# ISP Student Support Self-assessment Tool

## Purpose

This tool supports schools to demonstrate that they have in place sufficient student support personnel to meet the needs of the international students enrolled in the school’s International Student Program (ISP). This is achieved by demonstrating both the capacity and capability to support an ISP.

There are many factors for a school to consider in determining the capacity and capability of student support personnel required to meet the needs of the international students enrolled. In doing so, schools should follow the below approach:

* **Setting a minimum threshold:** One member of school staff must be designated as the official point of contact for international students.
* **Capacity to support the ISP:** Schools should consider the context and environment they operate in, as well as factors unique to a school which may influence how sufficient levels of staff support are achieved. This includes considering the resources and facilities in place to support students and acknowledging that arrangements for support will be dependent on the maturity and size of the school’s ISP and how well-embedded and integrated this is with broader school operations.
* **Capability to support the ISP:** Schools must consider their ability to meet and demonstrate the necessary capability requirements to support international students and to deliver a safe and high quality ISP.

As a range of school staff may work on or contribute to the ISP, many in a part-time capacity and as part of their broader responsibilities, schools should demonstrate how they meet the support needs of international students broadly, as part of a whole of school approach, rather than a narrow focus on only those staff or roles dedicated to the ISP.

## Instructions

**Step 1:** Determine the total number of international students requiring support.

**Step 2:** Assess the school context including the complexity and maturity of the school’s ISP. For each self-assessment category the school should select the most applicable category and indicate the measures taken to provide sufficient support to meet this level of maturity or complexity. The purpose of this step is to demonstrate a school’s capacity to deliver an ISP.

**Step 3:** Demonstrate the school’s ability to meet key capability criteria.

This tool must be completed at the point of accreditation or re-accreditation. Prior to submission to the Department of Education’s (DE or the department) International Education Division (IED) the completed self-assessment must be approved by the school Principal.

## Self-assessment

**School name:** Click or tap here to enter text.

**Date of self-assessment completion:** Click or tap here to enter text.

### Number of international students requiring support

In determining the sufficient student support personnel to meet the needs of the international students enrolled in the school’s ISP, schools should use the expected maximum level of enrolments throughout the school year as their reference point for the year of assessment. If applying for re-accreditation and requesting an increase in their school enrolment cap, schools must be able to demonstrate sufficient capacity and capability to meet the needs of an increased number of international students.

**Year of assessment:** Click or tap here to enter text.

**Expected maximum total number of enrolments throughout the year of assessment:** Click or tap here to enter text.

**If applying for re-accreditation and requesting a variation in the school enrolment cap, proposed number of future enrolments:** Click or tap here to enter text.

### Capacity

To assist schools in assessing and demonstrating their capacity to provide support to international students, the below self-assessment must be completed.

* Listed within the self-assessment are factors which impact the level of support that is required by a school to meet the needs of the international student cohort enrolled in their ISP.
* When completing the self-assessment, schools should consider how each of the factors impact the level of support required to support their international students.
* Evidence of practice in action is reflective of the current state and next steps highlight what is required to achieve the desired future state.
* The baseline for this assessment is the minimum requirement to designate at least one school staff member as the official point of contact for international students. Above this schools must consider their capacity to provide support to international students, relevant to the school’s context and environment.

| Factors impacting a school’s level of required support | What should you consider? |
| --- | --- |
| Maturity of the school’s ISP | |
| **Please select one of the following:**  New ISP – less than 2 years old  Developing ISP – between 2 and 5 years old  Mature ISP – over 5 years old | For new ISPs, and during the early stages of establishment, it is likely that schools will need to allocate staffing to developing and documenting their approach to appropriately supporting international students and ensuring legislative compliance.  Over a period of time, and as the school becomes more experienced in supporting a more mature ISP, the school is likely to be more efficient in compliance practices, and staff have built capability through training and continuous improvement. |
| Size of the school’s ISP | |
| **Please select one of the following:**  Small ISP – less than 10 international students  Medium ISP – between 10 and 50 international students  Large ISP – over 50 international students | As the total number of international students increase, it is likely that a school will be able to achieve economies of scale in supporting students, and as such will require a lower level of staffing per student.  It is important to recognise that schools must maintain sufficient levels of staffing even where there are very low numbers of international students. For example, if a school enrols only 1 international student, the school will still need to ensure that it meets all compliance requirements in relation to that 1 international student (e.g. maintaining ongoing tailored support, capability of the designated staff member, and currency of documentation). |
| School location and accessibility to support services | |
| **Please select one of the following:**  Metropolitan school  Regional school | The location of a school can impact the accessibility to support services. Schools located in rural/ regional areas may require different approaches to accessing external support programs or services (e.g. online) and may draw on additional internal or community-based support mechanisms. |
| Accommodation and welfare needs | |
| **Please select one of the following:**  Level 2 accreditation: The school undertakes active marketing and has accommodation and welfare responsibilities, including homestay arrangements  Level 1 accreditation: The school **does not** undertake active marketing nor does it have accommodation and welfare responsibilities | Schools that undertake active marketing and have accommodation and welfare responsibilities will require a greater level of staffing and more robust support mechanisms. Schools who have accommodation and welfare responsibilities should also consider the volume of homestay arrangements which they are required to oversee, and the time and resources required. International students living in homestay arrangements, away from parents, family and friends may require additional support to adjust to life in Australia.  Schools which cannot undertake active marketing nor have accommodation and welfare responsibilities, may require lower levels of staffing, in comparison to schools who do not undertake these activities. |
| Hosting an in-school Intensive English Language Program | |
| **Please select one of the following:**  The school hosts an in-school Intensive English Language Program  The school **does not** host an in-school Intensive English Language Program | Victorian government schools may host an in-school Intensive English Language Program to assist international students in developing English language skills. Typically this involves intensive English learning upon the student’s arrival to Australia, and forms part of their initial adjustment to study and life in Australia.  Setting up and maintaining an Intensive English Language Programs requires language support and teaching specifically designed for students from international backgrounds. Schools may engage Multicultural Education Aides to provide additional support for the classroom and students. This support may include communicating with families from language backgrounds other than English, understanding different cultural backgrounds and experiences, and developing teaching materials.  Students participating in these programs may also require additional support from the International Student Coordinator (ISC), to assist with areas such as student wellbeing, academic performance (including progression and attendance) and any other student issues or concerns. |
| Provision of study online or through a third-party education provider | |
| **Please select one of the following:**  International students undertake study online or through a third-party education provider  International students **do not** undertake study online or through a third-party education provider | If the international student cohort undertakes studies through online learning (such as VSL online) or delivered through a third-party education provider (such as VCE languages studies with a community language school), appropriate support is required. That is, appropriate assistance to assess and support the student, to monitor attendance and course progress, and to assess community language schools. Please see the [ISP Modes of Study Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Modes_of_Study_Policy.docx) and the [ISP Modes of Study Assessments](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Modes_of_Study_Assessments.docx) documents for further details of requirements. |
| Diversity and complexity of international student cohort | |
| **Please select any of the following which apply to the school’s international student cohort:**  Mostly English speaking international students  Mostly non-English speaking international students  Students come from a diverse range of backgrounds  Students come from a single or limited range of backgrounds | International students have varying needs.  While some international students may be relatively autonomous (e.g. requiring support only occasionally and at key times), other international students may have significantly greater needs depending on their communication skills and cultural background, or experiences.  A diverse international student cohort (i.e. from a variety of countries of origin) may require a higher level of dedicated staffing than a homogenous international student cohort, or their needs may need to be met through a more diverse set of arrangements.  Different age cohorts of students require varying levels and different types of support. For example senior secondary students would require specific learning support not provided to primary school students. |
| **Maturity of the school’s broader student support delivery model** | |
| **Please consider the extent to which the school’s ISP is integrated into the school’s broader student support mechanisms:**  Limited integration  Moderate integration  High integration | A range of teachers, multicultural language aides, health and wellbeing and other support staff, careers counsellors, learning support staff and other school staff may provide support to international students, consistent with support for local students.  High levels of integration and a whole of school approach to supporting the school’s ISP all contribute to the success of international students at the school. |

| Evidence of practice in action | Next steps |
| --- | --- |
| Click or tap here to enter text. | **Next steps:** Click or tap here to enter text.  **By whom:** Click or tap here to enter text.  **By when:** Click or tap here to enter text. |

### Capability

To assist schools in assessing and demonstrating their capability to provide support to international students, the below self-assessment must be completed.

* Listed within the self-assessment are capability indicators which must be demonstrated by a school when operating an ISP.
* When completing the self-assessment schools should consider how the school meets the required key capability criteria. For example the staff, programs, processes or services which are drawn upon to meet the capability criteria.
* Evidence of practice in action is intended to reflect the current state and next steps highlight what is required to achieve the desired future state.

| What might this look like? | Evidence of practice in action | Next steps |
| --- | --- | --- |
| Leadership commitment, sponsorship and oversight of the school’s ISP | | |
| Leaders in the school:   * set clear expectations with staff regarding the support available to, and which should be provided to international students * demonstrate a commitment to supporting international students, consistent with local students, and with consideration of the specific needs and vulnerabilities of international students * strive to provide a high quality international student experience * are open to suggestions for improvement and complaints specific to the ISP and take all complaints or concerns seriously. | Click or tap here to enter text. | **Next steps:** Click or tap here to enter text.  **By whom:** Click or tap here to enter text.  **By when:** Click or tap here to enter text. |
| Robust governance arrangements including compliance, risk management, policy frameworks and monitoring arrangements | | |
| The school has governance mechanisms in place such as:   * clear roles, responsibilities and accountability with respect to the ISP * formalised and documented processes in accessible policies and procedures to support a consistent approach to the management of the ISP * risk management processes and frameworks which incorporate consideration of the ISP * monitoring and reporting arrangements over key international student and ISP requirements, for example monitoring of course progress and attendance, to ensure appropriate support and intervention is provided in a timely manner * escalation channels are clearly defined to ensure that issues or concerns relating to an international student are monitored and managed at appropriate levels * monitoring of legislative and regulatory compliance obligations relating to international students and the ISP, and responsibility and accountability for meeting compliance obligations is shared across the school and not held by a single role. | Click or tap here to enter text. | **Next steps:** Click or tap here to enter text.  **By whom:** Click or tap here to enter text.  **By when:** Click or tap here to enter text. |
| Academic, social and welfare support mechanisms that are customised to the needs of international students | | |
| * International students are integrated into the school’s broader support mechanisms, including academic, social and welfare support mechanisms that are already in place for local students. * The specific needs and vulnerabilities of international students, including recognition of their culturally and linguistically diverse backgrounds, potential cultural and language barriers, and inability to access their typical support networks such as parents, family and friends, are considered and support mechanisms reflect these needs and vulnerabilities. * The school works in collaboration with services within the community to provide greater options and coordinated service provision for international students. * Staff providing support to international students are trained in initiating activities to complement and maximise use of existing school structures to support the needs of international students, such as buddy programs, peer to peer mentoring groups or cultural diversity celebrations. * The school responds to critical incidents involving international students or emerging academic, social or welfare issues in a timely manner and in line with ISP policies and procedures and school policies and procedures. | Click or tap here to enter text. | **Next steps:** Click or tap here to enter text.  **By whom:** Click or tap here to enter text.  **By when:** Click or tap here to enter text. |
| Understand and raise awareness of international students, their needs and the importance of diversity within the school and local community | | |
| * School staff, including those providing support to international students, are aware of the cross-cultural complexities involving the international student cohort and their families and apply this awareness to problem solving and relationship building. * Processes are in place to raise awareness and inform students and families of the support mechanisms available to them, including Student Orientation Programs delivered in an age appropriate and culturally appropriate manner. * Students and their families are aware of how to raise concerns or provide feedback, feeling their voices are welcomed and valued. * The school has mechanisms in place to raise cultural awareness within the school community, and educate key stakeholders, such as homestay hosts on the importance of supporting international students, and the nature and types of support available to students. * The school initiates community partnerships and identifies local community resources and activities that can be utilised by international students. | Click or tap here to enter text. | **Next steps:** Click or tap here to enter text.  **By whom:** Click or tap here to enter text.  **By when:** Click or tap here to enter text. |
| Communication, collaboration, knowledge sharing and building and maintaining networks | | |
| * Communication channels and protocols exist to ensure that information is provided to international students, their parents and families, in a timely, clear and accessible way. * Communications are modified, or provided in alternative languages, to suit different student or family needs. * The school promotes relationship building and knowledge sharing in relation to the ISP. Staff initiate opportunities to share knowledge with colleagues inside and outside of their school and/or as part of improvement activities with the department. * The school is involved in, and participates in expert panels and reference groups, such as the department’s ISC Reference Group and ISC Professional Learning Program. In doing so, the school shares stories of good practice related to the provision of quality education and care for international students. | Click or tap here to enter text. | **Next steps:** Click or tap here to enter text.  **By whom:** Click or tap here to enter text.  **By when:** Click or tap here to enter text. |

## Declaration

I declare that the information provided in this self-assessment is true and correct.

|  |  |
| --- | --- |
| Principal name: | Click or tap here to enter text. |
| **Principal signature:** |  |
| **Date:** | Click or tap here to enter text. |

## Related documents

* [ISP Student Support Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Student_Support_Policy.docx)
* [ISP Student Arrival and Orientation Procedure](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Student_Arrival_and_Orientation_Procedure.docx)
* [ISP Student Safety Card Procedure](https://study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Student_Safety_Card_Procedure.docx)
* [ISP Modes of Study Policy](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Modes_of_Study_Policy.docx)
* [ISP Modes of Study Procedure](https://study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Modes_of_Study_Procedure.docx)
* [ISP Modes of Study Assessments](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Modes_of_Study_Assessments.docx)
* [ISP Student Orientation Checklist](https://www.study.vic.gov.au/Shared%20Documents/en/School_Toolkit/ISP_Student_Orientation_Checklist.docx)

## Definitions

* **CRICOS** means Commonwealth Register of Institutions and Courses for Overseas Students.
* **DE** or the department means Department of Education in Victoria.
* **DE (IED)** – Department of Education– International Education Division. IED is the division in the department that administers the ISP in Victorian government schools. IED is not a separate entity to the department, which is the CRICOS registered provider.
* **International students (students)** for the purpose of this policy are defined as students participating in the ISP under a subclass 500 Student – Schools visa.
* **ISP** means International Student Program**.** The department’s ISP is administered by DE (IED).
* **DE (IED) staff** includes the Executive Officers, managers and employees (full time, part time, ongoing, fixed term, casual and contractor) of the department who work directly or indirectly with the ISP. This excludes school staff.
* **School** means any Victorian government school accredited by DE (IED) to deliver the ISP.
* **School enrolment cap** refers to the maximum number of international students that can be enrolled at any one time in an ESOS-accredited school.
* **School staff** are any employees of the school.

## Contact

For further information, please contact the DE (IED) Strategy and Quality Assurance Team at: [isp.quality@education.vic.gov.au](mailto:isp.quality@education.vic.gov.au).

## Maintenance officer

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## Authorised

Executive Director, International Education Division

**Date of authorisation**: 29/11/2019

**Date last reviewed:** 29/12/2022

**Review frequency**: This procedure will be reviewed at minimum annually or when any changes arise impacting its currency, including legislative or regulation change.