

School Report – Belmont Intermediate 1225

About the school

Belmont Intermediate, on Auckland's North Shore, provides education for students in Years 7 and 8 from across the Devonport Peninsula. The school's vision statement '*Leading excellence in intermediate school education*' and values of *Manaaki | Respect; Hiranga | Excellence; Tū whakaiti | Humility; Kaha | Courage; Auahatanga | Creativity; and Ngākau tapatahi | Integrity*, underpin behavioural and learning expectations.

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.

Belmont 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.

For Belmont Intermediate ERO has reported on more than 14 areas because reading and writing are reported on separately.

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

Belmont Intermediate: Overview

ERO makes judgements on 14 areas. The Overview below shows 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.

For Belmont Intermediate ERO has reported on more than 14 areas because reading and writing are reported on separately.

Student achievement	Excelling	Student achievement outcomes are strong and sustained over time.
Student progress	Excelling	Almost all students progress at the expected rate of progress for their year level.
Reading	Doing well	Most students achieve well and meet or exceed expectations for their year level, surpassing the government target.
Writing	Doing well	A large majority of students experience success and achieve well.
Mathematics	Doing well	Most students achieve well and meet or exceed expectations for their year level, surpassing the government target.
Attendance	Doing well	School attendance exceeds the government target of 80% regular attendance.
Engagement and belonging	Excelling	The school excels at including all students. Barriers to learning are proactively identified and diverse needs are met so that all students can participate and succeed.
Equity	Doing well	Differences between some groups remain, but these are reducing over time. The school uses targeted support to improve outcomes for all students.
Leadership	Excelling	Leaders foster a culture of excellence, equity, and collective capability across the school.

Teaching	Excelling	Students benefit from high-quality teaching practice that improves progress and achievement in reading, writing and mathematics.
Curriculum	Excelling	Students have rich opportunities to learn across the breadth and depth of the curriculum, with consistent focus on foundational skills.
Assessment	Excelling	Assessment information is used very well to adjust teaching practices to ensure ongoing improvement in teaching and student progress.
Provision for students with additional needs	Excelling	Strong support systems ensure all students progress in their learning goals and experience success.
School improvement	Excelling	School planning is evidence-based, purposeful and drives ongoing improvement in outcomes and conditions.
Governance and the school board	Excelling	Governance is proactive, engaged with the school community, and aligned with the school's vision and priorities to drive continuous improvement.

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.

Belmont 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 achieve at consistently high levels. Most students meet or exceed expected levels in reading and mathematics, and a large majority experience success in writing and across other learning areas.

Achievement has improved over time, with fewer students below expectations and improved levels of achievement overall. Achievement is increasingly equitable across groups of students and learning areas.

Progress

Student progress is strong and improving over time. Almost all students make expected or accelerated progress. High rates of progress are sustained across the school. Students benefit from deliberate teaching approaches and targeted support.

The school has strengthened the use of consistent tracking and data analysis systems, enabling timely identification of students requiring support. Progress is evident across groups, with most students well positioned to meet expectations.

Achievement in reading, writing and mathematics

Achievement in reading, writing and mathematics is strong overall. Most students meet or exceed curriculum level expectation for their year-level.

Outcomes have improved over time, with higher levels of achievement and fewer student not meeting expected levels. Improvement is driven by purposeful teaching and enhanced data-driven practices, including consistent tracking and targeted interventions.

Attendance

Most student attend school regularly and the school is meeting the Government target of 80% regular attendance, reflecting sustained improvement over time.

The school has a comprehensive Attendance Management Plan and approaches that include clear expectations, regular monitoring of attendance patterns, and responsive follow-up to address barriers to attendance.

Engagement and belonging

The school fosters high levels of engagement and belonging through inclusive practices that ensure all learners can participate and succeed. Barriers to learning are proactively identified and addressed, enabling equitable access and strong student participation. Systems for monitoring wellbeing are embedded, including regular identification of needs and responsive support, ensuring diverse learners are effectively supported.

The school values partnerships with parents and whānau, with high levels of engagement contributing to a shared understanding of students' needs and strengthened community connections. There is a clear emphasis on respecting and promoting students' identity, language, and culture, alongside opportunities for student feedback and participation.

Equity

Some differences in outcomes for learner groups remain, however these are reducing over time. Māori and Pacific students are more likely to be below expected for their year level, especially in writing, while many make strong progress and achieve well. Boys are more likely to be below expected levels in writing.

The school uses data well to identify students who need support and to respond early.

School conditions for success

Leadership

Leadership is highly effective in promoting equity and excellence. Leaders set a clear direction for improvement and build a strong culture of collaboration, high expectations, and shared responsibility for student outcomes. They use student outcome information well to guide decisions, target resourcing, and strengthen teaching, curriculum, and assessment practices.

Leaders engage purposefully with students, staff, parents, whānau, and the wider community to support a shared vision for ongoing improvement.

Teaching

Teaching is consistently strong, deliberate, and well-structured across the school. Teachers use clear learning intentions, modelling, guided practice, regular checks for understanding, and feedback to strengthen learning.

Students are supported to understand their goals and monitor their progress. Strategic professional learning builds teacher capability in data use, assessment for learning, and evidence-informed practice. Assessment information is used well to identify needs, adapt teaching, and provide targeted support, contributing to improved student outcomes.

Curriculum

The curriculum is coherent, well structured, and responsive to students' needs. It provides breadth and depth across learning areas, with a clear focus on foundational skills, particularly literacy and mathematics. Planning tools and learning sequences support consistency and progression. Strong alignment between curriculum, assessment, and teaching helps teachers identify and respond to learner needs.

Community and whānau perspectives inform planning and priorities. A focus on successful transitions supports students' readiness for their next stage of learning.

Assessment

Assessment practices are well aligned and robust. Teachers use reliable tools and formative approaches to understand progress, identify needs, and plan next steps. Clear expectations and moderation strengthen consistency and confidence in overall teacher judgements.

Leaders and teachers track information over time to monitor progress, identify priority learners, and evaluate the impact of support. Professional learning in assessment for learning and data use builds coherent, evidence-informed practice.

Provision for students with additional needs

Provision for students with additional needs is inclusive and responsive. Students are well supported to participate, progress, and succeed across the curriculum. Needs are identified early through assessment, transition information, and ongoing monitoring. Targeted programmes, small group interventions, and individual plans provide appropriate support. Clear referral and tracking processes, alongside collaboration with specialist staff, external agencies, parents, and whānau, help ensure coordinated support for students.

Governance

The Belmont Intermediate School Board provides effective stewardship and strong governance. Board members have clear oversight of strategic direction and align resourcing with priorities for achievement and wellbeing. They use student outcome information to inform decisions and monitor the impact of school initiatives. The board works collaboratively with school leaders and engages purposefully with the community to inform priorities. Ongoing self-review strengthens governance capability and supports a coherent focus on improvement.

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
Sustain a focus on embedding refreshed curriculum and assessment with a particular focus on writing.	Leaders and teachers agree schoolwide expectations for writing, including common approaches to teaching, assessment, moderation, and tracking progress.	Leaders and teachers review writing data, moderation outcomes, and samples of student work to evaluate progress and refine teaching responses.	Writing outcomes improve, with greater consistency in teaching and assessment and more equitable progress for all student groups.
Continue to strengthen culturally responsive practices and use of data to ensure equitable outcomes and success for all students.	Leaders strengthen the profile and use of Māori student voice and whānau input in school planning and evaluation.	The board and leaders continue to review and embed partnerships with iwi and whānau to ensure better understanding and support the school's improvement journey.	Māori students experience success as Māori, with strong sense of identity, belonging, and wellbeing.
Enhance evaluation by using clear questions, strong indicators, and thorough cohort data analysis to better understand student outcomes.	Leaders and teachers strengthen their use of evaluative questions, indicators, and cohort data to assess the impact of interventions, teaching approaches, and resourcing decisions.	Leaders and teachers evaluate effectiveness of interventions and resourcing decisions and identify what should be sustained, refined, or replaced	Evaluative practices that sustain equitable outcomes for all students.

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 19 international students attending the school, and no exchange students. Processes to review the provision of pastoral care for international students are thorough, well documented and regularly reviewed.

International students are included in all school activities. Support is provided during the initial period of enrolment and as they settle into school. The Director of International Students is in regular contact with parents and designated caregivers. Ongoing support is provided for those students with English language learning requirements.

School Improvement

ERO has confidence that Belmont Intermediate can bring about the improvements outlined in this report. The school demonstrates a comprehensive, deliberate and successful approach to increasing student attendance, and 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

3 September 2026

Further information about the school

Type of school	Intermediate school Co-educational
Year levels	Year 7 and 8
School roll	630
Student population	New Zealand European/Pākehā 46%, Asian 26%, Other European 11%, Māori 8%.
Equity Index (EQI)	This school's EQI is 374 which places it in the lowest range. This means very few students at this school face socioeconomic barriers to achievement.
Immersion & Bilingual Education	Belmont Intermediate does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report 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.