EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

Hahau Puaki Report

School Name: Shannon School

Profile Number: 2989

Date of Review: 18 – 20 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

Shannon School is located in the Horowhenua district, within the rohe boundaries of Ngāti Whakatere. Two educational pathway options are available for Years 0 to Year 8, with a total roll of 121.The school currently receives Māori language resource funding for 41 tamariki at Level 2 in Te Whare Kākano. There are two classes within the unit, consisting of Years 0 to 4 and Years 5 to 8. Classes rotate daily between the English medium hubs, Te Rito and Harakeke. Ākonga learning is supported in Te Whare Kākano by one kaiāwhina and one kaiārahi I te reo. Teaching and learning are guided by *Te Aho Arataki.*

Tamariki success and wellbeing

- Te Whare Kākano aims to develop culturally competent leaders for their marae, hapū and iwi. Ākonga have some opportunities to engage in te reo, tikanga and mātauranga Māori learning experiences.
- Ākonga are yet to engage in a consistent Māori medium programme underpinned by a structured curriculum framework that supports progress and achievement in line with curriculum expectations.
- Attendance for Te Whare Kākano is represented within whole-school data, indicating that regular attendance is currently behind government targets. A suitable plan is in place to improve attendance over time.

Where to next

The school and ERO have identified the next steps as:

- Design and implement clear strategic goals aligned with iwi and whānau aspirations. Establish a coherent, structured learning framework and a professional learning plan to build capability and capacity in Māori-medium teaching practices and approaches.
- Collaborate with kōhanga, kura, whānau and iwi to develop a Māori-medium graduate profile.
- Create a clearly defined, culturally grounded pathway that drives sustained te reo and tikanga growth, and educational success.

The agreed key next step for the school

- Design and implement clear strategic goals aligned with iwi and whānau aspirations. Establish a coherent, structured learning framework and professional learning plan to build capability and capacity in Māori-medium teaching practices and approaches.

Within three months:

- governance and leadership engage key stakeholders to confirm aspirations and priorities for Te Whare Kākano
- leadership and kaiako to develop and implement a professional learning plan focused on Māori medium teaching tools and practices to build kaiako capability

Within six months:

- governance and leadership develop and implement strategic goals for Te Whare Kākano

Every six months:

- leadership to monitor progress against strategic goals to improve ākonga achievement and success

Annually:

- governance and leadership evaluate the impact of strategic goals and professional learning plan on ākonga success; refine and identify improvements for the coming year.

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

- strategic goals informed by iwi and whānau aspirations that drive a coherent, structured Māori medium programme and improve ākonga engagement, progress, and achievement.

To support the school's improvement planning ERO will:

- use the Raupapa Ako Framework collaboratively to monitor progress and inform next steps.



Sharee Hemingway
Director Ākonga Māori

24 March 2026

Summary of findings

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

Learner success and wellbeing

Rumaki/Bilingual Outcomes and Condition to Support Learners

- Ākonga in Te Whare Kākano experience te reo, tikanga and mātauranga Māori learning opportunities that are beginning to support the development of future Ngāti Whakatere cultural leaders.
- Ākonga are yet to engage in a consistent Māori medium learning programme underpinned by a structured curriculum framework that supports progress and achievement in line with curriculum expectations.

Conditions to support learner success

- Kaiako deliver contextually relevant learning through Ngāti Whakatere narratives.
- English-medium teaching tools and assessment practices are used for reading, writing, and mathematics, limiting opportunities to assess learning through te reo Māori.
- A cohesive Māori-medium transition plan is yet to be co-constructed in collaboration with stakeholders.

Actions to bring about improvement

The agreed key next step for the school is to:

- Design and implement clear strategic goals aligned with iwi and whānau aspirations. Establish a coherent, structured learning framework and professional learning plan to build capability and capacity in Māori-medium teaching practices and approaches.

Within three months:

- governance and leadership engage key stakeholders to confirm aspirations and priorities for Te Whare Kākano
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