

Draft INTERNATIONAL STUDENT SUPPORT SERVICES POLICY

1. RATIONALE

The Friends' School is committed to supporting all students with their academic progress, personal development and wellbeing. The School acknowledges that international students, including students studying on a Student Visa 500 (SV500), can face challenges settling into life in Australia, studies in their new School, and coping with learning and living in a new language, culture and school system. The *International Student Support Services Policy* addresses support services available to all international students, including those specifically required under the National Code 2018 for students studying on a SV500.

2. SCOPE

This Policy includes

- 2.1. The Principal
- 2.2. Deputy Principal
- 2.3. Heads of School (Morris, High School and Clemes)
- 2.4. K-12 International Student Coordinator, International Student Coordinator (High School)
- 2.5. Deputy Heads of School (Morris)
- 2.6. Dean of Students (Clemes)
- 2.7. Director of Residence and all boarding staff
- 2.8. School Psychologists
- 2.9. Careers Counsellor (High School) and Careers Counsellor (Clemes)
- 2.10. Teachers and teaching support staff
- 2.11. All international students
- 2.12. Parents/Guardians
- 2.13. Education Agents

3. POLICY

3.1. International Student Orientation Program

- 3.1.1. All international students and their parents/guardians will be invited, and expected to attend an orientation program in the days immediately prior to commencing their schooling at Friends'. For the case of Sister School students, host parents may attend the sessions with the students. The Exchange Co-ordinator will also attend in support.
- 3.1.2. Orientation programs will be run at whatever point in the school year a student commences at the School, and also in the case of only one student commencing at any given time.
- 3.1.3. The orientation program will be clearly documented and attendance recorded. Participants will be provided with summary notes of the program.
- 3.1.4. The orientation program will include the support of professional interpreters, as required.
- 3.1.5. The content of the orientation program will include, but is not limited to, the following:
 - Welcome and introduction to key staff involved in the international student program

- Introductory talk from Principal, Deputy and/or Head of School about why international students are important to the School, and the School's aims and values.
- A week in the life of a student at Friends (current students to deliver this)
- English needs and available support (introduce key staff)
- Academic needs and support structure (introduce key staff)
- Co-curricular opportunities
- Personal development and well-being support (introduce key staff)
- Psychologist to deliver talk regarding personal safety and reporting abuse
- Psychologist to deliver talk on managing homesickness and settling in to school and Hobart life
- Medical Insurance: will address OSHC for SV500 students, Medicare for Permanent Residents and expatriates or other cover for Temporary Visa holders. Information will be provided about extras cover
- Communication and management of health and medical matters including medical forms, importance of informing school, management of medicines, over the counter, prescribed and traditional
- Health and medical treatment including Australian medical system, access to doctors, dentists, hospitals and allied health, managing health matters
- Student responsibilities – course progress, attendance and contact details
- Personal safety
- Tour of facilities
- Purchase of uniform
- Purchase of books
- Bank accounts
- Telephone
- Public transport

3.2. Learning Support Services

The Friends' School is committed to supporting all students with their learning, including students who have difficulties with learning and students who require extension. In the case of international students this support includes but is not limited to:

- 3.2.1. Teachers will offer assistance to students within class and in addition to lesson time, e.g. at lunchtime, as needed. These conversations and any additional assistance given to the student will be recorded by the teacher and ISC.
- 3.2.2. Teachers and/or tutors will discuss any concerns about student progress with the Deputy Heads of School (Morris), International Student Coordinator (High School), Dean of Students (Clemes), as applicable.
- 3.2.3. Once alerted to concerns about a student's progress in one or more subjects, the Deputy Heads (Morris), International Student Coordinator (High School), Dean of Students (Clemes), as applicable will seek information about the student's progress from all of the student's subject teachers.
- 3.2.4. If concerns about a student's progress remain or escalate (e.g. a student fails to submit or fails a summative assessment, or multiple teachers report concerns) the Deputy Heads (Morris), International Student Coordinator (High School), Dean of Students (Clemes), with liaison with Tutors as applicable will consult with the Director of Teaching and Learning and Head of School and

one or a combination of the following interventions may be implemented to assist the student. As needed, the intervention may include a formal *Learning Support Plan* or *Behaviour Support Plan*.

- attending study groups or study skills sessions during the school day e.g. lunchtime
- attending study groups after school, which are offered three times a week in (Walker House)
- receiving individual assistance, including monitoring of organisational skills and additional supervision of homework (if a boarder)
- attending counselling for support with personal issues which may be impacting studies
- investigation of possible learning difficulties including external professional assessment (e.g. psychologist, allied health specialist), with parent approval
- mentoring by staff member
- being placed in a more suitable level of a given subject e.g. lower level maths, with parent consent/knowledge
- changing subjects or studying an extra subject, therefore allowing the student the opportunity to gain necessary subject credits and meet the minimum requirements of their course of study and satisfactory achievement
- Change from IB to TCE by end of February of Year 11, where places are available in the TCE and subjects required
- Change from TCE to IBDP by end of week 6 in term 1 of Year 11, where places are available in the IBDP and subjects required

3.2.5. In the case of any intervention, as advised in 3.2.2 – 3.2.4, parents/guardians and students will be advised in writing of concerns, expectations of the student with regard to meeting visa requirements to attain satisfactory achievement in their course of study, and the intervention strategy to be employed, including timelines for the intervention strategy.

3.2.6. The School will maintain clear, accurate and timely communication with parents/guardians of international students as an essential element of supporting students and also partnering and respecting their parents in the learning process. Please refer to the *International Student Communication Policy and International Student Communication Guidelines*.

3.2.7. It is expected that staff will maintain accurate records of all matters pertaining to student progress in keeping with the *K-12 Assessment at Friends' Policy and Guidelines* and *International Student Communication Policy and International Student Communication Guidelines*

3.3. **Personal Wellbeing and Welfare Services**

The Friends' School has a clear commitment to pastoral care and a dedicated structure for supporting all students. The staffing support structures for international students are as follows:

- 3.3.1. Morris, Junior School Campus
- Classroom teacher
 - Deputy Head of School
 - School Psychologist
 - Head of School

- 3.3.2. High School Campus
 - Subject teachers and/or High School Tutors
 - International Student Coordinator High School.
 - Head of House
 - School Psychologist
- 3.3.3. Clemes, Senior School Campus
 - Subject teachers and/or Tutors
 - Dean of Students
 - School Psychologist
 - Deputy Head of Clemes
 - Head of Clemes
- 3.4. The School's *Critical Incident Management Policy* is inclusive of all students enrolled at the School and also includes a section specifically focused on the Management of any Critical incident involving an international student and students studying on an SV500.

4. DEFINITIONS

- 4.1 See definitions documents

5. LEGISLATIVE REQUIREMENTS AND OTHER GUIDELINES

- 5.1 ESOS Act 2000
- 5.2 National Code 2018
- 5.3 National Code 2018 Factsheets
- 5.4 Children, Young Persons and their Families Act 1997 (Tas)
- 5.5 Registration to Work with Vulnerable People (WWVP)
- 5.6 Education Act 2016 (Tas)

6. RELATED POLICIES, PROCEDURES, GUIDELINES, FORMS AND SUPPORT DOCUMENTS

- ❖ **Boarding Handbook**
- ❖ **International Student Handbook**
- ❖ **International Student Orientation Program (Power Point)**
- ❖ **International Student Support Procedures**
- ❖ **International Student Welfare Policy**
- ❖ Attendance Policy
- ❖ Boarding Handbook
- ❖ Critical Incident Management Policy
- ❖ Homestay Policy
- ❖ Homestay Handbook (Sister Schools and Quaker Exchanges)
- ❖ International Student Accommodation Policy
- ❖ International Student Communication Policy
- ❖ International Student Health Management Policy
- ❖ International Student Orientation program (Power Point)
- ❖ International Student Welfare Policy
- ❖ K-12 Assessment at Friends Policy and Guidelines
- ❖ SV500 Course Progress Policy
- ❖ SV500 Course Delivery and Duration Policy
- ❖ SV500 Deferment, Suspension and Cancellation Policy

❖ SV500 Visa Requirements Policy