

ERO External Evaluation

Dorie School, Ashburton

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Dorie School is a rural school of 73 Year 1 to 8 students. The school's roll has increased since the 2015 ERO review, and become more ethnically diverse. Some children are English language learners. The school had three new classrooms built in 2016 and a fourth classroom was opened in 2019.

The school's vision is for students to incorporate 'DORIE' values into their everyday life. These values are determination, open mindedness, respect, integrity and empathy, as well as academic achievement for all children to meet their potential.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- achievement in reading, writing and mathematics
- progress and achievement in reading, writing and mathematics in relation to their charter targets
- wellbeing for success.

The school is part of the Opuke Kāhui Ako | Community of Learning (CoL).

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is moving positively towards equity and excellence for all its students.

For reading, writing and mathematics:

- most students have achieved at or above the school's expectations over the last three years
- Māori students achieved as well as their Pākehā peers in 2018
- at the end of 2018, Māori, Pākehā and Asian students achieved at similar levels in literacy, with Asian children overall achieving more highly in mathematics
- the achievement gap between boys and girls has been closed in the last three years.

School surveys show that almost all students feel good about being at school.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

Since 2016 the school has had variable success in accelerating the achievement of students whose learning needs to progress at a faster rate.

Most students in the reading targeted groups made accelerated progress. Fewer students did so in the writing and mathematics targeted groups.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

Students learn and participate in caring, collaborative and inclusive classroom environments. There are good relationships between teachers and students. The different cultures of students are valued. Students hear and see aspects of their culture and language being celebrated. Students have a strong sense of belonging to, and pride in, their school. Teachers are highly committed to using te reo and tikanga Māori in their classrooms. The school environment contributes positively to students' wellbeing for success.

Students experience a responsive and rich curriculum. There is a comprehensive focus on individual student's learning and wellbeing for 'whole child development'. Continuity of learning, particularly across reading, writing and mathematics, is very evident. Students have a range of opportunities to learn within local and cultural contexts. Regular curriculum reviews ensure a focus on ongoing improvement to support students' progress and academic achievement. Tailored interventions support identified students well, and they have equitable opportunities to learn.

Students benefit from well-coordinated, collaborative and improvement-focused teaching practice. The principal and trustees have high expectations of teachers and students. Teachers are well supported to continuously improve their teaching practice through relevant professional development, useful appraisal, and allocated time for reflective practice and professional dialogue.

Well-coordinated and consistent teaching practices are key contributors to effective teaching and positive student learning outcomes.

The trustees and principal focus strongly on improving students' learning outcomes. There is a clear line of sight from the school's strategic goals to classroom programmes. Useful school processes are in place, in particular those designed to accelerate the learning of targeted students and support internal evaluation for ongoing improvement. Trustees closely scrutinise information to guide decision making and know the impact of decisions. Trustees, the principal and teachers work effectively together to realise the school's vision.

These conditions show the effective response that the school has made to the recommendations of the previous ERO report of June 2015.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

The principal and teachers now need to use the learning information already available to know about and report on the sufficiency of progress for all students, including analysing for significant groups within the school.

It is timely for the school to extend reporting to the board. This should include achievement and progress in relation to other valued outcomes the school has for its students.

3 Board Assurance on Legal Requirements

Before the review, the board and principal of the school completed *the ERO board assurance statement and self-audit checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- finance
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

4 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Dorie School performance in achieving valued outcomes for its students is:

Well placed

[ERO's Framework: Overall School Performance is available on ERO's website.](#)

5 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- the capability of leaders and trustees to work effectively with data to know about student achievement and to prioritise strategic decision making
- teachers' capacity to gather and analyse meaningful learning information to support the development of the 'whole child'
- the inclusive and caring learning environment that supports all students' learning.

Next steps

For sustained improvement and future learner success, priorities for further development are in:

- using existing school information to report the sufficiency of progress for all students, including significant groups
- collecting, analysing and reporting school information on the progress and achievement of all students towards other valued outcomes the school wants for its students.



Alan Wynyard
Director Review and Improvement Services Southern
Southern Region
6 June 2019

About the school

Location	Ashburton
Ministry of Education profile number	3329
School type	Years 1 to 8
School roll	73
Gender composition	Boys 52%, Girls 48%
Ethnic composition	Māori 18% NZ European/Pākehā 64% Asian 14% Other ethnicities 4%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	March 2019
Date of this report	6 June 2019
Most recent ERO reports	Education Review June 2015 Education Review May 2012