



Schools' Provisions for International Students



September 2012

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.

This evaluation looked at how effectively schools provide for the needs of their international students. The findings showed that the majority of schools reviewed were effective in their overall approach, but only three-quarters were able to show that their international students were progressing or achieving very well or well. The report makes recommendations for schools and the Ministry of Education.

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

*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.

International education is socially and economically important to New Zealand. The education of international students in New Zealand benefits the economy and New Zealand's 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.

During the first four months of 2011, there were 11,107 international students enrolled in 578 New Zealand schools. Eighty-five percent of these students were enrolled in secondary schools. The largest groups of secondary school students came from South Korea, China and Japan, while three-quarters of primary school students were from South Korea.

Goal 2 of *The International Education Agenda, A Strategy for 2007-2012*² states the Government's expectation that international students should 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*.³ 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.

ERO's evaluation of the provisions for international students is based on 51 schools that had education reviews in Terms 3 and 4, 2011. ERO evaluated six aspects of international education:

- schools' self review
- overall approach
- pastoral care
- education programme
- progress and achievement
- social integration.

ERO found that most of these schools were reflecting the Government's expectations in relation to the aspects reviewed. All but four schools demonstrated a clear rationale and systematic approach to enrolling international students. They understood their obligations and responsibilities, had developed sound systems, and provided professional learning and development for the staff involved.

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

² Ministry of Education, *The International Education Agenda, A Strategy for 2007-2012*. (Ministry of Education: Wellington: 2007).

³ Ministry of Education, *Code of Practice for the Pastoral Care of International Students Revised 2010*. (Ministry of Education: Wellington: 2010).

These schools were effectively providing pastoral care for international students. They provided orientation programmes and strategies to encourage students to mix with other students, monitored homestay accommodation, communicated regularly with parents, and monitored student wellbeing.

Education programmes for international students were effective in 90 percent of the schools. Effective schools found out about the aspirations and interests of the students or their parents, accurately assessed students on entry, and designed targeted programmes that responded to student interests and needs. All schools were effectively integrating international students into the school and local community. Schools encouraged students to take part in sporting and cultural opportunities they provided, either in the school or the local community.

School self review and the use of information about outcomes for international students was variable. Three-quarters of the schools could show that international students were progressing and achieving well. 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.

Seventy-two percent of schools were effectively reviewing their provisions and outcomes for international students. Self review in the remaining 28 percent of schools was partially effective or had limited effectiveness. Where self review was partially effective or limited, it was usually because of the processes involved, the information gathered and/or the response to the findings. These schools gathered information informally, did not collate or analyse information, or did not document or report their findings.

The small group of schools that were not effective with the other aspects (overall approach, pastoral care, education programme, progress and achievement) had limited self review or staff that required professional learning and development. These schools also lacked formal systems, documentation of roles, and comprehensive student files.

All but one of the 51 schools reviewed complied with the *Code*.

Next steps

ERO recommends that schools with international students:

- systematically review the outcomes for international students in terms of achievement and social integration, as well as the pastoral care and education they provide
- use information on achievement to review the effectiveness of the education they provide and monitor the impact of any changes made in response
- include this information in their reports to their board of trustees so that it can be better informed about the quality of education provided by the school.

ERO recommends that the Ministry of Education continues to support schools by providing guidelines to extend the scope and quality of schools' self review to include a wider range of evidence and indicators, particularly related to progress and achievement.

Introduction

Strategic environment for international education in New Zealand

International education is important to New Zealand, both socially and economically. The education of international students in New Zealand benefits the New Zealand economy and New Zealand's 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*⁴, sets out the government's vision and strategy to support the continued development of sustainable, high quality, innovative international education in New Zealand. It includes goals for those involved in international education. Goal 2 of the strategy and its key outcomes are the most relevant for New Zealand schools in relation to 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, 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

Guidelines have been developed to provide a framework for education providers for the pastoral care of international students⁵. These guidelines (the *Code*) were established under section 238F of the *Education Act 1989*. The Act (section 238E) requires that a provider must be a signatory to the *Code of Practice for the Pastoral Care of International Students* before enrolling international students.

The guidelines focus on student needs according to the age of the student, their degree of independence, and other factors influencing their pastoral care needs.

The *Code* (s28.3) states that:

Signatories must, at least annually, review their own performance and the accuracy and relevance of all information provided to prospective and enrolled international students to ensure compliance with the Code. The outcomes of this review must be recorded in a form that can and must be made available to the Administrator if requested.

Examples of self-review guidelines and attestation forms are on the Ministry of Education website but are not compulsory.

⁴ Ministry of Education, *The International Education Agenda, A Strategy for 2007-2012*. (Ministry of Education: Wellington: 2007).

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

International students in New Zealand schools

During the period 1 January to 30 April 2011, there were 11,107 international students enrolled in 578 New Zealand schools.⁶ Similar numbers of international students were enrolled in each of the previous five years.

Eighty-five percent of these students were enrolled in 304 secondary or composite schools, with an average of 31 students per school. An average of six international students was enrolled in each of the 274 primary and intermediate schools.

The international students in secondary and composite schools came from a large number of countries with the biggest groups from South Korea (23 percent), China (21 percent) and Japan (14 percent). The situation for younger students was quite different, with 75 percent of the students in primary and intermediate schools coming from South Korea.

Over half of the international students enrolled in New Zealand schools attended school in the Auckland region (58 percent). The region with the next highest proportion of international students was Canterbury (11 percent), followed by around 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 which took place in 2010 and 2011.

ERO's reporting on schools' provision for international students

ERO has published four previous reports about international students, the first three in 2003, 2005 and 2008, and the latest in 2010. ERO has also provided updates to the Ministry of Education in 2006 and 2007.

ERO's previous reports showed that over time schools have become more aware of their responsibilities under the *Code*, and that more are fully compliant with the *Code*.

In 2008, ERO continued to review schools' compliance with the *Code* and also evaluated the quality of English language support. Overall, international students were well cared for and received good English language support. ERO noted some improvements for some schools including cross-cultural training for staff; reporting and review as required by the *Code*; and reporting to the board about the provision of English language support.

In 2010, ERO evaluated four aspects and reported that most schools were highly effective or generally effective in all four aspects, with schools' self review being the weakest. Of the 93 schools included in the evaluation, all but four were compliant with the *Code* at the time of their review.

ERO's evaluation framework

The evaluation approach built on school's self review of their international student programme, and looked at how well schools monitor their own compliance with the *Code*.

⁶ Data provided by Education Counts www.educationcounts.govt.nz.

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

- How effectively is the school reviewing its provisions and outcomes for international students, and using this information for improvement?
- How systematic is the school's approach to enrolling international students?
- 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 to integrate 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 Two). Appendix Three presents self-review questions schools can use.

Reviewers recorded examples of good practice or aspects where there may be risks for students. Reviewers comment on what is salient for each school and do not refer to every indicator. For this reason, the report does not include percentages of schools that meet each of the 46 indicators.

Reviewers based their judgement for each question on the school's self-review information where it provided sufficient evidence. Reviewers were asked to indicate for each question whether they had used the school's self-review information, their own investigation, or a combination of both.

Findings

ERO evaluated the provision of education for international students in all schools with international students that were reviewed during Terms 3 and 4, 2011. The evaluation included 51 schools (state, integrated and private). The average number of international students in these schools was five for primary schools and 15 for secondary schools.

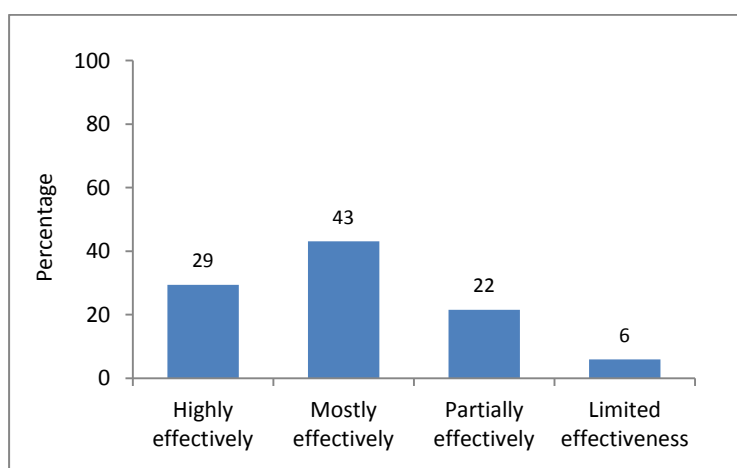
Reviewers made judgements on six aspects of the provisions and outcomes for international students. Overall, 29 percent of schools were judged to be highly effective for five or six of these aspects and 24 percent for three or four aspects. Twenty-nine percent were highly effective for one or two aspects and 18 percent of schools were not highly effective for any of the aspects.

One school demonstrated limited effectiveness for two aspects (self review and education provided), and three schools had limited effectiveness for one aspect (two for self review, and one for progress and achievement).

Self review

ERO evaluated how effectively schools were reviewing their provisions and outcomes for international students and using this information for improvement (see indicators and criteria in Appendix Two). Figure 1 shows that 72 percent of schools were highly or mostly effective at reviewing their provisions and outcomes. In 28 percent of schools self review was partially effective or of limited effectiveness.

Figure 1: Overall, how effectively is the school reviewing its provisions and outcomes for international students and using this information for improvement?



In the schools where self review was highly effective, the process was ongoing, comprehensive, based on sound evidence, and focused on improvement. These schools used a range of reliable information such as student achievement data, surveys and interviews of students, parents, homestay parents, and teachers. Schools analysed the information, documented their analysis and made changes to their provisions where appropriate. Reports to boards included collated information about international student achievement⁷.

⁷ Many schools had a small number of international students which made it more difficult for them to collate achievement data in a useful and meaningful way.

Where review was partially effective or limited, it tended to be informal or cover only some of the key aspects. Some schools held meetings where they discussed international students but did not keep records, making it difficult to monitor agreed actions or their outcomes. Schools varied in the areas covered by their reviews. Aspects reviewed generally included accommodation, wellbeing/welfare, programmes, progress, and social integration.

Student progress was usually monitored for individual learners but often not collated to provide a picture of the progress of international students as a group. Some schools did not keep records in a way that enabled them to collate achievement information. Some boards received only general information or did not receive a report at all. Many boards did not receive information about how well international students had progressed or achieved.

Student voice was not always sought in a systematic way. Some schools obtained students' views about their homestay accommodation but did not ask for feedback about aspects of their education programme or progress. Some did not provide opportunities for students to comment in a confidential or anonymous way.

Although schools completed their annual attestation of compliance with the *Code* to the Ministry of Education, they varied in the processes they used, the quality of information they obtained, who they consulted, and whether they covered key aspects. Some schools reviewed their provisions informally and did not document their processes or findings.

Although a majority of schools had some relevant information about each key aspect (overall approach, pastoral care, educational programme, student progress, integration), ERO reviewers usually needed to carry out further investigation before they could make a judgement about the school's provision or outcomes for international students. There were only a few schools where the school's information was sufficient.

Schools that were highly effective were most likely to be schools in main urban areas (36 percent were rated highly effective compared with eight percent of the others) and high decile schools (50 percent compared with none of the others)⁸.

The following paragraph describes an example of good practice in self review:

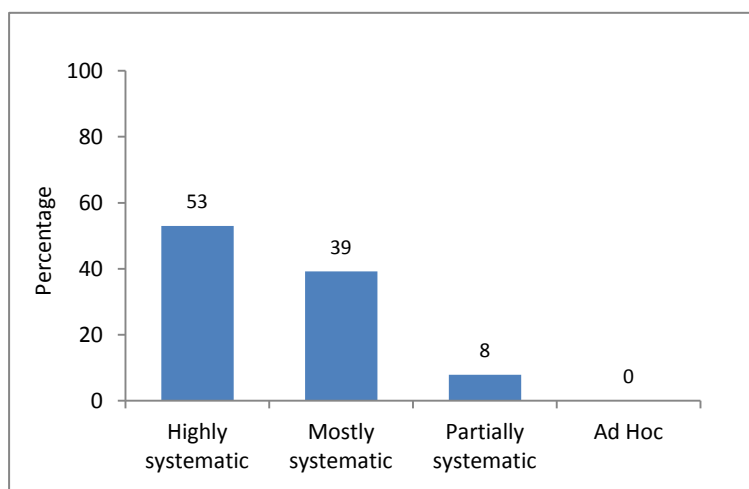
The school continually reflects on the quality of the programme that it provides for international students. Teacher review and student reflections are gathered and any areas for improvement noted and acted upon.

Schools' overall approach to international students

ERO evaluated each school's approach to enrolling international students. Figure 2 shows that almost all schools were highly or mostly systematic in their approach to enrolling international students. Only four schools were partially systematic.

⁸ Differences were tested using Chi square tests. The main findings for different types of schools are described in Appendix One.

Figure 2: How systematic is the school's approach to enrolling international students?



Schools with highly systematic approaches usually had:

- a clear rationale for enrolling international students
- a systematic approach (often through an agent) to enrolling students
- gathered information about students' interests and aspirations to inform decisions about homestays and courses
- developed and documented sound strategies and systems to provide for international students
- understood their obligations and responsibilities regarding international students
- maintained accurate records that facilitated monitoring of individual students
- established relationships and communicated regularly with parents
- provided or accessed professional learning and development on cross-cultural awareness for staff involved
- a system to monitor compliance with the *Code*
- regular reporting to the board.

The four least systematic schools lacked a strategic plan or strategy, had limited documentation of provisions, and the teacher involved had no cross-cultural training.

Similar concerns were identified for some of the other schools that were mostly systematic. They also had limited reporting to the board, and no records of meetings.

Example of a highly systematic approach to enrolling international students:

The school has a well thought out rationale for enrolling international students and has developed and documented coherent plans and systems for ensuring international students needs for pastoral care, academic progress and social integration are met. The school has based their provisions on information gathered from students and parents about their aspirations and needs. (Medium size, low decile secondary school in main urban area)

Reasons for enrolling international students

Although many schools enrolled international students for the additional revenue, schools also acknowledged the benefits for their own students. These included increasing the cultural diversity in the school; fostering appreciation and understanding of different cultures, cultural values and perspectives; providing opportunities for students to engage and think more globally; and building relationships internationally.

Some schools felt that providing opportunities for international students to experience living in New Zealand, develop their English, achieve academically, and participate in sporting and cultural activities benefited these students. Some responded to requests from parents or the community, and some schools had established relationships with overseas schools (most often in Korea or Japan).

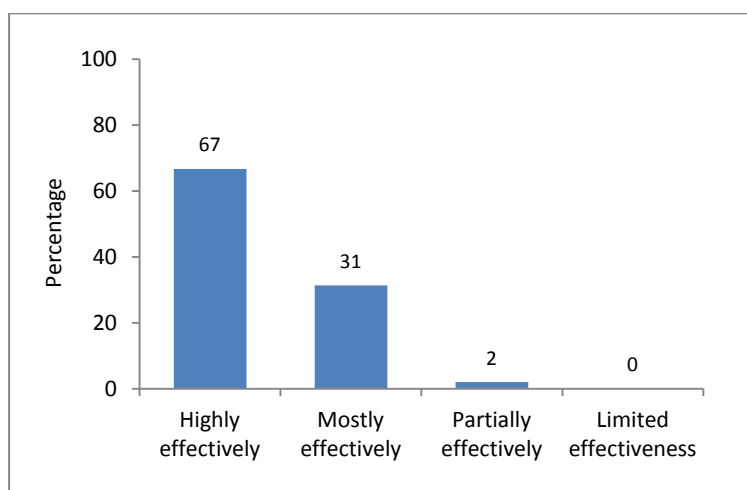
Some schools had decided to limit the number of international students overall and also the number from any one country. This was to encourage international students to mix with other students, to add to cultural diversity and to ensure there were not too many international students to look after.

Pastoral care

ERO evaluated the quality of the pastoral care provided for international students (see the indicators and criteria in Appendix Two). Two-thirds of schools were highly effective in the pastoral care they provided, and 31 percent were mostly effective.

Most of the schools had a specified staff member with responsibility for the pastoral care of international students. In some schools this was the dean, coordinator or director of international students. In other schools, the person with responsibility for pastoral care of other students had this role. These staff met with students regularly both formally and informally. Classroom teachers and English language teachers also had this responsibility. Students interviewed said they felt well supported by these people.

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



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

- orientation programmes and handbooks
- monitoring homestay accommodation, either directly or by an agency
- communicating regularly with homestay parents and international students' parents
- buddy systems and strategies to encourage students to mix with other students
- access to pastoral care resources within the school such as counsellors, medical staff, careers advice
- providing access to home language speakers and interpreters and to ethnic groups in the community for students and parents
- ongoing monitoring of students' progress, wellbeing, and satisfaction.

The one partially effective school had two international students who were in Year 1 and Year 2. The Year 2 student had been in the school for only two weeks. While the school did not provide any documented information about pastoral care, the principal had regularly talked informally with the students and their parents.

Concerns about the lack of formal systems to monitor and document pastoral care of students were identified by ERO in other schools. Although evidence was visible from student interviews that monitoring occurred, in some schools records of meetings with students were limited, student files were not comprehensive or up-to-date, student achievement information was not included in reports to the board, and roles and responsibilities were not clearly documented.

Education programme

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

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

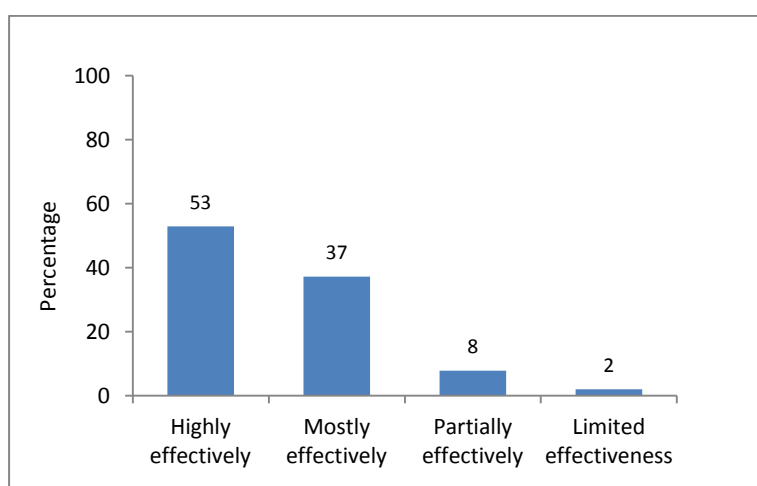


Figure 4 shows that 90 percent of schools were highly or mostly effective in responding to the aspirations of students or their parents.

Highly effective schools:

- accurately assessed students on entry to the school and placed students in appropriate classes and programmes
- designed targeted programmes in response to prior learning, strengths, interests, needs, and aspirations
- frequently monitored student progress
- communicated regularly with parents and sought their feedback
- modified programmes and placements as students progressed and in response to student and parent feedback.

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 other schools.

The main purposes for studying in New Zealand were to learn English language, to gain academic qualifications for tertiary study at home or in New Zealand, and to experience the New Zealand lifestyle or culture. 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.

Schools provided English language programmes through various combinations of withdrawal classes, individual tuition and in-class support. Some schools placed students in separate classes with specialist teachers initially and then moved them to mainstream classes as their language understanding developed. English language teaching helped students to access other curriculum areas in English by linking with, and supporting students in, classroom programmes.

Specialist teachers supported students in regular classes by supplying additional material and relevant resources, pre-teaching subject-specific language, guiding students in undertaking assignments and providing extra classes on request for students sitting exams.

In one school, international students found it difficult to work with the school's inquiry-learning model. The English for Speakers of Other Languages (ESOL) teacher provided them with a more supportive and structured way of learning a topic until they were confident using an inquiry approach.

Each student's learning and development was monitored frequently and their progress reported to parents. Students were aware of their own progress. When appropriate, placements and programmes were modified in response to the changing needs identified.

In some schools classroom teachers were supported by professional development on cross-cultural awareness and information about effective strategies for supporting second language learners.

Example of a school that was highly effective in responding to student and parent aspirations:

The director has very good knowledge of student expectations both here in New Zealand and overseas in their own countries. A good example is of the German requirement that students have an acknowledged course here in New Zealand that they can use as evidence of study back in Germany to get

into university there. The teacher has developed, in consultation with German requirements, a suitable diploma that accurately records international student achievement, the standards they have achieved, and the curriculum area that is relevant to the standard. Over the past three years, 95 percent of the students have secured their place in a tertiary institution in their home country and the rest in New Zealand. (Large, medium decile secondary school in main urban area)

Four schools were partially effective and one had limited effectiveness in providing an education programme that responded to the aspirations, interests and needs of international students. The lack of relevant professional learning and development was the main concern identified for these schools.

Small numbers of schools did not systematically gather information about learners' aspirations, did not record aspirations, recorded only general information, or did not use the information to plan programmes or monitor progress towards meeting goals. Other concerns identified included assessment of students, and the need to improve self review.

Examples of effective education programmes:

The ESOL teacher identifies each international student's English language skill as soon as they arrive in the school. Students are supported in the withdrawal room for two hours per day until they feel comfortable to work in the homeroom or until they reach a competent standard of English. The principle is to get the student working confidently in the homeroom as soon as possible. The support programme is based on increasing skill and comprehension with English as well as building technical vocabulary around the topic/theme being researched in the homeroom. (Very large, high decile intermediate school in main urban area)

The ESOL teacher maintains very detailed records of students' needs from diagnostic assessments and their current levels of achievement against the English Language Learning Progressions. She has designed a week by week individual learning plan for each student and made regular recordings on video camera of students' oral language proficiency. Students can see evidence of their level of achievement against clear criteria and what they need to do next. (Medium size, high decile secondary school in a main urban area)

Progress and achievement

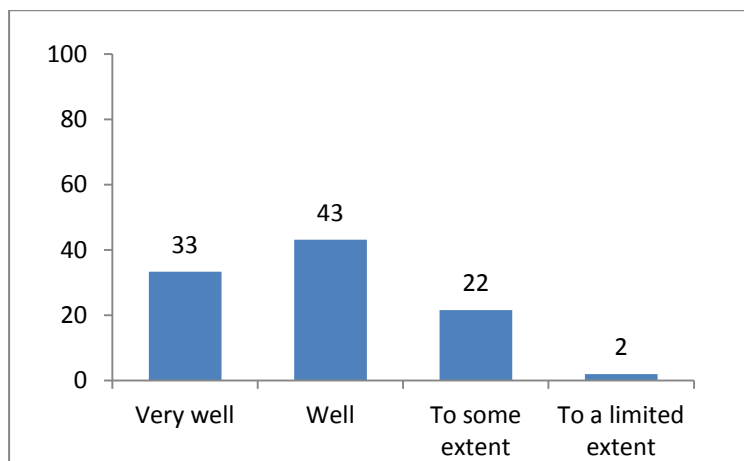
ERO evaluated how well international students were making progress and achieving (see the indicators and criteria in Appendix Two).

In three-quarters of the schools, international students were progressing and achieving very well or well (see Figure 5). Schools were effectively monitoring student learning and could show that students were making progress, particularly in English. English levels were often assessed against the English Language Learning Progressions, and some schools used other evidence, such as classroom observations, student work, and discussions with students and class teachers.

Some students were progressing in mathematics/numeracy and other curriculum areas, and some students were achieving National Certificate in Educational Achievement (NCEA) unit and achievement standards in various subjects. Some secondary school students were achieving their goals, had achieved university entrance and had gone on to university in New Zealand or their home countries.

Students and their parents received regular reports on their progress, and some schools included information about achievement in reports to the board about international students.

Figure 5: How well do international students make progress and achieve?



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 were students being short-stay or not seeking academic achievement. Some schools could not show longer-term progress as few students had been in the school in the previous year. There were only two schools where there was evidence that students were not making satisfactory progress.

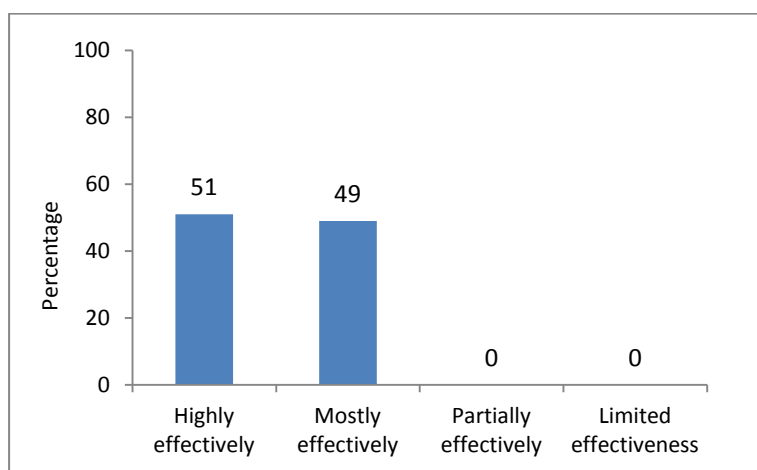
The need to collate and analyse achievement data for international students and use it to inform teaching practice and programme planning was also identified as a concern for some other schools.

Integration into the school and local community

All schools were effectively integrating international students into the school and local community, with just over half doing this in a highly effective way.

Schools encouraged and supported international students to take part in the sporting and cultural opportunities they provided, either in the school or through the local community. These included sports, cultural activities, drama classes, school productions, bands and camps. Some schools interviewed students to identify their interests and encouraged them to participate. Some monitored students to ensure they were involved and that they felt confident to join the things that interested them.

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



Schools used a range of strategies to encourage students to become involved with other students. These included orientation activities, providing buddies, teachers facilitating interactions in the classroom, encouraging shy students to join in, and processes for students to reflect on their interests and how to develop them. Social activities and trips were also organised so that international students could visit local and national sites of interest. Some (usually secondary) schools provided leadership opportunities for students. Ethnic communities in some schools formed support and social groups for international students.

One school spread international students across several form and teaching classes to encourage them to mix with other students, and another enrolled students from many countries to discourage students from staying within country groups.

Students interviewed talked about the friendliness of students and staff. Schools provided opportunities for students to share and celebrate their cultures, often through cross-cultural events such as cultural days where students could share their food, culture and languages.

Students who stayed in homes within the school community tended to integrate readily. Children in the homestay family were often buddies and families included the students in family, school and community events. Hostels provided additional opportunities for some secondary school students to mix and develop relationships with a range of students. One school arranged homestays during weekends and holidays for their hostel students, often with families of the students' New Zealand friends.

Some schools had strong community links and were able to provide a wide variety of experiences in the community for personal, social and cultural development. Schools linked with ethnic groups in the community which provided support for parents of international students.

Concerns about integration were identified for six schools. These included schools not having developed strategies to engage international students with the local community, no specific leadership roles for international students, and cultures not being celebrated across the school.

Non-compliance with the Code

During these reviews, ERO identified one school that was not complying with the *Code of Practice for the Pastoral Care of International Students*. This was a medium-size secondary school in a minor urban area, with 10 international students. Most international student enrolments were exchange students, with four foreign fee-paying students in 2011, an increase from two the previous year.

The key area of non-compliance was with section 28.3 of the *Code*:

Signatories must, at least annually, review their own performance and the accuracy and relevance of all information provided to prospective and enrolled international students to ensure compliance with the Code. The outcomes of this review must be recorded in a form that can and must be made available to the Administrator if requested.

The main concern was the minimal records available in the school to provide a strong evidential basis for the school's attestation on compliance with the *Code* in matters relating to accommodation and welfare. There were no formal records of how accommodation was monitored, or records of any issues raised by students in discussions with the director in relation to their welfare. It was therefore not possible for ERO to verify the extent to which the school complied with the *Code*.

ERO also identified other concerns, particularly with the limited self review. The school could provide little information about how effectively it reviews its provision and outcomes for international students. There was no system for keeping files on individual students on welfare, academic progress and social integration that would allow for the collation and analysis of information. The director did not keep records of his home stay checks, or meetings with students, although students confirmed that these occurred. The school did not collate and review the achievement of international students as a group, and the board was not informed about student progress and achievement.

Review was not ongoing throughout the year but appeared to occur around the attestation date. In 2011, the handwritten annotations to the Ministry of Education key evaluation questions signalled a variety of areas for development, including the need to formalise the orientation process, and to develop systems for teacher professional learning and development on teaching speakers of other languages.

The school's overall approach and the education programme were both partially effective, and student progress occurred to some extent. Pastoral care of international students was regularly monitored and their integration into the school and local community was mostly effective.

Delegations, roles and responsibilities were not clear for programme planning, teaching, assessment, evaluation and reporting of the ESOL programme. The director of international students felt that he did not have the time to carry out all the responsibilities effectively. The teacher of the ESOL programme was a registered teacher who was employed as a teacher aide, and did not have any particular ESOL qualification. The English Language Learning Progressions were not in use, and it was not obvious that other significant Ministry of Education publications were used to support the programme.

Conclusion

At least 90 percent of schools were highly or mostly effective in their overall approach, pastoral care, education programme, and social integration of students. However, only three-quarters of schools were able to show that their international students were progressing and achieving very well or well.

When schools were judged to be less effective this was often because they did not have evidence about the effectiveness of the provisions they made.

As in ERO's 2010 report, self review was the weakest aspect. The 2011 review found that 28 percent of schools had self review that was either partially effective or of limited effectiveness, 43 percent were mostly effective, and 29 percent had highly effective self review.

In comparison with 2010, schools that were less effective increased from 15 to 28 percent in 2011, and schools that were highly effective decreased from 50 to 35 percent.

Although the 2011 picture looks less positive than in 2010, it reflects a change in the evaluative question. In 2010, schools were judged on their review of the provisions they made for pastoral care, accommodation and programmes. In 2011, they were judged on their reviews of provisions and also their reviews of outcomes for students. Schools were less likely to be reviewing the outcomes for students than they were the provisions they made.

Although schools were usually effective in monitoring the progress of individual international students, many did not collate achievement information to monitor overall effectiveness of their programme. Collated achievement data would provide an overview on a year-by-year basis and would enable schools to review the effectiveness of teaching and other programmes, and identify trends and patterns.

Other concerns with self review related to the use of informal processes and schools not reviewing all important aspects.

Next steps

ERO recommends that schools with international students:

- systematically review the outcomes for international students in terms of achievement and social integration, as well as the pastoral care and education they provide
- use information on achievement to review the effectiveness of the education they provide and monitor the impact of any changes made in response
- include this information in their reports to their board of trustees so that it can be better informed about the quality of education provided by the school.

ERO recommends that the Ministry of Education continues to support schools by providing guidelines to extend the scope and quality of schools' self review by basing it on a wider range of evidence and indicators, particularly related to progress and achievement.

Appendix One: Methodology

Sample

This evaluation is based on the 51 schools with international students that had a regular ERO review in Terms 3 and 4, 2011. The 51 schools are from a variety of school types, as shown in Table 1.⁹

Table 1: Types of schools in sample

School type	Number of schools included	Percentage of schools included	National percentage of schools with international students
Contributing primary (Y1-6)	13	25	19
Full primary (Y1-8)	5	10	15
Intermediate (Y7-8)/ Restricted composite (Y7-10)	6	12	11
Composite (Y1-15)	3	6	7
Secondary (Y7-15)	8	16	14
Secondary (Y9-15)/ Secondary (Y11-15)	16	31	35
Total	51	100	100

Twenty-seven of the schools were secondary or composite and 24 were primary and intermediate schools. Thirty-nine schools were in a main urban area and 29 were large or very large. Thirty schools were high decile, 16 were medium decile and five were low decile.

Although the number of schools in each sub-group is too small to present results separately, some trends were identified.¹⁰ Higher ratings tended to be given to schools in main urban areas, and to larger schools and to high decile schools. The differences for self review were statistically significant for main urban schools (36 percent received the highest rating compared with 8 percent of other schools), high decile (50 percent compared with none), and larger schools (38 percent compared with 18 percent).

Ten schools were rated in the highest category for five aspects (excluding self review). Of these ten schools, nine were in main urban areas, eight were high decile and seven were large or very large. Similarly, of the six schools rated in the highest category on all six aspects, five were in main urban areas, six were high decile, and four were large or very large.

⁹ 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).

¹⁰ The differences between sub-groups were tested using Chi square tests.

Data collection

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

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

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

- staff with responsibility for the pastoral care of international students
- 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 Two: Key evaluative questions, indicators of good practice, criteria for judgements

Q1. How systematic is the school's overall approach to enrolling international students?	
Indicators of good practice	
<p>The school has:</p> <ul style="list-style-type: none"> • a rationale and objectives for enrolling IS • a strategic plan for developing their provisions for IS/ international programme • planned strategies and effective systems for providing for IS • school understands its obligations and responsibilities for IS • professional learning and development provided on cross-cultural understanding and supporting IS • recognised / documented the value of the education they provide and the intended outcomes for IS • integrated provisions for IS across the school • gathered information from students and/or their families about their aspirations for their time in NZ, including both long stay and short stay • documented how they will provide for students' welfare, academic progress and social integration • recognised/documentated the value of having IS for their NZ students. 	
Judgement	
Highly systematic	The school has a well thought out rationale for enrolling IS and has developed and documented coherent plans and systems for ensuring IS needs for pastoral care, academic progress, and social integration are met. The school has based their provisions on information gathered from students and parents about their aspirations and needs.
Mostly systematic	The school's rationale for enrolling IS is generally well thought out and the plan for providing student welfare, academic success and social integration has some minor gaps.
Partially effective	The school has a weak rationale for enrolling IS and/or their plans for IS do not cover important aspects of pastoral care, the quality of education, social integration, and outcomes for students.
Ad hoc	The school's rationale and plans for international students have some major weaknesses. For example, they focus more on benefits to the school than to IS or they do not reflect the aspirations of IS and their families.
Q2. How effectively is the school reviewing its provisions and outcomes for international students?	
Indicators of good practice	
<ul style="list-style-type: none"> • The school monitors compliance with the Code (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 • BOT receives annual reports based on the self review and strategic plan of the international programme, and including student achievement information • Opportunities are provided for students 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 to 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.

Q3. How effectively does the school provide pastoral care for international students?

Indicators of good practice

Students:

- 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
- report that their pastoral care needs are met
- access other support within the school eg dean, guidance counsellor

Schools:

- 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 / or requirements of the Code. 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 Code.

Q4. How effectively does the education programme respond to the aspirations, interests and needs of international students or their parents?

Indicators of good practice

- 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 eg 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 ESOL classes, withdrawal or in-class support
- Learning in ESOL/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 IS
- Staff have PLD on teaching speakers of other languages
- Staff understand cultural contexts and how to support IS
- Staff are positive about having IS 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 ESOL 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 IS.
Limited effectiveness	There are significant weaknesses in the quality of education international students receive, or insufficient evidence / information to judge the quality.

Q5. 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 NQF 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.

Q6. 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

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 Three: Self-review questions

1. How effectively is the school reviewing its provisions 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 BOT receives annual reports based on self review and strategic planning of the international programme, that 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 provisions for IS.
- We provide professional learning and development on cross-cultural understanding and supporting IS.
- We have recognised/documentated the value of having IS for our New Zealand 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 their pastoral care needs are met.
- Our IS 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, 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 ESOL classes, withdrawal or in-class support.
- Learning in ESOL/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 IS, and are positive about having IS 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 Four: 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.

Designated caregiver

A ‘designated caregiver’ is a relative or close family friend designated in writing by the parents of an international student as the caregiver and accommodation provider for that student. It does not include a boarding establishment owner, manager, or employee.

Group students

‘Group students’ means two or more international students aged 10 and over, holding a group visa issued by Immigration New Zealand.

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.

Recruitment agent

A ‘recruitment agent’ means a person or organisation, other than the signatory or its employees, involved in the identification and/or recruitment of potential international students, whether individually or in a group, either in an overseas market or in New Zealand.

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.