



# School Report

**School Name:** Rānui Primary School

**Profile Number:** 1458

**Location:** Waitakere, Auckland

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

Every New Zealand state and state integrated school has an ERO review at least once every four years to evaluate what is working well for learners and what needs to be improved.

## About the School

Rānui Primary School has a roll of approximately 424 students in Years 1 to 6. Around 92 students are enrolled in Level 1 Māori medium immersion education through Te Whakatipu Kākano, which comprises six classrooms for students from Years 1 to 6.

The school provides two-classroom Samoan bilingual unit, Toloa A'oa'oina, with 42 students across Years 1 to 6.

Rānui School is guided by the value of *aroha* and aims to support students to develop a strong sense of identity in Aotearoa. The school focuses on building the skills students need to be *respectful, happy, healthy, harmonious and high-achieving learners*.

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones. [educationcounts.govt.nz/home](https://educationcounts.govt.nz/home)

An explanation of the terms and judgements used in this report can be found here: [Reporting | Education Review Office](#)

## Improvement and progress

*This section is about the progress the school has made since the October 2022 ERO report. It includes an explanation of the expected improvements and findings.*

### Expected improvements

The school focused on evaluating the impact of its focus on learner hauora and wellbeing in developing a responsive learning environment that promotes engagement and positive outcomes for all learners.

The school expected to see improved learner outcomes through meeting holistic and individual needs, strengthened partnerships with whānau, and the effective use of evaluation information to inform curriculum design. It also expected learners to develop a strong sense of cultural identity and take on leadership roles within the school.

## Findings

Staff worked consistently and collaboratively to strengthen practices aligned with Te Tiriti o Waitangi, quality teaching, and improved attendance, contributing to more coherent systems and conditions for learner hauora and wellbeing.

The expected improvements in learner achievement, strengthened partnerships with whānau, evidence-informed curriculum design, and the development of learner cultural identity and leadership remain ongoing priorities within the school’s strategic goals.

## What we know about learner success

*This section provides a summary of learner success and wellbeing. The judgments are based on the ERO School Improvement Framework and the evidence provided to ERO during the evaluation.*

A large majority of learners enter Rānui Primary School significantly behind the expected curriculum level.

|   |   |
|---|---|
| How well are learners succeeding?   | The school is working towards high levels of success and progress for all learners.   |
| What is the quality of teaching and learning?   | Learners benefit from good quality teaching practice that improves progress and achievement in reading, writing, mathematics and pānui, tuhituhi, pāngarau.   |
| How well does the school curriculum respond to all learners needs?                        | Learners have sufficient opportunities to learn across the breadth and depth of the curriculum.<br><br>There is an increasingly consistent focus on supporting learners to gain skills in foundational skills in literacy, mathematics, te reo matatini and pāngarau.<br><br>Learners with complex needs are well supported to achieve their education goals. |
| How well does school planning and conditions support ongoing improvement?                 | School planning and conditions to support ongoing improvement to the quality of education for learners are well established.  |
| How well does the school include all learners and promote their engagement and wellbeing? | The school successfully promotes learners’ engagement, wellbeing and inclusion.   |

|  |  |
|--|--|
| How well does the school partner with parents, whānau and its community for the benefit of learners? | <p>The school reports usefully and accurately to parents / whānau about their child’s learning, achievement and progress.</p> <p>The school responds well to a wide range of information gathered through community consultation, to inform strategic planning and curriculum decisions.</p> |
| Student Health and Safety  | The school board needs to ensure a physically and emotionally safe learning environment.   |

### Achievement in Years 1 to 6

*This section is about learner achievement. It outlines how well learners across the school meet or exceed the expected curriculum level of The New Zealand Curriculum in foundational skills.*

| Less than a third | Less than half | Small majority | Large majority | Most      | Almost all |
|-------------------|----------------|----------------|----------------|-----------|------------|
| 0 to 33%          | 34 to 49%      | 50 to 64%      | 65 to 79%      | 80 to 90% | Over 90%   |

|                       |  |
|-----------------------|--|
| Reading               | <p>Less than half of learners meet or exceed the expected curriculum level.</p> <p>Results are not yet equitable for all groups of learners.</p>         |
| Writing               | <p>A small majority of learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>               |
| Mathematics           | <p>A small majority of learners meet or exceed the expected curriculum level.</p> <p>Results are becoming more equitable for all groups of learners.</p> |
| <b>Rumaki/Reo Rua</b> |  |
| Pānui                 | <p>Less than half of learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>                 |
| Tuhituhi              | <p>Less than half of learners meet or exceed the expected curriculum level.</p> <p>Results are not yet equitable for all groups of learners.</p>         |
| Pāngarau              | <p>A large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>               |

## Attendance

*This section is about school attendance and the progress the school is making towards meeting the Government target of 80% regular attendance.*

- Less than half of learners attend school regularly.
- The school is behind the target of 80% regular attendance.
- The school has a suitable plan in place to improve attendance.
- Regular attendance is improving towards or beyond the target.
- Chronic absence is not yet reducing over time.

## Assessment

*This section is about how the school assesses learner progress and achievement.*

- The school uses an appropriate approach and reliable practices to find out about achievement against the curriculum.
- Assessment information is used well to adjust teaching practices to ensure ongoing improvement in teaching and student progress.

## Progress

*This section is about how well the school supports all learners to make sufficient progress.*

A significant proportion of the school roll include English language learners, and a majority of learners require additional learning support.

- The school has good quality planning to increase the rate of progress for all groups of students.
- The school has to some extent improved achievement and progress for those learners most at risk of not achieving since the previous review.
- The school has to some extent extended achievement and progress for learners working at or above curriculum levels since the previous review.
- The school is making progress towards meeting Government reading, writing and mathematics targets and/or pānui, tuhituhi and pāngarau targets for 2030 and agrees this will need to be a key strategic priority.

## Rumaki/Reo Rua Outcomes and Conditions to Support Learners Success

*This section of the report provides more detail about the quality of teaching and learning through the provision of te reo Māori in rumaki/Reo Rua classroom/s within in English medium schools.*

### 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.

## Next steps for improvement

*This section provides more detail for the school to include in its strategic and annual planning for ongoing improvement across the school. It outlines what the school is doing well and identifies actions for improvement.*

### Areas of Strength

- Learners experience a caring, inclusive school culture that values their languages, cultures and identities across English, Samoan and Māori medium pathways.
- Positive relationships among staff, peers, whānau and the wider community support learners' sense of belonging.
- Leadership provides clear expectations and a shared vision for high-quality teaching and learning, supported by strategic planning, data informed decision making and evaluation, to drive improvement and build collective leadership capacity.
- Structured approaches to literacy and mathematics, including clear learning intentions, explicit teaching and assessment for learning practices, promote student engagement, confidence and participation.
- Partnerships with whānau, mana whenua and the wider community enrich the curriculum and offer meaningful opportunities for learners to engage with te ao Māori through experiences that reflect local history, tikanga and values.
- Professional learning is purposeful and collaborative, supporting teachers to reflect on and improve their practice to meet the diverse needs of learners.
- Regular review, data analysis, and feedback from staff, learners and whānau inform planning and ongoing improvement.

### Key priorities

- Increase regular attendance rates for all learners.
- Accelerate progress and achievement across learning and wellbeing, with a particular attention to learners at risk of underachievement.
- Senior leadership and Kaiako of Te Whakatipu Kākano prioritise targeted professional development in pānui and tuhituhi and further strengthen ākonga agency and cultural engagement.

### Actions to bring about improvement

*Within six months:*

- leaders gather comprehensive baseline data across the curriculum to enhance the school's ability to measure and accelerate learner progress
- teachers identify priority learners with irregular attendance and work in partnership with whānau to understand and address barriers to regular attendance
- senior leadership 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 six months:*

- the Rānui Primary School Board and leaders monitor progress against the attendance plan, using data and feedback from staff, students, families and whānau to evaluate effectiveness and make informed adjustments to the plan
- teachers use a range of achievement, attendance and engagement data to monitor learner progress and implement targeted strategies that respond to the diverse and complex needs of learners
- senior leaders and Kaiako track and monitor ākongā progress; use this information to identify areas for improvement in teaching and learning

*Annually:*

- leaders and teachers evaluate and refine attendance strategies, working collaboratively with parents, whānau and external agencies to reduce ongoing barriers to regular attendance
- leaders review and report learner progress and outcomes for priority groups to evaluate and strengthen the impact of school programmes and practices and use findings to refine strategies that accelerate achievement and promote equity
- leadership and Kaiako evaluate the impact of professional learning on teaching practice and ākongā achievement, using findings to refine approaches and set targeted goals that support continuous improvement.

### **Expected outcomes**

- Sustained improvement in regular attendance.
- Accelerated progress and improved levels of achievement and equity for all learners.
- Improved achievement for ākongā in Te Whakatipu Kākanō.

## **Regulatory and Legislative Requirements**

*This section of the report is about how the school meets regulatory and legislative requirements.*

### **Board Assurance with Regulatory and Legislative Requirements**

*This section of the report reviews the school's policies, procedures, documentation, and checks that it meets all regulations, maintains a safe environment, and supports students' wellbeing.*

During this review the Board has attested to meeting regulatory and legislative requirements in the following areas:

#### **Board Administration**

Yes

#### **Curriculum**

Yes

#### **Management of Health, Safety and Welfare**

Yes

#### **Personnel Management**

Yes

## Actions for Compliance

The board and ERO has identified the following areas of non-compliance during the board assurance process:

- must ensure that persons employed in a teaching position have a current practising certificate.  
*[Section 93 (1) of the Education and Training Act 2020]*

The Rānui Primary School Board has since addressed the areas of non-compliance identified.

The next public report on ERO's website will be a School Report and is due within four years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki

Let's continue to work together for the greater good of all children



Sharon Kelly  
Director of Schools



Sharee Hemingway  
Director Ākonga Māori

25 March 2026