

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

Self-review report

Year: 2023 (to October)

TEO Name	NZ School of Dance			MoE number	8503
Code contact	Name	Liesl Eksteen		Job title	Manager Student Support
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Current enrolments	Domestic learners	Total #	# 65	18 y/o or older	# 46
				Under 18 y/o	# 19
	International learners	Total #	# 6	18 y/o or older	# 3
				Under 18 y/o	# 3
Current residents	Domestic learners	Total #	# 0	18 y/o or older	# 0
				Under 18 y/o	# 0
	International learners	Total #	# 0	18 y/o or older	# 0
				Under 18 y/o	# 0
Report author(s)	Anita Lowcay, Business Manager Liesl Eksteen, Manager Student Support Garry Trinder, Director				

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

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: 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
Outcome 5: A positive, supportive and inclusive environment in student accommodation	Well implemented / Implemented / Developing / Early stages
Outcome 6: Accommodation administrative practices and contracts	Well implemented / Implemented / Developing / Early stages
Outcome 7: 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.

Domestic students aged 17 or under (International students aged under 18 year) 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**.

Domestic students aged 17 or over (International students aged 18 years or over) 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
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / Implemented / Developing / Early stages
Outcome 9: Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages
Outcome 10 : Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented / Implemented / Developing / Early stages
Outcome 12: Safety and appropriate supervision of international tertiary learners	Well implemented / Implemented / Developing / Early stages

Summary of performance under each outcome

Organisational structures to support a whole -of-provider 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	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>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.</p> <p>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; first aid, disordered eating & body image education, managing adolescence, drugs &</p>

		<p>alcohol awareness and mental health literacy will be presented in December. Additionally students have been given workshops on drugs and alcohol, sexual assault prevention, body image & disordered eating awareness, supporting rainbow communities in youth, healthy relationships & consent, 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 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 happened in 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>Outcome 2: 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

	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	<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 June 2023 and 100% 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 2023.</p> <p>Body Positive Guidelines and Disordered Eating Guidelines were published to assist students and staff. These are working documents and will be reviewed each year.</p>
Outcome 4: 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>From September, the school engaged the services of an on-site counsellor who is available for students on a drop-in and appointment basis for six hours a week.</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 RespectED, Massey Health wellness workshops, drugs and alcohol, sexual assault prevention, injury management & self-care, disordered eating & body image education, 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
Outcome 1: A learner wellbeing and safety system	The School completed the GAP analysis for this Code of Compliance. In terms of non-compliance, the following are still outstanding: 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. This will be completed in 2024.
Outcome 2: Learner voice	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 every second year, students are 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.

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	All gaps have been addressed.
Outcome 4: Learners are safe and well	All gaps have been addressed.

**Additional wellbeing and safety practices for tertiary providers (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 wellbeing and safety needs of international tertiary learners	No actions required.				
Outcome 9: Prospective international tertiary learners are well informed	No actions required.				
Outcome 10 : Offer, enrolment, contracts, insurance and visa	No actions required.				
Outcome 11: International learners receive appropriate orientations, information and advice	No actions required.				
Outcome 12: Safety and appropriate supervision of international tertiary learners	Improve wellbeing communication with the parents of learners under 18 years.	L Eksteen	End of Term 1 2024	Report to Director	Termly emails with progress report and photos will have been sent.

Critical Incident Data 2023

- The School defines a Critical Incident as:
“any event which has a stressful impact likely to overwhelm the usually effective coping skills of either an individual or group”.

Critical Incidents are typically sudden, powerful events which are outside the range of ordinary, everyday experience.

Examples in the Schools’ context could be: a serious illness or injury, a measles outbreak, issues such as domestic violence in a shared student flat, sexual assault, drug or alcohol abuse and missing students. The death (or near death) of a student, recent graduate or staff member may be a critical incident

- The School has recorded two critical incidents in its register in 2023.

Both gave learning opportunities to the School. Feedback was received from students, staff and parents involved and processes were updated in response.

Complaints Data 2023

The School has a complaints procedure set out in the Programme Regulations in section 38. The Regulations are provided to all students as part of their enrolment contract. The relevant section is copied below:

38. Grievance Procedure

The School is committed to resolving problems through consultation, consensus, and mediation. The procedure is as follows:

- a) the student should, in the first instance, try to resolve the issue with the other party;
- b) students should then approach the Student Support Manager or another tutor to help resolve the issue.
- c) it is school policy to have two staff members present at a student meeting and the student may bring a support person with them;
- d) the student’s permission must be given before an issue is discussed with or referred to people/practitioners outside the School staff;
- e) if unable to achieve a satisfactory outcome, the student may complain in person, or in writing, to the Director;
- f) if unable to achieve a satisfactory outcome, the student may make a submission personally through the student representative to the Chairperson of the Board of Trustees;

- g) where issues cannot be resolved in-house or through the Board of Trustees, the parties shall refer the complaint to a single mediator, external to the School, if they can agree on one;
- h) if the parties cannot agree upon a single mediator they will refer the complaint to two mediators (one to be appointed by each party). The mediators appoint a chairperson before hearing the complaint. The New Zealand Qualifications Authority can be contacted as a party of last resort (PO Box 160, Wellington. Phone: 04 802 3000).

Data

The School's Director has received less than five written complaints in 2023. These were responded in a timely and fair basis and further escalation was not required.