HOMESTAY PROGRAMS

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1. OVERVIEW

Homestay has become an accepted student accommodation option within the education industry in many countries, including Australia, over the past decades. As yet it remains an area largely unregulated by governments, but there are moves within the industry to introduce voluntary Codes of Practice, and there may be increasing regulatory requirements, such as the introduction in Queensland of the “Blue Card” for Providers of Homestay accommodation to children under the age of 18 years. (Please see The Commission for Children and Young People and Child Guardian (CCYPCG) website www.ccypcg.qld.gov.au and www.bluecard.qld.gov.au for information about the Blue Card).

Schools becoming involved in international education programs may thus wish to consider establishing their own Homestay Programs. In this case, it is important to understand the “concept” of Homestay and to be aware of how the requirements for accommodating longer term students entering Australia on a student visa under the Australian government’s Overseas Student Programme (OSP) might differ from those of students visiting Australia on a short term visitor’s visa for a study tour, school excursion, etc.*

* Student visas under the OSP are granted for full time studies for periods longer than 3 months. Students can apply for a visitor visa to enrol for full or part-time studies for a period of less than 3 months. Most students on “Study Tours” hold a visitor visa to enter Australia.

1.1 Short Term Placements

For short term visitors, Homestay is a way of “sampling” a different culture.

| A Homestay is a two-way exchange in which both guests and hosts get to know and appreciate each other and in the process have a good time. |
| (IDP publication: “Say G’Day to Homestay” p. 5) |

Because English language proficiency of short term visitors might generally be lower than that of longer term students, and because there will not usually be enough time to “improve” English skills of visitors to any great degree, the focus for host families will be more on exploring and explaining cultural and family differences than on assisting a student learn “survival skills” in order to become integrated into their new community. Families hosting short term visitors will thus need to be available to “entertain” their guest(s) by visiting local shopping centres and tourist sites, as well as driving their guest(s) to and from school, etc., for the duration of their stay.

1.2 Longer Term Placements

Families hosting longer term students, on the other hand, while needing to attend closely to their student’s needs on arrival and to general duty of care obligations, will nonetheless be aiming to assist their guest achieve a level of independence in day-to-day tasks and routines, appropriate to the student’s age, gender and cultural background. Families hosting longer term students also become involved to a much greater degree in the student’s learning experiences – in their academic and linguistic progress, and in their adjustment culturally to the Australian way of life.
1.3 Welfare and students under 18 years of age

Schools enrolling Full Fee Paying Overseas Students (FFPOS) under 18 years of age and placing these students in Homestay accommodation should be aware that under the OSP they must sign a pro forma letter generated in PRISMS, known as a “Student Welfare Letter” or “Confirmation of Appropriate Accommodation / Welfare Arrangements (CAAW) Letter” to confirm with the Department of Immigration and Citizenship (DIAC) that “appropriate arrangements have been made for the student’s accommodation, support and general welfare during their stay in Australia” as part of the student’s visa application process. (If the student will be living with a parent, person who has legal custody of them, or a relative – as defined by DIAC and meeting DIAC requirements – then it is the responsibility of the student’s family to provide evidence of these arrangements to DIAC, and the school should not issue the letter.) This “Student Welfare Letter” must accompany the student’s visa application and is created at the same time as his/her enrolment is confirmed electronically in the Provider Registration and International Students Management System (PRISMS) – i.e., the option to print off the Welfare Letter for under 18 year olds appears in PRISMS at the same time as the student’s electronic Confirmation of Enrolment (eCoE) is created.

State Legislation requires Homestay Providers of accommodation services for short as well as long term placements, unless exempt under the frequency test, to hold a “Blue Card” as evidence of a Police Suitability Check being undertaken. It is also a requirement for regulated businesses (i.e., those requiring a Blue Card) to have in place a written risk management strategy which is reviewed annually. (See 3.10. HOMESTAY RISK MANAGEMENT STRATEGY, p. 26 below.).

Further details are available from the website of the Commission for Children and Young PeopleAnd Child Guardian at:

(See also 3.3 Program Documents, p.9, and 3.6 Criteria for Homestay Providers p.23, below)
School staff involved with Homestay Programs and Homestay Co-ordinators should also be aware of the school’s **Child Protection and Welfare Policies** which exist as a part of the school accreditation process.

Having a well-planned, sufficiently resourced and well-managed Homestay Program will not only allow schools to meet State and Commonwealth obligations with regard to provision of student welfare services, but will help ensure successful Homestay experiences of both short term and long term visitors as well as host families. This Handbook aims to assist schools establish and maintain effective and rewarding Homestay Programs to support overseas students during their studies in Australian schools.

### 2. LEGISLATION AND COMPLIANCE: EDUCATION PROVIDER OBLIGATIONS RELATED TO ADMINISTRATION AND IMPLEMENTATION OF HOMESTAY PROGRAMS

Schools should be aware of national and state requirements relating to Homestay Accommodation and Providers of Homestay Services, as well as welfare requirements for students under 18 years of age.

National sources of regulations, conditions or other requirements include:

- Department of Immigration (DIAC) Migration Act Regulations (these relate to visa conditions)
  - The ESOS suite of legislation administered by the Department of Education Employment and Workplace Relations (DEEWR)
    - (i) Education Services for Overseas Students (ESOS) Act 2000 and
    - (ii) Education Services for Overseas Students (ESOS) Regulation 2001 and subsequent Amendment Bills
    - (iii) National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007
- The Australian Taxation Office Interpretative Decision 2001/381 Income tax – Payments received under a homestay arrangement
- The Commonwealth Privacy Act 2000

Queensland sources of regulations, conditions or other requirements include:

- Education (Overseas Students) Regulation 1998
- The Commission for Children and Young People and Child Guardian Act 2000
- The Commission for Children and Young People and Child Guardian Regulation 2001

Please see APPENDIX 1: p36 below for extracts and further references.
3. ESTABLISHING HOMESTAY PROGRAM

3.1 Setting up a homestay program

Co-ordination of a Homestay Program will involve the following:
- administrative responsibilities
- pastoral care
- financial management
- risk management
- liaison and mediation
- response to Homestay “emergencies”

When setting up a Program, there are certain physical resources which will also be necessary. These include:
- computer with internet access and software for database programs and merge documents
- telephone and Fax with ISD access
- photocopying access
- filing facilities
- access to interview/meeting facilities
- a reliable means of transport
- a mobile ‘phone number for 24 hour use.

Financial administration needs which need to be considered include:
- processes and facilities for invoicing, receiving, recording and dispersing monies from overseas sources (if the school is facilitating Homestay payments)
- processes/documents for recording of any direct Homestay payments if the school is not facilitating payments
- the means of administering refunds according to the school’s refund policy
- payment of the Homestay Coordinator or designated staff and of expenses incurred, e.g., catering for Homestay Provider meetings, kilometric allowance for home inspections, Professional Development Program.

3.2 Human resources

A Homestay Coordinator or staff member undertaking co-ordination and administrative responsibilities is a key member of staff in establishing and maintaining a Homestay Program.

When engaging or designating a staff member to fulfil responsibilities in this area, the following should be considered:
- appointment as early as possible in establishment of the program
- availability for at least part of every school day and for 24 hour emergency contact, including on weekends and over school holidays (with weekend and vacation duties perhaps being rostered among other staff)
- driver's licence
- Blue Card
- computer skills
- ability to assess and manage risk
- people skills, including cross-cultural skills and experience
- dispute resolution and mediation skills.
Responsibilities of a Homestay Coordinator or staff member working in this area might include:

- understanding and keeping up to date with regulatory and legislative requirements
- processing Homestay applications and undertaking Homestay inspections
- making student placements in Homestays
- management and maintenance of the Homestay database and Program records
- management of communications and communication protocols between stakeholders – school, students, Homestay Providers, parents and agents of students, etc., and day to day Program management
- management of grievance resolution protocols for Homestay situations, including acting as mediator where necessary
- student counselling and support as appropriate, or referral to appropriate counselling or support services
- Homestay Provider counselling and support as appropriate, or referral to appropriate counselling or support services
- organisation of orientation information and activities for new Homestay Providers and newly arrived students
- provision of "professional development" for Homestay Providers.

3.3 **Program documents**

Most Homestay Programs will require a suite of documents for effective operation and record keeping. Documentation of processes and practices is also an important part of a risk management strategy. When initially preparing Homestay documents, obligations the school has with regard to registration on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), DIAC, DEEWR and State Government requirements should be kept in mind. Homestay documents are usually developed to reflect the particular circumstances of the school and may comprise:

- Policies
- Codes of Ethics / Behaviour / Practice
- Procedures / Protocols
- Handbooks / Guidelines
- Contracts
- Checklists
- Form letters / faxes set up as Merge Documents linked to the Homestay Database.
A Homestay Program, might, for example, make use of the following types of documents:

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<tr>
<td>Advertisement</td>
<td>To recruit Homestay Providers</td>
<td>Explanation of Homestay. Brief overview of requirements. Details of contact person and date for response.</td>
<td>Homestay Providers may be recruited from within the school or wider community depending on school needs and factors such as transport availability from the Homestay residence.</td>
</tr>
<tr>
<td>Application to become a Homestay Provider and Homestay Program Information Package</td>
<td>To collect information about the potential Provider for screening purposes as well as for the Homestay database. An Information Package might also be included comprising information and requirements about the Program</td>
<td>The Homestay Provider Application Form will contain fields for entry for database information, e.g., names of parent(s) and children, ages of all permanent and temporary home residents, address and contact details, languages spoken in the home, religion, pets, family interests, ability to cater for special needs of students, e.g., dietary needs, description of home and facilities available for student use, including musical instruments, sports equipment, etc, students can use, availability of transport and travel time to and from school, possible arrangements for the student if the family is to take annual leave. Information should also be sought as to Provider preferences, e.g., male/female, younger/older student for short/long term stay. Confirmation all adults 18 years of age and over living permanently in the home who are Australian citizens or permanent residents have or will acquire a Blue Card. (See below for information about Blue Card, Homestay Overview, Contract and Code of Practice.)</td>
<td>Can be forwarded in response to enquiries from potential Providers – either solicited or unsolicited. The Application Form can be forwarded with documents which comprise an “Information Package”, such as Blue Card Application Form, Overview of Homestay Program and Homestay Provider Guide and/or Homestay Contract with terms and conditions and Code of Practice.</td>
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<td>Commission for Children and Youth Suitability Form</td>
<td>To ensure Homestay Providers do not have police records.</td>
<td>Copy of application form for Blue Card – to be held by every adult (over 18 years of age) in the Homestay who is an Australian citizen or permanent resident.</td>
<td>This is a legal requirement. Can be included with application information forwarded to Program applicants.</td>
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| **Overview of Homestay Program and Provider Homestay Policy**            | • To inform potential Homestay parents of the purpose of the Program, minimum requirements for joining the Homestay Program and duty of care responsibilities.  
• To explain steps involved in joining the program, and ongoing requirements.  
• To provide information about aspects of the Program detailed in the legislation for CRICOS registration purposes and child protection purposes.  
Additionally the Policy should provide details about operations, expectations and division of responsibilities within the Program. | Overview of a Homestay Program might include duty of care responsibilities, minimum physical facilities and proximity to transport, dispute resolution processes between the various parties; conditions of access to the home for inspection and monitoring purposes, orientation and/or training obligations: provision of notice for home visits, advice of Homestay selection process, home inspection and interview. This may also include details of Homestay payments and refund policy (if applicable). Under State legislation, an accommodation policy must include details of processes for approval of the family including selection guidelines, guidelines to ensure the family is able to provide a stable environment for the duration of the child’s course, and an orientation program for new Homestay Providers. A Homestay Policy document should include copies of any contracts (e.g. between the school and the Homestay Provider/Homestay Provider and the student); outline of responsibilities of all stakeholders, protocols for communications and dispute resolution between the various stakeholders – school, parents, Homestay Provider(s), student(s), education agent; changes to agreed | Can be forwarded with application form.  
A policy about approval, selection and orientation of a Homestay family and for a contract for arrangements about providing accommodation services is a requirement under state legislation if the Provider makes arrangements to accommodate an unaccompanied child with an approved family. |
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| Home Inspection Checklist and Interview Record | • To confirm initial home inspection and to record details of facilities etc according to pre-determined criteria.  
• To provide a record of interview information for database entry and file records | Fields for recording time and date of home visit. Details of who attended and was interviewed. Checklist of criteria and notes on extent to which these are met. Notes on impressions, discussions, information not evident in application form responses, etc.  
Criteria Checklist may include items such as:  
• Single bedroom  
• Study desk and lamp of access to study area  
• Adequate storage for personal effects  
• Locked storage for personal valuables  
• Access to transport for schooling and on weekends  
• Age appropriate access to family and home facilities  
• Age appropriate supervision and leisure activities  
Further notes might be made about:  
• Evidence of ability of provider to care for student in a safe and secure environment  
• Capacity of Homestay to support a child or adolescent adjust to and study in a new environment  
• Details noticed during home visit. | Schools may need to consider how sensitive or confidential information given in a Homestay interview should be recorded and treated. Notes made during or after the home inspection might include  
• a system of rating or priority, e.g., suitable for short term students only  
• an indication of how appropriate the Homestay accommodation and arrangements might be for students of different ages, e.g. better for younger or older students.  
The Homestay Inspection Visit might also be used for collecting information such as bank account details for deposit of Homestay monies, and for completing Suitability Card Application forms. |
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| Home Inspection Response       | To inform the Homestay applicant(s) of the outcome of their application to join the program | Schools will need to decide how applicants will be informed of the outcomes of applications. Options might include:  
a) a letter welcoming the applicant(s) to the program and informing them of next steps and of further information that will be forwarded to them  
b) a letter thanking the applicant(s) for their interest and advising the likelihood of a student placement might be limited at this point in time, but that information would be kept on file for future reference.  
c) a letter advising the application has been unsuccessful. | In a seminar “Legal” Aspects of Homestay” (24/11/04). Presenter: Sylvia Lewohl, Student Support Services, GU) advice was given that the institution’s Code of Ethics should provide the basis for QA, and should serve as a tool for refusal of a family applying to enter the Homestay Program; also that the institution is under no obligation to inform individual applicants of reasons for refusal. |
| Student Homestay Application Form and Pre-departure Information | To collect information about the student and accommodation preferences in order to make a suitable Homestay match, to inform student’s family of important documents associated with the Homestay Program and to prepare the student for what might be a new cultural experience of living in a Homestay | Information requested in the student Homestay Application Form might include: Name, DOB, Home Address (in characters/script as well as English), parent contact details, emergency contact for a speaker of English if parent(s) are NESB, Mother Language and other Languages spoken, sibling information, description of any medical conditions, medications, fears or phobias, or other special needs (e.g. dietary), hobbies and interests, including playing sports learning a musical instrument, preference for home with younger/older/no children at | Detailed information about the Homestay Program will help students to prepare for their Homestay experience pre-departure. Some Schools may provide a copy of the Student Homestay Guidelines Booklet at this point. Information given to students and their parents should help all to understand what to expect on arrival and what to expect when the student is living in Homestay. Parents might be asked to fax confirmation to the school that they have read and |

Please see 3.7 HOME INSPECTIONS p.17 below for more details
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<td>Student Placement Advice to Parent(s)/Agent</td>
<td>To advise the student’s parents of the Homestay Provider’s contact details and background.</td>
<td>This document should contain all essential contact details for the principal Homestay Provider(s), including emergency contact numbers. Where possible, email addresses should be included, as this is a means of communication between parents and Homestay Providers which allows copies of correspondence to be copied to the Homestay Coordinator if necessary. Brief details of family members, interests and the home can also be provided to the student’s family as reassurance of good care.</td>
<td>This document could be set up as a merge document linked to the Homestay Provider Database. It could comprise a letter with a separate Homestay Family Profile Sheet attached. Two form letters could be set up – one to welcome the student to the Program, the other to advise change of placement details.</td>
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<td>Refund Policy</td>
<td>To advise circumstances and conditions of any refund of Homestay monies paid to either the school or the Homestay Provider</td>
<td>Circumstances for refund of Homestay monies might include failure of the student to take up the Homestay placement absence or removal of the student from the Homestay. Conditions The process of administering Homestay Payments will determine the contents of any Refund Policy. Generally, Homestay payments</td>
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<td>Grievance/Dispute Resolution Policy</td>
<td>To advise processes for problem solving and setting any grievance / disputes arising from the Homestay Program</td>
<td>For payment of refund(s) might include unforeseen health problems, host or student family emergencies, or any threat to student safety or welfare within the Homestay. Conditions might also include the giving of a minimum amount of notice (e.g., 2 weeks) for payment of the refund in some circumstances. The refund Policy should advise amount(s) and timeframe(s) for payment of any refund(s) which might be payable, and should make clear the means and details of payment.</td>
<td>Are more regular and reliable if schools undertake a role in collecting and dispensing Homestay monies.</td>
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<tr>
<td>Homestay Provider Contract/Code of Conduct</td>
<td>To set out the school’s expectations and requirements for Homestay Providers accepted into the Homestay Program, as well as outlining the school’s responsibilities within the Program.</td>
<td>This document addresses standards for provision of accommodation services, standards of conduct and duty of care outside of school hours to the student, as well as any other requirements. Areas covered might include: Code of Conduct for Providers, including standards about behaviour with regard to physical contact, relationships and use of language; physical environment (furnishings, use of home facilities), age and gender appropriate leisure activities, access to medical advice.</td>
<td>A contract for “accommodation services” for students under 18 years of age is a requirement under state legislation. This may be a separate document, or may be included in a Handbook, or set of Guidelines for Homestay Providers, Application Form or similar. In any case, it is useful to have a clearly articulated set of standards which are agreed to and signed off by relevant parties</td>
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<td>QCEC Homestay Programs 16</td>
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<td>meals, laundry, transport, supervision, student safety and security, general support of a student leaning a new language and / or adjusting to a new way of life, protocols for communications with the school and with the student’s parents (particularly in emergencies or for serious matters), grievance resolution processes, Program membership requirements (e.g., having a Blue Card and attending orientation or information sessions).</td>
<td>prior to placement of a student within the Program. As part of the school’s risk management strategy, it is important that the school’s Child Protection Policy inform the standards or Code of Conduct required of Homestay Providers within the school’s Homestay Program. A copy should also be forwarded to applicants wishing to join the Program.</td>
</tr>
<tr>
<td>Student Contract/Code of Conduct</td>
<td>To set out the school’s expectations for students placed within the Homestay Program, as well as outlining the student’s responsibilities to the Homestay Provider within the Program</td>
<td>This document will address standards for student behaviour and conduct outside of school hours, and might cover areas such as: personal hygiene and tidiness, use of home facilities (e.g., ‘phone, internet, sports or musical equipment); responsibility to seek permission to be away from the home and to keep homestay Provider(s) informed of whereabouts at all times, abiding by Homestay rules and laws of the country, observing common courtesies, making an effort to join in household and family activities, following communications and grievance resolution protocols</td>
<td>This may be a separate document, or may be included in a Handbook, or set of Guidelines for Homestay Students, or similar. In any case, it is useful to have a clearly articulated set of standards which are agreed to by relevant parties prior to placement of a student within the Program.</td>
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| Homestay Orientation Booklet/Guide for Students | To provide students (and their parents) with information about the school’s Homestay Program and cultural differences that might be encountered, and to give advice about communication strategies and ways to adjust to living in a new environment. Orientation Booklets or Guides might also contain information | Student guides might cover topics such as:  
- Aims of the Homestay Program  
- Asking for Help  
- Code of Conduct  
- Communicating and problem solving  
- Culture Shock  
- Damage to household items or facilities  
- Emergency contacts | These topics are a guide only, listed alphabetically for ease of reference. Some topics may well serve as headings and others as sub-headings. Homestay Guides or Booklets should be available in hard copy and electronically, and should be updated regularly. In order to keep track of "versions", it is |
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| Homestay Orientation Booklet/                | To provide Homestay Providers with information about the school’s       | • Evening activities and bed time  
• Health and medical requirements  
• Helping with household chores and being tidy  
• Holidays and vacations  
• Homestay rules  
• Homework and study  
• Manners and courtesy  
• Meals  
• Money issues  
• Participation in family activities  
• Personal hygiene  
• Pets  
• Respecting Australian laws (eg: driving, drinking, smoking, wearing a bicycle helmet)  
• Security – home  
• Security – personal  
• Storage of valuables  
• Transport  
• Use of home facilities (especially bathroom)  
• Use of telephone, internet and computers  
• Useful websites, contacts and addresses  
• Visiting and socialising – in and out of the Homestay  
• Working in a part-time job  | recommended that edition numbers / dates be added from the outset.  
Homestay documents from a range of educational sectors are available on institution websites.  
| Guide for Homestay Providers                  |                                                                         | Homestay Guides might cover topics such as:  
• Aims of the Homestay Program  
• Blue Card Requirements  
• Checklist for Student arrival and First Week  
• Code of conduct  
• Communicating and problem solving with the Homestay Coordinator and | See “Notes” above for Homestay Orientation Booklet/Guide for students |

QCEC Homestay Programs
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| QCEC Homestay Programs | new environment. Orientation Booklets or Guides might also contain information about the local community, sporting and recreational clubs and services | the school  
- Communicating and problem solving with the student and the student’s family  
- Changing Homestay  
- Cultural differences and Culture Shock  
- Damage to household items or facilities  
- Dealing with Emergencies  
- Emergency contacts  
- Forms from school (e.g. for excursions, camps, etc)  
- Holidays and vacations  
- Homestay rules  
- Homework and study  
- Household chores  
- Insurances  
- Laundry  
- Meals  
- Payments, Refunds and Money Issues  
- Physical requirements in the Homestay  
- Roles and Responsibilities as a Homestay Provider  
- Security – home  
- Storage of valuables  
- Student absenteeism  
- Student Health and medical requirements  
- Student participation in Family activities  
- Student participation in school activities  
- Student Travel  
- Student use of home facilities  
- Student Welfare and Support | |
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<tr>
<th>Document</th>
<th>Purpose</th>
<th>Contents</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Arrival Checklist</td>
<td>To confirm on the student file that arrival needs have been met</td>
<td>An Arrival Checklist might include items such as</td>
<td>While student orientation of the school and the Homestay might happen separately, it is useful to have a checklist of processes which are undertaken on arrival so that it can be confirmed these have been undertaken either by the school or the Homestay Provider(s).</td>
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<td></td>
<td></td>
<td>• Pick up arranged</td>
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<td>• Homestay Parents informed of arrival details</td>
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<td>• Arrival confirmed with the school and/or parents</td>
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<td>• School Tour</td>
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<td>• Meeting Key Staff</td>
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<td>• Students sign to confirm copies of Contract/Code of Conduct,</td>
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<td>Grievance Resolution Processes and Refund Policy have been received and explained</td>
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<td>• OSHC</td>
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<td>• Personal Shopping</td>
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<td>• School Transport Orientation (with pick up and drop off points shown)</td>
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<td></td>
<td></td>
<td>• Student has received Student ID Card and Emergency Contact Number</td>
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<td>• Progress Report on settling in 1-2 weeks after arrival.</td>
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## Document

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<tr>
<th>Document</th>
<th>Purpose</th>
<th>Contents</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Student Homestay File Record(s)</td>
<td>There are 2 purposes:</td>
<td>a) Full name of student, including English name if used; DOB, school year level and House/Pastoral Care Group; Homestay address (allow space for changes of Homestays, contact details, including mobile phone numbers for student, parent(s), Homestay Provider(s), agent and / or other emergency contacts (e.g., relatives in Australia), home address and fax contact no (in English and characters / script of the student’s home language); if the student is taking medications or has medical problems, name of GP or specialist; OSHC number, passport and visa numbers, contact details of anyone used in the past as an interpreter for this student. Date of arrival, MLOTE, Driver’s Licence, space for special notes.</td>
<td>a) It is important that the staff member(s) responsible for the out of hours welfare of students in Homestay as well as senior school personnel have 24 access to vital information about the student in order to be able to quickly respond to emergencies. For this reason, a hard copy of this information should be kept at the front of the student’s school file for ease of reference. If possible, this information should also be stored electronically, with remote access available to key staff members. It will be a school decision as to whether day-to-day Student Homestay file records will be kept on the student or Provider file, or both. Also see “Notes” below for Homestay Provider File Record.</td>
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<td>b) To record day-to-day Homestay – related communications, store copies of student contract and other Homestay documents, as a basis for monitoring the student’s placement, allocating additional support services or undertaking grievance resolution processes.</td>
<td>b) Homestay documents, records, activities and communications involving the student should always be dated, with time of event if possible, name(s) of those involved, notes of topic(s) covered and any actions/recommendations made, along with procedures for follow up. Written records of Homestay interviews and communications should also be filed chronologically and up to date as these will provide evidence of meeting student welfare needs after school hours, and may be necessary for grievance resolution or for deciding whether to</td>
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<tr>
<td>Document</td>
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<tr>
<td>Homestay Provider File Records</td>
<td>There are 3 recording purposes:</td>
<td>a) This information will be collected from the Homestay Provider Application. (See above.)</td>
<td>Staff working with Homestay Provider and Student Records should be aware of Privacy Act provisions which may apply.</td>
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<td>a) details about Provider(s), facilities, and any other residents</td>
<td>b) Homestay documents and records of Homestay related interviews, activities and communications should always be dated, with time of event, if possible, name(s) of those involved, notes of topic(s) covered and any actions/recommendations made, along with procedures for follow up. Care should be taken to treat confidential issues sensitively and in accordance with Privacy and discrimination Act requirements.</td>
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<td>b) day-to-day communications, copy of Homestay Provider contract and other program documents, for monitoring the student’s placement, allocating additional support services or undertaking grievance resolution processes.</td>
<td>c) Over time, the Homestay Provider File Record will become a valuable reference for determining placements for future students. A cover sheet on this file could include spaces for a brief “history” of current and past student placements (names of students and dates of stay).</td>
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<td></td>
<td>c) To provide a “history” of Homestay provision as reference for future placements.</td>
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3.4 First steps with homestay families

Good relationships with Homestay Providers will help determine the success of any Homestay Program. Thus it is important to have processes and procedures in place from the outset to enhance effective management of the Program by the school, and efficient responses to Program needs.

3.5 Recruitment and selection

Potential Homestay Providers might be recruited from the school and/or local communities via word of mouth, school newsletters, advertisements in local media (press, radio, and television), letter box drops, etc. In many cases a good deal will already be known about school families if recruiting from the school parent base. However, home inspections should always be undertaken on a formal basis to confirm provision of physical requirements of the Program can be met and to determine the appropriateness of the home and family for placement of long / short term, or older / younger / male / female student(s). Advantages of having school families involved in Homestay Programs include the familiarity of these families with school routines, the school calendar year, access to transport, etc. Disadvantages might include lack of time a busy family with school age children has to devote to an overseas student and incompatibility of host students with Homestay siblings. If advertising outside the school community, a great deal of care will be required not only to select suitable and responsible Providers, but to induct these into the “culture” of the school and to provide a school information package, including school map, calendar, rules, etc., so the Homestay student is well supported in their studies and participation in school activities.

Whether Homestay Providers are recruited from within or outside the school community, providing an orientation for newcomers will remain an important element of the Homestay Program.

When selecting Homestay Providers to join the Program, it is worth keeping in mind that, apart from coming from different cultural backgrounds, overseas students will all have different personalities, as is the case with our own children, and a Homestay which is not suitable for a particular student may well be an excellent placement for another. Thus a range of host family personalities, situations and homes can be an asset in a Homestay Program providing
a) established criteria are met
b) a home inspection and interview confirms the overall suitability of the applicants (s), and
c) file notes are made about the appropriateness of the host family and home for particular types of placements.
3.6 Criteria for homestay providers

Above all, the most important criteria are the ability of the Homestay Provider(s) to care for the student in a safe and secure environment, and to provide age appropriate support and supervision for a child or adolescent attending school and adjusting to living in a new environment.

All Homestay Providers should be aware of and agree to a Code of Conduct which is designed to fulfil these criteria, and which is informed by the school’s Child Protection Policy.

In Queensland it is a requirement for all adult Homestay family members and visitors having contact with students to hold a Blue Card unless they are exempt under Amendment No 1 2005 to the Commission for Children and Young People Regulation 2001. (See APPENDIX 1: 1.6 The Commission for Young People and Child Guardian p.39, for further details).


Queensland legislation also requires “...guidelines for selecting the family..... (and) criteria about the accommodation services to be provided” for students who have a student visa. (See APPENDIX 1: 1.5 Education (Overseas Students) Regulation 1998 s.9 p. 38 for further details).

Another consideration when processing Homestay applications is transport to and from school, co-curricular activities and location of shops, etc. Ideally, as a guide, students should not need to travel more than 30 minutes in total by any means of transport to and from school, nor should they be required to walk more than twenty minutes to school or 10 minutes to a bus stop or train station. There will, of course be exceptions to this, but these general guides take into account student expectations, comfort and personal safety, and recognize that some overseas students may be less independent in travelling alone and on public transport than their Australian peers.

Apart from developing a Code of Conduct, the school may wish to document other criteria, e.g., minimum physical and other requirements deemed necessary for Program membership. These might form the basis of a home inspection checklist, and might include:

- Single room (with door) for each long term student. The room should have good security and ventilation, be of a comfortable temperature or have temperature control, and have adequate fittings and furnishings (e.g., window coverings and floor coverings.)
- Access to quiet study area with appropriate facilities and privacy for the age of the student, e.g., desk, study lamp, shelving for books, space for computer, internet access
- Comfortable bed and clean mattress, linen, adequate and secure storage and hanging space for personal effects
- Student only access to a lockable, secure facility for personal valuables
- Agreed access to and use of family facilities, appliances and equipment, e.g., television, audio equipment, internet, telephone, swimming pool, music and/or sports equipment, etc.,
• Reasonable access to transport, to and from school and on weekends, appropriate to the age and level of independence of the student
• Laundering and ironing of student’s school uniforms, and of other clothing as negotiated (depending on the age of the student)
• Provision of three meals per day, as well as suitable snacks being available
• Provision of appropriate supervision and of leisure activities appropriate to the age, gender and cultural background of the student
• The home generally providing a clean and safe environment
• Opportunities exist for the student to participate in family activities
• English being the primary language of communication in the home.

3.7 Home inspections

It is recommended site visits be made to all homes of Providers accepted into the Homestay Program. School staff undertaking home visits should be aware of any relevant provisions under the Privacy Act. For database and file records, it is useful if the visiting staff member uses a checklist to confirm the Homestay meets key criteria of the Program, and to make notes about other matters of interest. It is possible, for example, to have a list of questions prepared as the basis for an interview with the potential Homestay Provider(s) at the time of the home visit. These questions would aim to solicit information not already provided on the Homestay Provider Application Form (See 3.3 Program Documents p.9) or about matters not immediately evident from a tour of premises.

For example:

• What has been the family’s experience with travelling overseas or hosting overseas visitors previously?
• Will there be times when the student is likely to be home alone? If so, when might these be and for how long? Who would be the nearest adult the student could contact in this case?
• Would the student be able to attend after school activities, weekend sports fixtures, or a place or worship of their choice, if this were requested?
• Do pets live inside or outside the home?
• Does the Host family have any plans to move or renovate in the near future?

3.8 Orientation of new homestay providers

Orientation of new Providers is currently a requirement under Queensland State Government legislation. (See below: APPENDIX 1: 1.5. Education (Overseas Students) Regulation 1998, p.38).

A number of elements might comprise an Orientation Program for New Homestay Providers. Likewise there may be a range of modes of delivery, depending on the numbers of members entering the Program at any one time.

An Orientation Program should seek to introduce new Homestay Providers to not only the administrative requirements of the Homestay Program, but to give them an understanding of the Program’s aims and objectives, and to provide practical advice, information and support to assist in achieving these aims and objectives.

Components of a New Homestay Provider Orientation Program might include:

• An Information Kit made up of key Program documents, e.g.,
Homestay Program Overview
Commission of Children and Youth Suitability Form
Homestay Provider Guide
Copies of Policy documents such as Refund Policy, Dispute Resolution Policy
Copies of Codes of Conduct/Contracts for Providers and Students
Copy of the Australian Taxation Office Interpretative Decision 2001/381 Income tax – Payments received under a Homestay arrangement
Information about insurances for Homestay Providers. (Homestay Providers should check with their insurance provider prior to accepting a student that Homestay students are covered by the Homestay Provider’s Policy for Public Liability Insurance. If not, separate cover should be arranged by the Homestay Provider. The Homestay Provider may also wish to check if the student’s personal effects will be covered under the household policy.)

- Resources such as a copy of IDP’s “G’day to Homestay” Booklet, Useful Lists of Websites, Contacts and Activities for Homestay Families, school information package, etc.
- Interview(s) with the Homestay Coordinator or other Homestay Program member to go through information in Orientation Kit and answer questions, address concerns, etc.
- attendance at one or more “Information Sessions” or completing an on-line or evening tutorial developed by the school, e.g.,
  - Understanding Culture Shock
  - Communicating Cross-Culturally
  - Practical Ways to Help your Overseas Student Adjust to Life and Studies in Australia
  - Managing Risk in Homestay Situations” (See below: 5.4 Cultural Adjustments and Cross Cultural p.34, and APPENDIX 2: Resources and References for Homestay Programs p.44)
- tour of the school (if not a school family) and a school map
- maintaining contact with a “Homestay Mentor” for a prescribed period of time following the first student placement.

3.9 Establishing the communication protocols – school / student/parent/ guardian/homestay providers/ agent/

Most Homestay Guides, Handbooks etc., emphasise the importance of communication to ensuring successful Homestay experiences. This is true of any situation likely to arise within the Program, regardless of who is involved. However, it is useful to establish communication protocols or processes within the Homestay Program to facilitate effective communications between stakeholders, to ensure records of important concerns, issues or actions are kept, and to prevent small problems escalating into larger ones. It is likely that any communication protocols or processes used might be developed and revised over time, in response to changes within the Program, school, staff or student cohort. In developing communication protocols, it might be useful to consider:

- deciding if there are certain kinds of communications and arrangements which can be undertaken between the Homestay Provider(s) and the student's parents/agent/ guardian without the knowledge or consent of the school, and, if there are, providing guidelines or advice as to what these
might be, e.g., allowing the student to stay overnight with a friend (in an approved and supervised arrangement) or with a visiting relative

• providing guidelines or advice about situations or events which must be referred to the School, (e.g., unexplained absence from the homestay, substance abuse, or notice of the student’s intentions to depart overseas at any time)

• distinguishing between situations or events which might be classified as “Emergencies” or “Reportable Events”, and which warrant contact of the school’s emergency number, and those which can wait until designated “hours of business” for redress.

It is important in developing communication protocols to include advice to relevant stakeholders about specific protocols, for example:

a) Requests for Change of Homestay
b) Grievance Resolution Procedures*
c) Policy and Procedures for Management of a Critical Incident.

*It is a requirement under ESOS legislation as well as state legislation as part of the CRICOS registration process to have a grievance or dispute handling process.

3.10 Homestay risk management strategy

The Commission for Children and Young People and Child Guardian requires regulated businesses (i.e., those requiring a Blue Card) to have in place a written risk management strategy which is reviewed annually and which complies with CCPYCG legislation.

Steps in development of a Risk Management Strategy include

• Establishing the context (Risks to stakeholders in a Homestay Program and risks to students accommodated in a Homestay Program)*

• Identifying the risks (What, where, when, how, why and to whom things can occur)

• Analysing the Risks (Level of risk in terms of consequence and likelihood)

• Evaluating and assessing the risks (Examine current management strategies, set priorities)

• Treating risks (looking at ways of accepting / avoiding / insuring / reducing or transferring risks; developing and implementing a plan for treating risks – also considering funding when developing treatment plan)

• Constantly monitoring and reviewing all of the above

*Schools may wish to consider the following when identifying risks to students while in a Homestay placement would be to consider the following contexts:

<table>
<thead>
<tr>
<th>Student is at Home and is</th>
<th>Student is not at Home and is</th>
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<tr>
<td>with a responsible adult(s)</td>
<td>with a responsible adult(s)</td>
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<tr>
<td>with another person / people, but not a responsible adult</td>
<td>with another person/people, but not a responsible adult</td>
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<td>alone</td>
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PLEASE SEE:

• Appendix 1, 1.6, p 36 for links to and extracts from relevant CCYP CG legislation

• Appendix 3, p.47 for Resources for CCYP CG Homestay Risk Management Strategy
3.11 The homestay database, merge documents and records management

All Homestay programs will benefit from the use of well designed databases and a set of documents which are set up as merge documents linked to the database(s). Schools with smaller Homestay Programs may well find using Microsoft Excel and Word programs are sufficient to create, search and maintain Program records, and to produce the various documents associated with applications, placements, payments and other administrative processes. However, schools with larger Homestay Programs may find it worthwhile to use Microsoft Access or similar programs which allow queries and reports to be generated more easily, as well as being able to create new databases as required. Being able to conduct electronic queries or searches are particularly useful for matching students with potential Homestay Providers, and for keeping information in data fields updated.

If Word documents are created with merge fields in mind, and if data is entered in a format suitable for use in merge documents such as letters, student / Homestay Provider profiles, newsletters, invitations, reports, etc., then the amount of time devoted to administration in a Homestay Program can be reduced considerably. The type of information, apart from personal information and contact details collected in student and Provider application forms (See 3.3 Program Documents p. 10, above) which can be entered into database fields for future retrieval includes:

- records of Homestay payments
- provider bank account details
- Blue Card expiry dates
- agent’s details
- student / Provider travel / vacation dates
- records of home inspections / visits
- records of phone calls
- notes about Homestay Provider availability for placements, vacations, etc.
- details of student health insurance (OSHC) for longer term student visa holders and 
  Travel Insurance with health cover included for students with a visitor visa
- emergency contact details of stakeholders

The School Principal, Homestay Coordinator and other key staff should have 24 hour access to all stakeholder contact details either electronically or as a hard copy in case of emergencies.
### 3.12 Flowchart of homestay placement processes

1. School receives request for Homestay Placement

2. Homestay Coordinator sends cover letter and copy of *Homestay Application Form and Information Package* to Agent/Student’s Family, with date for response, or applicant is advised how to download this information from the School website

3. Agent / Student’s family responds with completed *Application Form* including signed *Response Form* from Student’s parent(s)/guardian(s) confirming key Homestay Program documents have been received and

4. Homestay Coordinator searches *Homestay Database* to find Potential Provider(s) who match key criteria, and contacts these re availability in order of priority.

5. Homestay Coordinator confirms Student Placement with Homestay Provider and With Agent/Student’s parent(s)/guardian(s)

   - A: Merge letter & Homestay Provider details to student’s Agent/Parent(s)
   - B: Merge Letter and student details to Homestay Provider, date of arrival, etc.

6. Student and Provider Records are set up, Database records updated, etc. Arrival Checklist is attached to student file; Arrival date, flight and time confirmed; Airport pick up arranged; Homestay informed.

Other:
- Student’s Agent/Parent(s) are informed about payment requirements and arrangements made for collection of monies. School Financial/Accounts Staff are informed as appropriate.
- Homestay Provider addresses and contact details are entered onto PRISMS / Student School File.
- If new to the Homestay Program, the Provider meets Program Orientation requirements prior to receiving the student.

### 4. MAINTAINING A HOMESTAY PROGRAM

Once a Homestay Program is established, it is important for Homestay Providers to receive continuing support from the School, and for the School to be able to review the Program and make changes or improvements as time goes on. Homestay Providers should feel they have a clear understanding of School expectations and how they should interpret any guidelines provided to them by the School. Schools should recognise the importance of Homestay Providers in International Education Programs, and invest time and effort in appropriate means of supporting Homestay Providers as partners in student service delivery.

Some ideas about how Homestay Programs can be maintained, supported, monitored and reviewed are outlined below.

#### 4.1 Homestay provider meetings / orientation sessions

Regular Homestay Meetings or Seminars can be used for a range of purposes – including recruitment, networking, and orientation; providing information or “professional development” for Providers; mentoring of new Providers by experienced Providers, and so on. Meetings and Homestay social events can be
planned in advance and dates entered into the School Calendar. Agenda items or topics for Homestay Meetings or Seminars throughout a year might include:

- Orientation Evenings for new Program members and Refresher Evenings for existing Homestay Providers to give an opportunity to go through the Homestay Handbook and discuss expectations, updates, rules and regulations, etc. This is also an opportunity for Providers to share new resources they have found in the community or elsewhere, some of which might be recorded in the Handbook or separately as a list of Useful Contacts / Resources for Homestay Families.
- Cultural Awareness Information Sessions which explore the cultures of different nationalities. "Culture Shock" information and books can be used to create hand-outs for Providers. Cross-cultural communications is another topic of interest here. The school’s ESL teacher might be invited to help with cross-cultural communication strategies, particularly for newly arrived students with little confidence in using English.
- Guest Speakers: Student speakers; “old” or experienced Homestay Providers, people from different countries who have adjusted to living in Australia and who are aware of the cultural differences, past international students of the school, Providers who have recently returned from overseas travel, parents of overseas students either living in or visiting Australia
- Feature Activities: Easy international cooking classes – perhaps demonstrated by students, or an International Food Fest – again with organisation and cooking done by current international students / parents.

4.2 “PD” for homestay providers

Apart from offering cooking classes and sessions to develop cross-cultural skills, “PD” for Homestay Providers might cover areas such as:

- Risk Management Strategies
- Insurance liabilities and obligations (how to cover student as well as household insurance needs)
- Overseas Student Health Cover (OSHC) information
- Problem solving discussions and role plays
- Basic geography / LOTE classes focussing on countries of origin of overseas students
- ‘Travel Film Night’ – featuring films / videos showing life in different countries, or an 'International Film Festival’ featuring Japanese/Korean/Chinese, etc movies.
- Basic First Aid Course

4.3 Mentoring for new homestay providers

Regular Homestay meetings and gatherings (as in 4.1 Homestay provider meetings/ orientation sessions p.21) can be used to formally link old and new Homestay Providers and to establish a support network. This provides new Homestay Providers two avenues of help – the mentor Program member and the Homestay Coordinator. However, some thought should be given to how a mentoring situation should work, for example:

- having clearly defined guidelines as to the roles of Mentor and Homestay Coordinator – when is it appropriate for the new Provider to go to one but not the other
- determining how long the mentoring relationship is expected to last
- advising if there is any specific information the mentor is expected to pass on
• keeping records of who is monitoring whom
• updating records and re-assigning mentors / novices as necessary
• deciding if contact is to be on a regular or “as need” basis.

4.4 Monitoring of students in homestays

It is very important to monitor Homestay placements to ensure that the arrangement continues to be in the best interests of the student as well as the host family. It is important records be kept of all monitoring activities, not just noting problems when these occur, as these demonstrate on-going contact and duty of care obligations, and may be used as evidence if required in a liability case. Comments and dates should be recorded either on the student’s file or on the Homestay database in a consistent and easily accessible manner. It is possible these records might be required by DIAC if the student is reported for a breach of visa condition, or during an inspection visit by DEEWOR or CRICOS authorities. Monitoring can be undertaken in a variety of ways, some of which are suggested below.

• liaison forms – completed at regular internals by the student / Homestay coordinator / staff member and kept on the student’s file with details of any concerns or action taken
• phone call to homestay at least once a month, with file notes kept of date, time, whether Homestay Provider was present, concerns, etc.
• regular home visits to ensure the safety and comfort of the student in the home (see below)
• meetings with student informally at school
• discussions with student’s teachers or tutor as they may hear something of significance about the student – alternatively, this may be an opportunity to pass on important information about the student.

4.5 Home visits

The following are considerations with respect to home visits by school staff:

• Home visits should be pre-arranged at mutually agreeable times for the Homestay Provider, student and school staff member / Homestay Coordinator, unless, of course, there is any concern about the safety or welfare of the student, in which case home visits should be undertaken as soon as possible
• Home visits should cover agreed areas – e.g., inspection of student’s room,
   Tour of home in shared areas, interview with Homestay Provider – and should be completed within a reasonable time
• The visiting school staff member should be alert to signs which might warrant further investigation, for example:
  - repeated failure on behalf of the Homestay Provider to be available for home visits should ring alarm bells, even if the student appears happy with the Homestay arrangement
  - noticeable changes to the home or home situation since the initial inspection or last visit
  - possible symptoms of student stress noticed at school, e.g., stomach upsets, headaches, regular visits to sick bay, etc
  - unease or discomfort with body language or in communications with family members or with the student in the presence of family members.
The school should also have in place a policy for home visits by student parent(s) or guardian and / or agent. Such a policy might require prior advice of a home visit or appointment through the Homestay Co-ordinator, and, if necessary, a limit to the number of visits in any given period or duration of visit. These latter requirements may not always be necessary, but can be useful, for example, to protect the privacy of the homestay and the student from a demanding agent or relative.

4.6 **Formal and informal ways of monitoring student adjustment to living and studying in Australia**


It is generally acknowledged that, in school environments, there may be a number of staff fulfilling prescribed roles for support of overseas students. It is important that students are introduced to these staff members, and staff members in turn can take an active role in monitoring a student’s adjustment to a new environment. However, it is important that overseas students be informed as soon as possible after their arrival of the person who will be their “student contact officer”, who will be able to refer them to other support staff as necessary.

Depending on the size of the school, and the age and maturity of the student, there could be a number of ways to formally and informally monitor adjustment to living and studying in Australia.

**Formal means of monitoring might include:**
- Comments on social / cultural engagement included in term / semester progress reports
- Report / comments from Homestay parents to be included in term / semester progress reports
- Regular (eg., once per month or twice per term) pastoral care meetings with a designated staff member, with interview notes to be filed on student file, and any concerns followed up or achievements noted for appropriate recognition
- Feedback from Homestay visits recorded on student file / forwarded as appropriate for attention of academic staff
- Overseas student morning teas or meetings with key staff.

**Informal means of monitoring might include:**
- Playground “walks and talks” to have informal contact with overseas students and to observe students and areas used by students during breaks and outdoor activities. (Staff involved would be aware to be on the lookout for possible indicators of tension, homesickness, withdrawal, etc.)
- Staffroom anecdotes / discussion about individual students. This might be facilitated by having a folder of brief overseas student bios (with photos) in each staffroom, to help staff identify and learn about the background of overseas students, particularly newly arrived students.

Schools might consider also including sessions about Culture Shock and identifying indicators of stress in students from culturally diverse backgrounds in staff professional development programs. (See APPENDIX 2: p.44, for suggested Resources and References.).
4.7 Value-adding to the homestay experience

There are a number of ways a school might “value-add” to their homestay programs for their overseas students and homestay providers. These might include encouraging participation in or facilitation of cultural programs and leisure activities such as:

- social BBQs / dining experiences for families and students
- joint trips with other institutions in the area for students and Homestay families to various destinations (e.g., Australia Zoo, Fraser Island, BBQ at the beach) or events (e.g., hiring a bus to attend a rodeo)
- compiling a list of local sporting clubs which might be of interest to overseas students, particularly those which might provide extra coaching and match experience in popular sports such as soccer, tennis, badminton, etc.
- developing a database of “relief” or occasional Homestay Providers, who might be able to accommodate students for weekends, or short periods of time or to invite overseas students to accompany their families on school vacations. While Blue Cards and inspections would still be required, this may provide additional flexibility to the Homestay Program overall, and in regional areas particularly, provide a “backup” cohort of Homestay Providers.

4.8 Showcasing and acknowledging homestay successes and achievements

It is important to recognise good Homestay experiences and contributions of Homestay Providers within the greater school and perhaps local communities. Very often Homestay Providers become involved with taking in overseas students for reasons that have little to do with the weekly fee paid to them, and acknowledgement of their efforts to provide a safe home environment and to learn about other cultures from their homestay students in a small way “repays” their efforts, and helps to compensate for the difficult times which inevitably occur in accommodating and supporting a teenager through their studies.

Some ways in which successes and achievements within a Homestay Program might be acknowledged include:

- publicising case studies and/or publishing photographs – for example, placing regular items in school newsletters or the local press
- giving Homestay families certificates at network meeting for innovative ideas or good practice
- sending personalised thank you cards when difficult situations have been successfully resolved or a Provider has gone “the extra yards” to make a student’s Homestay experience memorable
- organising and paying for a social gathering – for example a BBQ / afternoon at the beach with lunch / afternoon tea
- if a student’s parents visit, organising an evening meal out with them, International or Academic staff and Homestay parents.

4.9 Evaluation, review and renewal of homestay programs

As with all Programs, Homestay Programs will evolve over time. In order to ensure continuous improvement, it is important to manage a cycle of review, evaluation and change as part of the Program. Some ways of doing this might include:
• Visiting the host family regularly (e.g., every 3-6 months) to check if there
have been any changes, for example: other people staying in house,
(smokers for example), new animals, change in the general standard of
cleanliness
• Regularly updating the provider database, Program handbooks and forms
• Obtaining feedback from Homestay families on programs – while the
student placement is current and on departure, from the family as well as
the student
• Completing a ‘Homestay Family Program Evaluation Report’ once per year
at a network meeting.

Taking action to improve Programs as a response to stakeholder feedback and
evaluation is also an important factor in Program renewal.

5. HOMESTAY ISSUES:

There are several issues which cut across all stakeholders in a Homestay Program
– school administrative, teaching and support staff; students, Homestay
providers, agents and perhaps others. These include:

5.1 Confidentiality and privacy

Schools coming under the provisions of the Commonwealth Privacy Act 2001
should ensure policies and procedures exist within the Homestay Program that
any personal information, as defined in the Privacy Act, is collected, stored
and released as required by the Privacy Act. Homestay providers should also
be made aware of the school’s responsibilities under provisions of this Act.
(Please see http://www.privacy.gov.au/act/ for further information.)

5.2 Welfare, health and safety

The welfare, health and safety of overseas students is always a priority and issues
surrounding this area can be complex because of cultural differences, lack of
language proficiency, the number of stakeholders who can become involved in
problem solving, etc. It helps to have the following in place:

• all legislated requirements and all relevant school policies, e.g., Child
  Protection Policy
• clear guidelines for Homestay Providers as well as students about
  acceptable behaviours and safe practices when at home and when out and
  about in the community
• a clearly understood system of communication protocols
• a database of doctors who speak languages other than English (The AMAQ
  is able to provide a list of doctors with specific LOTEs in specific localities in
  Queensland on request. AMAQ Tel: 3872 2222 or email: services@amaq.com.au
• a Risk Management Strategy (as required by CCYPCG legislation in
  Queensland for regulated businesses)
• a Critical Incident Management Policy.
5.3 Rules and behaviour management in the homestay and at school

Students and their families will need to be aware that Homestay rules and expectations about behaviour may vary from home to home. It is common for overseas students to compare Homestays. This can be offset to a certain extent by having basic, non-negotiable “rules” or expectations of behaviour which apply to all students in the Homestay Program, for example, requiring the student to always inform the Homestay parent of his/her whereabouts and providing a contact number, name and address where relevant.

Parents of students will also need to be aware of what is non-negotiable in terms of rules and behaviour standards in Homestays. Parents as well as Homestay Providers also need to be aware of school Rules. Homestay “rules” should always be commonsense and age appropriate for a student.

Behaviour modifications, if required, should be discussed and negotiated through the Homestay Co-ordinator to allow for appropriateness of measures agreed, monitoring of measures agreed, informing of parents and keeping of records.

5.4 Cultural adjustments and cross-cultural communications

There is extensive literature and a range of resources about the phases of Culture Shock, and how to develop cross-cultural awareness and communication skills.

Orientation Programs for new Homestay providers should ensure they are at least aware of the phases and symptoms of Culture Shock. (See for example: http://en.wikipedia.org/wiki/Culture_shock and accompanying references, and http://rspas.anu.edu.au/%7Ebenm/CMU/cultureshock.pdf.)

Advice about ways to deal with Culture Shock usually includes
- understanding that experiencing Culture Shock is normal
- recognising that feelings and emotions can be related to distinct phases of adaptation to a new environment
- keeping an open mind about new and not always pleasant experiences
- communicating with someone who has been through a similar experience
- making the effort to make new friends and try new foods, ways of doing things, etc, without judging too quickly
- looking after personal health and wellbeing.

Being culturally aware and communicating cross-culturally includes:
- choosing times to communicate when the student is not too tired (especially in the first weeks after arrival)
- being genuinely interested in the student as a person, in their family, home and their culture
- dealing with issues, rules, over a period of time, in small “chunks”, and in order of priority, not all at once. It is also wise to revisit important information, rules or routines after the student has had time to settle in, and to explain why these are important or necessary, or perhaps different from the way things happen in their home country
- checking for understanding with students of limited English by allowing the student to repeat or explain what it is they have understood, and
not saying something like: “You’ve got that, haven’t you?” The use of the negative in questions like this is very confusing to learners of English, and the expression “got that” may be unfamiliar

- allowing the student time to phrase a response to questions in their mind before answering. It may help them to try to write their questions before discussing these, as they can then use a dictionary / translator to try to express themselves
- understanding and explaining the use of “modals” in English (i.e., words like “could”, “would”, “should”, “might”). These are very important politeness markers in English. Their function is to help soften statements of requests, but words such as these do not exist in many languages. This is why some students seem impolite – their requests or statements seem abrupt if they do not know the importance of these words in English. Students also need to know that Australians use “please” and “thank you” much more than in many other countries, including countries which are English-speaking, and that there is an expectation that students will learn to use these words extensively as well.

### 5.5 Duty of care over school holidays

If a school has signed the CAAW or Welfare Letter for a student as part of the student’s visa grant process, DIAC will regard the school as responsible for the student for the duration of the student’s visa. This will include during school holiday periods, and includes a minimum period of time after completion of school studies. Standard 5 – Younger Students in the National Code of Practice 2007 requires education providers to nominate dates for which they will approve care arrangements for overseas students under the age of 18 years. The period approved must include as a minimum the length of CoE plus seven days from the end date of CoE.


It is important, therefore, that any arrangements for the school holiday periods or for the period of time after a student leaves the school, are made with parental knowledge and consent and that processes exist for documenting any agreed arrangements, including travel home.
APPENDIX 1: LEGISLATION AND COMPLIANCE: EDUCATION PROVIDER OBLIGATIONS RELATED TO ADMINISTRATION AND IMPLEMENTATION OF HOMESTAY PROGRAMS

1.1 DIAC: Roles and responsibilities for under 18 year old students

At the time of writing, the following information was available from the DIAC website.

Schools should always check relevant sources of legislation and with Government Departments and departmental websites for the most recent requirements, as legislation and other information changes constantly.


Responsibilities for under 18-year-old students

Education providers approving care arrangements for students less than 18-years-old must:

- give the department a signed statement confirming that for a nominated period appropriate arrangements have been made for the student's accommodation, support and general welfare. The period nominated by the provider must be a least the length of the student's CoE plus seven days at the end of the CoE or until the student turns 18.
- report via PRISMS any changes to the care arrangements, including the type of accommodation. For example if the student moves from a boarding school to a homestay.

This information is required to ensure compliance with Public Interest Criterion 4012A and visa condition 8532.

Education providers are strongly advised to use the standard letters available from the PRISMS for confirming welfare arrangements and notifying of changes.


Note: Older siblings aged less than 21 years old are generally not considered to be appropriate Carers.
1.2 Education Services for Overseas Students (ESOS) Act 2000

(Please note ESOS legislation only applies to students granted a student visa to study in Australia for longer than 3 months. This legislation does not apply to students entering Australia with a visitor’s visa.)

Source: ESOS Act 2000

Obligations on registered providers Part 3
General obligations Division 1
Section 21:

21 Record keeping

(1) A registered provider must keep records of each accepted student who is enrolled with the provider or who has paid any course money for a course provided by the provider.

(2) The records must consist of each accepted student’s current residential address, as supplied by the student, and any other details prescribed by the regulations.

(3) The provider must retain the records for at least 2 years after the person ceases to be an accepted student. However, the records do not need to be kept up to date after the cessation.

Note: The Minister may take action under Division 1 of Part 6 against a registered provider that has breached this section. A breach of this section is also an offence: see section 105.

Unincorporated registered providers

(4) If the registered provider is an unincorporated body, then it is instead the principal executive officer who must keep and retain the records as required under this section.

1.3 Education Services for Overseas Students (ESOS) Regulation 2001

Source: ESOS Regulations 2001

Obligations on registered providers Part 3
Information and records Division 3.1
Regulation 3.04:

3.04 Details of which a registered provider must keep records

For subsection 21 (2) of the Act, the records of each accepted student who is enrolled with a provider or who has paid any course money for a course provided by the provider must include the following details:

(a) the amounts of course money that the student has paid to the provider;

(b) for an amount of course money that the student has paid to the provider for a course:
   (i) whether the amount was paid for the full
   (ii) course or part of the course; and
   (iii) if the amount was paid for the full course, the duration of the course; and
   (iv) if the amount was paid for part of the course, the duration of that part of the course;

(c) copies of written agreements to which the provider and student are parties;
(d) any amounts that:
   (i) have become payable, directly or indirectly, to the provider by the student for the student to undertake a course; and
   (ii) have not been paid.

1.4 The National Code of Practice 2007 and Explanatory Guide

Please refer to the new ESOS website at www.aei.gov.au/ESOS/ for all ESOS legislation including the revised National Code of Practice and Explanatory Guide. In particular please see:

Standard 5 – Younger Students

Standard 6 – Student Support Services

Standard 13 – Deferring, Suspending or Cancelling the Student’s Enrolment

1.5 Education (Overseas Students) Regulation 1998

s9

Policy about arrangements for unaccompanied children

(1) If an applicant for registration as a provider intends to offer courses to unaccompanied children, and to make arrangements for unaccompanied children to be accommodated with an approved family, the applicant must have a written policy about making the arrangements that is expressed as applying to the applicant as a registered provider.

(2) The policy about making arrangements must provide for the approval of a family that is to provide accommodation services to an unaccompanied child, including, for example—
   (a) guidelines for selecting the family, in particular, guidelines for ensuring the family is able to provide the child with a stable environment for the duration of then registered course conducted by the registered provider in which the child is enrolled; and
   (b) criteria about the accommodation services to be provided; and
   (c) an orientation program for the members of an approved family if the family has not previously accommodated an overseas student of the registered provider.

(3) Also, the policy must include a copy of the form of contract for arrangements about providing accommodation services, if the registered provider intends to use the form for arrangements made by the registered provider.

(4) In this section—
   accommodation services includes accommodation, meals and other services.
   approved family means a family approved by the registered provider for providing accommodation services to an unaccompanied child.
   supervised arrangement, for an overseas student under 18 years, means an arrangement under which an adult normally resident in the State (other than an
overseas student) is appointed in writing by a parent of the student to act on the student’s behalf in matters about the student while the student is in the State. **unaccompanied child** means an overseas student under 18 years, other than—

(a) a student who lives with at least 1 parent while enrolled in a registered course conducted by the registered provider; or
(b) a student who is covered by a supervised arrangement while enrolled in a registered course conducted by the registered provider; or
(c) a student who, while enrolled in a registered course conducted by the registered provider—
   (i) lives at a boarding school, residential college or student hostel, operated by or in association with the registered provider; or
   (ii) is accommodated at a place operated by or in association with the registered services and, under the arrangement, the student’s residence at the place and attendance at the course is supervised.

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**1.6 The Commission for Children and Young People and Child Guardian**

**The Commission for children and Young people and Child Guardian Act 2000**


(Reprint of 1 July 2010 – Extracts only)

**Chapter 8/Part 2**

**161 What is employment**

(1) For this chapter, a person is employing another person if the first person has an agreement with the other person for the other person to carry out work.

(2) It is immaterial for this section—

(a) whether the agreement is written or unwritten; and
(b) whether the work is carried out voluntarily or for financial reward; and
(c) what a person’s motivation is for carrying out the work; and
(d) the time for which the person is engaged to carry out the work; and
(e) whether the agreement provides for the other person to carry out work on 1 occasion or on an ongoing basis, whether regularly or irregularly.

(3) Also, for this section, the nature of the work is immaterial.

(4) This section is subject to section 162.

**Examples of employment**—

1. A person is engaged by a school as a cleaner under a written contract of employment.
2. A person orally agrees with the manager of a club to coach a children’s sporting team during a season.
3. The manager of a counselling organisation agrees with an adult student that the student attend the organisation’s office each day during a semester and carry out various duties.
4. A tour operator arranges with the parents of a family to provide a child accommodation service in their home to an international student.

**165 Who is a volunteer**

(1) A **volunteer** is a person who is employed by another person and does not carry out any work for the other person for a financial reward.
financial reward does not include—
(a) a payment that is a reimbursement for out-of-pocket expenses; or
(b) for a person who is an approved carer—an allowance or other amount paid to the person under the Child Protection Act 1999, section 159.

Chapter 8/Part 3
171 Risk management strategies about persons employed in regulated employment

(1) A person who employs someone else in employment that is regulated employment must, for each year, develop and implement a written strategy about the person’s employees in regulated employment that—
(a) implements employment practices and procedures to promote the wellbeing of a child affected by the regulated employment and to protect the child from harm; and
(b) includes the matters prescribed under a regulation.
Maximum penalty—20 penalty units.

(2) In this section—
employees in regulated employment, for a person, includes each of the following whom the person employs in regulated employment—
(a) persons about whom the person has applied for a prescribed notice or exemption notice;
(b) persons who holds a positive notice or positive exemption notice;
(c) persons who need not hold a positive notice or exemption notice;
(d) persons about whom the person is notified under Section 339.

172 Risk management strategies about regulated businesses

A person who carries on a regulated business must, for each year, develop and implement a written strategy about the regulated business that—
(a) implements employment practices and procedures to promote the wellbeing of a child affected by the regulated business and to protect the child from harm; and
(b) includes the matters prescribed under a regulation.
Maximum penalty—20 penalty units.

Schedule 1
Part 1– Regulated Employment
9 Child accommodation services including home stays

(1) Employment is regulated employment if the usual functions of the employment include, or are likely to include, a child accommodation service.

(2) If accommodation constituting a child accommodation service is provided, or is to be provided, by a person in the person’s home (a home stay provider), each adult residing in that home, other than the home stay provider, is taken to be a volunteer who is engaged in regulated employment.

(3) However, employment mentioned in subsection (1) or (2) is not regulated employment if the home stay provider is a relative of the child who receives the child accommodation service to which the employment relates.

(4) In this section—
home, of a person, includes the person’s principal place of residence and any holiday home of the person.

Part 2 – Regulated Businesses
21 Child accommodation services including home stays

(1) A business is a regulated business if the usual activities of the business include, or are likely to include, a child accommodation service and—
(a) the person who carries on the business provides the accommodation that constitutes the child accommodation service in the person’s home; or
(b) the person who carries on the business provides the child accommodation service under an arrangement organised by a government service provider.

(2) However, a business mentioned in subsection (1) is not a regulated business if the business is conducted at a boarding facility, residential facility or another place of the type mentioned in section 1(1)(b) of this schedule.

(3) In this section—
home, of a person, includes the person’s principal place of residence and any holiday home of the person.

Commission for Children and Young People Regulation 2001:
(Reprint of 1July 2010– Extracts only)

3 Matters to be included in risk management strategies—Act, ss 171 and 172

(1) For sections 171(1)(b) and 172(b) of the Act, the matters that must be included in a person’s risk management strategy are as follows—
(a) a statement about commitment to the safety and wellbeing of children and the protection of children from harm;
(b) a code of conduct for interacting with children and young people;
(c) procedures for recruiting, selecting, training and managing persons engaged or proposed to be engaged by the person, as the procedures relate to the safety and wellbeing of children and the protection of children from harm;
(d) policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines;
(e) a plan for managing breaches of the risk management strategy;
(f) policies and procedures for compliance with chapter 8 of the Act, including—
   (i) implementing and reviewing the risk management strategy; and
   (ii) keeping a written record, in relation to matters under chapter 8 of the Act, about each person (engaged person) engaged by the person, for example—
      (A) whether or not the person considers the person must apply for a prescribed notice or exemption notice about the engaged person; and
      (B) whether or not a prescribed notice application or an exemption notice application has been made by the person about the engaged person; and
      (C) if a positive notice has been issued for the engaged person—the date of expiry of the notice;
(g) risk management plans for high risk activities and special events;
(h) strategies for communication and support, including—
   (i) written information for parents and persons engaged by the person that includes details of the person’s risk management strategy or where the strategy can be accessed; and
   (ii) training materials for persons engaged by the person to—
      (A) help identify risks of harm and how to handle disclosures or suspicions of harm; and
      (B) outline the person’s risk management strategy.

(2) In this section—
risk management strategy means a written strategy required to be developed and implemented under section 171 or 172 of the Act.

Schedule 3 Usual functions of employment
1 Child accommodation services

(1) For the Act, schedule 1, section 9, a function of employment is not a usual function of employment if—
(a) the employment is organised by a school or a recognised body; and
(b) the employee performs the function—
   (i) as a volunteer; and
(ii) not more than twice in the same year; and
(iii) for a period that is, or for periods that are each, 10 days or less.

(2) In this section—

**recognised body** means a charity registered under the *Collections Act 1966*, a corporation or an incorporated association.

### 2 Performing functions at an event or as a guest

(1) For the Act, schedule 1, part 1, other than section 9, a function of employment is not a usual function of employment if it is performed—

(a) as a volunteer; and
(b) not more than twice in the same year; and
(c) for a period that is, or for periods that are each, 10 days or less; and
(d) by the employee—

(i) at an event attended by more than 100 people that is organised at a State or national level in relation to a sporting, cultural or skill based activity by a school or a recognised body if the recognised body is—

(A) operating at a State or national level in Australia; or

(B) representing (at a State or national level) associations, clubs or other organisations, including, for example, an organisation that is a peak body for other clubs in an area; or

*Examples for subparagraph (i)—*

• Australian sporting championships organised by a national sporting organisation
• a national gathering of members of State based organisations for cultural or sporting development

(ii) as a guest of a school or a recognised body for the purpose of observing, or supplying information or entertainment to, 10 or more people; and

*Examples for subparagraph (ii)—*

• a teacher from another country observing students as a guest of a school
• a worker telling students about the worker’s occupation

(e) in a situation where the employee is unlikely to be physically present with a child without another person who is an adult also being present.

(2) In this section—

**recognised body** means a charity registered under the *Collections Act 1966*, a corporation or an incorporated association.

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Please also see relevant and up to date information from the Commission for Young People and Children and Child Guardian websites: [www.ccypcg.qld.gov.au](http://www.ccypcg.qld.gov.au) and [www.bluecard.qld.gov.au](http://www.bluecard.qld.gov.au)

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### 1.7 Australian Taxation Office Interpretive Decision 2001/381 Income Tax – Payments received under a homestay arrangement*


**ATO Interpretative Decision**

**ATO ID 2001/381**

**Income Tax**

**Payments received under a homestay arrangement**

FOI Status: may be released

Status of this decision: Decision current
**Issue**
Is an amount received by a taxpayer with regard to a student who is boarding with them under a homestay arrangement, assessable under section 6-5 of the *Income Tax Assessment Act 1997* (ITAA 1997)?

**Decision**
No, the amount received by a taxpayer with regard to a student who is boarding with them under a Homestay arrangement is not assessable under section 6-5 of the ITAA 1997.

**Facts**
The taxpayer boards a student in their home under a homestay arrangement organised by the Department of Education.
The taxpayer intends to board one or two students at any time.
The amounts paid to the taxpayer to board the homestay student are used to pay all of the household expenses of the student (food, phone, electricity etc).
There may be a negligible amount of surplus money after expenses in any particular week.

*Please see link above for full ruling, including “Caution”.*

1.8 **Other taxation issues**

Source: QETI 2007 *Guide to providing homestay in Queensland*, p.38

**Taxation issues for the homestay coordination service**

The placement of a homestay student is a service. As such any placement fees will attract Goods and Services Tax (GST).

1.9 **The Commonwealth Privacy Act 2001**

APPENDIX 2: RESOURCES AND REFERENCES FOR HOMESTAY PROGRAMS


This resource has been created by and for Queensland Education Providers by QETI, and contains similar material to the QCEC Homestay Handbook.

2.2 Australian Homestay Network (AHN)

AHN provides a range of homestay related services and resources to institutional members. Please see http://www.homestaynetwork.org/ for details.

2.3 PIER Professional Development Courses

Please see http://www.pieronline.org/ for details.

2.4 The IDP "G’Day to Homestay : A Guide to Homestay in Australia for International Students“

This publication is a valuable print resource which addresses many of the issues encountered in Homestays, as seen in the list of Contents:

- The Homestay experience
- Who will I live with?
- Understanding your position in the homestay
- Tips for arrival day
- When your relatives want to come too
- How do I get to my school or campus?
- Good manners in Australia
- Your bedroom
- What will I eat?
- The bathroom
- Laundry and washing
- Disposing of household waste
- Lights and heating
- Using the telephone
- Home security
- Smoking
- Australians and their pets
- Having friends or visitors around
- Going out, staying away and coming home at night
- How do I hold my room if I go away or on holidays
- Paying rent or board
- Special notes for those under 18 years old
- How to solve problems
- It’s time to say goodbye
Unfortunately this publication is no longer translated into other languages. However, it is available as a free download at: http://www.idp.com/about_idp/publications/publication_orders.aspx

2.5 **References related to cultural awareness and cross-cultural communication**

- Cultural Awareness – An In-service Activity and Teaching Aid Kit. This kit was developed by Judith Hill, an advisor in Educational Systems, Educational Psychology, Organisation and Administration. Judith is a past school principal. And is an MBTI Accredited Trainer. The kit consists of –
  - CD-Rom with power point presentation
  - Booklet One which contains presentation notes and suggestions for activities and exercises
  - Booklet Two which contains notes on individual countries, their cultures and social rules

To order, contact: Judith D Hill
MS 126 via Harrisville
QLD 4307
Email: JudithDHill@aol.com

Cost: Approx $150

- Research and other works by Kathryn Richardson

  “International Education: Homestay Theory Versus Practice”

  “Culture Shock” as a topic in Monash University’s *Self Help Information Collection*:

- The Challenges of Cross-cultural Adjustment: A Study of Secondary Chinese Students in South Australia (Homestay Situation) – a 2008 ISANA Conference paper by Zhou, Guiyun Chen:


2.6 **Other useful references and resources**

- Find a Psychologist

- Translating and Interpreting Service (TIS):

- The truth about being an International Student” by Claudia Doria.
Useful reference texts can be found at specialist bookshops, such as The Language People, 245 boundary St, West End (Tel: (07) 3844 8700; Fax: (07) 3846 4168; e: langpeop@dovenetq.net.au). Examples of texts available from The Language People include (with comments by Lyndal Reid):

- little books by Luke Zimmermann which are very readable by non-teachers – each is about $10
  “Aussie English & culture”
  “Laugh & learn about English”

- books about culture, aimed at teachers:
  “Language and culture” by Claire Kramsch $28.95
  “Cultural awareness” by Tomalin & Stempleski $46.95
  “Safety & Challenge for Japanese learners of English” $39.95. This one is about the importance of extending learners while not putting them in situations where they lose face

- books which are suitable for overseas students, as well as homestay parents, especially if host families are unaware of what is strange in our own culture:
  “Understanding Australia: a guide for International students” by Sally White $27.95
  “Australia: an introduction” by Jennifer Mackie $45

- Also:
  “Learner English” $57.50 is about the particular language problems that speakers from about 25 different language backgrounds are likely to have.
  “Bridging the gap: a teacher’s guide to the countries and customs of non-English speaking students” $36.50. Covers about 70 countries briefly. (Very accessible)

Websites from other countries:

- http://www.cvihomestay.com/Structure/host_max.htm
- http://www.child-safe.org.uk/products/books/

2.7 Critical Incident Management

This information is included in the QCEC template for a School Handbook for CRICOS Policies and Procedures.

ISANA also provides a “Critical Incident Kit” for member use. Please see: http://www.isana.org.au/files/ISANACriticalIncidentsKit.pdf

There are also resources for management of critical incidents available from the industry portal of the Study Queensland website: www.studyqueensland.qld.edu.au.
APPENDIX 3: RESOURCES FOR CCYPCG HOMESTAY RISK MANAGEMENT STRATEGY

3.1 A Homestay Risk Management Strategy

Please see the QCEC Template for a sample Homestay Risk Management Strategy.

Please see also information about legislation in Appendix 1, above, and from the website of the Commission for Children and Young People and Child Guardian: http://www.ccypcg.qld.gov.au/employment/bluecard/risk.html.

3.2 Sample Risk Management Checklist (adapted from the QCEC Policies Handbook January 2006)

The purpose of this list is to identify potential exposures that schools might face. The list is not exhaustive, but it should give an indication of exposures that might affect programs and therefore have to be managed.

<table>
<thead>
<tr>
<th>Human Resources Management</th>
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<td>c. criminal activity</td>
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<td>d. cultural / religious conflicts</td>
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<td>e. equal Employment Opportunity / Anti-Discrimination dispute</td>
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<td>f. inadequate skills mixes</td>
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<td>g. inappropriate skills mixes</td>
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<td>h. industrial disputes</td>
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<td>5. insufficient technical skills</td>
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<td>c. Occupational Health and Safety disputes</td>
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<td>6. unfair dismissal / litigation</td>
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<td>N/A</td>
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<td>1. accident / injury</td>
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<td>No</td>
<td>N/A</td>
<td>Risk Level</td>
<td>Action</td>
</tr>
<tr>
<td>2. loss of key personnel</td>
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<td>No</td>
<td>N/A</td>
<td>Risk Level</td>
<td>Action</td>
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<tr>
<td>3. lack of success planning</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td>Risk Level</td>
<td>Action</td>
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<tr>
<td>4. inadequate skills, training</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td>Risk Level</td>
<td>Action</td>
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<td>5. theft, misappropriation</td>
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<td>No</td>
<td>N/A</td>
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<td>6. wrongful acts</td>
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<td>7. inability to access key staff members out of hours</td>
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<tr>
<td>1. accident / death of student on campus</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td>Risk Level</td>
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<tr>
<td>2. accident / death of student off campus</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td>Risk Level</td>
<td>Action</td>
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</table>
3. bullying
4. non-compliance with disability legislation
5. harm / abuse on campus
6. harm / abuse off campus
7. harm / abuse home / billeting
8. academic failure
9. sexual harassment

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<th>Yes</th>
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<td>2. inadequate homestay selection and orientation processes</td>
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<td>3. inadequate guidelines for homestay parenting</td>
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<td>4. inadequate communication with homestay parents/agents/family</td>
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<td>5. escalation of homestay incident</td>
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<td>6. lack of English leading to academic failure</td>
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<td>7. lack of English leading to physical risk</td>
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<td>8. lack of cultural understanding</td>
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<td>9. student in breach of visa conditions</td>
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<td>10. passports not current</td>
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<tr>
<td>11. lack of appropriate medical and other insurance cover</td>
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<tr>
<td>12. issues re travelling – security, quarantine, personal safety, immigration, and on arrival</td>
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<td>13. lack of understanding and compliance with Australian laws, e.g. relating to age</td>
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<td>14. financial issues – credit card management, gambling, theft, extortion, student responsibility in relation to finances</td>
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<td>3. business interruption</td>
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<td>a. industrial action</td>
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<td>b. natural disaster</td>
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<td>c. flu epidemic</td>
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<td>4. cash/fund management shortfall</td>
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<td>5. exchange rate movements</td>
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<td>6. fines/judgment orders</td>
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<td>7. fraud</td>
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<td>8. inaccurate accounting and/or reporting</td>
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<td>9. inadequate costing systems (leading to unsustainable fee levels)</td>
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<td>10. inadequate insurance</td>
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<td>13. poor cash flow</td>
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As part of an orientation of “PD” program for Homestay Providers, schools may consider a session aimed at identifying and treating risks which could arise in caring for overseas students in Homestay situations, and developing a similar set of tables for Provider use.

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<td>2. attack by deranged person</td>
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<td>3. staff/student/site exposure to long term hazards/pollution</td>
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<td>4. electricity surge</td>
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<td>5. power cuts</td>
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<td>6. epidemic among staff and or students</td>
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<td>7. fire</td>
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<td>8. flooding</td>
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<td>9. industrial accident</td>
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<td>10. lightning strike</td>
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<td>11. vandalism</td>
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<td>2. community expectations</td>
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<td>3. legislative changes</td>
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<td>4. loss of accreditation</td>
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<td>2. over-reliance on international students</td>
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<td>3. scandal may result in loss of enrolments</td>
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<td>4. subject / services offering too limited</td>
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<td>5. undetected change in market/customer demand</td>
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<td>6. new school established in catchment area</td>
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</table>
APPENDIX 4: INDUSTRY STANDARDS

4.1 National ELT Accreditation Scheme (NEAS)

Source: http://www.neas.org.au

Standards relating to accommodation and to care of younger students

2. Accommodation

2.1 The ELT centre assists students learning English with finding accommodation.

2.2 Where a homestay service is provided, a nominated member of the ELT centre’s staff is responsible for monitoring student satisfaction with accommodation arrangements and for ensuring the suitability of homestay accommodation and host families.

2.3 Where a homestay service is provided, the ELT centre has a policy and procedures covering homestay arrangements that should include the following:
   a. suitability of the homestay family and accommodation for the age and sex of the student
   b. limits on the number of students accommodated in one home
   c. an orientation program for members of approved first-time families
   d. onsite inspection of homestays before approval by the ELT centre

2.4 Where a homestay agency is used, a contractual agreement is entered into and a nominated member of the ELT centre’s staff is responsible for monitoring the services provided.

Where students under the age of 18 are enrolled, the ELT centre ensures appropriate arrangements for the care of the students and their learning needs are in place.

NOTE: Specialist staff and accommodation requirements must be applied to all ELT centres regardless of main sector of operation. All other criteria must be applied to ELT centres not contained within an Australian state/territory registered high school or primary school.
Criteria

1. Care for Students Aged 12 or Under
   1.1 In relation to students aged 12 or under, the ELT centre has a timetable for formal supervision that covers all breaks during the provider’s opening hours and the ratio of supervisors to students is no less than:
      a. 1:15 on the ELT centre’s premises
      b. 1:8 off the ELT centre’s premises
   1.2 In relation to students aged 12 or under, there are no more than 15 students in a class.

2. Care for Students Under 18
   2.1 The ELT centre carries out the checks required under law in relation to persons with whom students under 18 will come into contact while enrolled with the provider.
   2.2 The ELT centre maintains an up-to-date list of the emergency contact details for all parents, suitable nominated relative(s) and/or homestay parent(s).
   2.3 The complaints and appeals process includes procedures to deal with alleged abuse and/or bullying and these procedures are communicated to staff, students under 18, parent(s), suitable nominated relative(s) and/or homestay parent(s).
   2.4 The ELT centre ensures protective measures are taken to prevent access to inappropriate electronic material.

3. Specialist Staff
   3.1 Where the ELT centre offers courses of preparation for entry to Australian primary/secondary schools, at least 50% of instruction on these courses is provided by TESOL teachers who are trained teachers eligible for registration to teach in the Australian primary/secondary system and who have experience in teaching in Australian primary/secondary schools.
   3.2 The ELT centre nominates a member of staff who is available for welfare counselling for students under 18 and ensures that this member of staff is made known to students.

4. Accommodation
   4.1 Where a homestay service is offered, the ELT centre meets the requirements of Standard D Criterion 2 and carries out the checks required under law in relation to persons with whom students under 18 will come into contact.
   4.2 The ELT centre informs accommodation providers of the hours the student under 18 is required to attend classes and all rules relating to the ELT centre.

4.2 British Council Accreditation

Schools interested in understanding the British approach to regulation of overseas children studying in England and of Institutions teaching English should refer to the following:
- “English in Britain Accreditation Scheme”
4.3 New Zealand Government Ministry of Education Code of Practice for the Pastoral Care of International Students

Websites for the New Zealand Government Ministry of Education and Education Review Office have useful links to legislation, policy samples and review documents related to pastoral care of international students.

Please refer to:

**New Zealand Ministry of Education International Education Webpage**


Some links from this page include:

- New Zealand Ministry of Education *Code of Practice for International Students*
  
## APPENDIX 5: INDUSTRY ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<td>ACPET</td>
<td>Australian Council for Private Education and Training (<a href="http://www.acpet.edu.au">www.acpet.edu.au</a>)</td>
</tr>
<tr>
<td>AHN</td>
<td>Australian Homestay Network (<a href="http://www.homestaynetwork.org">www.homestaynetwork.org</a>)</td>
</tr>
<tr>
<td>AMAQ</td>
<td>The Australian Medical Association of Queensland (Tel: (07) 3872 2222 or e: <a href="mailto:services@amaq.com.au">services@amaq.com.au</a>)</td>
</tr>
<tr>
<td>DIAC</td>
<td>Department of Immigration and Citizenship (<a href="http://www.immi.gov.au">www.immi.gov.au</a>)</td>
</tr>
<tr>
<td>eCoE</td>
<td>Electronic Confirmation of Enrolment</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a second Language</td>
</tr>
<tr>
<td>FFPOS</td>
<td>Full Fee Paying Overseas Students (no longer used as an acronym by DEEWR)</td>
</tr>
<tr>
<td>GP</td>
<td>General Practitioner (Doctor)</td>
</tr>
<tr>
<td>GU</td>
<td>Griffith University</td>
</tr>
<tr>
<td>IDP</td>
<td>IDP Education Australia Ltd – an Education Agency which markets Australian education, owned by Australian universities (<a href="http://www.idp.com">www.idp.com</a>)</td>
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<tr>
<td>ISANA</td>
<td>International Education Association Inc (<a href="http://www.isana.org.au">www.isana.org.au</a>)</td>
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<td>ISCA</td>
<td>Independent Schools Council of Australia (<a href="http://www.isca.edu.au">www.isca.edu.au</a>)</td>
</tr>
<tr>
<td>QCEC</td>
<td>Independent Schools Queensland (<a href="http://www.aQCEC.qld.edu.au">www.aQCEC.qld.edu.au</a>)</td>
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<td>Language Other Than English</td>
</tr>
<tr>
<td>MLOTE</td>
<td>Main Language Other Than English</td>
</tr>
<tr>
<td>NEAS</td>
<td>National ELT (English Language Training) Accreditation Scheme (<a href="http://www.neas.org.au">www.neas.org.au</a>)</td>
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<td>NESB</td>
<td>Non-English Speaking Background</td>
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<td>OSHC</td>
<td>Overseas Student Health Cover</td>
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<tr>
<td>OSP</td>
<td>Overseas Student Program</td>
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<td>PD</td>
<td>Professional Development</td>
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<td>QETI</td>
<td>Queensland Education and Training International (e: <a href="mailto:QETI@trade.qld.gov.au">QETI@trade.qld.gov.au</a>)</td>
</tr>
<tr>
<td>QCEC</td>
<td>The Queensland Catholic Education Commission (<a href="http://www.qcec.catholic.edu.au">www.qcec.catholic.edu.au</a>) Tel: (07) 3336 9306</td>
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