



ERO's new School Reports:

Example report for an intermediate school



About the school

The Intermediate School caters for students in Years 7 and 8. Students who attend the intermediate come to the school from across South Auckland. Guided by the vision of *Confident risk-takers; consistently determined to achieve their goals* the school has a strong emphasis on academic excellence, personal growth, and social responsibility.

About the review

Every New Zealand state and state integrated school is reviewed by ERO at least every four years to assess strengths and areas for improvement. The ERO team visits the school, gathers information by talking to students, parents, staff, and school board members, observing teaching in classrooms, and reviewing school information documents such as assessment data and school planning.

What do we review and report?

ERO reviews and reports on outcomes for students, school conditions that underpin success, and steps for school improvement. This report includes a snapshot, and overview and a full report and our School Reports focus on the following areas:

- | | |
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| → Achievement and progress including reading, writing and mathematics | → The curriculum and quality of teaching |
| → Engagement and belonging | → Assessment |
| → Equity | → Provision for students with additional needs |
| → Attendance | → Governance and the School Board |
| → Leadership and school improvement | → Health and safety |

What do our judgements mean?

Excelling	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
Doing well	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
Working towards	There are gaps in performance, aspects of improvement are evident but there is variability.
Improvement required	There are significant and sustained gaps in school performance and urgent improvement is required.

The Intermediate School: Snapshot

ERO makes judgements on 14 areas. The Snapshot below shows how many of ERO's judgements for this school are Excelling, Doing Well, Working Towards or Improvement Required. The judgments are based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.

Judgement	Number of areas													
Excelling														
Doing well														
Working towards														
Improvement required														
Student Health and Safety	Meets expectation. The Intermediate School is taking reasonable steps to ensure student health and safety.													

The Intermediate School: Overview

The Overview below shows for each of the 14 areas ERO's judgements on whether this school is Excelling, Doing Well, Working Towards or Improvement Required and why. This provides more information about the judgements in the Snapshot.

Student Achievement	Working towards	Less than half of students are at expected levels in core areas.
Student Progress	Excelling	A large majority of students enter the school not yet working at expected curriculum levels. Many students make significant and accelerated progress in their learning at the school.
Reading & Writing	Working towards	Overall achievement outcomes show less than half of students meeting or exceeding the expected curriculum level in reading and writing.
Mathematics	Working towards	Overall achievement outcomes show less than half of students meeting or exceeding the expected curriculum level in mathematics.
Attendance	Doing well	A large majority of students attend school regularly. Attendance is improving over time.

Engagement & belonging	Excelling	Students at the school feel valued and supported in a school culture that strongly promotes wellbeing and inclusion.
Equity	Doing well	Groups of students achieve at similar levels. The school is making progress in lifting outcomes for all students.
Leadership	Excelling	Leadership is strategic, evidence-informed, and drives sustained improvement in student outcomes and wellbeing.
Teaching	Excelling	Teaching is innovative, inclusive, and highly effective, consistently delivering accelerated progress for students.
Curriculum	Excelling	Students benefit from rich, culturally inclusive learning experiences that promote deep engagement and accelerated progress.
Assessment	Excelling	Assessment practices are well established and consistently support teaching and learning across the school.
Provision for students with additional needs	Excelling	Strong support systems ensure all students progress in their learning goals and experience success.
School Improvement	Excelling	Strategic planning is a regular part of leadership and teaching, driving sustained improvement in student outcomes.
Governance & the School Board	Doing well	Governance practices are well established and support ongoing improvement and they monitor progress against strategic goals.

How do we report percentages?

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%

Further information about this school and report can found on the last page.

The Intermediate School: Full Report

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.

Outcomes for students

Achievement

Less than half of all students at the school achieve well across the curriculum. While achievement improves significantly for students over their time in the school as they move from Year 7 to Year 8, overall achievement for the whole school is less than expected by national comparison.

Progress

Students at The Intermediate School make meaningful progress in their learning, particularly in reading, writing and mathematics. By the end of Year 8, almost all (over 90%) of students demonstrate significant progress across all learning areas.

School information shows the school supports students to make positive shifts in their achievement over time with outcomes becoming more equitable across all student groups. The school tracks student progress and this shows that students who remain at the school from Year 7 to Year 8 make accelerated progress and are well prepared to move to the next steps in their learning.

Achievement in reading, writing and mathematics

Students benefit from high-quality instruction that supports them to make accelerated progress at the school. A large majority of students enter the school not yet working at expected curriculum levels. Overall achievement outcomes remain below national comparisons with less than half of students meeting or exceeding the expected curriculum level in reading, writing and mathematics.

However, by the end of Year 8, almost all students demonstrate significant progress in reading, writing and mathematics. This means that almost all students made more than expected progress from their starting points and build their knowledge and skill over time.

Attendance

The Intermediate School is approaching the Government target of 80% regular attendance, with clear evidence of improvement over time. The school fosters a welcoming environment with incentives and recognition for students with consistent and regular attendance.

The school has a clear plan to improve attendance. Planning includes goals that align to the Government priority to improve regular attendance to 80%, specific actions for staff, and regular checks to see how well regular attendance is improving. Chronic absence is reducing. Chronic absence means a student misses a large amount of school over time, not just the occasional day. The school's procedures for tracking and following up on absences are robust and consistently used by staff to support students and families.

Engagement and belonging

The Intermediate School successfully supports engagement in learning across the school community. School leaders and teachers promote students' sense of belonging and inclusion through strong learning partnerships with parents and whānau and strategic planning that reflects community views and aspirations.

The school has well established and robust systems for monitoring student wellbeing. Students with high needs are well supported and included.

Students express a strong sense of identity, belonging, and optimism about their learning and future. They display confidence in their language and culture. They are actively involved in curriculum decisions and planning, and they benefit from responsive teaching practices that affirm their interests and identities. Students are encouraged to be active members of influence within the school and the wider community, living the school values *all the time, every time, all of us, everywhere*.

The school's inclusive environment and strong learning partnerships between students, teachers, and learning assistants support high levels of engagement in learning, school activities and attendance.

Equity

The Intermediate School is making progress toward achieving equity and closing achievement gaps between groups of students. Achievement outcomes are becoming more equitable across all student groups, including Māori, Pacific, and students with diverse learning needs.

The school has significantly improved achievement and progress for students most at risk of not achieving since the previous ERO review. School leaders work hard to make sure all students have meaningful learning opportunities. Staff set high expectations and build strong relationships that support students to succeed.

School conditions for success

Leadership

Leadership at The Intermediate School is excelling. The leadership team is highly collaborative and strategic, clearly focused on improvement. Leaders support staff and provide them opportunities to lead, using a shared approach where everyone works together and takes collective responsibility for ongoing school improvement and student achievement.

The school's strategic goals are clear, focused on high quality teaching and high expectations for students. Leaders listen to feedback from parent groups and use it to help make decisions and inform future plans and priorities. Leaders across all levels of the school demonstrate a strong capacity to drive and sustain strategic improvement.

Teaching

Students benefit from high-quality teaching practices that significantly improve their progress and achievement in reading, writing, and mathematics. High quality teaching approaches are effectively delivered across the school. Lessons are carefully planned, with clear goals that students can see and understand throughout the lesson. Teachers give clear instructions, show students how to do things, and use examples to help students learn.

Students are very involved in their learning, know their learning goals, and can talk about their progress. Teachers use assessment results to adjust their teaching and help students improve. They encourage students to manage their own learning, set goals, and reflect on how they are doing.

The school's leaders encourage teachers to work together and support them to learn and improve their teaching through regular feedback and professional development. Teaching and learning approaches are well-structured, inclusive, and improvement-focused, driving excellent progress for students.

Curriculum

Students are provided with rich opportunities to engage across the breadth and depth of the curriculum. The curriculum is underpinned by a consistent focus on literacy and mathematics and is designed to respond to the diverse needs of students, including those with additional learning needs.

Structured literacy and mathematics programmes are effectively integrated into teaching and learning. Teachers design and deliver the curriculum to target students who require the greatest support. The school regularly consult with the community to inform planning and curriculum decisions, ensuring that the curriculum reflects the voices and needs of whānau and the wider community. This supports high levels of engagement in learning and promotes strong partnerships with parents and whānau.

Assessment

The school uses reliable and robust methods to find out about students' learning. This includes standardised assessments tools alongside overall teacher judgments. Formative assessment practices are clearly evident in teaching and enable students to understand what they are learning, why it matters, and what their next steps are.

Teachers use assessment information well to adjust their teaching and track student progress, especially for students who need additional support. They work together and engage in professional learning to improve their assessment capability and ensure reliability of achievement data.

Leadership recognises the importance of using assessment data to adapt teaching, especially for target students, and continue to strengthen this area through strategic planning and professional development for teachers.

Provision for students with additional needs

A strong whole-school and inclusive approach supports students with additional learning needs. The school implement policies and procedures aligned with the national Barrier-Free Access goals, ensuring that disabled students and those requiring learning support are actively included in all aspects of school life. Staff participate in a variety of professional learning and training to help make teaching more inclusive and strengthen provision for students.

Individual support plans are created for students who need additional support. Plans are made with students, their family, the Learning Support Coordinator, Deputy Principal, outside specialists, and teachers. Support plans include what the student is good at, how they learn, their goals, and ways to help them. The plans are regularly checked and reviewed to track progress.

The school maintains a learning support register outlining students' needs to track and inform planning. Teachers use a referral process to identify concerns and implement targeted interventions. The school's inclusive curriculum ensures that students with additional needs are well supported to achieve their educational goals.

Governance

Effective governance is established. Members of The Intermediate School Board are aware of the supports needed for teachers and students and areas for improvement, though they did not actively engage with progress and achievement data during the ERO review.

The principal ensures the Board is well informed, and staff regularly present on specific portfolios across key areas of school operations. The Board is supportive of the school. Governance processes, including policy and procedure reviews, are in place.

Next steps for improvement

All schools look to continue to improve, even those that are excelling. The table below sets out ERO's recommended next steps.

Improvement priority	Action within 3 months	Action within 6 months	Every 6 months / annually	Expected outcomes
Raise achievement in reading, writing, and mathematics, with a strong focus on improving equity for student groups.	Develop specific, measurable targets for accelerating student progress in reading, writing, and mathematics.	Teachers review progress and achievement information, identify areas for improvement and adjust planning to respond effectively	Leaders and teachers analyse student progress and achievement and report findings to the Board and school community.	Improved achievement and reduced disparity across student groups.
Embed effective teaching practices that support strong progress and achievement across core learning areas.	Evaluate how professional learning is impacting teaching quality and student achievement	Staff to engage in professional learning to build confidence and skill with the refreshed curriculum and assessment requirements.	Leaders report schoolwide progress and achievement, evaluating the effectiveness of improvement initiatives.	Effective implementation of effective teaching strategies and the refreshed curriculum.

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
Attendance	Yes
Management of health, safety and welfare	Yes
Personnel management	Yes

School Improvement

ERO has confidence the Intermediate School can bring about the improvements outlined in this report. The school demonstrates a comprehensive, deliberate and successful approach to increasing student attendance, improving achievement outcomes and foundational school conditions that support students' success.

The next public report on ERO's website will be 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

Further information about the school

Type of school	State co-educational intermediate
Year levels	Years 7 and 8
School roll	Pacific 59%, Māori 37%, Asian 13%, NZ European/Pākehā 11%, Other ethnic groups 3%
Student population	938.
Equity Index (EQI)	This school's EQI is 520 which places it in the highest range. This means almost all students at this school face more socioeconomic barriers to achievement than average.
Immersion & Bilingual Education	The Intermediate School does not offer the provision of te reo Māori in Māori medium settings The Intermediate School offers te reo Māori language learning.
School leadership	Bob Brown is the principal. Mr Brown is a very experienced principal. He has been at the school for 7 years.
Last ERO report	School Report March 2023

School information

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

What does EQI mean?

The Equity Index (EQI) is a number assigned to each school, ranging from 344 to 569. It estimates the extent to which students face socio-economic barriers to education and achievement. The Higher EQI the more barriers students in the school face. EQI is NOT a measure of school quality or performance. It's about funding and support needs for the school.





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**Te Kāwanatanga
o Aotearoa**
New Zealand Government

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