

## Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

### Self-review report

Year: 2022

<b>TEO Name</b>	NZ School of Dance			<b>MoE number</b>	8503
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<b>Current enrolments</b>	<b>Domestic learners</b>	<b>Total #</b>	# 52	<b>18 y/o or older</b>	# 34
				<b>Under 18 y/o</b>	# 18
	<b>International learners</b>	<b>Total #</b>	# 0	<b>18 y/o or older</b>	# 0
				<b>Under 18 y/o</b>	# 0
<b>Current residents</b>	<b>Domestic learners</b>	<b>Total #</b>	# 0	<b>18 y/o or older</b>	# 0
				<b>Under 18 y/o</b>	# 0
	<b>International learners</b>	<b>Total #</b>	# 0	<b>18 y/o or older</b>	# 0
				<b>Under 18 y/o</b>	# 0
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## Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

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

	Rating
<b>Outcome 1:</b> A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
<b>Outcome 2:</b> Learner voice	Well implemented / Implemented / Developing / Early stages

### Wellbeing and safety practices for all tertiary providers

	Rating
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
<b>Outcome 4:</b> Learners are safe and well	Well implemented / Implemented / Developing / Early stages

## Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Rating
<b>Outcome 5:</b> A positive, supportive and inclusive environment in student accommodation	Well implemented / Implemented / Developing / Early stages
<b>Outcome 6:</b> Accommodation administrative practices and contracts	Well implemented / Implemented / Developing / Early stages
<b>Outcome 7:</b> Student accommodation facilities and services	Well implemented / Implemented / Developing / Early stages

This section is not applicable to NZSD as we do not run our own accommodation.

Students aged 17 or under who can't live with their own families whilst they are studying with us in Wellington are directed to use Host Families who provide Homestay accommodation. Host Families have made a commitment to the School they will be complying with the **Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021**.

Students aged 17 or over in their first year of Study at NZSD are entitled to apply to Massey Halls of Residence for a place at The Cube in Taranaki Street.

Massey University will be publishing their own self-review advising of the stage of their compliance with this code.

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

	Rating
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 10 :</b> Offer, enrolment, contracts, insurance and visa	<b>Well implemented</b> / Implemented / Developing / Early stages
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	Well implemented / <b>Implemented</b> / Developing / Early stages

The School has not enrolled any international learners since 2020. Currently we are preparing for international students to join the School in January 2023. Policies and documentation such as letter of offer and student contracts has been reviewed to ensure compliance with this code. The School intends to have well implemented systems for International Students in 2023.

## Summary of performance under each outcome

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

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 1:</b> A learner wellbeing and safety system	<p>The wellbeing of our students is of utmost importance to the School; after all students can only dance and perform well if they are both physically and emotionally well.</p>	<p>Supporting students to be physically and mentally healthy is a priority in the Board's 2020-2023 Strategic Plan. The management team (including the Head of Performance Medicine and the Student Support Manager) report on this objective to the Board at each of its four meetings during the year.</p> <p>Students are asked to complete a daily wellness App, rating such things as sleep, soreness and mood. This information recorded on SMARTABASE enables the health team to follow up with students and offer additional support. The School's artistic staff and health team meet weekly to ensure each student's mental and physical wellbeing is monitored. With any recognised deficiency, plans are made to support each student.</p> <p>Staff have received training this year in a number of areas to support students wellbeing; suicide prevention, sexual assault prevention and first aid. Additionally students have been given workshops on drugs and alcohol, sexual assault prevention, body image and wellness workshops covering topics such as mind/body wellbeing and self-care, anxiety and maintaining a healthy lifestyle. Afterwards staff have been provided feedback sessions by the presenters to</p>

		<p>enable them to be mindful of the student issues arising. This allows the School to modify its processes and/or policies, and expectations of staff.</p> <p>Staff training on Te Tititi o Waitangi is planned for November 2022.</p> <p>The Board approved the School's Critical Incident and Disaster Recovery Plan and the relevant staff know their responsibilities. Students were introduced to the School's emergency plans during orientation week. Further guidance is given during the year.</p>
<p><b>Outcome 2:</b> Learner voice</p>	<p>Another strategic priority is to involve students at all levels to influence School decisions that impact them.</p>	<p>A third year student representative is elected by the student body to the Board of Trustees to serve as a voting member.</p> <p>Weekly meetings take place with all students and staff as well as end of term meetings for weightier issues. Student opinion is canvassed through questionnaires, surveys as well as dialogue.</p>

## Wellbeing and safety practices for all tertiary providers

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>We are a very small school with a small student body and have a high staff ratio. This provides an environment where all students are well known to all staff. Students feel comfortable seeking out their tutors and support staff for assistance when they need it.</p> <p>We endeavour to uphold the needs and aspirations of all groups through our values and our kaupapa which encourages self-expression, respect, acceptance, the value of relationships and the importance of learning from each other.</p>	<p>The students were surveyed in July 2022 and 92% said it was a positive and inclusive environment.</p> <p>Our workplace policies relating to bullying, harassment, discrimination and physical/verbal abuse were reviewed in 2022.</p> <p>Body Positive Guidelines and Disordered Eating Guidelines have been drafted and are being worked upon.</p>
<b>Outcome 4:</b> Learners are safe and well	<p>These are areas to which the school goes above and beyond in order to protect our students and provide a safe and healthy learning environment.</p>	<p>Our Student Support Manager is available onsite each day to listen to, advise and support students. Students are expected to advise the School each day if they are going to be absent. Any instances of non-communication are followed up that day. The School has next of kin contact details as well as nominated person details for learners aged over 18 and has agreed the circumstances their nominated person will be contacted.</p> <p>The Student Support Manger has developed a good working relationship with the School's accommodation</p>

		<p>providers and is able to ensure students are well supported in this regard.</p> <p>All students are eligible to use the Massey Student Health Centre which extends to the medical and counselling services provided by Massey. The university campus in Wellington is a 10 minute walk from the School.</p> <p>During Mental Health Awareness Week fun activities were organised for and by the students each day.</p> <p>The School is very grateful to Kaibosh Food Rescue, a charity that has provided students with free groceries each week. Given their limited budgets and high cost of living, this has made a positive impact on their wellbeing.</p> <p>There are ongoing workshops to upskill student and staff capability. These include Mates and Dates (RespectED), Massey Health wellness workshops, drugs and alcohol, sexual assault prevention, suicide prevention (staff only) injury management self-care, Youthline body image, employment law, taxation and budgeting.</p>
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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 wellbeing and safety

	Identified gaps in compliance with key required processes
<b>Outcome 1:</b> A learner wellbeing and safety system	<p>The School completed the GAP analysis for this Code of Compliance and reported to the Board in June 2022. In terms of non-compliance, the following are still outstanding:</p> <p>As we are a small school with limited funding it was decided the topics for staff training would be delivered to staff in alternate years. Staff still need to receive training regarding their obligations under the Privacy Act 2020 as well as safe health and mental health literacy and promoting drugs and alcohol awareness (this was made available only to the student body this year). These will be rolled out in 2023.</p>
<b>Outcome 2:</b> Learner voice	<p>The School doesn't use Te Reo and tikanga Māori to support Māori learner's connection to identity on a daily basis; it doesn't have the infrastructure to make this possible. We have though ensured all students received tuition about Te Ao Māori and Te Tiriti o Waitangi. Students were welcomed onto Orongomai marae (in Upper Hutt) and spend the day learning and appreciating Te Ao Māori. As a performing arts school, Kapa Haka remains a part of our kaupapa.</p>

### Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>All gaps have been addressed.</p>
<b>Outcome 4:</b> Learners are safe and well	<p>All gaps have been addressed.</p>