KEY EVALUATION QUESTIONS SELF-ASSESSMENT 2024

Key Evaluation Question	KEQ 1: How well do students achieve? KEQ 2: What is the value of the outcomes for stakeholders, including learners?		
Question/Prompts	**Evidence/Indicators**	**Review/Action**	**SharePoint Folder**
A. Students acquire useful skills and knowledge and develop their cognitive abilities *a. How does BLA capture student achievement?* *b. How does BLA measure teacher performance?* *c. How well does BLA understand and use information on skills development, knowledge gains and changes in attitude to further improve achievement and outcomes for students?* *d.To what extent have students improved their learning skills?*	1. Entry/exit test data 2. Enrolment and entry/Exit Questionnaire Overall a general improvement between 20 and 40%	• Entry/Exit questionnaire devised and implemented into first-day induction. Data stored by administrator/assistant manager. • Reviewed at least twice a year by management team Possible use of CEFR framework checklist for ss to reference?	**Student administration** • Database **Teachers** • Individual Learning Plans • Student Reports • Whole school testing
	3. Teacher evaluation surveys 4. Teacher performance appraisals 5. Staff operating reviews	• Undertaken and actioned by the manager at a minimum of twice a year • Quarterly operating reviews (QORs)	**Management** • Staff
	6. Progress testing for each unit: grammar, vocabulary, listening, reading, speaking and writing every two to three weeks. Continual teacher-student feedback and learning reinforcement/extension Individual learning plans reviewed every 3 weeks	• Teacher documents results on the individual learning plan (ILP) and provides records to administrator/assistant manager when student leaves	**Teachers** • Individual Learning Plan • Weekly lesson plan **Student administration** • Database
	7. Whole school test	• Used to compare and contrast individual and class group performance. Undertaken twice a year by the manager	**Student administration** • Database
	8. Homestay feedback (where applicable)	• Homestay coordinator reports to manager	**Management** • Homestay 2024 • Staff • Management team meetings • Facebook https://www.facebook.com/BayLearningAcademy/ and other social media
	9. School/institution social media feedback	• Monitored and reported by homestay and digital marketing coordinator and teachers to the operational manager at staff team meetings. Staircased to management team meetings as appropriate	
	10. Learner informal feedback		
	11. Employment (during and post graduation)	• Exit questionnaire and social media monitoring	
	12. Exam preparation and external exam results		**Management**

	13. Acquisition of other skills – levels of confidence and independence	• Reporting from teachers of results in ILP to assistant manager/manager to report on in staff meetings. Staircased to management team meeting as appropriate	• Board • Staff • Management team meetings **Teachers** • Individual learning plan • Student reports • Weekly teaching plan
	14. Staircase to further study		
	15. Work preparedness		
B. Students achieve measurable outcomes *c.What counts as student achievement in the organisation?* *d. What counts as student and stakeholder outcomes in the organisation?* *e. How and what information or evidence is gathered on achievement/ outcomes?* *f.What is the quality of the information? How is this determined?*	1. Trends from entry/exit tests and questionnaires	• BLA currently offers an achievement certificate - the 'Certificate in General English to Speakers of Other Languages, with an indicative assessment of CEFR achievement being given on the student's completion of course.	**Student Administration** • Database • Student information • Certificates
	2. 2/3-weekly progress test schedule tests reading, writing, speaking, listening, grammar and vocabulary measures progress		
	3. Individual learning plan reviewed every two weeks records grades and makes qualitative statements about progress	• The overall progress can be assessed comparing the entry and exit test score and two/three weekly test reviews of learning , together with notes on the ILP	
	4. IELTs test results	• IELTs afternoon assessments track student attainment in the 4 discipline areas using IELTs band criteria	
g.How is this information/evidence interpreted and understood within BLA? *h.How is the information and understanding used to maintain and improve performance?* *i.What is the overall impact of these efforts on student achievement and outcomes?*	5. Trends from entry/exit tests and questionnaires	• Test results are reviewed and compared with previous cohorts to reach any meaningful conclusions or indicative institutional-wide trends towards achievement and satisfaction	
	6. Teacher informal interviews, goal setting	• Teacher-student Individual learning plan reviewed regularly (2-3 weeks) records grades and makes qualitative statements about progress	
	7. 2/3 Weekly progress test schedule tests reading, writing, speaking, listening, grammar and vocabulary	• Interpretation of results indicates student progress and revision /consolidation /extension required	

j.What is the evidence of that impact (i.e. evidence of improvement)?	8. Teacher staff meeting feedback	• Weekly teacher meetings allow for learning and test updates of individuals in class, their specific needs, and how goals can be achieved. • 'Let The Numbers Talk' document. This is a summary of students' performance and outcomes as a 'dashboard'. • Progress report feedback sessions implemented every 2-3weeks in the form of a teacher -student interview	
C. Students gain relevant employment and/or engage successfully with further study *How well does BLA make the connection between longer term outcomes (employment, further study, community involvement) and the shorter-term outcomes of tertiary study?*	1. Exit questionnaires 2. Alumni Student Stories (website) 3. Homestay connections/integration of students to local life 4. Agents 5. Feedback from high schools 6. Feedback migrant community networks 7. Work with local employers DMS Packhouses, Gardiners Homes, Page McCrae, Priority One, Bay of Plenty Tourism	• Exit interview requests details of student intentions • BLA does attempt to track and record its alumni to their destinations • Informal stories from other stakeholders • BLA staff work with students to ensure they have the best opportunity to secure work – providing contacts, reviewing cvs, and covering letters etc • BLA staff assist in researching study options for students	**Management** • BLA Original business & third party agreements • Board • Marketing • Conferences **Student Administration** • Database **Teachers** • Individual learning plan
D. Students apply new skills and knowledge and contribute positively to their local and wider communities *What information does BLA gather about graduate destinations and contributions to their communities?* *How effectively do communities and groups make use of the knowledge,*	1. Links with local community organisations including high schools, Toi Ohoimai, local businesses, etc 2. Homestay involvement: formal and informal feedback including phone calls, visits and annual surveys 3. Tauranga Migrants Settlement Network 4. Tauranga Multicultural Society 5. Activity programme – cultural interactions 6. Historical data (destination and job placement)	• There are over 80 homestay families registered with BLA. • BLA works with the following organisations: Education Tauranga tourism and activity operators, city and regional council entities, and charity agencies for activities and voluntary help in conservation and vulnerable community help • BLA monitors social media and its Facebook sites to	**Student Administration** • Database • Student Information **Management** • Homestay 2024 • BLA Original business & third party agreements • Board • Marketing • Conferences **Teachers** • Activities • Individual Learning Plan for students

skills and resources of BLA? *How effective is BLA in enhancing communities?*	7. Job Club – local businesses impact	<mark>track alumni student progress</mark> • Students attend multicultural festival and other cultural events (eg jazz festival etc)	• Student evaluation
E. Students improve their well-being and enhance their abilities and attributes *How does BLA know it has had a positive influence on the well-being of students?* *How does BLA know it has had a positive influence on the abilities and attributes of students?*	1. <mark>Student Stories (website)</mark> 2. Ongoing collection of quantitative/qualitative data/feedback 3. Homestay connections/integration of students to local life 4. Exit questionnaire 5. Friday farewell speeches 6. Agent feedback 7. COP annual review 8. Student extensions/reenrolments Word of mouth recommendations 9. Entry/Exit questionnaire comments	• Exit Interview (with student) discussed in management meeting • Positive reviews on social media • <mark>Student Stories to be updated after reopening</mark> and to be sent to agents if practicable. BLA regards these as a positive marketing aid and the type of qualitative data that may be of interest and easily digestible to its stakeholders. • <mark>Annual review of each of the COP documents in the QMS.</mark>	**Student Administration** • Database • Student Information **Management** • Homestay 2024
<mark>Key Evaluation Question</mark>	**KEQ 3: How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?**		
<mark>Question/Prompts</mark>	<mark>Evidence/Indicators</mark>	<mark>Review/Action</mark>	<mark>SharePoint Storage Folder</mark>
F. Effective programme delivery *How do you ensure programmes are current and relevant to learner needs?*	1. Language taught through the context of topics, everyday English and current affairs 2. English for specific purposes is delivered to individual students as required	• Critical review of texts by manager and teachers • Feedback from teachers during staff meetings • Internal professional and learning development examines programme content and delivery	**Management** • Database **Teachers** • Activities • Individual Learning Plan for students • Student evaluation • Weekly Lesson Plans
How effectively do assessment activities relate to learning outcomes?	1. Assessments are integrated with each academic text units 2. Additional BLA initiated tests measure outcome improvement	• Texts with a variety of assessment activities that review and reinforce unit learning objectives are selected by the manager in conjunction with the teacher • Improvement of overall learning outcomes measured by BLA tests	

Key Evaluation Question	KEQ 4: How effectively are students supported and involved in their learning?		
Question/Prompts	Evidence/Indicators	Review/Action	SharePoint Storage Folder
How is learning arranged to ensure learners are actively engaged in their learning?	1. Delivery methods and student learning engages students using mobile apps, projectors, whiteboard, handouts, questions and answers, listening, presentations and speaking, writing and reading, grammar, and vocabulary exercises 2. Delivery is one-to-one, pair work and group work, 3. Student feedback is undertaken through digital surveys 4. Individual learning plans 5. EOTC and activities apply what students have learned in the field	• Self-reflection and review • Staff meeting feedback every week • Constant one-to-one student and group feedback in class • Student feedback at least every two weeks • Interactive one-to-one Individual learning planning every 2 to 3 weeks • Pre-teach language before experiencing weekly activities	**Student Administration** • Database • Student Information **Teachers** • Student evaluation
Key Evaluation Question	KEQ 5: How effective are governance and management in supporting educational achievement?		
Question/Prompts	Evidence/Indicators	Review/Action	SharePoint Storage Folder
How do we support education through governance reporting, management roles, reporting, mission, values, learning resources, facilities, teaching staff recruitment?	1. Governance meeting to report and review organisational progress and plan future strategy 2. Advisory Board meeting 3. Organisational chart, communication channels, job descriptions (staff roles and responsibilities) clearly elicited 4. Management team, QMS team, teaching team and marketing team meetings 5. Marketing plan revision 2024	• At least 6 monthly governance board meetings • At least 6 monthly meeting with Advisors from two of the following agencies: Priority One, Tourism BoP, TWoA, Education Tauranga and/or Tour operator • Adhering to QMS guidelines: Weekly teacher meetings, monthly management meetings • Implementing and reviewing marketing plan on monthly basis	**Management** • Management Team Meetings • Staff
Key Evaluation Question	KEQ 6: How effectively are important compliance accountabilities managed?		
Question/Prompts	Evidence/Indicators	Review/Action	SharePoint Storage Folder

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| *Have all important compliance issues been addressed?* | 1. Change of ownership documentation
2. QMS revision 2024
3. Codes of Practise: Policies and procedures review
4. Health and Safety reviews
5. NZQA, TEC and other compliance | • Legal and administrative updates to ensure compliance
• Complete update of QMS to align to guiding principles, policies and procedures
• Ongoing review of 29 policies and procedures by management team
• Review of health and safety policies and procedures
• Ongoing recording of student data for TEC/ NZQA | **Management**
• BLA Original business & third-party agreements
• QMS
• Policies and Procedures
Student Administration
• Database |

Personnel	Name/Signature/Date:
Managing Director	_(signature)_ 29/10/24
Operations Manager	Julia Vasina 29/10/24
Assistant Manager/Administrator	Lynne Neale 29/10/24