

Department of Education and Training
2018 International Student Program (ISP)
School Compliance Audit of
McClelland College
Level 2 Accreditation

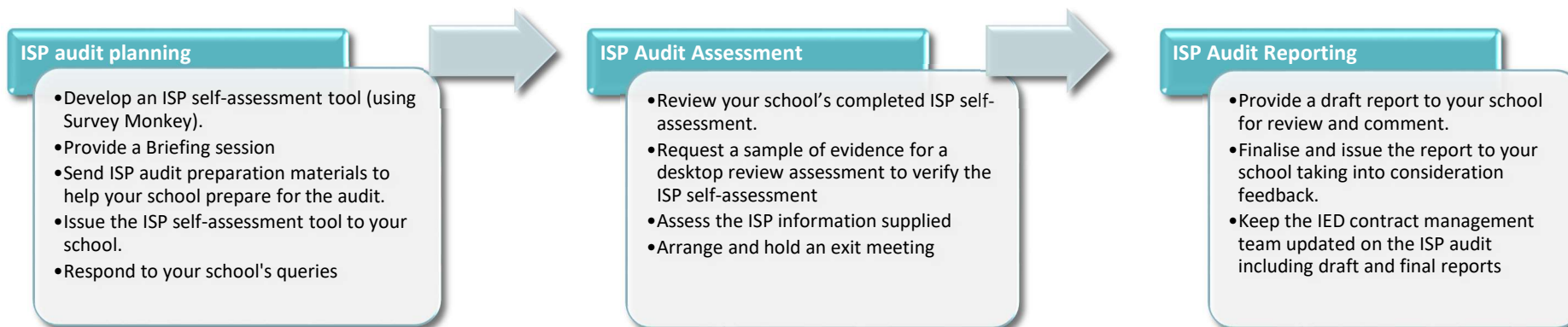


School Details

School name	McClelland College		
School Address	31 Belar Ave, Frankston	Website address	http://www.mcclellandcollege.vic.edu.au/
Principal class officer details	Amadeo Ferra, Principal Karin Miller, Assistant Principal (PCO responsible for the ISP).	International Student Coordinator (ISC) and team details	Ming Liu, International Student Coordinator Alison Fox, International Student Coordinator
No International Students	39	No International Students in Homestay	33

International School Program Audit purpose, scope, and approach

The purpose of the International School Program (ISP) audit was to evaluate your school’s compliance with the ISP Quality Standards and recommend actions to support and improve compliance to ensure that international students receive a quality education in a safe and supportive environment. The audit also provides the opportunity to identify highly effective practices adopted by schools in complying with and exceeding the ISP Quality Standard requirements. The audit approach included:



International School Program Audit Assessment Summary

The table below summarises the ISP audit findings for your school.

ISP Quality Standards Assessment outcomes											No ISP Audit Assessment ratings			
1	2	3	4	5	6	7	8	9	10	11				
PC	PC	NA	C	PC	PC	C	C	C	C	C	6	4	0	1

Assessment ratings:

	Fully compliant - satisfies all elements of the ISP Quality standard
	Partially compliant – satisfies some of the ISP Quality standard, but not all
	Not compliant – does not satisfy any elements of the ISP Quality standard
	Not Audited/Not Applicable– Level 1 accredited school/DET requirement

Effective practice

The following areas of effective practice were identified by the school:

- Standard 1: We have very good marketing material, such as brochures and presentations that agents enjoy seeing whenever we participate in an IED led recruitment trip. All relevant documentation and websites contains our CRICOS code and provide name. We have a dedicated page on our school website, which lists the key program information relevant to students, families and agents. This information would include: curriculum and educational support, the student’s obligations and entitlements, details of the school including contact details and a link to the International Student program website.
- Standard 2: Upon Request to place, we arrange an interview with the student via the agent. We assess all the information provided to us including the results of the interview to determine the suitability of the student for the school. We keep all records of RTPs and COEs, both online and in hard copy form and any communication with agents and/or parents. Our school entry requirements are listed in Right Schools, Right Place which is a handbook published by IED which is used for marketing purposes.

- Standard 4: We do not negotiate with agents at any time and refer all agent enquiries to the appropriate person within IED. We only accept students from accredited agents as per IED recommendation. We have no interaction with agents outside this arrangement, despite numerous requests to do so.
- Standard 5: The IED policies and procedures have been very helpful in meeting the requirements of this Standard. We have had occasion to deal with critical incidents such as suicide ideation and domestic violence and we have followed both school and IED policies. Updated Child Risk Registers and Critical Incident policies have dovetailed nicely with the procedures that the school follows as a matter of course. In one instance, we were able to identify that our procedures had not been completely followed after consultation with IED and we have since rectified our processes so that this problem will not occur again. We have had students transfer from our school to another, we have had students transfer from our school to another country and we have had students return home. In all cases we file the appropriate change of welfare documentation with IED. Our homestay procedures have proven to be successful and work. We get most of our new homestay providers through word of mouth. All homestay providers are visited regularly and they are provided with a

comprehensive induction which includes emergency numbers and the Child Safe Policy.

- Standard 6:
 - We have a well-staffed and well-resourced International Student Program. The Program has been in operation for 4 years and over that time has grown from 3 students to approximately 40. Our staffing has grown commensurately with 3 fulltime teaching and ES staff dedicated to the program and an Assistant Principal who oversees everything. As well as these staff members, there are other teachers who work in the program and also ES contribution via the Head of Wellbeing and School Nurse. Once an International student has arrived at our school, we offer them the same raft of services that our local students enjoy. We provide a comprehensive induction program through our English Language Centre and we assist students with obtaining all the necessities of life, mobile phone, bank account, books and stationary and their uniform. We have a Doctors in Schools program which International students can access. If students require any assistance, they know who they can approach and we maintain regular contact with parents and homestay providers so that all stakeholders can monitor the academic and wellbeing progress of the student.
 - Students are provided with a personalised timetable including subjects relevant to engagement. Students have regular birthday party functions as well as school-provided evening functions. International students are encouraged to participate in school life and also school leadership opportunities. The school provides private music lessons to interested students. Our students participate in IED promotional activities such as AFL matches. We organise regular University tours for our aspirational students as well as regular excursions and camps.
- Standard 7: If a student requests a transfer we observe the IED process. We ask the agent to put the request through IED and we then complete

and submit the necessary transfer and withdrawal forms. We also liaise with the new school to ensure a seamless transition of welfare arrangements if appropriate.

- Standard 8: We use Compass to maintain all records relating to course progress and attendance. School requirements around successful completion of a course and attendance expectations are clearly communicated to students as part of their induction process. They are also reminded of these should the need arise. We work with all students to provide them with as much assistance as they require to complete a course. Should attendance fall below 80% we use DET templates to inform IED. Should academic progress be in doubt, we provide pathways counselling to the student as well as the parents. Students are informed of their right of appeal with regards to an unsatisfactory outcome however to date, this has not occurred. Translated reports are provided to parents and students at the end of each semester and also upon request. We monitor visa expiry dates so that we are aware if there will be a potential breach of conditions.
- Standard 9: We use DET templates for deferring, suspending or cancelling a student's enrolment. IED are informed as a matter of course and hard copies of these are kept on the student's files. Parents' signatures are obtained where appropriate.
- Standard 10: We would maintain all relevant information relating to any complaint or appeal as part of our student's records process, however to date this has not been necessary.
- Standard 11: This is our first audit and we believe that we have satisfactory evidence that our process meet the requirements of all the DET International Student Program Quality Standards.

Other feedback provided by the school

The school did not provide any feedback about education agents.

The school provided the following feedback about improving DET IED support:

- More IED training and regular follow up

School Response:

<p>The report is factually accurate, and the action plan has been implemented.</p> <p>Principal Class Officer's name: Karin Miller, Assistant Principal</p> <p>Principal Class Officer's signature: _____</p> <p>Date: _____</p>	<p>Comments (If any):</p>
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Summary of Improvement opportunities

The following is a summary of the Improvement opportunities identified during the audit of the international student program and the school's proposed rectification plan:

ISP Standard	Summary of Improvement opportunities	School's Rectification Comments & Evidence	Proposed Rectification Completion date(s)
1	<p>The school needs to include in its ISP webpage key program information for students, parents, homestay families and education agents which includes:</p> <ul style="list-style-type: none"> • information on the student's education obligations and entitlements • contact details of the Principal Class Officer responsible for the ISP • the provider name (Department of Education & Training) and the CRICOS Provider Code: 00861K on the school website homepage • a link to the International Student Program website www.study.vic.gov.au 		
2	The school needs retain evidence that RTP are responded to in a timely manner		
5	The school needs to ensure that its Homestay register contains up to date and accurate WWCC information.	The school reviewed the information and provided updated details and all WWCC were verified.	Completed 23/8/18 Verified via DOJR website.

ISP Standard	Summary of Improvement opportunities	School's Rectification Comments & Evidence	Proposed Rectification Completion date(s)
5	The school needs to include personal identification checking in its homestay screening process.		
6	The school needs to include information on employment rights in its pre-departure information.		
6	The school needs to ensure that its Orientation materials contain all of the elements required by the ISP Quality standards including: <ul style="list-style-type: none"> • relevant legal services • school dispute resolution procedures eg. complaints and appeals process 		

Detailed ISP Audit Assessment outcomes

Note 1: The self-assessed column is based on the responses provided by the school in the self-assessment. The “verified: column indicates the items that the ISP review team verified by the desktop review of evidence supplied by the school.

Standard 1: Marketing information and practices

ISP audit assessment outcome:

Partially compliant – satisfies some of the ISP Quality standard, but not all

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
	Self-Assessed	Verified	
1. Accurate, ethical, accessible and informative ISP marketing materials and practice. Marketing materials include any information supplied to a student or their parents/legal guardian prior to an application being accepted.	✓	✗	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to the question Do all current (and proposed) marketing materials that your school uses for the ISP including all attachments on the ISP webpage (e.g, school brochure, student handbook, pre-departure information) show the current registered provider name (Department of Education and Training) and CRICOS code (00861K)? The school’s website was reviewed and the issues are noted in the next section.
School ISP Webpages			•
2. A dedicated ISP page on the school website with key program information for students, parents, homestay families and education agents:	✓	✓	<ul style="list-style-type: none"> The school’s website was reviewed and there was a dedicated ISP page on the school website with key program information for students, parents, homestay families and education agents.
a) the educational environment, support programs and curriculum delivery within the school	✓	✓	<ul style="list-style-type: none"> The school’s website was reviewed and did contain the required information
b) details of school facilities and local area information	✓	✓	<ul style="list-style-type: none"> The school’s website was reviewed and did contain the required information
c) information on the student’s education obligations and entitlements	✓	✗	<ul style="list-style-type: none"> The school’s website was reviewed and did not contain the required information
d) contact details of the Principal Class Officer responsible for the ISP	✓	✗	<ul style="list-style-type: none"> The school’s website was reviewed and did not contain the required information

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
e) the provider name (Department of Education & Training) and the CRICOS Provider Code: 00861K on the school website homepage	✓	✗	<ul style="list-style-type: none"> The school's website was reviewed and did not contain the required information. The school prospectus had a reference to DEECD and needs to be changed to Department of Education and Training.
f) a link to the International Student Program website www.study.vic.gov.au	✓	✗	<ul style="list-style-type: none"> The school's website was reviewed and did not contain the required information
Third party education providers			
3. Provision of information to students/parents about any part of the academic program delivered by a third-party provider such as a Registered Training Organisation (RTO) (Standard 1)	NA	NA	<ul style="list-style-type: none"> The school does not have any third-party arrangements.

Evidence sighted:

- Self-assessment response submitted by the school
- ISP Website page(s)
- Marketing materials supplied by the school
 - Information Brochure - English

Standard 2: Recruitment of an international student

ISP audit assessment outcome:

Partially compliant – satisfies some of the ISP Quality standard, but not all

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
	Self-Assessed	Verified	
Assessment of Student suitability			
1. Proper assessment of the suitability of student qualifications, experience and English language proficiency (based on information provided in the Request to Place package) prior to acceptance by the school so that applicants can be responded to in an efficient manner	✓	✗	<ul style="list-style-type: none"> The school in its self-assessment answered “No” to <i>Does your school publish any entry requirements which are additional to the requirements published by DET?</i> The school in its self-assessment supplied information about its assessment of suitability of student applications. The records for 3 students did not demonstrate compliance with this standard’s requirements. The school did not have copies of RTP response emails for 2 of the 3 students sampled. During the closing meeting the school advised that the records would be maintained in the future.
Course Credit			
2. Facilitation of the VCAA course credit process on behalf of students, including assessment of academic suitability of students as part of the course credit process	NA	NA	<ul style="list-style-type: none"> The school has not assisted international students apply for course credit in VCE or VCAL courses
Third party education providers			
3. Enter into robust contractual agreements with third party academic or other education program providers, persons or businesses (such as recreational, drama, VET or other education programs (eg. those that assess students) and publish details of such arrangements so that parents, and students are aware of the services being provided.	NA	NA	<ul style="list-style-type: none"> The school does not have any third-party arrangements.

Evidence sighted:

- Self-assessment response
- Evidence supplied by the school:
 - Evidence of RTP responses (emails) for 1 student

Standard 4: Education Agents

ISP audit assessment outcome:

Fully compliant - satisfies all elements of the ISP Quality standard

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
	Self-Assessed	Verified	
1. Engagement with DET-accredited education agents only	✓	NA	<ul style="list-style-type: none"> The school confirmed that it only engaged with DET accredited education agents in its self-assessment responses. The school confirmed that it only engaged with DET accredited education agents in its self-assessment responses. This is not applicable as DET IED manages communications and relationships with international agents.
2. No direct contractual agreements with education agents	✓	NA	
3. Promptly provide written reports of education agent practice and performance that breaches the requirements of this Standard to DET	NA	NA	
4. Provide feedback on an education agent’s performance to DET via the School self-evaluation survey at least once per year per agent (if interaction with agents has taken place)	NA	NA	

Evidence sighted:

- Self-assessment response

Standard 5: Younger Overseas Students

ISP audit assessment outcome:

Partially compliant – satisfies some of the ISP Quality standard, but not all

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
	Self-Assessed	Verified	
Child Safe Policy and Procedures			
1. Schools are required to have and implement a Child Safe Policy that has been endorsed by the school council including:			
a. Establishment of a School Child Safe Policy, Code of Conduct and the process for reporting actual or suspected physical or sexual abuse	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to <i>Does your school have a Child Safe code of conduct that all staff members and volunteers (including homestay hosts) have committed to?</i>
b. A requirement that homestay hosts are provided with a copy of the School Child Safe Policy, Child Safe Code of Conduct and training in the school’s child safe practices including how to report a critical incident including actual or suspected physical or sexual abuse	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to <i>Have homestay hosts been identified as staff, ie. appropriately screened, inducted, monitored and trained annually in respect to your school's child safe practices?</i> The school in its self-assessment supplied information about its process for annually inform homestay hosts about its child safe practices.
c. students are provided with contact details of school staff designated as emergency contacts	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment supplied information about its process for informing international students and homestay providers about the contact details of school staff designated as emergency contacts.
d. students are provided with information encouraging them to speak up about child abuse and on how to report an incident or allegation of sexual or physical abuse	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment supplied information about how international students educated and encouraged to speak up and provided with information on how to report an incident or allegation of child abuse in an age appropriate manner.
e. risks of child abuse associated with overseas students have been considered, identified and addressed by the school in its child safe practices	✓	✓	<ul style="list-style-type: none"> The school in its self-assessment supplied information about how it had developed and implemented measures to ensure it has a clear evidence-based understanding of the potential risks of child

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
			abuse to international students and that these risks monitored and reviewed. <ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to <i>Does your school's child safe risk register include these risks and your schools mitigating strategies?</i> The school provided its risk register which included risks for international students.
Homestay Policy and Procedures			
2. Schools are required to have a comprehensive Homestay Policy and homestay management procedures that have been endorsed by the school council incorporating:	✓	✓	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to <i>Does your school have a comprehensive and current Homestay Policy that includes all of the ISP Quality Standard requirements, and has been endorsed by School Council?</i> The school provided its Homestay policy.
a. a homestay providers’ register	✓	✗	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” that its records were current and complete. The school provided its homestay register. The register contained inaccurate data, 9 homestay provider names could not be verified. The school provided updated details and all WWCC were subsequently verified.
b. structured evaluation of homestay hosts through interviews and site visits, and registration of homestay hosts in sufficient time to receive induction training and relevant information Notes: <ul style="list-style-type: none"> <i>Third Party Homestay providers must be 21 years of age or older and visa expiry date must be later than the expiry date on the international student’s visa</i> <i>No more than three students are to be placed in any homestay</i> 	✓	✗	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to <i>Does your school have a structured selection and evaluation process, including interviews, site visits and written homestay provider induction information for new homestay providers?</i> The school provided its Homestay Suitability Check procedure. The procedure did not include personal identification or referee checking. The school confirmed during the closing meeting that referee checking was completed. The school in its self-assessment supplied information about how it sources homestay providers. The school in its self-assessment answered “Yes” to <i>Does your school use the DET IED site visit checklist to record all homestay site visits?</i>

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
			<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” that its records were current and complete. The review of student records demonstrated compliance with this standard’s requirements.
c. signed Homestay Responsibility Agreements,	✓	✓	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” that its records were current and complete. The review of student records demonstrated compliance with this standard’s requirements.
d. verified WWCC for all persons aged 18+ residing/frequently residing in the homestay residence prior to commencement of homestay arrangements	✓	✗	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to <i>Does your school have a complete electronic register of homestay providers (including the details and valid WWCC for all persons over 18 years of age or regularly visiting) currently caring for international students (Option 3 and 4 arrangements) AND homestay providers available to care for a student for prospective students that may apply to your school?</i> The school in its self-assessment answered “Yes” to <i>Has your school validated the Work With Children Check (WWCC) details for all persons on your homestay register against the DOJR register (www.online.justice.vic.gov.au/wwccu/checkstatus.doj) to ensure the information in your register is accurate?</i> The school provided its homestay register. The register contained inaccurate data, 9 homestay provider names could not be verified. The school provided updated details and all WWCC were subsequently verified.
e. regular monitoring of homestay arrangements including independent liaison with both the homestay family and mechanisms for regular feedback from international student to enable the identification and resolution of any issues, and maintaining records of valid Working With Children Checks held by all adults residing in homestay residences	✓	✓	<ul style="list-style-type: none"> The school in its self-assessment supplied information about its process for checking the suitability of homestay providers and maintaining the currency of information including the Work With Children Check information. The school in its self-assessment answered “Yes” that its records were current and complete.
Notes:			

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
<ul style="list-style-type: none"> • <i>Third Party Homestay providers must be 21 years of age or older and visa expiry date must be later than the expiry date on the international student's visa</i> • <i>No more than three students are to be placed in any homestay</i> 			<ul style="list-style-type: none"> • The review of student records demonstrated compliance with this standard's requirements.
f. appraisal of homestays including thorough in-person site visits twice yearly	✓	✓	
g. a process for managing a homestay arrangement which a student is at risk including if after placement of a student, a valid Working with Children Checks cannot be obtained for adults residing in homestay residences.	✓	NA	<ul style="list-style-type: none"> • The school in its self-assessment supplied information about its process for managing at risk students.
Homestay Responsibility (Duty of Care)			
3. The Principal or Assistant Principal maintains an oversight responsibility for all accommodation, support and general welfare arrangements for international students at the school, including: <ol style="list-style-type: none"> periodic (at least twice yearly) review of accommodation, support and welfare arrangements for all international students liaison with the International Education Division (IED) regarding complex or significant international student management matters oversight of international student program management giving interim consent to medical treatment in emergencies dispute resolution where issues relate to homestay or the International Student Coordinator 	✓	NA	<ul style="list-style-type: none"> • The school in its self-assessment supplied information about how the PCO satisfies their duty of care in respect to this Standard.
Emergency Homestay Register			
4. Schools are required to maintain a register of staff and persons suitable to provide short term accommodation in cases of an emergency (including valid Working With Children Checks for all adults residing in the residence)	✓	✓	<ul style="list-style-type: none"> • The school in its self-assessment answered "Yes" to <i>Does your school have a complete register of staff and persons suitable to provide short term accommodation in cases of an emergency (including valid Working With Children Checks for all persons over 18 years of age residing at these premises)?</i> • The schools Homestay register identifies which homestays are available for emergency accommodation.

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
Homestay Information and Contact Information			
5. Schools are required to:			
a. maintain a register of current contact details for students, their parents and homestay hosts including valid Working With Children Checks for all adults residing in the residence	✓	✗	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” that its records were current and complete. The school provided its homestay register. The register contained inaccurate data, 9 homestay provider names could not be verified. The school provided updated details and all WWCC were subsequently verified.
b. provide up to date and comprehensive homestay details to parents, agents and DET	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to <i>Are comprehensive details of the homestay arrangements provided to parents, agents and IED at commencement of the arrangement and to parents and IED when changes are made?</i>
c. maintain a register of student locations during school holidays and overnight stays, including details of friends or relatives with whom students are staying, and written parental permission for students staying away overnight from their homestay provider	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to <i>Does your school maintain a register of student locations during school holidays and overnight stays?</i>
d. details of departure/expected dates for students returning home	✓	NA	
Critical Incident Policy and Procedures			
6. Critical incident policy and procedures including:			
a. the requirement to make all reasonable efforts to locate the student and notifying Victoria Police and the IED through the Incident Reporting Information System (IRIS), if it has not been possible to contact the student at any point in time	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to <i>Does your school have a documented critical incident policy and procedure?</i> The school in its self-assessment supplied information about the school’s critical incident procedure. The school in its self-assessment answered “Yes” to <i>Does your critical incident policy or procedure describe your process to locate an international student if it has not been possible to contact the student at any point in time, including notifying Victorian Police and DET IED through the Incident Reporting Information System (IRIS)?</i>
b. a process for managing emergency situations and when welfare arrangements are disrupted for students under 18 years of age in the school’s Critical Incident policy	✓	NA	
Withdrawal, Suspension and Continuity of Welfare Approval			
7. Where the school has requested that DET withdraw approval for welfare arrangements of a student (by cancelling the Confirmation of Appropriate Accommodation and Welfare (CAAW) letter), the school	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment supplied information about in the case of a serious critical incident how the school would continue

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
(with DET support) must make all reasonable efforts to ensure that the student’s parents or nominated relative are notified immediately.			to manage the student’s accommodation and welfare arrangements.
8. Where the DET suspends or cancels the enrolment of the student, the school must maintain and continue to check the suitability of welfare arrangements for that student until any of the following applies: <ul style="list-style-type: none"> a. the student has alternative welfare arrangements approved by another registered provider, from the end date of DET-approved welfare b. the student leaves Australia, or c. DET has notified DHA that they are no longer able to approve the student’s welfare arrangements or that they have taken the required action after not being able to contact the student. 	✓	NA	<ul style="list-style-type: none"> • The school in its self-assessment supplied information about how it would support its students if there was an overseas event that impacted their students.

Evidence sighted

- Self-assessment response
- Evidence supplied by the school:
 - Child safe risk register
 - Homestay register including WWCC
 - A register of school representatives and homestay hosts who can provide emergency accommodation including WWCC
- Homestay policy
- Homestay records for 3 students including:
 - homestay profile
 - homestay responsibility agreement,
 - site visit checklist and annual evaluations

Standard 6: International student support services

ISP audit assessment outcome:

Partially compliant – satisfies some of the ISP Quality standard, but not all

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
	Self-Assessed	Verified	
Pre-departure and airport arrival			
1. Comprehensive pre-departure information sent to students and parents preferably three weeks prior to arrival - arrival arrangements, airport reception and transfers, homestay profile, School Emergency Contact Card, English language support, study assistance, support services and employment rights (if applicable)	✗	NA	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to <i>Does your school provide students and their parents pre-departure information that includes all of the requirements except employment rights.</i>
2. Provision of completed Arrival Support and Information Sheets to the accredited education agent and DET prior to student arrival including photo and phone number of the staff member collecting the student at the airport (if available)	✓	✓	
3. A register of school representatives and homestay hosts who can provide arrival support who have valid Working With Children Checks or VIT registration	✓	✓	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to <i>Does your school have a register of School Representatives and Homestay Hosts who can provide Arrival Support?</i> The school in its self-assessment supplied information about the school’s process for airport arrival and taking the student to their homestay.
Enrolment and orientation			
4. Timely notification of DET of student non-arrivals within one day of their scheduled commencement date	✓	NA	<ul style="list-style-type: none"> The school answered in its self-assessment that if a student does not arrive on the expected date, the school will: <i>Contact the education agent and/or parent(s) on the day to find out what has happened then notify DET IED of the change in arrangements.</i>
5. Updating of CASES21 to confirm the student’s commencement of study within 5 working days of course commencement	NA	NA	<ul style="list-style-type: none"> This requirement was not audited.

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
<p>6. Age-appropriate, culturally-sensitive student orientation (information on the school, its academic programs, requirements for course attendance and course progress, general support services, special programs, student/parent handbook, Code of Conduct (for secondary schools), parent reporting and other contact procedures, cultural information, information about the local area (e.g. shops and services, transport between school and homestay), and relevant legal services, general health care and personal safety, provision of the ISP policy information and complaints and appeals procedures)</p>	✘	NA	<ul style="list-style-type: none"> • The school in its self-assessment answered “Yes” to <i>Does your school have a Child Safe code of conduct that all staff members and volunteers (including homestay hosts) have committed to?</i> • The school in its self-assessment answered “Yes” to <i>Does your school have comprehensive International student orientation materials that are age appropriate and culturally sensitive which include all some of the requirements except:</i> <ul style="list-style-type: none"> ○ <i>information about relevant legal services</i> ○ <i>school dispute resolution procedures eg. complaints and appeals process</i> • The school in the closing meeting advised that students are advised that they can contact the ISC if they have any issues. • The school in its self-assessment supplied information about the school’s orientation process. • The school in its self-assessment answered “Yes” to <i>Does your school have records of the Orientation Program Checklist completed for each new international student?</i> • The school supplied records of orientation checklists for 3 students.
<p>7. Provide students with or refer them (including electronically) to general information on safety and awareness relevant to life in Australia.</p>	✔	NA	<ul style="list-style-type: none"> • The school in its self-assessment answered “Yes” to <i>Does your school have safety and awareness information for living and travelling in Australia?</i>
Child safe policy and procedures			
<p>8. Age-appropriate information on the school’s Child Safe Policy, Child Safe Code of Conduct for staff and the process for reporting actual or suspected physical or sexual abuse.</p>	✔	NA	<ul style="list-style-type: none"> • The school in its self-assessment supplied information about how international student's parents or guardian advised about the school's child safe practices. • The school in its self-assessment supplied information about how international students educated and encouraged to speak up and provided with information on how to report an incident or allegation of child abuse in an age appropriate manner.
Support Services			

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
9. Provision of access to appropriate counselling and welfare services within-school, at no cost re course progress, attendance, transition and accommodation issues.	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment supplied information about the school's counselling, welfare and other support services. The school in its self-assessment answered "Yes" that its records were current and complete.
10. Pathways planning and counselling in relation to further study options, career pathways, and safe return to country of origin to allow for timely lodgement of applications or planned return to the student's home country	✓	✓	<ul style="list-style-type: none"> The school provided records of careers planning for 2 of its students.
11. Ensuring parents or DHA-approved relatives are kept well informed and provided with regular information about student welfare, achievements and extracurricular activities, or significant or serious events involving their child, including in-country face to face reporting with the assistance of preferred language speakers where required	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment supplied information about the school's process for ensuring parents or DHA approved relatives are kept well informed. The school in its self-assessment answered "Yes" that its records were current and complete.
Critical incident policy and procedures			
12. Systems to report and respond to student emergencies and critical incidents (adherence to DET School Policy and Advisory Guide requirements), and provision of appropriate additional support for international students, including advising DET as appropriate	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment answered "Yes" to <i>Does your school have a documented critical incident policy and procedure?</i> The school in its self-assessment supplied information about the school's critical incident procedure.
Third-party education providers			
13. Support for associated study programs, e.g. external English language program, language school, vocational education and training institute or other third-party provider, including assistance to participate in relevant enrolment and orientation processes	NA	NA	<ul style="list-style-type: none"> The school does not have any third-party arrangements.
14. Regular contact with students and third-party providers to ascertain academic progress and personal acclimatisation, including invitations to participate in host school events (where applicable) during their third-party provider study	NA	NA	<ul style="list-style-type: none"> The school does not have any third-party arrangements.
15. Provision of translated third-party provider reports to parents (Compass learning cycles)	NA	NA	<ul style="list-style-type: none"> The school does not have any third-party arrangements.

Evidence sighted

- Self-assessment response
- Evidence supplied by the school:
 - Pre-departure materials
 - School's Emergency contact card

- A register of school representatives and homestay hosts who can provide arrival support including WWCC
- Records for 3 students including:
 - completed Arrival Support and Information Sheets,
 - orientation checklists

Standard 7: Transfer between registered providers

ISP audit assessment outcome:

Fully compliant - satisfies all elements of the ISP Quality standard

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
	Self-Assessed	Verified	
1. Efficient and timely implementation of processes to transfer international students between Victorian government ISP schools, and between government and non-government CRICOS registered schools, including notification of DET IED and the maintenance of appropriate transfer assessment records	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to <i>Does your school have records of timely transfer or withdrawal forms for international students?</i> The school in its self-assessment supplied information about the school’s assessment process for student transfer requests. The school in its self-assessment answered “Yes” to checking that the school the student is to be transferred to is a CRICOS registered school The school in its self-assessment answered “Yes” to checking that the receiving school has accepted welfare support and that there is no gap in student welfare arrangements.

Evidence sighted

- Self-assessment response

Standard 8: Monitoring Course Progress and Attendance

ISP audit assessment outcome:	Fully compliant - satisfies all elements of the ISP Quality standard Partially compliant – satisfies some of the ISP Quality standard, but not all
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DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
	Self-Assessed	Verified	
Student Visa Monitoring			
1. Effective monitoring of student visa end dates, with timely reminders issued to students needing to renew their visa	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment supplied information about the school's system for tracking international student visa expiry dates.
2. Timely notification to DET IED of changes to student enrolment durations as required	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment answered "Yes" to <i>Does your school have procedures in place to ensure timely notification to DET IED of any changes to student enrolment durations?</i>
3. Notification for relevant students of the visa implications where a course is extended	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment answered "Yes" to <i>Does your school have procedures in place to ensure notification to international students of the visa implications where an enrolment may need to be extended?</i>
Course progress			
4. Effective monitoring of student progress and performance, including attendance, absences from school and/or homestay accommodation; academic progress; and accommodation and welfare issues.	✓	✓	<ul style="list-style-type: none"> The school in its self-assessment supplied information about the school's process for monitor course progress to ensure each international student will successfully complete their VCE/VCAL within the required time frame. The school in its self-assessment answered "No" to <i>Does your school have any international students that are likely to achieve a non-scored VCE?</i> The school in its self-assessment answered "Yes" to having appropriate international student records.
5. Implementation of an appropriate intervention strategy where academic performance or attendance may lead to a risk of failing to meet requirements, including timely notification of students at risk.	✓	✓	<ul style="list-style-type: none"> The school in its self-assessment answered "Yes" to having appropriate international student records. The school in its self-assessment supplied information about the school's process for supporting at risk students.

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
6. Timely notification to the student of its intention to report the student for not making satisfactory course progress, where the school has identified a student as not making satisfactory course progress in a second consecutive compulsory period of study.	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to having appropriate international student records. The school in its self-assessment supplied information about the school’s process for dealing with a student that has unsatisfactory course progress in a second consecutive compulsory period of study. The school in its self-assessment advised that “<i>The school provides support to students in this position in the following manner: consult with teachers and the student to discuss areas of improvement, consult with parents to obtain parental support. We have considered a student repeating a year level in the past but most often provide information about alternative pathways if no improvement occurs.</i>” During the closing meeting, the school confirmed that they understood the process for reporting a student and had applied it working closely with DET IED.
Attendance monitoring			
7. Application of remedial strategies as soon as a student’s attendance rate reaches 90% per semester to ensure international students satisfy the ESOS attendance rate requirement of a minimum of 80% per semester	✓	✓	<ul style="list-style-type: none"> The school in its self-assessment supplied information about how the school calculates and monitors student attendance rates. The school in its self-assessment supplied information about the actions would the school take if a student’s attendance reaches 90%.
8. Implementation of an intervention plan, including student counselling and establishing a student agreement if a student’s attendance rate reaches 85% per semester	✓	✓	<ul style="list-style-type: none"> The school in its self-assessment supplied information about the actions would the school take if a student’s attendance reaches 85%.
9. Notification of DET if an international student’s attendance falls below 80% per semester	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment supplied information about the actions would the school take if a student’s attendance is unsatisfactory reaches 80% or lower.
10. Provision to DET of information on compassionate and compelling circumstances where a student is attending at least 70% of scheduled course contact hours but less than 80%.	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment advised that “<i>International team organise a meeting with PCO for 3rd warning, parents advised. If no improvement then IED informed</i>”.
11. Timely notification for relevant students of the intention to report the student to DHA for not making satisfactory course progress or unsatisfactory attendance	✓	NA	<ul style="list-style-type: none"> During the closing meeting, the school confirmed that they understood the process for reporting a student and had applied it working closely with DET IED. The school in its self-assessment answered “Yes” to <i>Are the actions documented in an attendance policy or procedure or similar?</i>

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
			<ul style="list-style-type: none"> The school in its self-assessment answered “Yes” to having appropriate international student records. The school provided attendance reports for 3 students.
Communication			
12. Clear and timely communications with parents and homestay providers about attendance and course progress.	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment (for Standard 6) answered “Yes” that its records were current and complete.

Evidence sighted

- Self-assessment response
- Evidence supplied by the school:
 - Records for 3 students including
 - Term and Semester reports
 - Attendance reports
 - Copies of student agreements, records of counselling, welfare and intervention meetings if required

Standard 9: Deferring, suspending or cancelling a student’s enrolment

ISP audit assessment outcome:

Fully compliant - satisfies all elements of the ISP Quality standard

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
	Self-Assessed	Verified	
1. Timely notification to DET of changes to student enrolment durations as required	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment “Yes” to <i>Does your school assess request for deferment, suspension or cancellation using the DET IED template and record changes to enrolment in CASES21 within 3 working days?</i> The school in its self-assessment supplied information about the school’s process for assessing requests for leave. The school in its self-assessment “Yes” to having the process for assessing leave documented The school in its self-assessment supplied information about the actions the school would take if a student advised that they were not planning to return to the school.

Evidence sighted

- Self-assessment response

Standard 10: Complaints and Appeals

ISP audit assessment outcome:

Fully compliant - satisfies all elements of the ISP Quality standard

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
	Self-Assessed	Verified	
1. Maintain records of complaints or appeals process (in alignment with DET Complaints policy and appeals process) and advice to students that they can escalate to DET where a matter is not satisfactorily resolved at the school level	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment supplied information about the school's process for managing complaints and appeals. The school in its self-assessment supplied information about how the school ensure that the international students are advised that if they are not satisfied with the outcome of a complaint or appeal at school level, they can escalate it to DET IED for resolution. The school in its self-assessment supplied information about how the school would manage a complaint involving a member of the ISP team. The school in its self-assessment supplied information about how students are supported through a complaint or appeals process.
2. Maintenance of international student enrolments until the complaints and appeals process is resolved	✓	NA	
3. Provision of relevant information to DET to facilitate the resolution of a complaint or appeal in an efficient and timely manner	✓	NA	
4. Appropriate student welfare support before during and after the complaints and appeals process	✓	NA	

Evidence sighted

- Self-assessment response

Standard 11: Additional registration requirements

ISP audit assessment outcome:

Fully compliant - satisfies all elements of the ISP Quality standard

DET expectations of ISP schools	ISP Audit Assessment outcomes		Assessment outcome
	Self-Assessed	Verified	
1. Ensure that the international student enrolment ceiling and individual school enrolment caps reflect the appropriateness of the staff, resources and facilities for the delivery of the course <i>Note: An enrolment cap variation form is required where a school is seeking to increase numbers of international students beyond the enrolment cap</i>	✓	NA	<ul style="list-style-type: none"> The school in its self-assessment “No” to planning to increase its enrolment cap in the next 2 years The school in its self-assessment supplied information about the school’s ISP team. The school in its self-assessment answered “Yes” receiving appropriate PD The school in its self-assessment supplied information about the school’s reporting to Council about the ISP. The school in its self-assessment supplied information about initiatives or the improvements made to the ISP.
2. Participation in scheduled ISP School Compliance audits	NA	✓	<ul style="list-style-type: none"> The school in its self-assessment advised that it has not been audited. The school has provided timely submission of all requested ISP audit information.
Third party education providers			
3. Provide the IED with copies of all signed third-party contractual agreements on an ongoing basis as agreements with third party education providers are established. (Standard 11)	NA	NA	<ul style="list-style-type: none"> The school does not have any third-party arrangements.

Evidence sighted

- Self-assessment response
- Evidence supplied by the school:
 - Timely submission of all requested ISP audit information

ISP Review Limitations

This report was prepared on the specific instructions of the Department of Education and Training (“DET”). This report is not to be used by DET for any other purpose or in another context without our prior written approval. Because others may use this report for different purposes, this report should not be quoted, referred to or shown to any other party unless so required by the Victorian Auditor’s Generals office, a court order or a regulatory authority (Including Victorian Registration and Qualifications Authority), without our prior consent in writing.

The Services provided were of the nature of a review and did not constitute an assurance engagement in accordance with Australian Standards on Review or Assurance Engagements or any form of audit under Australian Auditing Standards.

Because of the inherent limitations of any internal control structure, it is possible that errors or irregularities may occur and not be detected. The matters raised in this report are only those which came to our attention during the course of performing our procedures and are not necessarily a comprehensive statement of all the weaknesses that exist or improvements that might be made.

Our work is performed on a sample basis; we cannot, in practice, examine every activity and procedure, nor can we be a substitute for management’s responsibility to maintain adequate controls over all levels of operations and their responsibility to prevent and detect irregularities. Neither Considered Compliance Services Pty Ltd nor any member or employee of our company shall be liable or responsible in any way whatsoever to any entity other than DET in respect of this report including any errors or omissions contained herein, however caused.

Recommendations and suggestions for improvement should be assessed for their full commercial impact before they are implemented. We believe that the statements made in this report are accurate, but no warranty of completeness,

accuracy, or reliability is given in relation to the statements and representations made by, and the information and documentation provided by DET personnel. We have not attempted to verify these sources independently unless otherwise noted within the report.

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