



PEETO – The Multi-Cultural Learning Centre

MoE Number: 8960

Code of Practice Self-review Summary Report – 2023

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

Introduction

PEETO, The Multicultural Learning centre, provides a safe, inclusive, and supportive environment for all our learners. In line with The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, we continually strive to enhance the well-being and safety of our diverse community of learners.

This commitment is an integral part of our strategic goals and plans, ensuring that we meet the standards and practices as outlined in the code. Our self-review process, guided by Process 2, focuses on evaluating the effectiveness of our learner well-being and safety practices through consultation with learners and stakeholders, as well as comprehensive analysis of both quantitative and qualitative data, including learner feedback and complaints.

This self-review summary report is an essential aspect of Process 3, in which we share the outcomes of our reviews with transparency. It is our privilege to present this report, detailing the steps we have taken to meet the expectations of NZQA and further improve the well-being and safety practices for our learners. The report provides the following sections:

- Stages of implementation of each outcome
- Summary of performance under each outcome
- Gap analysis and summary of Action Plan
- A summary of complaints and grievances

Stage of implementation for each outcome

| | 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 |
| 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 |
| 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 |
| 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

| | Summary of performance | Evidence and analysis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Outcome 1: A learner wellbeing and safety system</p> | <p>At PEETO, a strong commitment to learner safety and well-being is deeply integrated into the institution's strategic and annual business plans.</p> <p>We actively engage with stakeholders and learners to understand diverse needs and have established a secure and culturally sensitive learning environment through policy revisions. Regular reviews, classroom check-ins, and bilingual communication channels support continuous improvement in learner well-being and safety.</p> <p>Our adept handling of the Covid-19 pandemic and Te Tiriti Strategic Plan underline our commitment to cultural inclusivity.</p> <p>The institution's holistic approach, involving well-defined processes, professional development, learner empowerment, and community engagement, ensures a high-quality, culturally responsive, and secure educational environment, particularly for refugees and migrants.</p> | <p>PEETO's commitment to learner safety and well-being is evident through a comprehensive approach, underpinned by clear actions and strategic planning. Regular updates to strategic and business plans, along with the thorough revision of policies for health, safety, and well-being, reflect a proactive stance.</p> <p>The development of a Te Tiriti Strategic Plan, effective Covid-19 management, and the integration of student wellness into Key Performance Indicators underscore our dedication.</p> <p>PEETO ensures staff readiness through code training, maintains a dedicated pastoral care team, and has an adequate number of First Aiders. The positive results of the 2023 Safety and Well-being Survey, with high levels of student comfort and satisfaction, highlight PEETO's inclusive and supportive learning environment.</p> <table border="1"> <thead> <tr> <th>Safety and Well-being Survey</th> <th colspan="2">2022</th> <th colspan="2">2023</th> </tr> <tr> <th></th> <th>Agree</th> <th>Disagree</th> <th>Agree</th> <th>Disagree</th> </tr> </thead> <tbody> <tr> <td>Respect and care from teacher/pastoral</td> <td>100%</td> <td></td> <td>97%</td> <td>3%</td> </tr> <tr> <td>Cultural safety</td> <td>100%</td> <td></td> <td>97%</td> <td>3%</td> </tr> <tr> <td>Confidence in self-expression</td> <td>100%</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Comfortable and welcoming environment</td> <td>99%</td> <td>1%</td> <td>99%</td> <td>1%</td> </tr> <tr> <td>Learning</td> <td>100%</td> <td></td> <td>97%</td> <td>3%</td> </tr> </tbody> </table> <p>While the approach appears robust, remaining committed to continuous improvement, including active incorporation of learner feedback, effective Te Tiriti implementation, regular assessment and updates of resources, and strong board oversight is essential. This steadfast commitment positions PEETO well to adapt to evolving needs and expectations, maintaining a focus on learner safety and well-being.</p> | Safety and Well-being Survey | 2022 | | 2023 | | | Agree | Disagree | Agree | Disagree | Respect and care from teacher/pastoral | 100% | | 97% | 3% | Cultural safety | 100% | | 97% | 3% | Confidence in self-expression | 100% | | 100% | | Comfortable and welcoming environment | 99% | 1% | 99% | 1% | Learning | 100% | | 97% | 3% |
| Safety and Well-being Survey | 2022 | | 2023 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Agree | Disagree | Agree | Disagree | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Respect and care from teacher/pastoral | 100% | | 97% | 3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cultural safety | 100% | | 97% | 3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Confidence in self-expression | 100% | | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Comfortable and welcoming environment | 99% | 1% | 99% | 1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning | 100% | | 97% | 3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Outcome 2: Learner voice</p> | <p>PEETO places a strong emphasis on fostering a culture that values and actively engages every learner, particularly recognizing the vulnerability of the student community.</p> | <p>PEETO employs a system of feedback collection, student representation, and active learner engagement to ensure high levels of learner satisfaction, inclusivity, and continuous improvement. Our approach encompasses various elements:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

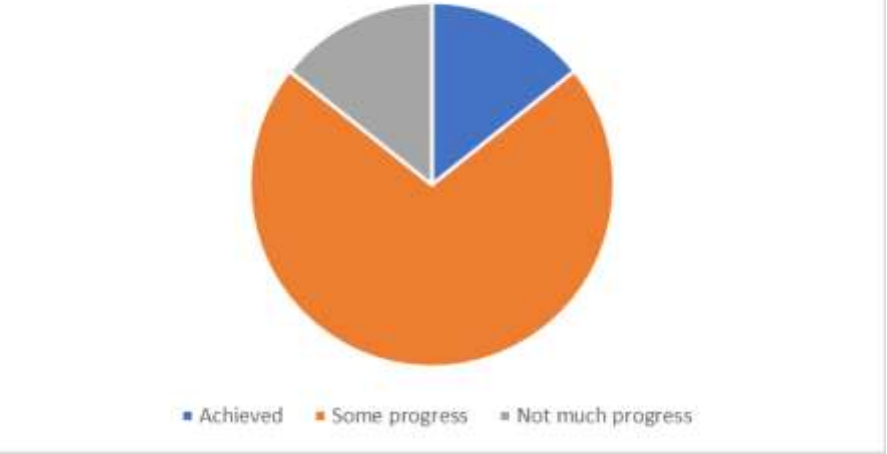
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| | <p>PEETO prioritize in-person interactions and group discussions, often with translators, to accommodate cultural and age-specific needs. Feedback mechanisms, including Individual Learning Plans, Student Needs Analysis, and Sessional Plans, highlight the structured approach to student engagement. An open-door policy during student orientation reinforces this commitment.</p> <p>Moreover, PEETO's engagement with stakeholders and referring communities significantly boosts learner motivation and participation while enhancing relationships with teachers and student self-esteem.</p> <p>PEETO ensures compliance by involving students in the complaint handling process, adapting practices to the complexity and cultural sensitivity of complaints, and maintaining transparency in recording and reporting. We also guide learners on next steps if unsatisfied and commit to adhering to Dispute Resolution Scheme rules for both domestic and international learners, underlining their commitment to dispute resolution principles.</p> | <ul style="list-style-type: none"> • Development of policies and procedures to promote student voice from diverse communities and cultural backgrounds, fostering inclusivity. • Implementation of a student representative system to facilitate student input “Student Diversity Union”. • Termly course evaluations reflecting high learner satisfaction. • Learner representatives advocating program flexibility and strong support for teaching staff. • Consultation with learners and communities to inform program development. • Efforts to diversify the Board with ethnic and cultural representation. • A feedback-driven approach that promotes a restorative culture. • Processes aligned with principles of natural justice for fairness and equity. <p>The Student Voice meetings have provided valuable insights and suggestions from students representing diverse backgrounds. Additionally, a secondary feedback form allowed students to express their feelings about the school, resulting in a largely positive response. Almost 10% of students relayed that they were happy about the extra self-study materials they would be receiving, 14% stated that they liked the union, and 56% stated that they were happy or simply said thank you or praised the school in some way. Various action points are being addressed, including holding elections for new representatives, refining communication processes for election results, encouraging interaction through combined class activities, and making improvements in specific areas. The feedback primarily reflects a positive school atmosphere with minor areas for improvement, and proactive steps are being taken to address these concerns. Student concerns and complaints are duly received, investigated, and documented, aligning with the Code, and ensuring transparency through the display of processes and information in classrooms, notice boards, student handbooks, and orientation packs.</p> |
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| <p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p> | <p>PEETO consistently demonstrates a strong commitment to providing a safe and inclusive learning environment, aligning with Tertiary Education Priorities (NELP 2020) and the Code.</p> <p>The organization actively works to create discrimination-free, culturally safe, and secure learning spaces, promoting positive connections among a diverse range of learners, including those from different ethnic backgrounds, age groups, religious affiliations, and LGBTQIA+ students. Collaboration with community ethnic groups supports learners' integration into New Zealand culture and is communicated during orientation.</p> <p>PEETO's engagement with learners begins before enrolment, emphasizing understanding of their unique needs, involving families (whānau), and introducing Teaching Portfolios to enhance the learning experience. The organization also maintains a robust health and safety management process, and effective well-being support for all learners, including international students.</p> <p>PEETO's performance underscores its commitment to creating a safe and supportive study environment in accordance with regulatory requirements and best practices.</p> | <p>PEETO demonstrates commitment to cultural acceptance, safety, and diversity through its strategic approach, community engagement, learner support, and health and safety measures, fostering a positive learning environment. The organization's mission and values prioritize cultural acceptance, safety, and tolerance, while promoting cultural diversity.</p> <p>It maintains an inclusive learning environment that values understanding, acceptance, and positive connections and actively engages communities, families, and whānau in various aspects of the learner journey. Collaboration with community groups prepares learners for tertiary education, and proactive measures address discrimination, racism, bullying, harassment, and abuse. Tikanga-based strategic planning emphasizes cultural acceptance and safety, while Teaching Portfolios consider learner demographics and feedback. Proactive hazard and risk management ensure safety, and effective communication with parents is maintained.</p> <p>PEETO is well-prepared to manage learner well-being during changing dynamics, such as COVID-19. Learners receive essential information and support during a structured orientation process. The 2023 Safety and Well-being Survey highlights the genuine interest teachers show in students' cultures, creating a culturally safe environment. PEETO's self-review suggests that it meets the goal of fostering safe, inclusive, supportive, and accessible learning environments. To enhance the learning experience, PEETO is considering continuous review and updating of practices to stay aligned with evolving diversity and inclusion standards, strengthening feedback mechanisms, exploring opportunities for further engagement with diverse community groups, and continuing proactive risk management and health and safety initiatives to adapt effectively to changing circumstances.</p> <p>PEETO should continue to build upon its strong foundations to maintain safe, inclusive, supportive, and accessible learning environments.</p> |
| <p>Outcome 4: Learners are safe and well</p> | <p>At PEETO, learner well-being and safety are top priorities, evident through our orientation process.</p> <p>During orientation, we assess students' basic needs related to food, housing, and clothing, offering advice and referrals to relevant agencies to help them meet these needs, raise health awareness, and ensure proactive well-being and safety monitoring.</p> | <p>PEETO demonstrates a strong commitment to learner well-being and safety through various support services and initiatives aligned with Outcome 4.</p> <p>These include providing learners with guidance on basic needs through the Student Handbook, maintaining connections with community support organizations, offering multilingual staff assistance, and ensuring learners know how to manage emergencies. Special needs students are identified and prioritized, and policies cover</p> |

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| | <p>While we don't provide on-site food, we offer well-equipped kitchens and complimentary essentials, along with easy access to nearby cafes and food vendors.</p> <p>Our commitment to open communication and support means students can approach tutors, Academic Manager, or Student Services Manager/School Coordinator to address concerns, ensuring their needs are met.</p> <p>We maintain strong partnerships with local healthcare providers, organisations in refugee resettlement, doctors, counsellors, and the Mental Health Team, providing interpreters if needed.</p> <p>Our reporting system empowers learners to express discomfort or raise health and safety concerns, and we meticulously record and regularly update learners' contact and emergency details for effective communication. PEETO is dedicated to creating a safe and supportive learning environment where learners can thrive.</p> | <p>communication with parents and emergency contacts, especially plans for under-18 international students.</p> <p>While effectively implementing these processes, PEETO aims to further enhance learner safety and well-being by regularly updating the orientation process, expanding health awareness initiatives, improving communication channels with learners, assessing emergency preparedness measures, and encouraging learners to promote their own and their peers' well-being.</p> <p>PEETO is committed to maintaining a safe and supportive learning environment.</p> |
| <p>Outcome 5: A positive, supportive, and inclusive environment in student accommodation</p> | <p>PEETO effectively complies with the minimum code requirements of Outcome 5.</p> <p>While PEETO does not provide campus accommodation, it partners with Code Compliant Homestay Agencies that ensure the well-being and safety of international learners by offering 24/7 emergency support, addressing accommodation concerns promptly, and carefully selecting, monitoring, and approving all accommodation. The safety and supervision of international learners under 18 residing with Residential Caregivers (Homestay Carers) are ensured through various measures, including accommodation safety checks, police checks for adults in the caregiver's residence, age-appropriate separation, suitable supervision, reference checks, risk assessments, hosting agreements, and ongoing monitoring to meet code requirements effectively. PEETO's commitment to the safety and well-being of international learners is evident through these processes.</p> | <p>PEETO demonstrates a strong commitment to providing safe and supportive accommodation for international students, in accordance with the regulatory requirements of Outcome 5.</p> <p>PEETO's performance aligns well with the objective of creating a positive, supportive, and inclusive environment in student accommodation.</p> <p>PEETO works along with a Code Compliant Homestay Agency to facilitate the matching process, interviews, vetting, and continuous monitoring of homestay providers, ensuring the well-being and safety of residents. This approach includes parental approval for students under 18 and adheres to Code of Practice 2021 requirements.</p> <p>To further enhance the performance, PEETO plans to periodically review house rules and initiatives to promote responsible social behaviour and academic success. We also aim to maintain open communication channels with residents for ongoing feedback and process improvements, ensuring continued alignment with the Code of Practice.</p> |

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| <p>Outcome 6: Accommodation administrative practices and contracts</p> | <p>PEETO effectively complies with the minimum code requirements of Outcome 6, even though we do not provide campus accommodation or halls of residence. We offer homestay arrangements for a limited number of international students through a Code Compliant Homestay Agency.</p> <p>PEETO ensures that students under 18 are not allowed to rent independent accommodations, maintains designated staff for accommodation-related queries and pastoral care, and keeps detailed records of residential caregivers. We promptly report any significant accommodation concerns to the appropriate authorities, as required by the Code of Practice 2021.</p> <p>To ensure safety and suitability for under-18 students, PEETO conducts on-site assessments, suitability checks for caregivers, and regular student interviews and accommodation visits. We also implement police vetting for adults in homestays or similar arrangements, thereby promoting student well-being.</p> <p>For students aged 18 or over living in PEETO-arranged accommodations, PEETO ensures the accommodations meet safety, regulatory, and legislative requirements, while providing students with information about their rights and obligations as tenants in New Zealand.</p> | <p>PEETO demonstrates good performance in meeting Outcome 6's objective of transparent and responsive administrative practices, which contribute to the well-being and safety of residents.</p> <p>We emphasize police vetting and regular assessments to ensure accommodation arrangements are conducive to students' well-being and success. However, continuous improvement is important, and PEETO should consider gathering feedback from residents to identify areas for improvement, streamline the student accommodation contract, promote awareness about residents' rights and obligations, and initiate practices to enhance well-being and safety.</p> <p>This will further strengthen the safety, transparency, and responsiveness of student accommodation at PEETO.</p> |
| <p>Outcome 7: Student accommodation facilities and services</p> | <p>PEETO strictly adheres to the minimum code requirements of Outcome 7, ensuring comprehensive student accommodation management.</p> <p>We provide secure and supportive homestay environments, address student concerns promptly, and carefully assess, monitor, and approve accommodations. Regular quality assessments and support for homestay providers, along with monitoring through interviews, enhance safety.</p> <p>To maintain compliance, PEETO manages advance homestay payments, defines student responsibilities for behaviour,</p> | <p>Our self-review indicates that PEETO demonstrates a commitment to ensuring student accommodation facilities and services meet the minimum code requirements of Outcome 7. The organization's approach to regular monitoring and proactive support contributes to the safety, wellbeing, and educational success of its international students.</p> <p>The clear delineation of responsibilities and expectations fosters a positive and respectful living environment.</p> <p>PEETO can further enhance its performance by continuously reviewing and updating its processes to align with any changes in regulations or best practices. Regular training and support for homestay carers can contribute to the ongoing improvement</p> |

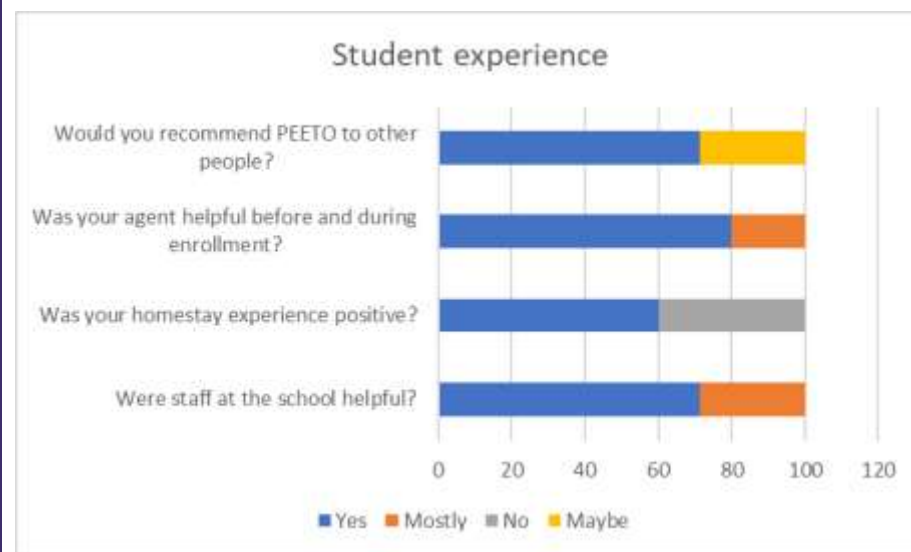
| | <p>mandates reporting of issues, and follows a clear withdrawal process. This commitment includes transparent roles and responsibilities for all stakeholders. PEETO's proactive approach, financial transparency, and emphasis on fostering appropriate behaviour contribute to a positive living and learning environment.</p> | <p>of the quality of accommodation and services. Encouraging open communication with students and caregivers can help identify areas for improvement and ensure a high standard of wellbeing and safety is maintained.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|----------------------------|----------------|-------------------|----------------------------|----------|-------------------|-------------------------|-----|-----|-----|----|----|------------------------------|-----|-----|-----|----|----|-------------------------------|-----|-----|-----|----|----|--|-----|-----|-----|----|----|-------------------------------|-----|-----|-----|-----|----|--|-----|-----|-----|----|----|---------------------------------|-----|-----|-----|----|----|
| <p>Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners</p> | <p>PEETO is committed to addressing the unique needs of international tertiary learners, aligning with Outcome 8 of the Code of Practice.</p> <p>We provide staff training on cross-cultural awareness, ensuring an understanding of diverse learner backgrounds. A proactive approach to identifying at-risk international learners through pastoral care policy is in place, connecting students with appropriate support staff. PEETO recognizes the need for age-appropriate support, particularly for younger international students, offering tailored guidance. We are also preparing staff to address unexpected issues, especially related to mental health, with established policies and procedures. Collaboration with local mental health services is planned to provide specialized support when necessary.</p> | <p>Self-review indicates PEETO's commitment to cross-cultural training, our recognition of the vulnerability of international students, and the inclusion of Te Tiriti principles in our policies reflecting a holistic approach to learner support. PEETO welcomed a small number of international students this year, however the self-review demonstrates preparedness and proactive measures which is indicating that PEETO is well-positioned to meet the needs of international learners effectively. Over 50% of the students reported progress in every skill, with over 85% of students reporting progress in personal goals.</p> <div data-bbox="1099 703 1995 1251"> <table border="1"> <caption>Student reported progress</caption> <thead> <tr> <th>Statement</th> <th>Strongly agree</th> <th>Agree</th> <th>Neither agree nor disagree</th> <th>Disagree</th> <th>Strongly disagree</th> </tr> </thead> <tbody> <tr> <td>My grammar has improved</td> <td>55%</td> <td>25%</td> <td>15%</td> <td>5%</td> <td>0%</td> </tr> <tr> <td>It is easier for me to write</td> <td>55%</td> <td>25%</td> <td>15%</td> <td>5%</td> <td>0%</td> </tr> <tr> <td>I understand more when I read</td> <td>55%</td> <td>25%</td> <td>15%</td> <td>5%</td> <td>0%</td> </tr> <tr> <td>I can understand and use more English...</td> <td>70%</td> <td>10%</td> <td>15%</td> <td>5%</td> <td>0%</td> </tr> <tr> <td>My pronunciation has improved</td> <td>45%</td> <td>25%</td> <td>15%</td> <td>10%</td> <td>5%</td> </tr> <tr> <td>It is easier for me to have a conversation</td> <td>45%</td> <td>35%</td> <td>15%</td> <td>5%</td> <td>0%</td> </tr> <tr> <td>I understand more when I listen</td> <td>55%</td> <td>25%</td> <td>15%</td> <td>5%</td> <td>0%</td> </tr> </tbody> </table> </div> | Statement | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | My grammar has improved | 55% | 25% | 15% | 5% | 0% | It is easier for me to write | 55% | 25% | 15% | 5% | 0% | I understand more when I read | 55% | 25% | 15% | 5% | 0% | I can understand and use more English... | 70% | 10% | 15% | 5% | 0% | My pronunciation has improved | 45% | 25% | 15% | 10% | 5% | It is easier for me to have a conversation | 45% | 35% | 15% | 5% | 0% | I understand more when I listen | 55% | 25% | 15% | 5% | 0% |
| Statement | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My grammar has improved | 55% | 25% | 15% | 5% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| It is easier for me to write | 55% | 25% | 15% | 5% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I understand more when I read | 55% | 25% | 15% | 5% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can understand and use more English... | 70% | 10% | 15% | 5% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My pronunciation has improved | 45% | 25% | 15% | 10% | 5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| I understand more when I listen | 55% | 25% | 15% | 5% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | <p style="text-align: center;">Student progress in personal goals</p>  <p style="text-align: center;">■ Achieved ■ Some progress ■ Not much progress</p> <p>Given the proactive approach, PEETO can continue to invest in cross-cultural training and resources for staff. Similarly, PEETO will be encouraging staff to engage in cultural sensitivity training to better understand and appreciate cultural differences. This can ensure that staff are well-prepared to support international learners effectively when their numbers increase next year. Additionally, periodically reviewing and updating the readiness measures can help stay aligned with changing international student needs.</p> <p>Furthermore, PEETO will continue establishing clear communication channels for international students to seek assistance when needed. PEETO will continue building on this foundation by keeping staff updated and periodically reviewing the readiness to ensure a smooth operation when more international students return.</p> |
| <p>Outcome 9: Prospective international tertiary learners are well informed</p> | <p>PEETO has established a Marketing Code to ensure that prospective international students receive accurate, clear, and sufficient information through various means such as surveys, self-review procedures, and accessible quality assurance information.</p> | <p>PEETO has processes in place to provide prospective international students with clear and timely information, and self-review confirms that students receive programme and student handbooks. Initial interactions with the international marketing team further enhance this process.</p> |

We offer comprehensive information covering educational courses, staffing, facilities, qualification outcomes, pathways for further study, living costs, and additional fees. PEETO has updated marketing materials and provided accessible quality assurance information on our website in preparation for reconnecting with international markets. In addition, PEETO complies with code requirements for appointing and monitoring education agents. We conduct reference checks on potential agents and maintain written contracts with them. We monitor agents' activities and performance, ensuring compliance with obligations and integrity.

The organization has a process for addressing violations of contracts or risks to code compliance, which includes the possibility of suspending or terminating contracts. Regular agent training and communication with agents are part of their approach, emphasizing integrity and compliance. PEETO has a well-defined process for appointing, monitoring, and if necessary, terminating education agents. Our focus on integrity and compliance is evident, and we are prepared to rigorously implement these processes as needed.

Additionally, PEETO effectively manages education agents through policies and a five-stage process, ensuring compliance and satisfaction among students. Student experience has been mainly positive.



To enhance these processes, PEETO should consider creating concise video presentations, translating essential information, and providing real-life examples to better inform prospective international students. In addition to survey on enrolment and end of first week surveys, other periodic audits and assessments of our processes should be conducted to ensure consistent compliance with code requirements.

Continuous communication and training with agents are crucial to maintain the accuracy and relevance of the information they provide. While PEETO has processes in place to comply with Outcome 9, regular assessment and improvements are necessary to ensure prospective international students are well-informed, and education agents are effectively managed and monitored.

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| <p>Outcome 10: Offer, enrolment, contracts, insurance, and visa</p> | <p>PEETO demonstrates a commitment to complying with the minimum required processes of Outcome 10 as outlined in the Code of Practice.</p> <p>We ensure that the educational instruction provided to international tertiary learners aligns with legal requirements and learners' expectations, considering factors like English language proficiency, academic ability, and educational outcomes.</p> <p>PEETO provides accurate, timely, and tailored information to prospective international tertiary learners, including results of evaluations by education quality assurance agencies, quality improvement or compliance notices, refund conditions, staffing, facilities, services, insurance, visa requirements, and costs related to educational instruction. This information is readily available through various channels, including our Website, Student Application Form, and Student Handbook.</p> <p>Furthermore, PEETO ensures that each international tertiary learner enters a fair and reasonable contract of enrolment that includes clear information about enrolment dates, grounds for contract termination, breach circumstances, types of disciplinary actions, and the processes for contract termination and disciplinary actions. The organization follows a disciplinary process that adheres to the principles of natural justice, providing learners the right to appeal decisions.</p> <p>PEETO requires international tertiary learners with study durations of two weeks or longer to have appropriate insurance covering travel to/from New Zealand, medical care, repatriation, and death expenses. We provide information about insurance requirements and options to</p> | <p>PEETO offers tailored educational instruction and provides prospective learners with comprehensive, accurate, and timely information. Contracts of enrolment are clear, fair, and reasonable, ensuring transparency and equity.</p> <p>PEETO's disciplinary process adheres to the principles of natural justice, ensuring a fair resolution in cases of breaches or misconduct. The institution diligently enforces insurance requirements, monitors learners' immigration status, and safeguards student fees through compliant and fair refund policies.</p> <p>We provide information in straightforward language and offer support throughout the process. PEETO's practices align with the goal of enabling well-informed enrolment decisions.</p> <p>Self-review suggests that PEETO has robust processes in place to comply with Outcome 10 requirements. To further enhance our practices, PEETO plans to continuously monitor and update the accuracy of information, regularly review, and update disciplinary procedures, ensure staff are well-informed about Code requirements, and periodically review and update insurance information to reflect policy or regulation changes.</p> <p>PEETO is progressing well in complying with Outcome 10, and their commitment to accurate information, fair contracts, and effective disciplinary measures demonstrates their dedication to international students' well-being and success.</p> |
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| | <p>students. PEETO ensures that learners have the necessary immigration status for study in New Zealand and reports breaches of visa conditions as needed.</p> <p>PEETO maintains secure and protected fees through a Public Trust Account, ensuring fair and reasonable refund policies. These policies, including refund conditions for various situations like failure to obtain a study visa, voluntary withdrawal, program termination, or school closure, are communicated to international learners.</p> <p>PEETO complies with the minimum required processes of Outcome 10, emphasizing transparency, fairness, and the protection of international students' rights and interests.</p> | |
| <p>Outcome 11: International learners receive appropriate orientations, information and advice</p> | <p>PEETO complies with the minimum required processes of Outcome 11 by providing a comprehensive orientation program for international tertiary learners.</p> <p>This program is designed to meet the diverse needs of learners and is rooted in the principles of Treaty of Waitangi, emphasizing bicultural foundations, cultural sensitivity, and respect for diverse cultural backgrounds. The orientation program is well-documented and aligns with the learner well-being and strategic goals of the institution.</p> <p>The effectiveness of PEETO's implementation of the orientation program is supported by the positive feedback received from students who have participated in the program.</p> <p>While there have been small number of international students in 2023, feedback from international students who have gone through the orientation process indicates satisfaction with the information and support provided.</p> | <p>PEETO demonstrates a strong commitment to providing appropriate orientation information and advice to international learners.</p> <p>Orientation program adheres to principles of accuracy, age-appropriateness, and cultural sensitivity, integrating health and safety measures, including communication with parents to ensure a safe living environment for students. The institution's small program size allows for tailored orientations for each intake, fostering a sense of belonging and engagement. Orientation surveys show a high 95% satisfaction rate, indicating the program's success in meeting students' needs.</p> |

| | First day | | First week | | | | Student services | | | Homestay | | | | |
|-----------------------------------|--------------------------|------------------------------|---------------------------|------------------------------------|-----------------------------------|--|---------------------------------------|----------------------------|--|--|--------------------------|------------------|---------------|-----------------|
| | The school was welcoming | The orientation was helpful. | Classes are a good level. | First week: Classes are enjoyable. | First week: Teachers are helpful. | First week: Course books and materials are suitable. | I can practise English at break time. | I am happy in New Zealand. | Student services: I feel safe at school. | Student services: I feel safe in Christchurch. | Host family is friendly. | Bedroom is warm. | Food is good. | House is clean. |
| Strongly Agree | 63 | 88 | 50 | 63 | 88 | 88 | 50 | 88 | 88 | 63 | 80 | 80 | 50 | 75 |
| Agree | 38 | 13 | 50 | 38 | 13 | 13 | 25 | 13 | 13 | 38 | 20 | 20 | 50 | 25 |
| Neither agree nor disagree | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Strongly disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

PEETO has robust health and safety measures and a structured approach to wellness, health, and safety management through the Wellness, Health, and Safety Committee. The initiative to develop Learner Success Plans aligns with government priorities and enhances educational outcomes.

To further enhance our performance, PEETO plans to conduct an annual review of the orientation program's content and delivery methods, gather feedback from enrolled international students, continuously update the program, strengthen staff involvement in international learner support, explore opportunities for cultural understanding and Treaty of Waitangi workshops, and enhance the integration of Te Reo Māori and tikanga Māori within the learning environment.

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| | | <p>These improvements will further align PEETO's practices with the outcomes outlined in Outcome 11 and provide even better support and orientation to international learners.</p> |
| <p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p> | <p>PEETO is not currently recruiting international students under the age of 18. However, if PEETO decides to do so in the future, there are effective policies in place to comply with the minimum code requirements for students under 18. These policies ensure that under-18 students are either under the care of a parent, legal guardian, or in the care of a residential caregiver.</p> <p>PEETO maintains effective communication with parents, legal guardians, or residential caregivers of under-18 students to monitor their well-being and academic progress. PEETO has a well-defined accommodation policy and procedures that cover all aspects of providing accommodation to international students, ensuring it is safe, in good condition, and complies with relevant regulations. PEETO's procedures include detailed steps for managing under-18 students, from the initial enrolment process, involving parents or guardians, to regular interviews with students and caregivers to ensure safety and well-being. There are ongoing communications with parents or legal guardians to provide updates on students' academic progress and to discuss any issues that may arise.</p> | <p>PEETO's policies and procedures regarding under-18 international students are well-documented and appear comprehensive in meeting the minimum code requirements. These policies include various stages, such as communication with parents or guardians, appointing local caregivers, conducting interviews, providing information on rights and obligations, and ensuring accommodation standards through Code Compliant Homestay Agencies. These measures align with the overarching outcome of ensuring the safety and appropriate supervision of international tertiary learners under 18 years.</p> <p>While PEETO hasn't recently enrolled under-18 students, we have a readiness and a comprehensive approach to meet the requirements. We plan to monitor and review our policies and procedures regularly, consider running simulations or test cases, provide training for staff involved with under-18 students, and stay informed about regulatory changes to ensure compliance.</p> <p>The effectiveness of these measures will be fully assessed when applied to actual under-18 international students, highlighting the importance of continuous monitoring and adaptation for compliance with the minimum code requirements.</p> |

Gap Analysis and Summary of Action Plan

| Outcome | Action/s to be taken | Owner | Due date | Plan for monitoring implementation | Measures of success |
|--|--|--------------------|--|--|--|
| Outcome 1: A learner wellbeing and safety system | Complete the 2023 Self-review with Attestation. | Managing Director | 1 Nov 2023 | Complete the 2023 Self-review | Self-review report with Action Plan is completed and published. Self-review attestation is provided to NZQA |
| | Train one additional staff through Mental Wellness Programme through St Johns and MH101® from Blueprint for Learning | Managing Director | 29 th June 2024 | Staff Professional Development and Wellness Committee | Wellbeing |
| | Actively implement the Te Tiriti Strategic Plan to honor Te Tiriti Waitangi effectively | Managing Director | 6 th April 2024 | Policy Approval by SMT and AAB | Uphold treaty in our operational practices. Future programmes are guided and supported by iwi and/or kaumātua |
| | Develop a specific policy in QMS that covers harassment and bullying | Compliance Manager | 6 th April 2024 | Policy Approval by SMT and AAB | Reduction in occurrences Staff morale/ complaints |
| | Self-review survey of the staff and learners on well being | Academic Manager | 6 th April 2024 and 21 st September 2024 | Survey conducting on end of term 1 and end of term 3 | 87% staff and student satisfaction |
| Outcome 2: Learner voice | Report of Complaints shared with learners and NZQA | Academic Manager | 1 Nov 2023 | Complete the 2022- 2023 Complaints Report as part of the Self-review | Student satisfaction Code compliance |
| | Follow the Student Voice- Student Diversity Union (SDU) Policy and Pastoral Care Policy | Academic Manager | 13 th December 2024 | Follow the learner voice action plan | Regular meetings and learner voice from diverse communities Promotion of learner voice with family and communities Promotion of diversity and inclusion in school Pastoral care is provided to learners |

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| | All Admin and Marketing Staff Training- in Dispute Resolution Scheme rules for domestic and international learners and ensure compliance with those rules in a dispute to which it is party. | Compliance Manager | 20 th April 2024 | Staff Professional Development Attend required DRS training / code training covering DRS | Code compliance |
| Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments | Establish a cross-cultural event calendar that acknowledges and celebrates diversity. | Student Services Manager and School Coordinator | 29 th Jan 2024 | Calendar created and populated. | Student feedback and satisfaction |
| | Follow the Student Voice- Student Diversity Union (SDU) Policy | Student Services Manager and School Coordinator | 29 th June 2024 | Engagement with diverse community groups and whanau to enrich the learning environment | Stakeholder feedback and satisfaction |
| | Follow the revised Critical Incident Policy and Procedures | Compliance Manager | 29 th June 2024 | Continue proactive risk management and health and safety initiatives to adapt to changing circumstances effectively | Stakeholder feedback and satisfaction |
| Outcome 4: Learners are safe and well | Gather feedback from learners about usefulness of the information provided in the orientation. | Student Services Manager and School Coordinator | 20 th April 2024 | Regular termly surveys or feedback SDU meetings | Student feedback and satisfaction |
| | Hosting events where learners can share healthy recipes, or meals, from their culture or background. | Student Services Manager and School Coordinator | Before every term finish | Through Diversity Calendar Events | Student feedback and satisfaction |
| | Train staff to ensure cultural wellbeing needs of a diverse range of learners, for example Maori, Pacific, disabled and international, within the context of the learning environment so that experiences | Academic Manager | Termly | Through Professional Development Sessions | Student and staff feedback and satisfaction |

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| | are caring, nurturing and transformative | | | | |
| Outcome 5: A positive, supportive, and inclusive environment in student accommodation | Ensuring that all information provided to prospective residents, including house rules, is clear, comprehensive, and easily accessible. | Compliance Manager | 29 th January 2024 | Through meetings with Homestay Agency | This information should cover accommodation options, costs, and the nature of services provided, ensuring transparency. |
| | Tailoring information and support to meet the specific needs of residents from diverse backgrounds, including Māori, Pacific, disabled, and international students. | Student Services Manager and School Coordinator | 20 th April 2024 | Through meetings with student services team and translators | This could involve providing information in multiple languages and considering cultural customs and protocols |
| | Ongoing training for accommodation staff to equip them with the skills and knowledge required to support residents effectively. | Marketing Manager | 27 th June 2024 | Through Professional Development Sessions | This includes understanding their roles, responding to incidents, and promoting resident well-being |
| Outcome 6: Accommodation administrative practices and contracts | Ensuring that information about the wellbeing and safety practices offered at each student accommodation facility is prominently displayed on the website. | Marketing Manager | 29 th January 2024 | Through website administrator | This information should be clear, accessible, and easy for prospective and current residents, as well as their families or guardians, to understand. |
| | Developing a human resource strategy that outlines job descriptions emphasising the cultural competence and awareness required for accommodation staff. | Compliance Manager | 29 th January 2024 | HR review | This should include training on tikanga, kaupapa, te reo, and other relevant cultural aspects to better serve a diverse range of residents. |
| | Implement a formal process for regularly reviewing and updating the student accommodation contract used with residents. | Compliance Manager | 20 th April 2024 | Through meetings with homestay agency | This process should incorporate feedback from learners and their representative bodies to ensure that the contract remains fit for purpose, |

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| | | | | | especially concerning wellbeing and safety matters |
| Outcome 7: Student accommodation facilities and services | Establishing a system for regularly reviewing and updating its accommodation processes to ensure alignment with any changes in regulations, industry best practices, and evolving student need | Compliance Manager | 20th April 2024 | Through meetings with student services team and homestay agency | This process should be conducted at least annually, with a mechanism for promptly addressing any required changes. |
| | Continuous training and support for homestay carers to enhance the quality of accommodation and services | Compliance Manager | 20th April 2024 | Through meetings with homestay agency and homestay families | This training should cover areas such as cultural awareness, communication skills, safety protocols, and understanding the distinct needs of international students |
| | Establishing a robust system for collecting feedback from both students and caregivers regarding their accommodation experiences | Marketing Manager | 29th January 2024 | Through meetings with homestay agency and homestay families | This feedback mechanism can include surveys, interviews, or regular check-ins to identify areas for improvement. Feedback can help in addressing specific needs and expectations, thereby ensuring a high standard of well-being and safety. |
| Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners | Intensifying efforts to provide staff with cross-cultural training, especially focusing on understanding the welfare issues and cultural competencies relevant to diverse learner groups. | Academic Manager | 20th April 2024 | Training can be provided through various means, such as regular staff meetings, professional development sessions, or cultural handbooks | Student satisfaction and staff development |
| | More involvement with national and international professional bodies related to international education and tertiary learner services. | Marketing Manager | 27th June 2024 | Membership at ISANA International Education Association New Zealand (ISANA NZ). | Valuable insights Resources for supporting international students |

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| | In addition to the new Pastoral Care Policy, development of more proactive processes to identifying learners at risk. | Academic Manager | 27th June 2024 | Creating a connected support network involving staff, residential caregivers, the wider institution, and the local community | A clear protocol for reporting and following up on signs of distress is developed and implemented. |
| Outcome 9: Prospective international tertiary learners are well informed | Making information more accessible in multiple languages. | Marketing Manager | 20th April 2024 | Offering translations of critical information and resources in languages that its prospective international students are proficient in. | Information available for the majority student languages |
| | Enhancing the quality of the information | Marketing Manager | 20th April 2024 | Create concise video presentations showcasing the institution, its faculty, and the experiences of current international students. Real-life examples and success stories from current students or graduates in promotional materials. | Student engagement and satisfaction Quality of the information |
| | Strengthening communication and collaboration with education agents | Marketing Manager | 20th April 2024 | Providing ongoing support and training to ensure they are up to date with the latest information and understand their obligations under the Code of Practice | Updated information is provided to the Agents. Code obligations are explained to the Agents. |
| Outcome 10: | Enhance Information Delivery | Compliance Manager | 29th January 2024 | Ensure that the information provided to | Regularly review and update the information to reflect any changes in |

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| Offer, enrolment, contracts, insurance and visa | | | | international tertiary learners is accurate and up-to-date through a comprehensive review. | policies, regulations, or the educational offerings |
| | Review of Disciplinary Procedures | Compliance Manager | 29th January 2024 | Ensure school follows the principles of natural justice in disciplinary process | Regularly review and update these procedures to ensure they remain fair and effective |
| | Staff training | Compliance Manager | 20th April 2024 | Staff members involved in the enrolment process are well-informed about the requirements of the Code of Practice | Ensure consistent and accurate communication with learners and their parents or guardians. |
| Outcome 11: International learners receive appropriate orientations, information and advice. | Annual Review of Orientation Program | Compliance Manager | 29th January 2024 | Annual review of the orientation program's content and delivery methods | Ensure the program remains culturally sensitive, up-to-date, and effective in meeting the evolving needs of international students |
| | Cultural Understanding Workshops | Academic Manager | 20th April 2024 | Opportunities to engage international students in cultural understanding and Treaty of Waitangi workshops | Enhanced students' appreciation of Māori culture, further fostering cultural diversity and understanding |
| | Continuous Program Updates | Student Services Manager and School Coordinator | 27th June 2024 | Proactive approach to continuously update the orientation program to reflect changes in regulations, health and safety requirements, and cultural competency standards | Ensure that the information provided to students is always accurate and relevant. |
| Outcome 12: Safety and appropriate supervision of international tertiary learners | Plan for enrolling Under-18 students | Compliance Manager | 29th January 2024 | A comprehensive plan for enrolling international students under 18 years having a clear and documented process in | Plan detailing how under-18 students will be supervised and supported in accordance with the Code's requirements. |

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| | | | | place will be essential for compliance in the event of future enrolments. | |
| | Adjustment of Policies and Procedures | Compliance Manager | 20th April 2024 | Continuously adapt and refine existing policies, regular self-review conducted, and training provided to staff members to ensure that they are well-prepared to support and supervise these students effectively. | Keep abreast of regulatory changes and best practices in the care of international students under 18 and adjust processes accordingly |
| | Enrolment Communication Plan | Marketing Manager | 20th April 2024 | The institution should have a communication plan in place to outline how it will communicate with parents, legal guardians, or caregivers before and during the enrolment process | Plan detailing how under-18 students will be supervised and supported in accordance with the Code's requirements. |

Complaints and grievances

Complaint signifies an expression of discontent with any procedure, result, or service provided by the school. Grievance denotes a perceived or actual injustice that serves as the basis for complaint.

We revisited our policy on complaints and grievances, and involved our SMT, students, and Board. The school shall ensure that a fair and transparent process is applied to all issues relating to student complaints and grievances. The school will endeavour to resolve such issues internally, to the best of its ability. All students enrolled at those who are considering enrolment and believe they have received inaccurate information or have been subjected to inappropriate or unjust treatment in their interactions with the school, have the right to utilize the complaints procedure as outlined. The grievance and complaint resolution process consists of four structured steps:

Step 1 – Internal process (Informal): Discuss the issue with a staff member, who will attempt to resolve it informally. A proposed solution will be provided, and input from other parties involved may be considered.

Step 2 – Internal process (Formal): If not satisfied, initiate a formal complaint by submitting it in writing to the Student Services Manager/School Coordinator within 5 working days and is escalated to the General manager. This requires completing a Formal Complaints Form and may involve group complaints.

Step 3 – Internal process (Appeals Committee): If the outcome is unsatisfactory, student can appeal based on specific reasons within 5 working days. Forms for appeals can be obtained from school staff.

Step 4 – External process (External Agencies): If dissatisfied with the school's actions and compliance with the Code, students can escalate the matter to external agencies, such as the New Zealand Qualifications Authority (NZQA) or iStudent Complaints, without incurring any charges.

The provided complaints and appeals procedure effectively address key areas of concern, including both formal and informal feedback. It offers clear and easily locatable guidelines for students to navigate, ensuring a straightforward process. The procedure emphasizes prompt and efficient response to complaints, with clear communication to inform the learner about the progress of their complaint. It accommodates complaints of varying complexity and sensitivity, adhering to the principles of natural justice. While not explicitly stated, the procedure allows for cultural responsiveness through the presence of a cultural advisor. Additionally, the process includes documentation and forms for recording and reporting complaints data, ensuring transparency and accountability to key stakeholders. We are working with our learners through Student Diversity Union, promoting their voice and deescalating any issues or concerns they have in becoming formal complaints.

In 2022, a single complaint escalated to Step 2, which we successfully addressed to the student's satisfaction. Additionally, there were three other student concerns, all of which were promptly and effectively resolved. Similarly in 2023, one complaint was addressed to student's satisfaction along with six other concerns which were resolved.

Critical incidents

We have revised our critical incidents policy, and a critical incident is defined as a major incident with the potential for damage to people, operations, reputation, and requiring a strategic response. It can involve large-scale impact on the school, critical services being impacted, and necessitates complete campus evacuations or lockdowns. Critical incidents have a significant impact on school operations, reputation, finances, and often receive media exposure at a national or international level. This definition categorizes such incidents as Level 2 in the Critical Incident Management Framework. The response to critical incidents is managed by the Critical Event Management Team (CEMT), indicating that they are exceptional situations requiring a structured and strategic approach.

Throughout 2022, a single critical incident was expertly handled by our dedicated student services and academic team. Similarly, in 2023, another incident was swiftly resolved by our academic staff, reaffirming our unwavering dedication to upholding a secure and safe academic environment. These incidents directly related to the physical safety and mental well-being of both our students and staff.

Data on complaints and critical incidents

2022

| Received date | Ref Number | Raised by | Concern/Complaint / Incident | Subject | Current status | Action taken/outcome |
|---------------|------------|----------------|------------------------------|-------------------------|----------------|---|
| 21/06/2022 | C22/01 | Teaching staff | Complaint | Inappropriate behaviour | Closed | Behavioural improvement plan instigated by principal in meeting with student. |
| 3/08/2022 | I22/01 | Teacher | Incident | Wellbeing | Closed | Pastoral care provided to student and parents informed. |
| 17/10/2022 | C22/02 | Learners | Concern | Academic | Closed | Issue resolved and students satisfied. |
| 2/11/2022 | C22/03 | Learners | Concern | Academic | Closed | Issue resolved and students satisfied. |
| 7/11/2022 | C22/04 | Learners | Concern | Culture | Closed | Interpreter used. Issue resolved and concerned student satisfied. |

2023

| Received date | Ref Number | Raised by | Concern/Complaint / Incident | Subject | Current status | Action taken/outcome |
|---------------|------------|-----------|------------------------------|----------|----------------|---|
| 9/03/2023 | C23/01 | Student | Concern | Pastoral | Closed | Issue resolved and students satisfied. |
| 22/03/2023 | C23/02 | Student | Concern | Academic | Closed | Academic improvement plan instigated by teacher. |
| 5/04/2023 | C23/04 | Student | Concern | Academic | Closed | New academic plan implemented for class. |
| 24/04/2023 | C23/05 | Student | Concern | Academic | Closed | Issue resolved in consultation with the teacher. |
| 19/06/2023 | I23/01 | Teacher | Incident | Culture | Closed | Teacher resolved issue in class. |
| 7/08/2023 | I23/02 | Teacher | Complaint | Pastoral | Closed | Behavioural improvement plan instigated by principal in meeting with student. |
| 10/08/2023 | C23/06 | Student | Concern | Academic | Closed | Issue resolved and students satisfied. |
| 5/09/2023 | C23/08 | Student | Concern | Pastoral | Closed | Issue resolved and students satisfied. |

Conclusion

In conclusion, our self-review for 2023 reflects our unwavering commitment to ensuring the safety, well-being, and inclusivity of all our learners at PEETO, The Multicultural Learning Centre. The comprehensive action plans and strategies we have developed align with the specific outcomes of the Code of Practice, and our dedication to improvement is evident.

Our action plans encompass a range of measures aimed at enhancing learner well-being, promoting learner voice, creating safe and inclusive environments, and offering a positive, supportive, and inclusive atmosphere in student accommodation. Moreover, our commitment extends to addressing the distinct needs of international tertiary learners and ensuring that prospective international learners receive accurate and accessible information. We also focus on refining our offer, enrolment, contracts, insurance, and visa processes to better serve our international learners.

Continuously reviewing and adapting our orientation program and emphasizing cultural understanding workshops further highlights our determination to provide appropriate orientations, information, and advice to our international learners. Additionally, our readiness to adjust policies and procedures demonstrates our commitment to safety and supervision, even as we look forward to the possible enrolment of under-18 international students.

We will diligently carry out these action plans, tracking our progress to ensure we meet the minimum code requirements. Our commitment to ongoing self-review and adaptation remains paramount to creating the best possible educational environment for our learners. We believe that the combination of these strategies and our dedication to excellence will contribute significantly to the safety, inclusivity, and well-being of our diverse community at PEETO, The Multicultural Learning Centre.