



Glen Eden Intermediate School

empowering learners for the future

Strategic Plan

2025 & 2026



Section A - Introduction

Introductory Section

School Description

Glen Eden Intermediate School (GEIS) is a large Intermediate School dedicated to providing powerful learning opportunities for the emerging adolescent student. In these crucial, formative years, we strive to create a positive learning community to strengthen and grow students academically, socially and emotionally. This is reinforced through the teaching of our school values:

Respect / Whakaute

Integrity / Mana Tangata

Excellence / Hiranga

Resilience / Manawaroa

At GEIS, we take pride in providing a warm and inclusive school climate in which students and whanau feel valued. We offer an extensive range of exciting learning and co-curricular opportunities to meet the varied interests and learning needs of our students. Students also benefit from advanced digital learning programmes that enhance their levels of engagement and academic success.

Our school environment provides our students with high-quality facilities, including open, connected learning spaces, a gymnasium, a swimming pool, an auditorium and all-weather courts. In addition to these, our specialist classroom complex includes a science laboratory and video production studio from which we broadcast our daily television show.

GEIS students regularly gain honours, both nationally and internationally, in many academic, cultural and sporting areas. Our international links with sister schools in Thailand, Japan, and South Korea reinforce the concept of globalisation in the 21st century for our students.

Current School Profile:

984 students

33 composite classes of Year 7 and 8 students

10 Specialist Teachers

2 Learning Support Coordinators

Ethnicities: NZ Pākehā 44.5%, Māori 17.4%, Indian 8.1%, Samoan 5.1%, Chinese 4.9%, Cook Island Māori 2.3%, Middle Eastern 1.6%, Japanese 1.5%, Latin American/Hispanic 1.5%, Fijian 1.3%, Tongan 1.2%, South-East Asian 1.1%, Other Pasifika 1.2%, Other 6.7%

School Organisation and Structures

Personnel – Our teaching staff is committed to delivering quality teaching and learning that reflects the learners of Glen Eden Intermediate School. Staff are continually provided with differentiated Professional Development relating to the strategic direction of the school.

Learning Support – Our Board of Trustees is committed to funding over and above operational funding for additional learning support personnel that address the needs of students who are not achieving at the expected curriculum level for Reading, Writing and Mathematics.

Property – Our school started a new 10-YA property plan in July 2024. The Board of Trustees is committed to ensuring that students are provided with learning environments that meet the needs of 21st-century students.

Our commitment to Te Tiriti o Waitangi

We will develop procedures and practices that reflect New Zealand's biculturalism and the unique position of Māori. We will take all rational steps to promote Tikanga Māori (Māori culture) and te reo Māori (Māori language). Glen Eden Intermediate School will promote and acknowledge the status of Māori as tangata whenua and its obligations under the Treaty of Waitangi, thus reflecting the unique position of Māori culture.

The school will provide:

- Te Reo Māori to all students through a specialised programme
- Extension & Enrichment programmes as an option for all students
- Cultural and Kapa Haka groups
- Opportunities for students to share culture

Māori consultation will include:

- Focus groups with whānau, the wider community, and iwi
- A board member acts as a cultural advisor
- Teacher network groups, including Kāhui Ako
- Consultation and engagement with local Primary School students
- Termly whānau hui

Cultural Diversity

Glen Eden Intermediate is committed to building a culture that respects and embraces diversity, inclusion and equity for all students, staff and our community.

What information did we use to inform this Strategic Plan

- Community consultation - survey completed by parents and caregivers providing feedback on each of our strategic areas
- Through the Board's [work plan](#), self-review takes place for each strategic area of the school which includes feedback from staff, students and whānau
- Whānau hui and fono occur throughout the year
- Staff voice is captured through an end-of-year review
- Student Leadership groups align with our five key strategic goals, whereby they participate in review and strategic planning
- Feedback is sought from the school's strategic leaders, whose roles align with the key strategic goals
- The Board engages in strategic review through the schoolwide process

Matrix

Integration of Glen Eden Intermediate’s Strategic Goals with the National Education and Learning Priorities, Board Objectives, and Ministry Education Plans.

NELPS	Powerful Learning	Powerful Inquiry	Powerful Connections
Learners at the centre	✓	✓	✓
Barrier-free access	✓	✓	✓
Quality teaching and leadership	✓	✓	
Future of learning and work	✓	✓	✓
Raising achievement plan for Māori learners	✓		✓
Raising achievement plan for Pasifika learners	✓	✓	✓
Investing in Wellbeing			✓
Board Objectives			
Every student can attain their highest possible standard of educational achievement;	✓		✓
the school – (i) is a physically and emotionally safe place for all (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;			✓
the school is inclusive of, and caters for, students with differing needs	✓	✓	✓
the school gives effect to Te Tiriti o Waitangi, including by – (i) working to ensure that its plans, policies, and local curriculum reflect local Tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in Tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students.	✓	✓	✓

Vision and Values



Section B - Strategic Plan



GOAL 1 - POWERFUL LEARNING

A future focused curriculum that provides equitable access to high quality learning opportunities with the learner at the centre

What do you expect to see?

- Sustained increase of student achievement within level 4 of the curriculum in reading, writing, and mathematics
- The GEIS curriculum supports student achievement by embedding best practices in teaching and learning
- To use pedagogical approaches that ensure the success of Māori students
- To use pedagogical approaches that ensure the success of Pasifika students

How will we achieve or make progress towards our strategic goals?

- Use of GEIS learning progressions to lead and track student achievement
- Moderation for assessment in reading, writing, and mathematics
- Writers toolbox (WTB) embedded to ensure best practice in writing
- Data analysis for WTB and schoolwide testing to lead teaching and learning
- Curriculum/ICoL will lead the implementation of the GEIS curriculum (including Te Mātaiaho)
- Learning programmes that reflect student interest
- Regular celebrations of culture and learning
- Collective efficacy in implementing Māori achievement plans and proven pedagogical practices to improve outcomes
- Collective efficacy in implementing Pasifika achievement plans and proven pedagogical practices to improve outcomes
- Provide opportunities for student voice focussed on the aspirations of Māori and Pasifika learners
- Invest in a Te Reo Māori programme that ensures it is taught effectively in all classes.

How will you measure success?

- Consistent and confident use of the GEIS progressions
- Student progress data-driven moderation discussions are evident in decision-making, team meetings, and staff meetings
- Writers toolbox data reflects student progress
- Written and verbal feedback is visible in student workbooks/online, which reflects learning discussions between teacher and student.
- Curriculum/ICoL inquiries reflect schoolwide curriculum needs - including digestion of Te Mātaiaho and implementation of the refreshed curriculum
- Cultural celebrations are rich and reflected in student learning and wider school life
- Teachers can identify who their Māori learners are
- Accurate Aotearoa New Zealand Histories is reflected in teaching and learning programmes
- Te Reo Māori is evident across the school in all facets.
- Priority/target learner trackers are regularly updated, and learning support coordinators ensure that these students are engaged in extra support programmes.



GOAL 2 - POWERFUL INQUIRY

Using collaborative inquiry practices to promote teaching and learning that positively impacts student outcomes.

What do you expect to see?

- Professional Growth Cycle and coaching conversations implemented to support teachers in developing their capability in self-efficacy
- Establish a culture of learning and collaboration that ensures the integration to Te Mātaiaho, and digital technologies
- Provide opportunities for GEIS staff to develop culturally sustaining practices to lead, effect, and sustain change

How will we achieve or make progress towards our strategic goals?

- Provide professional development for staff on the Professional Growth Cycle
- Provide opportunities for professional development for middle leaders in the art of coaching conversations
- Provision of opportunities for goal setting, observations, coaching, and the sharing of professional growth cycle learning.
- Teacher-only days are utilised to provide staff with the time to understand how to implement Te Mātaiaho and the common practice model.
- Upskill middle leaders on the culture of collaboration to drive Te Mātaiaho in their teams.
- Professional development provided for teachers to engage with, trial, and implement digital technology initiatives.
- Regular opportunities for ICoL to share ideas around best practice
- Participate in Kotuitui Kahui Ako led PLD
- Cultural competencies PLD prioritised, including tikanga Māori and local histories - Te Kawerau ā maki

- Each mini-school empowers a culturally sustaining leader to lead within their meetings.

How will you measure success?

- Professional Growth Cycle implemented from term 1 2024
- Professional Growth cycle documents are completed and shared with SLT
- Coaching sessions are timetabled into staff meetings in advance
- The language of Te Mātaiaho learning areas is reflected in planning and curriculum documents
- Collaboration amongst mini-schools for term planning is evident
- A collective agreement on what collaboration looks like at GEIS is created
- Digital technologies Champion team shares with their colleagues
- Engagement with the Google Reference school is evident
- The ICoL team meet regularly and runs staff meetings on curriculum development
- Kotuitui workshops reflect a GEIS contingent
- Professional development provider sourced for Cultural competencies - Te Kawerau ā maki - and staff meetings are dedicated to this kaupapa.
- Māori PLG and Pasifika PLG reflect culturally sustaining leaders from across the school.



GOAL 3 - POWERFUL CONNECTIONS

Educationally powerful connections and relationships that enhance identity, language, and culture.

What do you expect to see?

- Pro-social student behaviours are explicitly taught, positively reinforced and sustained
- An inclusive environment in partnership with whānau, parents and the community that values difference and sustains identity, language, and culture
- Proactively participates and contributes to the Kotuitui Kahui Ako
- Lift attendance and reduce truancy

How will we achieve or make progress towards our strategic goals?

- Promotion of tuakana teina relationships between year 7 and year 8 students
- Explicit teaching and reinforcement of student pro-social skills throughout the year
- Behaviour management plan revisited, received, owned, and implemented
- Commit to student well-being programmes
- Engage in meaningful community consultation and partnerships

- Embed partnerships to enhance educational relationships between the school and our Maori families and whānau
- Develop partnerships that mutually enhance educational outcomes between the schools and our Pasifika students
- Lead and support Kotuitui initiatives through principal, ACoL, and ICoL participation.
- Create systems that identify students with chronic absences
- Engage with Attendance West for support programmes

How will you measure success?

- Tuakana teina reflected in curriculum planning and classroom/playground relationships
- Collective understanding of the GEIS values and what pro-social behaviour expectations are
- Pro-social skills evident in planning/classroom systems
- Positive behaviour and communication are increased schoolwide
- PB4L funding and facilitator utilised
- PB4L set evaluation completed and next steps identified.
- The PB4L team develop a plan to lead and implement the next steps
- Mini-school meetings feature PB4L discussions and PB4L data shared regularly with staff
- Schoolwide behaviour management plan revised and consistently implemented
- Student wellbeing programmes utilised - Linewize, NZCER survey, Councillor, Values cards
- Language of GEIS values are heard/seen/felt
- Community communication is regular - weekly emails, seesaw, Celebrations of learning, formal reporting, Hui, Fono, Cultural celebrations, Google Classroom
- Transition events planned for Māori and Pasifika Y6 students and their families in term 4
- Staff, students, families and whānau are consulted to enhance educationally powerful relationships
- Māori achievement plan is reflected on and communicated to whānau/families
- Pasifika's achievement plan is reflected on and communicated with families.
- School commitment to Kapa Haka
- School commitment to Pasifika group
- GEIS is visible at Kotuitui meetings and events
- Attendance rates are increasing