



**TAURANGA
INTERMEDIATE
SCHOOL**

2025 Statement of Variance Reporting

SCHOOL: Tauranga Intermediate School - School Number: 1990

GOAL 1: CULTURE

To nurture an inclusive culture (it's not what we do, it's who we are) Our focus for 2025 will be to:

- ☐ Honour Te Tiriti ō Waitangi as a guiding kaupapa of TIS
- ☐ Build the competency of all staff to understand and implement Circles (PC4L)

Honour Te Tiriti ō Waitangi as a guiding kaupapa of TIS

TARGETS:

- Understand the importance of key historical dates and events related to He Whakaputanga and Te Tiriti o Waitangi
- Know the articles of Te Tiriti o Waitangi and how the principles can guide us
- Apply the understanding to our school vision, mission and values ensuring Te Tiriti ō Waitangi is centric to our school culture

Honour Te Tiriti o Waitangi:

Create intentional opportunities for staff to embed their cultural competencies
Comprehensively unpack He Whakaputanga and Te Tiriti

Expected Outcomes:

- ☐ A collective understanding of Te Tiriti o Waitangi
- ☐ Create a collective sense of belonging to their house, school and Tauranga Moana

- ☐ Strategic planning for sustained practice
- ☐ Understand the significance of He Whakaputanga and Te Tiriti O Waitangi
 - ☐ Articles
 - ☐ Key historical dates
 - ☐ Events
- ☐ All teachers understand their obligation as teachers to adhere to "Our Code, Our Standards"

ACTIONS What did we do?	OUTCOMES What happened?	REASONS FOR VARIANCE Impact of this mahi?	EVALUATION Planning for 2026
Create intentional opportunities for staff to embed their cultural competencies	☐ Staff experienced tikanga, reo and mātauranga Māori through marae visits (Maungatapu), noho, hikoi, pūrākau, and House-based cultural activities. ☐ Strengthened whanaungatanga across teams; Team Leader Whanaungatanga Day was highly successful and built relational trust without overload. ☐ Fortnightly PLD with Ed/Jack built staff understanding of Te Tiriti, He Whakaputanga, Tauranga Moana narratives, significant sites, and local history. ☐ Increased visibility of tikanga practices across the school (karakia, waiata, use of te reo). ☐ House identities developed (whakataukī, kaitiaki, pūrākau, visual panels).	☐ Early term momentum dipped due to competing demands; revitalised once clarity and purpose were re-established at TL Hui. ☐ Strong impact where PLD was consistent and relational—staff valued the contextual learning and made personal connections to places. ☐ Variation across Houses in follow-through of cultural initiatives created uneven embedding of practice. ☐ Staff feedback indicated that collective experiences (noho, hikoi) had the greatest impact on cultural confidence.	☐ Strengthen connection with local marae, including potential 2026 partnership with Hairini Marae. ☐ Embed House narratives more systematically through the first Roadmap, and continue throughout the year, to build early cultural connection and belonging, working to maintain the focus throughout the year. ☐ Review Rā Whanaungatanga with clearer purpose and stronger alignment to identity and culture. ☐ Continue fortnightly cultural PLD with greater accountability for classroom enactment. ☐ Develop a sustainability plan to ensure tikanga, te reo and mātauranga Māori remain visible across the school year.
Comprehensively unpack He Whakaputanga and Te Tiriti	☐ Introduction and KWL tasks revealed a wide range of staff knowledge; significant shifts occurred for many throughout PLD. ☐ Staff engaged in unpacking key historical dates, articles, and principles of both documents, and began linking these to "Our Code, Our Standards." ☐ Increased awareness of how Te Tiriti principles guide teaching practice and school culture. ☐ Staff made initial links to curriculum Roadmaps, though completion varied across Houses. ☐ Teachers began recognising their obligations	☐ Reflection wānanga did not occur in Term 1, slowing early progress; however, re-establishing KWL cycles in Terms 2–4 brought clarity to learning needs. ☐ Accountability gaps across Houses meant Roadmap connections were inconsistent, limiting depth of application. ☐ When PLD was hands-on and contextual, understanding accelerated; when delivery was conceptual without follow-through, practice lagged. ☐ The volume of new information required sustained coaching, not one-off sessions.	☐ Continue staff professional development in Te Tiriti and He Whakaputanga. ☐ Embed regular reflection wānanga each term to monitor shifts in understanding and guide next steps. ☐ Strengthen accountability for aligning Roadmaps to He Whakaputanga/Te Tiriti content. ☐ Continue the KWL progression and complete end-of-year review to inform 2026 Term 1 Te Tiriti foci. ☐ Highlight actions toward honoring Te Tiriti embedded within strategic goals, both

	within the transition to new Teaching Standards (2026–2027). ☐ The teacher sharing feedback session showcasing the learning offered about He Whakaputanga and Te Tiriti highlighted the significant steps forward in teacher knowledge and confidence to teach NZ history in relation to these documents.		pastoral and academic.
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PROGRESS AND ACHIEVEMENT DATA ANALYSIS 2025

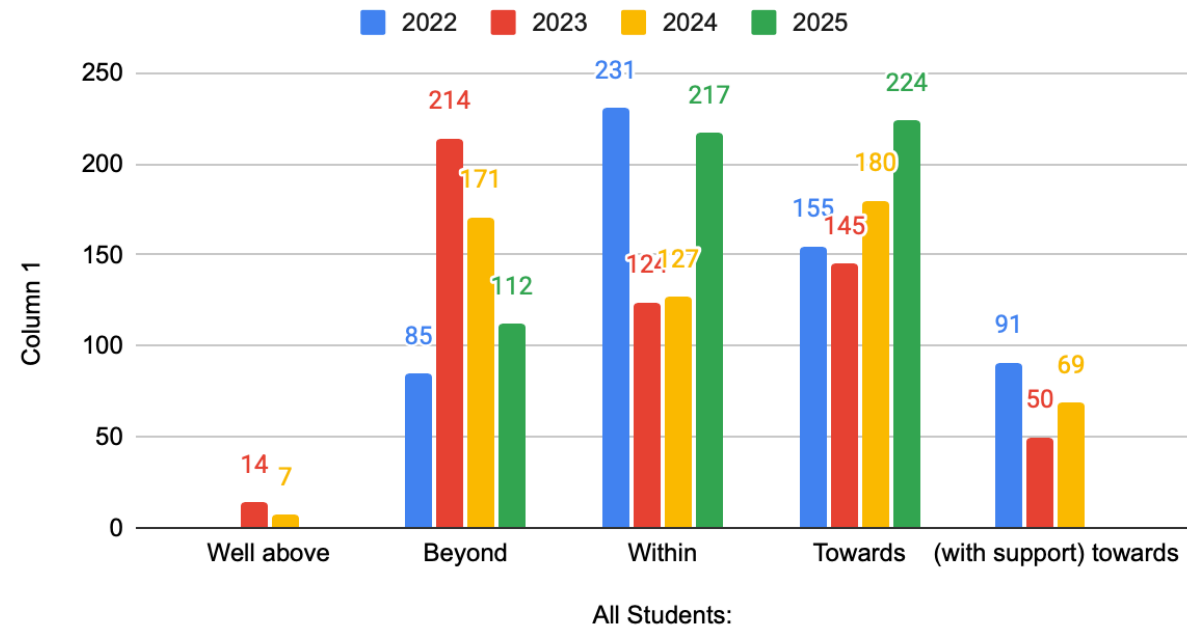
Reading, Writing and Maths Progress 2025

Schoolwide Mathematics Data (Mid and End of Year)

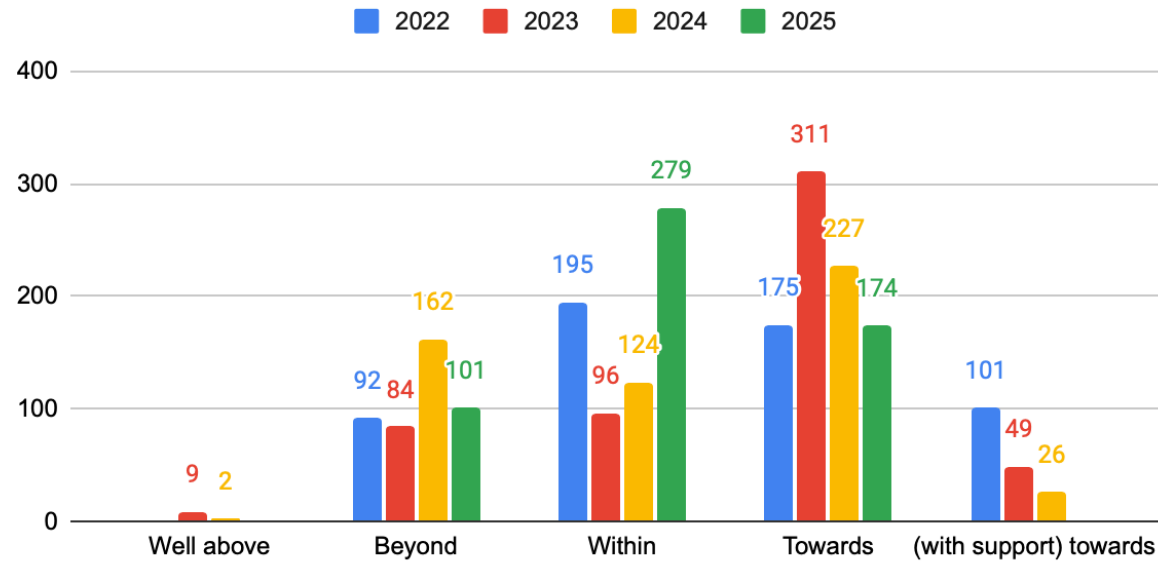
Pāngarau

All Students:	Column 1	Column 2	Column 3	
Judgement	Year 7 T4	Year 8 T4		Totals
Well above				
Beyond	112	101	213 (19.15%)	
Within	217	279	496 (44.81%)	
Towards	224	174	398 (36.04%)	
(with support) towards			0 (0.00%)	
Totals	553	554		1107

Year 7 Students Over Time



Year 8 Students Over Time



All Students:

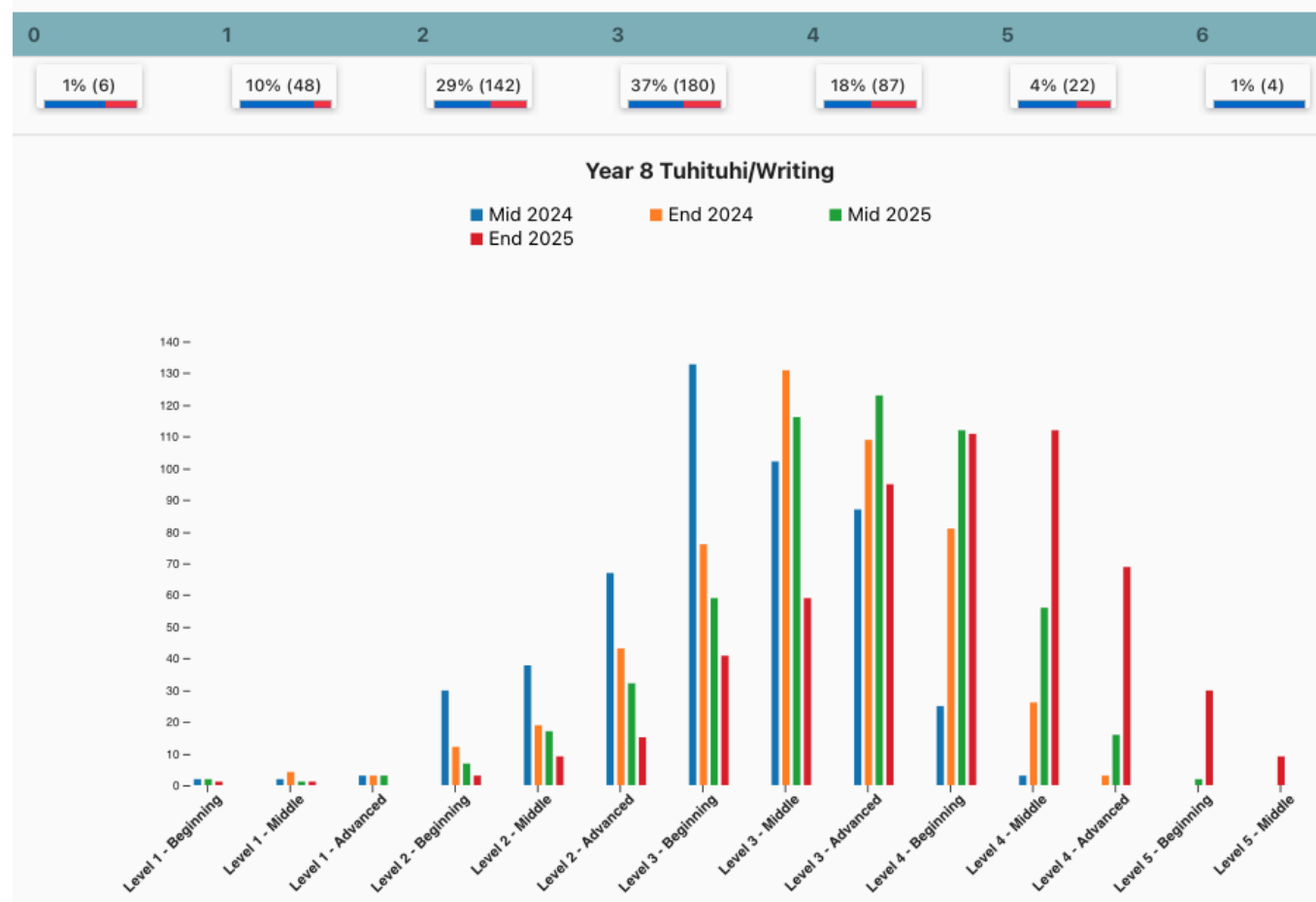
Schoolwide Writing Data (Mid and End of Year)

Tuhituhi:

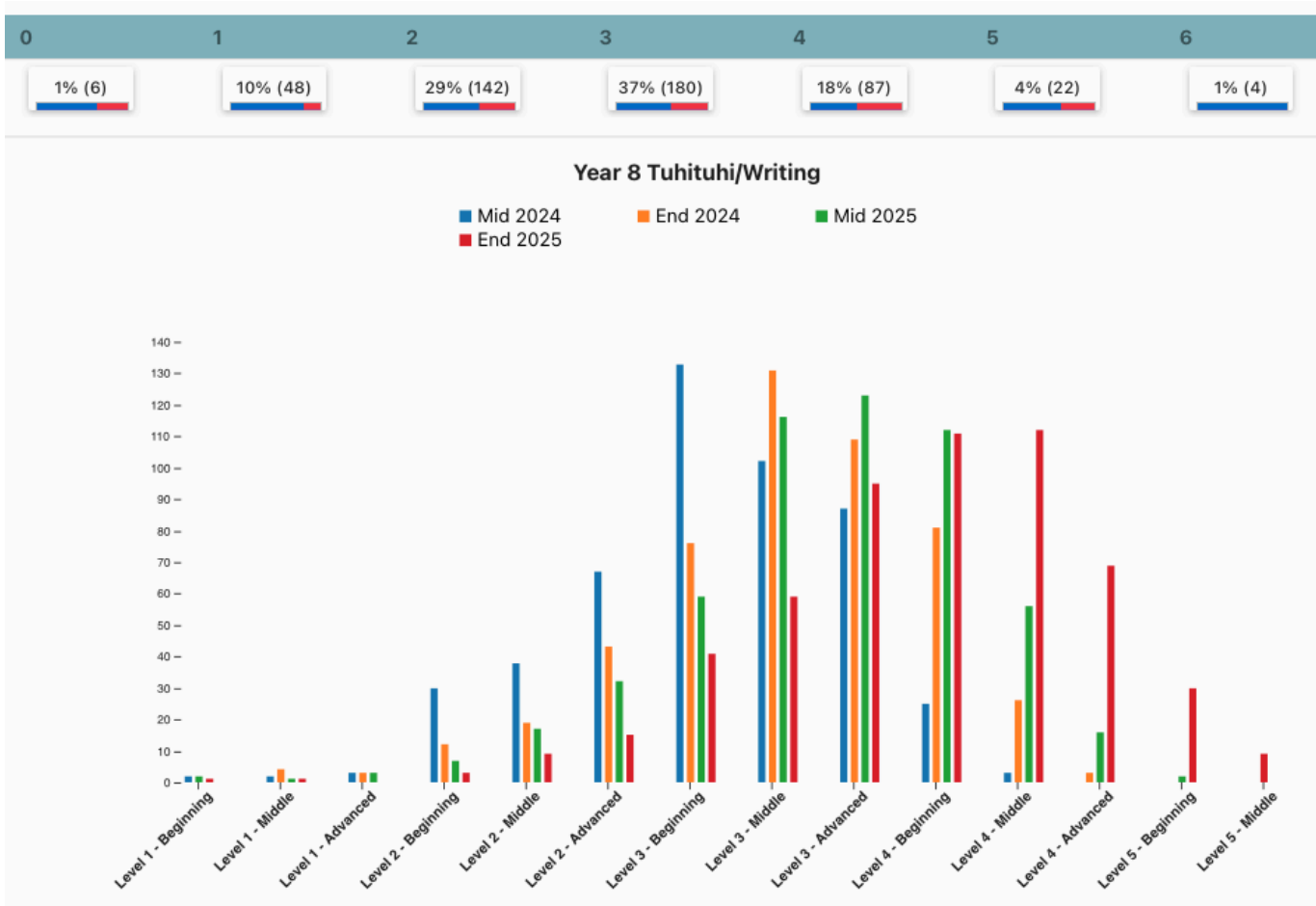
All Students:	Column 1	Column 2	Column 3	
Judgement	Year 7 T4	Year 8 T4		Totals
Well above				
Beyond	126	109	235 (21.17%)	
Within	174	110	284 (25.59%)	

Towards	183	206	389 (35.05%)	
(with support) towards	72	130	202 (18.20%)	
Totals	555	555		1110

Year 7 students progress rates and attainment:



Year 8 students progress rates and attainment:

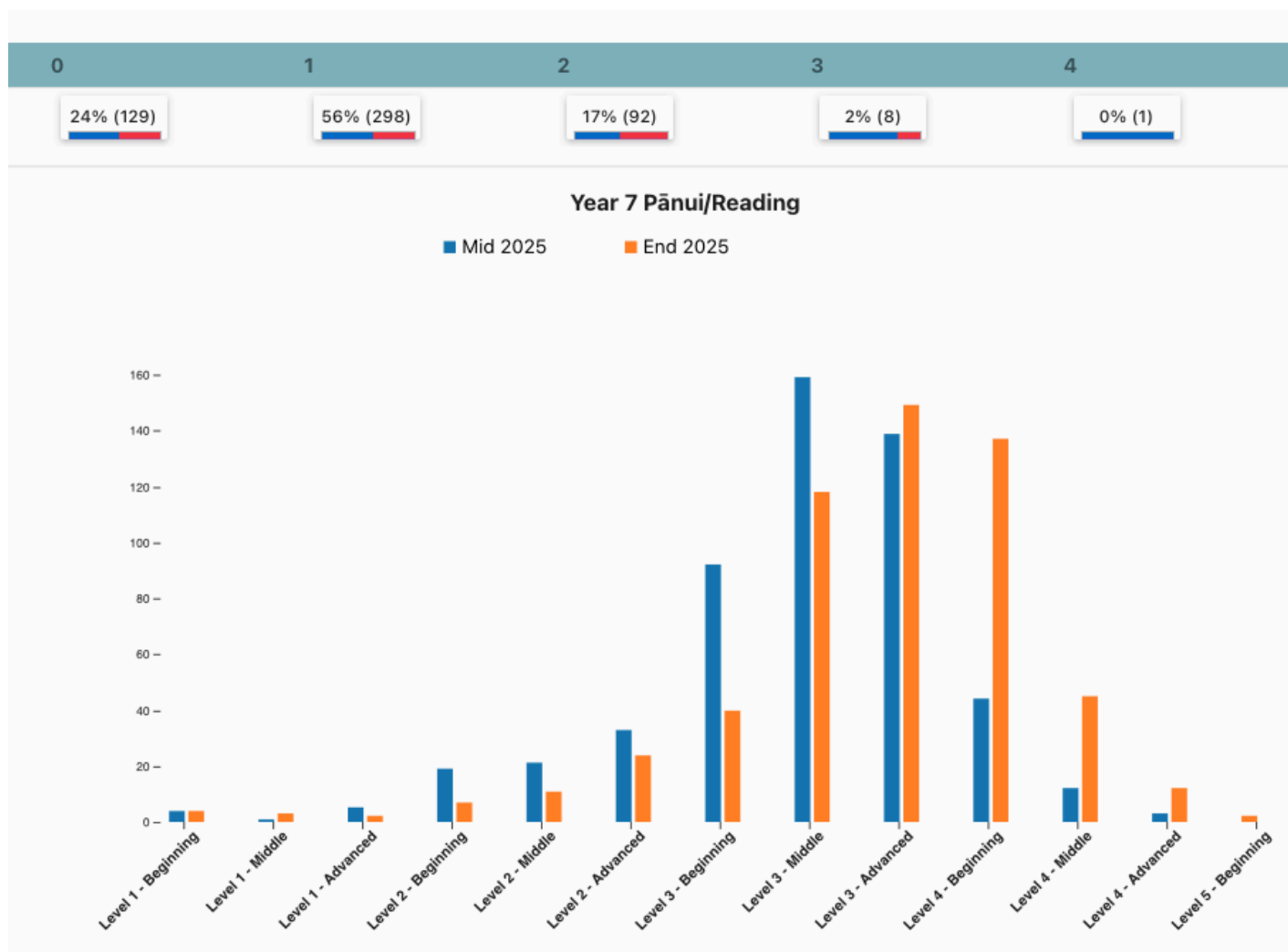


Schoolwide Reading Data (Mid and End of Year)

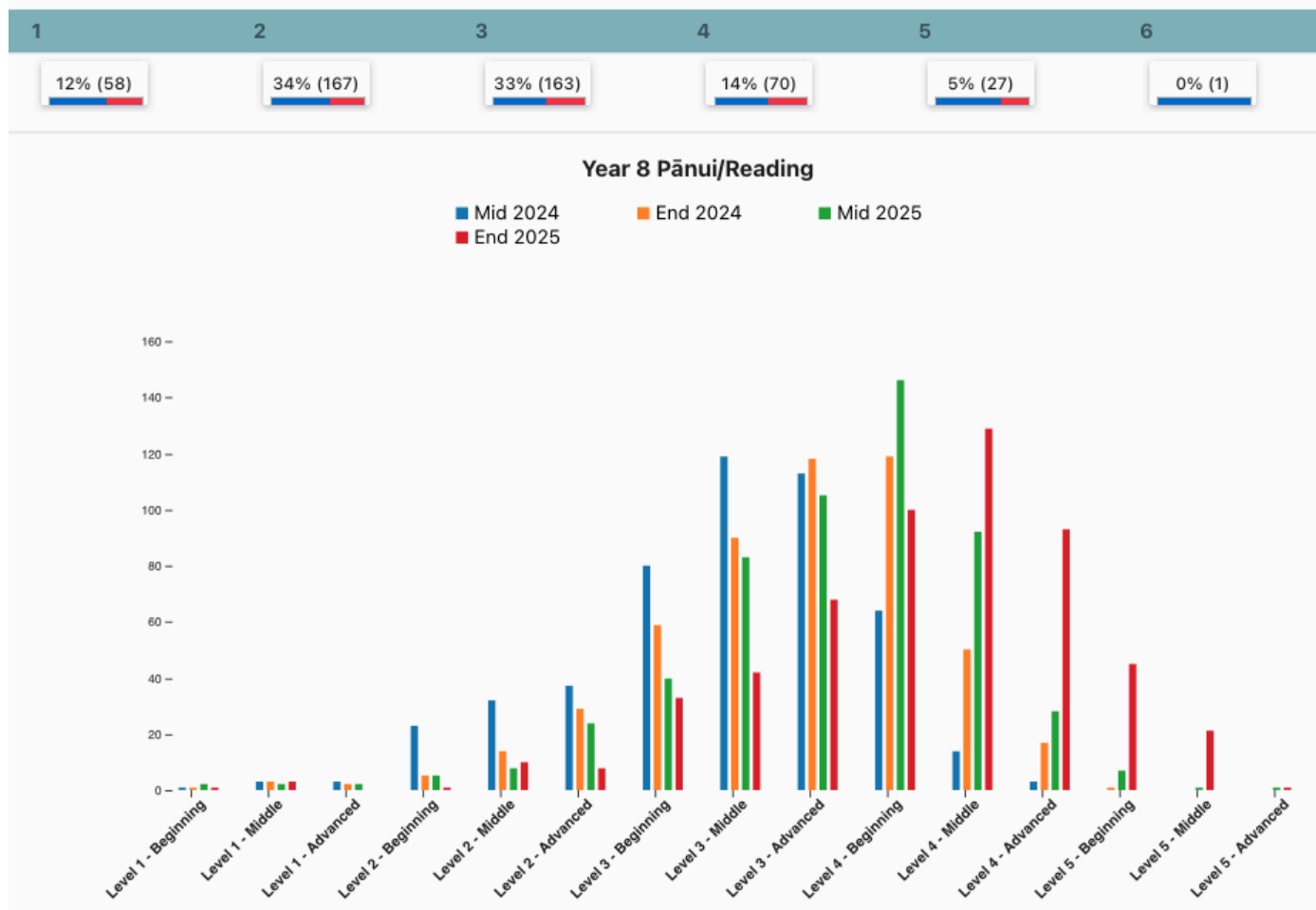
Pānui Reading

All Students:	Column 1	Column 2	Column 3
Judgement	Year 7 T4	Year 8 T4	Totals
Well above	2	1 3 (0.27%)	
Beyond	194	159 353 (31.80%)	
Within	149	127 276 (24.86%)	
Towards	158	169 327 (29.46%)	
(with support) towards	52	99 151 (13.60%)	
Totals	555	555	1110

Year 7 students progress rates and attainment:



Year 8 students progress rates and attainment:



GOAL 2: CONSISTENCY

Learning is founded on relational approaches, which is developed through best teaching practice at Tauranga Intermediate School. It is responsive to student needs

and adaptive to ensure high engagement and accessibility. All learning will be guided by specific learning intentions, success criteria and explicit teaching. Formative assessment will identify where to next for teachers and provide the foundation for student agency. Integration across the curriculum is essential, as is providing multiple opportunities over time to retrieve new learning in a variety of contexts; succeeding once is performing - performing multiple times across multiple contexts is learning.

Our focus in 2025 will be to:

- ☐ Strengthen explicit teaching practices
- ☐ Implement the refreshed Te Mataiaho: Mathematics and Statistics and Te Marautanga: Pangarau Curriculum

Strengthen explicit teaching practices

TARGET:

- Consistency across staff in assessing Mathematics
- Data-informed planning of Mathematics learning programmes against the NZC or Te Marautanga
- Consistent understanding and use of: Learning Intentions, Success Criteria, Plenary
- Teacher planning reflects explicit teaching
- Consistency of coaching and mentoring by Team Leaders to drive explicit teaching and learning in Mathematics

Improve teacher content knowledge in Reading/Pānui, Writing/Tuhituhi/Mathematics/Pangarau

TARGET:

- Programmes of learning will enable and extend students
- Teacher planning will reflect increased content knowledge
- Teacher responsiveness to student learning needs will improve - recognise, respond and apply

ACADEMIC TARGET:

- All students will progress their learning in Mathematics by at least three sublevels or more for two years of teaching

Explicit Teaching and Teacher Content Knowledge:

Comprehensively unpack the refreshed Mathematics and Statistics Curriculum

Coaching and mentoring of explicit teaching by Team Leaders

Provide PD in Reading, Writing and Mathematics to improve teacher content knowledge

Expected Outcomes:

- ☐ Teaching staff will have a comprehensive understanding of the Purpose, Understand, Know and Do of Te Mataiaho; Mathematics and Statistics
- ☐ The teaching considerations from Te Mataiaho; Mathematics and Statistics will be evident in planning and practice - including the regular use of materials
- ☐ The specific sequence statements from Te Mataiaho; Mathematics and Statistics will form the Learning Overview of each team

- ☐ Team Leaders are using a variety of academic data sets to set goals, create actions and reflect to effect positive shifts in learning.
- ☐ Teams are moderating academic learning to grow their own understanding and practice
- ☐ All staff are making OTJ judgements within one sub-level
- ☐ Teachers will **understand** the big ideas of the subject
- ☐ Teachers will **know** the concepts and strategies of the subject
- ☐ Teachers will **do** their new learning in their practice - recognise, respond, apply

ACTIONS What did we do?	OUTCOMES What happened?	REASONS FOR VARIANCE Impact of this mahi?	EVALUATION Planning for 2026
Comprehensively unpack the refreshed Mathematics and Statistics Curriculum	☐ Strong staff engagement with Te Mātaiaho: Mathematics and Statistics. ☐ Team Leaders demonstrated increased confidence in mapping sequence statements, interleaving concepts, and designing Learning Overviews. ☐ Schoolwide consistency developed in mathematics language, use of materials, and explicit teaching structures. ☐ 1:1 Team Leader coaching proved highly effective; TLs increasingly able to articulate curriculum intent and coach their teams. ☐ Classroom use of materials increased; students using equipment across ability levels.	☐ Variation in curriculum engagement at the beginning of the year required intensive coaching. ☐ Limited alignment of the initial Maths No Problem resources (Phase 2 and gaps in fractions) required a slower rollout and curriculum-first approach. ☐ Teachers were still building content knowledge; as this improved, planning quality and student learning interactions noticeably strengthened. ☐ The coaching model created accelerated growth but required significant DP and TL time.	☐ Continue 1:1 Team Leader coaching of Math overview and team coaching in 2026. Extend this to the English Curriculum implementation. ☐ Introduce revised MNP as a resource to support mathematics learning (2026 release) only once alignment is confirmed and teachers are secure in curriculum knowledge. ☐ Support Team Leaders to establish House-based curriculum overviews ☐ Strengthen moderation processes in and across Houses. ☐ Develop an explicit implementation plan for Mathematics inclusive of materials aligned with the curriculum knowledge and practices ☐ Use learning from the Math curriculum implementation to prepare for the refreshed English curriculum rollout in 2026.
Coaching and mentoring of explicit teaching by Team Leaders	☐ 1:1 TL coaching gained strong traction; TLs increasingly confident in leading curriculum, not just administration. ☐ Planning reflected consistent use of Learning Intentions, Success Criteria, and Plenaries. ☐ Teachers engaged in more reliable formative assessment, noticing student responses and adapting teaching. ☐ Increased alignment between TL-led coaching cycles and classroom practice.	☐ Variation existed across Houses in the depth of explicit teaching and use of assessment data. ☐ Some TLs required significant support to shift meetings from admin-focused to learning-focused. ☐ Moderation of planning and benchmarks was inconsistent, affecting accuracy of OTJs. ☐ Academic data interrogation was less consistent than pastoral data use.	☐ Strengthen TL capability through targeted leadership mentoring ☐ Embed a consistent data interrogation cycle within all Houses led by Team Leaders ☐ Build capacity of Team Leaders in administering, interrogating and analysing standardised assessments. ☐ Strategic focus on Assessment for Learning - specifically implementation of

	☐ Explicit teaching visible in walkthroughs and team meeting minutes. ☐ ERO review indicated 'Exceeding' for Teaching and Learning		schoolwide standardised testing. ☐ Implement a documentation process for Team Leader coaching to ensure coaching is captured and actions followed.
Provide PD in Reading, Writing and Mathematics to improve teacher content knowledge	☐ All teachers participated in subject-specific PD (Reading, Writing, or Maths). ☐ WSLs planned and facilitated PD aligned to Te Mātaiaho content. ☐ Teacher capability grew in unpacking big ideas, strategies, and content knowledge in Mathematics; Writing PD strengthened structured approaches. ☐ Non-teaching staff chose to participate, strengthening collective capability. ☐ CCK sessions improved teacher responsiveness and accuracy in planning.	☐ English curriculum implementation not required until 2026, limiting opportunities for immediate classroom application in Reading/Writing. ☐ Limited data gathered early in the year slowed clarity around PD impact. ☐ Variation in WSL approaches resulted in inconsistent data collection and analysis across subjects.	☐ Structured Literacy continues to be a priority PLD for all teachers in Terms 1 and 2, 2026. ☐ Strengthen Team Leader expectations for data collection, interrogation and analysis, as they will be leading learning. ☐ Strengthen Team Leader capabilities in coaching data informed practice ☐ Develop a clear implementation plan for Reading/Writing content and the refreshed English curriculum. ☐ Link PD outcomes directly to the updated Teaching Standards transition for 2026–2027.



**TAURANGA
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SCHOOL**

Exploring personal potential

STRATEGIC PLAN 2023-2025



STRATEGIC GOALS	INITIATIVES: WHAT WE ARE GOING TO DO	OUTCOMES	2023	2024	2025
Consistency 1. Strengthen formative assessment practices 2. Improve student learning	1a. Develop essential agreements of best practice 1b. Develop Team Leaders capacity to coach and mentor 1c. Build understanding of equity in assessment 2a. Establish an updated schoolwide scheme of work for Mathematics 2b. Implement a model of coaching to strengthen teacher capabilities in Mathematics	1a. Consistent teacher practice 1b. Team leaders drive learning 1c. Cultural and responsive practices will ensure Māori are learning and achieving as Māori 2a. The two year Maths programme will provide consistent content and pedagogy across the school 2b. Student learning accelerates	Formative Assessment best practice		
Community Partnerships 3. Strengthen our commitment to our Tiriti o Waitangi partnership 4. Identify and connect with community partners	3a. Strengthen staff understanding of Te Reo me ono tikanga Māori 3b. Implement Aotearoa New Zealand Histories Curriculum 4a. Senior Leadership Team liaisons with contributing schools 4b. Strengthen whānau involvement 4c. Connect with external community experts 4d. Create learning partnerships with local intermediates and our global sister schools	3a. Māori excelling as Māori 3b. Strengthened localized curriculum 4a. Improved relationships with contributing schools 4b. Targeted and authentic links to enhance learning 4c. Local and global connections, awareness and perspectives	Te Reo		
Culture 5. Align our school's STARS Values and PC4L (Positive Culture For Learning) approaches 6. Learning focused Conversations	5a. Embed the key competencies with our STARS Values 5b. Our STARS Values are embedded within all aspects of teaching and learning 6a. Embed a leading by learning culture of communication	5a. Authentic use of the STARS Values aligned to the NZ Curriculum and Te Marautanga 5b. The STARS Values are centric to all learning and experiences	Alignment of STARS & PC4L		

Vision: Exploring Personal Potential