



School Report - Tauranga Intermediate 1990

About the school

Tauranga Intermediate provides education for over 1200 students in Years 7 and 8. The school offers a diverse curriculum that includes academic, outdoor and cultural opportunities. The school provides Māori-medium education for 140 ākonga in Te Whānau o Te Maro. Ākonga learn te reo me ōna tikanga in a Māori learning environment with full marae facilities and classrooms.

The school emphasises nurturing students critical, creative, caring, and collaborative thinking, supported by its STARS values: *Manaakitia (Safety)*, *Whanaungatanga (Team)*, *Ka Taea (Achieve)*, *Whakamanatia (Respect)*, and *Pārekareka (Sense of Humour)*.

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:

- **Achievement** and progress including reading, writing and mathematics
- **Engagement** and belonging
- **Equity**
- **Attendance**
- **Leadership** and school improvement
- **The curriculum and quality of teaching**
- **Assessment**
- Provision for students with **additional needs**
- **Governance** and the school board
- **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.

Tauranga Intermediate: Snapshot

ERO makes judgements on 16 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. Tauranga Intermediate is taking reasonable steps to ensure student health and safety.															

Tauranga Intermediate: Overview

The Overview below shows for each of the 16 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	Doing well	Most students experience success in core areas by the end of Year 8 and are well prepared for the next step in their learning. Most ākonga in Te Whānau o Te Maro achieve well through learning grounded in te ao Māori.
Student Progress	Excelling	A large majority of students begin at Tauranga Intermediate not yet achieving at expected curriculum levels. Almost all make expected or greater progress during their time at the school, including most ākonga in Te Whānau o Te Maro.
Reading	Working towards	A small majority of students meet or exceed year-level expectations in reading.
Writing	Improvement required	Less than half of students meet or exceed year-level expectations in writing.
Mathematics	Working towards	A small majority of students meet or exceed year-level expectations in mathematics.
Pānui, Tuhituhi and Pāngarau	Doing well	Most ākonga meet or exceed year-level expectations in pānui, tuhituhi and pāngarau.
Attendance	Working towards	A small majority of students attend school regularly. Attendance is improving overtime.
Engagement & belonging	Excelling	Students at the school feel valued and supported in a school culture that strongly promotes wellbeing and inclusion.
Equity	Working towards	The school is beginning to close achievement gaps between groups of students. Outcomes are increasingly equitable.
Leadership	Excelling	School leadership is strategic, focused on student outcomes, uses evidence to drive improvement and works in partnership to enrich and support positive learning outcomes across the school.

Teaching	Excelling	Learners across the school benefit from high quality teaching practice that supports progress and achievement in reading, writing, mathematics and pānui, tuhituhi, pāngarau.
Curriculum	Excelling	Learners have rich opportunities to learn across the breadth and depth of the curriculum with focus on core areas. Ākonga in Te Whānau o Te Maro engage in a strong kaupapa Māori curriculum with a focus on te reo Māori proficiency and core areas.
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 ākonga/students' make progress in their learning goals, experience success and access learning across the curriculum.
School Improvement	Doing well	The school has made good progress towards their improvement priorities. Schoolwide planning is clear and consistent, with evidence and goals driving progress and improvement.
Governance & the School Board	Doing well	Governance supports continuous improvement through high trust partnerships, strategic resourcing, and evidence informed oversight.

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 be found on the last page.

Tauranga Intermediate 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

Students experience success across the breadth of the curriculum. A large majority of student or exceed year-level expectation by the end of Year 8 in reading and mathematics. Achievement is improving overtime and the school well is focused on improving achievement in writing across the school.

Most ākonga in Te Whānau o Te Maro experience success through learning grounded in te ao Māori. Most ākonga in Te Whānau o Te Maro meet or exceed year-level expectations across core learning areas.

Progress

A large majority of students start at Tauranga Intermediate working below expected curriculum levels, particularly in writing and, to a lesser extent, in reading and mathematics. Almost all students make expected or better progress during their time at the school. Learners benefit from well-coordinated teaching approaches and a curriculum that supports continuity and coherence in learning over time.

Progress outcomes for ākonga in Te Whānau o Te Maro are strong. Most ākonga make expected or more than expected progress in their learning, particularly in pānui, tuhituhi, and pāngarau.

Achievement in pānui, tuhituhi, and pāngarau

Most ākonga meet or exceed expected year-level expectation in pānui, tuhituhi and pāngarau.

Achievement in reading, writing and mathematics

Achievement in reading, writing and mathematics is improving. Across year levels, small majority of learners meet or exceed year-level expectation in reading and mathematics.

In writing, less than half of learners meet or exceed year-level expectation. Supporting students to make stronger progress and achieve well in writing is a priority for the school.

Attendance

A small majority of students attend school regularly. The school is currently behind the Government target of 80 percent regular attendance. Attendance is improving and chronic absence reducing. Targeted strategies, including stronger systems to monitor attendance patterns contribute to improving rates of attendance.

Improving and sustaining regular attendance, for some ākonga in Te Whānau o Te Maro, remains a priority.

Engagement and belonging

Students feel valued and connected to their school. They benefit from learning environments that enable them to participate confidently and engage meaningfully in their learning and school activities.

Teachers affirm students' identities, languages, and cultures and foster respectful relationships that enhance belonging and learner agency. Schoolwide values are shared, known by students and support a positive school culture where students are empowered to succeed.

Ākonga in Te Whānau o Te Maro experience high levels of engagement and belonging in learning environments that affirm te reo Māori and tikanga Māori. Mana-enhancing relationships, high expectations, and support strengthen ākonga Māoritanga. The consistent use of te reo Māori, tikanga-guided routines, and authentic iwi connections strongly promote cultural identity, wellbeing, and inclusion.

Equity

Achievement outcomes are becoming more equitable for groups of learners over time. In Te Whānau o Te Maro, achievement outcomes are stronger. Leaders and teachers use achievement and progress data to identify gaps in achievement and to target support for learners most at risk of underachieving. The school focuses on sustaining its success in helping students to make faster progress and making teaching more consistent, so all students can achieve well.

School conditions for success

Leadership

School leadership provides a strong foundation for ongoing improvement. Leadership is underpinned by a coherent strategic framework anchored in the school's vision and values. This framework guides decision-making and aligns planning, curriculum, and professional learning. Leadership is evidence-informed, with a clear focus on student wellbeing, progress, and achievement. A distributed approach to leadership builds capability and supports clear decision-making and consistent, high-quality teaching across the school.

Leaders work well together to plan, implement and evaluate initiatives. They use engagement, wellbeing, and achievement information to support positive outcomes, strong cultural identity, and high expectations for ākonga across the school.

Teaching

High quality teaching is consistent across the school. Teachers collaboratively plan, share high expectations and provide inclusive learning environments where students confidently engage in learning, clearly understand their next steps, and benefit from the effective use of assessment data to support progress, especially in reading and mathematics.

Teaching in Te Whānau o Te Maro is grounded in the intentional use of te reo Māori me ngā tikanga Māori, alongside inclusive and relational practices, strengthening belonging, learner confidence, and engagement. Clear learning intentions, meaningful feedback, and high expectations support equity and positive outcomes for all ākonga.

Curriculum

Learners have rich opportunities to learn across the breadth and depth of *The New Zealand Curriculum (NZC)*. The curriculum is coherent and well structured, with a focus on developing strong foundational skills in reading, writing and mathematics.

Curriculum planning aligns to shared schoolwide expectations, supporting continuity and learning progression over time. The curriculum reflects the school's values and local context and is designed to engage learners and promote success for diverse groups of students, providing a wide range of learning experiences and opportunities.

In Te Whānau o Te Maro, the curriculum is designed and delivered through a te ao Māori lens. It is explicit, well-sequenced and is implemented in partnership with whānau and mana whenua. Learning is grounded in *Te Marautanga o Aotearoa (TMOA)*, with te reo Māori me ngā tikanga Māori embedded across all learning areas.

The curriculum strongly reflects local contexts, histories, and pūrākau of Tauranga Moana, supporting ākonga to develop a strong sense of identity, belonging, and cultural confidence. The curriculum provides meaningful, relevant learning opportunities that support positive outcomes for ākonga Māori.

Assessment

Assessment practices are well established and consistently support teaching and learning across the school. Teachers use a range of appropriate and reliable assessment information to support learner progression and achievement against NZC expectations for their year-level. In Te Whānau o Te Maro, assessment practices are increasingly coherent and well aligned to *TMOA*.

Assessment is used effectively to inform planning, adapt teaching practice, and identify learners who require additional support or extension.

Provision for students with additional needs

Established support systems ensure students with additional needs access learning across the curriculum. Learners are identified early, and information about their learning, wellbeing, and engagement is used to plan and coordinate support. Students make progress towards their learning goals, experience success, and participate meaningfully in classroom learning and wider school life.

In Te Whānau o Te Maro, provision for ākonga with additional needs is grounded in inclusive, strengths-based practices that reflect te reo Māori me ngā tikanga Māori. Teachers and support staff work collaboratively across the school to provide targeted assistance, adapt learning programmes, and reduce barriers to participation.

Governance

Governance at the school is strong and improvement focused. The Tauranga Intermediate School Board effectively sets the school's direction, provides resources, and checks progress towards goals. They use accurate information about student learning and wellbeing to review school actions and make decisions. Board members work closely with school leaders to make sure priorities are clear and improvements are made, with a focus on student attendance, achievement, progress, and wellbeing.

The Board supports Māori-medium education by providing oversight and ensuring Māori language, knowledge, and culture are included in school plans and curriculum. The Board and leaders involve Māori whānau in decisions and use information on engagement, wellbeing, and achievement to guide improvements to ensure Māori students are well supported to succeed as Māori.

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 six months	Every six months	Annually	Expected outcomes
Increase rates of regular attendance for all learners.	Leadership and the school Board set clear attendance targets and implement strategies to shift learners to regular attendance.	Leaders and the school Board monitor attendance patterns and report progress to the community, adjusting strategies as required.	Leaders and the school Board evaluate the impact of attendance strategies and set new targets aligned with the Government's 80% regular attendance target.	Increased rates of regular attendance.
Improve equitable outcomes by sustaining accelerated progress and increasing curriculum level attainment for all learners.	Leaders and teachers review and refine classroom practice to ensure acceleration strategies are applied across all learning areas.	Leaders analyse achievement data and share findings with staff to inform planning.	Leaders review progress towards equitable outcomes and update strategic and annual plans accordingly.	Increasingly equitable outcomes for all students across the school.

Improve student progress and raise overall achievement in writing.	Leaders and teachers review and refine classroom practice to ensure effective strategies are applied consistently in writing.	Leaders analyse achievement data to track student progress in writing and share findings with staff to inform planning.	Leaders review progress and achievement in writing update strategic and annual plans accordingly.	Improved progress and achievement for all students in writing.
Develop an assessment profile for Te Whānau o Te Maro to better monitor and track student progress in pānui and tuhituhi.	Leaders and teachers use data consistently to identify learners below curriculum expectations and implement targeted support plans.	Leaders and kaiako undertake professional learning that builds teacher capability in using assessment data effectively and monitor practice to strengthen ākonga outcomes.	Leadership and kaiako evaluate the impact of professional learning on teaching practices and ākonga achievement to establish new goals that drive continuous improvement.	Sustained and improved achievement for all ākonga in Te Whānau o Te Maro.

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

Provision for international students

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.

School Improvement

ERO has confidence that Tauranga Intermediate 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



Sharon Kelly
Director of Schools

15 June 2026

Further information about the school

Type of school	Co-educational Intermediate school
Year levels	Years 7 to 8
School roll	1259
Student population	New Zealand European / Pākehā 61%, Māori 38%, Asian 15%, Pacific heritage, 10%, other ethnic backgrounds 3%
Equity Index (EQI)	This school's EQI is 475 which places it in the above average range. This means a large majority of students at this school face more socioeconomic barriers to achievement than average.
Immersion & Bilingual Education	Tauranga Intermediate offers the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report August 2022

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.