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# 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: 16 January 2018

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*Final Report*

# 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
First registered:	13 July 1992
Location:	100 Leggett Road, Yaldhurst, Christchurch
Delivery sites:	100 Leggett Road, Yaldhurst, Christchurch
Courses currently delivered:	Barnardos (Te Poutama Arahi Rangatahi) delivers individual learning programmes at levels 1 and 2.
Code of Practice signatory:	No
Number of students:	Domestic: a maximum of eight students. Over the last two years there has been an average of seven students enrolled at any time. Ages range from 12 to 16 years, and approximately 50 per cent identify as Māori.
Number of staff:	5.5 full-time equivalents, including two full-time teachers and three full-time teaching assistants
Scope of active accreditation:	Approved training scheme: Operate a Personal Computer (six credits)
	Consents to assess: refer to <a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=867237001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=867237001</a>

**Distinctive characteristics:** Barnardos (Te Poutama Arahi Rangatahi) is an eight-bed national residential care, treatment and educational provider for high-risk male adolescents (12-16 years old) with harmful sexual behaviours who are assessed as being unable to be safely treated in the community. Learners often have learning difficulties and have a poor history of engagement in education. Educationally, Barnardos (Te Poutama Arahi Rangatahi) operates as a high school and is subject to review by the Education Review Office.

**Recent significant changes:** The current teaching team, including the lead educator, have all been appointed since the last external evaluation and review (EER).

The number of funded places has been reduced from 12 to eight students.

**Previous quality assurance history:** The most recent Education Review Office review (August 2016) was positive about the education provided and included the following:

- 'Student transitions into and out of the residence and school are effectively managed.
- The school programme is very responsive to catering for each student's needs.
- A range of appropriate strategies engage students in their learning. School and residence staff work effectively in partnership in many areas to support the programme for students.
- Sound formal self-review and appraisal are in place with expectations clearly outlined in the Educational Framework. Teachers reflect on students' progress and their own practice daily and make changes to the programme accordingly to better meet student needs and interests.'

The review made one recommendation regarding adoption by the residence of the Te Poutama Arahi Rangatahi Matrix (of values and expected behaviours) to promote greater consistency of expectations for behaviour and assist with the

development of student social competence.

In each of the last three years the Office of the Children's Commissioner has monitored Barnardos (Te Poutama Arahi Rangatahi) against domains under the United Nations Optional Protocol to the Convention against Torture. The reports show improvement over the period, and the 2017 overall assessment is 'Well Placed with developing elements'.

NZQA moderation has found that Barnardos (Te Poutama Arahi Rangatahi) is assessing at the national standard in almost all areas and any issues are only minor. In the period since the last EER, moderators did not agree with the judgements for two of the 27 samples submitted.

The Ministry for Vulnerable Children, Oranga Tamariki conducts annual inspections which look at compliance with residential care regulations. At the time of this EER the 2017 inspection had been conducted but the report was not yet available. The 2016 report identified 15 non-compliances out of the 281 provisions of the residential care regulations that were considered during the inspection. The risk ratings of the non-compliances were very low to medium. The report stated that 'Te Poutama Arahi Rangatahi provides a safe, secure and therapeutic environment to assist these mokopuna to engage in their individualised treatment programmes in a positive and responsive way'.

Barnardos (Te Poutama Arahi Rangatahi) reports quarterly to the Ministry of Education and the Ministry for Vulnerable Children, Oranga Tamariki on a range of matters including student numbers and achievement.

## 2. Scope of external evaluation and review

The focus selected as the scope for this EER is the Individual Education Programmes provided by Barnardos (Te Poutama Arahi Rangatahi). The focus area was selected because it covers all the educational activity of the provider. At any time there are up to eight learners enrolled with different ages, abilities and levels of achievement. Consequently, individual learning plans are put in place for all students. Māori achievement was considered in the context of the selected focus area.

## 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.*

Barnardos (Te Poutama Arahi Rangatahi) provided NZQA with relevant documentation before the evaluation. The documentation included a self-assessment summary, organisational details, a recent Education Review Office review report, a monitoring report by the Office of the Children's Commissioner, learner achievement data and other supporting documentation. The evaluators also reviewed relevant documentation held by NZQA.

After reviewing the available documentation, it was decided that a site visit was not required.

This EER was conducted over a day and a half by two evaluators. The documentation available and further documentation provided by Barnardos (Te Poutama Arahi Rangatahi) and stakeholders was supplemented with telephone interviews with Barnardos staff (lead educator, residence manager, and Kaiarahi) and stakeholders.

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>1</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>1</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

# Summary of Results

## Statement of confidence on educational performance and capability in self-assessment

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

The main reasons for these levels of confidence are:

- Students are engaged in their learning and improving their knowledge and abilities. Significant and sustained gains by all current learners are being achieved in the areas of reading, reading comprehension, spelling, verbal reasoning, non-verbal reasoning and general conceptual age. This is significant for learners who have varied and complex needs and often a poor record of participation in previous education.
- Educational provision is well matched to each student's needs. Individual student needs are well understood and used to develop individual learning plans. Achievement of the goals is regularly monitored and documented.
- The programmes and staff are effective in supporting and developing students' social, cultural and emotional needs and preparing students for transition out of the residence.
- Barnardos (Te Poutama Arahi Rangatahi) has implemented effective management and administrative processes to support educational provision and enhance student achievement.
- Self-assessment is comprehensive and ongoing. This is evident in the daily debriefs of the teaching team to quarterly case reviews and the summative annual reflection and forward planning that lead to improved educational provision.
- There is effective engagement with a wide range of stakeholders, including students, clinical staff, social workers and whānau, which informs reflection and the development of individual education plans.
- Barnardos (Te Poutama Arahi Rangatahi) has effective processes in place to manage accountabilities to a range of stakeholders. The organisation is subject to regular monitoring by external agencies and is responsive to these. However, compliance obligations in relation to maintaining registration as a private training establishment need more attention. The compliance issue identified in this evaluation has a low impact on the organisation and student learning.

## Findings<sup>2</sup>

Key Evaluation Questions	Educational performance	Capability in self-assessment
How well do learners achieve?	Excellent	Excellent
What is the value of the outcomes for key stakeholders including students?	Excellent	Excellent
How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?	Excellent	Excellent
How effectively are students supported and involved in their learning?	Excellent	Excellent
How effective are governance and management in supporting educational achievement?	Excellent	Excellent
How effectively are important compliance accountabilities managed?	Good	Good

Barnardos (Te Poutama Arahi Rangatahi) is a unique provider in New Zealand to students who have particularly challenging social and learning needs. The organisation has very effective systems for identifying the individual needs of these students and developing and implementing individual learning plans. The plans include short-term and long-term goals, which are monitored by staff on a regular basis with related support and assistance provided. In addition, achievement is celebrated and this helps to motivate students. End-of-term awards cover leadership, growth, 100 per cent attendance and best improvements. Engagement and achievement is further supported by well-structured delivery, effective teaching and clear expectations. The effectiveness of this is demonstrated by student achievement and high levels of attendance. Students gain credits towards NCEA (Level 1) and the National Certificate in Work and Community Skills at a rate meeting the Ministry of Education's expectations.

Some students complete their qualifications at Barnardos and others transition out before completion. Older students also have the opportunity to undertake more

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<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

vocationally oriented study to prepare them for transition back to the community. For example, recently some students gained forklift licences, workplace safety certification and learner driver's licences. Significant and sustained gains by all current learners are being achieved in the areas of reading, reading comprehension, spelling, verbal reasoning, non-verbal reasoning and general understanding. These are important achievements for learners as they boost confidence and prepare them for transition out of the school. Staff have identified that, for mathematics, learner improvement has been more variable and they have moved to address this by accessing courses from Te Aho o Te Kura Pounamu/The Correspondence School to better meet learner needs.

Māori student achievement is on a par with other learners and there have been no Pasifika students in the last three years. The Kaihautū is on site three days a week to support staff and work with students help them engage with their culture. Data for Māori learners is not formally analysed, but given the very small cohort this is not a significant gap.

There is a clear and effective focus on preparing students for transition out of the school, although the actual transition is the responsibility of the Ministry of Education and the Ministry for Vulnerable Children, Oranga Tamariki. Programmes are developed with transition in mind, and at each case review reintegration goals are revisited and programmes are adjusted accordingly. Where the school is unable to meet individual student needs they access other providers. For example, a current student is attending another private training establishment two days a week to further their study in agriculture.

There are good processes for reintegration plans to ensure safety and to monitor learner benefit. Legal and ethical restrictions on Barnardos (Te Poutama Arahi Rangatahi) prevents them from accessing formal information on the destinations and outcomes for learners who have transitioned out of the facility. However, government and community agencies that work closely with Barnardos (Te Poutama Arahi Rangatahi) affirmed the positive outcomes that are being achieved for students, including enhanced confidence, improved attitudes, knowledge and skills, and a noticeable reduction in sexual offending. Essentially, the highly valued outcomes of the programme are contributing to a safer community. The 2016/2017 annual report to the Ministry for Vulnerable Children, Oranga Tamariki notes that, compared with entry, all students exiting the programme have improved dynamic risk factors as measured by the Estimate of Risk of Adolescent Sexual Offence Recidivism and improved prosocial indicators.

Students are very well supported in their learning. Initial testing and close support enable staff to understand individual needs and develop a relationship with new learners. Each student's progress and well-being is reviewed quarterly in a process that involves the student, their whānau, clinical, residential and teaching staff and social workers. The results of these reviews are reflected in the student's individual learning plan and used to set or revise student goals and inform teaching

strategies. A low student-to-staff ratio enables learners to initially receive one-to-one attention which is gradually reduced as students develop as independent learners. Class activities are effectively structured with periods of supported independent and group work that develops both independence and learning and social skills.

A matrix of values and expected behaviours in different contexts has been developed to set clear and consistent expectations in both the residence and the school. These values and expectations are reinforced daily with students. Reflecting on the success of the behavioural management programme in the last EER report, a reduction in incidents was noted. This trend has continued with a significant further reduction.

Management is very effective in supporting educational achievement. There is a clear focus on preparing students for transition from the facility from their first day of attendance. Barnardos (Te Poutama Arahi Rangatahi) has strong, effective educational leadership with clearly documented processes and practices supported by a rigorous performance management process and appropriate professional development of staff. Following the renewal of the contract for service there has been a move to make temporary positions permanent. This is a positive step, particularly given the previous high staff turnover. The organisation is responsive to change. For example, under strictly supervised conditions that protect both student and public interest, students can now use the internet to access educational opportunities.

Barnardos (Te Poutama Arahi Rangatahi) is aware of the legal and ethical issues involved in its work with the vulnerable young people in its care and has processes in place to effectively manage these. The organisation is subject to significant scrutiny by external agencies which provides confidence that important compliance accountabilities are well managed. For example, the private training establishment is monitored by several agencies: the Ministry for Vulnerable Children, Oranga Tamariki, the Office of the Children's Commissioner and the Education Review Office. The findings of these reviews are used effectively with the organisation's self-assessment to make improvements. For example, the reports from the Office of the Children's Commissioner show improved results over the last three years. Management of compliance as required to maintain registration as a private training establishment is generally good. However, weakness in the process was noted as the checklist used to monitor compliance did not cover the full range of NZQA Rules, and the approval of governing members had not been fully addressed.

## Focus Areas

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

### 2.1 Focus area: Individual Education Programmes

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

NZQA recommends that Barnardos (Te Poutama Arahi Rangatahi):

- Develop and implement systems to ensure that all the requirements to maintain registration as a PTE are systematically reviewed and addressed.

# 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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