

Independent Schools Council of Australia

Draft National Strategy for International Education

Please outline your (or your organisation's) interest in Australian international education. Add any other relevant content.

The Independent Schools Council of Australia (ISCA) is the peak national body covering the Independent schools sector. It comprises the eight State and Territory Associations of Independent Schools. Through these Associations, ISCA represents a sector with nearly 1,080 schools and 567,000 students, accounting for nearly 16 per cent of Australian school enrolments.

Independent schools are a diverse group of non-government schools serving a range of different communities. Many Independent schools provide a religious or values-based education. Others promote a particular educational philosophy or interpretation of mainstream education. They are not-for-profit institutions founded by religious or other groups in the community and are registered with the relevant state or territory education authority.

Approximately 30% of all international students enrolled in the schools sector in Australia attend Independent schools. In 2014 there were some 5,700 international students enrolled at close to 340 Independent schools. ISCA estimates between 30-40% of all CRICOS registered providers in Australia are Independent schools that are individually registered and individually responsible for meeting compliance requirements. Catholic systemic schools enrol a further 10% of international students giving the non-government sector 40% of the overall school-level international student enrolments.¹ Some schools also have ELICOS centres attached to their institutions which may also be separately registered on CRICOS.

By contrast, state departments of education (enrolling approximately 60% of international school students overall) hold single provider registrations covering any number of state schools enrolling international students within a state.

International student enrolments in Independent schools vary from 1 to close to 200 international students. The median number of international students at an Independent school is 7 students. This profile differs quite substantially from other sectors. For the vast majority of Independent schools, international students do not determine the school's sustainability. Rather, international students provide a much valued international element and diversity to school populations.

¹ On matters of international education, ISCA also represents the National Catholic Education Commission, thus representing the views of the whole non-government school sector.

Since 2008, declines in international student enrolments in the schools sector have been most significant in non-government schools. It is only this year that non-government school enrolments have begun to grow again.

Growth in international student enrolments in all sectors 2007-08 to 2014-15 (March YTD data)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Higher Education	3%	11%	11%	2%	-5%	-3%	6%	10%
VET	49%	44%	4%	-22%	-15%	-13%	4%	16%
ELICOS	28%	15%	-9%	-21%	-9%	13%	29%	9%
Non-award	7%	4%	3%	-7%	-16%	8%	23%	16%
Government schools	10%	8%	3%	-9%	-8%	1%	1%	17%
Non-government schools	6%	-4%	-17%	-20%	-17%	-14%	-4%	9%

Source: PRISMS data

As noted above, non-government schools have a significantly different international student enrolment profile to that of the other education sectors. We have large numbers of CRICOS registered providers with relatively small numbers of students in each school. The enrolment of international students is therefore not a question of financial viability. Rather it is one of choice. Our schools choose to engage in this arena for a variety of reasons, but always for the cultural and educational benefits to the school community and its members.

However, school level enrolments of international students provide an important element of internationalisation, and are a significant part of the cultural landscape of many schools. Further, they are a valuable pipeline for higher education institutions providing tertiary applicants who already have years' experience in the Australian education system and in living in Australia.

But student enrolments are not the only way that non-government schools engage in international education. Our schools are already involved in a range of activities that fall under the 'umbrella' of international education and which are mentioned as possible areas of activity in the draft Strategy. These include

- Sister school relationships involving language and cultural exchange
- Student exchange programs
- Teacher exchange programs
- Study tours (inbound and outbound)
- Teaching of foreign languages
- Use of international curriculum e.g. International Baccalaureate
- Involvement in international schools organisations and programs e.g. Round Square, Duke of Edinburgh's Award
- Participation in international conferences for professional development
- Sponsorship of students and fund raising for international causes

It is also characteristic of our sector that there are a large number of schools (CRICOS registered and not CRICOS registered) that conduct international Service Learning Programs.

Many of these school programs are unmeasured so it is difficult to quantify the extent of activity within the sector, however it is clear that non-government schools want to, and are engaging broadly in international education. What they need is systemised support to ensure that opportunities to internationalise education are consistent across all schools and on-going.

The imperative of international engagement at the school level is further evidenced by the fact that, in addition to the relevant elements of the Australian Curriculum, one of the objectives that has been set for the development of the PISA 2018 Student Assessment 21st Century frameworks for the OECD is to “develop a framework for the measurement of global competence which will assess students’ awareness of the interconnected global world we live and work in and their ability to deal effectively with the resulting demands.”² We look forward to evidence of the Australian Government’s support for participation in the OECD’s PISA assessment under Strategic Action 1.3.³

Does the vision statement in the draft strategy represent Australia’s aspirations for international education?

ISCA does not support the proposed vision statement

“Australian international education is a core element of Australia’s economic prosperity, social advancement and international standing” (p.4).

It is an expression of the status quo and not aspiration. It also lacks any recognition of the mutual benefit of global engagement and understanding at all levels of community and society.

In the 2012 ISCA submission to the *Discussion Paper for the Development of an International Education Strategy for Australia*, ISCA supported the vision developed by the International Education Association of Australia (IEAA) which expressed an appreciation of the value to Australia of the benefits of international education, and an emphasis on “prosperity” rather than economics

*International education is **valued** for the benefits it provides to communities and individuals in Australia and overseas. It underpins Australia’s national prosperity and social advancement and helps build Australia’s international standing and our place in the world.*⁴

Are any significant goals for international education not adequately covered?

The three pillars and the six key goals are comprehensive in scope however we believe that there are many areas in the strategic actions sitting under these goals that are in need of further development. It is also important that each of the goals and relevant strategic

² <https://www.pearson.com/news/announcements/2014/december/pearson-to-develop-pisa-2018-student-assessment-21st-century-fra.html>

³ Draft National Strategy for International Education p.19

⁴ IEAA *A Strategic Vision for International Education in Australia 2011*

actions encompass the needs of all the sectors of education involved in international education in order to have consistent growth, not just growth in one or two sectors. For example, it is often assumed that 'all is well' if there is overall growth but the non-government school sector experience is that falling enrolments in one sector can be masked by growth in another.

Leadership and Coordination

ISCA welcomes the establishment of the Ministerial Coordinating Council on International Education (MCCIE) earlier this month, which together with the Strategy, were the two recommendations made under the heading of *Coordination* by the Chaney Review in February 2013.

ISCA believes that it is imperative that this Council be on-going and not limited to the lifespan of this Strategy. Moreover that the Council is suitably resourced to operate effectively through targeted working groups that can undertake necessary work in areas of need. For many years, the international education industry has been asking for a coordinated, whole-of-government approach to international education. We regard the MCCIE as having the potential to fill that role and greatly impact on strategic leadership and policy development.

There is currently a great deal of activity in the international education space in tandem with the development of the Strategy. The MCCIE has the potential to provide visible coordination of the Strategy with

- Austrade AIE 2025
- The review of the ESOS framework
- The review of Streamlined Visa Processing
- recent Productivity Commission work on barriers to exports
- Review of TPS Governance and Administrative

However, there was also a surprising lack of mention of working with international education industry peak bodies in the development and implementation of the Strategy, and detail of how the work of the Council might be progressed. We regard this as a significant oversight given that a substantial amount of activity in the industry is driven via the peak bodies which are the main conduit for information, advocacy and policy development.

We would expect that the work of the MCCIE and the implementation of the Strategy will involve a range of stakeholders, including peak bodies, so that industry and government are able to work together to achieve the strategic vision of the Strategy. To this end, there needs to be a mechanism, such as cross sector working groups, for the MCCIE to liaise with and consult with industry.

Community Engagement

ISCA believes that it is vital that a community engagement strategy be one of the building blocks of any long-term international education strategy. As with the development of the new Austrade AIE 2025 strategy, any attempts to significantly grow the number of international students on-shore has to be undertaken in conjunction with a community

campaign to ensure that the Australian public is 'on-side' and that we are in fact, living up to the promise of being welcoming and inclusive. Capacity is not only measured in available places, but also in a community's willingness to absorb new members. It is ISCA's view that the activities proposed under *strategic action 5.6 – Increasing Community Engagement* do not adequately address this concern.

Regional diversification

Currently in the draft Strategy, regional growth is covered off in one dot point under *strategic action 6.2 - Enhancing opportunities to provide education services overseas*, i.e. "consider how to support smaller, regional education providers to cooperate in shared service hubs in new global markets".⁵

In conjunction with our comments regarding a community engagement strategy and the associated questions around capacity, ISCA believes that this Strategy provides a significant opportunity to explore the issues around attracting more international students to regional centres, and further, to a range of education providers.

The draft Strategy provides a valuable opportunity for exploring the regional diversification of the destinations of international students and could go some way to addressing concerns around concentration. It was clear from the attendance at the Austrade AEI 2025 consultations that many regional areas would like to engage in international education across a range of educational levels but they need significant assistance to make this possible.

[Can you identify the strategic actions which best support your goals for international education?](#)

Strategic action 1.3 – Supporting better information on quality performance

We look forward to evidence of supporting Australia's participation in the OECD PISA assessments, as noted above.

Strategic action 1.4 - Providing quality assurance while reducing red tape

The non-government school sector hopes that the outcomes of the ESOS review mentioned in 1.4 provide positive outcomes for schools that will enhance rather than restrict schools' ability to enrol international students and reduce the regulatory burden and fees imposed on non-government schools.

Strategic action 2.4 – Broadening engagement to create new opportunities

While we support the objectives of this goal, it is tertiary and state and territory government focused. Given the financial constraints on many non-government schools' marketing budgets, promotional activities need to take the needs of the sector into account, particularly in support for smaller, regional providers, as indicated under this action.

⁵ Draft National Strategy for International Education p.52

Strategic action 3.2 – Rejuvenating Language study

While this strategic action is supported by the non-government school sector, ISCA would like to know how exactly it is intended that the goal be supported through the Strategy. The specific activities mentioned are ones which are on-going through other processes e.g. the national curriculum.

Please see Independent School Queensland's (ISQ) comments regarding the proposed strategic action in Attachment 1.

Strategic action 4.2 – Marketing Australia as a high quality destination education destination

As with strategic action 2.4, ISCA would like to see activities that take into account the nature of international enrolments in the non-government school sector. We have many schools with small number of students and therefore limited marketing budgets. We would like to see initiatives that can assist schools without requiring extensive financial outlays.

In addition to marketing, continuing work on expanding the international recognition and awareness of the Australian senior secondary certificates and the Australian Tertiary Admissions Rank (ATAR) would also serve to increase Australia's attractiveness to prospective school students.

Strategic action 5.1 – Maintaining competitive visas and strong consumer protections

ISCA supports the objectives of this action, particularly ensuring that Australia's student visa programme remains competitive. ISCA would not support any changes to the Student Visa Program which perpetuate the current differential model of SVP and non-SVP providers.

This action also covers important actions for identifying overlap with existing domestic quality assurance frameworks and looking at ways to decrease the level of government regulatory burden for providers.

Strategic action 6.2 – Enhancing opportunities to provide education services overseas

The non-government school sector is very interested in ways it can increase its participation in offshore provision however it needs assistance to achieve this. Please see further comments on page 9.

What are the best measures for success?

1. Non-government schools being supported to provide a quality educational experience for overseas students on-shore evidenced by a recovery of student numbers to at least 2008-09 levels supported by
 - ESOS reform resulting in a reduction in the regulatory burden for non-government schools and also a reduction in fees and charges
 - The introduction of an industry wide, risk based framework for assessing student visas
2. Positive students outcomes evidenced by year 12 results and university (or other tertiary) progression rates

3. Non-government schools being supported to explore options for increased off-shore provision via a variety of modes including online learning
4. Increased 'internationalisation' in non-government schools evidenced by
 - Recognition of the importance of the internationalisation of the curriculum
 - Increased uptake in learning of foreign languages
 - An increase in opportunities for Australian school students to study offshore
 - Increased PD for teachers and opportunities to develop skills in teaching an internationalised curriculum
 - Meeting the goals of the Melbourne Declaration supporting all young Australians to be active and informed citizens who are "are able to relate to and communicate across cultures, especially the cultures and countries of Asia; are responsible global and local citizens."⁶
 - Supporting schools to meet the requirements of the 2018 PISA framework to measure global competence "which will assess students' awareness of the interconnected global world we live and work in and their ability to deal effectively with the resulting demands."⁷

What are the case studies that best illustrate Australia's success? Please provide examples.

See Attachment 2.

What would you like to see progressed as a priority in the first year?

Strategic action 1.4 - Providing quality assurance while reducing red tape

As noted above, the non-government school sector hopes that the outcomes of the ESOS review provide positive outcomes for schools and will result in a reduced regulatory burden and costs for non-government schools. In particular ISCA would like to see the imposition of the Entry to Market Charge removed for future re-registration of any non-government schools that have decided to give up CRICOS registration because of current ESOS regulatory overload.

Strategic action 5.1 – Maintaining competitive visas and strong consumer protections

Similarly, it is hoped that the review of the SVP results in a risk assessment framework that adequately reflects the low risk nature of the schools sector and which is implementable across all sectors, and that peak bodies are appropriately represented and consulted in implementation of any changes to the student visa program.

⁶http://www.curriculum.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

⁷ <https://www.pearson.com/news/announcements/2014/december/pearson-to-develop-pisa-2018-student-assessment-21st-century-fra.html>

Strategic action 6.2 – Enhancing opportunities to provide education services overseas

As noted elsewhere, the non-government schools sector is interested in exploring ways to increase offshore provision and needs the assistance of government to do so.

Is there anything else you would like to raise that will help develop the final National Strategy for International Education?

Non-government school sector

While effort has been made in the draft Strategy to be inclusive of all sectors, ISCA feels that the role carved out for schools is quite limited in scope, and does not appear to recognise that non-government schools do not come directly under the jurisdiction of state and territory departments of education for implementation of education policies. For the non-government schools sector, the Strategy mostly describes either measures that are already in place, rather than identifying new opportunities or strategies, or refers to measures that are only tangentially related to international education.

For example, below are strategic actions 1.1 and 1.3.

1.1 Embracing the freedom to achieve excellence

To support greater freedom to achieve excellence the Australian Government will:

- work with state and territory governments, teachers and parents to focus on four key areas of school policy: providing more public schools with the independence to drive school improvement; placing greater emphasis on the professionalization and status of the teaching profession; encouraging parental involvement in decisions that affect the education of their children; and strengthening the national curriculum to ensure it is balanced and offers students an appropriate degree of choice and diversity.

1.3 Supporting better information on quality performance

The Australian Government will:

- publish nationally comparable data on the funding and performance of all Australian schools through the My School initiative

Both of these actions either reference activities that either already take place, e.g. publishing schools data on My School and on-going work on the national curriculum, or which are part of other policy initiatives, e.g. implementation of the recommendations of TEMAG. ISCA does not see much in the way of material assistance to non-government schools in expanding our role in international education in the draft Strategy.

It was also disappointing to note that references to the school sector in the draft Strategy are not inclusive of the non-government school sector. Multiple references are made to working with 'state and territory governments' but do not mention the non-government sector peak bodies. As the non-government school sector represents one third of Australian school students, we regard this as a significant oversight.

Further, we were concerned by the mention of the Australian Curriculum, Assessment and Reporting Authority (ACARA) as one of the bodies with whom the Australian Government

will work to “ensure that qualifications meet nationally consistent quality standards across all areas of our education system”⁸. ACARA does not have a quality assurance role in the schools sector. The state and territory accrediting authorities and school registration boards would be a more appropriate reference in this context.

Similarly, *strategic action 1.1 - Embracing the freedom to achieve excellence* states that “the Australian Government will continue to work with state and territory governments to further develop and implement the revised framework for vocational learning and VET delivered to secondary students, and set a platform to elevate the status of vocational pathways and school based apprenticeships”⁹ - the reality is that international students cannot do school based apprenticeships.

It is ISCA’s view that the sector specific strategies need to be teased out further through consultation and discussion with the different sectors to provide a meaningful blueprint for growth taking into account sector differences as well as commonalities.

In requesting feedback from the sector, ISCA asked what additional resources or activities could assist schools across the range of activities they are involved in. A sample of the responses are detailed in Attachment 3. These provide some concrete examples of ways schools believe government can assist non-government schools to expand their international offerings.

Offshore provision in the schools sector

An important area of potential growth for the non-government schools sector is that of off-shore provision. Increasing off-shore provision of education, via a variety of modes, is one of the main objectives of Austrade AEI 2025 and yet for the non-government school sector, it is not currently a major area of activity in the sector.

As noted by the Queensland Catholic Education Commission, “the support required for schools to get involved in offshore programs would include financial, market analysis and identification of contacts, promotion, effecting communication and overcoming barriers, clearly defined stakeholder roles and responsibilities, and provision of teaching accommodation and services.”¹⁰

There are also considerations around the licensing of curriculum, which is of course owned by the relevant state and territory authorities. There is often an assumption that non-government schools are able to go in to a market and set up the delivery of curriculum easily however this is not the reality. Our schools, while licensed to use the relevant curriculum, cannot merely extend that provision in all jurisdictions.

And while there is also scope for the delivery of programs offshore online including distance education and blended learning, due to the ownership issues relating to the curriculum, the sector would need assistance around issues of accreditation and certification for any offshore delivery that deviates from standard provision.

⁸ Draft National Strategy for International Education p.19

⁹ Draft National Strategy for International Education p.16

¹⁰ QCEC submission p.1

While *Goal 6 – Embracing opportunities to grow international education* does contain some elements relevant to the schools sector generally, the statement made under *strategic action 6.2 - Enhancing opportunities to provide education services overseas*, that “The Australian Government encourages Australian institutions to continue to adapt the Australian curriculum to meet the needs of different students in other countries, if the appropriate regulatory and accreditation procedures allow for this”¹¹ is speculative and does not take into account the way that curriculum development and licensing work in the schools sector. The non-government schools sector would like to see ways that the Australian Government can materially assist schools in this area.

Student accommodation

Strategic action 5.5. – Improving access to suitable and affordable accommodation states that the Australian Government and state and territory governments will work with schools to:

- consider options for increasing purpose-built student accommodation on or near campus, and
- ensure that accommodation for international students under 18, including homestay, is appropriate and offers adequate support.

In the non-government schools sector, where accommodation arrangements for students are made with the school, generally students are either in a boarding school or homestay arranged by the school. There is limited demand for purpose built accommodation apart from boarding houses.

Further, any discussions around the appropriateness of homestay arrangements would need to be between schools and the state and territory ESOS regulatory authorities and the Australian Government Department of Education and Training. It is not the role of state and territory governments to have oversight of what is an ESOS responsibility of non-government schools.

Implementation / resourcing

For many of the proposed elements, there is a lack of detail including any mention of resourcing and how goals are going to be achieved. For example, strategic actions such as “consider options for the provision of school education overseas”¹² provide no guidance as to by who, when or how this might be achieved.

Similarly, under *strategic action 3.2 – Rejuvenating language study*, the inclusion of a dot point stating that “the Australian Government will work with states and territory governments to implement a strategy to rejuvenate language study” while excluding the non-government schools sector and providing no information on how such a strategy might be developed and come to fruition is frustrating.

¹¹ Draft National Strategy for International Education p.52

¹² Draft National Strategy for International Education p.52

It may be useful for the Australian Government to consider further and on-going consultations with industry as they seek to finalise the Strategy to ensure that it is relevant and meaningful to all sectors of education, and that appropriate mechanisms for implementation of the Strategy are established and resourced.

ISCA
16 June 2015

Attachment 1: Strategic action 3.2 Rejuvenating language study – ISQ Comments

Responses to the main points made in the strategy:

PROPORTION OF YEAR 12 GRADUATES STUDYING A SUBSEQUENT LANGUAGE:

Independent Schools Queensland (ISQ) is committed to supporting schools to deliver high quality languages education programs and to develop global citizenship through intercultural understanding and language learning. Independent schools have a strong background in language programs, sister school relationships, exchange programs and welcoming international students.

Presently, 6.84% of Year 12 students in Queensland state schools choose to study a language. However, in Queensland independent schools 14.5% of Year 12 students currently graduate with an additional language (based on 2012 ISQ statistics). There are ten languages studied at a secondary senior level in independent schools – Aboriginal languages, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Latin and Spanish and a further three only operating at a primary level (Auslan, Arabic and Hebrew).

LANGUAGE LEARNING:

Information from the Australian Bureau of Statistics shows that in 2011, 27 per cent of Australia's population were born overseas, the highest proportion since Federation. The United Kingdom remains the top country of birth, however with the broadening of Australia's immigration policies since the 1970s, new groups of migrants have been arriving from all parts of the world increasing from 10,000 migrants per year in the 1970s to approximately 35,000 per year since 2010 and thus increasing the diversity of Australia's population.

Despite multicultural diversity Australia has the lowest level of second-country language learning skills of all OECD countries (Baik, 2013). The problem occurs throughout the formal schooling years and into tertiary education. Most major universities in the US require students to study a subsequent language and in Europe it is a well-established practice, whereas in Australian universities it is no longer a requirement and beginner level enrolments are either static or in decline (McLaren, 2008 & Doyle, et al., 2010 cited in Baik, 2013). With little real incentive to study a language schools in all education sectors struggle to encourage students to maintain language studies into the secondary senior years.

ISQ has implemented support for independent schools to increase (i) languages programs, (ii) the number of languages education teachers and (iii) promote the importance of language learning. This has occurred through Commonwealth funding (SFSF) in 2014 and 2015 in the form of grants to schools:

- I. to retrain classroom teachers as language education professionals
- II. to provide first language overseas assistants in classrooms
- III. to purchase resources
- IV. to support existing languages teachers to attend professional development opportunities

The support has been very successful to date with 16 new language teachers in training (8 already teaching the target language) and 12 new language programs in Chinese, Japanese, Spanish, French and German in 12 independent schools.

THE AUSTRALIAN GOVERNMENT'S PLANS:

- Online language learning for preschool children is welcomed by ISQ. Bilingualism is desirable and an early start yields greater results for learners. This may also have a positive effect on families by promoting the importance of languages and the enjoyment it can bring the learner.
- Some of the subjects from the Australian Curriculum: Languages have been developed thus far but as they are not endorsed yet many teachers are waiting with anticipation to engage with them. In January 2015 the Queensland Teachers Union directed union members to refrain from any interaction with the AC: Languages, including familiarisation. This may further affect the transition to a new curriculum.

QTU members are hereby directed to halt implementation (including familiarisation) of any new learning areas of the Australian Curriculum until further notice.

- ISQ is interested in the results of the AEF study into student retention in languages education. Preliminary findings shared by the AEF indicate the transition point between compulsory and non-compulsory language learning in school is still one of the biggest impediments to students continuing their language learning. Further information on student retention will be welcomed.
- Classroom teachers in the primary years who are interested in gaining skills in a subsequent language are being supported by ISQ through SFSF to learn a language. To date 21 teachers are studying a language in order to use it in their teaching. Fourteen of the teachers are primary school teachers. Many of them will implement a semi-immersion program in their classrooms rather than a traditional specialist lesson. This project has completed two application rounds and more are anticipated in the coming two years. Data will be gathered about the teachers' motivation to learn a language, their experiences and their implementation of language teaching at their school.

REFERENCES:

Baik, C. (2013). Internationalising the student experience. In S. Marginson (Ed.), *Tertiary Education Policy in Australia* (pp. 131-138). University of Melbourne, Melbourne: Centre for the Study of Higher Education.

Queensland Teachers' Union of employees (2015). Retrieved on 13/04/15 from <http://www.qtu.asn.au/collections/newsflash/2015/newsflash-13-jan-2015/>

Attachment 2: Non-government school case studies

Abbotsleigh, NSW	
Students on 571 visas	
<p>Overseas Student Orientation Checklist</p> <p>We have implemented a Student Orientation Checklist with an end of term student interview to check adjustment. The checklist asks for comments on assimilation of student into new surroundings, school attendance, course progress, living arrangements and general wellbeing.</p> <p>For our FFPOS living in our boarding house, the form is completed by the Head of Boarding, and for FFPOS living at home with their Parents in Sydney, the form is completed by the Head of Student Educational Services.</p> <p>It allows us to monitor the academic progress and wellbeing of our overseas students.</p>	
Student exchange programs	
<p>Overseas trips, exchanges and cultural visits are an important part of experiential learning. Each year there are trips planned and taken that are designed to promote language learning, cultural awareness or service learning. We also have cultural exchanges with England, United States, France, New Zealand, Canada, China and Germany and our girls visit other schools and host overseas students in their homes. Links with our sister schools in many of these countries also provide significant and ongoing connections.</p>	
Sister-school relationships	
Ohtani (Japan)	Language exchange program open to all age groups and we host or travel to Ohtani for several weeks in alternate years. In 2014 we hosted the Ohtani girls in Term 3 and one of our girls was hosted in 2014. 12 Abbotsleigh girls visited Ohtani and Japan in 2014.
Moreton Hall (UK)	A Year 9 boarder exchange, this operates as a simultaneous exchange; In 2014 Abbotsleigh sent three girls to Moreton Hall and in turn, received three of their students.
Queenswood School (UK)	A Year 9 day girl exchange; Abbotsleigh hosted one girl and sent two Abbotsleigh girls.
Ridley College (Toronto)	A Year 10 day girl exchange. There were no applicants in 2014 but it is likely that two of our girls will go to Ridley this year.
Yu Cai (Beijing)	In September 2014, 28 Abbotsleigh Junior School students went to Yu Cai for their first official visit. The girls experienced 2 school days and stayed two nights with host families in Beijing. In February 2015 16 students from Yu Cai Academy came to Abbotsleigh for 2 school days and a weekend of cultural experiences. The students stayed 3 nights with Abbotsleigh Families in Year 6 and Year 7
Quimper Lycée le Likès (France)	1 student visited with Southern Cross Exchange in 2014
Anna Barbara von Stetten Institut (Augsburg, Germany)	1 student visited on a SAGSE scholarship
Ohtani (Japan)	Language exchange program open to all age groups and we host or travel to Ohtani for several weeks in alternate years. In 2014 we

	hosted the Ohtani girls in Term 3 and one of our girls was hosted in 2014. 12 Abbotsleigh girls visited Ohtani and Japan in 2014.
Annette-von-Droste-Hulshoff Gymnasium (Germany)	A Year 10 day girl language exchange for girls who intend to continue their study of German into their senior years. We received three of their girls and sent their three hosts back in 2014.
L'Ecole Alsacienne (Paris)	Year 10 day girl language exchange for girls who intend to continue their study of French into their senior years. In 2014 we received 2 of their girls and sent 2 hosts back on exchange.
Nga Tawa (NZ)	A Year 9 boarder exchange, this operates as a simultaneous exchange. We sent 2 girls to Nga Tawa and received two of their students back
Palmer Trinity (Miami)	A Year 10 day girl exchange, in 2014 we had one student from Miami and sent two Abbotsleigh girls to their school for Semester 2.
Gymnasium Gerestried (Germany)	9 girls visited this German school in April 2015 with a homestay. Since 2011, 2 Abbotsleigh students have also visited this school for a language experience.
Study tours	
Staff Senior management travel overseas from time to time to investigate best pedagogy and practice	
Students <ul style="list-style-type: none"> • Dance Tour to the USA • Senior School students visiting NASA • Language tour to Germany • Language tour to Noumea 	
Internationalisation of the curriculum	
<ul style="list-style-type: none"> • VIDEO CONFERENCING continues to be a valuable global resource that enhances the classroom practice and learning opportunities for staff and students e.g. <ul style="list-style-type: none"> ○ Students in Year 10 connected with Year 10 students from a Hong Kong school via video conference to discuss and compare their attitudes and understanding of environmental issues such as globalisation, global warming and population growth. ○ Our Junior School students have connected with an exploration team on site in Antarctica ○ in National Science week our students connected with the Hands On Science Museum in America ○ Classes have connected with the JFK Museum in America • The ELC is exploring better utilisation of tablet technology to meet the needs of young learners e.g. Our Transition class has held a virtual art exhibition using iPads – potential to link with artists, galleries and other schools. 	
Other – Service Programs International	
Our service learning program overlaps many of our strategic goals as it encompasses learning, wellbeing, growth and connections. It also promotes critical and creative thinking, resilience and compassion.	
Habitat for Humanity	Habitat for Humanity coordinates and provides logistical support for house building in remote locations such as Fiji and Vietnam. We assist Habitat in their humanitarian efforts as part of our Year 10 Applied Learning program. 16 students
Crossroads International	Crossroads International is supported by Abbotsleigh through a biennial trip to Hong Kong (2014) to provide ‘hands on’ assistance supporting people in need. 22 students

St Andrew's School, Hyderabad	A whole school service project lead by the Service Prefect and year 12. One Abbotsleigh student visited in summer. Sponsoring 17 students. Planning stages of trip to India. Several events over the year:
World Youth Adventures	World Youth Adventures is an organisation that assists us in planning Service-Learning trips to remote locations such as our recent trip to Nepal. 5 students
Other – Service Programs – within Australia with international connections	
World Bicycle Relief	A whole school service project led by the Service Prefect and Year 12. Several events over the year.
Jane Goodall Foundation	All Year 6 girls embarked on individual or small group community service projects related to Animals, People and the Environment. All Year 6 students in 2014
Conservation Volunteers Australia	Conservation Volunteers Australia provides educational and logistical support for several service trips linked with the Year 10 ALE.
World Vision	Our Early Learning Centre (ELC) sponsors a child
Sunnies for Sight Day International Centre for Eyecare Educations	Our ELC fund raises for this annual event
Samaritan's Purse	<i>Turn on the Tap</i> Junior School fundraising event to support provision of clean drinking water in Cambodia

Citipointe Christian College, Queensland	
Students on 571 visas	
54 of 775 students in Secondary	
Student exchange programs	
Although we have been offered many exchange opportunities, and have taken advantage of some, our international program offered to students predominantly consists of supervised study tours organised by the College.	
Sister-school relationships	
Our College has a strong global partnership program with partner schools rather than sister schools. Our partner schools are Hwa Chong Institution in Singapore; Diocesan Girls School in Hong Kong; Isabelle High School in Pusan, South Korea; Central Christian Academy, Seoul, South Korea; Omi Brotherhood School in Omihachiman, Japan	
Study tours	
Through our International Student Outreach Program which is a College leadership development program which was begun in 2006, we offer students a variety of study tour options. Last year, our tours were: Cultural trips to Fiji and Philippines, Arts tour to Sydney, Year 7 tour to Canberra, 3 Academic enrichment tours to Singapore, Physics Tournament in Seoul, South Korea. In past years, tours have included study at Cambridge University Summer Programs; Culinary tours to Italy, Greece, and France; Language tours to France and Noumea; Music tours to China and Japan; Cultural tours to Japan and Korea. This year: History tour to Melbourne, Year 7 Tour to Canberra, History and Languages tour to France and Germany.	
Other - Education for Global Citizenship	
The College offers various opportunities for students to collaborate with students from our partner schools. Each year we welcome student groups from Singapore, Japan, China, who visit	

the College and participate in our Homestay program which is linked to our International College also on site. Our students buddy the overseas students who accompany them to their timetabled lessons and also take part in the lessons.

Our students are also involved in international academic enrichment programs which are focussed on global interaction and collaboration, on the importance of networking in a global community, and on development of leadership skills and further education for future global citizens. Each year, we offer involvement in the Student Leaders Convention in Singapore in June, for which students need to prepare a paper; Projects Grand Finals in Singapore, where younger students are immersed in normal school life; Junior Physicists Tournament at different locations [New Zealand this year], where students compete against students from various countries; Humanities Research Symposium for Youth [held in Singapore, Hong Kong and Brisbane in turn – Citipointe hosted this event this year], where students from the three schools present research papers and listen to key note speakers from tertiary level. This symposium has won a Queensland Education and Training International (QETI) Award for Excellence, and is a unique experience offered by the College. This is its 8th year of operation and the opportunities for education for our students on a global level have been many and diverse.

Our students are also involved in international culinary competitions – held in New Zealand this year.

Our students also attend the Compass Leadership Conference in Canberra each year. All of these opportunities for global education have proved advantageous when our students have applied for tertiary scholarships and in seeking career positions when they have completed tertiary study.

It has been noted that over the years of these academic extension programs, our students have benefitted academically and have been enriched so that we are taking younger students than we took overseas at first.

German International School, NSW

Students on 571 visas

Students on 571 visas

- Students from overseas on 571 visas accompanied by at least one parent can join K-12

Guest students in 10-12

Student exchange programs

Students studying French from Year 6 to Year 10/12 can take part in a student exchange with a French Lycee in Noumea. Students live in host families and visit the French Lycee. Each visit lasts for two weeks and happens every two years. Participants come from Year 8-10.

English speaking students studying German as an additional language can take part in a student exchange with a German "Gymnasium". Students visit Munich and Berlin and then live in host families in the vicinity of Münster. Each visit lasts for three weeks and happens every two years. Participants come from Year 8-10.

Sister-school relationships

None as yet.

Study tours

As part of the CAS programme (Creativity, Action and Service) in the IB Diploma programme Year 11 students travel to Fiji to assist in the project "A girl and her world".

In future it might be a possibility to establish a partner relationship with the IB school in Nandi, Fiji.

Internationalisation of the curriculum

- Development of the GISS-curriculum which fulfils the requirements of the German and the NSW authorities
- Bilingual school approach
English- and German speaking students form one class.
Music, Art, Sport are taught to the whole class in German. Geography, Physics and Chemistry are taught to the whole class in English.
In Mathematics, History, Biology and Social Science students have a choice of the teaching language according to their individual proficiency.
Languages taught: English, German for native speakers and as an additional language, French and Spanish

St Paul's Grammar School, NSW

Students on 571 visas

- 20 years' experience in the International Market
- ESL Support 0.2 FTE
- School run homestay program supported by staff 0.6 FTE
- Native speaking welfare teacher 0.2 FTE
- China Marketing Officer based in mainland China (staff member is a former student)
- Annual visit to overseas parents for interviews and promotion
- Contact with past students – social events and assistance with university placement
- International family school newsletter once per term in Mandarin
- Integration into International Baccalaureate Program in Years 11 & 12. Success indicated by strong results
- Mandarin language program P-12
- Native speaking Mandarin teachers
- Annual Chinese Day P-6 to celebrate culture

Student exchange programs

- School partners with the Southern Cross organisation for all exchange student placements in Australia and overseas.
- Cultural tour to Europe for SPGS students biannually
- Service tour to Cambodia for SPGS students annually

Sister-school relationships

- 2 x sister school relationships with schools in China
- Sponsors and participants in the China Daily, Century 21 English Speaking competition. This involves SPGS students visiting China to compete in the competition and for prize winners to spend a week at SPGS.
- Hosting school visits short term at SPGS

Study tours

Staff study tours to China have been held in the past

Internationalisation of the curriculum

- SPGS integrates the International Baccalaureate Program from P-10 and offers the International Baccalaureate Diploma as a study option in Years 11-12
- IB Diploma allows International Students to study their native language as Language A and English as a second Language in a Language B program.

Students on 571 visas

20 students enrolled on student visas

- Trinity for many years only allowed full fee paying overseas students to come to TGS if the students entered the Boarding House. This policy changed approximately 4 years ago to allow FFPOS to come to TGS if they were able to stay with a parent for primary or with a blood relative or close family friend for high school students as long as the School was able to verify the bona fides of the host and guardian as well as other measures to ensure the welfare of the student.
- We used to have approximately 10 FFPOS though with the change this has increased to a max of 23 last year.
- We have a well-documented 'Overseas Student Guidelines' which contains the policies and procedures for the care of overseas students.
- Induction programmes are a priority
- Staff are trained so that they have a good understanding of the needs of overseas students.
- Counselling staff are involved in helping to ensure that the pastoral needs of the overseas students are met along with the help of Housemasters.
- Overseas students meet initially with their allocated counsellor as well as their Housemaster
- The Boarding House has a designated counsellor.
- Feedback forms are used fortnightly for boarders to give feedback to the Counsellors and on alternate weeks, feedback to the Housemaster.
- We have sent staff to Hong Kong and to Papua New Guinea on recruitment drives.
- Dinners with Old Boys are organised as well as interviews with prospective students and their parents.
- We have not used School Expos overseas as we have had more success with the personal touch.
- Commenced **Trinity Homestay** for overseas students who cannot be accommodated in our Boarding facility, though due to the cap on student numbers on our main campus we have not had to place any overseas students in homestay arrangements.
- We have engaged the services of an agent to recruit overseas students though we have not used their services as yet due to the cap on numbers on our campus.
- Compiling cultural transition resources. This is ongoing.

Success is measured by:

- A full boarding house of Australian and overseas students. The boarding house only holds maximum of 40 students.
- Overseas Student satisfaction - It is rare for one of our overseas students to leave the school before completing Year 12.
- All students in Yrs 7 to 12 complete online forms that give feedback to their classroom teachers and the Head of Department. This gives valuable information as to the students' attitude towards the education that is being provided by individual teachers.

Students on other visas

49 students enrolled on other visas.

Student exchange programs

China :

- TGS Chinese Language Immersion Student Exchange to Beijing China - intensive language immersion programme for approx. 7 students offered bi-yearly. Includes limited tourist excursions.
- Large Private School in Guangzhou, China Student Exchange:
- Intensive English programme offered once a year at TGS for approx. 15 students. Experiencing Australian family life along with numerous tourist attractions.
- Large Private School in Guangzhou, China Teacher Exchange: Two to four teachers once a year come to observe our School.
- Large Government High School in Beijing, China Student Exchange: A turn-about exchange. Ten students come from China and attend classes with host students and go on Sydney excursions. On alternate years Trinity sends from 15 to 40 of our students to China who spend at least 4 days at this school as part of a tour. Separate primary and high school tours go from Trinity.

Japan :

- A Japanese High School: Up to 4 students come for 3 months and experience school in Australia and take part in the Rugby skills programme.
- A different Japanese Senior High School: One to three students come to TGS for:
 - Academic Exchange - one term
 - Rugby Exchange - 3 weeks
 - IB Japanese Exchange - 3 weeks (in holidays)
 - Future - Bi-yearly English tour

France :

- A French Catholic School: Four students (once off)
- French Student Exchange Programmes - various: The other school arranges student exchange for one to four weeks. Experience school and family life and see Australia.

Germany :

- German Student Exchange Programmes - various: Family arranged reciprocal student exchanges for one to three months. Experience school and family life and see Australia.

Sister-school relationships

China :

Large Private School in Guangzhou, China:

- Student Exchange (2 way, yearly)
- Teacher Exchange (currently 1 way, Chinese teachers come here)

Large Government High School in Beijing, China:

- Student Exchange (2 way, bi-yearly)

Japan :

- A Japanese High School Student Exchange (yearly)
- A Japanese Senior High School (yearly) - Student Exchange

Study tours

2014 :

- Languages Tour - China (Primary)
- Languages Tour - China (Middle and Senior Schools)
- Crossroads Tour - Hong Kong (Senior School Service Week project)
- Performing Arts (Drama) - USA (Middle and Senior Schools)
- Tennis - England & Spain (Middle and Senior Schools)
- Cricket - UK (Middle and Senior Schools)

- Basketball - USA (Middle and Senior Schools)
- Football - Europe (Middle and Senior Schools)

2015

- U15 Rugby Tour - Fiji (Middle School)
- Crossroads Tour - Hong Kong (Senior School Service Week project)
- Maths/Science Tour - USA (Middle and Senior Schools)
- Rugby - Japan (Senior School)
- DEAS - NZ (Senior School)

Internationalisation of the curriculum

The International Baccalaureate

The International Baccalaureate diploma is one of the academic pathways that Trinity Grammar School offers students in Years 11 and 12. Over the past 17 years Trinity has offered dedicated IB subject classes with breadth of subject choice with delivery by experienced IB teachers. Currently over 25% of Trinity's senior students undertake the diploma because of its international outlook, the variety of subjects offered, the way it prepares students for further tertiary study and Trinity's IB successes. Studying the International Baccalaureate at Trinity provides better access to Universities in NSW, Australia and Worldwide and to University Scholarships.

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

The Primary Year Programme

The PYP is a comprehensive approach to teaching and learning, with a global perspective. It draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools. This creates a relevant, engaging, challenging and significant educational framework for all children. The overall aim of the PYP is that the students become internationally minded. Underpinning all that the students do and learn are ten attributes called The Learner Profile.

Trinity English Centre

Trinity English Centre (TEC) offers specialist, professional English lessons in a small group environment for 8-Weeks of each Term. TEC classes are capped at 12 students per class to ensure an interactive and intensive learning environment. The TEC is intended to compliment the Primary Years Programme (PYP – International Baccalaureate Organisation) by providing skills-based, English language lessons for students requiring additional Literacy support.

ESL Co-curricular activity

Students can elect to join ESL as an after school co-curricular group.

ESL English classes for Years 10 to 12

This enables overseas students to sit the HSC ESL English.

International Activities during Service Week.

The School organises an annual Service Week activity at Crossroads in Hong Kong as part of an international service exchange and cultural awareness programme.

Recognition of Cultural Diversity

The School's cultural awareness student run group is very proactive in raising our understanding about the diverse cultures within the school and the different perspectives and opportunities which allows us to grow as a diverse community. This also includes recognition of the national days of the country of origin of all students attending the School.

Other

Trinity has a wide programme of awareness and fundraising to help overseas aid agencies.

Trinity Lutheran College, Queensland**Students on 571 visas**

We have a small number of FFPOS at the college but we plan to increase the number in near future.

Student exchange programs

We have started exchange programs with 2 schools in Japan. We plan to extend to UK, Canada, Europe, Brazil, India and China in the next 5 -10 years.

Sister-school relationships

We have sister school relationships with two Japanese schools.

We are looking at developing one with China and one with Germany. It is anticipated that extension to India, Brazil, UK, Canada and another European country is expected in the next 5 years.

Study tours

- Bi-annual visits to Japan and Germany.
- Next year we plan to go to China; then India.
- Further plan to Brazil, UK, Canada and probably Italy or France in the next few years.

Internationalisation of the curriculum

The school encourages, through IBO PYP, running international mindedness clubs; Korean and India are being investigated by our families.

Language clubs such as Chinese, Japanese and German were run as well.

Other – Education for Global Citizenship

We are in the process of designing agile classrooms to facilitate digital connections with students from other countries for international/global connections to explore world issues and learning.

Wenona, NSW**Students on 571 visas****Implementation**

- Development of an Overseas Student Handbook
- Development of a Boarding Handbook
- Clarity regarding the enrolment procedures for FFOS
- Development of FFOS-specific Letter of Offer
- Close relationship with Sydney College of English, High School Preparation Course

Success

- Attraction and retention of FFOS

Further Information

<http://www.wenona.nsw.edu.au/enrolments/internationalstudents.cfm>

<http://www.sce.edu.au/home/preparation-for-high-school-study/>

<i>Students on other visas</i>
<p>Implementation</p> <ul style="list-style-type: none"> • No additional strategies implemented as students on other visa are treated as per local enrolments • Students on tourist visas as part of Student Exchange programs (see below): established a strong internal procedure to coordinate incoming and outgoing exchange students <p>Success</p> <ul style="list-style-type: none"> • Attraction of exchange students to Wenona • Strength of links with Student Exchange organisations, and continued demand from them
<i>Student exchange programs</i>
<p>Implementation</p> <ul style="list-style-type: none"> • Links with Southern Cross, AFX and SAGSE organisations • Development of a comprehensive internal procedure for the coordination of incoming and outgoing students on exchange • Supporting private arrangements of Wenona students to attend schools overseas for limited time periods <p>Success</p> <ul style="list-style-type: none"> • The number of students on exchange has been consistent since 2013, with very positive feedback from both incoming and outgoing students and parents
<i>Sister-school relationships</i>
Currently have a 'loose' Sister School relationship with schools in Vanuatu (limited to service) and Japan
<i>Study tours</i>
<ol style="list-style-type: none"> 1. Creative Arts Tour (Europe and North America) – every 2nd year 2. Year 9 Service Learning Expeditions (Australia / SE Asia and Pacific) – annual 3. Tanzania and / or Peru Service Expeditions – alternates annually 4. Sports Tour (New Zealand 2015) 5. Kokoda Trail – 2016
<i>Internationalisation of the curriculum</i>
Some 'internationalisation' due to Australian Curriculum in NSW foci on Engagement with Asia and traditional LOTE

Attachment 3: What resources / activities could assist you further?

571 visa holders

- Free travel passes for International Students
- Austrade meetings for marketing networking in Sydney
- It would be great for the government procedures on PRISM to be made simpler so that Australian schools can export our education services by increasing FFPOS attending schools in Australia.
- Government website dedicated to Australian cultural information in target languages giving information to students and parents prior to commencing study
- Government funding for ESL/Cultural awareness assistance for new arrivals on 571 visas
- Marketing material on outcomes of graduates from independent schools
- Government endorsements of independent schools
- Funding to assist Schools to meet administration costs
- Government scholarships for international students
- Schools Only Agent workshops and expos
- Quicker processing and issuing of visas. We have lost students as the delay in getting visas has resulted in the students missing the start of the academic year. This is a particular problem for students from PNG.
- A soft copy fact booklet for overseas students studying in Australian high schools that can be modified by schools so that schools can issue booklets that are relevant for students studying at particular high schools.
- A welcome desk at major airports for students arriving from overseas would be helpful.
- Invitational tours for high performing agents to visit campuses
- Having a central Australian Government approved organisation that checks and authenticates English assessments conducted overseas.

Other visa holders

- Higher ESL funding
- ESL programs in schools need to increase to cope with demand

Study Tours

- Database of reputable tour companies
- Having a standard Medical Information form - It has been hard to get medical information for students coming to Australia particularly for students coming for a short time. We have had students arrive with food allergies etc for example that we were not aware of. The medical information form could be translated into various languages so that parents of overseas exchanges students can complete them so that if an emergency occurs we have the needed information. A central translation service for schools to have the information translated into English would help.
- Faster visa processing times - Our Chinese sister schools have had difficulty having visa applications approved with approval coming only a short time before departure.

Student exchange

- Scholarships for Australian students to go on exchange
- Scholarships for underprivileged students from overseas to come to Australia on exchange
- Lacking in disposal income of our families to sponsor their children to visit and study in another country for one term. Any forms of support financially – scholarship, future funds, will greatly assist schools to encourage and develop international mindedness in our future leaders.
- Incentive (e.g. tax break) for parents to send Australian students on exchange
- More funding made available for student academic extension activities.
- Legal advice in how to meet our Australian Child Protection Laws for international exchange while recognising other countries may not have the same standards in place. E.g. Resource kit

Sister school relationships

- Contacts for comparable schools in the host countries
- Funding to develop true sister school relationships that have mutual exchanges and benefits. Not just a certificate.
- Grants to assist students to meet costs and to build sister school relationships

Internationalisation of the curriculum

- Structural support and professional development for internationalisation of curriculum