

# School Report

**School Name:** Maangere Bridge School

**Profile Number:** 1346

**Location:** 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.

## About the School

Maangere Bridge School is located at the base of Te Pane o Mataoho, Maangere Mountain. The school provides education for learners in Years 1 to 6. Of the 370 students on the roll, 40% are of Pacific heritage, 39% are Māori, 11% New Zealand European/Pākehā and 10% Asian and Middle Eastern Latin American and African.

Te Hiaroa is the Māori bilingual unit that has been established together with whānau and the community serves over 50 students in three classes.

The school's vision of *Aroha (we care)*, *Ako (We learn)* and *Angitu (we succeed)* is underpinned by the school values of *Kotahitanga*, *Manaakitanga*, *Kaitiakitanga* and *Rangatiratanga*.

## Part A – Parent Summary

### How well placed is the school to promote educational success and wellbeing?

How well are learners succeeding?	Success and progress for all learners is increasing.
What is the quality of teaching and learning?	Learners benefit from high 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?	<p>Learners have rich opportunities to learn across the breadth and depth of the curriculum.</p> <p>There is an increasingly consistent focus on supporting learners to gain skills in literacy and mathematics.</p> <p>Learners with complex needs are well supported to achieve their education goals.</p>

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 is taking reasonable steps to ensure student health and safety.

### Achievement in Years 0 to 8

This table outlines how well students across the school meet or exceed the expected curriculum level.

<b>Foundation Skills</b>	
Reading	<p>A large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are 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 large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
<b>Rumaki/Bilingual</b>	
Pānui	<p>Most learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
Tuhituhi	<p>Almost all learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
Pāngarau	<p>A small majority of learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>

## Attendance

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 reducing over time.

## Assessment

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

The school has good quality planning to increase the rate of progress for all groups of students.

The school has significantly improved achievement and progress for those learners most at risk of not achieving since the previous review.

The school has significantly extended achievement and progress for learners working at or above curriculum levels since the previous review.

The school is meeting Government reading, writing and mathematics targets and/or pānui, tuhituhi and pāngarau targets set for 2030.

**An explanation of the terms used in the Parent Summary can be found here: [Reporting | Education Review Office](#)**

## Part B – Rumaki/Bilingual 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/bilingual classroom/s within in English medium schools.

### 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 meets 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 – Findings for the school

This section of the report provides more detail for the school to include in strategic and annual planning for ongoing improvement across the school.

### Areas of Strength

The leadership team provides strong, clear expectations and direction for all aspects of school life; the composition of the board, leadership team and staff reflect the cultures in the school community.

School values promote an inclusive culture that underpins all decision making and a positive learning environment; learners have a strong sense of belonging, wellbeing and pride in their school.

Students experience a broad range of meaningful learning opportunities linked to local contexts; leaders and teachers continue to strengthen the integration of curriculum initiatives and programmes that draw on te reo Māori, tikanga Māori and te ao Māori.

Active participation and expertise give positive effect to Te Tiriti o Waitangi across the school.

Meaningful partnerships with the school and wider community benefit students' learning and teaching programmes.

### Key priorities and actions for improvement

The agreed next steps for the school are to:

- further develop assessment practices in line with curriculum changes
- implement the refreshed curriculum and develop the use of digital technologies to enhance learning, progress and achievement
- further consult with the community about the development of a Pacific bilingual unit
- review initiatives and plans to increase regular attendance of all students
- implement formative assessment practices, so tamariki in Te Hiaroa can understand, monitor and track their learning, strengthening their agency

The agreed actions for the next improvement cycle and timeframes are as follows.

*Within three months:*

- deliver and use new assessment practices in Te Hiaroa
- review the attendance plan and increase monitoring of attendance rates
- present the plan and initiatives to the community for establishing a Pacific bilingual unit

*Every six months:*

- evaluate curriculum and assessment tools to ensure these effectively support learning and teaching; this includes the extent to which formative assessment practices are used in Te Hiaroa for tamariki to understand, monitor and track their own learning
- collect and report midyear data to the board and community and respond accordingly
- monitor the impact of, and continue to provide, professional learning opportunities that strengthen teachers' understanding and use of highly effective teaching, learning and assessment practices.

*Annually:*

- undertake a school wide wellbeing survey and set goals for the following year
- through a whānau survey gather parent voice and aspirations about the content for the school curriculum
- end-of-year analysed achievement and attendance data is reported to the board and community and used to inform school direction.

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

- continued trajectory of increased achievement in reading, writing and mathematics
- acknowledgement of student voice, that adds to the culture of wellbeing and their sense of belonging and pride in the school
- deeper understanding of the curriculum and science of learning that benefits all learners
- establishment of a Pacific bilingual unit
- students attending school regularly
- self-determined learners, who are consistently supported by kaiako, kura and their whānau.

## Part D – Regulatory and Legislative Requirements

### Provision for International Students

#### Background

The Education Review Office reviews schools that are signatories to the *Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* established under section 534 of the Education and Training Act 2020.

#### Findings

The school is a signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 established under section 534 of the Education and Training Act 2020. The school has attested that it complies with all aspects of the Code and has completed an annual self review of its implementation of the Code.

No international students were enrolled at the time of the ERO review.

## Board Assurance with Regulatory and Legislative Requirements

All schools are required to promote student health and safety and to regularly review their compliance with legal requirements.

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

### Board Administration

Yes

### Curriculum

Yes

### Management of Health, Safety and Welfare

Yes

### Personnel Management

Yes

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. The next public report on ERO's website will be a School Report and is due within three 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 (Acting)

4 June 2025

## Education Counts

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