

Self-review Report for Evakona Education

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



Te Oranga me
Te Haumaru Ākonga

Learner Wellbeing
and Safety



Evakona Education's High School Preparation Programme is a 40-week course designed for English language learners who plan to attend high school in New Zealand the following year. The programme focuses on developing students' academic, social, and emotional readiness to build resilient, capable individuals who can thrive in the New Zealand high school environment.

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High School Preparation Programme for Evakona Education

Evakona Education prepare students for success in New Zealand high schools — academically, socially, emotionally, and culturally. Students become more confident, capable, and high school-ready.

General English Classes: Level-appropriate to support students' language development.

NZQA credits for Level 1 and 2 English Language

NZQA credits for **Academic Components:**

NZQA Credits Offered:

- **Level 1 & 2 English Language**
- **Level 1 Numeracy & Computing**

The credits are part of New Zealand's national qualification framework, helping students integrate into NZ high schools.

Evakona's High School Preparation Programme balances academics with essential life skills and real-world preparation. It is well-rounded and aligned with the needs of international students transitioning into NZ high schools.

Life Skills Development

Life Skills Classes include:

- Healthy relationships
- Bullying awareness
- Sex education
- Cyber and road safety
- Addiction education

The focus is on building **confidence, resilience, and capability.**

Homestay & Communication

Students live with local **homestay families.**

Students are given **homestay-related homework** to:

- Improve communication
- Deepen cultural understanding

Community and Outdoor Experiences

Weekly off-site activities:

- School visits
- Self-defense courses
- Nature walks

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- School camps.
- Sports training
- Arts & crafts
- Cooking
- Kayaking and more.....

Two school camps:

Students plan and execute all parts: budgeting, cooking, hiking, teamwork, and tent setup

Writing Development:

6-week pen pal programme:

- Enhances writing motivation and skills
- Builds community connections

Overall Goal: To thoroughly prepare for high school the following year.

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|---------------------------|-------------------------------|-----------------------|-----|---------------------|------------------|
| TEO Name | Evakona Education | | | MoE number | 7471 |
| Code contact | Name | Rachael Mayne | | Job title | Deputy Principal |
| | Email | rachael@evakona.co.nz | | Phone number | +64 7 867 1178 |
| Current enrolments | International learners | Total # | #31 | Under 18 y/o | #31 |

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Stage of implementation for each outcome: Evakona's level of understanding and practice for each outcome.

| | Rating |
|---|------------------|
| Outcome 1: A learner wellbeing and safety system | Well implemented |
| Outcome 2: Learner's voice | Well implemented |

Wellbeing and safety practices for all tertiary providers

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| Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments | Well implemented |
| Outcome 4: Learners are safe and well | Well implemented |

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

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

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Summary of performance: The Evakona Education approach to learner wellbeing and safety

| | <p>Summary of performance based on gathered information: How effectively is Evakona doing what it needs to be doing?</p> | <p>Summary of performance: How do you know? (i.e., note supporting evidence with analysis to make sense of what it means)</p> |
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| <p>Outcome 1: A learner wellbeing and safety system</p> | <p>Evakona Education understands that students under 18 need extra care; Evakona has strong systems in place to provide this important care.</p> <p>The pre-course process provides clear information for the student, agent, and parents about the Evakona course before arrival and establishes pathways for clear ongoing communication.</p> <p>The pre-course process gathers information on learners' previous study habits, life habits, medical needs, and more, to allow Evakona to provide the best possible support for each student's well-being.</p> | <p>At Evakona Education, student well-being and success are top priorities. The High School Preparation Programme is supported by a robust system of pre-course and ongoing care that ensures each student is safe, supported, and set up to succeed from <i>before</i> arrival.</p> <p>Pre-Course Evakona builds a foundation with students, parents, and agents to before they arrive in New Zealand:</p> <ul style="list-style-type: none"> ● Vetting Forms Collected in advance to understand students' previous study habits, lifestyle routines, medical needs, and general well-being. ● Group Q&A Session Hosted for parents and agents to answer key questions about the programme and student life in New Zealand. ● Individual Interviews Conducted with both students and parents to assess goals, concerns, and expectations. ● English Language Interview A pre-arrival assessment with our English Language Programme Director helps us tailor instruction to each student's level. |

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| | <p>During the course, regular checks and interviews maintain this support: Issues are identified promptly and resolved as soon as possible.</p> | <ul style="list-style-type: none">● Student Advice Questionnaire Students share ideas on how to live and study well in New Zealand. These suggestions are displayed during Orientation Week and used to adapt the course to meet student needs. <p>On Arrival:</p> <ul style="list-style-type: none">● Initial Well-Being Interviews In the first week, each student is personally interviewed upon arrival to assess their baseline well-being and identify any immediate needs. <p>Daily Support Systems</p> <ul style="list-style-type: none">● Morning Check-Ins Every day begins with face-to-face greetings by support staff and the programme leader, including attendance and a brief well-being check.● Immediate Response for Absences Students who are absent without notice are contacted immediately. If there's no response, support staff visit the homestay to ensure safety.● Quiet Time-Out Space A calm space is always available in the Director of Studies' office for students needing a break or emotional support. <p>Weekly & Termly Support</p> <ul style="list-style-type: none">● Weekly Teacher Meetings Regular meetings allow teaching and support staff to share concerns and take prompt action when needed.● Homestay Coordination The homestay coordinator works closely with support staff to address any issues raised by students or hosts. |
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| | | <ul style="list-style-type: none">• Termly Interviews Students meet with support staff to discuss well-being and with teachers to review academic progress. Notes are recorded to monitor growth over time. <p>Ongoing Monitoring Systems</p> <ul style="list-style-type: none">• Proactive Staff Planning Support staff, Homestay, and Director of Study job timelines intersect to ensure multiple points of contact and continuous monitoring, enabling early detection and response to any issues. <p>A Holistic Approach This layered support system ensures that each student receives personalised care and attention, empowering students to grow in confidence, overcome challenges, and thrive both in and out of the classroom.</p> |
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| <p>Outcome 2: Learner voice</p> | <p>Students are encouraged to be active participants in their learning by valuing their interests and opinions.</p> <p>Student feedback is valued. Feedback is collected on teachers, homestay, the course, camp, the activities and rules, and used to adjust the course.</p> <p>Student support staff and the course director have an open-door policy: Students know they can visit staff regularly and freely share concerns.</p> | <p>Valuing Student Voice</p> <p>At Evakona Education, we actively listen to our students and use their ideas, feedback, and interests to guide teaching, support systems, and campus life. This approach increases engagement and empowers students to take ownership of their learning.</p> <p>Student-Centered Learning in Action</p> <ul style="list-style-type: none">● Student Academic Profiles At the start of the course, students complete a profile form outlining their study habits, interests, goals, and questions. This is shared with support staff, academic leaders, and teachers to help tailor their learning experience. These forms are also used to monitor academic progress and as a platform to interview and inform students each term.● Personalised Class Activities Teachers use student interests and opinions to guide class discussions and activities, making learning more relevant and engaging.● Well-Matched Homestays We make every effort to place students with homestays that suit their personalities, interests, and lifestyles. It is clear who to contact when students or homestays want to request a change & we take this seriously.● Friendships & Social Dynamics When planning group activities and school camps, staff consider existing friendships and social groupings to help students feel safe and supported.● Taonga Presentation Project As the capstone project of the year, this allows students to explore and present a topic |
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| | <p>Self-reflection is a regular component of the course.</p> | <p>that holds personal or cultural significance, encouraging self-expression and pride in identity.</p> <p>Regular Feedback – Multiple Channels</p> <p>To ensure every student feels heard, we gather feedback throughout the year using several formats:</p> <ul style="list-style-type: none">● I:I Support Staff Interviews Held at the start, middle, and end of the course to monitor well-being, homestay satisfaction, and personal growth.● I:I Academic Check-ins The Director of Studies and the teachers meet individually with students to discuss progress, address concerns, and collaboratively find solutions. These interviews are noted in the academic profile. <p>Anonymous Surveys</p> <ul style="list-style-type: none">● Teacher Evaluation Surveys help improve classroom delivery and teacher-student connection.● Course Evaluation Surveys guide ongoing improvements to the programme itself.● End-of-Course Interviews Final I:I interviews with the Programme Leader and support team ensure that students leave feeling heard, valued, and supported. <p>Encouraging Self-Reflection</p> <p>Evakona Education promotes a reflective learning environment where students regularly complete lesson self-reflection forms, helping them take responsibility for their progress and identify areas for improvement.</p> |
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| | | <p>Empowered Learners, Lifelong Skills</p> <p>After assessments, students complete a reflection form, reflecting on their performance, learning strategies, and challenges. Teaching staff read these and follow up on any issues or insights shared, creating a responsive and supportive learning environment.</p> <p>As the course draws to a close, final speaking and writing assessments encourage students to reflect on:</p> <ul style="list-style-type: none">• Their personal growth throughout the year• Skills and confidence gained• The challenges they overcame• And their suggestions to improve the programme for future students <p>This reinforces self-awareness and ownership of learning and ensures that the programme continues to evolve based on real student experiences.</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) |
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| Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments | <p>Evakona Education provides a physically and digitally safe and accessible learning environment.</p> <p>Evakona’s strong focus on life skills, through special topic classes, enables students to look after their own safety and the safety of their peers.</p> <p>Use of technology is well-supported and secure.</p> | <p>Evakona Learning Environment</p> <p>Support and Guidance Evakona ensures that students always know where to ask for help and who they can confide in.</p> <p>Physical Safety</p> <ul style="list-style-type: none"> • First aid–trained activity teachers are present at all off-campus excursions • Support staff accompany students to the medical centre when needed. • Students attend special-topic classes on cyber-safety, bullying, sex education, and addiction. • All off-site activities are supported by risk assessment and management plans. <p>Physical Accessibility</p> <ul style="list-style-type: none"> • Ramps and wheelchair-friendly bathrooms are available. Ramps, buildings, and classrooms are checked regularly. <p>Digital Safety</p> <ul style="list-style-type: none"> • Zoom lessons are delivered via secure, closed channels. |

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| | <p>The learning environment is inclusive and supportive.</p> | <ul style="list-style-type: none">• Each student has a private online folder accessible only to them and their teachers.• Student Gmail accounts remain private.• Pen-pal links are sent securely and individually. <p>Digital Accessibility</p> <ul style="list-style-type: none">• Pre-course interviews and Q&A sessions prepare students for study, in-person and online.• At the beginning of the year, students receive group and one-on-one instruction from the Technology Coordinator on how to use Google Drive and Zoom.• Ongoing technical support is available throughout the year.• All policies and procedures are clear. <p>Supportive & Inclusive Environment</p> <ul style="list-style-type: none">• Bullying of any kind is not tolerated. Reported incidents are managed promptly according to Evakona’s policy, with secure records kept of incidents and outcomes.• Japanese-language support staff are always available.• Gender diversity is respected, with pronoun options offered on all forms.• Students are encouraged to explore personal and diverse perspectives through the keystone <i>Taonga Project</i>, which culminates in a presentation on a topic of individual interest. |
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| <p>Outcome 4: Learners are safe and well</p> | <p>There is a strong culture of care and support at Evakona Education, keeping students safe and well.</p> <p>Evakona has robust Buildings, Student Health, Health & Safety, and Lockdown Policies to keep Evakona students safe and well.</p> | <h3>Safety, Health, and Well-Being at Evakona</h3> <h4>Safety of the Physical Environment</h4> <ul style="list-style-type: none">• Regular fire and tsunami evacuation drills are conducted.• The campus is equipped with serviced fire alarms.• Security cameras monitor the premises.• Individual lockers are provided for student belongings. <h4>Student Health & Well-Being</h4> <ul style="list-style-type: none">• A first aid-trained staff member is always on-site.• Students receive information about local medical services.• Staff maintain regular contact with homestays to monitor diet, sleep, and general health.• The Homestay Coordinator conducts quick check-ups with homestays and schedules formal follow-up interviews.• Homestay and support staff work together to address any concerns raised during first-term interviews.• Students participate in one-on-one well-being interviews with support staff, informed by insights from the homestay check-ins.• Staff accompany students to medical visits when required.• Open communication is maintained with families throughout the year. <h4>Staff Commitment to Student Safety</h4> <ul style="list-style-type: none">• All staff in contact with students are police-vetted.• A first aid-trained staff member is always on-site during school hours.• Activity providers and guides hold first aid training and are registered professionals.• An Evakona activity teacher is present at all activities.• Sexual health educators provide specialist safety education. |
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| | <p>All Evakona staff contribute to the safety and wellness of students.</p> <p>Trained professionals are used for topic-specific special classes.</p> <p>The students know who to contact when they need support and they have daily contact right from the start of each day. They are encouraged to look after each other.</p> | <ul style="list-style-type: none"> ● Evakona runs special education courses, including: <ul style="list-style-type: none"> ○ Road safety ○ Cyber-safety ○ Bullying ○ Sex education & healthy relationships ○ Addiction awareness ○ Students also participate in a self-defence course. <p>Daily morning meet-and-greet sessions with staff help ensure ongoing student safety and well-being.</p> |
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Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

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| | <p>Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)</p> | <p>How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)</p> |
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| <p>Outcome 8: Responding to the distinct well-being and safety needs of international tertiary learners</p> | <p>Evakona recognises and deals with the specific needs of international learners in New Zealand.</p> | <p>Evakona responds to the specific needs of ESL learners by having first-language staff members:</p> <ul style="list-style-type: none"> ● Japanese-language administrative staff; ● Japanese-language support staff; ● bi-lingual documents; ● open communication with overseas agents and families. <p>Through special-topic classes, Evakona ensures our international students are familiar with</p> <ul style="list-style-type: none"> ● NZ cycle-safety rules, ● cultural differences; ● local places; ● life skills (healthy relationships, addiction, diet, self-defence). <p>Support for students is constant:</p> <ul style="list-style-type: none"> ● formal and informal interviews throughout the year; ● information is fed to and from the weekly teacher meetings; ● a daily face-to-face check-in; ● follow-up on non-attendance. <p>The homestay programme is a vital part of meeting the needs of international learners:</p> <ul style="list-style-type: none"> ● Homestay families are aware of their obligations/possible pitfalls. ● Open communication with homestay families proactively monitors for homesickness and issues around the change in diet. ● Support staff, the homestay coordinator, and the programme leader have a yearly timeline of tasks to complete, which focus on the safety of students. ● The job timelines intersect to ensure staff work together for quality student support. ● The complaints process is easy to find <u>on the website</u>, in both English and Japanese. ● All students get emergency drills (tsunami and fire drills). |
| <p>Outcome 9:</p> | <p>Contract, course details, and pre-enrolment forms are</p> | <p>Pre-arrival/pre-enrolment Zoom information sessions are available for parents, agents, and students.</p> |

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| <p>Prospective international tertiary learners are well informed</p> | <p>clear, and there are information sessions pre-arrival to request more information or clarify details.</p> | <p>The pre-departure welcome handbook in the <u>student info</u> section on the website has information and tips for preparing to study and live in NZ.</p> <p>Information sessions and interviews include:</p> <ul style="list-style-type: none"> ● Information session for parents, students, and agents. ● Interview: support staff with the student. ● Interview: English Programme Leader and student. <p>Information sessions are available with Japanese-language staff.</p> |
| <p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p> | <p>Evakona has a professional approach using authorised advisors.</p> <p>Evakona requests full disclosure of potential physical or mental health issues to support students effectively.</p> | <ul style="list-style-type: none"> ● Evakona works with authorised NZ immigration advisors. ● Registering for Visa VIEW to check the student's visa status. ● During pre-arrival meetings, Terms and Conditions are covered by agents or Evakona staff. ● The terms and conditions form is sent with the application form. <p>Marketing staff have one-to-one interviews with the student and parents, in person, or over Zoom or WeChat, to ensure the student is able and willing to study abroad. Pre-course interviews are followed by the application forms and terms and conditions, and then an offer of a place.</p> <p>Pre-enrolment and pre-arrival support: The student profile and health forms are used to pre-vet students for physical and mental health (to disclose any health/behavioural/ability to cope) issues that may impact studying abroad.</p> <p>All insurance is vetted for suitability for under-18 students studying in NZ.</p> |
| <p>Outcome 11: International learners receive</p> | <p>Information is clear, consistent, and reliable.</p> <p>Students are set up early on in the course to bond, so</p> | <p>Smooth Transitions:</p> <p>Pre-Arrival Preparation & Orientation</p> <p>Evakona Education provides a comprehensive pre-arrival and orientation programme to prepare students for a smooth transition to life and study in New Zealand.</p> |

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| appropriate orientations, information and advice | they get better at sharing information and supporting each other. | <p>Pre-Arrival Support</p> <p>Before arrival in New Zealand, we ensure students feel informed and confident through:</p> <ul style="list-style-type: none">● Pre-Arrival Zoom Meetings Interactive sessions with students, parents, and agents to introduce the programme and answer questions.● Information Sessions Tailored presentations for parents, students, and agents explaining the course, living arrangements, and expectations. <p>Interviews</p> <ul style="list-style-type: none">● Support staff conduct one-on-one interviews with students to discuss individual needs.● The English Programme Leader holds pre-arrival interviews with students to assess language levels and goals. ● Welcome Handbook Available on our website, this guide offers practical tips for preparing to study and live in New Zealand, ensuring students arrive ready and informed. <p>Comprehensive Orientation</p> <p>At the start of the programme, students take part in a thorough orientation to help them settle in quickly and confidently:</p> <ul style="list-style-type: none">● Orientation Session & Student Handbook Introduces key information and programme expectations.● Japanese-Language Sessions Cover New Zealand school expectations, and an overview of the NCEA qualification system, all in students' first language, to ease understanding. |
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| | | <ul style="list-style-type: none">● 3-Day Mixed-Level Orientation Includes group presentations to encourage teamwork and build friendships, laying the foundation for peer support throughout the course.● Meet the Team Opportunities to connect with teachers, support staff, and activity leaders.● Town Exploration Guided tours help students feel at home in their new community.● Homestay Language & Behaviour Classes Practical lessons and homework tasks on how to communicate effectively and respectfully with homestay families.● Tech & Phone Setup Session Ensures all students can access and use the digital learning tools, and they are clear on who and where to ask for tech support.● Advice from Alumni Tips and insights from previous students provide valuable guidance and encouragement. Evakona has previous students who are currently at a NZ high school who visit Evakona to speak with the students about their experiences. <p>The Evakona orientation programme is updated to reflect lessons learned, ensuring it remains relevant and effective.</p> <h3>Building Community and Life Skills</h3> <ul style="list-style-type: none">● Teamwork Through Camp Preparation Within the first month, students work in teams to plan, budget, cook, clean, and practice polite communication in preparation for the school camps — strengthening friendships and practical life skills. This first camp promotes important student bonding. |
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| | | <ul style="list-style-type: none"> ● Weekly Assemblies Regular gatherings with teachers, students, support, and activity staff ensure consistent communication and clear information sharing. <p>The welcome includes team-building, which at Evakona Education helps students feel supported, confident, and ready to thrive in their New Zealand high school preparation journey.</p> |
| <p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p> | <p>Staff are police vetted and during the course, there are multiple classes on how to stay safe.</p> <p>Attendance follow-up and homestay support is strong.</p> <p>Homestay and support staff work closely to support both students and homestays: Any issues are caught early on, and processes needed to make any changes are started immediately.</p> | <p>All staff and homestays are regularly police-vetted.</p> <p>Evakona has special education classes on personal and cyber safety, bullying, addiction, healthy relationships, sex education, and road safety. The sex education classes are taught by a trained educational health nurse. Japanese-language staff are available to translate and answer questions/ensure understanding.</p> <p>Staff greet students daily with a quick, informal daily check-in. Attendance is taken at the start of the day, and non-attendance is immediately checked. Staff call the homestay or the student and visit the student's house when there is no answer.</p> <ul style="list-style-type: none"> ● Homestay staff regularly interview homestays. ● Support staff regularly interview students. ● Special education classes. ● Police vetting for all homestay and staff. ● Staff first aid course. ● Regular emergency drills (e.g., for tsunami and fire). |

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Findings from the gap analysis of compliance with key required processes

Organisational structures to support a whole-of-provider approach to learner well-being and safety

| | Identified gaps in compliance with key required processes |
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| Outcome 1: A learner well-being and safety system | Pre-course interview information is now in the individual profile to further ensure teachers know students' needs and are more informed to prepare to meet those needs. |
| Outcome 2: Learner voice | An earlier anonymous teacher-evaluation survey in July now provides earlier feedback, giving teachers an earlier chance to improve their practice. |

Wellbeing and safety practices for all tertiary providers

| | Identified gaps in compliance with key required processes |
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| Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments | <p>NEW: With P.D. in AI - Teachers are constantly updating their knowledge about AI use in the classroom and regulations surrounding AI student use in student work.</p> <p>NEW: AI regulations and policies are in the process of being clarified for 2026, so that students understand what constitutes self-made work in all coursework, particularly numeracy work.</p> |
| Outcome 4: Learners are safe and well | Students have a clearer understanding of expectations in the classroom and the homestay. There are now clearer rules in the student handbook, on the process that students go through if the expectations are not met in the homestay or at school. |

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

| | Identified gaps in compliance with key required processes |
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| Outcome 8: Responding to the distinct well-being and safety needs of international tertiary learners. | <p>Solidify the already strong links between teaching, support, and homestay staff. Support staff will join weekly teacher meetings.</p> <p>Emergency drills (tsunami or fire evacuations) mean students know where to go for such events.</p> <p>There are emergency 24-hour contact numbers and regular support staff contact numbers to ensure the numbers are easy to remember. All students have a SIM set up with Evakona and immediately get the emergency/support contacts during the setup.</p> |
| Outcome 9: Prospective international tertiary learners are well informed | ONGOING: Pre-arrival Zoom orientation. Aimed at Parents and Agents to allow for a question and answer session. There are useful |

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| | <p>handbooks on the website. Furthermore, the information session allows for a Q&A & session with parents, students, and agents.</p> <p>ONGOING: Students also get 1-1 pre-arrival interviews with staff in their own language and the Deputy Principal in English.</p> |
| <p>Outcome 10: Offer, enrolment, contracts, insurance, and visa</p> | <p>Evakona works with insurance companies suitable for under-18 students.</p> |
| <p>Outcome 11: International learners receive appropriate orientations, information, and advice</p> | <p>ONGOING: tech-support and tech-set-up classes during the first 2 weeks and stronger ongoing tech help.</p> |
| <p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p> | <p>ONGOING: Weekly assembly with students and all staff (support staff, activity staff, teachers, and deputy principal) to provide consistent & reliable information to students.</p> |

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Summary of action plan

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

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

| | Action/s to be taken | Owner | Due date | Plan for monitoring implementation | Measures of success |
|--|---|------------------|------------|---|--|
| Outcome 1: A learner wellbeing and safety system | Streamline homestay homework throughout the course to help students gain confidence and competence with homestay communication. | Head Teacher | is ongoing | The teachers streamline homework and agree on dates in the weekly meetings. | Homestays and students feel more supported and involved. Homestays get direct communication from the students. Students and homestays know what the activity is, and the time and place they finish. |
| Outcome 2: Learner's voice | The teacher evaluation date was moved to earlier in the course. | Deputy Principal | 10/10/24 | | Teachers receive collated feedback anonymously so they can adjust the lessons accordingly. The team leader provides relevant professional development courses for the teachers based on the teacher-evaluation outcomes. |

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Wellbeing and safety practices for all tertiary providers

| | Action/s to be taken | Owner | Due date | Plan for monitoring implementation | Measures of success |
|---|---|--|----------|---|---|
| Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments | AI policies and procedures are a combined fluid document made by staff and students. This will be regularly updated as technology advances. | Numeracy Coordinator Head of English Deputy Principal. | 20/10/25 | AI meetings with numeracy teachers, principal, and teacher to make Policies and Procedures, which are updated in a series of meetings and investigations. | Clear AI policies and procedures for teachers, staff, and students will be in the 2026 orientation in April. |
| Outcome 4: Learners are safe and well | Student profile forms contain information from pre-arrival interviews. | Deputy Principal | 11/03/25 | This is already on the NEW student Academic profile form. | Academic Student profiles that include pre-arrival information will be one easy stop to check on academic student progress & information. |

Additional wellbeing and safety practices for Evakona Education (signatories) enrolling international learners

| | Action/s to be taken | Owner | Due date | Plan for monitoring implementation | Measures of success |
|--|---|--------------------------------------|----------|---|---|
| Outcome 8: Responding to the distinct well-being and safety needs of international tertiary learners | Weekly school assemblies to inform students what to bring on activities to stay safe. | Activity staff and Deputy Principal. | ongoing | Weekly activity information at school assemblies. Evakona students do emergency drills for tsunami & fire. | Well-informed students can take care of themselves, avoiding sunburn, sprains, thirst, etc. Students know where to go (or who to call) in emergencies. |

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| <p>Outcome 9: Prospective international tertiary learners are well-informed</p> | <p>Continue providing pre-arrival information sessions as well as pre-arrival student-support staff and student-teacher interviews.</p> | <p>Deputy Principal</p> | <p>February and March every year</p> | <p>Agents inform parents of the pre-arrival information sessions.</p> | <p>Evakona preempts queries before they arise. Parents are well-informed and more confident.</p> |
| <p>Outcome 10: Offer, enrolment, contracts, insurance, and visa</p> | <p>Continue using specialists.</p> | <p>Marketing Staff</p> | <p>ongoing</p> | <p>Marketing staff keep using specialists.</p> | <p>Work is at industry standard.</p> |
| <p>Outcome 11: International learners receive appropriate orientations, information, and advice</p> | <p>Orientation includes technology setup and catches less able students.</p> | <p>Evakona team: Deputy Principal, tech-support staff, and teachers.</p> | <p>yearly</p> | <p>A series of tech sessions is backed up by 1-1 sessions for students with less technology background.</p> | <p>Students are competent technology users in the classroom.</p> |
| <p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p> | <p>Regular checks, to preempt or quickly deal with issues, are made by support staff and the deputy principal.</p> <p>NEW: Now in the student handbook: A clearer step-by-step</p> | <p>support staff and deputy principal</p> | <p>termly</p> | <p>The deputy principal, support staff, and homestay coordinator work as a close team to provide effective student support.</p> | <p>Students know they are heard and are confident about asking for help.</p> <p>Interview information is noted so that staff can ask about previous issues in the next term interview forms or student academic profiles, and check on progress.</p> |

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| | process of what to expect for students who are not able to comply with the school expectations. This is also explained verbally in the student and the parent orientation. | | | | The students and parents now have a clear understanding of behaviour expectations and the process to expect if they are not met. These expectations are made clear pre-arrival and in the first week of orientation. They are also in the student handbook. |
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