



Australian Government

Australian Education International

2006 International Student Survey

Final Year Secondary School
Students Summary Report

September 2007

aei.dest.gov.au

About this report

In 2005, Australian Education International (AEI) commissioned research to assess the overall satisfaction of international students studying in Australia. The research was conducted by Ipsos and focused on international students in their final year of study. The research included all four sectors – Higher Education, Vocational Education and Training, Secondary School and English Language Intensive Courses for Overseas Students.

This report relates to international students who attended their final year of secondary school in Australia.

About Australian Education International (AEI) and DEST

AEI is the international arm of the Australian Government Department of Education, Science and Training (DEST). AEI promotes the export of Australian education and training services. It works to attract students from around the world to study in Australia and to ensure that international students have a successful and enjoyable study experience. For further information, please visit the website, www.dest.gov.au or www.aei.dest.gov.au. DEST/AEI owns exclusive usage rights to this study unless otherwise noted or agreed.

Ipsos Australia Pty Ltd

Ipsos Australia is a public opinion, market and social research firm. The Ipsos research team included: Erik Okerstrom, Wendy McInnes, Graeme Peacock, Stanislav Bondjakov and Preslav Bondjakov.

Acknowledgements

AEI would like to thank Ipsos Australia Pty Ltd for undertaking this study, the Australian educational institutions and peak bodies who participated in the research project and all those individuals who contributed by agreeing to interviews, supplying data and information and otherwise assisting in the conduct of the research.

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Table of contents

Executive summary	v
1. Background and objectives	2
1.1 Research objectives	3
1.2 The schools sector	3
2. Research method	4
2.1 Research method and sample	4
2.2 Response rates	5
2.3 Comparative data	7
3. Choosing to study in Australia	8
4. Study in Australia	13
4.1 Study satisfaction	13
5. Living in Australia	19
5.1 Overall satisfaction with living in Australia	19
5.2 Life in Australia	20
6. Future career plans and aspirations	28
7. Overall satisfaction with stay in Australia	30
7.1 Relationship of pre-arrival and post-arrival factors with overall satisfaction	30
7.2 Key drivers	31
7.3 Key drivers/demographic differences	34
7.4 Overall performance summary table	42
8. Conclusions	44
Appendix A – International Student Secondary Schools Research Snapshot (2006)	47
Appendix B – International secondary schools student questionnaire	49
Appendix C – Technical notes of statistical modelling; regression output	59
Appendix D – Composite measures	63
Appendix E – Scale conversions and mean scores	66
Appendix F – Correlation matrix	68

List of tables

Table 1: Key drivers of Overall Stay Satisfaction	viii
Table 2: Schools surveys dispatched and responses by state.....	5
Table 3: Top five schools enrolments by country of permanent residence and surveys returned.....	6
Table 4: Other countries considered for secondary studies	11
Table 5: First impressions of Australia	20
Table 6: Whether school had boarding house	21
Table 7: Type of student accommodation during studies.....	21
Table 8: Rating of boarding house staff and students.....	22
Table 9: Rating of homestay family.....	22
Table 10: Reasons for not having a paid job.....	23
Table 11: Next thing most likely to do after finishing secondary school in Australia.....	28
Table 12: Correlation of independent variables to Overall Stay Satisfaction.....	31
Table 13: List of composite post-arrival variables regressed to Overall Stay Satisfaction	32
Table 14: Mean scores of key drivers of Overall Stay Satisfaction	33
Table 15: Mean scores – Overall Stay Satisfaction and key attributes by country of permanent residence	34
Table 16: Mean scores – Overall Stay Satisfaction and key attributes by age.....	35
Table 17: Mean scores – Overall Stay Satisfaction and key attributes by gender	35
Table 18: Satisfaction with expenses.....	36
Table 19: Satisfaction with aspects of the secondary school.....	37
Table 20: Overall Stay Satisfaction with the school experience.....	38
Table 21: Propensity to recommend current school.....	38
Table 22: Types of Australian friends.....	38
Table 23: Socialising with Australians.....	39
Table 24: Homestay satisfaction.....	39
Table 25: Attitudes of Australians towards me.....	40
Table 26: Support services overall use and helpfulness.....	41
Table 27: Overall summary of performance.....	42

List of figures

Figure 1: Reasons for choosing to study overseas	8
Figure 2: How secondary school students/parents heard about studying in Australia	9
Figure 3: Important factors in deciding to study in Australia.....	10
Figure 4: Reasons you and/or your family chose the school.....	12
Figure 5: Satisfaction among secondary school students with aspects of their school.....	14
Figure 6: Services used by students.....	16
Figure 7: Services used by students and rated usefulness.....	17
Figure 8: Satisfaction among international secondary school students with aspects of living in Australia	20
Figure 9: Generally being treated with courtesy and respect.....	24
Figure 10: Making friends in Australia.....	25
Figure 11: Friends made at school.....	26
Figure 12: Friends made outside school.....	26
Figure 13: Regression model summary.....	33

Executive summary

In 2005, Australian Education International (AEI) commissioned Ipsos Australia Pty Ltd to conduct the International Student Survey (ISS), a survey of international students who completed a course of study in Higher Education (HE), Vocational Education and Training (VET), Secondary School (Schools) or English Language Intensive Courses for Overseas Students (ELICOS) in Australia in 2006.

This report relates to students from the Schools sector only.

The ISS sought to obtain a comprehensive, up-to-date measure of the experience of international students in Australia. The number of student participants for this survey was 749 final year secondary school students nationwide.

Influencers in deciding to come to Australia

Seventy nine per cent of respondents identified Australia as their first country of choice for overseas study. The overriding factors for choosing Australia included:

- high quality of education (53%);
- beautiful natural environment (53%);
- safe place to live (50%);
- relatives/friends live in Australia (35%);
- weather (30%);
- friendly people (28%); and
- low cost of education compared to other countries (26%).

School respondents appear to be attracted by Australia's aesthetic assets such as the natural environment, as well as a high standard of education.

Respondents also indicated they believed that their chances of attending a good university would be increased by studying in Australia.

Use of agents

Parents or guardians were mostly involved in the process of selecting a school rather than agents of any kind, however, parents or guardians were not interviewed for this study.

Student visas

Students were not involved in the student visa application process. Parents or guardians were mostly responsible for this task, however they were not interviewed for the survey.

Secondary school students' satisfaction with education and study in Australia

Study satisfaction and recommendations

Schools students' satisfaction with the school they attended was high: 84% of respondents indicated that they were satisfied or very satisfied with their particular school; only 2% were dissatisfied or very dissatisfied. This is a good result considering this measure was the second highest contributor to Overall Stay Satisfaction (see Chapter 7).

When asked to compare the academic level of Australian school subjects with school subjects in their home country, 44% thought it was easier, 35% thought it was the same and 13% felt it was more difficult. When looking at individual subjects, mathematics was considered to be easier by 68% of respondents while the remainder of the subjects were more evenly spread.

The willingness to recommend studying in Australia was also high with 82% of respondents reporting that they would recommend Australia as a study destination to family and friends, although nearly 8% said that they would not.

Fifty six per cent of respondents said they would recommend the school where they were studying while 26% said they would not and 18% were undecided.

Sixty seven per cent of respondents felt that the teaching at their school was good/very good. Twenty nine per cent believed that the teaching was average.

Support services

Given the age and life experience of most Schools students, it is not surprising that support services appear to be an important factor in Overall Stay Satisfaction. International student coordinators, where provided in schools, were the most highly valued resource with 93% of respondents finding this service helpful or very helpful, although only 52% were reported to have actually used the service.

Extracurricular activities organised by the school were also highly valued, with 93% of respondents finding this service helpful or very helpful. However, these activities only had a 39% rate of use.

Secondary school students' satisfaction with living in Australia

Cost and work-related factors

The cost of living was a primary driver of Overall Stay Satisfaction. Forty two per cent of respondents were satisfied or very satisfied with expenses during their stay although 26% were dissatisfied or very dissatisfied.

Twenty six per cent of international respondents had a paid job in 2006. Of these, 61% worked five to 10 hours per week with 32% working between 11 and 20 hours per week. Fifty three per cent of working respondents found it relatively easy to balance working with study while 10% found this difficult to achieve. Seventy two per cent of respondents who had a job worked during the school holiday periods.

Integrating into the Australian community

Respondents felt they were treated with more respect by people inside the classroom than outside in the community. Seventy nine per cent of respondents believed they were generally treated with courtesy and respect by teachers and 83% believed they were treated with courtesy and respect by fellow international students. However, only 74% felt they were treated with respect from school administrative staff, and 65% by members of the Australian community outside the school environment, e.g. shop assistants, landlords and neighbours.

A high proportion of Schools respondents (87%) indicated they would like to have more Australians as friends. To address this, improvements could be made in the home-stay family's involvement in showing students around, providing more opportunities to speak English and possibly introducing them to other friends to expand their social network in Australia.

Key drivers of Overall Stay Satisfaction

The majority of Schools respondents (82%) were satisfied/very satisfied with their living experiences in Australia. Only 2% were very dissatisfied.

Regression modelling was used to reveal the main drivers of satisfaction (listed in order of importance in Table 1). The standardised beta scores indicate the degree of 'influence' each variable has on the level of Overall Stay Satisfaction (see Chapter 7). The higher the beta score, the greater the influence.

Table 1: Key drivers of Overall Stay Satisfaction

Rank influence	Composite variables	Performance mean scores (1-10)	Beta (standardised)
1	Expense perceptions post-arrival	6.36	0.39
2	School satisfaction	7.83	0.27
3	Had Australian friends	5.78	0.10
4	Home-stay satisfaction	7.90	0.09
5	Australians' attitudes towards me	7.44	0.09
6	Support services	7.69	0.07
Overall Stay Satisfaction		8.13	

Base: n=726.

Note: The mean score for Overall Stay Satisfaction is higher than the composite variables. Note that the composite variables do not directly make up the Overall Stay Satisfaction score. The composite variables are independent variables by definition and relationships are inferred only. Therefore, Overall Stay Satisfaction can have a higher or lower score than any or all of the composite variables.

The mean score for Overall Stay Satisfaction was a very positive result (8.13 out of a possible maximum of 10) and satisfaction with the school that respondents attended was good (7.83). However, areas that may require some attention are: expense perceptions post-arrival, making Australian friends, and factors that influence students' perceptions of how Australians treat them.

Future career plans and aspirations

Future study course plans

The majority of respondents (78%) said they were most likely to enrol in further studies after finishing secondary school in Australia. Eighty per cent of this group planned to enrol in a university course and 16% in a form of technical or vocational training (i.e. TAFE or private VET college). Most of the respondents planning further education intended to study in Australia (87%).

Only 1% of respondents intended completing an ELICOS course in the next year.

Permanent residence

Fifty two per cent of respondents had a desire to stay permanently in Australia after completing their education, 17% did not and 31% were unsure. Seventy four per cent were planning to find a job in Australia after they completed their studies.

In summary, while expenses and satisfaction with the school have the greater individual impact on Overall Stay Satisfaction, international Schools students also rely heavily on the social aspects of their stay, requiring a close level of support while in Australia.

Given the relatively young age and experience of these students, it is important for them to make friends with Australians, have a supportive home-stay environment/ accommodation, perceive that Australians have a positive attitude towards them, and have a specific person available to assist them with any problems (i.e. someone who can help them with various aspects of their stay, ranging from organising tutoring in English and general study support, to helping with personal issues). These aspects impact on the way respondents talk about Australia after they return to their home country, both as a place to visit and to study.

Much of respondents' overall satisfaction is connected to the extent to which they felt accepted and supported in the community, as well as in their temporary home. Therefore, it is vital to maintain high levels of satisfaction among secondary school students through enhancing and facilitating their ability to find their way through language issues, general learning and social areas.

Although perceived high quality of education and low expenses are among their core motivations for choosing Australia, experiences relating to social aspects are powerful undertows in the influence of word-of-mouth referral because they have strong emotional links. Word-of-mouth by family and friends is the most significant method of recommending study in Australia. This is largely based on personal experiences. Paying attention to detail in these areas should create a positive impression that secondary students will take back to their home country, in effect promoting the country and encouraging others to come and study here.

1 Background and objectives

Australia is the world's fifth largest provider of education to international students after the USA, United Kingdom, Germany and France¹. Australian Education International's (AEI) mission is to promote and protect Australia's reputation as a provider of quality education and training to international students. AEI commissioned Ipsos Australia Pty Ltd to conduct the International Student Survey (ISS) to obtain a comprehensive, up-to-date measure of the experiences of international students in Australia and to ascertain their future career or study plans and aspirations.

Information from the ISS will help identify current strengths and key issues that can be addressed to enhance the quality of the study experience for international students in Australia.

The ISS involved surveying four education sectors – Higher Education (HE), Vocational Education and Training (VET), Secondary Schools (Schools) and English Language Intensive Courses for Overseas Students (ELICOS). The research involved three phases: qualitative research; a pilot quantitative survey; and the main quantitative survey. In late 2005, qualitative research was conducted among HE, VET, Schools and ELICOS students. It also conducted a pilot quantitative survey of international and Australian students who were completing a course of study at VET institutions in Australia. The pilot study tested the methodological approach proposed for the conduct of the ISS including the design of the survey instrument.

The ISS will provide valuable information on the experience of international secondary school students in Australian education institutions. The results will help identify areas where the level of services provided to students are well regarded and where more can be done to respond to international student needs.

The data contained in this document is reported from a national perspective.

This report details the findings regarding the experiences of international students enrolled in Australian secondary schools.

¹ Source UNESCO Institute for Statistics – UIS/FS/05/02 (Updated Nov 2005) www.uis.unesco.org

1.1 Research objectives

The main objectives for the ISS research project were:

- to obtain information about international students' experiences before arriving in Australia with respect to their choices to study in Australia;
- to measure international students' level of satisfaction with education, pastoral and support services, social integration and overall satisfaction with their stay in Australia; and
- to ascertain the future career plans and aspirations of international students subsequent to completion of the studies.

1.2 The schools sector

In 2006, AEI schools data² showed a strong positive growth in schools sector commencements but negative growth in enrolments. Commencements, a measure of new student enrolments onshore, increased by 7.7% while enrolments declined by 1.7%. This was the first annual rise in commencements in the sector since 2003.

The two largest markets for the schools sector in 2006 were China and South Korea. Combined, they accounted for 60% of all enrolments.

At the State level, the majority of enrolments were in New South Wales and Victoria. Both of these states had declines in enrolments, but increases in commencements. Much of the decrease in enrolments for both of these jurisdictions was due to falls in enrolments from China.

For further details on enrolments and commencements of international students in the schools sector, refer to the Research Snapshot series (2006) in Appendix A.

² Source: this section is an extract from the Research Snapshot series no. 20, AEI, 2007, <http://aei.dest.gov.au/AEI/PublicationsAndResearch/Default.htm>.

2 Research method

2.1 Research method and sample

2.1.1 Qualitative phase

The purpose of the qualitative research was to provide an in-depth understanding of the attitudes and experiences of international students in Australia and their ongoing support needs. Results from the qualitative research also guided the design of the quantitative questionnaire.

Key issues explored in the qualitative research included:

- students' choice sets and decision processes in the selection of Australia as their study destination;
- main influences on students' decisions, including family, friends and intermediaries, such as Australian Education Centres and broader media;
- alternatives to studying in Australia, and their relative strengths and weaknesses compared to Australia;
- satisfaction with information provided to students before their arrival and during their stay, and ways that this could have been improved;
- level of satisfaction with education, pastoral and support services received during students stay in Australia and specific ways that these could have been improved;
- level of social integration and overall satisfaction with students' stay in Australia;
- future career plans and aspirations once students complete their course of study;
- preferred employment and further education outcomes;
- other key issues faced by international students in Australia and ways their stay in Australia could have been improved; and
- whether students would recommend Australia to other people in their country as a study destination (including reasons for and against).

Group discussions with final year secondary school students comprised students from all over the world (Europe, South America, Asia, Africa and the Middle East). Students from Asian countries were from Vietnam, South Korea, China and Japan. This was not a deliberate selection strategy; rather it was a reflection of the differences in the core student populations at secondary schools.

There were four groups in total, containing six to eight international students each. Two focus group sessions were conducted in Sydney – one group from a government school, the second from a private school. In Melbourne, two focus group sessions involving government school students, were conducted.

2.1.2 Quantitative research

A self-completion survey was developed from results of the qualitative research and previous research conducted in the area of international student markets. The survey consisted of 44 multi-part questions and took approximately 30 minutes to complete. A copy of the questionnaire is at Appendix B.

AEI supplied a list of secondary schools in which international students were enrolled. Schools with a sufficient population of international students were randomly selected from the list for participation in the survey. Surveys were completed either via self-completion in the classroom (with a consultant present to answer any queries) or via a self-completion mail-back method.

Of the 749 surveys returned, 552 were from mailed surveys and 197 from classroom completion.

2.2 Response rates

As highlighted in Table 2, a total of 749 surveys were returned, well above the goal of 550 returns. Response rates have not been included in this table as they would be an inaccurate measure – many schools did not have enough questionnaires and had students complete a photocopy of the questionnaire. The fact that schools did this is a positive sign of support for the study.

Table 2: Schools surveys dispatched and responses by state

State	Target response (AEI)	Surveys returned
NSW	174	194
QLD	96	176
VIC	164	186
WA	46	51
SA	44	110
TAS	26	32
Total	550	749

No returns were received for NT, but the sample size for NT was small. ACT did not participate.

At the 90% confidence level, the sample of 749 respondents yielded an accuracy of the mean of plus or minus 3%.

2.2.1 Sample characteristics

As anticipated, 63% of all Schools respondents were aged between 18 and 19 years of age, with 99% being 20 years or under. Females accounted for 49% of the sample and 51% were male. This is close to the split shown in actual enrolment data supplied by AEI reporting that 99% of students are 20 years or under; 47% are female and 53% male.

Victoria and New South Wales equally shared the largest proportion of School respondents (25% each). Twenty four per cent were studying in Queensland, 15% in South Australia, 7% in Western Australia and 4% in Tasmania.

Respondents primarily came from 11 countries. The vast majority (89%) of respondents were from Asian countries. Fifty four per cent of the respondents came from China and an additional 11% from Hong Kong. These results are comparable to the AEI Research Snapshot in Appendix A reporting that the majority (77%) of international students are from Asian countries.

The majority of respondents had spent at least two or more years at the school where they were completing Year 12. Forty two per cent began studying at their school in 2004; 33% began in 2005 and only 5% had started studying at the school in 2006. This suggests that the majority of students come to Australia before commencing Year 12. Most respondents (89%) had not studied outside of their home country previously.

Table 3: Top five schools enrolments by country of permanent residence and surveys returned

Country of permanent residence	School enrolments (Dec 2006)	Surveys returned	% of respondents
China	39%	379	51%
South Korea	20%	60	8%
Hong Kong	7%	79	11%
Japan	6%	44	6%
Vietnam	5%	18	2%
Other	24%	169	23%
Total	101%*	749	100%

Source: AEI enrolment data, December 2006.

*The total percentage may not add to 100 due to rounding.

2.3 Comparative data

Where possible, comparisons have been made throughout this report to previous studies on the international student market in Australia. Comparisons between years have not always been possible, due to varying scales and differing measures (e.g. mean scores vs. percentages) between surveys.

The reports used to make comparisons were:

- Australian Education International, *How international students view their Australian experience: A survey of international students who finished a course of study in 1999*
- AEI – International Education Network, *Why choose Australia? Insights from a survey of international students who commenced study in 2000.*

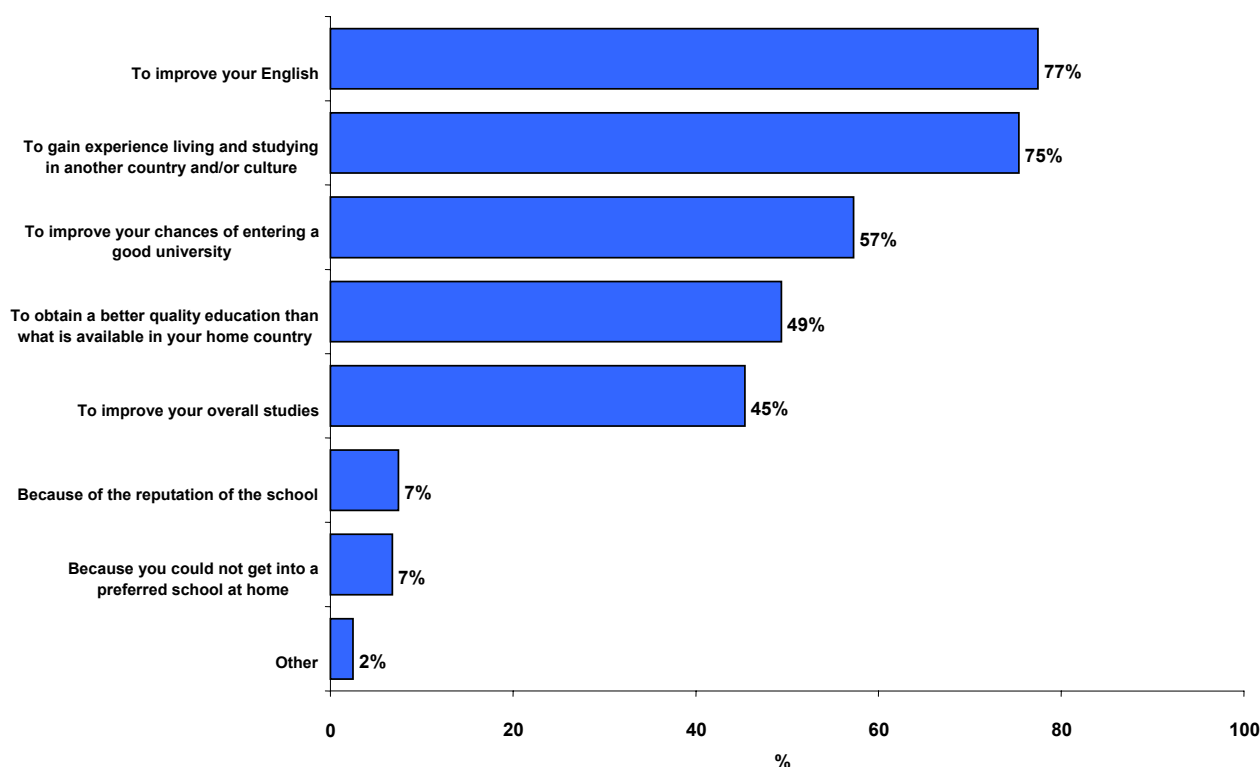
3 Choosing to study in Australia

Objective 1: Obtain information about Schools students' experiences before arriving in Australia with respect to their choices to study in Australia.

This section details the findings related to the factors involved in deciding to choose to study overseas, specifically in Australia. It also details findings in relation to satisfaction with the information the students received before they arrived in Australia.

As highlighted in Figure 1, the primary reasons for international respondents deciding to study overseas were to improve their English (77%) and to gain experience living and studying in another country and/or culture (75%). Other reasons given by respondents included the opportunity to improve their chances of entering a good university (57%), to obtain a better quality education than in their home country (49%) and to improve their overall studies (45%).

Figure 1: Reasons for choosing to study overseas



Base: n=723.

Q7 Why did you and/or your family choose to have you study overseas? (Tick as many as apply)

As highlighted in both the qualitative and quantitative research, some students believed that going to secondary school in Australia would give them a better chance of being accepted into a reputable university. It was also hoped that if they performed well, they would not have to do a foundation year or additional preparatory work before applying for study at an Australian university.

“After two years of VCE, [Victorian Certificate of Education] you can go straight into uni. You don’t have to do a foundation year.”

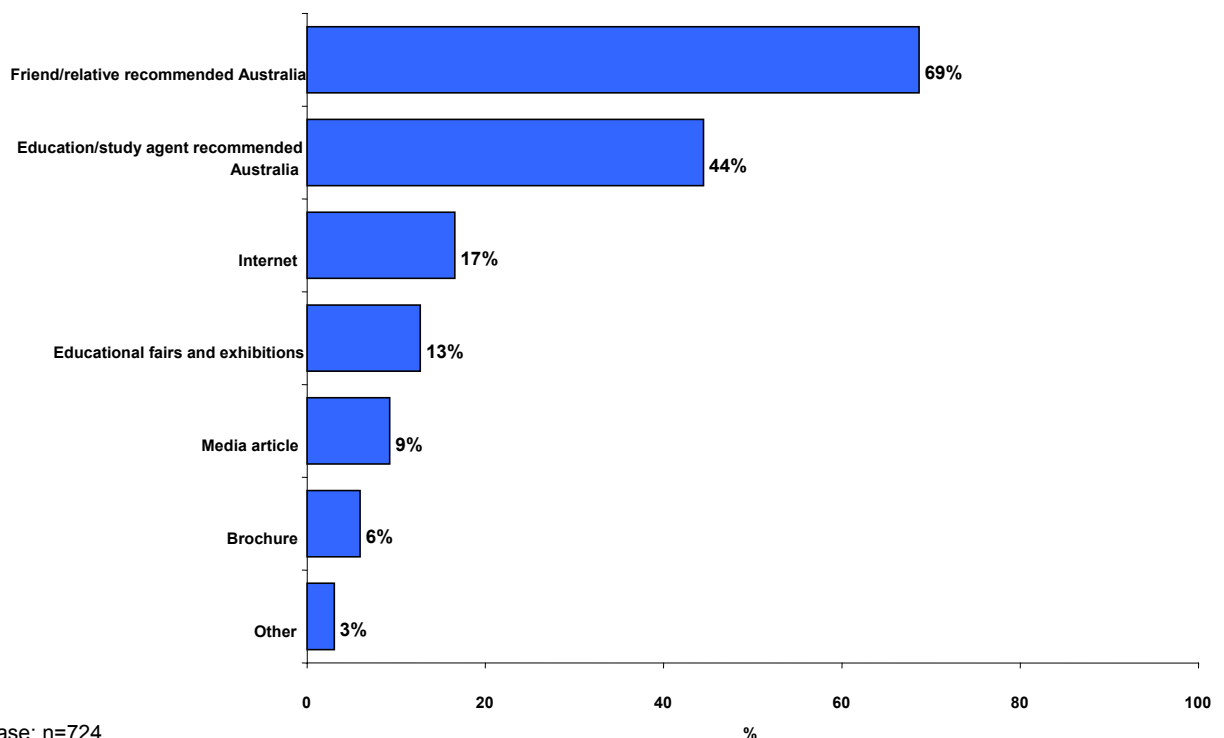
“It’s quicker, because you can go straight from school to university if you do high school.”

Most survey respondents (78%) intended to enrol in further study after they completed high school. Qualitative research findings revealed they believed that doing their final years of high school in Australia would help them develop their English language skills and adjust to the western way of life and style of studying before going to university.

“It’s good to come here when you’re younger to get used to the western way of life.”

Sixty nine per cent of School respondents indicated that a friend/relative had recommended Australia as a place to study. Forty four per cent reported that agents had recommended Australia to them. As highlighted in Figure 2, approximately 17% of respondents had accessed the internet and 13% had heard about studying in Australia through educational fairs and exhibitions.

Figure 2: How secondary school students/parents heard about studying in Australia

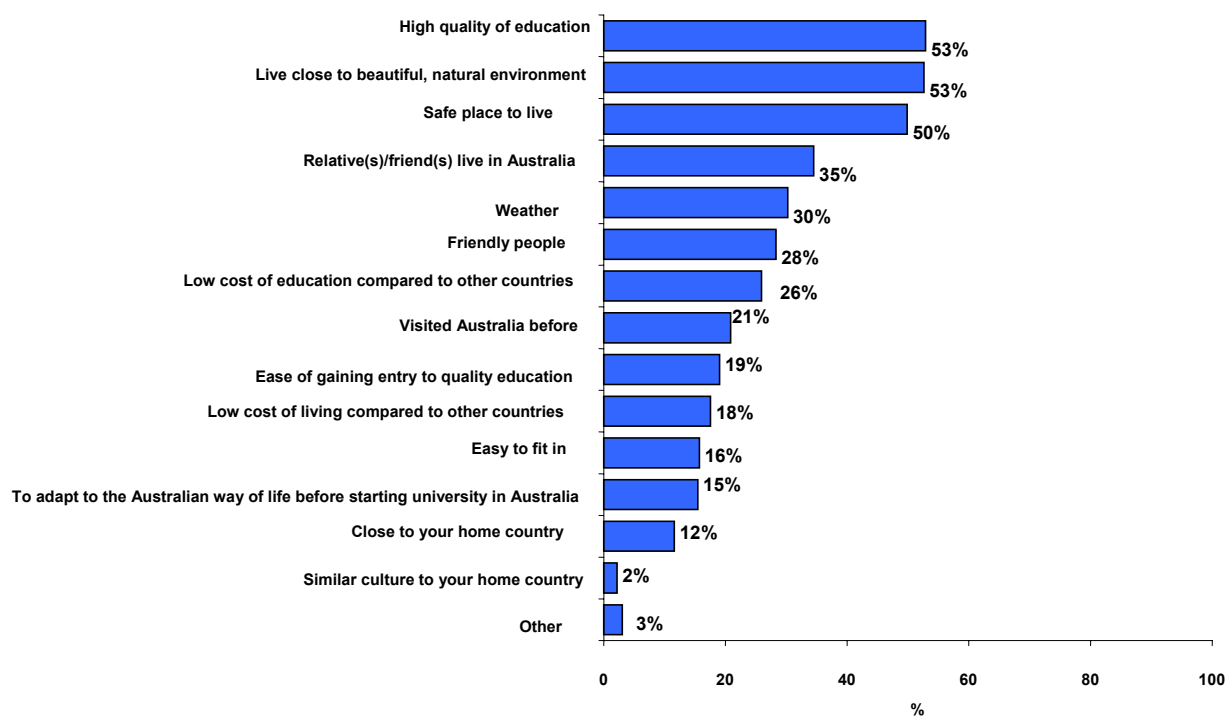


For 79% of respondents, Australia was their first choice of country for overseas study. This was an increase on 78% in 2000 and 74% in 1999. In addition to Australia being an English-speaking country, a primary reason for choosing the country was its high quality education (possibly a parental influence). Aesthetic aspects were also a key factor. The three most mentioned factors were:

- high quality of education (53%);
- being able to live close to a beautiful, natural environment (53%); and
- Australia was viewed as a safe place to live (50%).

Thirty five per cent of respondents mentioned that having a relative/friend living here was an important factor in deciding on Australia. With regard to cost factors, 26% of respondents mentioned the lower cost of education compared to other countries but only 18% mentioned the lower cost of living. The weather (30%) and friendly people (28%) were also considered significant factors. Only 12% indicated being close to their home country as a reason for choosing Australia.

Figure 3: Important factors in deciding to study in Australia



Base: All respondents, n=724.

Q11 Why did you and/or your family choose to have you study in Australia? (Tick as many as apply)

While Australia was the first choice of place to study for the majority of respondents, other key competitors that had been considered included USA and Canada (38% respectively), and the United Kingdom (32%). It is also important to note that 14% considered New Zealand.

Table 4: Other countries considered for secondary studies

Other countries considered for secondary studies	Total n=699
USA	38%
Canada	38%
United Kingdom	32%
New Zealand	14%
Other	0%
No other country	21%

Base: n=699.

Q12 What other countries did you and/or your family consider for your secondary studies?
(Tick as many as apply) Multiple responses.

Of those respondents who had not selected Australia as their first choice, the USA was the most popular first choice (37%), then the United Kingdom (27%), then Canada (12%). Respondents who wanted to study in another country but decided to come to Australia did so because of financial reasons with 15% stating it was too expensive in the other countries. Thirteen per cent cited difficulties in obtaining a visa for the other countries as an important issue. Ten per cent of respondents mentioned the distance from their home country of some destinations as an influencing factor.

“It’s cheaper to come here than the US, because of the exchange rate.”

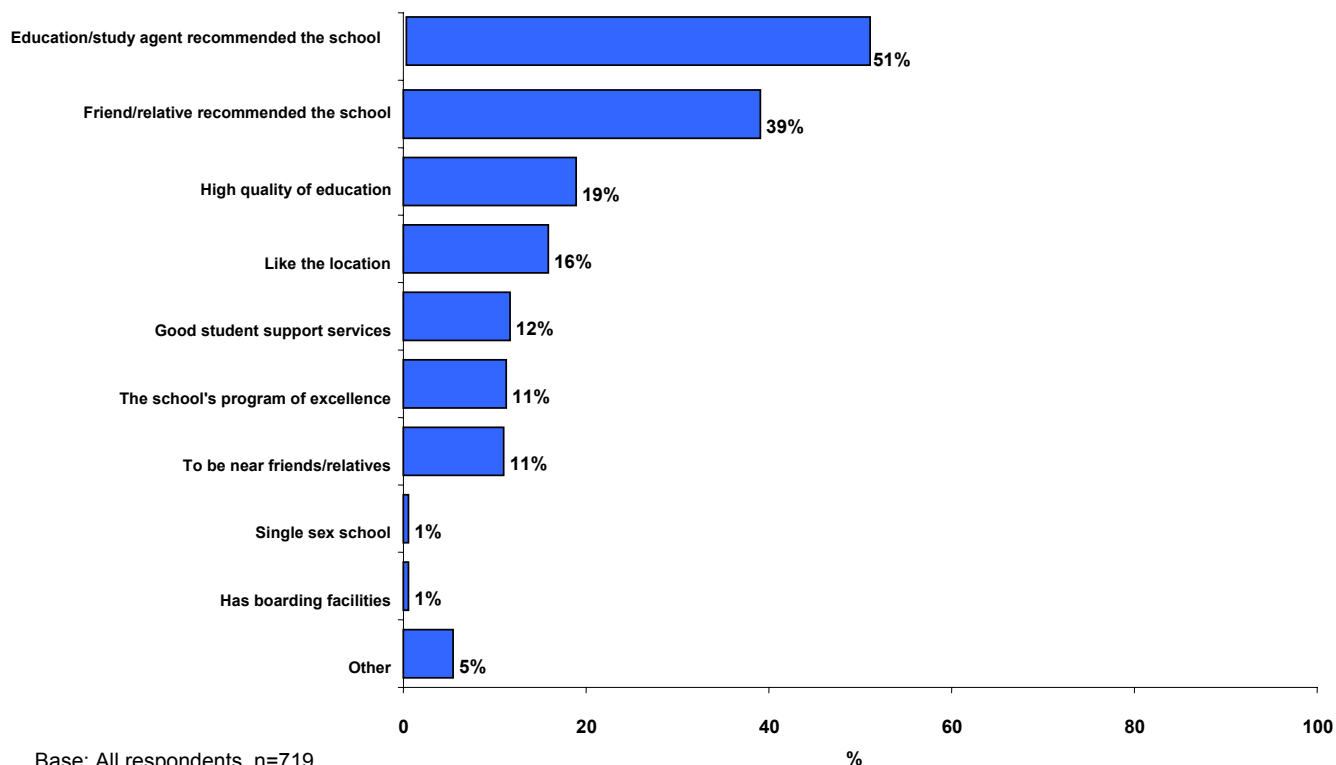
“Australia seems so far away, but it’s so much closer than the US.”

“It’s easier to get a visa for Australia or New Zealand than it is for the US or UK.”

As shown in Figure 4, the primary reason for choosing a particular school was that an education/study agent had recommended the school (51%). Another reason was that a friend/relative had recommended the school (39%), highlighting the continued importance of word-of-mouth recommendations. Nineteen per cent stated that the high quality of education was a reason for their decision.

Other reasons mentioned included they liked the location (16%), there were good student support services (12%), the school’s program of excellence (11%) and proximity to relatives (11%).

Figure 4: Reasons you and/or your family chose the school



Base: All respondents, n=719.

Q13 Why did you and/or your family choose the school you are in now? (Tick as many as apply)

Based on the qualitative findings, students did not have a great deal of input into the decision to undertake their final years of secondary school in a foreign country.

“I don’t know why they chose this school. I think the agency recommended it.”

“It wasn’t really my choice...my parents said I must come.”

“I came to Australia because mum wanted me to. I didn’t really want to come because I didn’t want to leave my friends.”

“In China it’s the done thing to send kids here. I went the Chinese way.”

In summary, most of the Schools respondents who studied in Australia had Australia as their first choice as a place to study. Respondents appeared to be attracted by Australia’s aesthetic assets such as the natural environment and the weather, as well as the high standard of education.

Over a third of respondents had friends and relatives living here which had influenced them in making Australia their first choice.

Respondents also indicated that they believed that their chances of attending a good university would be improved by studying at school in Australia.

4 Study in Australia

Objective 2 (Part A): Measure Schools students' level of satisfaction with education, pastoral and support services and overall study in Australia.

This section details international Schools respondents' study experiences in Australia. It examines their satisfaction with: the school; assistance with English; and support services, as well as their willingness to recommend Australia as a destination of study.

4.1 Study satisfaction

Most international Schools respondents had a positive experience studying in Australia with 84% being satisfied or very satisfied with their overall secondary school experience. Less than half a per cent (0.4%) were very dissatisfied with only 2% being dissatisfied.

A high number of respondents expressed a willingness to recommend studying in Australia (82%). However, fewer would recommend their secondary school to friends or family (56%). This compares to figures of 91% and 89% respectively in 1999.

Most respondents felt that their studies would be helpful in getting them a good job (71%, compared to 81% in 1999), although 18% were unsure and 11% indicated that it would not.

Sixty eight per cent of respondents did an English language course before coming to secondary school in Australia. Respondents from China (81%) were more likely to have taken an English language course than respondents from other North East Asian countries (63%), South East Asian countries (45%) or European and other countries (19%). Of those who took an English language course, 78% reported being very satisfied/satisfied with the course.

The main programs in which international respondents were enrolled were Senior Secondary (Senior Secondary School – study more than 12 months) (75%), followed by Study Abroad Senior Secondary (Senior Secondary School – study less than 12 months) (14%).

4.1.1 Satisfaction with the school

Fifty three per cent of all respondents felt that the teaching at their school was good with 14% rating it very good. However, 29% felt that the teaching was average. Respondents indicated the quality of the school facilities were either very good (20%) or good (45%). When asked to compare the academic level of Australian school subjects with school subjects in their home country, 44% thought it was easier, 35% the same and 13% felt it was more difficult. Mathematics was considered to be easier by over 68% of respondents while the remainder of the subjects were more evenly spread.

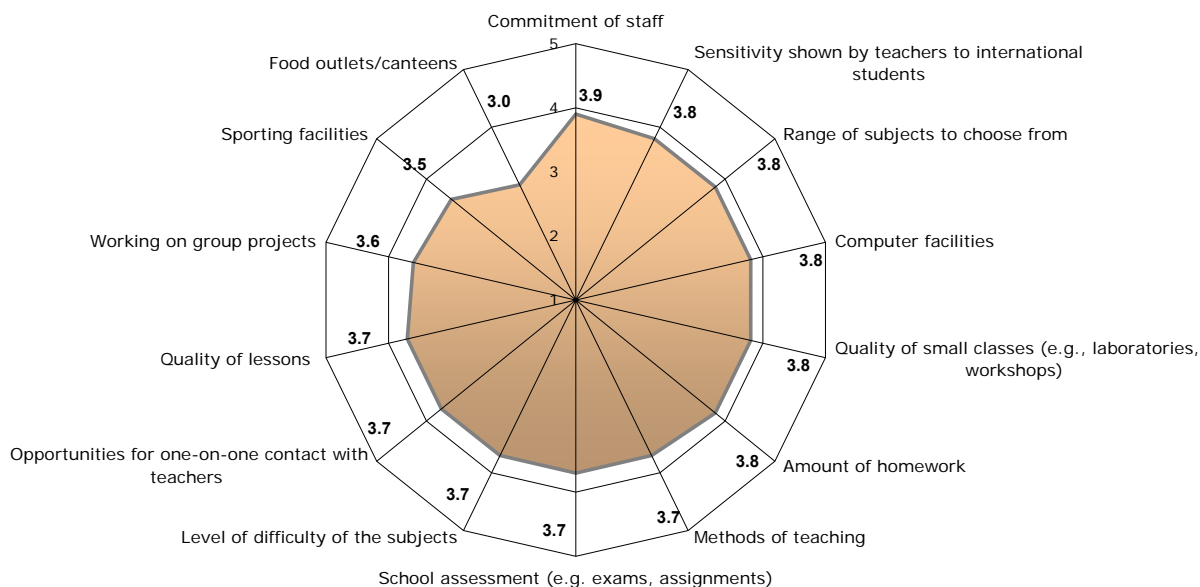
As shown in Figure 5, respondents reported moderate to high satisfaction with the school in which they studied. The following are the top four aspects of education delivery that respondents were satisfied or very satisfied with:

- commitment of staff (76%);
- range of subjects to choose from (69%);
- sensitivity shown by teachers to international students (68%); and
- methods of teaching (68%).

A greater proportion of European, Middle Eastern and South American students were satisfied or very satisfied with most of the aspects of their school than Asian respondents. The same or a lower proportion of European, Middle Eastern and South American respondents were satisfied or very satisfied compared to Asian students with the following aspects:

- level of difficulty of the subjects (lower proportion);
- school assessments, e.g. exams, assignments (lower);
- amount of homework (same);
- quality of small classes, e.g. laboratories, workshops (same); and
- commitment of staff (same).

Figure 5: Satisfaction among secondary school students with aspects of their school



Base: All respondents, n=712.

Q27 How satisfied are you with the following aspects of the school you are studying at? (Tick one box per row).

Scale: 1= low satisfaction 5= high satisfaction.

Overall, levels of satisfaction were lower with aspects such as:

- working on group projects (57%);
- sporting facilities (51%); and
- food outlets/canteens (37%).

Dissatisfaction for all measures tended to be slightly greater for Asian respondents compared to respondents from other countries.

4.1.2 Assistance with English

Fifty two per cent of Schools respondents said they needed extra help with both spoken and written English.

Sixty eight per cent of all respondents had taken some form of English training before coming to Australia. The duration of the course taken before arrival was three to six months for most of this group (84%). Around four in five of those respondents who had previously undertaken an English course were satisfied or very satisfied with the training they received.

Upon starting their studies in Australia, 29% of respondents felt their spoken English was good or very good, 39% believed it was average and 32% believed it was not very good or poor. Confidence in written English was lower with 22% of respondents believing their written English was good or very good, 40% believed it was average and 37% believed it was not very good or poor.

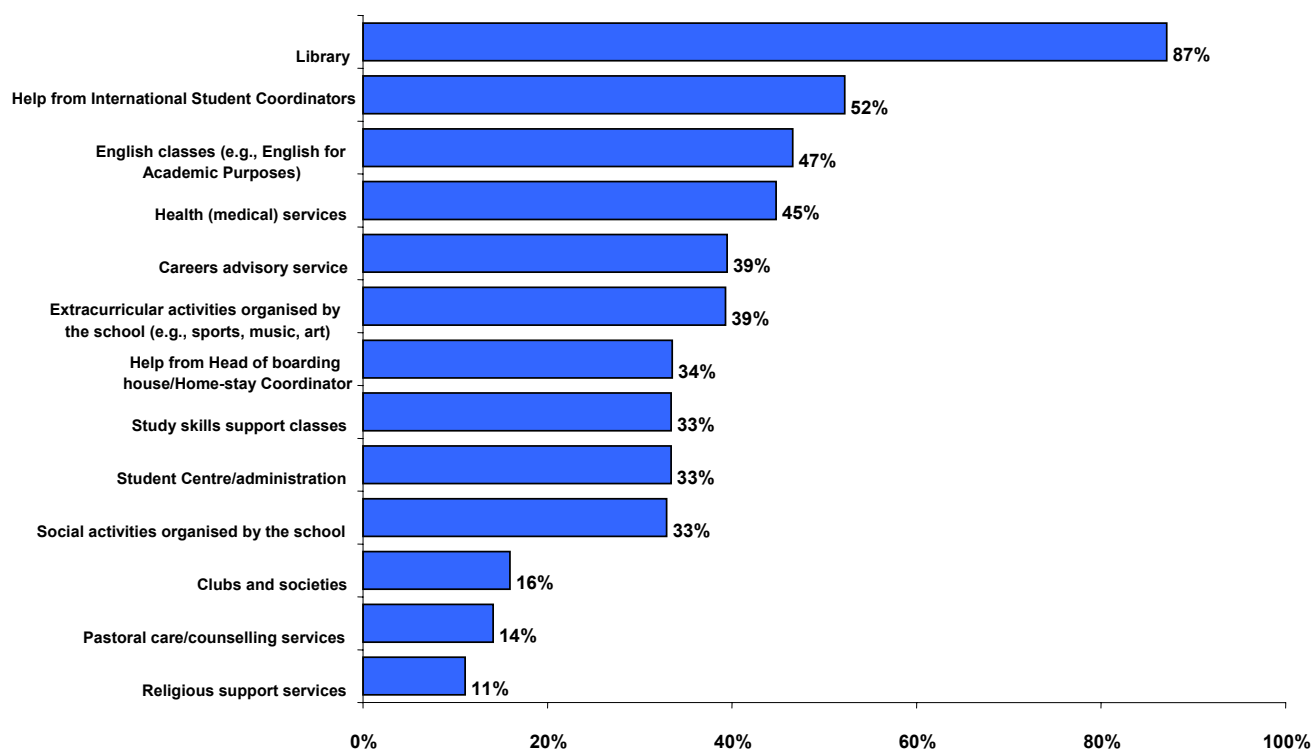
Fifty five per cent of respondents who felt they needed help with their spoken or written English received assistance when they needed it. Twenty six per cent received help later than they needed it while 10% of respondents reported that they did not receive any help at all.

4.1.3 Support services

As shown in Figure 6, the library had the highest use (87%) of all support services provided at schools. Other services used were:

- international student coordinators (52%);
- English classes (47%); and
- health or medical services (45%).

Figure 6: Services used by students



Q26a Please tick the support services you have used at your current school in the first column below.

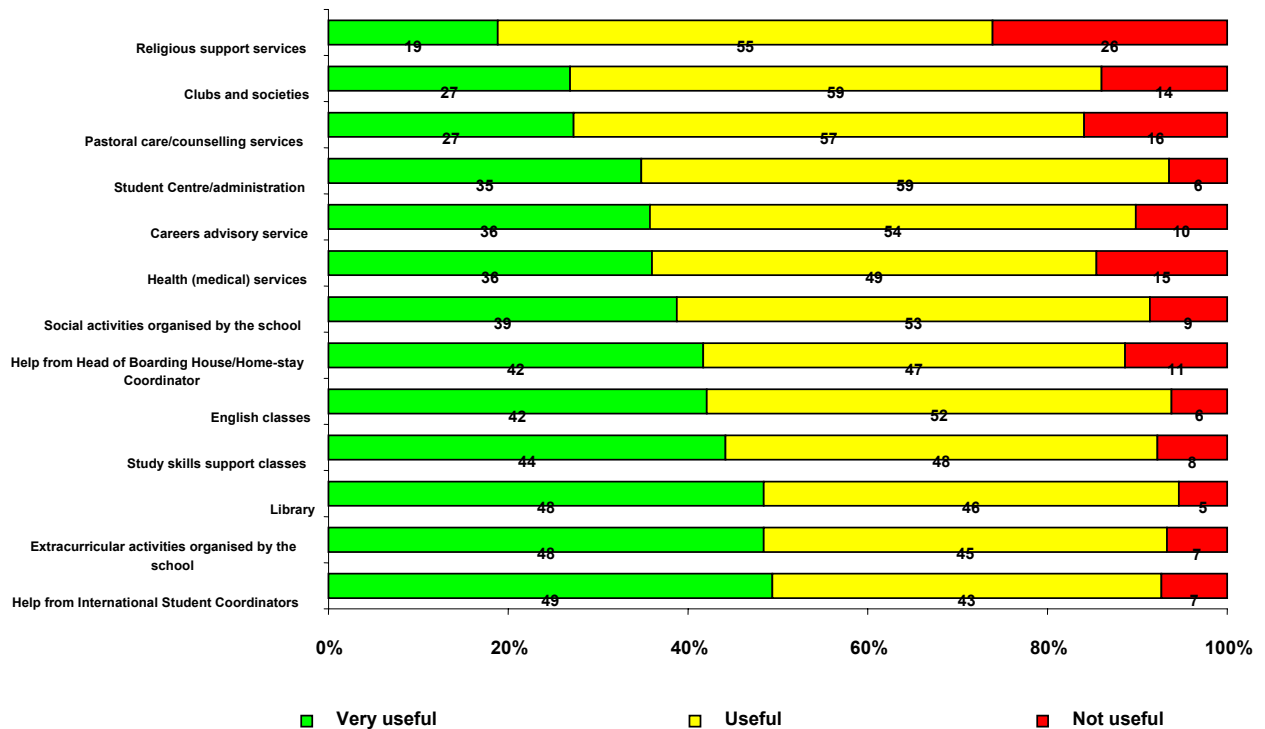
Figure 7, on the following page, indicates all services were rated as very useful or useful by over 80% of all users, with religious support services rated very useful or useful by 74%. Of the respondents who used the support services, library services were found to be the most useful or very useful (95%).

Ninety three per cent of those respondents who had used the student coordinators found them useful or very useful. This was the same proportion as those using extracurricular activities.

Services for international students upon arrival were viewed positively. Forty six per cent of respondents found the airport pick-up service good or very good while 17% felt it was average and 7% believed it was not very good or poor. Only 12% of international respondents had not made use of this service.

Twenty six per cent of respondents felt the international student orientation program was effective while 40% rated it as average and 8% believed it was not effective at all. Twelve per cent of respondents reported that they did not participate in the program and 9% stated that their school did not offer an orientation program.

Figure 7: Services used by students and rated usefulness



Base: All respondents. N=539.

Q26b How useful have you found each of the support services you have used? (Please tick the box on the same row to rate the usefulness of each service)

Qualitative research revealed students believed that international student coordinators employed by some schools to help students settle in during their first months played a valuable role in their life in Australia.

“At our school there are lots of international students from Asia, and there’s an international coordinator who looks after us all. She’s a bit of a sticky beak. She doesn’t let us dye our hair. She’s always telling us ‘don’t fall in love’. But it’s good to have someone you can go to.”

The focus groups also revealed that transport can be difficult for international secondary school students living in the suburbs. Few have parents or friends who are willing to drive them around, and public transport is not always convenient or reliable. Students also complained about the high cost of public transport.

“We can’t go to parties. How can we get home?”

“We pay so much money but can’t get a concession card. It’s so not fair.”

All support services could perhaps be better promoted to secondary school students and stronger use encouraged. Most of the respondents who had used support services found them very useful.

In summary, Schools students’ satisfaction with the school they attended was high. Only a very small percentage said that they were dissatisfied.

Respondents indicated that the academic level of Australian school subjects were comparable with subjects in their home country and overall standards were deemed to be about the same.

Support services were seen as very important by international respondents. Respondents who studied in schools that provided an international student coordinator valued the guidance they offered. Support was appreciated in general matters relating to their stay (English and educational), as well as personal issues.

A willingness to recommend study in Australia was high and most respondents reported that they would recommend Australia as a study destination.

5 Living in Australia

Objective 2 (Part B): Measure Schools students' level of satisfaction with social integration and overall satisfaction with their stay in Australia.

This section details findings relating to overall satisfaction with living in Australia and satisfaction with their educational experience and the associated services provided by institutions.

5.1 Overall satisfaction with living in Australia

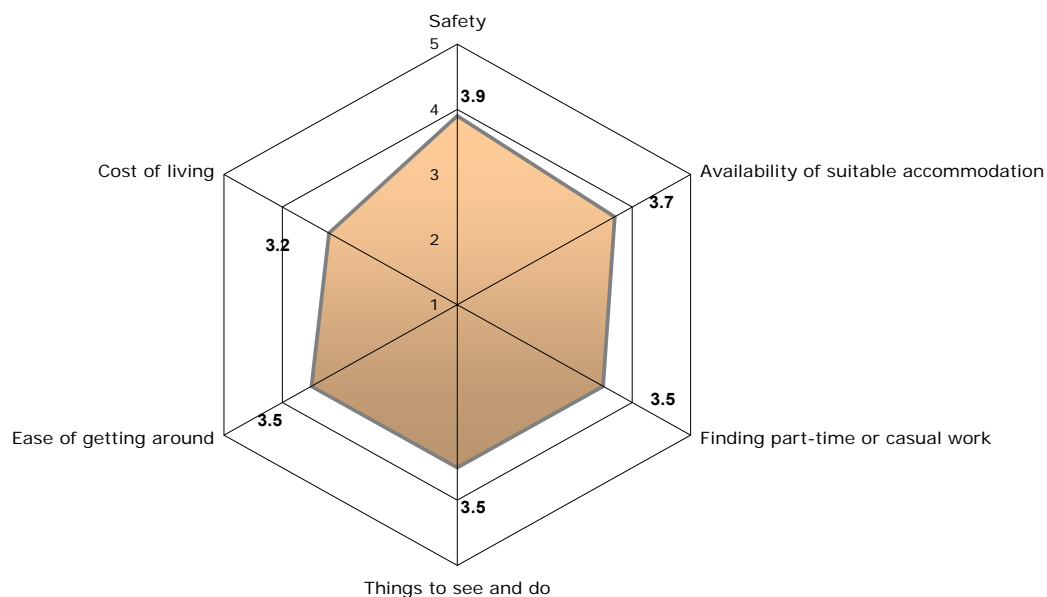
Schools respondents had a high level of overall satisfaction with their experience in Australia. The majority (82%) were satisfied or very satisfied with their living experiences in Australia, while only 2% were very dissatisfied. Additionally, almost all Schools respondents (82%) would recommend study in Australia to friends or family, only 8% would not recommend Australia, and 10% did not know.

As shown in Figure 8, with regard to specific elements of living in Australia, respondents were particularly satisfied with the level of safety in Australia (73% very satisfied/satisfied), things to see and do (56% very satisfied/satisfied) and the ease of getting around (56% very satisfied/satisfied).

There were lower levels of satisfaction with finding part-time/casual work (40% very satisfied/satisfied) and the cost of living (42% very satisfied/satisfied). Sixty two per cent were either satisfied or very satisfied with the availability of suitable accommodation.

Asian respondents were generally more dissatisfied with things to see and do, 16% being either dissatisfied or very dissatisfied compared to respondents from other countries (8%). Asian respondents were also the most dissatisfied with the cost of living (26%) compared to 16% of other nationalities. However, only 7% of Asian respondents were dissatisfied or very dissatisfied with the ease of getting around compared to 32% of respondents from other countries.

Figure 8: Satisfaction among international secondary school students with aspects of living in Australia



Base: All respondents. N=701.

Scale: 1= low satisfaction to 5= high satisfaction

Q40a Overall, how satisfied are you with the following aspects of living in Australia? (Tick one box per row)

5.2 Life in Australia

5.2.1 First impressions of Australia

Sixty per cent of respondents had been living in Australia for between two and four years, 29% had lived in Australia less than two years, while 11% had lived in Australia for more than four years.

When asked their first impressions of Australia as a place to study, the majority of respondents said it was either very good (21%) or good (52%). Twenty two per cent reported their first impressions were average as shown in Table 5.

Table 5: First impressions of Australia

First impressions of Australia	Total n=723
Very good	21%
Good	52%
Average	22%
Not very good	4%
Poor	2%

Base: All respondents. n=723.

Q14 What were your first impressions of Australia as a place to study when you first arrived? (Tick one box only)

5.2.2 Accommodation and living conditions

Sixty five per cent of respondents who had stayed in a boarding house or in a home-stay said they would recommend their accommodation to friends and family.

Thirty three per cent of all respondents indicated that their school had boarding house facilities.

Table 6: Whether school had boarding house

School has a boarding house	Total n=719
Yes	33%
No	67%
Total	100%

Base: n=719 All respondents.

Q31 Does your school have a boarding house? (Tick one box only)

Forty eight per cent of all Schools respondents lived in a home-stay environment, 26% stayed in a house/apartment with other members of family, while 20% either stayed at the school's international boarding house or another student boarding house near their school.

Table 7: Type of student accommodation during studies

Where lived while doing secondary school	Total n=706
Home-stay with an Australian family not related to you	48%
House/apartment with other members of your family	26%
International boarding house, on or near your school	10%
Other student boarding house, on or near your school	10%
Share with friend/rent/share house/apartment	3%
Other	3%
Total	100%

Base: n=706.

Q32 Where have you mostly lived while undertaking your current secondary schooling in Australia? (Tick one box only)

Seventy three per cent of respondents perceived boarding house staff and students as helpful in making international students feel welcome. However, while respondents believed they were helpful with practising English (68%) and showing them around (67%), only 52% of the respondents perceived boarding staff and students as helpful with settling in.

Table 8: Rating of boarding house staff and students

Rating of boarding house staff and students in:	n	Helpful	Not helpful	Don't know/ not applicable
Making you feel welcome	130	73%	20%	7%
Providing opportunities to practise English	128	68%	23%	9%
Showing you around	126	67%	25%	9%
Helping you to settle in	127	52%	31%	17%

Base: Boarding house students. n=130.

Q33a Overall, have the boarding house staff and students been helpful in ...? (Tick one box per row)

Home-stay families were rated higher in all of the corresponding hospitality areas. Table 9 shows that the majority of respondents who lived in a home-stay felt the family was helpful in making them feel welcome (85%), helping them settle in (80%), showing them around (74%) and providing opportunities to practise English (73%).

Table 9: Rating of home-stay family

Rating of home-stay family in:	n	Helpful	Not helpful	Don't know/ not applicable
Making you feel welcome	330	85%	12%	2%
Helping you to settle in	328	80%	17%	3%
Showing you around	329	74%	22%	4%
Providing opportunities to practise English	329	73%	21%	5%

Base: Home-stay students. n=330.

Q33b Overall, has the home-stay family been helpful in ...? (Tick one box per row)

Sixty seven per cent of respondents who had lived in a boarding house or with a home-stay family reported their overall living conditions (e.g. bedroom, house, food) as good or very good. Twenty five per cent believed living conditions were average and 8% believed they were not very good or poor.

Twenty eight per cent of respondents said they would definitely recommend their boarding house or home-stay family to other international students; 37% said they would be likely to recommend. Twenty three per cent of respondents said they may recommend their accommodation and 11% reported that they were not likely to or definitely would not recommend their accommodation to other international students.

5.2.3 Work

Twenty six per cent of international respondents had a paid job in 2006 (nearly twice the proportion in 1999 – 14%). Of these, 61% worked five to 10 hours per week and 32% worked between 11 and 20 hours per week. Fifty three per cent of working respondents found it relatively easy to balance working with study while 10% found this difficult to achieve. Seventy two per cent of respondents who had a job worked during the school holiday periods.

Seventeen per cent of respondents who did not have a job during 2006 had tried to look for work but were unsuccessful. Table 10 shows the main reasons for not being successful in finding work. Thirty four per cent of respondents felt that study and exams affected their ability to get work, 24% had either language difficulties or lack of work experience and 8% said that employers preferred local students to international ones.

In the qualitative phase of the research some secondary students pointed out that Australia's migration laws only allowed international students to work up to 20 hours per week, whereas visas for the UK and USA did not have such restrictions. While none of the focus group participants had part-time jobs (or intentions to work) during their final years of secondary school, most of them planned to find work if they continued into higher education. They also believed that it would be easier to obtain permanent residency in Australia should they decide to stay on after their studies and gain work experience in their chosen careers.

Table 10: Reasons for not having a paid job

Main reason not got a paid job in 2006 (Top five reasons)	Total n=74
Too busy/no time/have exams coming up	26%
No experience/work experience	12%
Language problem/lack of fluency with English	12%
Concentrating on studies	8%
Do not want international students/prefer local students	8%

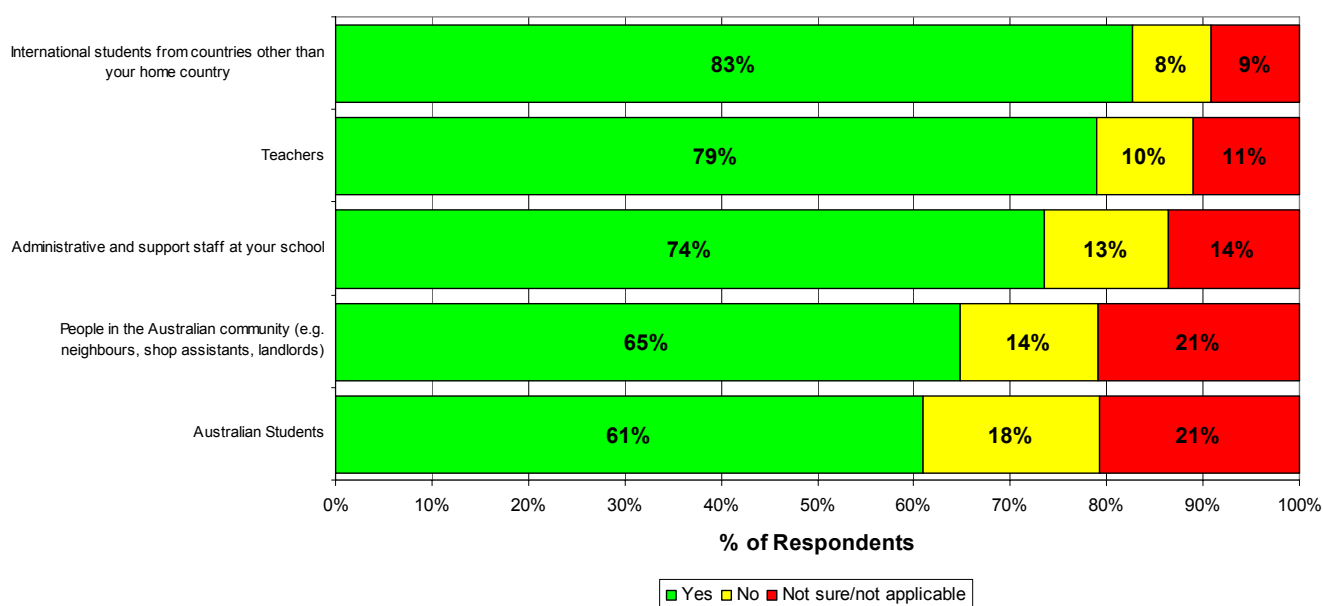
Base: n=74. Respondents who did not get a paid casual/part-time job at any time (including the holiday periods) during 2006, although they tried to get one. Note: The totals may not add up to 100% due to multiple responses allowed.

Q39c What was the main reason you did **not** get a paid casual/part-time job in 2006, although you tried to get one? (Write in the box below).

5.2.4 Respect and courtesy

Respondents felt they were treated with more respect by people inside the classroom than outside in the community, as shown in Figure 9. Eighty three per cent indicated that other international students treated them with respect and courtesy and 79% of respondents said teachers treated them with respect and courtesy. Seventy four per cent reported that they were treated with respect and courtesy by school administrative staff, and 61% by Australian students. Sixty five per cent felt that people in the Australian community (e.g. neighbours, shop assistants and landlords) were respectful.

Figure 9: Generally being treated with courtesy and respect



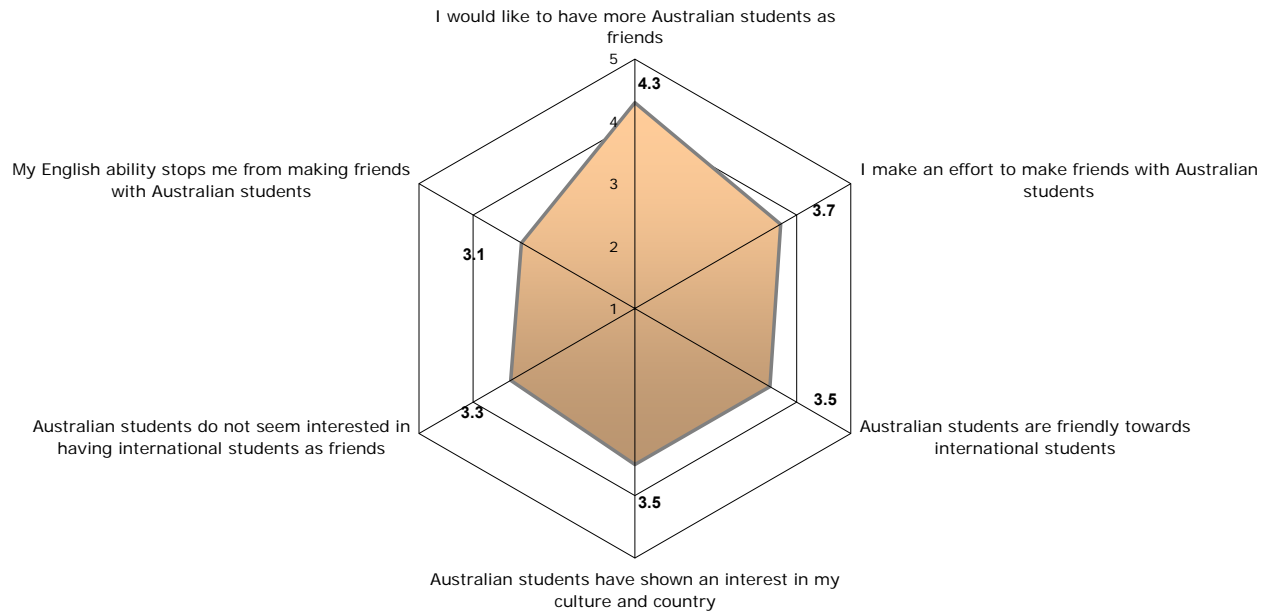
Base: n=716 - all respondents.

Q38 Generally, have you been treated with respect and courtesy by each of the following groups during your stay in Australia? (Tick one box only for each group of people)

5.2.5 Making friends

Figure 10 shows the propensity of respondents to agree with the statement *I would like to have more Australian students as friends*. Eighty seven per cent of all Schools respondents would like to have more Australians as friends. Asian respondents were particularly keen to extend their networks (88%) compared with students from European or other countries (68%).

Figure 10: Making friends in Australia



Base: All respondents.

Scale 1=strongly disagree to 5= strongly agree

Q34 Here are some statements about making friends with Australian students. Please indicate your level of agreement or disagreement with each statement. (Tick one box only for each statement)

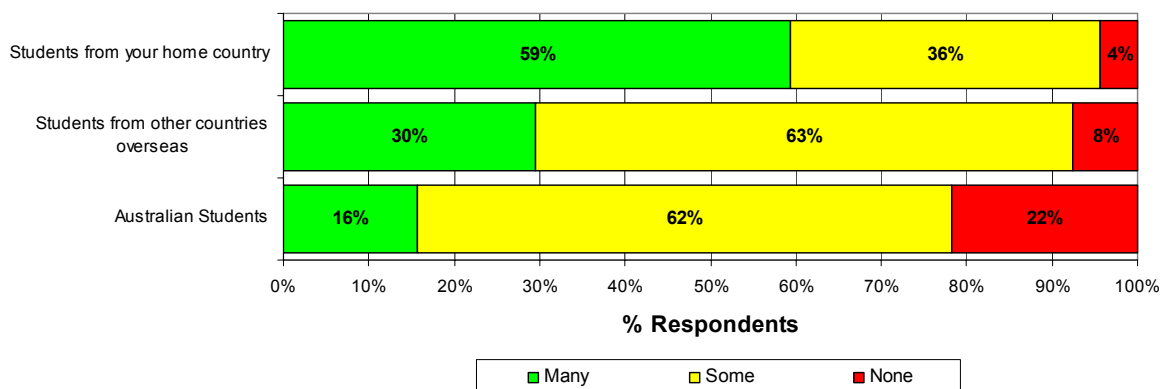
Forty five per cent of all respondents either agreed or strongly agreed with the statement that *Australian students do not seem interested in having international students as friends*. This was felt most among Asian respondents (45%) compared to other respondents (38%).

Fifty four per cent of respondents either agreed or strongly agreed with the statement that *Australian students are friendly towards international students*. Again this was least felt by Asian respondents (52%) versus 72% of respondents from other regions.

Forty five per cent of respondents either agreed or strongly agreed with the statement *My English ability stops me from making friends with Australian students*. Forty seven per cent of Asian respondents had this view compared to 16% of South American, Middle Eastern and European respondents. Fifty three per cent of respondents either agreed or strongly agreed that *Australian students have shown an interest in my culture and country*. There was little variation between the nationalities of respondents with this perception.

When it came to making an effort to make friends with Australians, 62% of all respondents said they had tried. In this case, South American, Middle Eastern and European respondents were more likely to have made an effort (74%) compared with Asian respondents (61%).

Figure 11: Friends made at school

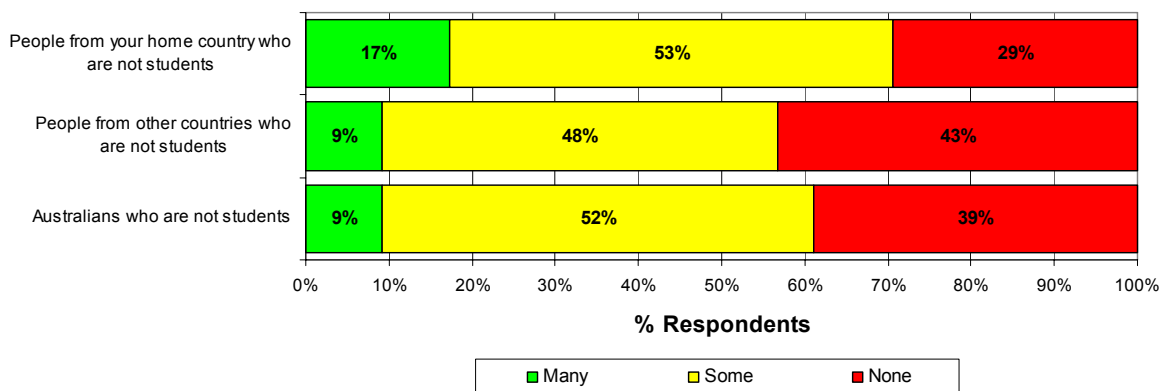


Base: n=721.

Q35 How many close friends in Australia do you have from each of the following groups of people? (Tick one box only for each group of people)

Figure 11 shows that 78% of schools respondents made friends with Australian students at school. Sixty two per cent had some Australian students as close friends but few had many (16%). Ninety six per cent of schools respondents have made close friends among students from their own country, and 92% had done so with students from other countries. Respondents were less likely to make friends outside school.

Figure 12: Friends made outside school



Base: All respondents. n=719.

Q35 How many close friends in Australia do you have from each of the following groups of people? (Tick one box only for each group of people)

Among the findings of the qualitative research phase, many respondents reported that they had difficulties making connections with local Australian students. Language was often a key barrier during the first few months. Another barrier, particularly for girls, was that most of these students entered secondary school in Australia at Year 10 or Year 11, when tight friendship groups had already been established.

“It’s hard to get an Australian friend. When you come into Year 11, they already have their friends. Plus your English is bad. They will talk to you but you can’t really join in.”

“We have our world, they have theirs.”

Playing sport helped to break down these barriers – indeed, those who excelled at a team sport (usually boys) generally found it much easier to fit in. Students also said it was easier to make friends with local students if they were the only student from their home country at the school and therefore had no option but to speak English. Going to a school with a high ratio of international students could limit the opportunities for social and cultural integration with Australians.

In summary, the majority of respondents found Australia a good place to live and study. In general they had positive experiences with members of the community, even though many respondents felt they were treated with more respect by people inside the classroom than outside in the community.

Students felt welcomed by home-stay families although improvements could be made by the families becoming more involved in showing the students around, providing more opportunities to speak English and introducing them to other friends.

A high proportion of respondents indicated that they would like to have more Australians as friends.

Around a quarter of students worked while studying, providing them with some extra income as well as social opportunities outside of school.

6 Future career plans and aspirations

Objective 3: Ascertain the future career plans and aspirations of School students before they return to their home countries.

Seventy eight per cent of respondents said they were most likely to enrol in further studies after finishing secondary school in Australia with the majority planning to enrol in a university course (80%). Sixteen per cent expected to enrol in a form of technical or vocational training (TAFE or private VET colleges). Business, commerce and accounting-related courses were the most popular choices for tertiary study (46%) followed by science, engineering and medical studies (20%).

Eighty seven per cent of those planning further study intended to enrol in Australia. Of these, 52% wanted to stay in Australia permanently after completing their education, 31% were not sure, and 17% did not want to stay in Australia permanently.

Of the respondents who said they planned to find a job after completing secondary school, 75% planned to do so in Australia and 23% would do so in their home country.

Table 11: Next thing most likely to do after finishing secondary school in Australia

Next thing most likely to do after finishing secondary school in Australia	Total (n=704)
Enrol for further studies	78%
Find a job	11%
Travel or have extended time off	5%
No plans for the future	6%
Other	0%
Total	100%

Base: All respondents, n=704.

Q42a After you finish your secondary school in Australia, what are you most likely to do? (Tick one box only)

The qualitative research revealed that one of the main reasons students came to Australia at secondary school level was to prepare for university. Most of these students had very clear plans about what they wanted to do after finishing secondary school. These plans involved specific universities and courses. TAFE was only mentioned as a back-up plan for students who doubted that they would do well enough to get into a good university.

In summary, School respondents planned to undertake further study when they had completed school in Australia, with most intending to enrol in a university course. Popular subjects were in the business and technology areas.

Of those who were planning to enrol in university, 52% had decided to do so in Australia while 31% were still undecided.

The majority of respondents who planned to find a job after their secondary education sought to do so in Australia.

7 Overall satisfaction with stay in Australia

This section should be read in conjunction with the technical details in Appendices C to F.

Multivariate analysis was used to derive key composite variables and explore their relationship to students' overall satisfaction with their stay in Australia. Analysis was also conducted to reveal key drivers of overall stay satisfaction. Below is a summary of the analysis conducted.

7.1 Relationship of pre-arrival and post-arrival factors with Overall Stay Satisfaction

Overall Stay Satisfaction is the measure used to gauge students' satisfaction with their stay in Australia.

A simple correlation matrix was constructed between all variables in an initial examination of variable inter-correlation and the relationship to Overall Stay Satisfaction (refer to Appendix F for full correlation matrix). Table 12 shows a list of correlation coefficient scores (*Pearson's r*) for all variables as they relate to Overall Stay Satisfaction. Note that 'pre' and 'post' refer to pre-arrival and post-arrival variables.

The results of the preliminary analysis suggest that some of the major factors contributing to Overall Stay Satisfaction for secondary students relate to:

- the cost of studying in Australia (living and course costs);
- school and course satisfaction; and
- home-stay experience (if they had one).

These variables showed a strong correlation of greater than 0.3.

Secondary factors relating to Overall Stay Satisfaction relate to:

- support services in Australia;
- students' attitudes toward Australians; and
- the Australian lifestyle.

The correlation matrix did not reveal any 'very strong' relationships between the independent variables; therefore regression analysis was carried out on these measures for a deeper investigation into the drivers of Overall Stay Satisfaction.

Table 12: Correlation of independent variables to Overall Stay Satisfaction

Composite variable	Overall Stay Satisfaction	Pre-arrival or post-arrival measures	Strength of correlation	
Expense perceptions post-arrival	0.55	Post	Green	Strong
School satisfaction	0.47	Post		
Home-stay satisfaction	0.33	Post		
Support services	0.28	Post	Yellow	Moderate
Australian lifestyle	0.25	Pre		
Had Australian friends	0.22	Post		
Student attitudes towards Australians	0.21	Post		
Australians' attitudes to students	0.2	Post	Red	Weak
Lived with Australians	0.06	Post		
Work future	0.06	Post		
Connection to Australia	0.04	Pre		
Expense perceptions pre-arrival	0.03	Pre		
Study future	0.00	Post		
Worked during 2006	-0.02	Post		
Lived with internationals	-0.04	Post		

Red category variables have correlation coefficients below 0.2 (weakly correlated).
Yellow category variables have correlation coefficients between 0.2 and 0.3 (Moderate correlation).
Green category variables are strongly correlated (0.3+).

7.2 Key drivers

Further statistical techniques (stepwise regression³) were applied to the data to produce a series of index values which enabled the determination of the relative importance of the key drivers. Table 13 lists the post-arrival factors as an independent variable and the Overall Stay Satisfaction as the dependent variable.

³ Stepwise regression is a method that calculates the optimum mix of variables required in a given model for maximum predictive quality.

Table 13: List of composite post-arrival variables regressed to Overall Stay Satisfaction

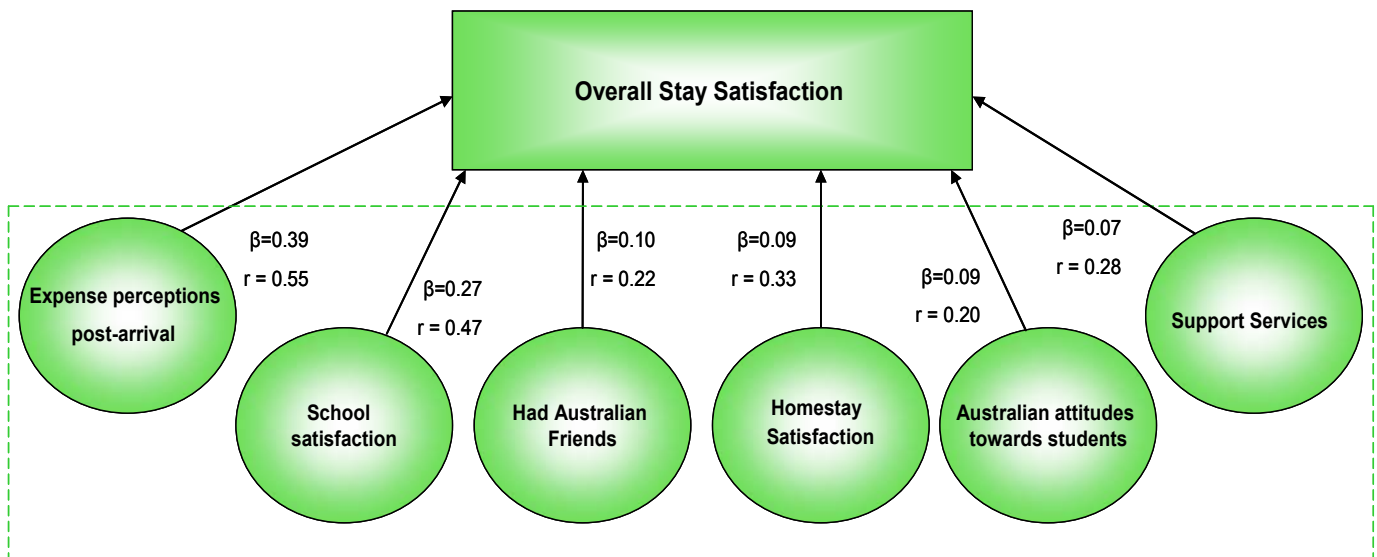
Composite variable	
1	Expense perceptions post-arrival
2	School satisfaction
3	Home-stay satisfaction
4	Support services
5	Student attitudes towards Australians
6	Australians' attitudes towards students
7	Had Australian friends
8	Study future
9	Work future
10	Lived with Australians
11	Worked during 2006
12	Lived with internationals

Figure 13, on the following page, summarises the output of the analysis listing the variables that contribute most to overall satisfaction.

Expense perceptions post-arrival was the main driver of Overall Stay Satisfaction while satisfaction with the school and the course placed a strong second. Both of these measures made the most substantial contribution to the model's predictive power compared to the remaining variables. Performance of scale items underlying these two key measures should be monitored and maintained as high as possible.

It is also interesting to note that secondary school respondents' belief about Australian attitudes towards them, whether they had any Australian friends, their home-stay experience and support services were definite factors in Overall Stay Satisfaction. Considering that a large number of home-stay experiences are with Australian families, the overall importance of these interactions appears to be very high. Performance of scale items behind these measures should also be closely monitored and maintained as high as possible.

Figure 13: Regression model summary



β = regression coefficient r = Pearson correlation coefficient

How to interpret β : The higher the β the higher the contribution of the driver to improving the level of the satisfaction outcome.
Model variance explained: R Square (Adjusted) = 0.41

Table 14 lists the mean scores for each key attribute. Mean scores are between 1 and 10. The higher the score, the better the performance of that particular attribute.

Table 14: Mean scores of key drivers of overall stay satisfaction

Rank importance	Composite variables	Performance Mean scores (1-10)
1	Expense perceptions post-arrival	6.36
2	School satisfaction	7.83
3	Had Australian friends	5.78
4	Home-stay satisfaction	7.90
5	Australian attitudes to me	7.44
6	Support services	7.69
Overall Stay Satisfaction		8.13

Base: n=726.

Note: The mean score for Overall Stay Satisfaction is higher than the composite variables.

Note that the composite variables do not directly make up the Overall Stay Satisfaction score. The composite variables are independent variables by definition and relationships are inferred only. Therefore, Overall Stay Satisfaction can have a higher or lower score than any or all of the composite variables.

Implications of these findings will be discussed in more detail in the following sections, however if one were to verbalise the findings of the regression analysis from the school respondent's perspective, it is likely they would say:

"I am happiest with my stay if my expenses are as expected, and the secondary school I attend is of a high standard. Making Australian friends is very important to me and the attitude of Australians toward me matters, so too does my home-stay accommodation along with the support I receive when trying to adjust to a different country."

The following sections relate directly to each of the key variables that contribute to Overall Stay Satisfaction.

7.3 Key drivers/demographic differences

Gender, visa type, country of permanent residence and age variables were examined in the regression modelling process but were not found to be strong predictors contributing to overall satisfaction. For example, separate satisfaction models were not required for males and females or other individual demographics. However, some differences between these demographics do exist and they have been examined in this section and throughout this report, where applicable.

7.3.1 Country of permanent residence

Table 15 lists mean scores for the drivers of overall satisfaction with stay in Australia. All key underlying attributes are included by country of origin. Notably, Thailand records the highest in overall satisfaction as well as topping four of the six key attributes. However, caution should be exercised due to the low sample size of respondents from Thailand. Other countries are also not listed due to their very low sample sizes.

Table 15: Mean scores – Overall Stay Satisfaction and key attributes by country of permanent residence

	sample size n=	Country of permanent residence	Overall Stay Satisfaction	Drivers of Overall Stay Satisfaction					
				Expense perceptions post-arrival	School satisfaction	Had Australian friends	Home-stay satisfaction	Australians' attitudes to me	Support services
1	379	China	8.13	6.47	7.82	5.49	7.93	7.58	7.70
2	79	Hong Kong	7.92	6.18	7.54	5.75	7.37	7.24	7.40
3	60	South Korea	7.99	6.11	7.78	6.15	7.88	6.92	7.78
4	44	Japan	8.20	6.97	7.70	6.26	8.52	7.29	7.50
5	26	Thailand	8.42	6.50	8.53	6.50	7.91	7.82	8.09

Legend	
1	Highest mean score
2	Second highest mean score
3	Third highest mean score

Base: n=705.

Q4a. What is your home country, that is the country where your parents permanently live?

7.3.2 Age

As highlighted in Table 16 there was little difference between age groups in terms of Overall Stay Satisfaction and only relatively small variations existed between age groups for key attributes.

Table 16: Mean scores – Overall Stay Satisfaction and key attributes by age

Sample size n=	Age	Overall Stay Satisfaction	Drivers of Overall Stay Satisfaction					
			Expense perceptions post-arrival	School satisfaction	Had Australian friends	Home-stay satisfaction	Australian attitudes to me	Support services
66	16-17 years	8.24	5.94	8.21	5.93	8.22	7.40	7.76
249	18 years	8.10	6.31	7.85	5.90	7.78	7.41	7.59
260	19 years	8.11	6.55	7.75	5.65	7.80	7.44	7.77
121	20+ years	8.16	6.35	7.87	5.68	8.15	7.56	7.73
696	Overall	8.13	6.37	7.85	5.77	7.90	7.45	7.69

Legend	
1st	Highest mean score

Base: n=696.

Q7age_range. Age of respondent.

7.3.3 Gender

Gender differences in Overall Stay Satisfaction were non-existent. The only statistically significant difference in key attributes between males and females was in relation to having Australian friends. Males scored higher than females indicating that males were more successful at making, or spending more time with, Australian friends.

Table 17: Mean scores – Overall Stay Satisfaction and key attributes by gender

Sample size n=	Gender	Overall Stay Satisfaction	Drivers of Overall Stay Satisfaction					
			Expense perceptions post-arrival	School satisfaction	Had Australian friends	Home-stay satisfaction	Australian attitudes to me	Support services
346	Male	8.13	6.27	7.88	6.16*	7.75	7.41	7.72
360	Female	8.12	6.43	7.79	5.42*	8.05	7.48	7.66
706	Total	8.13	6.36	7.83	5.78	7.90	7.44	7.69

Legend	
	Highest mean score

Base: n=696.

Q6 Gender of respondent. *Significant difference between male and female scores

7.3.4 Expense perceptions post-arrival

This measure was at the top of the list for variables that influence secondary school respondents' overall satisfaction with their stay in Australia. Table 18 is a summary of measures that were combined to form this composite variable and the individual performance of those measures. The overall attribute score is 6.36 out of a maximum score of 10.

Table 18: Satisfaction with expenses

Expense perceptions post-arrival	Satisfied	Dissatisfied
Q40a How satisfied are you with the following aspects of your stay in Australia? – Cost of living	42%	26%

Base: n=700.

Q40a Overall, how satisfied are you with the following aspects of living in Australia? (Tick one box per row)- Cost of living.
 Net *satisfied* or *very satisfied*, *dissatisfied* or *very dissatisfied*

While 42% of secondary school respondents were satisfied with the cost of living in Australia, 26% were dissatisfied. There is certainly room for improvement in the perception of the cost of living. As discussed later, much of this could be resolved with accurate information at the pre-arrival stage.

As identified, pre-arrival information about the real cost of living in Australia should be clearly communicated to prospective students and parents as there are often added expenses not foreseen by students. However, qualitative research showed that the pre-arrival perception is that Australia is a lower cost option than the USA or UK.

“It’s cheaper to come here than the US, because of the exchange rate”

Australia may still be the lower cost option overall. Any dissatisfaction with the cost of the course should be overcome by clearly communicating to students the value for money of the course and its benefits, as well as providing a realistic picture of the costs of living in Australia.

7.3.5 Satisfaction with the school

Satisfaction with the secondary school was one of the primary drivers of overall satisfaction with stay in Australia. Table 19 is a summary of the scale measures and their relative performance. The overall mean score was 7.8 indicating a good level of satisfaction.

Table 19: Satisfaction with aspects of the secondary school

Aspects of course/school	Satisfied
Commitment of staff	76%
Range of subjects to choose from	69%
Methods of teaching	68%
Sensitivity shown by teachers to international students	68%
Amount of homework	67%
Computer facilities	67%
Quality of lessons	66%
Quality of small classes (e.g. laboratories, workshops)	66%
School assessment (e.g. exams, assignments)	66%
Level of difficulty of the subjects	65%
Opportunities for one-on-one contact with teachers	64%
Working on group projects	57%
Sporting facilities	51%
Food outlets/canteens	37%

Base: n=712.

Q27 How satisfied are you with the following aspects of the school you are studying at? (Tick one box per row)

As outlined in Table 19, in evaluating specific aspects of the school in which they studied, moderate to high numbers of secondary school respondents were satisfied with education delivery aspects.

Overall performance in most of the areas listed is good despite there being no areas where over 80% of respondents were very satisfied or satisfied. Proportions of less than 90% rating very satisfied or satisfied generally indicate room for improvement. Most items listed above are management-related issues that do not require capital expenditure, such as improving computer, sporting or food facilities. Instead many of the items relate to quality control, curriculum and work practice standards.

A large proportion of respondents (84%) were satisfied or very satisfied with their overall school experience. Only 3% were dissatisfied or very dissatisfied, as shown in Table 20.

Table 20: Overall Stay Satisfaction with the school experience

Overall satisfaction with school experience	Satisfied	Dissatisfied
Q28 Overall, how satisfied are you with your school experience in Australia?	84%	3%

Base: n=718.

Q28 Overall, how satisfied are you with your school experience in Australia?

Net *satisfied* or *very satisfied*, *dissatisfied* or *very dissatisfied*

Willingness to recommend is an important measure of advocacy. Fifty six per cent of all respondents indicated that they would recommend the secondary school they attended. Twenty six percent of all respondents said they would not as shown in Table 21.

Refer to Section 4.1 relating to the background and performance of these specific measures.

Table 21: Propensity to recommend current school

Propensity to recommend – The school you are studying at	Yes, would recommend	No, would not recommend
Q29 Overall, would you recommend the following to friends or family?	56%	26%

Base: n=702.

Q29 Overall, would you recommend the following to friends or family? (Tick only one box per row) "Yes"/"No"

7.3.6 Australian friends

Making Australian friends was found to be an important factor in Overall Stay Satisfaction. Table 22 shows the proportion of international secondary respondents who have managed to make friends with other Australian students and Australians outside school. Seventy eight per cent of respondents had many or some Australian student friends, a lesser proportion (61%) had Australian friends out of school.

Table 22: Types of Australian friends

Types of friends	Many	Some	None	Total
Australian students	16%	62%	22%	100%
Australians who are not students	9%	52%	39%	100%

Base: n=717.

Q35 How many close friends in Australia do you have from each of the following groups of people? (Tick one box only for each group of people)

Sixty eight per cent of respondents socialised often or sometimes with Australian students, even fewer (42%) did so with Australians who are not students, as highlighted in Table 23.

Table 23: Socialising with Australians

Socialising with Australians	Often	Sometimes	Never	Total
Social time with Australian students	15%	53%	32%	100%
Social time with local Australian community, cultural or religious groups	6%	36%	58%	100%

Base: n=715.

Q36 How often do you spend social time with each of the following groups of people in Australia?

Refer to Section 5.2.5 for more information on secondary school students making friends in Australia.

7.3.7 Home-stay satisfaction

Home-stay satisfaction is a measure of a student's satisfaction with their living arrangements, particularly related to the home-stay program where students live with Australian families for the duration of their stay in Australia. Table 24 shows the results of the measures combined to form the home-stay satisfaction variable.

Around 67% of respondents having lived in home-stay accommodation were satisfied with overall living conditions and would recommend their home-stay family (65%) to their own friends and family.

Most respondents reported that their home-stay family made them feel welcome (85%) and helped them settle in (80%). However, home-stay families were slightly less helpful in showing respondents around (74%) or providing opportunities to speak English (73%).

Table 24: Home-stay satisfaction

Home-stay satisfaction	Helpful	Not helpful
Q33b(1) Making you feel welcome	85%	12%
Q33b(2) Showing you around	74%	22%
Q33b(3) Helping you to settle in	80%	17%
Q33b(4) Providing opportunities to practise English	73%	21%
Home-stay satisfaction	Good	Not good
Q33c Overall living conditions	67%	8%
Home-stay satisfaction	Likely to recommend	Not likely to recommend
Q33d Propensity to recommend home-stay family	65%	11%

Base: n=443. Respondents who have home-stayed with an Australian family not related to them.

Q33b Overall, has your home-stay family with an Australian family not related to you been helpful in...?

Q33c How are the overall living conditions (e.g. your bedroom, the house, food, the yard) of your home-stay environment?

Net 'good' or 'very good'

Q33d Would you recommend your home-stay family to other international students?

Refer to Section 5.2.2 for more details of respondent satisfaction with home-stay and various aspects of accommodation.

7.3.8 Australian attitudes towards international school students

International students' belief in how they are perceived by Australians was found to contribute significantly to their Overall Stay Satisfaction. This highlights the major social aspect expected when studying in Australia.

Table 25 is a summary of measures that were combined to form this composite variable, showing that 45% of respondents agreed or strongly agreed with the statement that Australians do not seem interested in having international students as friend.

However, 54% of respondents reported that Australians were friendly towards international students and 65% affirm that they have generally been treated with respect and courtesy by people in the Australian community (e.g. neighbours, shop assistants, and landlords).

Table 25: Attitudes of Australians towards me

Attitudes of Australians towards me	Agree	Disagree
Q34(2) Australians do not seem interested in having international students as friends	45%	22%
Q34(3) Australians are friendly towards international students	54%	8%
	Yes	No
Q38(5) Treated with respect and courtesy by people in the Australian community (e.g. neighbours, shop assistants, landlords)	65%	14%

Base: n= 714.

Q34 Here are some statements about making friends with Australians. Please indicate your level of agreement or disagreement with each statement. Net 'agree' or 'strongly agree'

Q38 Generally, have you been treated with respect and courtesy by each of the following groups during your stay in Australia? (Tick one box only for each group of people)

Sections 5.2.4 and 5.2.5 supply further detail on issues to do with courtesy, respect and friendliness of Australians towards international students.

7.3.9 Support services

Given the age and life experience of most of the secondary respondents, it is not surprising that support services appear as an important factor in Overall Stay Satisfaction.

Apart from the library (which was used by 87% of respondents and 94% found it useful or very useful), student coordinators were the most highly valued resource. Ninety three per cent found student coordinators helpful or very helpful but only 52% made use of the service. Extracurricular activities organised by the school were also highly valued with 93% of respondents finding this service helpful or very helpful. However, only 39% of respondents actually participated (refer to Table 26).

Further details about support services can be found in section 4.1.3

Table 26: Support services overall use and helpfulness

Support services you have used at your current school (n=515)	Students who have used service	Rating of usefulness of service		
		Very useful	Useful	Not useful
Help from international student coordinators	52%	49%	43%	7%
Extracurricular activities organised by the school	39%	48%	45%	7%
Library	87%	48%	46%	5%
Study skills support classes	33%	44%	48%	8%
English classes	47%	42%	52%	6%
Help from head of boarding house/home-stay coordinator	34%	42%	47%	11%
Social activities organised by the school	33%	39%	53%	9%
Health (medical) services	45%	36%	49%	15%
Careers advisory service	39%	36%	54%	10%
Student centre/administration	33%	35%	59%	6%
Pastoral care/counselling services	14%	27%	57%	16%
Clubs and societies	16%	27%	59%	14%
Religious support services	11%	19%	55%	26%

7.4 Overall performance summary table

Table 27 is a summary of key variables ranked by their influence on Overall Stay Satisfaction (based on their beta index values). Performance of their corresponding variable components is also shown. The table is colour coded to represent the level of influence and performance levels.

Table 27: Overall summary of performance

Composite variable	Mean score	Beta index	Variable components	Component ratings
Expense perceptions post-arrival	6.36	38%	Expense perceptions after arrival	Satisfied
			Q40a How satisfied are you with the following aspects of your stay in Australia? – Cost of living	42%
School satisfaction	7.83	27%	Aspects of course/school	Satisfied
			Commitment of staff	75%
			Range of subjects to choose from	69%
			Methods of teaching	68%
			Sensitivity shown by teachers to international students	68%
			Amount of homework	67%
			Computer facilities	67%
			Quality of lessons	66%
			Quality of small classes (e.g. laboratories)	66%
			School assessment (e.g. exams, assignments)	66%
			Level of difficulty of the subjects	65%
			Opportunities for one-on-one contact with teachers	64%
			Working on group projects	57%
			Sporting facilities	51%
			Food outlets/canteens	37%
			Propensity to recommend – The school you are studying at	Yes would recommend
			Q29 Overall, would you recommend the following to friends or family?	56%
Overall satisfaction with school experience	Satisfied			
Q28 Overall, how satisfied are you with your school experience in Australia?	84%			
Had Australian friends	5.78	10%	Types of friends	Some or many
			Australian students	78%
			Australians who are not students	61%
			Socialising with Australians	Sometimes or often
			Social time with Australian students	68%
Homestay satisfaction	7.9	9%	Social time with local Australian community, cultural or religious groups	42%
			Home-stay satisfaction	Helpful
			Q33b(1) Making you feel welcome	85%
			Q33b(2) Showing you around	74%
			Q33b(3) Helping you to settle in	80%

Composite variable	Mean score	Beta index	Variable components	Component ratings
			Q33b(4) Providing opportunities to practise English	73%
			Home-stay satisfaction	Good
			33c Overall living conditions	67%
			Home-stay satisfaction	Likely to recommend
			Q33d Propensity to recommend home-stay family	65%
Australians' attitudes towards students	7.44	9%	Attitudes of Australians towards me	Agree
			Q34(2) Australians do not seem interested in having international students as friends	45%
			Q34(3) Australians are friendly towards international students	54%
			Yes	
			Q38(5) Treated with respect and courtesy by people in the Australian community	65%
Support services	7.69	7%	Support services you have used at your current school	Useful or very useful
			Help from International Student Coordinators	49%
			Extracurricular activities organised by the school	48%
			Library	48%
			Study skills support classes	44%
			English classes	42%
			Help from Head of Boarding House/Home-stay Coordinator	42%
			Social activities organised by the school	39%
			Health (medical) services	36%
			Careers advisory service	36%
			Student centre/administration	35%
			Pastoral care/counselling services	27%
			Clubs and societies	27%
			Religious support services	19%

For component ratings
Green = >60%
Yellow = 50% to 59%
Red = <50%

For Beta scores
Green = High influence on Overall Stay Satisfaction
Yellow = Medium influence on Overall Stay Satisfaction
Red = Lowest influence on Overall Stay Satisfaction

8 Conclusions

The results of the Schools sector survey indicated that respondents' experiences of studying and living in Australia were very positive overall. Generally, respondents were highly satisfied with their stay in Australia, particularly with the key drivers of satisfaction such as the school, home-stay, support services and perceived attitudes of Australians towards them.

Many respondents (and parents) were attracted by the natural environment, the weather, safety, relatively low cost of education and reputation of the high quality of education in Australia. On these counts many appeared to have had their expectations met. Consequently, the majority were willing to recommend Australia as a study destination to friends and family in their home country.

As demonstrated in this research, word-of-mouth recommendations are extremely important in choosing a place of study. This is a positive finding and, if all external and internal indicators remain the same, this is likely to continue. Many Schools respondents also planned on continuing further studies in Australia at a tertiary level, and eventually applying for permanent residency.

The findings also indicate that Australia needs to continually look for ways to improve international students' experiences, especially during the pre-arrival stage and in the area of expenses.

Areas for improvement identified for Schools respondents' pre-arrival experience were limited as the parents had handled most of the arrangements. However, more realistic information could be provided on the cost of living, as satisfaction with this aspect once students were living in Australia was relatively low. In addition, some respondents specifically mentioned that they find it difficult to understand why they are not eligible for concessions on public transport in certain states in Australia. While this may seem minor, such small issues can have a major impact on the perceived value of studying in Australia.

It is also important that support services are promoted to international students before arrival in Australia so students can be assured that they will be assisted through the inevitable challenges of studying abroad, particularly in the area of personal support, given their young age.

Many respondents arrived with the expectation of making friends, seeing the country, learning enough about the culture to stay and study at tertiary level and perhaps even live in Australia permanently. This proves a challenge for many if they are not assisted in problem areas when they arise. These problem areas may range from language-related learning difficulties to accommodation and personal issues. International student coordinators, when used, were highly valued, as were many of the support services available, although many respondents either did not have these services at their school or did not use them. Almost all respondents who used support services found them helpful. Therefore, encouragement of their use may be a cost-effective way of using existing infrastructure to increase overall satisfaction.

It would also help if home-stay host families were chosen on their ability to introduce Schools students to their own community or into work-related networks, as well as their willingness to help with improving the student's English proficiency. Home-stay families should be made aware of student support services and encourage their students to use them where possible.

Satisfaction with expenses post-arrival (the main driver of satisfaction with a student's stay in Australia) could be improved by ensuring there are more employment opportunities to students so they have extra money throughout their studies and enjoy a reasonable level of freedom and experiences. Employment would also provide them with another avenue for social interaction outside of school.

Care will need to be taken when communicating costs as they can still appear quite high and potentially discourage otherwise keen applicants. When presenting this information to students and their parents, it should be emphasised that Australia is a cost-effective option compared to other countries.

In summary, it is important to recognise that the study and social experiences of Schools students are critical in forming their overall perception of Australia. This in turn impacts on the way they talk about Australia after they return to their home country. Much of this is connected to the extent to which they are supported in their efforts to make friends, learn more about Australian culture and achieve their goal of completing secondary school (thereby increasing their chance of gaining entry to a reputable tertiary institution).

Facilitating and supporting student efforts in these areas should encourage the spread of positive recommendations by word-of-mouth to friends and family about Australia, in effect promoting the country and encouraging others to come here to study.

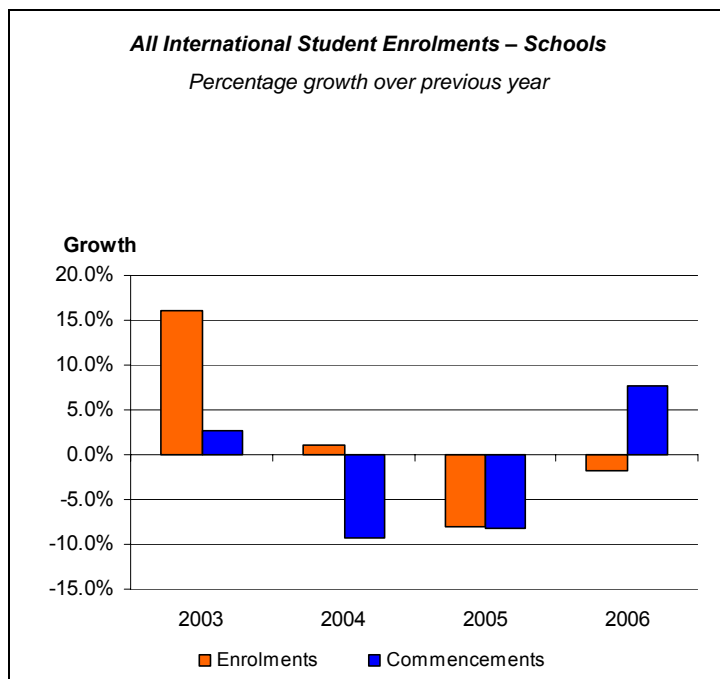


**Appendix A – International Student
Schools
Research Snapshot (2006)**

**Information from Australian Education
International**



International Student Enrolments in the Schools Sector in 2006



In 2006, there was strong positive growth in schools sector commencements but negative growth in enrolments. Commencements, a measure of new student enrolments onshore, increased by 7.7% and enrolments declined 1.7%. This is the first annual rise in commencements in the sector since 2003. The growth in this sector has fluctuated over the past 5 years, as shown in the graph below.

The two largest markets for the schools sector in 2006 were China and the Republic of Korea. Combined, they accounted for 60% of all enrolments. In 2006, China had a decrease in enrolments (-7.1%), but an increase in commencements (6.2%). The Republic of Korea had increases in both enrolments (10.2%) and commencements (17.4%). The Republic of Korea has experienced 4 years of successive growth in enrolments, and only one small decline in commencements between 2002 and 2003. Hong Kong and Japan, the third and fourth largest markets, had decreases in both enrolments (-7.8% and -10.0% respectively) and commencements (-5.4% and -13.1%).

Other markets that had very strong growth in enrolments and commencements were Vietnam (51.6% and 56.5% respectively) and Germany (27.0% and 23.1%). Brazil and Papua New Guinea also grew, albeit from much smaller bases.

At the state level, the majority of enrolments were in New South Wales and Victoria. Both of these states had declines in enrolments, but increases in commencements. Much of the decrease in enrolments for both of these jurisdictions was due to falls in enrolments from China.

Queensland, South Australia and the Australian Capital Territory all experienced strong growth in both enrolments and commencements.

This is attributable to the growth in the market from the Republic of Korea. The growth in commencements with government school sector providers was strong at 11.3%. Much of this growth was due to rises in commencements from China, the Republic of Korea and Vietnam. Commencements growth with non-government providers was 5.4%, mostly attributable to increases from the Republic of Korea, Germany and Vietnam.

Nationality	Enrolments					Commencements				
	Growth on 2002	Growth on 2003	Growth on 2004	Growth on 2005	2006 (number)	Growth on 2002	Growth on 2003	Growth on 2004	Growth on 2005	2006 (number)
China	23.2%	0.0%	-13.4%	-7.1%	9,618	-4.7%	-12.6%	-15.7%	6.2%	4,315
Republic of Korea	34.3%	16.2%	3.3%	10.2%	5,026	69.6%	-2.4%	1.0%	17.4%	2,253
Hong Kong	11.8%	-3.8%	-11.3%	-7.8%	1,641	-2.9%	-18.1%	-8.5%	-5.4%	664
Japan	7.4%	-0.1%	-5.6%	-10.0%	1,444	-2.4%	2.2%	-7.6%	-13.1%	658
Vietnam	9.5%	20.2%	43.1%	51.6%	1,228	-5.4%	50.8%	40.5%	56.5%	640
Sub-total	21.9%	3.1%	-7.4%	-0.8%	18,957	5.2%	-8.4%	-8.7%	8.7%	8,530
Other countries	2.2%	-4.7%	-9.7%	-4.8%	5,760	-4.3%	-11.6%	-6.8%	4.8%	2,812
Total	16.1%	1.1%	-8.0%	-1.7%	24,717	2.6%	-9.2%	-8.2%	7.7%	11,342

State	Enrolments			Commencements	
	2006	Growth on 2005	% of 2006	2006	Growth on 2005
NSW	7,670	-3.3%	31.0%	3,526	11.0%
Vic	7,216	-3.9%	29.2%	2,875	3.0%
Qld	4,567	4.4%	18.5%	2,508	12.7%
WA	2,053	-7.7%	8.3%	914	1.0%
SA	2,079	5.2%	8.4%	1,051	11.6%
Tas	424	0.2%	1.7%	211	-13.2%
ACT	606	2.2%	2.5%	235	7.8%
NT	102	-17.1%	0.4%	22	-29.0%
Aust	24,717	-1.7%	100.0%	11,342	7.7%

Level Of Study	Enrolments			Commencements	
	2006	Growth on 2005	% of 2006	2006	Growth on 2005
secondary School	22,341	-2.4%	90.4%	10,214	5.7%
Primary School ¹	2,376	5.3%	9.6%	1,128	29.1%
Provider					
Non-government	15,291	-2.6%	61.9%	6,885	5.4%
Government	9,426	-0.3%	38.1%	4,457	11.3%
Total	24,717	-1.7%	100.0%	11,342	7.7%

¹ Includes Kindergarten Studies.



**Appendix B – International Schools
student questionnaire**



Australian Government

Australian Education International



Survey of Final Year Secondary School Students

INTERNATIONAL STUDENTS Completing a Final Year in Australia during 2006

2006

Australian Education International (AEI) is an arm of the Department of Education, Science and Training (DEST) and promotes the export of Australian education services. It works to attract students from around the world to study in Australia and to ensure that international students have a successful and enjoyable study experience.

AEI is researching the experiences and views of international students who are completing their final year of secondary school in Australia during 2006.

This questionnaire will take approximately 30 minutes to complete.

This questionnaire is to be completed by international final year secondary students only.

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2006 Schools Survey

Dear Student,

Thank you for agreeing to participate in this important survey.

This research will provide valuable information to industry and Government on the experience of international students in Australian secondary schools.

The survey results will assist schools to enhance the level of services provided to students and to be responsive to their needs.

I hope your studies in Australia have been enjoyable and rewarding and I wish you every success in your future endeavours.

Fiona Buffinton
Chief Executive Officer
Australian Education International

- *If you cannot give an exact answer to any question, please provide your best estimate.*
- *For questions with boxes, please tick the appropriate box.*
- *There is space at the end of the survey to write any comments you may have about your studies or experiences at secondary school.*

About this survey

The information from this survey will be used by Australian Education International (AEI) and will be published in a report.

The information we gather from you and other students will give us a better understanding of the student experience and help to enhance the level of services provided to international secondary school students in Australia.

AEI has contracted Ipsos Australia to conduct the survey. Please complete the questionnaire and hand it back to the survey coordinator.

Privacy

You do not need to give your name or any other information which can identify you on the survey form (and we will not release any data which will allow individuals to be identified).

We will make sure that your responses are treated in strict confidence and you can be assured that the content of individual responses will not be divulged.

Dear Fellow Student,

The National Liaison Committee for International Students in Australia (NLC) is pleased to support this survey.

The NLC believes that the information gathered will help improve the services provided for international students in Australia. We encourage you to give your views and to complete and return the survey form as soon as possible.

Your feedback will make a difference.

Eric Yenz Pang
National Convenor
National Liaison Committee for International Students in Australia Incorporated
www.nlc.edu.au

Need further information?

If you have any questions about this survey, or completing this questionnaire, please call Preslav Bondjakov, Project Manager at Ipsos Australia on 1800 791 000 or email preslav.bondjakov@ipsos.com.au

1. Your Background

We'd like to start by asking you some questions about your background. Your responses to the following questions will be treated as anonymous and confidential.

- Q1** What is the **name of the secondary school** at which you are studying? *(Write in the box below)*
- Q2** Where is the **school** you are studying at **located**?

 City or Town State
- Q3a** In what month and year did you **start** studying at this school?

 Month Year
- Q3b** In what month and year do you expect to **complete** studying at this school?

 Month Year

If you expect to complete your secondary school studies after December 2006, you DO NOT need to fill in and return this survey. Thank you for your help.

- Q4a** What is your **home country**, that is the country where your parents permanently live? *(Write in the box below)*
- Q4b** What is your **country of citizenship**, that is the country that issued the passport that you used to enter Australia? *(Write in the box below)*
- Q5** Are you male or female? *(Tick one box only)*
 Male ¹ Female ²
- Q6** What is your month and year of birth?

 Month Year

2. Deciding to Study in Australia

- Q7** Why did you and/or your family choose to have you **study overseas**? *(Tick as many as apply)*
- | | | |
|--|---|--------------------------|
| To improve your English | 1 | <input type="checkbox"/> |
| To improve your overall studies | 2 | <input type="checkbox"/> |
| To gain experience living and studying in another country and/or culture | 3 | <input type="checkbox"/> |
| To improve your chances of entering a good university | 4 | <input type="checkbox"/> |
| To obtain a better quality education than what is available in your home country | 5 | <input type="checkbox"/> |
| Because of the reputation of the school | 6 | <input type="checkbox"/> |
| Because you could not get into a preferred school at home | 7 | <input type="checkbox"/> |
| Other <i>(please specify)</i> | 8 | <input type="checkbox"/> |
-
- Q8a** Was Australia your country of **first choice** for studying at secondary school? *(Tick one box only)*
- | | | | |
|-----|---------------------------------------|---|-----------|
| Yes | ¹ <input type="checkbox"/> | ▶ | GO TO Q9a |
| No | ² <input type="checkbox"/> | ▶ | GO TO Q8b |
- Q8b** Which country was your **first choice** for studying at secondary school? *(Write in the box below)*
- Q8c** What were the main reasons that you did **not** study in the country of your **first choice**? *(Write in the box below)*
- Q9a** Apart from in Australia, have you ever studied **outside your home country**? *(Tick one box only)*
- | | | | |
|-----|---------------------------------------|---|-----------|
| Yes | ¹ <input type="checkbox"/> | ▶ | GO TO Q9b |
| No | ² <input type="checkbox"/> | ▶ | GO TO Q10 |
- Q9b** Apart from in Australia, in which country(s) have you studied **outside your home country**?
- Q9c** In the country(s) **outside your home country** did you study...? *(Tick as many as apply)*
- | | | |
|--|---|--------------------------|
| As part of study tours | 1 | <input type="checkbox"/> |
| As an exchange student | 2 | <input type="checkbox"/> |
| As a scholarship holder | 3 | <input type="checkbox"/> |
| At a primary school | 4 | <input type="checkbox"/> |
| At a secondary school | 5 | <input type="checkbox"/> |
| At an English language (ELICOS) school/college | 6 | <input type="checkbox"/> |
| Other <i>(please specify)</i> | 7 | <input type="checkbox"/> |
-

Q10 How did you and/or your family hear about **studying in Australia?** (Tick as many as apply)

Friend/relative recommended Australia	1	<input type="checkbox"/>
Education/study agent recommended Australia	2	<input type="checkbox"/>
Brochure	3	<input type="checkbox"/>
Internet	4	<input type="checkbox"/>
Media article	5	<input type="checkbox"/>
Educational fairs and exhibitions	6	<input type="checkbox"/>
Other (please specify)	7	<input type="checkbox"/>

▼

Q11 Why did you and/or your family choose to have you **study in Australia?** (Tick as many as apply)

High quality of education	1	<input type="checkbox"/>
Low cost of education compared to other countries	2	<input type="checkbox"/>
Safe place to live	3	<input type="checkbox"/>
Live close to beautiful, natural environment	4	<input type="checkbox"/>
Relative(s)/friend(s) live in Australia	5	<input type="checkbox"/>
Low cost of living compared to other countries	6	<input type="checkbox"/>
Ease of gaining entry to quality education	7	<input type="checkbox"/>
Visited Australia before	8	<input type="checkbox"/>
Similar culture to your home country	9	<input type="checkbox"/>
To adapt to the Australian way of life before starting university in Australia	10	<input type="checkbox"/>
Friendly people	11	<input type="checkbox"/>
Easy to fit in	12	<input type="checkbox"/>
Close to your home country	13	<input type="checkbox"/>
Weather	14	<input type="checkbox"/>
Other (please specify)	15	<input type="checkbox"/>

▼

Q12 What **other countries** did you and/or your family consider for your secondary studies? (Tick as many as apply)

Canada	1	<input type="checkbox"/>
New Zealand	2	<input type="checkbox"/>
United Kingdom	3	<input type="checkbox"/>
USA	4	<input type="checkbox"/>
Other (please specify)	5	<input type="checkbox"/>

▼

No other country 6

Q13 Why did you and/or your family choose **the school** you are in now? (Tick as many as apply)

Friend/relative recommended the school	1	<input type="checkbox"/>
Education/study agent recommended the school	2	<input type="checkbox"/>
Like the location	3	<input type="checkbox"/>
High quality of education	4	<input type="checkbox"/>
To be near friends/relatives	5	<input type="checkbox"/>
Good student support services	6	<input type="checkbox"/>
The school's Program of Excellence	7	<input type="checkbox"/>
Other (please specify)	8	<input type="checkbox"/>

▼

3. Study in Australia

Q14 What were your **first impressions of Australia** as a place to study when you first arrived? (Tick one box only)

Very good	1	<input type="checkbox"/>
Good	2	<input type="checkbox"/>
Average	3	<input type="checkbox"/>
Not very good	4	<input type="checkbox"/>
Poor	5	<input type="checkbox"/>

Q15 How was the **airport pick-up service?** (Tick one box only)

Very good	1	<input type="checkbox"/>
Good	2	<input type="checkbox"/>
Average	3	<input type="checkbox"/>
Not very good	4	<input type="checkbox"/>
Poor	5	<input type="checkbox"/>
I did not use the airport pick-up service	6	<input type="checkbox"/>
My school does not offer an airport pick-up service	7	<input type="checkbox"/>

Q16 How effective was the **international student orientation program** in helping you to settle in at your school? (Tick one box only)

Effective	1	<input type="checkbox"/>
Average	2	<input type="checkbox"/>
Not effective	3	<input type="checkbox"/>
I did not use the international student orientation program	4	<input type="checkbox"/>
My school does not offer an international student orientation program	5	<input type="checkbox"/>
Don't know	99	<input type="checkbox"/>

Q17 When you arrived in Australia, did you do an English language course before starting school? (Tick one box only)

Yes	1	<input type="checkbox"/>	▶	GO TO Q18
No	2	<input type="checkbox"/>	▶	GO TO Q20

Q18 For how long did you do the English language course before starting school? (Please write the number of weeks in the box below)

 Weeks

Q19 How satisfied were you with your English language course? (Tick one box only)

Very satisfied	1	<input type="checkbox"/>
Satisfied	2	<input type="checkbox"/>
Neither/nor	3	<input type="checkbox"/>
Dissatisfied	4	<input type="checkbox"/>
Very dissatisfied	5	<input type="checkbox"/>

Q20 In which program are you **currently** enrolled at this school?

Study Abroad Senior secondary (Senior secondary School – study less than 12 months)	1	<input type="checkbox"/>
Foundation Program	2	<input type="checkbox"/>
Senior Secondary (Senior Secondary School – study more than 12 months)	3	<input type="checkbox"/>
International Baccalaureate (IB)	4	<input type="checkbox"/>
Secondary School Preparatory Program	5	<input type="checkbox"/>
Other (please specify)	6	<input type="checkbox"/>

▼

Q21 When you started studying at school in Australia, would you say your **spoken and/or written** English was...
(Tick one box in each column)

	Spoken English	Written English
Very good	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Good	2 <input type="checkbox"/>	2 <input type="checkbox"/>
Average	3 <input type="checkbox"/>	3 <input type="checkbox"/>
Not very good	4 <input type="checkbox"/>	4 <input type="checkbox"/>
Poor	5 <input type="checkbox"/>	5 <input type="checkbox"/>
Don't know	99 <input type="checkbox"/>	99 <input type="checkbox"/>

Q22a When you started studying at school in Australia, did you feel you needed extra help with your spoken and/or written English to help you with your studies? (Tick one box only)

Yes, with spoken English only	1 <input type="checkbox"/>	▶	GO TO Q22b
Yes, with written English only	2 <input type="checkbox"/>	▶	GO TO Q22b
Yes, with both spoken and written English	3 <input type="checkbox"/>	▶	GO TO Q22b
No	4 <input type="checkbox"/>	▶	GO TO Q23
Don't know	99 <input type="checkbox"/>	▶	GO TO Q23

Q22b Did you receive the extra help you needed with your spoken and/or written English? (Tick one box in each column)

	Spoken English	Written English
Received help when you needed it	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Received help later than you needed it	2 <input type="checkbox"/>	2 <input type="checkbox"/>
Never received the help you needed	3 <input type="checkbox"/>	3 <input type="checkbox"/>
Don't know	99 <input type="checkbox"/>	99 <input type="checkbox"/>

Q23 Overall, how would you rate the **teaching** at your school? (Tick one box only)

Very good	1 <input type="checkbox"/>
Good	2 <input type="checkbox"/>
Average	3 <input type="checkbox"/>
Not very good	4 <input type="checkbox"/>
Poor	5 <input type="checkbox"/>

Q24 Overall, how does the academic level of Australian school subjects **compare** with the school subjects in your home country?

Australian subject(s) are...	Overall	Maths	Science	Humanities	IT
Easier	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
The same	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
More difficult	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
Don't know	99 <input type="checkbox"/>	99 <input type="checkbox"/>	99 <input type="checkbox"/>	99 <input type="checkbox"/>	99 <input type="checkbox"/>

Q25 How would you rate the **overall quality of the school facilities** at your current school (e.g., library, school buildings and grounds, computer facilities, classroom environment, canteen, etc)? (Tick one box only)

Very good	1 <input type="checkbox"/>
Good	2 <input type="checkbox"/>
Average	3 <input type="checkbox"/>
Not very good	4 <input type="checkbox"/>
Poor	5 <input type="checkbox"/>

Q26a Please tick the support services you **have used at your current school** in the first column below.

Q26b How **useful** have you found each of the support services you have used? (Please tick the box on the same row to rate the usefulness of each service)

	Q26a Please tick only if you used the service	Q26b Please rate only the services you have used		
		Very useful	Useful	Not useful
Clubs and societies	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Religious support services	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Health (medical) services	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Careers advisory service	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Pastoral care/counselling services	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Library	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Student Centre/administration	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Study skills support classes	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
English classes (e.g., English for Academic Purposes)	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Social activities organised by the school	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Extra-curricular activities organised by the school (e.g., Sports, Music, Art)	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Help from Head of Boarding House/Home-stay Coordinator	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Help from International Student Coordinators	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Q27 How satisfied are you with the following aspects of the **school** you are studying at? (*Tick one box per row*)

	Very satisfied	Satisfied	Neither/nor	Dissatisfied	Very dissatisfied	Don't know/not applicable
Commitment of staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Sensitivity shown by teachers to international students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Methods of teaching	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Range of subjects to choose from	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
School assessment (e.g. exams, assignments)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Level of difficulty of the subjects	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Food outlets/canteens	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Sporting facilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Computer facilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Opportunities for one-on-one contact with teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Quality of lessons	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Quality of small classes (e.g., laboratories, workshops)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Working on group projects	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Amount of homework	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>

Q28 Overall, how satisfied are you with your **school experience in Australia**?

Very satisfied	1 <input type="checkbox"/>
Satisfied	2 <input type="checkbox"/>
Neither/nor	3 <input type="checkbox"/>
Dissatisfied	4 <input type="checkbox"/>
Very dissatisfied	5 <input type="checkbox"/>
Don't know/not applicable	99 <input type="checkbox"/>

Q29 Overall, would you **recommend** the following to friends or family? (*Tick only one box per row*)

	Yes, would recommend	No, would not recommend	Don't know/not applicable
Studying in Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
The school you are studying at	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>

4. Life in Australia

Now we would like you to think about your experiences while living in Australia.

Q30 In total, how many years have you **lived in Australia**? (*Tick one box only*)

Less than two years	1 <input type="checkbox"/>
Between two and four years	2 <input type="checkbox"/>
More than four years	3 <input type="checkbox"/>

Q31 Does your school have a **boarding house**? (*Tick one box only*)

Yes	1 <input type="checkbox"/>
No	2 <input type="checkbox"/>

Q32 Where have you **mostly** lived while undertaking your current secondary schooling in Australia? (*Tick one box only*)

International boarding house, on or near your school	1 <input type="checkbox"/>	GO TO Q33a
Other student boarding house, on or near your school	2 <input type="checkbox"/>	GO TO Q33a
Home-stay with an Australian family not related to you	3 <input type="checkbox"/>	GO TO Q33b
House/apartment with other members of your family	4 <input type="checkbox"/>	GO TO Q34
Other (<i>please specify</i>)	5 <input type="checkbox"/>	GO TO Q34

Q33a Overall, have the boarding house **staff and students** been helpful in...? (*Tick one box per row*)

	Helpful	Not helpful	Don't know/not applicable
Making you feel welcome	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
Showing you around	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
Helping you to settle in	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
Providing opportunities to practice English	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>

IMPORTANT: IF YOU DID NOT LIVE IN A HOME-STAY, PLEASE GO TO Q33c ►

Q33b Overall, has the **home-stay family** been helpful in...? (*Tick one box per row*)

	Helpful	Not helpful	Don't know/not applicable
Making you feel welcome	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
Showing you around	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
Helping you to settle in	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
Providing opportunities to practise English	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>

Q33c How are the **overall living conditions** (e.g., your bedroom, the house, food) of your boarding house/home-stay environment? *(Tick one box only)*

Very good	1	<input type="checkbox"/>
Good	2	<input type="checkbox"/>
Average	3	<input type="checkbox"/>
Not very good	4	<input type="checkbox"/>
Poor	5	<input type="checkbox"/>

Q33d Would you **recommend** your boarding house/home-stay experience to other international students? *(Tick one box only)*

Definitely would recommend	1	<input type="checkbox"/>
Likely to recommend	2	<input type="checkbox"/>
Maybe would recommend	3	<input type="checkbox"/>
Not likely to recommend	4	<input type="checkbox"/>
Definitely would not recommend	5	<input type="checkbox"/>

Q33e Please write any additional comments you have about your boarding house/home-stay experience. *(Write in the box below)*

Here are some questions about the people you know in Australia.

Q34 Here are some statements about making friends with Australian students. Please indicate your level of agreement or disagreement with each statement. *(Tick one box only for each statement)*

	Strongly agree	Agree	Neither/nor	Disagree	Strongly disagree
I would like to have more Australian students as friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Australian students do not seem interested in having international students as friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Australian students are friendly towards international students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
My English ability stops me from making friends with Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I make an effort to make friends with Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Australian students have shown an interest in my culture and country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Q35 How many **close friends** in Australia do you have from each of the following groups of people? *(Tick one box only for each group of people)*

	Many	Some	None
Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Students from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Other international students who are not from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Other people from your home country who are not students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Other people from overseas who are not students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Other Australians who are not students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Q36 How often do you spend **social time** with each of the following groups of people in Australia? *(Tick one box only for each group of people)*

	Often	Sometimes	Never
Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Students from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Other international students who are not from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Local community, cultural or religious groups from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Local Australian community, cultural or religious groups	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
People you work with	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Q37 How often do you **study** with each of the following groups of people in Australia? *(Tick one box only for each group of people)*

	Often	Sometimes	Never
Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Students from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Other international students who are not from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Q38 Generally, have you been treated with **respect and courtesy** by each of the following groups during your stay in Australia? *(Tick one box only for each group of people)*

	Yes	No	Not sure/not applicable
Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
Other international students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
Teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
Administrative and support staff at your school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
People in the Australian community (e.g., neighbours, shop assistants, landlords)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>

Here are some questions about working in Australia.

Q39a Did you have a paid casual/part time job **at any time** (including the holiday periods) during 2006? *(Tick one box only)*

- Yes ¹ ► GO TO Q39d
 No ² ► GO TO Q39b

Q39b Did you **try** to get a paid casual/part time job **at any time** during 2006? *(Tick one box only)*

- Yes ¹ ► GO TO Q39c
 No ² ► GO TO Q40a

Q39c What was the main reason you did **not** get a paid casual/part time job in 2006, although you tried to get one? *(Write in the box below)*

NOW PLEASE GO TO Q40a

Q39d On average, **how many hours** did you do paid casual/part time work per week in 2006 during **your school term** time? *(Tick one box only)*

- None ¹
 5 hours or less per week ²
 6 to 10 hours per week ³
 11 to 15 hours per week ⁴
 16 to 20 hours per week ⁵

Q39e Did you do any paid work in 2006 during school **holiday periods**?

- Yes ¹
 No ²

IMPORTANT: IF YOU DID PAID WORK AT ANY TIME DURING 2006, PLEASE ANSWER Q39f BELOW

Q39f If you did paid work at any time during 2006, how did you find **balancing** your study and your paid job? *(Tick one box only)*

- Very easy ¹
 Easy ²
 Neither easy nor difficult ³
 Difficult ⁴
 Very difficult ⁵

Q40a Overall, how satisfied are you with the following aspects of **living** in Australia? *(Tick one box per row)*

	Very satisfied	Satisfied	Neither/nor	Dissatisfied	Very dissatisfied	Don't know/not applicable
Finding part-time or casual work	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁵ <input type="checkbox"/>	⁹⁹ <input type="checkbox"/>
Availability of suitable accommodation	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁵ <input type="checkbox"/>	⁹⁹ <input type="checkbox"/>
Safety	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁵ <input type="checkbox"/>	⁹⁹ <input type="checkbox"/>
Cost of living	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁵ <input type="checkbox"/>	⁹⁹ <input type="checkbox"/>
Things to see and do	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁵ <input type="checkbox"/>	⁹⁹ <input type="checkbox"/>
Ease of getting around	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁵ <input type="checkbox"/>	⁹⁹ <input type="checkbox"/>

Q40b Overall, how satisfied are you with **living in Australia**?

- Very satisfied ¹
 Satisfied ²
 Neither/nor ³
 Dissatisfied ⁴
 Very dissatisfied ⁵
 Don't know ⁹⁹

5. Future Plans

Now we'd like you to think about your plans for the future.

Q41a Could you please tell us which course(s) you have **studied in Australia in previous years**, if any. *(Tick as many as apply)*

Q41b Could you please tell us which course(s) you are **planning to study in Australia next year**, if any. *(Tick as many as apply)*

	Q41a Studied in Australia in previous years	Q41b Planning to study in Australia next year
Primary school	¹ <input type="checkbox"/>	
Secondary school prior to final year	² <input type="checkbox"/>	
Year 12 secondary school studies	³ <input type="checkbox"/>	¹ <input type="checkbox"/>
Foundation studies	⁴ <input type="checkbox"/>	² <input type="checkbox"/>
English language (ELICOS) course	⁵ <input type="checkbox"/>	³ <input type="checkbox"/>
University course		⁴ <input type="checkbox"/>
Technical or vocational training (TAFE or private VTE college)		⁵ <input type="checkbox"/>
Other <i>(Write in box below)</i>	⁶ <input type="checkbox"/>	⁶ <input type="checkbox"/>
None in Australia	⁷ <input type="checkbox"/>	⁷ <input type="checkbox"/>

Q42a After you finish your secondary school in Australia, what are you **most likely** to do? *(Tick one box only)*

- Enrol for further studies ¹ ► GO TO Q42b
 Find a job ² ► GO TO Q42d
 Travel or have extended time off ³ ► GO TO Q43
 No plans for the future ⁴ ► GO TO Q43
 Other *(please specify)* ⁵

► GO TO Q43

Q42b After you finish your secondary school in Australia, where are you planning to **enrol for further studies**? *(Tick one box only)*

- In Australia ¹
 In your home country ²
 In another country overseas ³
 Other *(please specify)* ⁴

Q42c Please tell us what will be your **main course of study**... (e.g., Business Studies, Law, Science, IT, Humanities etc)

NOW, PLEASE GO TO Q43

Q42d After you finish your secondary school in Australia, where are you planning to **find a job**? (*Tick one box only*)

In Australia ¹

In your home country ²

In another country overseas ³

Other (*please specify*) ⁴



Q42e If you are planning to get a job once you complete your secondary schooling in Australia, where are you likely to work? (*Tick one box only*)

Your own business ¹

Family business ²

Other private company ³

Public/Government ⁴

Don't know ⁹⁹

Your Comments...

Q45 Please write in the box below any other comments about your studies or experiences in Australia, including suggestions for what could be improved.

Q43 Do you think your secondary school studies in Australia will be **helpful in getting you a good job** in the future? (*Tick one box only*)

Yes, helpful ¹

No, not helpful ²

Don't know/not applicable ⁹⁹

Q44 After you complete your education in Australia, including any further study you intend to take, would you like to stay permanently in Australia? (*Tick one box only*)

Yes ¹

No ²

Not sure/no idea ⁹⁹

Thank you for completing this survey!

We can assure you that your personal details will not be identified

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Appendix C – Technical notes of statistical modelling; regression output

Notes on multivariate analysis used in this research

A number of data summarising (data reduction) techniques were used in the formulation of a model relating to aspects of students' stay in Australia, their experiences and overall satisfaction levels. Principle components analysis (PCA) was conducted along with a method of deriving composite measures. Composite measures refer to the practice of manually selecting certain questions within a questionnaire to form scale items for a theme or themes in a manner that has reasonable face validity⁴, in other words, makes sense. These variables are also known as derived variables as they are literally derived from a combination of closely related question items, collapsed into one overriding variable. This technique was adopted due to problems with factor integrity encountered using PCA. The following is an outline of the analysis conducted.

All analysis in this report was conducted at the 90% confidence level.

Principal components analysis (PCA)

A number of survey questions had varying scale point measures. Variable scales were transformed into uniform scales (see Appendix E for method used to transform scales) in order to perform a PCA on the data.

PCA did not yield clear factor items. Many variables loaded across more than one factor and the scale items did not group on clearly identifiable themes for each factor. A further analysis of scree plots, a charting technique used to identify the number of factors present, indicated only a very small number of factors in the data. Since factor stability was problematic, an alternate technique of data reduction was used to form composite measures from derived scales that were later used in regression analysis. Following is an outline of steps taken in the analysis conducted involving composite measures.

Composite measures/derived variables

Questions relating to particular aspects of student experiences were identified within the questionnaire and combined into logical groups to form scale measures for certain experience attributes, e.g. support services, overall course satisfaction, expense perceptions post-arrival, home-stay, plus many more. (Refer to composite measures and their scale items in Appendix D). One or more questions may have been combined to form a composite measure of experience attributes.

Questions of varying scale points were converted to a uniform 10 point scale. These scale measures were then subjected to reliability testing using Cronbach's Alpha. Correlation matrices were also used to screen for moderate to high relationships between question variables used to form each composite measure. The mean score of all the questions relating to a particular composite measure formed that composite measure's overall mean (refer to Appendix E, for mean score calculation details).

Tables A and B list the composite variables derived via the process outlined above. For detailed information of the various questions combined to form these variables, please refer to Appendix D.

⁴ Face validity refers to a type of data verification that is dependent on the judgement of the analyst (involving consultation with a panel of experts) as to whether the combination of variables 'makes sense' or is logical.

Table A: Pre-arrival composite variables

	Composite variable	Description
Independent variables	Connection to Australia	Focus is on the people/family/friends links
	Expense perceptions – pre-arrival	Pre visit reasons for choice covering perceptions of the low cost of living in Australia and cost of education
	Australian lifestyle	Reasons for choosing Australia covering environment and the friendly people aspects. Excludes costs and family/friends aspects

NB: some variables listed as independent variables may be used as dependent variables in other drill down areas of analysis.

The overall satisfaction with ‘stay in Australia’ was the primary dependent variable in this research. However, it was also a composite measure formed by several related satisfaction questions.

Table B: Post-arrival composite variables

	Composite measure	Description
Independent variables	Expense perceptions post-arrival	Actual expense perceptions/experiences post choice covers course cost and cost of living
	Support services	Measures the extent to which services were useful
	School and course satisfaction	Includes aspects of the course and school but excludes the course cost issue
	Home-stay satisfaction	All aspects of homestay experience
	Australians’ attitudes towards students	Perceived attitudes of Australians towards student
	Student attitudes towards Australians	Student attitude towards Australians
	Worked while doing course	Whether or not the student has worked or not during their course
	Permanent residency intentions	Have or intend to apply for Permanent Resident status
	Study future	Intend to study in Australia
	Work future	Intend to find a job in Australia
	Lived with Australians	Lived more directly in the Australian community
	Lived with internationals	Lived with family or other international students
	Had Australian friends	Had close friends or socialised with Australians

NB: some variables listed as independent variables may be used as dependent variables in other drill down areas of analysis.

Notes related to statistical modelling procedures

Pre-arrival and post-arrival variables

Post-arrival variables were used exclusively in modelling influencing factors of Overall Stay Satisfaction as they are specifically to do with the actual experience in Australia. Pre-arrival data is useful for rating performance of pre-arrival measures by referring to their respective mean scores. Though there are some strong correlations observed between pre-arrival data and Overall Stay Satisfaction, these relationships should not be interpreted as causal. It should also be noted that the pre-arrival data was actually collected in Australia on the same survey and may be greatly influenced by the actual stay in Australia.

Notes on model interpretation

The results of the regression model revealed a similar picture to the correlation table (Table 12) in Section 7.1. While this correlation table showed the relationship between each variable on its own with Overall Stay Satisfaction, the regression model summary shows the contribution each variable makes to overall satisfaction in relation to the other variables. This is an important distinction as high individual correlation does not necessarily mean that a variable is of more ‘influence’ on satisfaction, when mixed in with other influencing variables.

Standardised beta scores and beta index

Note when reading the Regression Model Summary (Figure 13) in Section 7.2, that a variables’ standardised beta score indicates the level of contribution to overall satisfaction. The higher the beta score, the higher the contribution.

Beta scores were totalled and expressed as an index by dividing each individual beta score into the total. This is an acceptable method of communicating the relative importance of each variable. Therefore high percentage scores also indicate high contributions to overall satisfaction.

It should be noted that beta index percentage scores do not reflect the actual percentage each variable contributed to overall variance – it is an index designed to demonstrate relative importance/contribution of the factors only.

Regression output

Composite variables	Beta (standardised)	Impact (beta index)	t	Sig.
Expense perceptions post-arrival	0.387	38%	12.692	0.000
School satisfaction	0.273	27%	8.501	0.000
Had Australian friends	0.102	10%	3.479	0.001
Home-stay satisfaction	0.090	9%	3.018	0.003
Australian attitudes to students	0.091	9%	3.107	0.002
Support services	0.066	7%	2.164	0.031
Total	1.010	100%		

Model variance explained: R square= .41 (Adjusted)



Appendix D – Composite measures

The composite measures defined

The following tables outline the experiences before and after commencing study in Australia. In each case the questions included are given as well as the method of calculation. Cronbach's Alpha scores are listed for each scale where applicable. Scales with scores above 0.7 are considered suitable, however please note that questions were combined into scales in some cases based on face validity.

Overall Stay Satisfaction

Short name	Full name	Questions composing scale	Number of items	Comments	Cronbach's Alpha
Overall	Composite stay satisfaction	Mean of Q40a (1-4). Q40b, Q29 (1)	3 component items	Overall Stay Satisfaction	0.7

Pre-arrival variables

Short name	Full name	Questions composing scale	Number of items	Comments	Cronbach's Alpha
Connections	Connection to Australia	Q11 (5, 8), Q13 (5)	3	Focus is on the people/family/friends links	0.2
Expensepre	Expense perceptions – pre-study	Q11 (2, 6)	2	Pre-visit reasons for choice covering perceptions of the low cost of living in Australia and cost of education	0.7
Austlife	Australian lifestyle	Q11 (3, 4, 11, 14)	4	Reasons for choosing Australia covering environment and the friendly people aspects. Excludes costs and family/friends aspects	0.6

Post-arrival variables

Short name	Full name	Questions composing scale	Number of items	Comments	Cronbach's Alpha
Expense	Expense perceptions post-arrival	Q40a (4)	1	Actual expense perceptions/experiences post choice – covers course cost and cost of living	n/a
Support	Support services	Q26b (1-13)	13	Measures the extent to which services were useful	0.9
CollCourse	School and course satisfaction	Mean of - Q27 (1-14); Q28, Q29 (2)	17	Includes aspects of the course and school but excludes the course cost issue	0.9
Home-stay	Home-stay satisfaction	Mean of Q33b (1-4), Q33c, Q33d	6	All aspects of home-stay experience	0.8
Acc1	Lived with Australians	Q32 (3)	Binary 0/1 where 1= applies	Lived more directly in the Australian community	n/a
Acc2	Lived with internationals	Q32 (1,4)	Binary 0/1	Lived with family or other international students	n/a
Austatt1	Australian attitudes to students	Q34 (2, 3) Q38 (5)	3 items	Attitudes from Australians	-0.7
Austatt2	Student attitudes towards Australians	Q34 (1, 5)	2 items	Student attitude to Australians	0.4
Workhere	Worked while doing course	Q39a	Binary 0/1	Whether or not the student has worked or not during their course	n/a
Integration	Had Australian friends	Q35, 1 and 6; Q36, 1 and 5	4 items	Had close friends or socialised with Australians	0.7
PRfuture	PR intentions	Q44 (1)	Binary 0/1	Have or intend to apply for PR status	n/a
Studyfuture	Study future	Q42b (1)	Binary 0/1	Intend to study in Australia	n/a
Workfuture	Work future	Q42d (1)	Binary 0/1	Intend to find a job in Australia	n/a



Appendix E – Scale conversions and mean scores

Method of calculation of mean scores

Each measure was scored out of 10. This was done simply by multiplication rather than recoding of each of the score items. If the measure was on a 5 point scale the measure was simply multiplied by 2. Two point scales were multiplied by 5 to give a score maximum of 10 and so on.

Scales have been reversed so that 10 = high satisfaction levels or degree of the measure.

Note also in the table that some measures were the average of some summary items. For example in school and course satisfaction the mean scores of several items of Q27 (codes 1-14) are taken and this is treated as one item, the overall mean of this measure, and Q28, and Q29(2) yields the overall school satisfaction measure.

In addition binary measures have been used in the form of *applies/does not apply* for some measures.

Example of compute statements used

COMPUTE Edcoll = Mean((6-mean(Q27a_1 to Q27a_10))*2,(3-Q29_2)*2) .

COMPUTE Home-stay = Mean((3-mean(Q32b_1 to Q32b_4))*5,(6-Q32c)*2,(3-Q32d)*5) .

COMPUTE OverallQ39 = Mean((6-Q39a_1)*2,(6-Q39a_2)*2,(6-Q39a_3)*2,(6-Q39a_4)*2,(6-Q39a_5)*2,(6-Q39b)*2) .

Mean scores

Variable	n =	Minimum	Maximum	Mean	Std Deviation
Composite stay satisfaction	726	4	10	8.12	1.11
Worked during 2006	726	0	1	n/a binary	0.44
Study future	726	0	1	n/a binary	0.48
Work future	726	0	1	n/a binary	0.23
Lived with Australians	726	0	1	n/a binary	0.50
Lived with internationals	726	0	1	n/a binary	0.48
Connection to Australia	726	0	10	2.21	2.57
Expense perceptions pre-study	724	0	10	2.18	3.55
Australian lifestyle	724	0	10	4.03	3.21
Expense perceptions after arrival	681	2	10	6.36	2.08
Support services	615	3.33	9.99	7.69	1.44
School satisfaction	723	3.5	10	7.83	1.25
Home-stay satisfaction	465	2	10	7.90	1.75
Australians' attitudes towards students	720	2	10	7.44	1.08
Student attitudes towards Australian	717	2	10	8.00	1.25
Had Australian friends	720	3.33	9.99	5.79	1.50



Appendix F – Correlation matrix

Correlation matrix

Correlations	Composite stay satisfaction	Study future	Work future	Lived with Australians	Lived with internationals	Expense perceptions post-arrival	Support services	School satisfaction
Composite stay satisfaction	1.00	0.00	0.06	0.06	-0.04	0.55	0.28	0.47
Study future	0.00	1.00	-0.32	-0.04	0.04	-0.09	-0.02	0.05
Work future	0.06	-0.32	1.00	-0.07	0.03	0.06	-0.04	-0.04
Lived with Australians	0.06	-0.04	-0.07	1.00	-0.69	0.07	0.03	0.10
Lived with internationals	-0.04	0.04	0.03	-0.69	1.00	-0.04	-0.05	-0.09
Expense perceptions post-arrival	0.55	-0.09	0.06	0.07	-0.04	1.00	0.21	0.31
Support services	0.28	-0.02	-0.04	0.03	-0.05	0.21	1.00	0.33
School satisfaction	0.47	0.05	-0.04	0.10	-0.09	0.31	0.33	1.00
Home-stay satisfaction	0.33	0.02	-0.05	0.37	-0.24	0.22	0.28	0.30
Australians' attitudes to me	0.20	0.02	0.05	0.01	-0.02	0.15	0.05	0.15
Attitudes towards Australian	0.21	0.02	0.02	0.01	0.02	0.07	0.15	0.24
Had Australian friends	0.22	-0.11	0.00	0.06	-0.02	0.11	0.12	0.21
Worked during 2006	-0.02	-0.01	0.10	-0.07	0.12	0.00	-0.03	-0.11
Australian lifestyle	0.25	0.01	0.06	0.07	-0.06	0.15	0.11	0.15
Connection to Australia	0.04	0.07	0.01	-0.14	0.16	-0.04	0.00	0.03
Expense perceptions pre-study	0.03	0.05	-0.02	0.04	-0.07	0.09	-0.05	0.02

Pearson correlation coefficient used

Correlation matrix (continued)

Correlations	Home-stay satisfaction	Australians' attitudes to me	Attitudes towards Australian	Had Australian friends	Worked during 2006	Australian lifestyle	Connection to Australia	Expense perceptions pre-study
Study future	0.02	0.02	0.02	-0.11	-0.01	0.01	0.07	0.05
Work future	-0.05	0.05	0.02	0.00	0.10	0.06	0.01	-0.02
Lived with Australians	0.37	0.01	0.01	0.06	-0.07	0.07	-0.14	0.04
Lived with internationals	-0.24	-0.02	0.02	-0.02	0.12	-0.06	0.16	-0.07
Composite stay satisfaction	0.33	0.20	0.21	0.22	-0.02	0.25	0.04	0.03
Expense perceptions post-arrival	0.22	0.15	0.07	0.11	0.00	0.15	-0.04	0.09
Support services	0.28	0.05	0.15	0.12	-0.03	0.11	0.00	-0.05
School satisfaction	0.30	0.15	0.24	0.21	-0.11	0.15	0.03	0.02
Home-stay satisfaction	1.00	0.11	0.17	0.16	-0.01	0.12	-0.03	0.00
Australians' attitudes to me	0.11	1.00	0.24	0.04	-0.02	0.08	-0.04	-0.03
Attitudes towards Australian	0.17	0.24	1.00	0.27	0.05	0.13	0.05	0.02
Had Australian friends	0.16	0.04	0.27	1.00	0.12	-0.03	0.04	-0.04
Worked during 2006	-0.01	-0.02	0.05	0.12	1.00	0.03	0.05	0.01
Australian lifestyle	0.12	0.08	0.13	-0.03	0.03	1.00	0.11	0.13
Connection to Australia	-0.03	-0.04	0.05	0.04	0.05	0.11	1.00	0.00
Expense perceptions pre-study	0.00	-0.03	0.02	-0.04	0.01	0.13	0.00	1.00

Pearson correlation coefficient used