EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

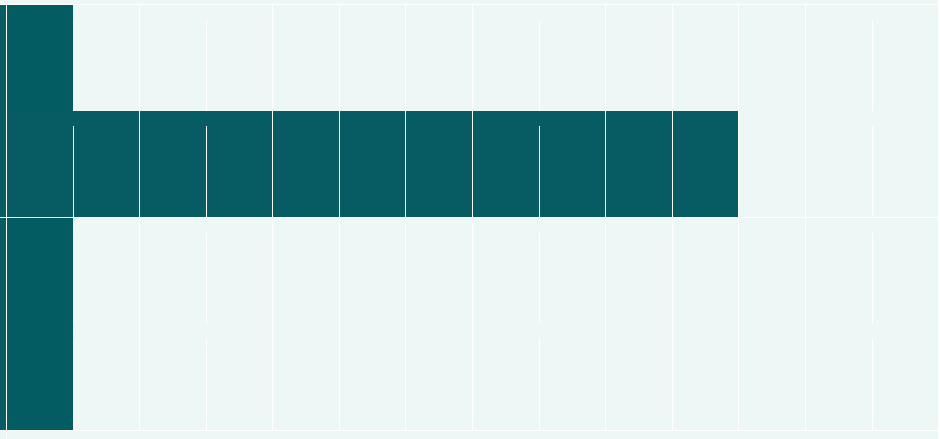
School Report – South Wellington Intermediate 2994

About the school

South Wellington Intermediate is a state school in Wellington that serves learners from across the southern suburbs. The school offers a broad curriculum across all learning areas of *The New Zealand Curriculum*, including specialist teaching and technology programmes, alongside a range of cultural, sporting and leadership opportunities. South Wellington Intermediate is a Positive Behaviour for Learning (PB4L) school and actively promotes its values of being Safe, Respectful and Responsible. The school's vision is to challenge the status quo by engaging and inspiring learners to achieve their highest potential at South Wellington Intermediate and beyond.

South Wellington Intermediate: 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 judgements 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.** South Wellington Intermediate is taking reasonable steps to ensure student health and safety.

South Wellington Intermediate: 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.

School conditions for success

Provision for students with additional needs	**Excelling**	Robust and highly coordinated systems ensure learners with additional needs are identified early and receive responsive support that enables participation and progress.
Leadership	**Doing well**	Leadership supports improvement and contributes to raising the quality of teaching and learning.
Teaching	**Doing well**	Teaching is effective, consistent and supports the progress and engagement of learners.
Curriculum	**Doing well**	Learners access learning across the breadth and depth of the curriculum, with a consistent focus on strengthening literacy and mathematics skills.
Assessment	**Doing well**	Assessment information informs teaching decisions and learner progress, while reporting provides parents and whānau with useful information about achievement and next learning steps.
Governance and the school board	**Doing well**	Governance practices are well established and support ongoing improvement through effective monitoring of progress against strategic goals.
School improvement	**Working towards**	Schoolwide planning is clear and consistent. Evaluation for improvement is not yet sufficiently systematic to measure the impact of actions on learner outcomes.

Outcomes for students

Student achievement	**Doing well**	A large majority of students meet or exceed year-level expectations in reading and writing and most do so in mathematics.
Student progress	**Doing well**	Most learners make sufficient progress towards meeting curriculum expectations, particularly in reading and mathematics.
Reading and writing	**Doing well**	A large majority of learners meet or exceed curriculum expectations for their year levels. A large majority of learners meet or exceed curriculum expectations for their year levels.
Mathematics	**Doing well**	Most learners meet or exceed curriculum expectations for their year levels.
Attendance	**Doing well**	A large majority of learners attend school regularly, with attendance improving over time but remaining below the Government target of 80%.
Engagement and belonging	**Doing well**	Most learners feel included and supported. The school identifies and responds to barriers to engagement and uses partnerships with family and whānau to support belonging.
Equity	**Improvement required**	Outcomes are not yet equitable for all learner groups, with significant achievement disparities evident in reading, writing and mathematics.

South Wellington 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 kawe, mā tātou katoa. We acknowledge the collective effort, responsibility, and commitment by all to ensure that the child remains at the heart of the matter.

Excelling

Provision for students with additional needs

The school's effective approach and targeted strategies ensure learners with additional needs are identified early and receive responsive support. Strong collaboration among staff, whānau and external agencies promotes inclusion, participation and continuity of learning. Support is regularly monitored and reviewed to ensure it responds to learner needs and contributes to positive progress, wellbeing and successful transitions.

Doing Well

Achievement

A large majority of learners achieve at or above curriculum expectations in reading and writing, and most achieve at or above expectations in mathematics. By the end of Year 8, most learners achieve at or above expectations in reading and mathematics, supporting readiness for secondary learning.

Achievement is stronger in Year 7 than Year 8 across all three core learning areas, particularly in reading and mathematics. Significant disparities remain for a range of learner groups, including boys.

Progress

Most learners make expected progress over their two years at the school. Progress is strongest in reading and mathematics, where increasing proportions of learners move into expected curriculum levels and some learners make accelerated progress. Progress in writing is improving, but inconsistent schoolwide moderation limits confidence in the reliability of overall teacher judgements and the evaluation of accelerated progress.

Improved progress is contributing to higher overall achievement; however, gains are not yet sufficient to reduce longstanding disparities for Māori, Pacific and Middle Eastern, Latin American and African (MELAA) learners, and Year 8 boys.

Achievement in reading, writing and mathematics

A large majority of learners achieve at or above curriculum expectations in reading, with Year 7 learners achieving at higher levels than Year 8 learners. A large majority of learners achieve at or above curriculum expectations in writing. Disparities remain for Māori, Pacific and MELAA learners, and Year 8 boys continue to achieve below their peers in reading and writing.

Most learners achieve at or above curriculum expectations in mathematics, the highest-performing learning area. Outcomes for Māori learners are more equitable in mathematics.

Attendance

Attendance is improving, although rates of regular attendance remain below the 80% Government target. School data shows an increasing proportion of learners are attending regularly. Leaders use attendance information effectively to identify patterns of absence and provide targeted support. Actions to improve attendance are having a positive impact for many learners, contributing to stronger engagement and participation in learning. Despite this improvement, disparities in attendance remain for some groups of learners and require continued monitoring and response.

Engagement and belonging

Most learners experience a positive sense of belonging, inclusion and wellbeing. Student voice shows that learners generally feel safe, supported and connected, reflecting mostly effective conditions for engagement and attendance.

Schoolwide wellbeing, behaviour, cultural, leadership and specialist learning opportunities provide useful conditions for participation and positive engagement in school life. Learners experience trusted-adult support and a sense of belonging. Further embedding consistent behaviour management practices will strengthen outcomes across the school.

Leadership

Leadership provides a clear strategic focus on raising achievement, strengthening teaching quality and supporting learner wellbeing. Leaders use achievement information to identify priorities, allocate resources and guide professional learning. These approaches contribute to improving achievement, progress and attendance outcomes.

Leaders establish systems for monitoring learner outcomes and support staff capability through coaching, observation and feedback processes. Leadership actions promote consistent improvement and support schoolwide coherence. The school is less effective in evaluating the impact of actions on outcomes and disparities. Strengthening internal evaluation would improve leaders' ability to identify which initiatives have the greatest impact on learner success and equity.

Teaching

Teaching practice is effective and generally consistent across Years 7 and 8. Settled learning environments, positive relationships, clear routines, explicit teaching and purposeful scaffolding support learner engagement and successful access to learning.

Teachers use assessment information to identify needs, adapt instruction and provide targeted support. Structured literacy approaches strengthen the effectiveness of teaching and improve learner access to the curriculum. Teaching contributes to improved achievement and progress, particularly in reading and mathematics. Persistent disparities indicate that current approaches are not yet consistently accelerating progress for learners achieving below expectation.

Curriculum

The curriculum supports broad learner engagement through access to *The New Zealand Curriculum*, specialist programmes, technology learning, cultural opportunities, leadership experiences and localised learning.

Curriculum design reflects learner interests and identities and provides coherent pathways across Years 7 and 8. Structured literacy and explicit teaching approaches are contributing to improved learner achievement and progress. The curriculum is most effective where literacy and mathematics approaches are implemented consistently across learning contexts.

Assessment

Assessment tools, including Progress and Achievement Tests (PAT), Code Spelling assessments and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screening, provide useful information about learner achievement and progress. Teachers use this information to identify needs, target support and report achievement and next learning steps to parents and whānau.

Assessment processes are supporting teaching decisions and progress monitoring. Their effectiveness is reduced by variable moderation practice, particularly in writing, which limits confidence in the reliability of some achievement and progress information. Strengthening schoolwide moderation and evaluation processes remains important to ensure assessment information is used consistently to improve learner outcomes.

Governance

The board provides effective stewardship through its strategic focus on learners achievement, wellbeing and equity. Board members use achievement, progress, attendance and engagement information to monitor outcomes and support targeted resourcing. Governance decisions are aligned with identified learner needs and contribute to conditions that support positive outcomes for learners. Further strengthening the use of evaluation would support the board to more clearly understand the impact of improvement initiatives on learner outcomes and equity.

Improvement required

Equity

Outcomes are not yet equitable for all learner groups. Disparities remain across reading, writing and mathematics for Māori, Pacific, Middle Eastern, Latin American and African learners compared with New Zealand European/Pākehā learners, with the largest gaps in writing. Girls continue to achieve at higher levels than boys.

Māori learners achieve closer to schoolwide levels in mathematics, indicating stronger equity in this area than in literacy. Targeted literacy interventions, structured literacy professional learning and culturally responsive initiatives align with identified needs and coincide with improved overall achievement and progress. However, they have not yet reduced disparities sufficiently to secure equitable outcomes.

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 three months	Actions within six months	Every six months / annually	Expected outcomes
Strengthen and embed a coherent schoolwide assessment system to inform teaching and improve learner outcomes.	Leaders review current assessment practices and target professional learning for teachers to establish a consistent schoolwide assessment framework.	Teachers implement schoolwide assessment tools and schedules to improve the consistency and reliability of assessment information across the school.	Leaders and teachers evaluate the effectiveness of the assessment system and use findings to inform improvement priorities.	Consistent schoolwide assessment practices provide reliable information that teachers use to target teaching, accelerate learner progress, and improve achievement outcomes.
Develop and embed a schoolwide evaluation system that uses evidence to improve learner outcomes and address disparities in achievement.	Leaders establish a schoolwide evaluation framework and build staff capability to use evidence to improve learner outcomes and address disparities.	Leaders and teachers use evaluative inquiry and schoolwide evidence to monitor the impact of actions on learner outcomes and equitable achievement.	Leaders, teachers, and the board use evaluation findings to assess impact, inform decision-making, and set improvement priorities focused on reducing disparities and improving outcomes.	Robust evaluation supports leaders, teachers, and the board to make evidence-informed decisions that improve learner outcomes and reduce inequities in achievement.
Improve and sustain high levels of regular attendance.	Leaders implement targeted strategies to improve regular student attendance.	Leaders monitor attendance data, refine strategies, and report progress to the board.	Leaders and the board review attendance trends and evaluate the impact of strategies on engagement and achievement.	Higher levels of regular attendance support improved learner engagement, progress and achievement.

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.

At the time of this review there were 3 international students attending the school.

Annual self-review and regular evaluation support provision for international students, including their inclusion in school life and learning outcomes.

School improvement

ERO has confidence that South Wellington Intermediate demonstrates a deliberate approach to improving learner outcomes and strengthening the conditions that support learner success. The school is well positioned to sustain improvement and progress the identified priorities.

The next public report on ERO's website will be within four years.

Me mahi tahi tonu tātou, kia whai oranga a tātou tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools

2 November 2026

Further information about the school

Types of school	Intermediate school Co-educational
Year levels	Years 7 and 8
School roll	340
Student population *Students can identify with more than one ethnicity.*	New Zealand European/Pākehā 70%, Māori 18%, Asian 15%, Pacific 9%, Middle Eastern, Latin American or African 7%, Other ethnic backgrounds 6%.
Equity Index (EQI)	This school's EQI is 400 which places it in the lowest range. This means very few students at this school face socio-economic barriers to achievement than average.
Immersion & Bilingual Education	South Wellington Intermediate does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report, May 2023

School information

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones Education Counts Home | Education Counts.

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.

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, an 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.

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%