

# Report of External Evaluation and Review

Barnardos (Te Poutama Arahi  
Rangatahi) trading as Barnardos

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 7 May 2014

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	6
3. Conduct of external evaluation and review.....	6
Summary of Results .....	7
Findings .....	9
Recommendations .....	16
Appendix .....	17

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# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

Name of TEO:	Barnardos (Te Poutama Arahi Rangatahi) trading as Barnardos
Type:	Private training establishment (PTE)
Location:	Yaldhurst, Christchurch
Delivery sites:	One site only as above
First registered:	13 July 1992
Courses currently delivered:	Barnardos delivers individual learning programmes which include literacy and mathematics, physical education, outdoor education, te reo and tikanga Māori, music, technology, art, languages, horticulture and vocational studies. Some curriculum programmes are provided through Te Aho o hura Pounamu (The Correspondence School). The learning programmes enable students to work towards NCEA (levels 1 and 2), and the Certificate in Work and Community Skills (level 1).
Code of Practice signatory?:	No
Number of students:	Domestic: Barnardos has 12 places available for boys between the ages of 12 and 17 years (during 2013 a total of 15 students attended the programme). Six of the 11 students at the time of the visit were Māori.
Number of staff:	Four full-time teaching staff (two teachers and two

	teacher aides)
Scope of active accreditation:	<p>Barnardos has consent to assess a range of unit standards, achievement standards and supported learning standards in the relevant subject areas.</p> <p>Barnardos has an approved training scheme – Operating a Personal Computer (six credits).</p>
Distinctive characteristics:	<p>Barnardos is a secure residential facility for adolescent boys who have engaged in harmful sexual behaviour. The young people, who have a range of anti-social behaviours and may have learning difficulties, undergo an integrated therapeutic and learning programme during their placement (maximum duration of two years).</p> <p>Individual education plans are prepared for each student, based on their learning goals and comprehensive assessments of their literacy and numeracy. Attendance at a local high school may be negotiated for individual students.</p> <p>Because of the wide range of educational levels among the students, much of the learning is individualised, although small group activities or outings also feature regularly in the teaching programme. There are three distinct teams who work together for the educational benefit of the learners – the residential, therapeutic and educational teams.</p>
Recent significant changes:	<p>The teaching team has been appointed since late 2012. Recruitment is currently underway for a new lead educator. At the end of 2012 an education framework was developed, which set out the strategies for curriculum development and key strategies for improving student achievement and engagement.</p> <p>During 2013, Barnardos moved the curriculum towards the NZQA achievement standards for level 1, rather than unit standards. This involved developing appropriate assessment material for achievement and supported learning standards.</p>
Previous quality assurance history:	<p>As Barnardos operates educationally as a high school, it is subject to regular review by the Education Review Office. The most recent report (June 2013) is overall positive about the quality of</p>

education at Barnardos and identifies the following areas for further development:

- Incorporate into strategic planning specific objectives and measures for improving the education programme
- Build skills for team collaboration in working towards each student's therapeutic, educational and development goals
- Continue to develop student ownership and responsibility for the classroom environment
- Pursue curriculum extension further through outdoor education programmes.

Barnardos is funded by the Ministry of Education and provides monthly reports against a range of contractual requirements, including the achievement by each learner of one credit per week.

Barnardos is also subject to regular audits and visits from Child, Youth and Family (which is a service of the Ministry of Social Development).

Barnardos has been required to provide action plans following the outcomes of NZQA moderation in both 2012 and 2013. NZQA has noted that, overall, the results for 2013 were good, apart from two unit standards (in Health Education and Mathematics 1-4), and that all teaching staff participated in a capability-building workshop held by NZQA during 2013.

The previous external evaluation and review (EER) by NZQA in 2010 recorded the following statements:

- NZQA is Highly Confident in the educational performance of Barnardos
- NZQA is Highly Confident in the capability in self-assessment of Barnardos

There were no recommendations arising from the EER.

Other:

Te Poutama Arahi Rangitahi is a unique facility in

New Zealand, with no comparable institutions for the purpose of benchmarking educational performance.

## 2. Scope of external evaluation and review

The scope of the EER consisted of the following focus areas:

- Governance, management and strategy
- Behaviour management
- Education outside the classroom (EOTC)

The first focus area is mandatory.

As all the learning programmes are individualised, it was agreed the EER should focus on two major initiatives, launched in 2013 and intended to enhance educational performance at Barnardos. Behaviour management was identified by Barnardos as a highly significant factor in fostering learning and achievement. EOTC (which includes outdoor education, physical education and supported learning standards) was included in the curriculum to increase student engagement with learning.

## 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

The organisation submitted comprehensive self-assessment material to inform the EER, and a preliminary meeting was held with the lead educator to determine the scope.

The evaluation team of two visited Barnardos over two days. Interviews were conducted with the manager, lead educator, one teacher and one teacher aide, and four students. Phone interviews were also conducted with the Barnardos operations manager and senior advisors from the Ministry of Education and Child, Youth and Family. Academic, planning and review documents were sighted as well as reports prepared for government agencies.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Barnardos (Te Poutama Arahi Rangatahi), trading as Barnardos**.

The reasons for this judgement are as follows:

- Students are engaging in learning programmes and are making significant progress towards individual study goals which prepare them for transition into mainstream education or employment on discharge from the centre. These are highly significant outcomes for the young people who are severely at-risk.
- Students, many of whom have very limited experience of academic success, are achieving credits for achievement and unit standards and supported learning standards in a range of subjects. All students aged 14 years and upwards are completing the Certificate in Work and Community Skills and most are also achieving NCEA (level 1). Steady gains in literacy are evident for those learners who are admitted with reading levels below their chronological age.
- Highly effective teachers work closely with therapeutic and residential colleagues on a daily basis to deliver an integrated and student-centred programme of education and care. The programme is closely aligned with Māori values, and the changing needs of each individual are closely monitored. Opportunities to foster individual learning and personal development are incorporated into every aspect of the programme. Student feedback, collected formally and informally, indicates a high level of satisfaction overall with the support and guidance for their learning, and good relationships with the teaching staff.
- Government and community agencies who work closely with Barnardos in the care and treatment of the young people affirm the important contribution of the education programme to the highly valued outcomes of the residential programme, which contribute to a safer community. The young people develop important skills for living and participating in the community, including learning how to learn and greater self-awareness.
- Effective management, academic and administrative processes, together with good record-keeping and effective communication practices, underpin the strong educational performance of Barnardos.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Barnardos (Te Poutama Arahi Rangatahi), trading as Barnardos**.

The reasons for this judgement are as follows:

- Barnardos has well-established, practical and effective self-assessment. Although it is a very small provider, the documentation and record-keeping reflect a well-organised and purposeful approach to collecting and using information to bring about improvements.
- The significant educational and other challenges for each young person necessitate an individualised approach to planning, assessment, monitoring and review. Teaching and learning is supported by daily debriefs and weekly meetings of the teaching team (and regular input from the residential and therapeutic teams), which ensures a high level of responsiveness to the needs of each student. Teacher-only days, and end-of-term and annual review processes provide opportunities to reflect on specific teaching strategies and the programme overall, as well as the educational progress being made by each student.
- In addition to the detailed record-keeping of individual progress, key data (such as attendance and credits achieved) is collated and used for planning and reporting. For example, the data on serious incidents reflects the overall effectiveness of a key behavioural management initiative introduced early in 2013, as well as identifying trends for individual students. This has contributed to a greater understanding of the classroom dynamics and strategies for improved management and educational outcomes.
- Management and staff engage regularly with internal and external stakeholders, including learners, and their feedback contributes to the content and organisation of the learning programmes. One example is the expansion of opportunities for active learning and education outside the classroom, which reflects the young peoples' interests and has increased their engagement with learning and achievement of credits.

There are a few areas where further collation and analysis of data might generate useful information for improvement. However, these gaps are not significant given the very small student cohort and the detailed knowledge teachers have of each young person. The evaluators are highly confident that Barnardos has the capability in self-assessment to sustain high levels of educational performance.



# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Learner achievement at Barnardos is assessed in relation to the significant educational, social and personal challenges facing each young person placed in the programme. Important indicators of achievement for these students include measurable progress in engagement with the learning process and the development of skills in self-management and relating to others. Academic indicators include meaningful improvements in literacy and numeracy, together with the achievement of credits (achievement, unit or supported learning standards). Barnardos' data in relation to these indicators confirms very good levels of learner achievement, particularly since significant changes were made to the educational programme at the beginning of 2013.

Attendance and serious incident data (for each individual and the cohort) confirms the effectiveness of the behaviour management strategy. For example, staff were recording approximately 20 serious incidents per day in late 2012, compared with an average 20 per month in late 2013. This improvement is crucial in providing a more stable environment where students can safely participate in the learning programme.

The introduction of an incentives system, together with an increased emphasis on education outside the classroom, and in particular on physical and outdoor education activities, has also been significant in increasing learner engagement and achievement. Barnardos reports that during 2013 the Ministry of Education expectation of one credit per learner per week was generally met or exceeded (between 1 and 1.5 credits). All learners aged 14 years and upwards are achieving the Certificate in Community and Work Skills, and many are successfully completing NCEA (level 1) during their placement.

The evaluators sighted evidence, in individual learner records and quarterly reports, of significant improvements in literacy, which is closely monitored for all learners who have been identified as having a reading age below their chronological age. Barnardos reports that the learning environment is highly effective for Māori learners who achieve as well, if not better than, non-Māori students (approximately 50 per cent of the young people are Māori). Although this data is not currently formally analysed, this is not a significant gap given the very small cohort.

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<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Barnardos is a unique facility in New Zealand and cannot benchmark educational performance against comparable providers. The individualised approach to monitoring progress and recording achievement is practical and appropriate for Barnardos, as individuals are admitted and discharged during the year and there is a very wide range of challenges, and intellectual and social capabilities, among the young people. However, key data is also collated and reviewed regularly, and used to inform planning, to identify areas for improvement and to monitor the impact of changes made. The data suggests very significant levels of achievement for the young people, many of whom have very limited experience of engagement with school and/or academic success. Overall improvements in learner outcomes also confirm the effectiveness of key strategies for increasing achievement in recent years. Educational performance and the revised education framework will be further evaluated by a formal process at year-end, comparing the 2014 and 2013 academic years.

## 1.2 What is the value of the outcomes for key stakeholders, including learners?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Young people who are placed at Barnardos have been identified as severely at-risk, have engaged in harmful sexual behaviour and have a range of anti-social behaviours and various learning difficulties. The education component is central to the effectiveness of the residential programme in preparing the students for transition back into the community, and returning to mainstream secondary education or progressing to further training or employment. Barnardos creates individual programmes of various lengths to minimise, as far as possible, the 'institutionalisation' of each young person. Successful transition is a highly significant outcome for each individual, preparing them to receive specific treatment for their harmful sexual behaviour and providing a foundation for a productive life.

There are practical and legal restrictions on Barnardos formally accessing information on the destinations and outcomes for the young people. However, government and community agencies who work closely with Barnardos affirm the important role of education in delivering the highly valued outcomes of the programme, which contribute to a safer community. A reduction in risk factors for recidivism is associated with improved educational outcomes, enhanced opportunities for employment and greater participation in the community. Stakeholders reported their perceptions of an increase in the quality of the education provided over recent years and noted that the education programme has a noticeable and positive impact on the young peoples' behaviour and ability to re-engage with the community.

Barnardos engages effectively with stakeholders, participating in regular meetings with government and community agencies, and reporting against key accountability measures. The staff have an excellent understanding of the valued outcomes for individuals, their whānau and the wider community, and use self-assessment effectively to make meaningful changes which are reflected in the improved outcomes for the learners.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Barnardos is highly effective in designing and delivering flexible, student-centred programmes and activities. Each young person has an individual education plan which provides a framework for working towards their study goals, building on their strengths and utilising their interests. Depending on their needs and goals, students may work on locally prepared material and/or courses from The Correspondence School, or attend a local high school. The individual education plans and day-to-day teaching activities are also informed by regular input from the residential and therapeutic teams at the centre. They also reflect the priority placed on ensuring material is engaging for the learners. Examples were provided of identifying topics of interest. Opportunities for active learning are evident in the range of individual and group activities, including outings, that are included in the programme. Feedback from the young people and records of their progress confirm Barnardos' effectiveness in offering material, experiences and opportunities to the young people that they are interested in and that enable them to develop new and transferable skills.

Self-assessment of the teaching and learning programme is ongoing and highly effective, resulting in measurable improvements in learner engagement and achievement. Several strategies emerged from work done to redevelop the educational framework in late 2012, including the move from unit standards to achievement and supported learning standards. Other important initiatives include a more structured approach to behaviour management and the timetabling of the teaching day, and offering more physical and outdoor education standards. Book or academic work is interspersed with gym sessions or practical activities. Learners are responding positively to opportunities to go on outings, either academic (such as visits to the library or museum) or physical (such as mountain-bike riding). Their increased achievement of credits also reflects improvements made to assessments (including blending assessment and supported learning standards), to incorporate more relevant and engaging material.

Learning opportunities are evident in all aspects of the programme. The literacy programme was reviewed and literacy is embedded in all activities and materials,

and the teaching is tailored to individual needs. The effectiveness of this programme is monitored through regular testing of learners' reading levels. The residential programme includes a variety of activities for developing living skills, such as animal care (delivered in association with the SPCA) or cooking. In 2013 two staff from a local university delivered a programme covering key aspects of te reo and tikanga Māori. This was popular with the learners who responded positively to the presenters and the opportunity to explore their cultural identity.

The integrated approach to the programme and activities provides for a high degree of flexibility and targeting of the individual needs of the young people. Barnardos has compelling evidence of the effectiveness of its approach for improving educational and social outcomes for the learners and other stakeholders. Evidence includes records of daily and weekly reflections on the effectiveness of individual programmes, as well as formal reviews, at least six-weekly, of each young person's progress. Annual reviews of the overall curriculum and key strategies are informed by informal and formal feedback, achievement and other data, and teacher observations.

#### 1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Students at Barnardos benefit from the experience and commitment of a small group of highly effective teaching staff who work collegially to maintain an appropriate learning environment, based on a shared philosophy and accountability for outcomes. Evidence of their effectiveness includes data on learner engagement and achievement data, and confirmation from external stakeholders of the positive outcomes for the young people and the wider community. Learners confirm that they have good relationships with their teachers, their interests are taken account of, and their individual learning needs are supported.

Teaching effectiveness is underpinned by appropriate academic planning and review processes, such as weekly teaching plans, curriculum reviews and internal moderation practices. Although NZQA has required an action plan for each of the last two years of external moderation, assessment practices at Barnardos are regarded as generally sound. During 2013 there was a significant shift from unit standards to achievement standards, which resulted in a significant number of assessments being rewritten and all staff attending a capability-building workshop. Informal relationships with several local secondary schools also provide useful professional input for the lead educator.

The teachers and teacher aides work collaboratively. Daily debriefing sessions (verbal only) and weekly teacher meetings (which are minuted) provide the staff with regular opportunities to reflect on successes and challenges, and to give each other feedback. Staff jointly identify issues and agree on changes to aspects of the

individual or group programmes. For example, the staff described how the effectiveness of reward systems were monitored, and evolved over time in response to teacher observations and classroom dynamics.

It is evident that teaching at Barnardos is extremely challenging and intense work, given the behavioural characteristics and educational deficits of many of the students. Barnardos has responded with careful recruitment processes, a recently revised induction programme, and ongoing support, including a collegial environment and access to clinical colleagues. Teaching effectiveness is also enhanced by observations by the lead educator, feedback, teacher-only days and professional development opportunities.

### 1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Intensive guidance and support is provided to each learner at Barnardos, to foster a sense of belonging and to encourage participation. A comprehensive admission process enables relationships to be established with the young person and their whānau. Diagnostic testing and discussions inform the development of an appropriate education plan and study goals. The development of a discharge plan right from the beginning, which is reviewed and revised throughout the placement, contributes to alignment between the education and care plans, and to successful transition back into the community.

During their stay, students receive individual counselling, support and encouragement to engage with the learning opportunities available to them. A Māori advisor is available on site daily to provide support of a spiritual or cultural nature. In addition to the measures previously described for matching curriculum areas with the interests of the young people, other effective strategies are used to motivate learners to attend class, to contribute and participate in activities, and to attempt assessments. These include a rewards system (such as redeemable tokens), awards given out at term-end prizegivings to recognise achievement and participation, and the presentation of framed certificates when qualifications are completed. Procedures are in place for addressing behaviour in the classroom that is interfering with teaching and learning. Disruptive, violent or aggressive behaviours are managed using non-violent crisis intervention (NVCi) practices and restorative justice. A clear relationship has been established between behaviour, in or out of the classroom, and permission to go on outings. These approaches to discipline, support and guidance have proved to be effective, reflecting the Barnardos emphasis on support and encouragement rather than control and enforcement.

Relevant data and information derived from teacher observations, input from residential and therapeutic colleagues, discussions and measurement of key

indicators are all used to evaluate the effectiveness of guidance and support mechanisms regularly and to identify changes or new approaches to respond to the needs of the young people and classroom dynamics.

## 1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Barnardos has established effective management, academic and administrative processes for supporting learner achievement that reflect the unique context and the particular challenges and needs of the young people concerned. Processes for gathering feedback and monitoring and measuring progress – together with regular review activities – generate useful data (both qualitative and quantitative) which is used to identify improvements and monitor outcomes. Regular internal and external reporting confirms the effectiveness of improvement initiatives in delivering on key strategic objectives and meeting contract targets.

This centre is a unique facility within New Zealand. Over recent years efforts have been made to integrate the centre within the strategic direction and policy framework of the wider Barnardos organisation. Short-term benefits include the upcoming introduction of a new database to enhance analysis and reporting against the organisation's results-based accountability framework, and a staff appraisal and professional development programme.

There is good evidence of positive relationships between management and staff, and regular and effective communication practices. Management and staff work together to improve and monitor educational outcomes, reflecting the focus on accountability set out in the revised educational framework. The framework has also been effective in aligning educational planning and processes with the residential and therapeutic teams, which contributes to greater consistency in the support and treatment of the young people.

Barnardos management and staff demonstrate a good understanding of evaluation and a practical commitment to improvement, which underpins strong educational performance.

## Focus Areas

*This section reports significant findings in each focus area, not already covered in Part 1.*

### 2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

### 2.2 Focus area: Behaviour management

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

### 2.3 Focus area: Education outside the classroom

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

# Recommendations

There are no recommendations arising from the external evaluation and review.



# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.*

*The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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