



Hahau Puaki Report

School Name: Rānui Primary School

Profile Number: 1358

Date of Review: 3 November 2025

Tēnā kōrua Presiding Member and Principal

Koia te pou wānanga i whakairohia e tātou,
hei oranga mō te tamaiti,
ko ia te pūtake o te kaupapa.
Whakairohia tō pou reo.

Background

This report outlines the findings from the evaluation ERO and the school carried out together. The purpose of this evaluation was to evaluate the quality of teaching and learning through the provision of te reo Māori in Māori medium settings in English medium schools.

Context

Rānui Primary School is located in West Auckland and provides education for 424 learners in Years 1 to 6. Rānui School currently receives Māori language resource funding for 92 ākonga at Level one. Te Whakatipu Kākano has six classes from Years 1 to 6 and learning is supported by two kaiāwhina. Te Whakatipu Kākano teaching and learning is guided by *Te Marautanga o Aotearoa* and the tikanga, hītori and kawa of Te Kawerau a Maki.

Tamariki success and wellbeing

- Ākonga in Te Whakatipu Kākano build confidence and capability in culture, language and identity, through regular, purposeful tikanga practices and leadership opportunities, supported by kaiako who deliver a te ao Māori curriculum enriched with mana whenua narratives and kawa.
- A large majority of ākonga are meeting or exceeding curriculum level expectations in pāngaru, and less than half are doing so in pānui and tuhituhi.
- Attendance in Te Whakatipu Kākano is currently behind the government target for 2030.
- Ākonga in Te Whakatipu Kākano feel supported and valued in their learning environment. Kaiako maintain high expectations and encourage ākonga to explore their Māoritanga, build confidence in this and develop a strong sense of belonging.

Where to next

The school and ERO have identified the next steps as:

- Senior leadership, in partnership with Te Whakatipu Kākano whānau and the iwi education lead, develop a Marau ā Kura that aligns with Te Marautanga o Aotearoa achievement levels and the values of Te Whakatipu Kākano-Kura.
- Senior leadership and kaiako of Te Whakatipu Kākano prioritise targeted professional development in pānui and tuhituhi, and further strengthen ākongā agency and cultural engagement.
- Senior leadership and governance set clear goals and targets to lift attendance and achievement in pānui and tuhituhi for ākongā of Te Whakatipu Kākano.
- Strengthen an ongoing, purposeful partnership with Te Kawerau a Maki through regular engagements and joint initiatives to support ākongā learning opportunities.

The agreed key next step for the school is to:

- Senior leadership and kaiako of Te Whakatipu Kākano prioritise targeted professional development in pānui and tuhituhi.

Within 6 Months:

- provide targeted professional development to build teacher capability in pānui and tuhituhi; use classroom observations and aromatawai mō te ako and o te ako to inform reflective, data-informed teaching and learning conversations that strengthen consistent classroom practice

Every 6 Months:

- senior leaders and kaiako track and monitor ākongā progress and use this information to identify areas for improvement in teaching and learning *Annually*;
- leadership and kaiako evaluate the impact of professional learning on teaching practices and ākongā achievement to establish new goals that drive continuous improvement.

Actions taken against these next steps are expected to result in:

- Improved academic achievement for ākongā in Te Whakatipu Kākano.



Sharee Hemingway
Director Ākongā Māori

25 March 2026

Summary of findings

This section of the report will be copied directly into the external facing report.

Rumaki/Bilingual Outcomes and Condition to Support Learners

Learner success and wellbeing

- Ākonga in Te Whakatipu Kākano feel supported and valued in a learning environment that affirms their Māoritanga, strengthens their identity, and fosters a strong sense of belonging.
- Attendance in Te Whakatipu Kākano is currently behind the government target for 2030.

Conditions to support learner success

- Regular, purposeful tikanga practices alongside meaningful leadership opportunities build the confidence and capability of ākonga in culture, language and identity.
- Kaiako deliver teaching and learning that is enriched by mana whenua narratives, hītori, and kawa. Building kaiako capability in pānui and tuhituhi is a next step to support ākonga progress.

The agreed next step for the school is to:

- Senior leadership and kaiako of Te Whakatipu Kākano prioritise targeted professional development in pānui and tuhituhi and further strengthen ākonga agency and cultural engagement.

Within 6 Months:

- provide targeted professional development to build teacher capability in pānui and tuhituhi, using classroom observations and aromatawai mō te ako and o te ako to inform reflective, data informed teaching and learning conversations that strengthen consistent classroom practice

Every 6 Months:

- senior leaders and kaiako track and monitor ākonga progress; use this information to identify areas for improvement in teaching and learning
- Annually:*
- leadership and kaiako evaluate the impact of professional learning on teaching practices and ākonga achievement to establish new goals that drive continuous improvement.

Actions taken against these next steps are expected to result in:

- improved achievement for ākonga in Te Whakatipu Kākano.