

Trinity Beach State School

International Student Program
Accreditation Panel Visit Report
30 July 2013

Overview

School profile

Trinity Beach State School, which was established in 1970, is located in the beachside suburb from which it takes its name, approximately 17 kilometres north of Cairns. The school attracts students from neighbouring beach communities and from Redlynch, Caravonica, Kuranda, and the rural-residential developments west of the Captain Cook Highway.

Large grounds in an attractive country setting, a vibrant music program, an excellent Physical Education Program, Indonesian LOTE, collaboratively planned and intellectually challenging units of work incorporating C2C and QCAR, and a caring workforce all contribute to the appeal of the school for parents in this wide catchment area.

With a strong reputation in the community for caring for its students, the school encourages and supports its students to develop their potential and to sample and enjoy many other avenues of personal development, enrichment and growth. The school vision is for its students to be caring, responsible, happy, confident and resilient individuals who are achievers and life-long learners.

In 2013, the school had enrolments of 848 students, including 86 who identified as Indigenous and 37 with disabilities. A diverse range of nationalities is represented in the student population, including students from Bolivia, Cambodia, Canada, China, Fiji, Germany, Hungary, India, Indonesia, Italy, Japan, South Korea, Malaysia, the Netherlands, New Zealand, PNG, the Philippines, Russia, South Africa, Sweden, Thailand, Tonga, Ukraine, United Kingdom, USA and Zimbabwe. The number of students in each national group is relatively small.

In recent years, enrolments in the school's International Student Program have increased significantly, particularly from Papua New Guinea, from which 17 International students are enrolled. The remaining International student comes from South Korea. The school anticipates it could accommodate up to 30 international students from Prep to year 7.

The school is supported by an active Parents and Citizens' Association, its main advisory body. A major project currently being supported by the Association is the \$30 000 upgrade of the school hall, expected to begin shortly. The P&C Association contributes to and supports the school's Strategic Plan, manages the Tuckshop and Outside School Hours Program and celebrates successes of the school. The recently formed Music and Special Education Parent Groups play integral roles in the school.

The school has established close ties with the local Lions Club, Cairns RSL Club and Cairns Cycling Club all of whom actively support the school. Local and State government representatives frequently visit the school.

Accreditation Visit

The Accreditation Panel visit to Trinity Beach State School was conducted on Tuesday, 30 July 2013. The Panel comprised:

- Mr Bevan Brennan, Executive Principal, Chancellor State College, Panel Chair;
- Ms Angela Maclaine, Director, Onshore Programs, EQI;
- Mr Jeff Geise, Principal, Tullawong State School and
- Mr Dennis James, Accreditation Manager, International State Schools.

The program for the Accreditation Panel Visit included a series of meetings with key staff involved with international students, two groups of student international program participants, parents of international students and a school tour enabled the Panel to gain insights into the operation of the international program in the school.

Panel members also had access to documentation presented by the school to validate the information provided in its *Self Study*, which was submitted prior to panel day.

Accreditation Visit findings

The Accreditation Manager acknowledges the school's comprehensive organisation for the accreditation visit and the hospitality on the day, all of which greatly facilitated the operation of the process.

Having considered the information presented by the school and the observations made during the visit, the Accreditation Panel determined that Trinity Beach State School meets and, in some instances, exceeds the requirements for Level 2 Accreditation for its International Student Program.

Commendations

The panel commends the school on:

- The leadership provided by the Principal and his active and enthusiastic support of the ISP program.
- The professional culture that has been developed within the school and the impact that this is having on the rate of change within the school.
- The willingness of staff to discuss all aspects of the ISP program and their readiness to receive advice
- The clear understanding and expectation that student attendance is vital for successful study.
- The significant level of investment made by the school in the ISP.
- The program is clearly valued and supported by the staff and the broader school community. This creates a very welcoming atmosphere for new arrivals.
- The International Student Coordinator (ISC) is undertaking the role with great diligence and is managing an effective service.
- The variety and quality of student support and interventions.
- ISP students are able to access the designated programs and intervention programs designed to support their learning.
- The quality interaction that occurs between student welfare and learning teams regarding networking related to student needs.
- The student support model is well constructed and targeted to meet the needs of international students.
- The ISP Student Handbook is well presented and contains necessary information for parents.
- The quality of the classroom learning environments was rich in language and demonstrated explicit teaching practices.
- The wide range of areas in the school that have benefitted from funding as a result of the school's involvement in ISP.
- Development of a detailed strategic plan for the ISP augers well for the future development and sustainability of the program.
- The high level of community support for the program as described by P and C representatives, parents and staff.
- The international students are widely acknowledged and there is evidence they respond well to encouragement to become an integral part of the school.

Recommendations

The school could consider implementing the following recommendations of the panel:

Standard 3

The ISP Orientation Program includes additional information regarding the welfare services available to students.

That a senior member of the leadership team leads the ISP Orientation Program

Standard 4

One school is utilized to record complaints and early interventions.

Promote the role of the Guidance Officer to both students and parents.

Review and develop the survey progress.

Ensure that parents are aware of external conciliation and arbitration services.

Standard 5

The school explores other possibilities for students to engage in broader curriculum offerings e.g. Participation in distance education language programs.

Standard 6

Reports need to be expanded in one school to reflect intervention strategies/actions. Personalised Improvement Plans (PIPs) should be developed for all underperforming students in relation to academic performance and behaviour standard.

Standard 8

The school to review its communication channels with parents.

Review placement of students including support strategies that may be necessary from the outset

Standard 9

Intervention plans and accompanying strategies need to be recorded in one school data.

Standard 10

Review the orientation/enrolment processes to ensure that a senior member of admin is present.
Continue to provide high quality ESL support to students and a range of ESL strategies to teachers.

Review the roles of all members of the ISP team to ensure there is a clear line management structure evident which ensures personal and collective accountability and improvement.

Standard 11

Continue to explore the addition of culturally appropriate resources in the library/resource centre.
Provide opportunities that recognize and appreciate cultural differences

Standard 12

Ensure that there is a wide representation of teachers on the ISP team when compiling the strategic plan

Standard 13

Continue the development of PIPS for ISP students.
Establish a review committee to oversee future directions and development of the ISP.
Continue to develop a reflective culture within the school.
Undertake surveys and act on feedback regarding the program.

Standard 14

Continue to update all relevant policies and processes in line with CRICOS and EQI requirements as detailed on the team site.

Standard 16

Continue to develop the school's curriculum framework to ensure internationalisation occurs across the curriculum.

Standard 17

Continue to monitor the performance of students by setting targets across the range of learning programs.

Explore the possibilities for cross cultural learning for all teachers.

Explore a collaborative approach to the literacy and numeracy educational needs of students across the Cairns cluster of schools.

Continue to provide professional development for all teachers regarding ESL strategies

Standard 18

Opportunities to feature the international students and their families within the school community should be sought and acted upon.

Standard 19

Ensure that all communication with agents and parents meets the required standard

Summary of findings

Standards		Findings	Required action
1.	The Principal ensures that marketing of school's education services to international students is accurate and ethical and maintains the integrity and reputation of the industry.	Meets the requirements for Standard 1.	
2.	The Principal must deal only with agents who have a written agreement with EQI.	Meets the requirements for Standard 2.	
3.	The Principal supports international students to adjust to study and life in Australia, to achieve their learning goals and to achieve satisfactory progress towards meeting the learning outcomes of the course.	Meets the requirements for Standard 3.	The ISP Orientation Program includes additional information regarding the welfare services available to students. That a senior member of the leadership team leads the ISP Orientation Program.
4.	The EQI complaints and appeals process for international students is independent, easily and immediately accessible, and inexpensive for the parties involved.	Meets the requirements for Standard 4.	One school is utilized to record complaints and early interventions. Promote the role of the Guidance Officer to both students and parents. Review and develop the survey progress. Ensure that parents are aware of external conciliation and arbitration services.
5.	The Principal ensures that international students maintain a full-time study workload for the duration of their enrolment.	Meets the requirements for Standard 5.	The school explores other possibilities for students to engage in broader curriculum offerings e.g. Participation in distance education language programs.

Standards		Findings	Required action
6.	The Principal must systematically monitor international students' compliance with student visa conditions relating to satisfactory academic progress. The Principal is proactive in notifying and counselling students who are at risk of failing to meet requirements.	Exceeds the requirements for Standard 6.	Reports need to be expanded in one school to reflect intervention strategies/actions. Personalised Improvement Plans (PIPs) should be developed for all underperforming students in relation to academic performance and behaviour standard. Expand the student term reports to provide more relevant information for parents
7.	The Principal must systematically monitor international students' compliance with student visa conditions regarding attendance. The Principal is proactive in notifying and counselling students who are at risk of failing to meet requirements.	Meets the requirements for Standard 7.	
8.	The Principal must ensure international students are placed in the appropriate year level and classes as per their contract with EQI.	Meets the requirements for Standard 8.	The school to review its communication channels with parents. Review placement of students including support strategies that may be necessary from the outset.
9.	The Principal only enables international students to defer or temporarily suspend their studies during the course through formal agreement in certain limited circumstances.	Meets the requirements for Standard 9.	Intervention plans and accompanying strategies need to be recorded in one school data.
10.	The international program teaching and support staff are suitably qualified and/or experienced in relation to the functions they perform for international students.	Meets the requirements for Standard 10.	Review the orientation/enrolment processes to ensure that a senior member of admin is present.

Standards	Findings	Required action
		<p>Continue to provide high quality ESL support to students and a range of ESL strategies to teachers.</p> <p>Review the roles of all members of the ISP team to ensure there is a clear line management structure evident which ensures personal and collective accountability and improvement.</p>
<p>11. The school premises support student achievement of their course outcomes.</p>	<p>Exceeds the requirements for Standard 11.</p>	<p>Continue to explore the addition of culturally appropriate resources in the library/resource centre.</p> <p>Provide opportunities that recognize and appreciate cultural differences.</p>
<p>12. Appropriate financial resources are allocated to manage the International Student Program.</p>	<p>Meets the requirements for Standard 12.</p>	<p>Ensure that there is a wide representation of teachers on the ISP team when compiling the strategic plan.</p>
<p>13. The Principal must have appropriate review processes in place for international program services.</p>	<p>Meets the requirements for Standard 13.</p>	<p>Continue the development of PIPS for <i>ISP</i> students.</p> <p>Establish a review committee to oversee future directions and development of the ISP.</p> <p>Continue to develop a reflective culture within the school.</p> <p>Undertake surveys and act on feedback</p>

Standards		Findings	Required action
			regarding the program.
14.	Current and correct information regarding each international student is maintained by the school and the relevant EQI International Student Centre.	Meets the requirements for Standard 14.	Continue to update all relevant policies and processes in line with CRICOS and EQI requirements as detailed on the team site.
15.	The school staff and the broader school community support the International Student Program.	Meets the requirements for Standard 15.	
16.	Programs/activities within the school show evidence of an international perspective.	Meets the requirements for Standard 16.	Continue to develop the school's curriculum framework to ensure internationalisation occurs across the curriculum.
17.	Teaching staff recognise the divergent learning styles of international students and implement a range of approaches and teaching styles.	Meets the requirements for Standard 17.	<p>Continue to monitor the performance of students by setting targets across the range of learning programs.</p> <p>Explore the possibilities for cross cultural learning for all teachers.</p> <p>Explore a collaborative approach to the literacy and numeracy educational needs of students across the Cairns cluster of schools.</p> <p>Continue to provide professional development for all teachers regarding ESL</p>

Standards		Findings	Required action
			strategies
18.	International students are encouraged to feel an integral part of the school community.	Meets the requirements for Standard 18.	Opportunities to feature the international students and their families within the school community should be sought and acted upon.
19.	The school ensures there is effective communication with agents and natural parents throughout the international student's study program.	Meets the requirements for Standard 19.	Ensure that all communication with agents and parents meets the required standard.

Level 1 Accreditation Requirements

1.0 Pre-Engagement of Students – Marketing

1.1 Standard 1

The Principal ensures that marketing of the school's education services to international students is accurate and ethical and maintains the integrity and reputation of the industry.

- National Code 2007, Standards 1 & 2 – Marketing information and practices and student engagement and *Education (Overseas Students) Act 1996*, sections 4 & 15

1.2 Requirements

Outcome – Achieved		√/X
1.1	The Principal must provide accurate and timely information to EQI to enable marketing of DET International education services	√
1.2	The Principal must:	
	a) ensure that marketing of the school's education services is accurate and undertaken with integrity;	√
	b) clearly identify the name of the legal entity (Department of Education and Training) and CRICOS number in written marketing and other material for student, including electronic form;	√
	c) not give false or misleading information or advice in relation to the employment outcomes associated with a course /year level, automatic acceptance into another course/ year level, possible migration outcome and any other claims relation to the registered provider, its course or outcomes associated with the course/ year level.	√

1.3 Mandatory Level 1 Evidence

Provided		√/X
1.	Timely provision of requested information for departmental marketing purposes	√
2.	Printed marketing brochures and website accurately reflect provision of services to international students	√
3.	Appropriate course/ year level information and representation of the local environment is available to students	√
4.	All print and electronic promotional material including school website and emails to students with course/ year level information, contains the legal entity (DET) and CRICOS provider number (00608A)	√

1.4 Level 2 Evidence - Program Development

Provided	√/X
• Evidence of revision of marketing materials	√

The school provided evidence that it meets the requirements for **Standard 1**.

2.0 Pre-Engagement of Students - Education Agents

2.1 Standard 2

The Principal must deal only with agents who have a written agreement with EQI.

- National Code 2007, Standard 4 – Education agents

2.2 Requirements

Outcome – Achieved		√/X
2.1	The Principal must ensure that the school deals only with agents who have a written agreement with EQI	√
2.2	Where the Principal becomes aware of, or reasonably suspects, the engagement by an agent or an employee or sub-contractor of that agent of dishonest conduct, the Principal must notify EQI	√

2.3 Mandatory Level 1 Evidence

Provided		√/X
1.	Process for checking agent status	√
2.	Only EQI approved agents are used	√
3.	Record of notifications to EQI of agents who are dishonest or lacking integrity	√

The school provided evidence that it meets the requirements for **Standard 2**.

3.0 Care & Support of Students – Student Support Services

3.1 Standard 3

The Principal supports international students to adjust to study and life in Australia, to achieve their learning goals and to achieve satisfactory progress towards meeting the learning outcomes of the course.

- National Code 2007, Standard 6 – Student support services

3.2 Requirements

Outcome – Achieved		√/X
3.1	The Principal must designate a member of staff as the International Student Coordinator	√
3.2	The Principal must provide an age appropriate orientation program to assist international students to adjust to study and life in Australia, including information about: <ul style="list-style-type: none"> • study and life in Australia; • cultural issues; • student support services available to international students in the transition to life and study in a new environment; • legal services; • emergency and health services; • facilities and resources; • complaints and appeals processes;¹ and • academic progress and attendance visa conditions. 	√
3.3	The Principal must provide international students and their parents with access to student support services designed to assist them in meeting the year level requirements and maintaining their attendance. Student support services might include the International Student Coordinator, the Guidance Officer (for counselling), Head of Curriculum (or equivalent), library services and English as a Second Language (ESL) support	√
3.4	The Principal must ensure international students have access to welfare-related support services to assist with issues that may arise during their study. Wherever possible, those services must be made available at minimal cost to the student and parent/s. Welfare-related support services might include: accessible guidance officer, school nurse, school police officer, appropriate 24-hour emergency contact, accessible International Student Coordinator, list of external health service providers and legal services	See rec.
3.5	The Principal must have a critical incident policy and procedures for international students based on the EQI Critical Incident Policy that include the action to be taken in the event of the critical incident, required follow-up to the incident and records to be kept of the incident and action taken	√

¹ Students and their parent/s must receive information on the EQI International Students Complaints and Appeals Policies within seven days of starting a course. A simplified version of the flowchart in the general policy with relevant school details could be given to students in the primary years and a copy of the policies given to their parent or suitable relative.

3.3 Mandatory Level 1 Evidence

Provided	√/X
1. Identification of the International Student Coordinator whose contact details are readily available to international students, parents, guardians and school staff	√
2. Allocation of hours for the role of International Student Coordinator is commensurate with services to be provided and relative to the number of international students in the school	√
3. Backup arrangements for International Student Coordinator	√
4. International Student Coordinator has undertaken international student cross-cultural training	√
5. Copy of international student and parent orientation program and delivery schedule	√
6. Process for determining level of student and parent satisfaction with the school's orientation program, e.g. student and parent survey data/feedback	√
7. Copy of International Student Handbook	√
8. Students and parent/s must receive information on the EQI International Student Complaints and Appeals Policy ² within seven days of enrolment. A simplified version of the flowchart in the EQI Procedures with relevant contact details could be given to students in the primary years and a copy of the Procedures given to their parents.	√
9. List of student support services (school and external services) given to students and their parent/s [<i>could be included in International Student Handbook</i>]	√
10. Procedures for early intervention strategies to assist students in meeting year level and attendance requirements [<i>details provided in Standards 6 and 7</i>]	√
11. List of student welfare-related support services given to students and their parent/s [<i>could be included in International Student Handbook</i>]	√
12. Record of student accessing support services in student files [<i>evidence to be provided in Standard 14</i>]	√
13. Record of student accessing welfare support services in student file [<i>evidence to be provided in Standard 14</i>]	√
14. Documented school critical incident policy incorporating EQI Critical Incident Policy for international students	√
15. Two 24-hour contact numbers given to international parents for emergencies	√
16. Record of notifications of critical incidents involving international students to the relevant EQI International Student Centre	√
17. Record of all critical incidents involving international students, actions taken and outcomes	√

² Refer to Standard 4 regarding requirements for the complaints and appeals procedures.

3.4 Level 2 Evidence - Program Development

Provided	√/X
• International Student Coordinator has undertaken relevant professional development ³	√
• Guidance Officer and/or International Student Coordinator has/ve undertaken professional development in cross-cultural counselling	√
• Library orientation program provided for international students	√
• Academic support services, e.g. after-school homework and tuition programs	√
• Availability of formal ESL programs for international students with identified needs as evidenced by ESL timetable	√
• Staff professional development relating to critical incident management, e.g., EQI, ,ISANA	√

The school provided evidence that it meets the requirements for **Standard 3**.

³ Refer to <http://www.pieronline.org> for accredited professional development courses.

4.0 Students as Consumers – Complaints & Appeals

4.1 Standard 4

The EQI complaints and appeals process for international students is independent, easily and immediately accessible, and inexpensive for the parties involved.

- National Code 2007, Standard 8 – Complaints and appeals and *Education (Overseas Students) Regulation 1998*, section 8.

4.2 Requirements

Outcome - Achieved		√/X
4.1	The Principal must provide international students and their parent/s with a copy of the EQI Complaints and Appeals Policy - General, which provide for the following:	
	<ul style="list-style-type: none"> • a process for lodging a formal complaint or appeal if the matter cannot be resolved informally, which requires a written record of the complaint or appeal to be kept ; 	See rec.
	<ul style="list-style-type: none"> • the opportunity for each complainant or appellant to formally present his or her case at minimal or no cost to him or herself; 	√
	<ul style="list-style-type: none"> • each party to be accompanied and assisted by a support person at any relevant meetings; 	√
	<ul style="list-style-type: none"> • the complainant or appellant to be given a written statement of the outcome, including details of the reasons for the outcome; 	√
	<ul style="list-style-type: none"> • the commencement of the process within 10 working days of the formal written lodgement of the complaint or appeal and supporting information; and 	√
	<ul style="list-style-type: none"> • all reasonable measures to be taken to finalise the process as soon as practicable. 	√
4.2	The Principal must immediately implement any corrective and preventative action required, if the complaint handling or appeal process results in a decision in the student's favour.	√
4.3	The Principal (and the relevant EQI International Student Centre) must advise the student through their parent/s or relative/s of their right to access an external appeals process and arrange access to independent mediators, at minimal or no cost, where there is an external appeals process that applies to the circumstances of the complaint or appeal, if an international student and their parent/s or relative/s is not satisfied with the result or conduct of the internal complaint handling and appeals process.	√

4.3 Mandatory Level 1 Evidence

Provided	√/X
1. Information on EQI Complaints and Appeals Policy – General and EQI Complaints and Appeals Policy – Suspension or Cancellation of Enrolment provided to students (and parents, if student in primary years) ⁴ [evidence provided in Standard 3]	√
2. Evidence that school responds to complaints made in relation to international program services by students, parents and agents	√
3. Full record of all formal complaints and appeals and their outcomes	√
4. Evidence of referral of formal complaints to the relevant EQI International Student Centre	√
5. Record of corrective and preventative action taken in response to a formal complaint	√
6. Student access to an external conciliation and arbitration service is available	See rec.
7. International Student Handbook contains information about the EQI Complaints and Appeals Policies [evidence provided in Standard 3]	√

4.4 Level 2 Evidence – Program Development

Provided	√/X
<ul style="list-style-type: none"> Proactive strategies for minimising complaints 	See rec.
<ul style="list-style-type: none"> Student and parent satisfaction with the complaints and appeals process (student/parent survey data) 	See rec.

The school provided evidence that it meets the requirements for **Standard 4**.

⁴ Students must receive information on the EQI Complaints and Appeals Policies with seven days of starting a course. A simplified version of the flowchart provided in general policy with relevant school details could be given to students in the primary years and a copy of the policies given to their parent or suitable relative. Secondary students should be given copies of the policies.

5.0 Visa Requirements – Study Program

5.1 Standard 5

The Principal ensures that international students maintain a full-time study workload for the duration of their enrolment.

- National Code 2007, Standard 9 – Completion within expected duration of study and *Education (Overseas Students) Act 1996*, section 4(c)

5.2 Requirements

Outcome - Achieved		√/X
5.1	The Principal must ensure international students are enrolled with a full-time study workload to enable the student to complete the course/ year level in the specified time	√
5.2	International students are given the same access as domestic students to subjects/programs within normal timetable constraints	√
5.3	In accepting an international student, the Principal ensures the program of study requested in the student's application form will be provided to the international student	√

5.3 Mandatory Level 1 Evidence

Provided		√/X
1.	Student timetable shows full-time enrolment [<i>evidence provided in Standard 14</i>]	√
2.	Correlation between student's application form and negotiated year level [<i>evidence provided in Standard 14</i>]	√
3.	Student attendance records verify full-time enrolment [<i>evidence provided in Standard 14</i>]	√
4.	Handbooks/Information provided to students and parents on subjects and programs/courses offered	√
5.	Student surveys and complaints register indicating level of satisfaction with program of study provided	√

5.4 Level 2 Evidence - Program Development

Provided		√/X
•	School explores other options for providing courses that are not available in that school, e.g. distance education and other schools	See rec.

The school provided evidence that it meets the requirements for **Standard 5**.

6.0 Visa Requirements – Monitoring Course Progress

6.1 Standard 6

The Principal must systematically monitor international students' compliance with student visa conditions relating to satisfactory academic progress. The Principal is proactive in notifying and counselling students who are at risk of failing to meet requirements.

- National Code 2007, Standard 10 – Monitoring course progress and *Education Services for Overseas Students 2000, section 19*

6.2 Requirements

Outcome - Achieved		√/X
6.1	The Principal must:	
	a) record and monitor the academic progress of international students for each subject of the course/program in which the student is enrolled;	√
	b) at a minimum, assess the academic progress of international students in each course at the end of each school term; and	See rec.
	c) provide academic progress reports to parents, international students and the relevant EQI International Student Centre for students at risk of not meeting visa academic progress requirements.	√
6.2	The Principal must:	
	a) ensure documented academic progress policies and procedures are provided to students and parent/s during orientation; and	√
	b) provide the EQI academic progress policy to the relevant school staff.	√
6.3	The Principal must implement an early intervention strategy (with an accompanying Individual Education Plan/ Personalised improvement Plan for international students at risk of not meeting satisfactory academic progress requirements. At a minimum, the intervention strategy must be activated where the student has failed or is deemed not yet competent in any aspect of Numeracy, Literacy, Science and Technology.	See rec.

6.3 Mandatory Level 1 Evidence

Provided		√/X
1.	Records of assessment of academic progress of international students each term	√
2.	Term report cards issued and copies in student file (<i>evidence provided in Standard 14</i>)	See rec.
3.	Term reports sent to the student's parents	See rec.
4.	Staff have access to EQI Policy and Procedures for Monitoring Course Progress for International Students	√
5.	Student handbook/s e.g. Orientation Handbook provide international students and their parent/s with information on academic progress requirements visa	√

Provided	√/X
implications of not meeting these requirements.	
6. Students and staff have access to school subject/program policies.	√
7. Parents can also have access to school subject/program policies on request	√
8. Students and parents referred to DET/EQI website for course information	√
9. Process for identifying students at risk of not making satisfactory academic progress	√
10. Early intervention process for students at risk of not making satisfactory academic progress, including:	√
• counselling students;	
• supporting students;	
• warning students at risk of breaching their student visa conditions;	
• reporting any students (and their parent) who have breached their student visa conditions to the relevant EQI International Student Centre;	
• notifying students and their parents when early intervention strategy is to be implemented.	
11. Active engagement of student support services for students who are at risk of not making satisfactory academic progress	√
12. Student file includes details of intervention to support academic progress (evidence provided in Standard 14)	√

6.4 Level 2 Evidence - Program Development

Provided	√/X
• Translated reports provided to students' parents	See rec.
• Tabulated student results per term available	√
• Sourcing of external services for academic support	√
• Review of subject choice of students at risk	n/a

The school provided evidence that it exceeds the requirements for **Standard 6**.

7.0 Visa Requirements – Monitoring Attendance

7.1 Standard 7

The Principal must systematically monitor international students’ compliance with student visa conditions regarding attendance. The Principal is proactive in notifying and counselling students who are at risk of failing to meet requirements.

- National Code 2007, Standard 11 – Monitoring attendance

7.2 Requirements

Outcome - Achieved		√/X
7.1	The Principal must:	
	a) systematically record the attendance of international students. All absences must be recorded as non-attendance, including absence evidenced by a medical certificate;	√
	b) monitor the attendance records at least fortnightly to calculate and review the overall attendance of each student for the term to determine if a student has breached their visa requirements or is at risk of breaching their visa requirements by not attending at least 80% of the scheduled course contact hours;	√
	c) have documented procedures for early intervention in contacting and counselling international students who have been absent for five consecutive days without approval or are at risk of breaching their visa requirements;	√
	d) activate the early intervention strategy for international students at risk of not meeting satisfactory attendance requirements; and	√
	e) have documented procedures for reporting students to the relevant EQI International Student Centre, if they have breached their visa requirements.	√
7.2	The Principal must advise the relevant EQI International Student Centre as soon as practicable of an international student’s failure to meet visa conditions relating to attendance under the <i>Migration Act 1958</i> . The relevant EQI International Student Centre will advise the Department of Immigration and Citizenship (DIAC)	√
7.3	The Principal must take all reasonable measures to detect and prevent falsification or loss of records of academic progress and attendance	√

7.3 Mandatory Level 1 Evidence

Provided	√/X
1. Policy and compliance procedures for recording and monitoring international student attendance	√
2. Student attendance records	√
3. Evidence of monitoring international student attendance	√
4. International Student Handbook includes attendance requirements	√
5. Documented procedures for contacting, counselling and, where necessary, reporting students at risk of breaching visa attendance requirements	√
6. Copy of notification to student and parent/s of intention to report him/her to DIAC	√
7. Procedures for immediate referral of international student absences to the International Student Coordinator	√
8. Staff member designated with responsibility for advising the relevant EQI International Student Centre of students at risk of breaching visa attendance requirements	√
9. Records of advice about absences to the relevant EQI International Student Centre	√
10. All systems for recording academic progress and attendance are tamper proof or under electronic or other surveillance	√
11. Paper and electronic records of academic progress and attendance are kept appropriately secured	√
12. Where electronic records systems for academic progress and attendance are used, the school staff are able to attest that the international student records are correct	√

The school provided evidence that it meets the requirements for **Standard 7**.

8.0 Visa Requirements – Appropriate Placement

8.1 Standard 8

The Principal must ensure international students are placed in the appropriate year level and classes as per their contract with EQI.

- National Code 2007, Standard 9 – Completion within expected duration of study and *Education (Overseas Students) Act 1996*, section 4

8.2 Requirements

Outcome - Achieved		√/X
8.1	If the school determines a student’s placement is inappropriate, the Principal must ensure a formal written assessment of the student’s abilities is undertaken. Following the assessment, the Principal must notify the relevant EQI International Student Centre and student’s natural parents of any changes in student’s year level.	See rec.

8.3 Mandatory Level 1 Evidence

Provided		√/X
1.	Documented assessment of student abilities, if inappropriately placed [evidence provided in Standard 14]	√
2.	Copies of correspondence with relevant EQI International Student Centre and student’s parents about the student’s placement [evidence provided in Standard 14]	√

The school provided evidence that it meets the requirements for **Standard 8**.

9.0 Visa Requirements – Deferral/Suspension of Study

9.1 Standard 9

The Principal only enables international students to defer or temporarily suspend their studies during the course through formal agreement in certain limited circumstances.

- National Code 2007, Standard 13 – Deferring, suspending or cancelling student’s enrolment

9.2 Requirements

Outcome - Achieved		√/X
9.1	The Principal must contact the relevant EQI International Student Centre to defer a student’s study program on behalf of the student. The relevant EQI International Student Centre will be responsible for assisting the student to notify DIAC on student’s deferral	√
9.2	The Principal must assist international students to seek permission to temporarily suspend the enrolment of an international student by formal agreement with the relevant EQI International Student Centre, only on the grounds of:	
	a) illness, where a medical certificate issued by a medical practitioner states that the student is unable to attend classes. For an international student in Australia the medical certificate must be from a medical practitioner registered in Australia. For an international student offshore, the medical certificate must be from a medical practitioner registered in the country of issue; or	√
	b) compassionate or compelling circumstances as specified in the National Code.	√
9.3	The Principal can also defer or temporarily suspend the enrolment of an international student through EQI on the grounds of misbehaviour by the student	√

9.3 Mandatory Level 1 Evidence

Provided	√/X
1. Record of notification of EQI International Student Centre of student seeking to defer or temporarily suspend her or his study program [evidence provided in Standard 14]	√
2. Copy of supporting documentation for deferral or temporary suspension of study [evidence provided in Standard 15]	√

The school provided evidence that it meets the requirements for **Standard 9**.

10.0 Staff, Educational Resources & Premises – Staff Capability

10.1 Standard 10

The international program teaching and support staff are suitably qualified and/or experienced in relation to the functions they perform for international students.

- National Code 2007, Standards 6(6.7) & 14 – Staff Capability, Educational Resources and Premises and *Education (Overseas Students) Act 1996*, section 4

10.2 Requirements

Outcome - Achieved		√/X
10.1	The Principal must appoint sufficient suitably qualified and/or experienced international student support and teaching staff to meet the needs of the international students enrolled in the school	√
10.2	The Principal must ensure that staff members significantly involved with international students have an accurate and up-to-date understanding of the ESOS framework and the <i>Education (Overseas Students) Act 1996</i> , including the requirements of the National Code and EQI policies and procedures, as appropriate to their roles within the school	√
10.3	The Principal must support the work performance of staff involved with the delivery of education or client services to international students through:	
	a) implementing documented processes for their induction and performance development;	See rec.
	b) encouraging and providing relevant opportunities for their professional development; and	√
	c) ensuring they are adequately prepared, resourced and trained and have the following skills, attributes and knowledge to ensure international students' learning and social outcomes are met: cross-cultural understanding, sensitivity and communication competence and experience with or skills in addressing issues commonly encountered by international students.	√

10.3 Mandatory Level 1 Evidence

Provided		√/X
1.	Planning documents with provision for adequate and suitably qualified and/or experienced staff for international program services	√
2.	Documented processes for induction and development of staff involved with international students	See rec.
3.	Register of relevant professional development undertaken by staff involved with international students, including list of staff who have completed ESOS framework and <i>Education (Overseas Students) Act 1996</i> training	√
4.	List of school support staff, their role descriptions and criteria for determining suitability for roles (e.g. relevant qualifications and/or experience)	See rec.

Provided	√/X
5. List of additional support personnel external to the school	√

10.4 Level 2 Evidence - Program Development

Provided	√/X
• Sufficient number of qualified ESL teachers for international students	See rec.
• High level of staff participation in international student cross-cultural training	√
• ESL in the mainstream training for classroom teachers	See rec.
• ISANA membership	√

The school provided evidence that it exceeds the requirements for **Standard 10**.

11.0 Staff, Educational Resources & Premises – Resources & Premises

11.1 Standard 11

The school premises support student achievement of their course outcomes.

- National Code 2007, Standard 14 – Education Resources and Premises and *Education [Overseas Students] Act 1996*, sections 8(1A) & 17A

11.2 Requirements

Outcome - Achieved		√/X
11.1	The Principal must have and maintain such educational resources, including facilities, equipment and learning and library resources, as are needed to deliver the registered course to international students enrolled with the provider	See rec.

11.3 Mandatory Level 1 Evidence

Provided		√/X
1.	School has educational resources (including facilities, equipment, and learning and library resources) needed to deliver registered courses to international students (site inspection)	See rec.
2.	International students have access to library and technology facilities including access to technology within the school timetable and after hours	√
3.	Classrooms with international students meet the stated requirement ⁵	√
4.	Sufficient rooms are available for current and projected international student numbers	√

11.4 Level 2 Evidence - Program Development

Provided		√/X
•	Evaluation of student satisfaction with access to school resources and facilities	√
•	Private spaces are available for international students and parents to meet with school staff	√
•	Library/resource centre has resources suitable for students from differing cultural backgrounds	See rec.

The school provided evidence that it meets the requirements for **Standard 11**.

⁵ The Principal must provide floor areas in general purpose classrooms of not less than 2 square metres per student if brought into use after 1 July 2001 and not less than 1.6 square metres per student if brought into use before 1 July 2001 and provide floor areas in specialist teaching spaces, including lecture theatres, appropriate to their functions.

12.0 Staff, Educational Resources & Premises – Finances

12.1 Standard 12

Appropriate financial resources are allocated to manage the International Student Program.

- *Education (Overseas Students) Act 1996*, sections 4(b) & 8(1)

12.2 Requirements

Outcome - Achieved		√/X
12.1	The Principal ensures that adequate revenue from international students is allocated to support these students	√
12.2	The school manages homestay payments, refunds and debt collection according to EQI policies and guidelines	√

12.3 Mandatory Level 1 Evidence

Provided		√/X
1.	Copy of school budget showing allocation of funding to support staffing and services for international students	√
2.	Satisfactory financial audit relating to management of homestay payments	√

12.4 Level 2 Evidence - Program Development

Provided		√/X
•	The Principal has a budget plan for the International Student Program	√
•	The school's International Student Program business/strategic plan accurately states the short, medium and long-term plans for its International Student Program	See rec.
•	The Principal maintains appropriate documentation for audit purposed for the International Student Program budget	√

The school provided evidence that it exceeds the requirements for **Standard 12**.

13.0 Improvement Processes – Review of Services

13.1 Standard 13

The Principal must have appropriate review processes in place for international program services.

- *Education (Overseas Students) Act 1996*, sections 4(d) & 8

13.2 Requirements

Outcome - Achieved		√/X
13.1	The Principal has processes for reviewing the effectiveness of the school's international program services, including:	See rec.
	• orientation	
	• resourcing	
	• study support programs	
	• welfare programs and	
	• records management	

13.3 Mandatory Level 1 Evidence

Provided		√/X
1.	Processes for regularly reviewing international services, including orientation, resourcing, study support programs, welfare programs and records management	See rec.
2.	School participation in EQI organised student surveys, focus groups and agent surveys to improve performance over time	See rec.

13.4 Level 2 Evidence - Program Development

Provided		√/X
	• Evidence of changes in practice made as a result of reviews	See rec.

The school provided evidence that it meets the requirements for **Standard 13**.

14.0 Information Management – Student and Homestay Family Records

14.1 Standard 14

Current and correct information regarding each international student is maintained by the school and the relevant EQI International Student Centre.

- *Education Services for Overseas Students Act 2000*, section 19 and *Education (Overseas Students) Act 1996*, section 8

14.2 Requirements

Outcome – Achieved		√/X
14.1	The Principal must provide all relevant information regarding international students to relevant authorities when required	See rec.

14.3 Mandatory Level 1 Evidence

Provided	√/X
1. Student enrolment census submitted to EQI	√
2. Student files Following is a list of evidence requested in other sections of this document for inclusion in student files, where relevant:	
• student’s current contact details	√
• copies of advice to EQI International Student Centre about changes to student’s accommodation arrangements	√
• details of student’s Overseas Student Health Cover number	√
• copy of student timetable	n/a
• copies of term report cards	√
• details of accommodation arrangements during vacations and period of non-enrolment	√
• record of interventions to support academic progress, including IEP and/or PIP	√
• record of interventions to support attendance	√
• record of advice to relevant EQI International Student Centre if student at risk of breaching visa academic progress requirements	√
• record of advice to relevant EQI International Student Centre if student at risk of breaching visa attendance requirements	√

Provided	√/X
<ul style="list-style-type: none"> • for deferral or temporary suspension of studies/program, copies of letter of confirmation/agreement with the relevant EQI International Student Centre, or confirming medical certificate; or documentary evidence supporting any compassionate and compelling circumstances 	√
<ul style="list-style-type: none"> • correspondence with the relevant EQI International Student Centre and the student's parents about change to student's placement 	√
3. Correct student contact details entered into eMinerva/ISMS	√
4. Overseas Student Health Cover number register	√

The school provided evidence that it meets the requirements for **Standard 14**.

Level 2 Accreditation Requirements

15.0 Leadership – Program Philosophy

15.1 Standard 15

The school staff and the broader school community support the International Student Program.

15.2 Requirements

Outcome - Achieved		√/X
15.1	Values and beliefs reflect an international perspective and have been collaboratively developed with input from the whole school community	√
15.2	The school and school community are engaged with the International Student Program	√

15.3 Level 2 Evidence

Provided		√/X
1.	Values and beliefs statement is prominently displayed throughout the school and in school information and marketing materials	√
2.	School community endorsement of engagement in this activity	√
3.	Record of International Student Program updates to the school community	√
4.	Inclusion of the ISP in the school's strategic plan	√

The school provided evidence that it exceeds the requirements for **Standard 15**.

16.0 Leadership – Program Philosophy

16.1 Standard 16

Programs/activities within the school show evidence of an international perspective.

16.2 Requirements

Outcome - Achieved		√/X
16.1	The school can demonstrate participation in a wide variety of programs and activities with an international focus	√
16.2	School work programs are designed and delivered to reflect an international perspective ⁶	See rec.
16.3	All students experience a range of learning activities with a global perspective ⁷	√

16.3 Level 2 Evidence

Provided		√/X
1.	Participation in study tour programs	√
2.	Outbound study tours	√
3.	Active sister school relationship/s	√
4.	Involvement in international accreditation processes, e.g. CIS, IB	X
5.	School arranged school vacation excursions for international students	n/a
6.	Vibrant LOTE program	√
7.	Multicultural/Harmony Day	√
8.	Work programs	√

The school provided evidence that it exceeds the requirements for **Standard 16**.

⁶ Requirement 16.2 relates to the intention or objectives of the programs to reflect an international perspective.

⁷ Requirement 16.3 relates to the actual activities for students provided in the program, i.e. how that intention or those objectives are actually experienced by the students

17.0 Responsiveness to Learning Needs

17.1 Standard 17

Teaching staff recognise the divergent learning styles of international students and implement a range of approaches and teaching styles.

17.2 Requirements

Outcome - Achieved		√/X
17.1	The curriculum is implemented to:	
	<ul style="list-style-type: none"> • address the learning styles of international students; and 	√
	<ul style="list-style-type: none"> • clearly communicate expected learning outcomes, grading systems and other classroom requirements 	√

17.3 Level 2 Evidence

Provided		√/X
1.	Teachers have undertaken international student cross-cultural training	See rec.
2.	ESL professional development for mainstream classroom teachers	See rec.
3.	Teacher and student orientation program	√
4.	Personalised learning is in place	See rec.
5.	Early intervention strategies	√
6.	Access to guidance and academic support services	√

The school provided evidence that it meets the requirements for **Standard 17**.

18.0 Integration

18.1 Standard 18

International students are encouraged to feel an integral part of the school community.

18.2 Requirements

Outcome - Achieved		√/X
18.1	International students are encouraged to participate in all school activities	See rec.
18.2	The school assists international students to have access to safe and interesting social and recreational activities after school, weekends and holidays	√

18.3 Level 2 Evidence

Provided	√/X
1. Integration strategies, including	
• school camps and/or excursions	√
• Year 7 Graduation Ceremony	√
• sport teams	√
• school buddy program	√
• international students holding school leadership positions	√
• student surveys	√
• other - for example school forums that focus on cultural issues, feelings and sensitivities, international student presentations etc.	√
2. Copy of social and recreational programs offered to international students	√

The school provided evidence that it exceeds the requirements for **Standard 18**.

19.0 Integration

19.1 Standard 19

The school ensures there is effective communication with agents, homestay and natural parents throughout the international student's study program.

19.2 Requirements

Outcome - Achieved		√/X
19.1	International students are encouraged to continue communication with their parents (if living overseas), relatives and friends whilst they are studying in Queensland	√
19.2	The school maintains appropriate communication with parents overseas in relation to any issues that may arise	√

19.3 Level 2 Evidence

Provided		√/X
1.	Access to school computers and fax for communication with parents, relatives and friends	n/a
2.	Evidence of communication with parents in student file	See rec.

The school provided evidence that it meets the requirements for **Standard 19**.