



Te Oranga me  
Te Haumaru Ākonga

**Learner Wellbeing  
and Safety**

## Self-review Toolkit for Tertiary Education Providers

### Tool E: self-review report template

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

**NZQA**

NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

## Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide student accommodation and/or is not a Code signatory, remove the parts in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12)**.

### TEO information

TEO Name	LSNZ Ltd.			MoE number	9950
Code contact	Name	Ryan Pretorius-Hale		Job title	Head Director of Studies
	Email	dos@lsnz.co.nz		Phone number	020 4032 7820
Current enrolments  (Queenstown Campus)	Domestic learners	Total #	5	18 y/o or older	5
				Under 18 y/o	0
	International learners	Total #	112	18 y/o or older	112
				Under 18 y/o	0
Current enrolments  (Christchurch campus)	Domestic learners	Total #	1	18 y/o or older	1
				Under 18 y/o	0
	International learners	Total #	104	18 y/o or older	98
				Under 18 y/o	6
Current residents  (Both campuses combined)	Domestic learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
	International learners	Total #	3	18 y/o or older	3
				Under 18 y/o	0
Report author(s)	Ryan Pretorius-Hale (Head Director of Studies) Jihane Sato (Head Office Manager)				

## Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

### Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / Early stages

### Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Rating
Outcome 5: A positive, supportive and inclusive environment in student accommodation	Well implemented / Implemented / Developing / Early stages
Outcome 6: Accommodation administrative practices and contracts	Well implemented / Implemented / Developing / Early stages
Outcome 7: Student accommodation facilities and services	Well implemented / Implemented / Developing / Early stages

## Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Rating
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / Implemented / Developing / Early stages
Outcome 9: Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented / Implemented / Developing / Early stages
Outcome 12: Safety and appropriate supervision of international tertiary learners	Well implemented / Implemented / Developing / Early stages

## Summary of performance under each outcome

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
<p><b>Outcome 1:</b> A learner wellbeing and safety system</p>	<p><b>Well implemented</b></p> <p>At LSNZ, reviewing learner safety systems is an ongoing and reflective process that ensures the wellbeing of students is prioritized. Regular evaluation involves not only compliance with external safety regulations but also an internal commitment to creating a supportive, inclusive environment. The school gathers feedback from both staff, students and other stakeholders, fostering open communication about concerns related to physical, emotional, and digital safety. This includes revisiting emergency protocols, safeguarding procedures, and pastoral care services to ensure they remain relevant and effective for our diverse student body.</p> <p>In reflecting on these reviews, the school examines whether all learners, especially those from different cultural and linguistic backgrounds, feel safe and supported. It also assesses the accessibility and visibility of safety resources, such as helplines, mental health services, and confidential reporting mechanisms. By aligning these reviews with core values of manaakitanga (care for others) and inclusivity, the school ensures that</p>	<p><b>Strategic Wellbeing Plan:</b> The Strategic Student-Oriented Wellbeing Plan, introduced in early 2023, exemplifies a deliberate and thoughtful commitment to promoting learner safety, inclusion, and holistic support. Initially structured around three core objectives—Health and Wellbeing (Te hauoro te oranga), Inclusion (Whakarau), and Student Voice (Reo ākongā)—the plan soon evolved, adding a fourth goal, Economic Wellbeing (Oranga ohaoha), as a direct result of feedback gathered from a diverse student focus group. This addition underscores the school’s responsiveness to the real and emerging needs of its students, highlighting a commitment to continual improvement and adaptability based on authentic student engagement. The emphasis on economic wellbeing recognises LSNZ’s understanding of the essential role financial security and employability play in the lives of international students adjusting to life in New Zealand. For many learners, economic stability is a cornerstone of personal safety and long-term success, reflecting the institution’s recognition of the wider factors contributing to student wellbeing. By expanding its support to include economic considerations, LSNZ is ensuring a more holistic approach to student welfare</p>

	<p>every learner’s needs are met holistically. Continuous improvement is a key focus, with regular updates to systems based on evolving student feedback and changing societal expectations.</p> <p>In early 2023, our school implemented a Strategic Student-Orientated Wellbeing Plan, which was subsequently enhanced following a focus group session involving 12 students from diverse CEFR levels and nationalities. Initially, the plan outlined three core goals: Health and Wellbeing (Te hauoro te oranga), Inclusion (Whakarau), and Student Voice (Reo ākongā). However, based on feedback from the focus group, a fourth goal, Economic Wellbeing (Oranga ohaoha), was introduced. This addition underscored the importance of equipping our students with employability skills and providing greater support for their economic wellbeing.</p> <p>During our 2023 audit, English New Zealand commended LSNZ for our pastoral care and comprehensive support systems. Our ‘Migrant’s Handbook,’ which offers a directory of essential external services such as health, social, and psychological support, was particularly highlighted. Multiple copies of this resource are readily accessible to students, both within their accommodations and through their homestay families. Furthermore, students can seek confidential advice from the school's pastoral lead through a WhatsApp QR code, which has been an effective tool for offering discreet and immediate support.</p>	<p>that encompasses both in-school experiences and external challenges students may face. This process of continuous, student-informed review of wellbeing goals is central to LSNZ’s strategy, reflecting a shift beyond academic success to address the broader, everyday challenges students encounter. By actively engaging students in shaping these wellbeing priorities, LSNZ not only strengthens its culture of inclusion but also validates the importance of student voices in policy development. This approach builds a community where learners feel both valued and empowered, knowing that their perspectives directly influence the support structures designed to benefit them.</p> <p><b>Pastoral care and confidential support:</b> The school’s pastoral care system exemplifies its commitment to learner safety, demonstrating both innovation and impact. Through a confidential support mechanism that utilises a WhatsApp QR code referral system, LSNZ has created a discreet and highly accessible channel for students to seek help. The rising use of this system over the year is a testament to its relevance and approachability, while the fact that all self-referred students proceeded to graduate successfully speaks to its efficacy. The effectiveness of the QR code system highlights the significance of providing pastoral care that is not only accessible and confidential but also adaptable to students’ needs. By offering a flexible and private way to access support, LSNZ empowers students to seek help proactively, reinforcing their trust in the school’s genuine commitment to their wellbeing. The positive graduation rates among these students</p>
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	<p>The use of this QR code for self-referrals steadily increased over the year, and notably, all students who referred themselves successfully graduated by the end of their courses. This reflects the positive impact of our responsive pastoral care services.</p> <p>Our approach was also recognised by NZQA in their 2023 EER report, where it was noted that “LSNZ supports its students well. Processes are well managed, and there is convincing evidence of improved outcomes for students.” This recognition validates the school’s commitment to student wellbeing and success.</p> <p>The LSNZ pastoral service is structured to ensure we can identify, monitor, and respond to the evolving needs of our student body. Weekly academic team meetings provide a platform to discuss students who may require additional individual or holistic support. Plans are developed with the utmost respect for confidentiality, and these discussions have become a key feature of our weekly academic meetings. Through our Learning and Pastoral Support (LAPS) database, students are carefully monitored for any subtle changes in mood or behaviour, allowing for early interventions where necessary.</p> <p>LSNZ provides a comprehensive orientation to our school, highlighting out-of-school support, a 24-hour emergency contact service, and information on living in New Zealand. This includes guidance on wellbeing services, pathways to further education, accommodation services (both student accommodation and homestay</p>	<p>further suggest that early, responsive interventions have a meaningful impact on academic success. This outcome reinforces the value of timely support, demonstrating that a well-implemented pastoral care system can play a direct role in fostering both student confidence and academic achievement.</p> <p><b>Emergency and safety protocols:</b> LSNZ’s 24-hour emergency contact service, alongside its comprehensive orientation programmes, reflects a proactive approach to ensuring students are well-informed about the support available in times of need. By equipping students with clear guidance from day one, LSNZ helps them navigate and access resources with confidence. The availability of the Migrant’s Handbook, which details a broad array of health, social, and psychological services, further highlights the school’s commitment to safety beyond the classroom. This resource is made easily accessible in student accommodations and homestay environments, ensuring that help is always within reach. These protocols actively reinforce a culture of support and safety, both on and off-campus. The ease of access to emergency information and external services enhances students’ sense of security and preparedness, significantly contributing to their overall wellbeing.</p> <p><b>Cultural inclusion and manaakitanga:</b> The integration of Te Tiriti o Waitangi principles, particularly through the core values of <i>manaakitanga</i> (hospitality) and <i>whanaungatanga</i> (relationship-building), exemplifies a culturally inclusive approach</p>
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	<p>options), and a safe, well-organised weekly activity schedule.</p> <p>In line with our strategic focus on economic wellbeing, the school offers Job Club sessions. These sessions, held weekly, provide support for essential employability skills such as opening bank accounts, obtaining IRD numbers, preparing CVs and cover letters, job searching, interview techniques, and understanding work rights. Additionally, we offer soft skills training monthly aligned with the skills employers are seeking in New Zealand.</p> <p>To further promote student wellbeing, we conduct workshops throughout the year, focusing on awareness of unhealthy lifestyle choices. Topics addressed include alcohol and substance abuse, smoking, poor diet, inadequate sleep, and maintaining healthy interpersonal relationships (including online safety). These workshops are integral to fostering a well-rounded approach to student health and wellbeing.</p> <p>At LSNZ, the application of Te Tiriti o Waitangi principles extends beyond mere compliance and is embedded in the core of our educational philosophy. We actively observe, teach, and engage our language students with diverse Māori practices, such as Matariki (Māori New Year), Waitangi Day, and Māori Language Week. These celebrations are not just cultural markers but serve as rich opportunities for students to connect with New Zealand's bicultural heritage. During Māori Language Week, for instance, basic Te Reo Māori</p>	<p>to learner safety. By actively engaging students in Māori practices, such as celebrating Matariki and participating in Māori Language Week, LSNZ nurtures an understanding of New Zealand's bicultural identity. This approach fosters students' connection to the local culture, enhancing both emotional and cultural safety, and reinforces LSNZ's commitment to inclusivity as a fundamental value. The emphasis on Māori values and cultural traditions creates a welcoming environment that enhances emotional safety by promoting belonging and respect for diversity. These practices not only support students' wellbeing but also encourage a deeper connection to New Zealand's cultural landscape, positively impacting their social integration and personal development.</p> <p><b>Academic and wellbeing monitoring:</b> The weekly academic meetings at LSNZ, where staff discuss students needing additional support, combined with the robust Learning and Pastoral Support (LAPS) database, allow for proactive and early identification of students facing challenges. This monitoring system ensures that each student is seen and supported, with even subtle changes in mood or behaviour being promptly recognised and addressed before they escalate. This approach demonstrates LSNZ's commitment to a holistic model of student care, viewing academic success and personal wellbeing as intrinsically linked. By identifying and responding to potential issues early on, the school effectively reduces the risk of crises that could disrupt a student's educational journey. This preventative model not only contributes to students'</p>
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	<p>phrases are introduced in classrooms, allowing international students to appreciate the significance of the language in New Zealand's identity and to begin integrating Te Reo into their daily interactions. Through these practices, we encourage students to experience the bicultural foundation of Aotearoa and understand the deeper cultural meanings behind these observances.</p> <p>In line with the equity and inclusiveness values promoted by the Treaty, LSNZ ensures that the voices of all international students are heard and their needs are actively met, as reflected in our 2023 Strategic Wellbeing Plan. This focus on equity connects directly to the participation principle of Te Tiriti o Waitangi, which encourages involvement and representation of all communities. We believe in creating an environment where students feel empowered and supported in their English language journey, while also ensuring that their cultural and personal backgrounds are respected. By fostering a space where participation thrives, we ensure that no student is left behind, and that our international cohort feels deeply integrated into the life and culture of the school.</p> <p>Our commitment to participation is also embodied in our holistic pastoral care system, which has been intentionally designed to resonate with Māori values. At LSNZ, we have embraced a whānau-style approach to student welfare, viewing students not as individuals in isolation but as part of a broader community of learners. This approach encompasses environmental and systemic support, providing students with the tools, resources,</p>	<p>overall satisfaction but also positively impacts their success.</p> <p><b>Job Club and economic wellbeing:</b> The weekly Job Club sessions at LSNZ provide an essential layer of support for students' economic wellbeing by equipping them with vital employability skills and educating them on their workplace rights. This targeted assistance has a direct and meaningful impact on students' capacity to navigate the financial and professional challenges of adapting to life in a new country, enhancing their overall sense of safety and security. By prioritising employability and economic wellbeing, LSNZ recognises that students' financial stability and career opportunities are crucial elements of their wider wellbeing. Offering these resources demonstrates a holistic approach to student support, acknowledging that financial confidence contributes significantly to a student's ability to focus on their studies and personal development. In alleviating economic concerns, LSNZ empowers students to pursue their academic and personal goals with greater peace of mind, reinforcing a supportive environment that fosters both resilience and success.</p> <p><b>Workshops on lifestyle choices:</b> The workshops focused on unhealthy lifestyle choices, including substance abuse, poor diet, and insufficient sleep, play a crucial role in promoting both the physical and mental health of students at LSNZ. By providing education on these significant issues, the school empowers students to make informed decisions that can</p>
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	<p>and emotional backing they need to succeed. The Māori values of manaakitanga (hospitality, generosity, and care for others) and whanaungatanga (the building and fostering of relationships) are woven into the fabric of our school's ethos. These values guide how we care for our students, ensuring that they feel welcomed, supported, and part of an extended family during their time with us.</p> <p>Reflecting on manaakitanga, we strive to extend our care and generosity not just in academic spaces but in every aspect of student life. Whether through our pastoral care services, the integration of Te Reo Māori in daily activities, or our efforts to celebrate and involve students in culturally significant events, our goal is to provide a nurturing environment where students feel valued and respected. Similarly, the principle of whanaungatanga inspires us to create strong connections within our student body, as well as between students and staff. By fostering meaningful relationships, we help cultivate a sense of belonging that allows students to thrive academically, socially, and personally.</p> <p>In essence, our application of Te Tiriti o Waitangi is not just symbolic but embedded in our practice, where the values of partnership, protection, and participation shape our commitment to a culturally inclusive and responsive learning environment. Through these efforts, LSNZ remains dedicated to honouring Māori culture, while also equipping our international students with a richer understanding of New Zealand's bicultural identity.</p>	<p>help prevent future health complications. These workshops encourage a proactive approach to health, equipping students with essential knowledge and strategies to maintain a healthy lifestyle. This commitment to student wellbeing has a dual impact: it not only enhances their immediate health and happiness but also lays the groundwork for their long-term success. Healthy students are more likely to excel academically and engage positively in social interactions, underscoring the vital link between wellbeing and achievement.</p> <p><b>English New Zealand and NZQA audit reports:</b> In 2023, LSNZ was awarded a 'highly confident' rating in all areas of service delivery by NZQA and English NZ, a testament to our steadfast commitment to excellence in education. This recognition not only underscores the high-quality education we provide but also highlights our comprehensive student support services and our dedication to creating a safe and inclusive learning environment. The audit specifically praised our robust pastoral care systems and culturally responsive practices, as well as the effectiveness of our academic programmes. Such accolades serve to reaffirm our unwavering dedication to fostering student success and wellbeing, ensuring that every learner at LSNZ receives the support they need to achieve their goals. This achievement is not just a reflection of our current efforts but also a motivator for continuous improvement, inspiring us to maintain high standards</p>
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		and further enhance the educational experience for all our students.
<p><b>Outcome 2:</b> Learner voice</p>	<p><b>Well implemented</b></p> <p>At LSNZ, reviewing Learner Voice processes is an integral part of creating a responsive and inclusive learning environment. One of the primary mechanisms for gathering student feedback is through a confidential six-weekly satisfaction survey, which covers all areas of service delivery. Confidentiality is crucial as it reduces barriers to reporting, allowing students to provide honest feedback without fear of reprisal. This ensures that our students' voices are heard clearly and that we can respond effectively to their concerns and suggestions. The six-weekly student evaluations are collated and summarised by the Director of Studies, and findings are also discussed at the weekly academic meetings.</p> <p>A key part of this process is ensuring transparency by informing students of the changes made as a result of their feedback. Our "You said, we did" approach helps students see how their input directly shapes the services we provide, reinforcing the importance of their voice in our decision-making process. Students have a number of avenues to follow if they have a complaint. The school's complaint policy can be found in the Student Handbook, and the Teacher Handbook. Additionally, information about the complaints procedure, English New Zealand , iStudents and the Dispute Resolution Scheme is</p>	<p><b>Six-weekly confidential student satisfaction survey:</b> A cornerstone of LSNZ's approach to student engagement is the six-weekly confidential satisfaction survey, designed to assess all aspects of our service delivery. By guaranteeing confidentiality, we effectively eliminate barriers that might hinder students from providing honest feedback. This method empowers students to express their concerns freely, fostering an environment of transparency and trust between the student body and the institution. The Director of Studies compiles and summarises the survey results, ensuring that student feedback is processed systematically and thoughtfully. These insights are then shared in our weekly academic meetings, where staff engage in meaningful reflection on the feedback received and deliberate on potential improvements. This structured process not only underscores our commitment to valuing student voices but also ensures that their insights are integral to our decision-making and service enhancement strategies.</p> <p><b>“You said, we did” approach:</b> A fundamental aspect of LSNZ's learner voice process is the "You said, we did" initiative, which plays a pivotal role in fostering a culture of responsiveness and accountability. This practice not only ensures that students feel heard, but it also demonstrates how their feedback directly shapes the school's actions. By transparently sharing the</p>

	<p>prominently displayed on the student information board in the common area, making it easily accessible to all.</p> <p>To capture comprehensive feedback, we also conduct graduation surveys and maintain ongoing informal and formal conversations with students throughout their time at the school. This allows us to identify areas for improvement in real-time, ensuring a continuous cycle of reflection and enhancement of our services.</p> <p>In the past year, the school has received fewer than five complaints, all of which were resolved promptly, and experienced zero critical incidents, a testament to the effectiveness of our safety systems. However, we remain vigilant and committed to ongoing improvement. To support this, we take a holistic approach, coordinating decision-making across all departments to ensure that transparency and open communication are maintained with all relevant stakeholders.</p> <p>We also recognise the importance of staff training in ensuring learner safety and wellbeing. In 2023, assessment and panic attack response training, equipping them with the skills to manage critical situations with confidence and care.</p> <p>Our commitment to inclusiveness is reflected in our approach to working with diverse learners. We regularly host focus groups composed of 12 students from different nationalities, cultures, and levels of English proficiency. These focus groups help us to continuously develop, review, and improve our learner wellbeing and</p>	<p>outcomes of student input, LSNZ enhances the relationship between students and staff, cultivating a strong sense of ownership and empowerment within the student community. This participatory approach significantly boosts student engagement and satisfaction, as learners recognise that their contributions are both valued and impactful. The initiative serves to bridge the gap between students and the institution, creating an environment where feedback is not merely acknowledged but actively acted upon.</p> <p><b>Accessible compliant procedures:</b> LSNZ is dedicated to providing students with clear and accessible pathways to voice their concerns or lodge complaints, thereby fostering a safe and supportive environment. The procedures for making a complaint are prominently featured in the Student Handbook, the Teacher Handbook, and on the information board in the common area, ensuring that all students have easy access to this crucial information. By offering multiple avenues for reporting issues, the school empowers students to speak up, knowing that their concerns will be taken seriously. This multifaceted approach not only facilitates open communication but also reinforces a culture of transparency in the handling of complaints. LSNZ’s commitment to effectively addressing issues demonstrates its dedication to student well-being and illustrates that every student’s voice is valued and respected within the community.</p> <p><b>Continuous feedback and monitoring:</b> In addition to the six-weekly satisfaction surveys, LSNZ actively</p>
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	<p>safety goals, ensuring that they are relevant to the needs of our entire student body. By incorporating diverse perspectives, we not only strengthen our community but also ensure that our processes remain responsive and culturally sensitive.</p>	<p>engages students through graduation surveys and ongoing informal and formal conversations. This continuous feedback loop allows the school to make real-time adjustments to its services, thereby ensuring a consistently high standard of delivery throughout the academic year. The effectiveness of LSNZ’s learner voice processes is evident in the impressive outcomes achieved over the past year: <b>fewer than five complaints were received</b>, and there were <b>no critical incidents reported</b>. These statistics serve as a powerful testament to the efficacy of the school’s safety and inclusiveness measures, confirming that they are not only in place but are also functioning effectively to foster a positive and supportive environment for all students.</p> <p><b>Holistic support and inclusion:</b> The school’s commitment to inclusiveness goes far beyond its feedback mechanisms. LSNZ proactively organises focus groups comprising 12 students from diverse nationalities, cultures, and varying levels of English proficiency. These focus groups provide an essential platform for students to share their unique experiences, allowing them to contribute directly to the shaping of the school’s learner wellbeing and safety goals. By engaging with students in this manner, LSNZ ensures that its processes are culturally sensitive and effectively responsive to the varied needs of its student body. This inclusive approach not only enhances the relevance of the school’s initiatives but also fosters a strong sense of belonging among students, demonstrating that their</p>
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		<p>voices are valued and integral to the school's ongoing development.</p> <p><b>Staff training:</b> Understanding that staff preparedness is crucial to student safety, LSNZ prioritises ongoing training for its team members. This includes essential training in risk assessment and effective responses to panic attacks, which equips staff with the necessary knowledge and skills to manage critical situations with both confidence and care. Such training not only enhances the staff's ability to respond effectively during emergencies but also significantly reinforces the school's commitment to fostering a safe and secure learning environment.</p>
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### Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
<p><b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p><b>Well implemented</b></p> <p>2023 has provided some strong evidence of our commitment to creating a nurturing space for all students.</p> <p>A key indicator of our success in fostering a safe environment is the fact that there were zero reports of</p>	<p><b>Zero reports of internal racism or bullying:</b> Throughout 2023, LSNZ reported zero incidents of racism or bullying, a clear indication that the school's dedicated efforts to foster a respectful and culturally aware atmosphere are having a significant impact. This positive outcome can be attributed to a comprehensive range of proactive measures and cultural awareness initiatives designed to promote respect and inclusivity</p>

internal racism or bullying throughout the year. This suggests that our proactive measures to build a respectful, culturally aware environment are working well. However, we did support two students who encountered racism or prejudice outside of school. These students were provided with individual check-ins and were supported through our wrap-around pastoral care system, which takes a holistic approach to student welfare. This reflects our dedication to ensuring that students feel safe and cared for, not just academically, but in all aspects of their lives, particularly when they face challenges outside of the learning environment.

Through our weekly Job Club sessions, we empower students by increasing their awareness of workplace rights and educating them on what steps to take if they encounter racism or bullying in professional settings. Thankfully, no such incidents were reported in 2023, but these sessions remain a critical component of our student support framework, ensuring that they are well-prepared for potential workplace challenges.

The principle of inclusion is embedded in our school culture and was a major feature of our 2023 Strategic Wellbeing Plan. This was evident in the successful support of five students with diagnosed health or learning difficulties, all of whom graduated successfully. Their success highlights the effectiveness of the inclusive practices we employ across both campuses, ensuring that students with additional needs receive the tailored support necessary to thrive. In addition, both campuses are fully wheelchair accessible,

among the student body, thus cultivating a harmonious environment. Nevertheless, it is essential to remain vigilant and responsive to the external challenges that students may encounter.

**Supporting students facing racism or prejudice**

**externally:** LSNZ has taken significant steps to support students who have faced racism or prejudice outside of the school environment, offering individualised assistance through its comprehensive wrap-around pastoral care system. This holistic approach underscores the school's commitment to prioritising student welfare beyond merely academic achievements. By providing personal check-ins and emotional support, LSNZ clearly communicates that the well-being of its students in all aspects of their lives is of paramount importance. While the absence of reported incidents within the school is encouraging, it does not eliminate the possibility of future challenges. Continuous engagement with students is crucial in fostering an open dialogue and ensuring that any emerging issues are addressed proactively.

**Job Club empowerment and workplace rights**

**education:** Through the weekly Job Club sessions, students receive essential education on their workplace rights and the appropriate steps to take if they encounter racism or bullying in professional environments. Offering these sessions demonstrates a forward-thinking approach that not only prepares students for real-world challenges but also fosters their resilience in navigating complex workplace dynamics.

	<p>further demonstrating our commitment to ensuring physical accessibility for all students.</p> <p>Our provision of a multi-faith room further supports inclusion by providing students with a dedicated space to practice their faith. This not only promotes a sense of belonging but also acknowledges the diverse cultural and spiritual backgrounds of our student body. In a similar spirit, students are encouraged to share their cultures with the wider school community. In 2023, several student groups led cultural activities and events, celebrating their home countries and fostering intercultural understanding and respect within the student body.</p> <p>Our weekly activity schedules, both free and paid-for, are designed to promote social inclusion by encouraging students to participate and connect with their peers. These activities offer valuable opportunities for students to build relationships, support one another, and integrate more fully into the school community, enhancing both their social and emotional wellbeing.</p> <p>From a digital perspective, we offer students access to a self-study TOEIC preparation course. Local support is provided by the Director of Studies for troubleshooting and access to the online platform. Although we don't offer synchronous online teaching, we make accommodations for students with long-term health concerns, including supporting their remote participation in classes when needed. This ensures that no student misses out on learning opportunities due to</p>	<p>This proactive support is invaluable, equipping students with both the knowledge and confidence necessary to address potential issues effectively, despite the absence of reported incidents in 2023.</p> <p><b>Inclusive support for students with health or learning difficulties:</b> In 2023, five students with diagnosed health or learning difficulties successfully graduated, highlighting the effectiveness of LSNZ's inclusive practices across its campuses. This achievement exemplifies the school's capacity to adapt its services to meet the unique needs of each student, ensuring that all learners, regardless of their health or learning challenges, are positioned for success. Moreover, LSNZ's commitment to accessibility, including wheelchair-accessible facilities, further underscores its dedication to inclusivity. These tangible outcomes not only reflect the school's ongoing efforts to create an accommodating learning environment but also reinforce the belief that every student has the potential to thrive when provided with the appropriate support and resources. This holistic approach to education not only fosters individual achievement but also cultivates a diverse and enriching learning community.</p> <p><b>Multi-faith room for spiritual wellbeing:</b> The establishment of a multi-faith room at LSNZ represents a significant step towards fostering an environment of belonging and inclusivity among students. This dedicated space allows individuals to practice their faith freely, recognising and celebrating the rich</p>
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	<p>health-related absences, demonstrating our commitment to flexible and inclusive education.</p> <p>Our physical learning environment also reflects careful consideration of student needs. Spacious classrooms are equipped with Smartboard technology, facilitating dynamic, interactive lessons. Additionally, our well-equipped kitchen space, which includes a number of microwaves, was a direct response to student feedback from our six-weekly surveys. This demonstrates that student voice is not only heard but actively shapes our environment. Likewise, our decision to implement a split timetable in 2023 was made to ensure that we could increase the school’s capacity without compromising student comfort and satisfaction.</p> <p>The teachers' room is a well-resourced, comfortable space, providing teachers with individual workstations, which supports both their professional needs and their capacity to create high-quality learning experiences for students.</p>	<p>tapestry of cultural and spiritual backgrounds within the school community. By facilitating the observance of diverse religious practices, LSNZ not only promotes respect and understanding among students but also reinforces its commitment to holistic student well-being that extends beyond academic achievement. This initiative underscores the importance of nurturing students’ spiritual needs, thereby contributing to a supportive atmosphere where every individual feels valued and understood.</p> <p><b>Cultural activities promoting intercultural understanding:</b> In 2023, students took the initiative to organise cultural activities and events that celebrated their home countries, significantly enhancing intercultural respect and understanding within the school community. By empowering students to share their unique cultural heritage, LSNZ has cultivated a vibrant and diverse environment where peers can learn from one another’s experiences and traditions. This exchange not only enriches the global perspective of the school but also fosters a sense of belonging and connection among students from various backgrounds. The celebration of diverse cultures strengthens community bonds and nurtures emotional and social well-being, creating a supportive atmosphere that encourages collaboration and appreciation for differences.</p> <p><b>Weekly activity schedule for social inclusion:</b> LSNZ offers a range of both free and paid activities each week, designed to encourage student participation and</p>
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		<p>foster peer connections. These initiatives are vital in cultivating friendships and enhancing social inclusion among the student body. By actively engaging students in extracurricular pursuits, the school not only supports their emotional well-being but also facilitates a deeper integration into the community. This commitment to providing varied activities reflects LSNZ's understanding of the importance of social connections in the overall student experience. As students form bonds through shared experiences, they are more likely to feel a sense of belonging and support, significantly contributing to a positive and enriching educational environment. The emphasis on participation highlights the school's dedication to nurturing a vibrant community where all students can thrive.</p> <p><b>Digital flexibility for long-term health concerns:</b> The provision of remote learning for students who are off for extended periods of time, including Co-VID, ensures access to learning. The implementation of remote learning for students who are absent for extended periods, including due to COVID-19, exemplifies LSNZ's dedication to ensuring equitable access to education for all learners. This flexibility highlights the school's unwavering commitment to inclusive education, affirming that no student is overlooked because of health-related challenges. By adopting this approach, LSNZ embodies its core values of accessibility and adaptability, fostering a seamless continuity in learning that supports every student's educational journey. This proactive measure not only facilitates ongoing academic engagement but also</p>
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		<p>reinforces the message that all students are valued and supported, regardless of their circumstances.</p> <p><b>Student feedback leading to environmental enhancements:</b> The establishment of a well-equipped kitchen and the introduction of a split timetable were direct responses to the insights gathered from students through six-weekly surveys. These adjustments not only demonstrate LSNZ's commitment to valuing student feedback but also illustrate the school's proactive approach to enhancing the learning environment in accordance with student needs. The kitchen area creates a warm and welcoming atmosphere, fostering a sense of community among learners, while the split timetable effectively maximises capacity without sacrificing student satisfaction. Such initiatives significantly enhance students' trust in the school's ability to respond to their concerns, reinforcing a collaborative culture that prioritises their well-being and educational experience..</p> <p><b>Teacher support and resources:</b> The teachers' room is well-resourced with individual workstations, significantly enhancing teachers' professional development and their capacity to craft high-quality learning experiences. By offering dedicated workspaces, the school empowers educators to deliver exceptional instruction and provide effective support to students. This focus on resource provision underscores the belief that the well-being of both students and staff is vital in fostering a thriving educational environment.</p>
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<p>Outcome 4: Learners are safe and well</p>	<p><b>Well implemented</b></p> <p>In reflecting on the effectiveness of our practices to support learners in managing their physical and mental health, it is clear that our approach is comprehensive and student-centred. One of our key resources is the Migrant’s Handbook, a directory of local health, financial, and emotional support services available in the area. This resource empowers students by connecting them with externally-run services, ensuring they have access to a wide range of support options beyond the school’s internal provisions. The handbook’s availability in various formats ensures that it is easily accessible to all students, aligning with our commitment to inclusivity and support for their overall wellbeing.</p> <p>Additionally, our school encourages participation in community support groups, which are often nationality-specific. These groups provide a culturally familiar space for students, particularly those dealing with homesickness, to find emotional support and companionship. This initiative fosters a sense of belonging and cultural connection, which are critical factors in maintaining mental wellbeing while living abroad.</p> <p>We also host a series of wellbeing workshops throughout the year, designed to help students identify their needs and maintain a healthy lifestyle. These workshops cover essential topics such as sleep hygiene, diet, mental health awareness, and stress management. By encouraging students to develop proactive habits, we</p>	<p><b>The Migrant’s Handbook resource:</b> LSNZ offers the Migrant’s Handbook as a vital resource, linking students to local health, financial, and emotional support services. Available in various formats, this handbook empowers students by providing them with easy access to a comprehensive array of external services. Its availability reflects the school's unwavering commitment to fostering student autonomy and well-being. By facilitating connections to essential resources beyond the classroom, LSNZ equips students with the tools they need to navigate life outside school with confidence. Furthermore, the inclusive design of the handbook caters to diverse student needs, reinforcing the school’s dedication to creating a supportive and accessible environment for all learners.</p> <p><b>Community support groups for cultural connections:</b> LSNZ actively encourages students to engage in nationality-specific community support groups, providing a vital resource for combating homesickness and offering emotional assistance when needed. By creating opportunities for students to access culturally familiar spaces, the school cultivates a sense of belonging that is essential for those adapting to life in a new country. These support groups not only bolster students' emotional resilience but also allow them to preserve and celebrate their cultural identity, significantly enhancing their mental well-being.</p> <p><b>Wellbeing workshops for proactive health management:</b> LSNZ organises a series of wellbeing workshops addressing essential topics such as sleep</p>
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	<p>empower them to take ownership of their health, both during their studies and beyond.</p> <p>A major part of our student support structure is the quality of our student accommodation. The school owns its own student housing and maintains a large network of homestay families, offering both half-board and full-board options. These arrangements ensure that students live in a safe, nurturing environment, where their physical needs are met through regular meals and comfortable living conditions. We place a special emphasis on the wellbeing of unaccompanied minors, who are housed exclusively in homestay accommodation to ensure they receive the highest level of care and supervision.</p> <p>As part of our student orientation, we provide detailed information about school contacts and emergency procedures. This is reinforced in the Student Handbook, which serves as a comprehensive guide for students throughout their time with us. The online enrolment process captures up-to-date contact details, including a nominated person for emergencies, ensuring that we can reach out to a trusted individual whenever necessary. This system applies to both adult and under-18 students, with all information stored securely in Fidelo, our new Learning Management System (LMS). This level of preparedness contributes to a feeling of security among students, knowing that help is readily available.</p> <p>For students under 18, we take additional measures to protect their wellbeing by seeking express parental</p>	<p>hygiene, nutrition, mental health awareness, and stress management. These sessions empower students to adopt a proactive approach to their health, fostering the development of self-care habits that are beneficial both during their studies and throughout their lives. By equipping students with these invaluable skills, LSNZ not only enhances their physical and mental well-being but also lays a strong foundation for academic success. The overwhelmingly positive feedback from students regarding these workshops further underscores their effectiveness and impact, highlighting the school's commitment to nurturing holistic health and wellbeing among its learners.</p> <p><b>High-quality student accommodation:</b> LSNZ offers its own student housing alongside homestay options, placing particular emphasis on the needs of unaccompanied minors, who are exclusively placed in homestays to ensure enhanced care and supervision. The quality of these living arrangements significantly impacts students' sense of security and comfort. By providing a nurturing environment, especially for vulnerable minors, LSNZ demonstrates its unwavering commitment to prioritising safety and well-being. Meeting students' fundamental physical needs, such as access to nutritious meals and comfortable living conditions, enables them to concentrate fully on their studies, fostering an atmosphere conducive to academic success and personal development.</p> <p><b>Comprehensive emergency procedures:</b> During orientation, students are provided with comprehensive</p>
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	<p>permission before they participate in any school activities. This ensures that we maintain a transparent and responsible relationships with parents, fostering trust and confidence in the school’s commitment to their child’s safety.</p> <p>In cases where students require pastoral support, we ensure confidentiality at all times, where appropriate. The introduction of the QR code referral system for self-referrals or referrals of others has proven to be an effective tool. Interviews with students have shown that they are fully aware of how to access support services if needed. This indicates that our communication around these processes is clear and accessible, contributing to a strong culture of openness and support.</p> <p>It is also notable that we experienced zero incidents of challenging, disruptive, or threatening behaviour in 2023. However, should such incidents occur, we have a clear, documented process in place to handle these situations swiftly and effectively, ensuring that both students and staff are supported in maintaining a safe learning environment.</p> <p>We also understand that external pressures can sometimes affect a student’s ability to continue their studies. To accommodate this, we offer semi-flexible course bookings, allowing students to pause their course due to circumstances outside of their control, where their visa permits. This flexibility provides students with peace of mind, knowing that they have the support to</p>	<p>emergency contact information, which is securely stored in Fidelo, the school’s Learning Management System. By effectively communicating emergency procedures and regularly updating contact details, LSNZ fosters a strong sense of security among students. This proactive approach not only reassures students but also gives their families peace of mind, knowing that the school has established robust systems for managing emergencies.</p> <p><b>Parental permission for under-18 students:</b> Parental consent is meticulously obtained for all school activities involving students under 18, a policy that significantly enhances transparency and fosters trust between the school and families. By actively involving parents in the decision-making process regarding their child's well-being, LSNZ reinforces its dedication to maintaining a responsible and accountable relationship with them. This practice is essential for ensuring the effective care and safeguarding of minors.</p> <p><b>Zero incidents of disruptive behaviour:</b> In 2023, LSNZ recorded no incidents of significant challenging, disruptive, or threatening behaviour, reflecting a harmonious learning environment. However, the school maintains well-documented procedures to address any potential occurrences should they arise. While the absence of such incidents is a testament to the positive atmosphere, having clear protocols in place underscores LSNZ's preparedness to uphold safety and provide support to both students and staff in the event of issues.</p>
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	<p>manage both academic and personal challenges without feeling overwhelmed.</p> <p>Finally, all external visits and activities are subject to thorough risk assessments, approved by the Director of Studies. This ensures that students can engage in off-campus experiences confidently, knowing that their safety and wellbeing are carefully considered at every stage. Permission is also sought from parents of under 18 students before participating in off-site activities.</p>	<p><b>Thorough risk assessments for external activities:</b> All off-campus activities at LSNZ are subject to rigorous risk assessments, which require approval from the Director of Studies. For students under 18, parental permission is also mandatory. Through these comprehensive risk assessments, LSNZ empowers students to participate in external activities with the assurance that their safety is a top priority. This commitment not only underscores the school's dedication to student well-being, regardless of location, but also illustrates a holistic approach to safeguarding that permeates all aspects of the student experience.</p>
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Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
<p>Outcome 5: A positive, supportive and inclusive environment in student accommodation</p>	<p><b>Well implemented</b></p> <p>LSNZ’s diverse accommodation offerings, 3 school-owned student houses for over-18s and a wide network of vetted homestay families for under-18s and those who prefer quieter environments, are designed with these goals in mind. The variety of accommodation choices allows students to select an option that best suits their needs, ensuring they feel comfortable and secure in their living environment from the outset. Prospective students are empowered to make informed decisions, with clear, detailed information provided on the LSNZ website regarding accommodation options, facilities, fees, and living costs. This transparency and flexibility are crucial in fostering trust and easing the transition for students moving to a new country.</p> <p>To support students within the accommodation, LSNZ has established house wardens in each of the four student houses. These wardens, typically current or former students, provide invaluable peer support and guidance. Their lived experience as international students enables them to understand the challenges that students may face, helping to create an environment where residents feel supported, not only in following house rules but also in managing the broader aspects of</p>	<p><b>Diverse accommodation options:</b> LSNZ provides a diverse array of accommodation options, including four school-owned student houses for those aged over 18 and a comprehensive network of vetted homestay families for under-18 students or those seeking quieter environments. This variety ensures that each student can select the accommodation that best aligns with their individual needs, fostering comfort and security from the moment they arrive in New Zealand. For international students, the opportunity to choose their accommodation in advance, supported by detailed information available on the LSNZ website, enhances their sense of autonomy and reassurance. This proactive strategy not only sets the foundation for a positive experience but also underscores the school’s commitment to inclusivity by respecting diverse living preferences. By offering clear insights into accommodation options, facilities, fees, and living costs, LSNZ empowers prospective students to make informed choices that resonate with their personal and cultural backgrounds. This early engagement in the accommodation selection process nurtures a sense of ownership and autonomy, which is vital in alleviating anxiety during their transition to a new country.</p>



living and studying abroad. This peer-led support structure fosters a strong sense of community and belonging, ensuring that students have someone approachable and relatable within their living environment.

LSNZ further ensures student wellbeing and safety through a dedicated accommodation manager, who oversees the overall quality of accommodation, responds to feedback, and maintains direct communication with both house wardens and homestay families. The accommodation manager also operates a 24/7 emergency phone line, providing an extra layer of security. In 2023, this emergency phone was used three times, and each case was resolved quickly and effectively. This system reassures students that help is always readily available, reinforcing a sense of security within their accommodation.

The safety of under-18 students, who are housed with vetted homestay families, is of paramount importance to LSNZ. All homestay families undergo police vetting and house visits, ensuring that the homes meet high safety and care standards. The direct communication between homestay families and the accommodation manager enables swift resolution of any issues, ensuring that students are placed in nurturing environments that meet their physical and emotional needs. This practice is particularly important for younger students, who require a higher level of care and supervision while adapting to life in a new country.

**House wardens and pastoral care:** Each of the four student houses is staffed by a house warden, typically a current or former student, who brings invaluable lived experience to their role. These wardens, equipped with a deep understanding of the challenges faced by international students, serve as approachable peer leaders who embody and promote the values of safety and community. Their presence ensures that students have a reliable point of contact for not only clarifying house rules but also for seeking personal support, thus nurturing an inclusive and supportive environment. The role of house wardens, who have themselves navigated the complexities of being an international student, significantly enhances both social cohesion and emotional safety within the accommodation. By facilitating peer support, LSNZ fosters a community where students feel empowered to share their challenges openly, effectively diminishing feelings of isolation. This peer-led approach is closely aligned with the Code's emphasis on cultivating a sense of community while providing a robust safety net for those who require additional assistance.

**Dedicated accommodation manager and 24/7 emergency support:** LSNZ employs a dedicated accommodation manager tasked with maintaining the quality of student accommodation and actively responding to feedback from both students and homestay families. This individual is also responsible for a 24/7 emergency phone line, ensuring that urgent issues can be addressed at any time. In 2023, this emergency line was utilised three times, with each case

Clear communication of accommodation rules and processes is another vital aspect of LSNZ's approach. The Student Handbook, provided to all residents and homestay families, outlines all relevant rules and expectations. This is reinforced through visual signs displayed in common areas, and house wardens are familiar with these processes to provide further clarity when needed. The house rules are reviewed annually to ensure they remain relevant and fair, further demonstrating LSNZ's commitment to maintaining a structured and supportive living environment. By providing clear guidelines and expectations, LSNZ creates an atmosphere of accountability and cooperation, reducing the potential for misunderstandings or conflicts.

Routine inspections of the student houses, conducted with at least 24 hours' notice, ensure that accommodation standards are maintained consistently. LSNZ also performs welfare checks for students experiencing difficulties with their accommodation, as part of the school's broader pastoral care services. These checks ensure that any issues are identified and addressed proactively, further contributing to the students' sense of security and wellbeing.

A significant feature of LSNZ's student houses is the presence of communal spaces, such as living rooms, which are designed to promote social interaction among residents. These common areas play a key role in fostering community and connection, offering students a place to relax, socialize, and support one another outside

being resolved swiftly and without the need for external intervention. This efficiency highlights the effectiveness of the system in safeguarding student welfare. The availability of emergency support around the clock instils a profound sense of security in students, assuring them that assistance is always within reach should they require it. This commitment to responsiveness not only reinforces the school's dedication to student welfare but also ensures that urgent accommodation concerns are managed promptly and effectively.

**Comprehensive safety measures for homestay families:**

All homestay families undergo a comprehensive vetting process, which includes police checks and in-person house visits, to guarantee they uphold the high standards of care set by LSNZ. This meticulous approach ensures that students, especially those under 18, are placed in safe and nurturing environments. The accommodation manager maintains a direct line of communication with homestay families, enabling the swift resolution of any issues that may arise and ensuring ongoing oversight of the living arrangements. The rigorous assessment and monitoring of homestay families not only prioritise the safety, comfort, and cultural needs of younger students but also build a foundation of trust between the school and the families of students. This trust plays a crucial role in enhancing the emotional well-being of students, as they feel secure and cared for in their home environment. Furthermore, by prioritising cultural sensitivity within these arrangements, LSNZ ensures

of formal academic settings. By encouraging interaction, LSNZ promotes inclusivity and helps students build meaningful relationships, which are essential to their emotional wellbeing and overall sense of belonging.

LSNZ's accommodation practices are effective in promoting a supportive and inclusive environment that prioritizes the wellbeing and safety of all residents. The combination of diverse accommodation options, peer-led support through house wardens, robust safety measures, clear communication of expectations, and ongoing welfare checks creates an environment where students feel secure and valued. By embedding these practices within a framework of transparency and responsiveness, LSNZ strives to exceed the standards highlighted in the code, by fostering a community where students can thrive both academically and personally.

that students feel respected and valued in their new surroundings.

**Student handbooks and clear communication of house rules:** The Student Handbook, distributed to all residents of accommodation and homestay families, clearly outlines the rules and procedures governing student living arrangements. This essential document, supplemented by visual reminders in common areas and consistent reinforcement from house wardens, ensures that students are well-informed about their rights and responsibilities. LSNZ conducts an annual review of the house rules to maintain their relevance and fairness, underscoring the school's dedication to fostering a structured yet adaptable environment. By effectively communicating accommodation rules and expectations, the school establishes a consistent standard that promotes a harmonious living atmosphere. The regular evaluation of these rules allows LSNZ to remain responsive to the evolving needs of its student population, enhancing inclusivity and ensuring that the guidelines are culturally and socially sensitive. This thoughtful approach not only encourages accountability among residents but also plays a significant role in minimising conflicts, ultimately contributing to a more peaceful and supportive community.

**Routine inspections and welfare checks:** Routine inspections of student houses, scheduled with a minimum of 24 hours' notice, are instrumental in ensuring that living standards are consistently upheld.

		<p>In conjunction with these inspections, LSNZ conducts welfare checks for students who may be experiencing difficulties with their accommodation, as part of the school's comprehensive pastoral care system. These proactive checks provide an essential layer of reassurance, ensuring that the living environment remains safe and supportive. By implementing regular welfare checks, LSNZ affirms its commitment to student wellbeing, identifying and addressing potential issues before they escalate.</p> <p><b>Common spaces and social connection:</b> All student houses are thoughtfully designed with living rooms and common areas that facilitate social interaction and community-building among residents. These communal spaces are vital for nurturing relationships and providing a platform for informal peer support. By encouraging students to engage with one another, these areas foster a sense of belonging that is essential for their emotional and mental wellbeing. The opportunities for informal interaction play a significant role in breaking down barriers between students from diverse backgrounds, promoting inclusivity and enhancing intercultural understanding. In alignment with the principles outlined in the Code, these communal spaces contribute to the creation of a supportive community where students feel both socially and emotionally connected within their living environment.</p>
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<p>Outcome 6: Accommodation administrative practices and contracts</p>	<p><b>Well implemented</b></p> <p>Our current accommodation practices and contract arrangements have been carefully designed to support our students in maintaining suitable housing during their stay in New Zealand. These practices aim to provide clarity, consistency, and comprehensive support for both students and accommodation providers, with a strong emphasis on student wellbeing and transparent communication.</p> <p>One of the foundational aspects of our approach is the transparency provided on our website. Detailed information about the ownership structure and operator details for each accommodation option is readily available, along with an overview of wellbeing services that students can access within each type of accommodation. This transparency ensures that students and their families can make informed decisions, with a clear understanding of the accommodation provider’s responsibilities and the support available during their stay.</p> <p>Additionally, house wardens and homestay families are thoroughly informed of their duties and responsibilities through a structured onboarding process, which provides them with clear guidelines and expectations. This onboarding process is supplemented with ongoing support to help accommodation providers navigate any challenges that may arise. Each accommodation provider has a designated contact at our school to whom they can report concerns and seek advice, ensuring any</p>	<p><b>Transparency on the website:</b> A fundamental aspect of our approach is the transparency fostered by providing comprehensive information on our website. This includes details about the ownership structure and operational specifics for each type of accommodation, alongside a summary of the wellbeing services we offer. Such transparency has a profound impact on both students and their families, as it empowers them to make informed decisions prior to their arrival in New Zealand. By equipping students and their families with a clear understanding of what to expect and the support available to them, we effectively diminish uncertainties and cultivate trust. This trust is essential for establishing a positive initial relationship, which in turn enhances students’ sense of security and confidence in our institution. As a result, students feel better prepared to concentrate on their studies, ultimately contributing to their overall success and wellbeing.</p> <p><b>Onboarding and support for accommodation providers:</b> The structured onboarding process and ongoing support offered to house wardens and homestay families are pivotal in ensuring they are adequately prepared and responsive to the diverse needs of students. By clearly defining expectations, we foster a safe and nurturing environment that reinforces students’ wellbeing and comfort throughout their stay. The appointment of a designated school contact for reporting issues establishes a dependable support link, enabling us to address concerns promptly while cultivating a proactive approach to potential challenges. Regular reviews of these responsibilities allow us to</p>
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issues are addressed promptly. This consistent communication link also enables us to identify and respond to emerging issues in a proactive and supportive manner. Our team regularly reviews these responsibilities and guidelines to adapt to evolving needs, reinforcing our commitment to the safety and comfort of our students.

The student handbook, available within each accommodation type and prominently displayed in common areas, clearly outlines behavioural expectations and provides guidance on students' rights and responsibilities. By making this information accessible and visible, we foster a respectful living environment that promotes harmony and mutual understanding among residents. Additionally, the handbook includes essential information on room inspections, costs, and additional fees, as well as detailed guidance on the complaints process. This includes information on the Dispute Resolution Scheme (DRS), which we follow at Language School New Zealand (LSNZ), ensuring students have a structured pathway to raise and resolve any concerns.

To support fair and transparent financial practices, our refund policy—applicable to both courses and accommodation—is explicitly detailed on our website. This clarity helps students understand their financial commitments and provides assurance of our commitment to fair treatment. Furthermore, we maintain a complaint log that records any incidents occurring within our accommodation facilities. This log is

remain adaptable to evolving needs, thereby upholding our commitment to high standards of care. As a result, we have established a stable and well-maintained support system for students, leading to a notable decrease in accommodation-related issues and significantly higher satisfaction with living arrangements.

**Clear rules and accessible information in the Student Handbook:** By ensuring that the student handbook is easily accessible in all accommodations, we take a proactive step in nurturing a respectful and harmonious living environment. The handbook provides comprehensive details regarding behavioural expectations, inspection processes, fees, and the complaints procedure, effectively clarifying students' rights and responsibilities. This clarity significantly reduces the likelihood of conflicts or misunderstandings. Furthermore, the inclusion of information about the Dispute Resolution Scheme (DRS) adds an important layer of assurance, empowering students with a formal avenue to address any grievances they may encounter.

**Refund policy and complaint logging:** Our transparent refund policy, prominently featured on the website, significantly boosts students' confidence in their financial arrangements, fostering a sense of fairness and demonstrating our commitment to their well-being. Additionally, the systematic maintenance of a complaint log enables both us and our accommodation providers to identify patterns and

	<p>available to accommodation providers on request, enabling them to review and address any patterns or recurring issues. This practice fosters a collaborative approach to continuous improvement, aligning with our commitment to responsive and supportive accommodation practices.</p>	<p>address recurring issues effectively. This proactive, data-driven strategy enhances the quality and consistency of our accommodations while supporting continuous improvement efforts. By swiftly addressing underlying concerns, we ensure that our living arrangements maintain a high standard, ultimately contributing to sustained satisfaction among students.</p>
<p><b>Outcome 7:</b> Student accommodation facilities and services</p>	<p><b>Well implemented</b></p> <p>The processes and measures we have implemented are aimed at ensuring our students experience a high standard of care and safety, as well as prompt and efficient responses to any accommodation-related concerns.</p> <p>One of the cornerstones of our commitment to pastoral care is the prompt and effective handling of both student and homestay provider complaints. LSNZ has established a responsive system through which complaints are addressed efficiently and with sensitivity, ensuring that issues are managed swiftly to prevent any negative impact on the student’s welfare. When a student’s circumstances warrant it, we prioritise their wellbeing by promptly matching them with a new homestay provider, which fosters a supportive environment and helps them feel secure and valued. This adaptability and attentiveness in our complaint management practices reflect our dedication to addressing individual needs and maintaining a</p>	<p><b>Efficient complaint management and student support:</b> A notable area of impact lies in our proactive approach to managing complaints from both students and homestay providers. LSNZ has developed a responsive, student-centred system that addresses complaints with both sensitivity and efficiency. This framework allows us to resolve issues swiftly, prioritising the student experience and preventing minor concerns from escalating into significant problems. Our unwavering commitment to student welfare is particularly evident in instances where we take the initiative to reassign students to new homestay providers when necessary, thereby reinforcing the message that their wellbeing is our top priority. This adaptability not only fosters a nurturing environment but also ensures that students feel secure and supported, directly reflecting Outcome 7’s emphasis on student wellbeing.</p> <p><b>High-quality facilities and proactive maintenance:</b> Our student accommodation facilities are designed to the highest standards, offering students modern, spacious, and well-equipped living spaces. These</p>

harmonious living experience, directly supporting the principles of Outcome 7.

Our student accommodation facilities are modern, well-equipped, and designed to provide students with spacious and comfortable living arrangements. These high standards contribute to an environment that not only meets but often exceeds students' expectations, fostering their sense of security and wellbeing during their studies. To ensure that all facilities remain in excellent condition, our accommodation manager conducts regular maintenance inspections. This proactive approach allows us to identify and address any issues before they escalate, creating a consistently safe and functional living environment.

In addition to routine inspections, we have a streamlined process for reporting and managing any necessary alterations, repairs, or replacements. Our staff work closely with maintenance services to address reported issues in a timely manner, ensuring that the accommodation remains a safe and pleasant space for students. Where possible, we schedule maintenance during students' study hours to minimise disruption, demonstrating our respect for their study and personal time. This approach supports Outcome 7's emphasis on maintaining safe and comfortable living conditions while fostering a positive residential experience.

All our student houses are comprehensively insured, providing an additional layer of protection and assurance for students and their families. To maintain

exemplary physical standards significantly enhance students' comfort and sense of security, often surpassing their expectations. Routine maintenance inspections conducted by the accommodation manager further bolster this positive impact, as they ensure that all facilities remain in impeccable condition.

**Streamlined maintenance and respect for student schedules:** Our maintenance processes are designed to be both efficient and considerate of students' time, exemplifying the school's dedication to student welfare. By swiftly addressing necessary repairs and replacements while scheduling maintenance during school hours, we ensure that students' routines are minimally disrupted. This attentiveness to their study and personal time fosters a more positive residential experience and promotes a sense of balance between their academic and personal lives.

**Financial transparency and assurance through insurance:** Our dedication to financial transparency is a crucial element that enhances students' confidence in their accommodation arrangements. By issuing receipts for all transactions and clearly communicating any outstanding fees, we cultivate trust and mitigate potential misunderstandings regarding accommodation costs. Furthermore, the comprehensive insurance coverage for all student houses provides an additional layer of security, reassuring both students and their families about their safety. This combination of transparent financial communication and robust insurance reflects a high level of care, significantly



	<p>transparency in financial matters, students receive receipts for all accommodation-related transactions, and any outstanding fees are communicated directly by the accommodation manager. This clarity in financial procedures reflects our commitment to transparent and fair dealings, building trust and reducing the likelihood of financial misunderstandings. It also reinforces our commitment to students' welfare by minimising stress and supporting them in managing their accommodation arrangements responsibly.</p>	<p>reducing financial stress and fostering a sense of financial security.</p>
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Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
<p><b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners</p>	<p><b>Well implemented</b></p> <p>Our practices at LSNZ are intentionally designed to address and support the distinct wellbeing and safety needs of our international tertiary learners. As all our students come from diverse international backgrounds, please see above for a detailed analysis of the support systems available for each student when they enrol with us. We recognise the importance of providing a secure, inclusive, and supportive environment that considers both their academic journey and personal experiences in a new country. In alignment with Outcomes 1-7 of the NZ Education (Pastoral Care of Tertiary and International Learners) Code of Practice, our approach reflects a deep commitment to understanding and responding to the unique needs of each student.</p>	<p>LSNZ’s practices demonstrate an effectiveness in recognising and addressing the unique wellbeing and safety needs of our international tertiary learners. By adopting a comprehensive, proactive, and student-focused approach aligned with Outcomes 1-7 of the NZ Education Code of Practice, we cultivate an environment that promotes security, resilience, and cultural inclusivity. Our provision of relevant resources, accessible support services, and a responsive accommodation system allows us to support our students holistically, significantly enhancing their educational experience and ensuring they feel valued and cared for throughout their time with us..</p>
<p><b>Outcome 9:</b> Prospective international tertiary learners are well informed</p>	<p><b>Well implemented</b></p> <p>LSNZ has developed a comprehensive and targeted approach to ensuring that prospective international tertiary learners are well-informed about the programmes, support services, and educational opportunities available to them. This commitment to clear, accurate, and accessible information supports</p>	<p><b>Tailored information through agent engagement:</b> A significant area of impact lies in our collaboration with education agents, particularly through our active participation in agent webinars. By engaging with agents representing a diverse array of nationalities, LSNZ gains valuable insights into the specific cultural and educational needs of prospective students from various backgrounds. This collaborative approach enables us to tailor our offerings effectively. For</p>

	<p>students in making informed choices, tailored to their unique learning needs and personal circumstances. At LSNZ, we recognise that the information needs of prospective international students can vary significantly based on nationality, cultural expectations, and educational backgrounds. To gain insights into these specific needs, we actively participate in agent webinars, engaging with agents who specialise in diverse student markets. This approach has proven particularly effective in helping us tailor our offerings; in 2023, the insights gathered from these interactions led us to rebrand our academic IELTS pathway, making it more accessible and relevant. Additionally, based on the demand for flexible study options, we introduced the IELTS Mindset and TOEIC online self-study courses, further broadening the options available to prospective students and demonstrating our responsiveness to their diverse preferences. These initiatives highlight our proactive commitment to understanding and meeting the academic and informational needs of our future students.</p> <p>The partnership between LSNZ and education agents is a cornerstone of our outreach strategy, ensuring that agents have a thorough understanding of our programmes and developments. Each month, we distribute an agent newsletter, featuring the latest updates and developments across both our campuses. This regular communication keeps agents well-informed and allows them to share accurate, up-to-date information with students and their families. As a result, prospective students benefit from an accurate</p>	<p>instance, in 2023, LSNZ utilised agent feedback to successfully rebrand our academic IELTS pathway, enhancing its accessibility and relevance. This initiative exemplifies our dedication to adapting our educational pathways to align with the diverse expectations of students. Moreover, recognising the growing demand for flexible learning options, we introduced the IELTS Mindset and TOEIC online self-study courses.</p> <p><b>Agent partnerships on informed decision-making:</b> Our monthly agent newsletter is a crucial component of our communication strategy, playing a significant role in fostering transparency and trust within our agent network. By consistently providing agents with updates on campus developments and programme offerings, we empower them to serve as well-informed ambassadors for LSNZ. This regular communication ensures that agents possess a comprehensive understanding of our current programmes, enabling them to relay accurate and relevant information to prospective students and their families. As a result, students gain access to reliable and up-to-date insights about what to expect when choosing LSNZ, enhancing their confidence in their decision-making process.</p> <p><b>LSNZ website for transparent communication:</b> The design and content of the LSNZ website serve as a vital resource for prospective students, offering accessible information that encompasses all essential aspects of the study experience. Through transparency about institutional quality, highlighted by recent evaluations from English New Zealand and NZQA, we provide</p>
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	<p>understanding of what they can expect when choosing LSNZ. This practice also promotes transparency and trust with our agents, equipping them to be knowledgeable ambassadors for our institution.</p> <p>Our website is designed to provide prospective students with a wealth of information, covering critical aspects of the study experience at LSNZ. Prospective students can readily access details about our most recent quality assurance evaluations, including those from English New Zealand and NZQA, offering transparency regarding our institutional quality standards. Furthermore, we provide information on instructional methods, staff qualifications, school facilities and resources, as well as specifics on the complaints process, expected learning outcomes, and estimated costs for study and living. To support international students in planning their arrival and stay, we also include information on accommodation options, public transport, and other practical details essential for settling into life in New Zealand. By presenting this information in an accessible and well-organised format, we ensure that prospective students have a clear and realistic view of what LSNZ offers and can make informed decisions with confidence.</p> <p>Our Marketing Manager plays a key role in maintaining the integrity and professionalism of our agent network, leading the recruitment and vetting process to ensure only reputable agents represent LSNZ. This includes conducting reference checks, entering into formal contracts, and maintaining open lines of communication</p>	<p>prospective students with valuable insights into our educational standards. In addition to showcasing our teaching methods, staff qualifications, school facilities, and available resources, the website presents a comprehensive overview of our academic environment. Furthermore, practical information regarding complaints processes, expected learning outcomes, costs, accommodation options, and public transport significantly aids international students in preparing for their journey in New Zealand. This extensive array of easily accessible information empowers prospective students to develop a realistic understanding of life and study at LSNZ, fostering trust and enabling informed decision-making.</p> <p><b>Active management of the school’s agent network:</b> The Marketing Manager at LSNZ plays a pivotal role in the effective management of our agent network, which is essential for ensuring the accuracy and reliability of the information disseminated to prospective students. Through a comprehensive set of responsibilities—including agent recruitment, thorough reference checks, contract formalisation, and ongoing performance monitoring—the Marketing Manager guarantees that only reputable agents represent LSNZ. This diligent oversight allows for swift action to be taken should any issues arise, thereby safeguarding the integrity of the information shared with potential students and significantly reducing the likelihood of misinformation. Consequently, the proactive management of our agent network is vital in protecting the interests of prospective students, ensuring they</p>
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	<p>with all agents. Additionally, the Marketing Manager monitors agent activities and performance, taking prompt action if misconduct arises. This active management approach helps safeguard the accuracy and reliability of information shared by agents, reducing the risk of misinformation and protecting the interests of prospective students.</p>	<p>receive accurate, relevant, and beneficial information as they navigate their educational choices.</p>
<p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	<p><b>Well implemented</b></p> <p>LSNZ offers a comprehensive range of educational programmes that meet diverse student needs. We provide six levels of General English classes, ranging from Beginner to Advanced, and three specialised IELTS classes—IELTS Academic, IELTS General, and IELTS Mindset—as well as a TOEIC self-study online course. This selection caters to a wide range of language proficiency levels, ensuring that students of various backgrounds and goals find a course that suits their needs. Importantly, all programmes at LSNZ are low-stakes, a fact clearly indicated on our website. By making the nature and scope of our courses accessible and transparent, we support students in selecting the appropriate course and set clear expectations about course outcomes, contributing to an informed and confident student experience.</p> <p>Our website offers prospective students access to the latest quality assurance results from English New Zealand and NZQA. Additionally, any quality improvement or compliance notices (with zero cases in 2023) are transparently listed, ensuring that students and</p>	<p><b>Diverse course options for varied needs:</b> LSNZ offers a comprehensive range of educational programmes, including six levels of General English and specialised IELTS courses—IELTS Academic, IELTS General, and IELTS Mindset—alongside a TOEIC self-study online course. This broad spectrum of options enables us to cater to students at various proficiency levels, allowing them to choose a programme that aligns with their unique language aspirations. Importantly, as all our courses are designed to be low-stakes, prospective students and their families can have peace of mind knowing that academic pressures are kept manageable. Our website effectively communicates the details and scope of each course, empowering students to make informed decisions that resonate with Outcome 10’s emphasis on transparency and relevance. By establishing clear expectations regarding course outcomes, LSNZ cultivates a supportive and confidence-building atmosphere, significantly enhancing student engagement and satisfaction. This holistic approach not only addresses the diverse needs of our students but also promotes a</p>

	<p>their families have a clear understanding of our institutional standards. Information on staffing, facilities, and educational equipment is also provided, alongside details about available support services, insurance requirements, and visa obligations. By providing this information in an organised and readily accessible format, we enable prospective students to make informed choices, aligning with Outcome 10's emphasis on transparency in communication.</p> <p>The enrolment contracts at LSNZ are designed to be fair, transparent, and understandable. Students receive comprehensive information regarding the grounds for contract termination, including specific circumstances that could result in a breach, and a clear outline of the steps involved in any termination process. These terms are carefully communicated during enrolment, reinforcing our commitment to transparent and ethical practices. In 2023, there were no disciplinary actions taken against student contracts, reflecting the effectiveness of our clear communication of rights and obligations and our proactive approach to maintaining a harmonious educational environment. For unaccompanied minors, LSNZ ensures that parents are well-informed of their child's rights and obligations under New Zealand's educational system, and we seek parental consent whenever appropriate. This additional communication safeguards the interests of our younger students, fostering trust between LSNZ and the families who entrust their children to us.</p>	<p>sense of empowerment as they pursue their educational goals.</p> <p><b>Transparent quality assurance and institutional information:</b> Our website stands as an accessible and comprehensive repository of institutional information, showcasing quality assurance evaluations from English New Zealand and NZQA, with no quality improvement or compliance notices recorded in 2023. In addition to this, we provide essential details about our staffing, facilities, educational equipment, support services, insurance requirements, and visa obligations. By presenting this information in a clear and organised manner, LSNZ empowers prospective students and their families to make informed decisions based on transparent data, directly reflecting the Code's commitment to clear communication.</p> <p><b>Fair and transparent enrolment contracts:</b> LSNZ is steadfast in its commitment to fairness and transparency in enrolment contracts. These contracts provide comprehensive information regarding grounds for termination, conditions of breach, and the procedures for termination. By prioritising this level of clarity at the enrolment stage, we affirm our dedication to ethical, student-centred practices. Remarkably, in 2023, there were no disciplinary actions concerning contract breaches, which underscores the effectiveness of our clear communication regarding students' rights and responsibilities. For unaccompanied minors, we take additional care to ensure that parents fully understand their child's obligations and rights, seeking</p>
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	<p>LSNZ takes active steps to ensure that all students meet New Zealand’s insurance requirements, covering health, travel, and other critical needs specified under Outcome 10, Process 5 of the Pastoral Code. For students who prefer assistance with this process, LSNZ can arrange insurance as part of the pre-enrolment process, ensuring they are adequately covered before their arrival. Additionally, our team verifies that all students possess a valid New Zealand visa on their first day at LSNZ, providing reassurance to students and their families and reducing the potential for administrative complications.</p> <p>In compliance with the Code’s requirements, LSNZ safeguards students’ tuition fees through the Public Trust, ensuring that international learners’ fees remain secure and protected, even in cases of early withdrawal. This practice enhances students’ financial security and supports LSNZ’s reputation as a reliable and responsible institution. The Public Trust system also reinforces the transparency of our financial processes, reassuring students that their financial commitments are managed with integrity.</p>	<p>parental consent when necessary. This approach not only safeguards the welfare of younger students but also fosters strong relationships with families.</p> <p><b>Insurance compliance and visa verification:</b> LSNZ adopts a proactive approach to ensure that all students fulfil New Zealand’s insurance requirements, which encompass vital areas such as health and travel, as stipulated in Outcome 10, Process 5 of the Pastoral Code. To facilitate this process, we offer students the opportunity to arrange their insurance prior to enrolment if necessary. This service underscores our commitment to student wellbeing by alleviating the administrative burden associated with pre-arrival preparations and ensuring that students are adequately covered from the moment they arrive. Moreover, we diligently verify that all students possess a valid New Zealand visa before commencing their studies. This practice mitigates the risk of administrative complications and reinforces a secure, compliant study environment. Together, these measures instil confidence in both students and their families, assuring them that every aspect of their enrolment is managed with care and professionalism.</p> <p><b>Financial security through fee protection:</b> In accordance with the Code’s requirements, LSNZ safeguards student fees through the Public Trust, ensuring security in the event of a student withdrawal. This initiative not only protects the financial interests of our learners but also highlights our commitment to transparency in managing student funds. By placing fee</p>
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		<p>protection in the hands of an independent organisation, LSNZ enhances its financial credibility and offers students and their families reassurance regarding their financial investment.</p>
<p><b>Outcome 11:</b> International learners receive appropriate orientations, information and advice</p>	<p><b>Well implemented</b></p> <p>LSNZ's practices for orienting and supporting international learners are well-structured, multifaceted, and responsive to the requirements of Outcome 11 of the Education (Pastoral Care of Tertiary International Learners) Code of Practice. Through comprehensive orientation sessions, language-sensitive resources, dedicated communication channels, and specialised pastoral support, we effectively equip students with essential information and ensure their comfort and safety.</p> <p>LSNZ's weekly orientation sessions form the foundation of each student's integration, beginning on their first day. These sessions cover vital elements such as the school's code of conduct, key support services, fire and earthquake safety policies, and information about the Public Trust and the Pastoral Code. By introducing these areas immediately, we give students clear and structured guidance, supporting a smooth transition into their studies. Additionally, the provision of key policies in plain English ensures clarity, though we are currently working to translate key documents into students' home languages. This improvement reflects our commitment to language accessibility and cultural inclusivity,</p>	<p><b>Comprehensive orientation sessions and accessibility of key information:</b> Weekly orientation sessions play a vital role in facilitating student integration, as they cover essential topics such as the school's code of conduct, fire and earthquake safety, and key information regarding the Public Trust and the Pastoral Code. This timely introduction to critical information ensures a smooth transition for students, helping them to build confidence and feel adequately prepared to embark on their studies. At LSNZ, we prioritise clarity by presenting this information in straightforward English, making it accessible to all students. In our ongoing commitment to inclusivity, we are also translating key documents into students' home languages. This initiative aligns closely with the Code's emphasis on accessibility and inclusivity, effectively supporting students with limited English proficiency and easing their adjustment to a new educational environment.</p> <p><b>Effective real-time communication channels:</b> By integrating a WhatsApp group into our orientation process, LSNZ enhances the accessibility of important updates for all students. Given WhatsApp's popularity among students, this platform serves as a convenient means for disseminating key announcements, thereby</p>



	<p>providing greater ease of understanding for those with limited English proficiency.</p> <p>To ensure all students receive timely updates, we have integrated the school's WhatsApp group into our orientation. Students are encouraged to join this group on their first day, which becomes a reliable, immediate channel for important information. As WhatsApp is widely used by our students, this channel not only provides convenient access to essential announcements but also fosters a greater sense of community and connection. Our active approach to real-time communication aligns with Outcome 11's emphasis on keeping students informed and engaged.</p> <p>LSNZ recognises that each student has distinct needs, particularly younger students or those who may face additional language barriers. Tailored classroom instruction and pastoral support ensure that students receive guidance suited to their individual requirements. For under-18s, in particular, this approach provides an added level of care and structure, reinforcing a safe and supportive learning environment. Staff profiles are available on our website, and we are working to add more detailed profiles in the student handbooks, enhancing students' familiarity with key support personnel and helping them to feel more comfortable seeking assistance.</p> <p>To support international learners' wellbeing and cultural adjustment, LSNZ hosted two workshops in 2023 on</p>	<p>facilitating a more connected learning community. This strategy promotes timely information-sharing, keeping students actively engaged with school activities and policies. Moreover, the group plays a crucial role in fostering a sense of community, strengthening students' connections to the school and contributing to a supportive and secure environment.</p> <p><b>Tailored support for diverse student needs:</b> LSNZ understands that every student has unique needs, especially younger learners or those requiring extra language support. By providing tailored instruction and dedicated pastoral care, we offer individualised guidance that fosters a safe and nurturing environment, essential for their successful integration into the learning community. For students under the age of 18, this enhanced support not only meets their specific developmental requirements but also provides them with both structure and a sense of security.</p> <p><b>Focused wellbeing and cultural adjustment support:</b> To enhance students' wellbeing and facilitate their cultural adjustment, LSNZ organised two workshops in 2023 centred on managing culture shock, both of which garnered positive feedback from participants. These sessions provided students with practical strategies to navigate the emotional and logistical challenges associated with studying abroad. The encouraging response has prompted LSNZ to plan regular workshops, underscoring our proactive commitment to mental health and wellbeing. By addressing common stressors early in their academic</p>
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	<p>navigating culture shock, both of which were positively received by attendees. These sessions provide tools for managing the emotional and practical challenges of studying abroad, and their success has encouraged us to offer them regularly throughout the year. The emphasis on these workshops demonstrates our proactive approach to student wellbeing and mental health, helping to alleviate potential stresses early on and offering practical coping strategies that support academic success.</p> <p>In addition to in-school pastoral care, students are made aware of local support services via the Migrant’s Handbook and informational displays in communal areas. This dual approach, combining in-house and external resources, ensures that students are aware of the various avenues for support available, creating a safety net that aligns with Outcome 11’s focus on student welfare.</p> <p>LSNZ has staff fluent in 17 languages (at time of writing), facilitating smoother communication with students who may struggle with English. This multilingual capability helps students feel at ease, as they can access critical information in their native language and seek assistance when needed. Our multilingual support system not only bridges communication gaps but also reinforces our dedication to student inclusivity and respect for linguistic diversity, contributing to an atmosphere of trust and belonging.</p>	<p>journey, these workshops serve a preventative purpose, enabling students to acclimatise to their studies with greater confidence and ease.</p> <p><b>Accessible pastoral and external support resources:</b> In addition to providing in-house pastoral support, LSNZ proactively directs students to local resources through the Migrant’s Handbook and strategically placed displays in communal areas. This initiative ensures that students are well-informed about additional services that could be beneficial to them. By adopting this dual approach, we establish a supportive "safety net" that caters to diverse needs, significantly enhancing students’ access to assistance. This comprehensive strategy reinforces Outcome 11’s emphasis on creating an all-encompassing welfare framework, which assures students that they can seek support not only from the school but also from community resources whenever necessary. By facilitating these connections, we foster a sense of security and well-being among students, enabling them to navigate their studies with greater confidence and reassurance.</p> <p><b>Multilingual support and bridging language gaps:</b> With staff fluent in 17 languages at the time of writing, LSNZ effectively addresses the language barriers that some students may encounter. This multilingual capability not only bridges communication gaps but also cultivates an inclusive environment where students can comfortably access essential information in their native languages. LSNZ’s dedication to linguistic</p>
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	<p>LSNZ’s commitment to staff development enhances our ability to respond effectively to student needs. In 2023, staff received training in risk assessment, early intervention strategies, and responding to panic attacks—skills that are crucial for maintaining a supportive learning environment. Weekly LAPS (Learning and Pastoral Support) discussions allow our teachers to address individual student concerns proactively, ensuring that support needs are identified early and that students feel supported in a holistic way.</p>	<p>diversity is a testament to our broader respect for cultural inclusivity, enhancing the educational experience and fostering a genuine sense of belonging within the school community.</p> <p><b>Staff training and development in student wellbeing:</b> LSNZ’s commitment to continuous staff development significantly enhances our ability to support international students. In 2023, we provided training in risk assessment, early intervention, and strategies for responding to panic attacks, equipping our staff to effectively address a variety of potential challenges that students may face. This proactive approach reinforces a safe and responsive learning environment for all. Additionally, our weekly Learning and Pastoral Support (LAPS) meetings provide a dedicated space for teachers to discuss student concerns, further promoting a culture of collaboration focused on student wellbeing. This emphasis on comprehensive staff training directly aligns with Outcome 11, ensuring that our educators are well-prepared to respond sensitively and effectively to the diverse needs of their students.</p>
<p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	<p><b>Well implemented</b></p> <p>By implementing thorough supervision measures, careful homestay selection, and regular student feedback mechanisms, LSNZ ensures a secure and supportive environment for younger learners, both in and outside the classroom.</p>	<p><b>Structured supervision and monitoring of students:</b> A fundamental aspect of LSNZ’s safety practices is our policy of enrolling all learners under the age of 18 into a comprehensive 25-hour weekly programme, which includes an additional five hours of direct supervision. This framework not only enhances oversight during school hours but also establishes consistent</p>

	<p>All international learners under 18 are enrolled in a 25-hour per week programme, which includes five additional hours of direct supervision. This increased supervision not only enhances students' safety on campus but also creates more touchpoints for staff to monitor student wellbeing. By building in these additional hours, LSNZ ensures that younger students receive structured support, reducing the likelihood of any unsupervised periods during school hours and aligning with the Code's emphasis on consistent, age-appropriate oversight.</p> <p>Homestay placements for under-18s at LSNZ are conducted with an in-depth vetting process that includes police checks, identity confirmation, reference checks, house inspections, homestay interviews, and detailed risk assessments. This rigorous process is designed to create a safe, secure living environment, providing reassurance to both students and their families. By prioritising thorough checks, LSNZ builds trust with parents and demonstrates a proactive approach to safeguarding, ensuring the well-being of minor students within their accommodation environment.</p> <p>Furthermore, parents are kept informed and consulted regarding any homestay transitions for their child, fostering open lines of communication and involving parents in decisions affecting their child's living arrangements. This practice enhances the transparency</p>	<p>opportunities for staff to engage with students and monitor their wellbeing closely. By implementing this systematic approach, we align with the Code's emphasis on age-appropriate and consistent supervision, ensuring that younger students receive regular guidance while minimising the likelihood of unsupervised time.</p> <p><b>Comprehensive vetting and continuous oversight of homestay placements:</b> LSNZ implements a rigorous vetting process for homestay families hosting students under 18, which includes comprehensive police background checks, identity confirmations, reference checks, house inspections, in-depth interviews, and thorough risk assessments. This multi-faceted approach not only instils confidence in students and their families but also ensures a secure and supportive living environment. By prioritising such a meticulous selection process, LSNZ demonstrates its proactive commitment to safeguarding, a critical aspect of promoting the wellbeing of younger students who may be navigating an unfamiliar country. Furthermore, LSNZ maintains continuous oversight of homestay arrangements through regular inspections conducted by the accommodation manager. These inspections monitor the safety and quality of living conditions, with detailed reports kept on file and swift action taken to address any issues that may arise. This practice ensures adherence to safety standards while establishing a reliable accountability framework.</p>
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	<p>of LSNZ’s supervision measures and reassures parents of the institution's commitment to their child’s safety.</p> <p>To maintain a high standard of homestay accommodation, LSNZ conducts regular inspections through the accommodation manager, ensuring that living conditions continue to meet safety and regulatory standards. These inspections are recorded in detailed reports, with prompt follow-up actions on any issues identified. By keeping records of these inspections, LSNZ establishes accountability and provides a paper trail for ongoing monitoring of accommodation conditions. The proactive approach to maintaining safety within homestays reinforces the school’s commitment to the welfare of students, particularly those under 18.</p> <p>LSNZ has also established a written agreement with each homestay provider, clearly outlining roles and responsibilities. This formal agreement serves as a foundation for mutual understanding and accountability between the school and homestay families. It aligns with Outcome 12’s requirement for clarity in homestay arrangements, ensuring that all parties understand expectations and responsibilities, ultimately supporting a stable and safe environment for students.</p> <p>For younger students, especially those in homestays or student housing, LSNZ has implemented an additional level of supervision through house wardens in student residences and oversight by homestay families when students are not at school. This model of constant</p>	<p><b>Clear homestay agreements and transparent communication with parents:</b> The establishment of a written agreement with each homestay provider clearly delineates roles and responsibilities, thereby fostering mutual understanding and accountability. This practice aligns seamlessly with the Code’s requirement for transparency in homestay arrangements, laying a solid foundation for stable and secure accommodation. Moreover, parents of students under 18 are kept thoroughly informed about any changes to homestay arrangements, ensuring their active involvement in critical decisions that impact their child’s living environment.</p> <p><b>Additional accommodation supervision and house warden support:</b> LSNZ has enhanced supervision within student residences by appointing house wardens and implementing meticulous oversight by homestay families. This strategy ensures that students, especially those under 18, receive continuous support both academically and socially, even beyond school hours. The accommodation manager collaborates closely with the pastoral lead to coordinate any required additional support, establishing a robust safety net that underscores the school’s commitment to the Code’s standards for supervision.</p> <p><b>Consistent and proactive parent and student communication:</b> LSNZ prioritises consistent communication with parents concerning any significant issues related to homestay arrangements, ensuring they are kept informed about their child’s welfare,</p>
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	<p>supervision ensures that learners are supported and monitored even outside of academic hours, with homestay families and house wardens playing a key role in maintaining a safe environment. The accommodation manager and pastoral lead provide an additional layer of coordination, arranging extra support when necessary. This comprehensive supervision structure effectively meets Outcome 12's standards, contributing to the holistic safety and support of international learners under 18.</p> <p>LSNZ is diligent in its communication with parents regarding any significant issues in homestay arrangements, such as those concerning student welfare, behaviour, or safety. This transparent communication approach reassures parents and ensures they remain fully informed of their child's experiences and adjustments while studying abroad. Regular check-ins with both students and homestay families, along with up-to-date safety checks for everyone living in the homestay, further strengthen LSNZ's oversight. By maintaining open and proactive communication, LSNZ aligns with the Code's focus on effective monitoring and parental involvement.</p> <p>LSNZ places significant emphasis on obtaining student feedback to continuously improve the quality and safety of accommodation arrangements. A formal six-weekly student satisfaction survey provides a structured way for students to report on their experience in homestays or student houses. Alongside this, informal conversations between students and staff encourage early intervention</p>	<p>behaviour, and safety when necessary. This transparency fosters a strong connection between parents and their child's experiences abroad, reinforcing their trust in LSNZ's practices and highlighting the school's commitment to addressing concerns swiftly and transparently. Beyond formal updates, LSNZ conducts regular safety checks on all homestay residents, demonstrating a proactive approach that aligns with the Code's emphasis on effectively monitoring student safety.</p> <p><b>Structured feedback mechanisms to enhance safety and quality of accommodation:</b> LSNZ is committed to enhancing the quality of accommodation by actively soliciting student feedback, which allows for early identification of potential concerns. The six-weekly student satisfaction survey serves as a formal avenue for students to share their experiences and raise any issues, while informal discussions between students and staff create opportunities for timely intervention. This dual approach to gathering feedback empowers LSNZ to respond swiftly to students' needs, cultivating a culture of inclusivity and responsiveness. By prioritising student input, LSNZ aligns with Outcome 12's focus on ongoing welfare oversight, ensuring that all students feel valued, heard, and supported in their living environments.</p>
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	on any emerging concerns. This two-fold feedback approach enables LSNZ to address issues swiftly, ensuring that students feel heard and supported, and supporting a culture of responsiveness that aligns with Outcome 12's emphasis on continual welfare oversight.	
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## Findings from gap analysis of compliance with key required processes

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	No major gaps in compliance with Outcome 1 identified.
Outcome 2: Learner voice	No major gaps in compliance with Outcome 2 identified.

### Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>Outcome 3, Process 1, Clause 16 (1) (c) - <i>Working with learners and staff to recognise and respond effectively to discrimination and racism (including systemic racism), bullying, harassment and abuse.</i></p> <p>Although the school had zero case of internal racism or discrimination in 2023, there were 2 cases of reported racism which happened external to the school. Whilst we have strong practices to support students who have experienced racism or prejudice, a focus on upskilling students to proactively recognise the signs could be a useful piece of work. This can be aligned with the LSNZ's existing and popular monthly wellbeing workshop programme.</p>
Outcome 4: Learners are safe and well	No major gaps in compliance with Outcome 4 identified.



Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Identified gaps in compliance with key required processes
<p>Outcome 5: A positive, supportive and inclusive environment in student accommodation</p>	<p>Outcome 5, Process 2, Clause 25 (a) - <i>Providers must ensure that accommodation staff are provided with ongoing training and resources that are appropriate for their role as set out in clause 10(2).</i></p> <p>Although homestay providers and house wardens are supported well in their responsibilities towards the students, with good communication links and support networks available to them through the school, some additional focus would be useful in upskilling accommodation providers in basic emotional first aid, recognising risk and early signs of poor wellbeing, supporting homesickness as well as an increased understanding of topics such as attachment needs.</p>
<p>Outcome 6: Accommodation administrative practices and contracts</p>	<p>No major gaps in compliance with Outcome 6 identified.</p>
<p>Outcome 7: Student accommodation facilities and services</p>	<p>No major gaps in compliance with Outcome 7 identified.</p>

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	No major gaps in compliance with Outcome 8 identified.
Outcome 9: Prospective international tertiary learners are well informed	No major gaps in compliance with Outcome 9 identified.
Outcome 10: Offer, enrolment, contracts, insurance and visa	No major gaps in compliance with Outcome 10 identified.
Outcome 11: International learners receive appropriate orientations, information and advice	<p>Outcome 11, Process 1, Clause 48 (a) - <i>Signatories must ensure that information and advice provided by the signatory to international tertiary learners is accurate, age-appropriate, up to date and presented in a way that meets the ongoing needs of diverse learners.</i></p> <p>Whilst LSNZ already provides a comprehensive orientation to students on their first day with us, some additional multi-lingual resources would be a useful to ensure all information is well understood by students.</p>
Outcome 12: Safety and appropriate supervision of international tertiary learners	No major gaps in compliance with Outcome 12 identified.

## Summary of action plan

Include information on how actions will be monitored for implementation and success.

### Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<p><b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>Develop comprehensive resources for delivering a wellbeing workshop focussed on recognising racism and prejudice by November 2024. This will include creating a workshop outline, presentation materials, and handouts to support participant learning, and deliver this content to groups of students.</p>	<p>Ryan Pretorius-Hale</p>	<p>31/11/2024</p>	<ol style="list-style-type: none"> <li>1. Session design and scheduling</li> <li>2. Facilitator training</li> <li>3. Pilot class with teachers to gauge initial feedback.</li> <li>4. Evaluation and adjustment</li> <li>5. Pilot class with students</li> <li>6. Evaluation and adjustment</li> </ol>	<p>All resources are developed by the deadline.</p> <p>Resources accurately cover the workshop's core topic and objectives on recognising racism and prejudice.</p> <p>Facilitators feel confident in delivering the workshop.</p> <p>Post-workshop evaluations indicate participants report a better understanding of recognising racism and prejudice.</p> <p>Content is regularly reviewed and updated on best practices and feedback, ensuring the workshop remains effective and aligned with our strategic wellbeing goals.</p>

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<p><b>Outcome 5:</b> A positive, supportive and inclusive environment in student accommodation</p>	<p>By 28th February 2025, develop and implement a comprehensive wellbeing training program for accommodation staff, aimed at equipping them with the skills to recognise, respond to, and support students facing wellbeing challenges.</p>	<p>Ryan Pretorius-Hale</p>	<p>28/02/2025</p>	<ol style="list-style-type: none"> <li>1. Define training objectives and content.</li> <li>2. Develop training materials</li> <li>3. Schedule monthly support sessions for accommodation staff.</li> <li>4. Conduct pilot session and gather feedback.</li> <li>5. Evaluation and adjustment</li> <li>6. Roll-out</li> <li>7. Review and report on outcomes.</li> </ol>	<p>Training resources and materials are fully prepared, with feedback from accommodation confirming relevance and clarity.</p> <p>Pilot session conducted with at least 5 accommodation staff by the deadline.</p> <p>Accommodation staff feedback highlights positive engagement with the training content and the measures in place for continuous improvement.</p>

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<p><b>Outcome 11:</b> International learners receive appropriate orientations, information and advice</p>	<p>By 31st January 2024, LSNZ will develop a comprehensive set of multilingual student orientation resources in at least six key languages (Japanese, Portuguese, Spanish, Mandarin Chinese, Thai and Arabic) with the support of selected bilingual students.</p>	<p>Ryan Pretorius-Hale</p>	<p>31/01/2025</p>	<ol style="list-style-type: none"> <li>1. Identify and recruit bilingual students who are fluent in Japanese, Portuguese, Spanish, Thai and Arabic.</li> <li>2. Provide students with the existing orientation materials to translate.</li> <li>3. Translation of orientation materials.</li> <li>4. Review and quality check.</li> <li>5. Publish the orientation resources in digital and printed formats, and distribute them to incoming students.</li> <li>6. Monitoring and feedback - collect feedback from new students on the usefulness of the resources.</li> </ol>	<p>At least 6 bilingual students volunteers recruited, each fluent in one of the target languages.</p> <p>Translations for all orientation materials completed in Japanese, Portuguese, Spanish, Mandarin Chinese, Thai and Arabic with feedback from volunteers indicating accuracy and cultural appropriateness.</p> <p>Multilingual orientation resources distributed to incoming students, with 100% of new students receiving access to resources in their native or preferred language.</p>

