



Hahau Puaki Report

School Name: Maangere Bridge School

Profile Number: 1346

Date of Review: 24 – 25 March 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

Maangere Bridge School is located at the base of the Maangere Mountain, Te Pane o Mataoho, and borders the Manukau Harbour. Te Waiohūa is the mana whenua. Te Hiaroa is the name of the 3-class bilingual unit, providing Māori-medium funded teaching at Level 1 for Years 0 to 2 in Maunga Pikitea, Years 3 and 4 in Te Ara Puueru and Level 2 for Years 5 and 6 in Te Pane o Mataoho. There are currently 49 tamariki in Te Hiaroa. Student learning is supported in Te Hiaroa by three kaiako, one kaiāwhina and one kairiwhi. Teaching and learning in Te Hiaroa is guided by *Te Marautanga o Aotearoa*.

Tamariki success and wellbeing

- Consistent exposure to local Māori contexts and narratives fosters meaningful learning and te reo Māori proficiency for tamariki in Te Hiaroa. Learning is supported by a strong focus on foundational literacy skills, and varied teaching approaches meet the diverse needs of tamariki.
- Explicit, high-quality teaching and early identification of achievement levels through testing ensure that almost all tamariki are meeting or exceeding curriculum expectations in tuhituhi, most are meeting expectations in pānui, and a small majority in mathematics. Targeted programmes are regularly reviewed to drive continuous improvement.

- Leadership and governance in Te Hiaroa effectively support tamariki to achieve success as Māori, with whānau representation on the board of trustees and rumaki-specific professional development for kaiako.
- The strong local partnerships and authentic relationships with kaiako, whānau, and mana whenua effectively support tamariki and their families with pastoral care and attendance which for term 1, 2025 exceeds the Ministry of Education target of 80% attendance.

Where to next

The school and ERO have identified the next steps as:

- Formalise a school curriculum that upholds and preserves local narratives and histories.
- Implement formative assessment practices to strengthen learner agency.
- Consolidate and sustain mana whenua and Te Hiaroa representation on the school board, to ensure meaningful local community input for strategic direction of both the wider school and Te Hiaroa.
- Strengthen partnerships with teacher training institutions.

The agreed key next step for the school is to:

- implement formative assessment practices to strengthen learner agency.

Every 6 Months:

- strengthen and develop formative assessment practices so tamariki can understand, monitor and track their own learning

Annually:

- implement and review formative assessment tools and practices

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

- tamariki are self-determined learners, who are consistently supported by kaiako, kura and their whānau



Sharee Hemingway
Director Ākonga Māori Review and Improvement Services

4 June 2025

The following sections (Part B & Part C) is the information that Evaluation Partners will copy directly into the external facing report.

Summary of findings

Part B: Current State

Rumaki/Bilingual Outcomes and Condition to Support Learners

Learner success and wellbeing

- Tamariki in Te Hiaroa are consistently exposed to local Māori contexts and narratives, fostering meaningful learning and proficiency in te reo Māori.
- Almost all tamariki are meeting or exceeding curriculum expectations in tuhituhi, most are meeting expectations in pānui, and a small majority in pāngarau.
- Local external partnerships with the school support tamariki and their whānau with attendance and pastoral care.

Conditions to support learner success

- A strong focus on foundational literacy skills and differentiated learning to meet diverse needs.
- High-quality teaching and early achievement assessments inform targeted programmes that are regularly reviewed to drive continuous improvement.
- Positive relationships with kaiako, whānau and mana whenua are built and sustained.

Part C

The agreed next step for the school is to:

- implement formative assessment practices to strengthen learner agency

Every 6 Months:

- strengthen and develop formative assessment practices so tamariki can understand, monitor and track their own learning

Annually:

- implement and review formative assessment tools and practices

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

- self-determined learners, who are consistently supported by kaiako, kura and their whānau