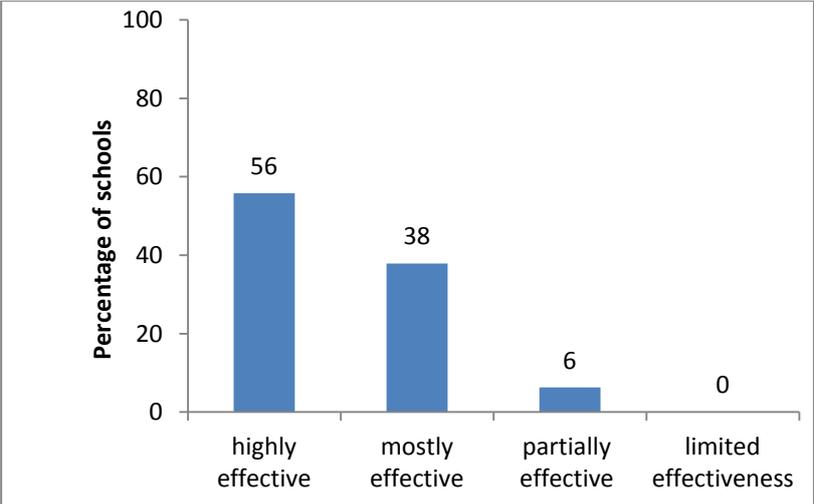
[Very large, medium decile Years 9-15 secondary school in a main urban area]

Pastoral care

ERO evaluated the quality of the pastoral care provided for international students. Fifty-six percent of schools provided highly effective pastoral care and 38 percent were mostly effective. Only six percent were partially effective.

Many schools had a specified staff member with responsibility for international students’ pastoral care. In some schools this was the coordinator or director of international students. In others, it was the person with responsibility for pastoral care of other students, English language teachers, or class teachers. In some schools, staff met students formally on a regular basis such as each term. In other schools, staff talked with students informally on an ongoing basis. Students interviewed said they felt well supported, and knew who to contact to discuss any concerns.

Figure 2: Effectiveness of pastoral care



Effective pastoral care systems included a range of elements, such as:

- well-designed orientation programmes
- buddying students with carefully chosen local students
- frequent, regular opportunities for international students to meet with staff
- regular communication with homestay parents and parents of international students
- regular monitoring of homestay families and accommodation, either directly or by an agency
- ongoing monitoring of students' wellbeing, progress and integration
- access to home language speakers or interpreters
- access to school counsellors when needed
- providing social activities and opportunities for international students to share their culture and mix with local students.

Some schools communicated with parents and caregivers in a variety of ways such as informal outings or morning teas, translating material for parents, and employing a teacher aide fluent in the home language.

The principal has overall responsibility for pastoral care provision along with classroom teachers and two teacher aides. The principal provides his after-hours contact details to parents and caregivers. On enrolment, parents are provided with a comprehensive information pack. The principal and teacher aides meet with parents and students each term and discuss progress, any needs and ways parents can help at home. The school's special character is evident in all aspects of school life and this includes programmes and practices that relate to international students. Students are provided with a student buddy based on the school's knowledge of each student and who would be most compatible.

[Large, high decile full primary school in a main urban area]

Six schools were partially effective. Some of these schools had out-of-date orientation booklets, did not keep records of meetings, and/or did not seek feedback from students.

Education programme

ERO evaluated how effectively the education programme responded to the aspirations, interests and needs of international students.

Aspirations and interests

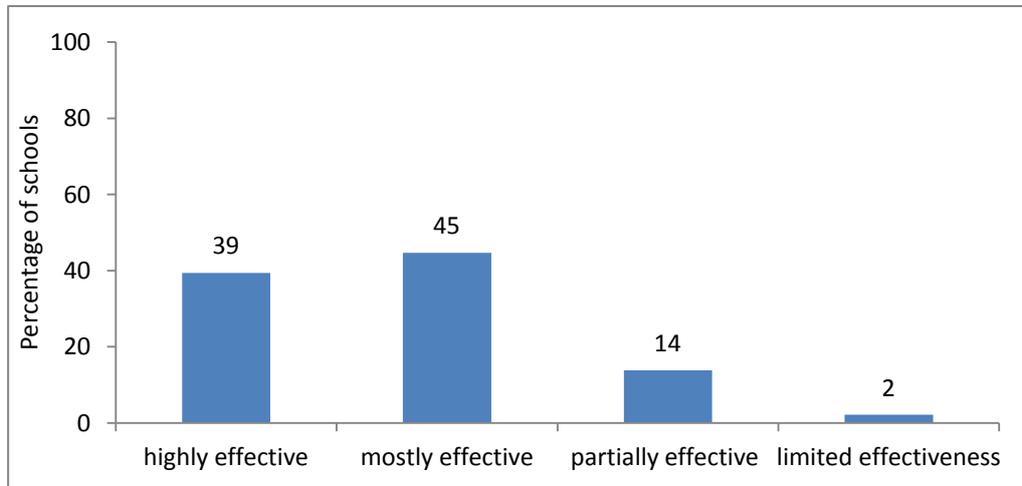
Most schools had formal or informal processes to find out about the aspirations and/or interests of their international students. Some schools consulted parents and students directly, while agents provided this information for others.

The main reasons for studying in New Zealand were to learn the English language, to experience the New Zealand lifestyle or culture, and to gain academic qualifications for tertiary study in New Zealand or at home. Other reasons included to achieve academically, to socialise, and to participate in sport, outdoor education and cultural activities.

Students from different countries varied in the focus of their study. Students from Asia in particular came to learn English. The parents of some Korean students in primary schools were also in New Zealand to learn English.

Figure 3 shows that 84 percent of schools were highly or mostly effective in providing a programme that was responsive to the aspirations of students or their parents.

Figure 3: Effectiveness of education programme in responding to the aspirations, interests and needs of international students



Highly effective schools:

- accurately assessed students on entry to the school so that they could be placed in appropriate classes and programmes
- provided English language programmes and supported students in mainstream classes, in separate classes or in groups
- provided professional development for teachers on supporting English language learners, and cross-cultural awareness
- had knowledgeable teachers who were positive about teaching international students
- designed programmes in response to students' interests, needs, and aspirations
- supported students to set appropriate challenging goals
- frequently monitored student progress and modified provision as needs changed
- reported progress to parents
- modified programmes and placements as students progressed and in response to student and parent feedback.

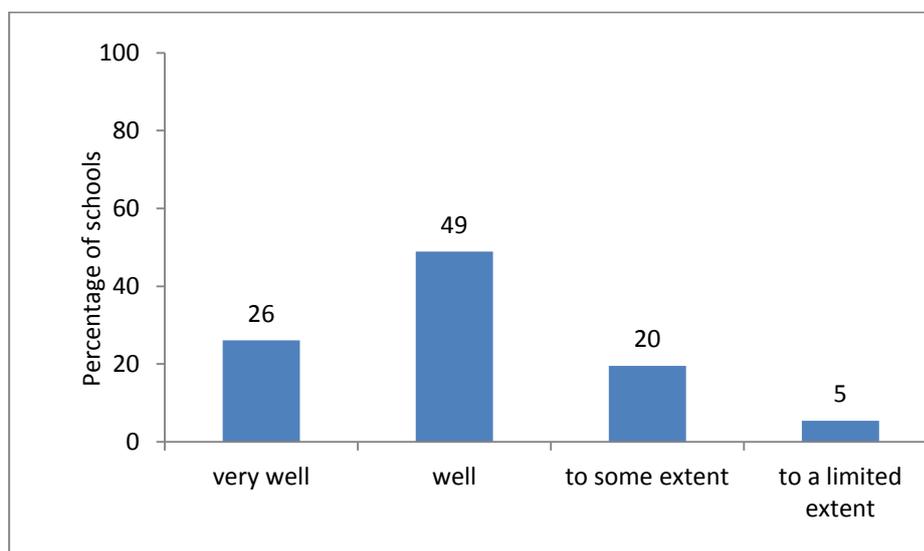
Sixteen percent of schools were partially effective or had limited effectiveness. The main reasons for these judgements were teachers not adapting programmes to respond to the students' needs and aspirations, limited collection and use of achievement data, and lack of relevant professional development for teachers.

Progress and achievement

ERO evaluated how well international students were progressing and achieving.

In 75 percent of the schools, international students were progressing and achieving very well or well (see Figure 4). Schools could show that students were making progress, particularly in English. Some schools assessed English levels using the ELLP or IELTS.⁹ Some primary schools assessed international students against the National Standards, while some secondary school students achieved NCEA¹⁰ standards or moved on to tertiary institutions.

Figure 4: International students' progress and achievement



The following are examples of schools that could show their international students were making very good progress.

The teacher uses the ELLP to identify students' needs and uses school-wide assessments to compare their progress and achievement with their peers. Students entering the school often have low levels of English but higher levels of maths. All students were at or above the National Standards in maths on entry. Students make very good progress in their time at the school. Students are assessed in relation to the National Standards and, in 2011, all students progressed to be achieving at or above the reading and writing standards by the end of the year.

[Very large, high decile intermediate school in a main urban area]

Most students make very good progress in their learning and achieve their personal learning goals. There is a strong culture in the international department of high expectations and good quality support for students. School destination data indicates that students transition successfully to further education, in New Zealand or in their home countries.

[Small, medium decile Years 9-15 secondary school in a main urban area]

⁹ ELLP = English Language Learning Progressions; IELTS = International English Language Testing System.

¹⁰ National Certificate of Educational Achievement.

Monitoring vocabulary acquisition by international students receiving ESL support indicates most are quickly learning English. This progress is reported to trustees, the students and their families. Senior international students access literacy and numeracy pathways in NCEA. Some international students have performed well on IELTS and ELLP assessments. This information is often used to identify next learning steps for the students. This year, two students are studying to attend university or polytechnic in New Zealand. Others have achieved well in level 1 and 2 NCEA courses.

[Large, high decile Years 9-15 secondary school in a main urban area]

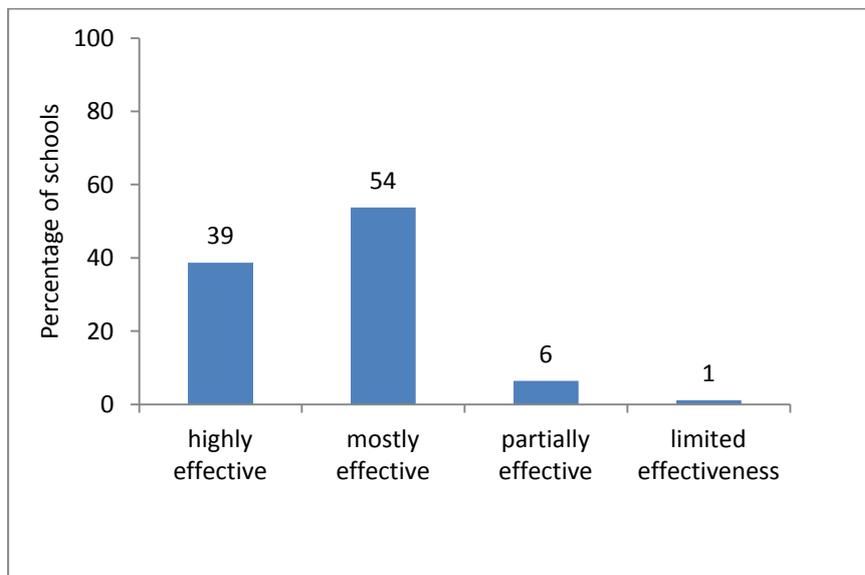
In one-quarter of the schools, international students were progressing to some extent or to a limited extent. These ratings were usually given when the school did not have information to show progress or had not collated data for all international students. Other reasons for limited monitoring were having only a small number of international students, students not seeking academic achievement or students being short-stay.

Integration into the school and local community

Ninety-three percent of schools were effectively integrating international students into the school and local community. Seven percent were partially effective or had limited effectiveness. Schools welcomed international students and encouraged them to take part in sporting and cultural opportunities provided by the school or in the community. These included cultural performances, festivals and events, sports and camps.

Some schools provided opportunities for international students to share their cultures with other students, and to take a leadership role on the student council or as a peer mediator. Some international students had made local friends or stayed with local families during the holidays.

Figure 5: Effectiveness of integration of international students into the school and local community



A small number of schools did not effectively integrate international students. There were limited opportunities for these students to mix with others or to contribute to the cultural diversity of the school.

Other support

Mothers of some international students were living locally so that they could also learn English. Schools included and supported these parents in various ways such as:

- focusing on welcoming the whole family into the school and the community
- holding regular ‘Mums’ meetings at the school
- holding informal ‘meet and greet’ assemblies
- organising early childhood care for children of adults who came for short visits so they could be free to enjoy the experience
- using their ESL teacher to provide English language tuition for mothers who wanted to participate to help them better support their children’s learning.

Some other ways schools supported international students included:

- holding summer and winter school taster programmes to introduce students to New Zealand schools
- translating information (for example, a principal sending texts in Korean to families during the Canterbury earthquakes)
- providing weekend activities so that students in homestay families with only adults could make contact with others of their own age.

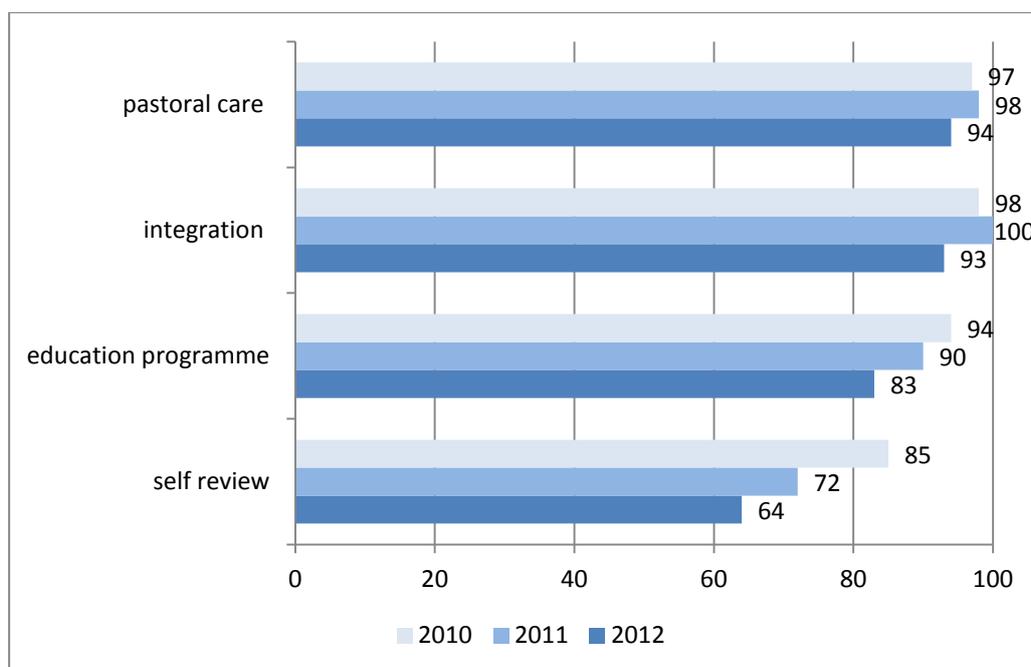
Comparison of judgements in 2010, 2011 and 2012

Figure 6 compares ratings of schools for each of the four evaluative questions that covered the same general areas across the three years 2010, 2011 and 2012. Although the aspects were broadly similar, the focus of the questions has changed.

The self-review rating in 2010 only covered schools’ review of their provision for international students, while in 2011 and 2012, ERO also judged how effectively schools were reviewing the outcomes for international students. In 2010 ERO evaluated the quality of education, and in 2011 and 2012 ERO focused on how effectively the education programme responded to the aspirations, interests and needs of international students.

Although the questions over the past three years had subtle differences, Figure 6 shows that some schools have experienced some challenges in meeting increased expectations related to self review and providing responsive programmes.

Figure 6: Comparison of judgements of four aspects in 2010-2012 (percentage of schools rated highly or mostly effective)



Almost all schools reviewed during the three years were judged to be highly or mostly effective in pastoral care, social integration, and education programme/quality of education. In each year, schools' self review received the lowest ratings.

Non-compliance with the Code

During these reviews, ERO identified eight schools that were not complying with the *Code of Practice for the Pastoral Care of International Students*.

The main aspect of non-compliance was self review. In seven of the eight non-compliant schools, self review was partially effective or of limited effectiveness. Seven of the non-compliance reports to the Ministry of Education noted that the school had no documented evidence of robust review as a basis for their attestation.

The *Code* (s28.3) states that signatories should review their own performance annually and record the outcomes. The Ministry's *Guidelines* state that review should be ongoing throughout the year.

Three schools had no data on achievement of international students and three schools did not collate or analyse achievement data. Most schools did not report to the board on outcomes for their international students, although some reported numbers of students and provision made for them in general terms.

It is of concern that the 2008 report for one of these schools also identified that they were not reviewing their compliance with the *Code*. The latest review found that the school's own self-review documents did not meet current requirements although they had completed the attestation. Another school had not completed a formal self review since 2008.

Five of the eight non-compliant schools were judged as having education programmes that were either of partial or limited effectiveness. Four of the eight schools had little monitoring of achievement and progress of their international students. Students in one school did not have a current visa or insurance. All eight schools were mostly effective in integrating international students into the schools.

Seven of these eight schools were secondary schools, six were medium decile, and five had fewer than 15 international students. The schools varied in size (three were small, one middle sized, three large and one very large). A new coordinator of international students had been appointed recently in three of these schools. Three of the schools had not actively marketed for international students but had enrolled a few students whose families had approached them.

Conclusion

A large majority of schools are providing effectively for their international students. Almost all schools are providing effective pastoral care, social integration and education programmes for their international students.

Self review continues to be a concern in 36 percent of schools. As noted in ERO's previous reports, this was the weakest aspect of provision for international students. ERO rarely found sufficient information from the school's own review on which to reliably base their judgements, and poor self review was the main reason for non-compliance aspects identified by ERO.

ERO has previously recommended and recommends again that the Ministry of Education:

- continues to work with schools to develop appropriate expectations for reporting the results of schools' self review related to international students, and
- supports schools by providing guidelines to strengthen the review and reporting of outcomes for international students as well as reporting on the education and care they provide.

Recommendations

ERO recommends that the Ministry of Education:

- reinforce the importance of self review by providing more guidance to schools on effective self review of their programmes and processes for international students.

ERO recommends that schools:

- improve their self review, so that board trustees, leaders, teachers and parents can be assured of the effectiveness of the provision made, and the positive outcomes for, international students.

Appendix 1: Methodology

Sample

This evaluation is based on the 95 schools with international students that had a regular ERO review in 2012. The schools cover a variety of school types, as shown in Table 1.¹¹

Table 1: Types of schools in sample

School type	Number of schools	Percentage of sample	National percentage of schools with international students
Full primary (Y1-8)	11	12	13
Contributing primary (Y1-6)	18	19	20
Intermediate (Y7-8)/ Restricted composite (Y7-10)	8	8	11
Composite (Y1-15)	3	3	7
Secondary (Y7-15)	14	15	14
Secondary (Y9-15)/ Secondary (Y11-15)	41	43	35
Total	95	100	100

Fifty-five of the schools were secondary, 37 were primary and intermediate schools, and three were composite. Seventy-three schools were in a main urban area and 57 were large or very large. Forty schools were high decile, 46 were medium decile and nine were low decile.

Data collection

For each school, ERO considered information from a variety of sources including:

- school charters, vision, and annual plans
- evidence of self-review processes and outcomes, and reports
- survey/questionnaire/feedback data from students, parents, and homestay caregivers (opportunity for anonymous or confidential feedback)
- reports to senior managers/board of trustees about International Students' programmes and outcomes
- ERO's Board Assurance Statement and Self-Audit Checklist.

During the reviews, ERO had discussions with a range of people, for example:

- staff with responsibility for the pastoral care of international students

¹¹ The types of schools included were compared with the types of all schools with international students enrolled in February 2012. Although there were minor differences, they were not statistically significant (Chi square).

- staff with responsibility for the accommodation provision for international students
- staff with responsibility for teaching international students
- the principal and school managers
- international students
- members of the board
- any other people considered to be appropriate.

Appendix 2: Further analysis of findings

Judgements for different types of school

ERO compared judgements on each of the five key aspects for schools with different characteristics.¹² Although the number of schools in each sub-group is too small to present results separately, some trends were identified.

Although there were no statistically significant differences among schools with different numbers of international students, schools with more international students tended to receive higher ratings. For example, 41 percent of schools with more than 35 international students had highly effective self review, compared with 19 percent of those with fewer than five international students.

High decile schools tended to have higher ratings than low and medium decile schools. The differences were statistically significant for pastoral care, education programme and social integration. For example, 73 percent of high decile schools had highly effective pastoral care, compared with 44 percent of low and medium decile schools.

There were no statistically significant variations in judgements across schools of different size, although small and very small schools tended to receive lower ratings.

There were no consistent variations in judgements for primary and secondary schools or for those in different locations (rural/urban).

Twelve schools were rated in the highest category for each of the five aspects. These 12 schools were in main urban areas, nine were large or very large, and eight were high decile. Nine had fewer than ten international students and eight were primary schools.

¹² Differences were tested using Chi square tests.

Appendix 3: Key evaluative questions, indicators of good practice, criteria for judgements

Q1. How effectively is the school reviewing its provision and outcomes for international students?	
Indicators of good practice	
<ul style="list-style-type: none"> • The school monitors compliance with the <i>Code</i> (especially accommodation, attendance and welfare) effectively to ensure all requirements are met • Review is ongoing throughout the year • Review uses the school's own self-review methodology • The school's review process is based on analysis of a range of information about students' welfare, academic progress and social integration • Board of trustees receives annual reports based on the self review and strategic plan of the international programme, and including student achievement information • Students have opportunities to provide anonymous or confidential feedback through an independent person • Self-review findings inform decision-making • The school takes action in response to its self review 	
Judgement	
Highly effectively	The school's self-review process is an example of good practice. The school has gathered reliable data from all stakeholders (students, homestay hosts, teachers, parents) and used it to evaluate the quality of provision for international students, at least annually. The school has made changes in response to its self-review findings.
Mostly effectively	The school's self-review process provides reliable information about most (but not all) aspects of the provision for international students: student welfare, academic success and integration. The information is reported regularly/annually senior managers/board and is available for MoE. The school usually makes changes to address any problems identified.
Partially effectively	Self review has significant weaknesses across some of the indicators. For example, it focuses more on processes than on outcomes for students, does not include information about academic success or social integration, or rarely acts on its findings.
Limited effectiveness	The self-review process is weak: either it does not cover important aspects of the quality of education students receive or it is not based on reliable information. The school, for example, might be reporting to the MoE that it is meeting expectations but does not base that attestation on a robust self-review process.
Q2. How effectively does the school provide pastoral care for international students?	
Indicators of good practice	
Students:	
<ul style="list-style-type: none"> • receive appropriate support services from a person or persons designated with the pastoral care responsibility for international students • are welcomed and given effective orientation advice • have their accommodation and pastoral needs regularly monitored and met 	

<ul style="list-style-type: none"> • report that their pastoral care needs are met • access other support within the school e.g. dean, guidance counsellor <p>Schools:</p> <ul style="list-style-type: none"> • know that Years 1 to 6 students are continuing to live with a parent. 	
Judgement	
Highly effectively	Students' welfare needs are well met. They receive high quality pastoral care that includes effective orientation, learning support, and accommodation support and monitoring. The school meets all the requirements of the <i>Code of Practice for the Pastoral Care of International Students</i> .
Mostly effectively	The school's processes meet students' needs in most of the indicators for pastoral care of international students. There may be a lack of evidence for some indicators, for example: the quality of accommodation; or regular meetings with the person responsible for pastoral care.
Partially effectively	The school has weaknesses in meeting students' welfare needs in some of the indicators and/or requirements of the <i>Code</i> . For example, there might not be effective processes for monitoring the quality of accommodation for students in homestays or hostels.
Limited effectiveness	There is evidence that the school is not meeting students' welfare needs in many/most of the indicators. This will be investigated if the school does not have sufficient evidence that students' welfare needs are being met. Discussions with students and/or caregivers will indicate breaches of care in relation to the <i>Code</i> .

Q3. How effectively does the education programme respond to the aspirations, interests and needs of international students or their parents?	
Indicators of good practice	
<ul style="list-style-type: none"> • Students are accurately assessed on entry, and placed in appropriate courses and classes • Students set appropriate challenging goals • Students have appropriate courses so they can achieve their learning goals and aspirations e.g. entry to university, or transition to further education • Students experience high quality teaching • Students receive appropriate levels of support with the English language, whether it is in ESL classes, withdrawal or in-class support • Learning in ESL/withdrawal/classes supports learning in mainstream classes • Students are regularly assessed and receive useful feedback about their progress across the curriculum • Staff understand how to support international students • Staff have PLD on teaching speakers of other languages • Staff understand cultural contexts and how to support international students • Staff are positive about having international students in their classes 	
Judgement	
Highly effectively	Students are accurately assessed and placed in appropriate programmes in English language and across the curriculum. The school aligns well with most of the indicators for

	the quality of education.
Mostly effectively	The school demonstrates good alignment with most of the indicators – although they might have weaknesses in one or more of these areas. For example, the school might be providing good ESL support but students may be placed in courses that do not match their aspirations.
Partially effectively	The school has significant weaknesses across some of the indicators: the quality of assessment and feedback; the quality of teaching for international students; appropriate educational provision for international students.
Limited effectiveness	There are significant weaknesses in the quality of education international students receive, or insufficient evidence/information to judge the quality.

Q4. How well do international students make progress and achieve?

Indicators of good practice

- Students make progress in their learning of English
- Students make progress in their academic studies, and achieve their learning goals
- Senior students achieve qualifications in the National Qualifications Framework and other qualifications, for example, IELTS, ELLP
- Students make successful transitions to post-secondary programmes/further education and training

Judgement

Very well	There is convincing evidence that students are achieving their academic goals. Students are achieving success in their learning, in English language and across the curriculum. The school aligns well with most of the indicators for the quality of education.
Well	The school demonstrates good alignment with most of the indicators – although they might have weaknesses in one or more of these areas. For example, students may be progressing in English language but not in some other curriculum areas, or in their transition beyond the school.
To some extent	The school has significant weaknesses across some of the indicators: students may be progressing but not sufficiently to achieve their goals.
To a limited extent	There are significant weaknesses in the progress students make, or insufficient evidence/information to judge the quality.

Q5. How effectively does the school integrate international students into the school and local community?

Indicators of good practice

- Teachers facilitate interactions between international and domestic students in the classroom
- Students are involved in school activities including EOTC
- Students enjoy their NZ schooling experience and make NZ friends
- Students share aspects of their own culture with other students at the school
- Students take part in activities in the local community/area
- International students have leadership roles
- NZ students and staff demonstrate cross-cultural awareness

Judgement

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Highly effectively	This school is an example of good practice in involving and integrating international students into the school community. They are involved and enjoy participation in cultural, sporting and academic co-curricular activities. They have very good opportunities to share their cultures with other students and show leadership in the school community.
Mostly effectively	The school meets most of the indicators for social integration into the school community, but has an area for improvement in one or more aspects.
Partially effectively	There are significant weaknesses against the indicators. For example, students might not have sufficient opportunities for mixing with local students and getting involved with NZ life, or the school might not have asked students about their involvement.
Limited effectiveness	There is strong evidence that students do not have opportunities to get involved in social, cultural and sporting experiences or to get to know local students.

Appendix 4: Self-review questions

1. How effectively is the school reviewing its provision and outcomes for international students?

- We review our performance annually and record the outcomes in a form that can be made available to the Ministry of Education if requested (s28.3 of the *Code*).
- Our review process is ongoing and is based on analysis of a range of information about students' welfare, academic progress, and social integration.
- Our Board of Trustees receives annual reports based on self review and strategic planning of the international programme, which include student achievement information.
- We provide opportunities for students to give anonymous or confidential feedback through an independent person.
- We use our self-review findings to inform decisions and take action on our reviews where appropriate.
- We monitor compliance with the *Code* effectively to ensure all requirements are met.
- We have a system to monitor that Years 1 to 6 students are continuing to live with a parent.

2. How systematic is the school's overall approach to enrolling international students?

- We have a rationale and objectives for enrolling international students (IS).
- We have developed and documented effective systems for providing for IS.
- We understand our obligations and responsibilities for IS.
- We have documented how we will provide for students' welfare, academic progress and social integration and the intended outcomes.
- Our strategic plan includes developing provision for IS.
- We provide professional learning and development on cross-cultural understanding and supporting international students.
- We have recognised/documentated the value for our New Zealand students of having international students.

3. How effectively does the school provide pastoral care for international students?

- Our international students are welcomed and given effective orientation advice.
- Our international students receive appropriate support services from a person or persons designated with the pastoral care responsibility for international students.
- Our international students' accommodation and pastoral needs are regularly monitored and met.
- Our students report that their pastoral care needs are met.
- Our international students access other support within the school e.g. dean, guidance counsellor.

4. How effectively does the education programme respond to the aspirations, interest and needs of international students or their parents?

- We have gathered information from students and/or their families about their aspirations for their time in New Zealand, and set appropriate challenging goals.
- Our international students are accurately assessed on entry, and placed in appropriate courses and classes.
- Our students have appropriate courses so they can achieve their learning goals and aspirations e.g. entry to university, or transition to further education.
- Our international students receive appropriate levels of support with the English language, whether it is in ESL classes, withdrawal or in-class support.
- Learning in ESL/withdrawal classes supports learning in mainstream classes.
- Our international students are regularly assessed and receive useful feedback about their progress across the curriculum.
- Our staff understand cultural contexts and how to support international students, and are positive about having international students in their classes.
- Our staff have professional learning and development in teaching speakers of other languages.

5. How well do international students make progress and achieve?

- Our students make good progress in their learning of English.
- Our international students make expected rates of progress in academic studies, and achieve their learning goals.
- Our international senior students achieve qualifications in the NQF and other qualifications, for example, IELTS, ELLP.
- Our international students make successful transitions to further education and training, including university.

6. How effectively does the school integrate international students into the school and local community?

- Our teachers facilitate interactions between international and domestic students in the classroom.
- Our international students are involved in school activities, including EOTC.
- Our international students enjoy their New Zealand schooling experience and make New Zealand friends.
- We provide opportunities for our international students to share aspects of their own cultural backgrounds with other students at the school.
- Our international students take part in activities in the local community.
- Our international students have leadership opportunities.
- Our New Zealand students and staff demonstrate cross-cultural awareness.

Appendix 5: Definitions

International students

For the purpose of this report, ‘an international student’ is a student who is enrolled by a provider, and who, in relation to the provider, is a foreign student as defined in the Education Act, 1989 (Section 2 or 159, whichever is applicable). These students have entered New Zealand for the purpose of study (in Years 1 to 15) and do not have a right to an automatic place in a New Zealand school. A ‘young’ international student is a student in Years 1 to 8.

Homestay

‘Homestay’ means accommodation provided to an international student in the residence of a family or household where no more than four international students are accommodated.

Legal guardian

A ‘legal guardian’ is the person with the legal right and responsibility to provide for the care (including education and health) of an international student and appointed by a New Zealand or foreign court. The legal guardian must usually provide for the care of the student in the student’s home country.

Licensed hostel / boarding establishment

A hostel as defined in section 2 of the Act and licensed under the Education (Hostel) Regulations 2005. A boarding establishment can be a licensed hostel, for example a boarding house attached to a school, or accommodation provided to an international student in the residence of a family or household where five or more international students are accommodated.

Residential caregiver

‘Residential caregiver’ means:

- homestay carer
- boarding establishment manager or other person responsible for the care of international students in a boarding establishment
- designated caregiver
- in the case of temporary accommodation, a supervisor.