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

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

Evakona Education provides a 40 week high school preparation programme. The programme is for English Language learners who plan to go to high school in New Zealand the following year. The course aims to build resilient, capable students who will be able to cope academically, socially, and emotionally with high school life in New Zealand.

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High School Preparation Programme for Evakona Education

Level-appropriate General English classes.
NZQA credits for Level 1 and 2 English Language
NZQA credits for Level 1 Numeracy & Computing

As well as academic subjects, Evakona's programme provides a mixture of life skills that work on building capable, confident, resilient students.

Students live with homestays, and are given regular homestay-homework to ultimately gain stronger communication with better understanding with the homestays.

Weekly off-site activities provide students with a wide range of experiences in the community: These include school visits, a self-defense course, nature walks, sports training, arts & crafts, cooking, kayaking, and much more.

In classes, teams prepare for two school camps: Students plan, budget, cook, put up tents, hike and learn to support each other.

Students have classes on life-skills such as healthy relationships, bullying, sex education, safety (including cyber-safety and road-safety), and addiction.

The 6-week pen pal programme increases motivation for writing as well as writing skills; and builds links in the community.

Overall, the programme aims to prepare students well for high school life in New Zealand.

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 #	#43	Under 18 y/o	#43

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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 voice	Well implemented

Wellbeing and safety practices for all tertiary providers

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 wellbeing 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

	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)
Outcome 1: A learner wellbeing and safety system	Evakona Education understands that students under 18 need extra care; Evakona has strong systems in place to provide this important care. The pre-course process provides clear information for the student, agent, and parents about the Evakona course before arrival and establishes pathways for clear on-going communication. 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 individual student's well-being. During the course, regular checks and interviews maintain this support: Issues are identified in a timely manner and resolved as soon as possible.	Pre-course systems: ● Vetting forms to gather information on previous study habits, life habits, medical needs, and general well-being. ● Group pre-course Q & A session for parents and agents. ● Individual pre-course interviews for students and parents. ● Pre-arrival English-language interview with the English Language Programme Director. ● Pre-arrival questionnaire asking students for advice and ideas on how they can effectively live and study in NZ. (Ideas are collated and put on the wall for orientation week). Adjustments are made to the course based on relevant student suggestions. On arrival: ● On arrival there are interviews for each student to gauge their base-line general well-being. On-going systems, daily: ● At the start of every day support staff and the programme leader meet and greet students, and take attendance. This face-to-face daily quick-check approach is effective at catching issues as they arise. ● Non-attendees are contacted immediately and if there is no response, support staff will visit the homestay to check up. ● A quiet space is available in the DoS office for students who need time out. On-going systems, weekly/termly:

| | | Weekly teacher meetings address concerns about students and involve support staff immediately where necessary. The homestay coordinator and support staff coordinate to respond to issues that arise from either student interviews or homestay interviews in a timely manner. All students have regular scheduled interviews every term with support staff to check on general well-being, and with teaching staff to discuss their academic progress. Term Interview notes are kept so staff can observe progress. Ongoing systems: The staff job-timelines provide multiple ways to check on student well-being so that issues can be foreseen and/or be dealt with faster; these timelines proactively monitor and address any concerns. |

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Outcome 2: Learner voice	Students are encouraged to be active participants in their learning by valuing their interests and opinions.	Valuing students' opinions: • Information on students' interests and opinions is gathered and used to inform class activities and discussion topics. • Students complete the student profile form with information on study habits, interests, and goals, and write questions about the course. This form goes to support staff, academic course leaders, and teachers. • Every attempt is made to match students with well-suited homestays. • Classroom management focuses on student-centered learning. • Friend groups are taken into account when activities and camps are planned. • The cornerstone project for the year, the Taonga Presentation, allows students the opportunity to explore topics of personal significance.
	Student feedback is valued. Feedback is collected on teachers, homestay, the course, camp, the activities and rules, and used to adjust the course. Student support staff and the course director have an open-door policy: Students know they can visit staff regularly and freely share concerns.	Feedback is gathered from students regularly and in multiple ways: • One-to-one interviews with support staff, at the beginning of the course, in the middle, and the end of the course. Well-being or homestay issues are identified and addressed as they arise. • One-to-one interviews with teaching staff. Any concerns (on either side) are addressed and solutions are discussed. • Students complete an anonymous teacher-evaluation survey. Results are used to improve teaching practice. • Students complete an anonymous course evaluation survey. Results are used to make future improvements to the course. • End-of-course interviews by the support staff and High School Preparation Programme leader ensure that students are heard.
	Self-reflection is a regular component of the course.	Self-reflection: • Students are encouraged to fill in lesson self-reflection forms regularly.

		- After assessments, students complete learning journal entries. Teaching staff read these and address any matters arising. - Near the course end, speaking and writing assessments reflect on personal growth and changes during the course; students are also encouraged to recommend changes for the future programme.
		2024 complaints: - One parent queried available support. Sorted. Parent was assured of strong onsite daily support in the same language as well as in English. - Two students queried the relevance of the course leading to effective life in New Zealand high schools. Both were given 2 support staff interviews and encouraged to discuss the option of going directly to high school with their parents too. They both chose to stay in the programme. - One student complaint concerned a mental health situation. Evidence showed that the Evakona staff went through multiple supportive steps to deal with a very private issue. Evakona has strong evidence of a highly supportive system to assist a student with a sensitive issue.
		2024: critical incidents. 2 - sorted. - One incident of self-harm. Support staff many interviews and check-ups, including several visits to the homestay as well as professional same-language counsellor support. - One incident of serious bullying. Several support staff interviews, with the 2 students, both apart and together, aiming at healthier communication and understanding. Also, school-wide classes on respectful/healthy communication skills: 3 school wide classes on bullying, addiction and healthy relationships.

Wellbeing and safety practices for all tertiary providers

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	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)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Evakona Education provides a physically and digitally safe and accessible learning environment. 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. Use of technology is well-supported and secure.	Evakona ensures that students know where to ask for help and who to confide in. The Evakona learning environment is physically safe: ● Evakona first aid-trained activity teachers are present for all off-campus excursions. When needed Support staff are on hand to take students to the medical centre. ● Students attend special-topic classes on cyber-safety, bullying, sex education, and drugs. ● All off-site activities have risk-assessment and management plans. The Evakona learning environment is physically accessible: ● There is a ramp, and the bathrooms are wheelchair friendly. Ramps, buildings, classrooms are checked regularly with a yearly overhaul in February/March. Evakona is digitally safe:

	The learning environment is inclusive and supportive.	• Zoom lessons are held via closed channels. • Students have closed-access online individual student folders, accessible only to that student and the teachers. • Student Gmail accounts are private. • Pen pal links are sent out privately and individually. Evakona is digitally accessible: • Pre-course interviews and Q&A sessions ensure students come equipped and prepared for online work. • Students have group and one-on-one sessions with the staff member in charge of Technology at the beginning of the year to ensure they can independently use digital platforms such as Google Drive and zoom. • A staff member is available to provide technical support to students throughout the year. Evakona provides a supportive & inclusive learning environment: • Bullying of any kind is not tolerated at Evakona. Students study cyber-safety; and reported incidents of bullying are dealt with swiftly according to the policy. Evakona keeps secure records of incidents and outcomes. • Japanese-language support staff are always available. • Gender diversity is acknowledged. Students are given pronoun options on forms. • Students are encouraged to explore topics with personal diverse meanings in the keystone Taonga project, leading towards presenting on a topic of personal interest.
Outcome 4: Learners are safe and well	There is a strong culture of care and support at Evakona Education, keeping students safe and well.	Safety of the physical environment at Evakona: • Evakona conducts regular fire and tsunami evacuation drills.

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	Evakona has robust Buildings, Student Health, Health & Safety, and Lockdown Policies to keep Evakona students safe and well.	- The campus is equipped with fire alarms and smoke alarms which are regularly serviced. - Security cameras monitor the premises. - Individual lockers are provided for student belongings. Student health & well-being: - A first-aid trained staff member is always on-site. - Students are provided with details of local medical services. - Regular contact with homestays keep staff abreast of potential diet, sleep, or other health concerns. - The homestay coordinator does a quick check-up with each homestay while also making an appointment for a longer formal follow-up interview. The homestay coordinator and support staff work together to address concerns that arise from first-term interviews in a timely manner. - Students are interviewed one-on-one by support staff to check on their general well-being. Support staff bring relevant info from the first homestay check-in to the one-to-one first-term interview, so students are clear about any potential issues or positive feedback. - Staff support students with medical visits when necessary. - Open communication with families is maintained throughout the year.
	All Evakona staff contribute to the safety and wellness of students. Trained professionals are used for topic-specific special classes.	Staff keep students safe and well: - All staff in contact with students are police-vetted. - During school hours a first-aid trained staff member is always on site. - Activity providers and guides have first-aid training. - Activity providers are registered, professional providers and an Evakona activity teacher is always present.

	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.	• Police safety officers and sexual health educators provide topic-specific classes. Evakona Education provides courses on safety (including road and cyber-safety, bullying, sex education/healthy relationships, and addiction). Students also take a self-defence course. These classes teach students how to keep themselves and each other safe, and students learn who to contact when they need advice or help. • Staff meet and greet students every morning.

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	**How do you know?** (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Evakona recognises and deals with the specific needs of international learners in New Zealand.	Evakona responds to the specific needs of ESL learners by having first-language staff members: • Japanese-language administrative staff; • Japanese-language support staff; • bi-lingual documents; • open communication with overseas agents and families. Through special-topic classes, Evakona ensures our international students are familiar with

		- NZ cycle-safety rules, - cultural differences; - local places; - life skills (healthy relationships, addiction, diet). Support to students is constant: - 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. The homestay programme is a vital part of meeting the needs of international learners: - homestay families are aware of their obligations/possible pitfalls; - open communication with homestay families proactively monitors for homesickness and the change in diet. Support staff, the homestay coordinator, and the programme leader have a yearly timeline o f tasks to complete, that focus on the safety of students. The timelines intersect to ensure staff work well together to provide quality support for students. The complaints process is easy to find [on the website](), in both English and Japanese. All students get emergency drills (tsunami and fire drills).

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Outcome 9: Prospective international	Contract, course details, pre-enrolment forms are clear, and there are information sessions	Pre-arrival/pre-enrolment Zoom information sessions are available for parents, agents and students.

tertiary learners are well informed	pre-arrival to request more information or clarify details.	The pre-departure welcome handbook in the student info section on the website has information and tips for preparing to study and live in NZ. Information sessions and interviews include: ● Information session for parents, students, and agents. ● Interview: support staff with parent and student. ● Interview: English Programme Leader and student. All sessions are available with Japanese-language staff.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Evakona has a professional approach using authorised advisors. Evakona requests full disclosure of potential physical or mental health issues to support students effectively.	Evakona works with authorised NZ immigration advisors. Registering **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. Marketing staff have one-to-one interviews with the student and parents, in person, or over Zoom or we-chat, 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 place. 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. All insurance is vetted for suitability for under 18 students studying in NZ.

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Outcome 11: International learners receive appropriate orientations, information and advice	Information is clear, consistent, and reliable. Students are set up early on in the course to bond, so they get better at sharing information and supporting each other.	Before arriving, students, parents, and agents participate in multiple information sessions and interviews: • Pre-arrival/pre-enrolment Zoom meetings • Information session for parents, students, agents. • Interview - support staff with parent and student. • Interview - English Programme Leader and student. There is a pre-departure welcome handbook in the student info section on the [website](#) with tips for preparing to study and live in NZ. At the beginning of the course, students participate in an extensive orientation: • an orientation session with the student handbook • Japanese-language sessions around campus orientation, school expectations, and the NCEA system • a 3-day mixed English-level orientation period, including a group presentation; this allows students to bond and helps ensure they look out for each other's well-being throughout the course • getting to know the teachers and support staff • getting to know the school campus and the town • classes teach effective homestay language and behaviour • a tech and phone set-up session to ensure digital learning is accessible to all students • advice and tips from previous students The orientation programme is regularly reviewed to incorporate learnings from the previous year.

| | | In the first month, students prepare for camp, working in teams to plan, budget, cook, clean, and politely request to borrow things. This strengthens friendship bonds, facilitating the sharing of information and advice among students, as well as developing their homestay and everyday life skills.

Weekly assembly with teachers, students, support staff, and activity staff means the information is clear and consistent. |
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| **Outcome 12:** Safety and appropriate supervision of international tertiary learners | Staff are police vetted and during the course, there are multiple classes on how to stay safe.

Attendance follow-up and homestay support is strong.

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. | All staff and homestays are regularly police-vetted.

There are classes on personal and cyber safety. There are classes on bullying, addiction, healthy relationships, sex education, and road safety. The sex education classes with a trained educational health nurse. Japanese-language staff are available to answer questions/ensure understanding.

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 on. Staff may go to the student's house with multiple absences or if there is no answer.

Homestay staff regularly interview homestays.
Support staff regularly interview students.
Special education classes.
Police vetting for homestay and staff.
Staff first aid course.
There are regular emergency drills (e.g. for tsunami and fire). |

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Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
Outcome 1: A learner well-being and safety system	Adding the **pre**-course interview information to the individual profile will further ensure teachers can know students' needs more, and be more prepared to meet those needs.
Outcome 2: Learner voice	Moving the anonymous teacher-evaluation survey will provide earlier feedback. The current survey is mid-course at 20 weeks. 9-12 weeks will be more valuable, giving teachers an earlier chance to improve. Continue strong support and strong privacy concerning physical and mental health. School wide classes on healthy communication concerning relationships, addiction and bullying.

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	**NEW:** Teachers are continuously updating knowledge about Google Classroom and online security. **NEW**: tech-support and tech-set-up classes during the first 2 weeks and stronger ongoing tech help.
Outcome 4: Learners are safe and well	**NEW**: Students have a locker with their own fingerprint padlock and cameras to monitor that room to ensure the security of keeping valuables safe and private.

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

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct well-being and safety needs of international tertiary learners.	Solidify the already strong links between teaching, support, and homestay staff. The teachers now know to go directly to support staff/deputy principal when a student might need prompt or ongoing support. Emergency drills (tsunami or fire evacuations) mean students know where to go for such events. There are emergency 24-hour contact numbers and regular support staff contact 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 set up.

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Outcome 9: Prospective international tertiary learners are well informed	**NEW**: Pre-arrival Zoom orientation. Aimed at Parents and Agents to allow for a question-and-answer session. There are useful handbooks on the website. Furthermore, the information session allows for a Q & A session with parents, students, and agents.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Evakona works with insurance companies suitable for under-18 students.
Outcome 11: International learners receive appropriate orientations, information and advice	**NEW**: tech-support and tech-set-up classes during the first 2 weeks and stronger ongoing tech help.
Outcome 12: Safety and appropriate supervision of international tertiary learners	**NEW**: Weekly assembly with students and all staff (support staff, activity staff, teachers, and deputy principal) to provide consistent & reliable information to students.

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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	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	ongoing	and already in process.	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.

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| Outcome 2: Learner's voice | The teacher evaluation date was moved to earlier in the course.

Continue with support-staff and teacher education on bullying, peer-pressure, cyber-safety, addiction, healthy-friendships and healthy-relationships, consent, including sexual health. | Deputy Principal | 10/10/24 | 05/05/25 | 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.

2024 complaints/concerns sorted. Parents and students are well informed of the course pre-and-post course start date.

2024 two critical incidents, sorted.
One self-harm. Sorted.
One bullying. Sorted.
Evakona also pre-empt issues with support staff and school-wide classes that aim for entire school student awareness: The aim being that school-wide students are fully able to work as a team to support others in the school and fully aware of what adults to contact when they need extra support. |
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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	This year a privacy issue with pen pal letter writing was identified and fixed.	Deputy Principal	17/9/24 DONE	Every week during pen pals the volunteer writers receive an individual private link via a mail merge - only the pen pal gets their link.	Completed. Pen pal letter system is secure and private.
Outcome 4: Learners are safe and well	Student profile forms to now 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 evacuation (for tsunami & fire).	Well-informed students can take care of themselves, avoiding sunburn, sprains, thirst, etc. Student know where to go (or who to call) in emergencies.

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