



Glen Eden Intermediate School

empowering learners for the future

Strategic Plan

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, inclusive school climate where 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.

Current School Profile:

920 students

33 composite classes of Year 7 and 8 students

10 Specialist Teachers

2 Learning Support Coordinators

Ethnicities: NZ Pākehā 36.74%, Māori 18.26%, Indian 10.11%, Samoan 4.13%, Niuean 0.43%, African 0.98%, Chinese 6.63%, Cook Island Māori 1.96%, Tongan 0.76%, Middle Eastern 1.63%, Southeast Asian 3.15%, Latin American 1.5%, Fijian 1.3%, Tongan 1.2%, Other Asian 5.43%, Other Pasific 0.22%, Other European 5.76%, Other 0.65%, Not stated 0.65%

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 who 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 receive learning environments that meet the needs of 21st-century learners.

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 at the end of 2025
- 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 of Education Plans.

NELPS	Teaching and learning	Future focus	Partnerships	Cultural connections	Wellbeing
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



VALUES

- RESPECT
- RESILIENCE
- EXCELLENCE
- INTEGRITY



WHAKAUTE
MANA TANGATA
HIRANGA
MANAWAROA

He taiao
pārekareka kī
tonu i te whai
wāhitanga me
te whiringa.



VISION

An engaging
environment full of
opportunities and
choice.



LEARNER PROFILE

- CRITICAL THINKERS
- PROBLEM SOLVERS
- EFFECTIVE
COMMUNICATORS
- COLLABORATORS



WHAKAARO WETEWETE
TANGATA KOI
KAIKÖRERO
WĀNANGA



Glen Eden Intermediate School

empowering learners for their future

Whakamangaia ngā ākonga mo ā rātou wā kei te haere mai

Section B - Strategic Plan



GOAL 1 Teaching and Learning

By growing our responsive teaching practices and strong educational pathways, we will empower success for all

What do you expect to see?

- Sustained increase of student achievement within the appropriate year level of the curriculum in reading, writing, and mathematics
- Adoption of Te Mātaiaho and the New Zealand Curriculum Refresh
- Implementation of structured literacy and structured maths across the school
- Student achievement data drives teaching and learning programmes
- To use pedagogical approaches that ensure the success of Māori students
- To use pedagogical approaches that ensure the success of Pasifika students
- Learning support programmes are implemented to support student achievement
- Professional Growth Cycle and coaching conversations implemented to support teachers in developing their capability in self-efficacy
- Strong student attendance levels

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

- Professional development for teachers on effective pedagogies
- Staff to participate in professional development in structured literacy and structured mathematics
- New assessment strategies and data analysis to lead learning priorities - PAT and school-wide data tracking
- Teachers identify priority learners (working below expectations or not reaching their full potential) and plan effective learning programmes that result in increased achievement
- Learning Support creates individualised programmes for Priority learners and neurodiversity
- Priority learners are tracked and
- 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
- Moderation for assessment in reading, writing, and mathematics
- Provide opportunities for student agency, focused on the aspirations of learners
- Systems in place to monitor student attendance - eg attendance management plan
- Professional development on the implementation of HERO

How will you measure success?

- Robust self-review involving students, staff, whānau and the community
- In-depth data analysis that identifies strengths and weaknesses, using this to plan further interventions for students, as well as planning professional development
- Priority/target learner trackers are regularly updated, and learning support coordinators ensure that these students are engaged in extra support programmes.
- Teacher self-reflection through the professional growth cycle and surveys
- Analysis of Student Attendance Data
- HERO is implemented successfully across all areas of the school and the curriculum



GOAL 2 Future focus

Developing future-ready learners who are the next generation of global citizens

What do you expect to see?

- Students will develop strong digital literacy skills, enabling them to navigate, evaluate, and use digital information effectively, including the effective use of AI in education.
- Students have a deeper understanding of environmental issues and the importance of sustainability.
- By exploring global issues and taking meaningful sustainability-focused social action, students connect their learning to real-world challenges.
- Student management systems that enable anytime reporting
- Specialist classes are integrated with schoolwide learning themes
- School values drive the culture of the school

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

- Professional development provided for teachers to engage with, trial, and implement digital technology initiatives.
- Digital technologies PLG will facilitate schoolwide learning around safe use of AI in schools.
- Environmental and sustainability themes are programmed in the schoolwide curriculum and specialist subjects
- Future-focused student leaders drive schoolwide initiatives
- Opportunities for students and teachers to display the schoolwide values

How will you measure success?

- Collect feedback from teachers through surveys, interviews, or reflection to assess their comfort levels with digital technologies, including AI
- Track the number of social action initiatives that impact sustainability
- Self review
- Digital technologies Champion team shares with their colleagues
- Engagement with the Google Reference School is evident



GOAL 3 Partnerships

Building inclusive and strong partnerships by engaging with whānau/parents and the wider community

What do you expect to see?

- Whānau/parents connecting at all levels of the school
- Reciprocal relationships with local schools
- Consistent communication between students, teachers and their home
- Strengthening connections with the local community
- Community focused Social action

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

- Students taking meaningful social action in the community
- Providing opportunities for whānau/parents to connect with the school
- Utilising partnerships and key connections in the local community
- A variety of media is utilised to communicate
- Create clear guidelines for teachers for communicating with students' families
- Provide opportunities for student initiatives in the local community

How will you measure success?

- Engage in meaningful community consultation and partnerships
- Measuring opportunities for whānau and parents to engage with school
- Schoolwide surveys
- Utilising data from whānau engagement with the school, e.g., newsletter, whānau attendance at celebrations of learning and student conferences



GOAL 4 Cultural connections

Actively nurture, value, and celebrate identity, language, and culture

What do you expect to see?

- Increase in Māori achievement
- Increase in Pasifika achievement
- Culturally responsive and inclusive curriculum and pedagogical practices
- Strong connection with local Iwi
- Consultation with local ākonga, Iwi, whānau, and hapu
- Opportunities for students to embrace culture

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

- Providing resources for Kapa haka
- Providing resources for the Pasifika group
- Providing opportunities for students to engage with cultural role models
- Providing opportunities for cultural leadership
- Reciprocal and collaborative relationship with Te Kawerau ā Maki (local Iwi)
- Opportunities to celebrate a variety of cultures
- Te Reo Māori and Tikanga are taught across the school
- Use of culturally responsive resources
- Professional development in culturally responsive practices

How will you measure success?

- Measuring the opportunities for meaningful consultation with ākonga, whānau, iwi, and Hapu
- Māori and Pasifika achievement data are analysed and utilised in learning programmes
- Student leadership team reflects schools cultural diversity
- Track the use of culturally responsive resources



GOAL 5 Wellbeing

Embracing the importance of caring for ourselves, whānau, and others

What do you expect to see?

- Shared language and understanding of wellbeing
- Using tools to collect well-being data
- A diverse and inclusive learning environment
- Wellbeing support resources

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

- Well-being is explicitly taught through the curriculum
- Engage with outside agencies
- Utilised data from the schoolwide wellbeing tool
- Explicit teaching of well-being and pro-social skills
- Collaboratively develop a common language of wellbeing
- Providing services to support student wellbeing
- Opportunities to enhance staff wellbeing

How will you measure success?

- Staff surveys
- Analysis of well-being data
- Analyse student management data from SMS

Annual plan 2026

GOAL 1: Teaching and Learning

Target:

- Increase the percentage of Y8 students achieving within or above the expected achievement levels in reading from the current 84% to 90% by the end of 2026.
- Increase the percentage of Y7 students achieving within or above the expected achievement levels in reading from the current 82% to 90% by the end of 2026.
- Increase the overall Mean Scale Score for Y8 in writing from 70.2 to 72.0 by the end of 2026.
- Increase the overall Mean Scale Score for Y7 in writing from 65.4 to 67.0 by the end of 2026.
- Increase the percentage of students achieving within or above the expected achievement levels in maths from the current 97% to 99% by the end of 2026.
- Increase the percentage of students achieving within or above the expected achievement levels in maths from the current 89% to 93% by the end of 2026.

Initiative	Actions	Measurable outcomes	Responsible Accountability	Progress
Implementation of the refreshed NZ curriculum	Structured literacy implementation and PLD with Louise Dempsy to create a schoolwide plan using a coaching approach	Increased student achievement Consistency of teaching pedagogy Survey staff	DP, Literacy Team, Strategic leader	Not Started ▾
	Structured maths embedding	Increased student achievement Consistency of teaching pedagogy	DP, Strategic Leader	Not Started ▾
Sustained increases in student achievement	Acceleration maths programme	Increased student achievement in maths	DP, Learning Support Co-ordinator	Not Started ▾
	Using data to influence teaching through the use	PAT data is evident in the planning of teaching and	DP, Strategic leaders, Teachers	Not Started ▾

	of new assessment tools and PAT across the school	learning programmes.		
	Priority learner documents are updated twice a term, with strategies being used to support target student achievement.	Priority learner documents are working documents that are regularly updated to reflect learning interventions.	DP, LSC, APs, LALs	Not Started ▾
	Māori and Pasifika achievement plans	Māori and Pasifika achievement plans are updated, and evidence of strategies used in planning and team discussions is provided.	DP, Strategic leaders	Not Started ▾
	Moderation	Moderation processes are in place and is in place across the school	DP, Strategic leaders, APs, LALs	Not Started ▾
	Learning support programmes	Value added for students identified through research-based testing in learning support programmes.	DP, LSC	Not Started ▾
Attendance	Implementing the school attendance management plan with the goal of 80% attendance.	Attendance data shows 80% student attendance.	DP, Office	Not Started ▾
	Collaborating with “Attendance West” to support student attendance	Attendance West is working with the school to increase attendance	DP	Not Started ▾
Culturally responsive pedagogical approaches	Use pedagogical approaches that ensure	Increased academic achievement, engagement,	DP, Strategic leaders, teachers	Not Started ▾

	the success of Māori students	and attendance for Māori students		
	Use pedagogical approaches that ensure the success of Pasifika students	Increased academic achievement, engagement and attendance for Pasifika students	DP, Strategic leaders, teachers	Not Started ▾
Professional Growth Cycles	PGC and coaching conversations were implemented to support teachers in developing their capability in self-efficacy.	Improved student achievement Documentation of the PGC is completed by staff	DP, Principal, Teachers, APs, LALs	Not Started ▾
Anytime reporting	Implementation of the Hero student management system to enable anytime reporting, empowering students and their whānau to create agency in student learning.	SMS that provides anytime reporting capabilities. Improved student agency and whānau engagement in their own learning journey..	DP, Teachers	Not Started ▾

GOAL 2 - Future Focus

Target - Students undertake 6 new social actions in 2026.

Initiative	Actions	Measurable outcomes	Responsible Accountability	Progress
Students will develop strong digital literacy skills, enabling them to navigate, evaluate, and use digital information.	Differentiated PD provided for teachers to engage with, trial, and implement digital technology initiatives	Increased use of digital tools and digital technologies. Opportunities are provided for staff to engage with digital technologies	Principal, Strategic Leader	Not Started ▾

AI	Develop policy and procedures for managing AI at GEIS.	AI policy is created, reviewed and approved by the BoT AI policy is shared with staff and the community	Principal, Strategic Leader	Not Started ▾
	Development of a learning programme to support students' understanding and safety of AI	Can see evidence of understanding of AI in programmes and planning	DP, Principal, Strategic Leader	Not Started ▾
Social action/Sustainability	Students have a deeper understanding of environmental issues and the importance of sustainability.	Sustainability actions are evident in the schoolwide programme	DP, APs, LALs, Teachers	Not Started ▾
	Exploring global issues and taking meaningful social actions, connecting with real-world issues.	Social action is present within classroom programmes and schoolwide initiatives	DP, APs, LALs, Teachers	Not Started ▾
Student voice	Develop a strategic student group to enable student agency	Student voice is present when developing digital and sustainability programmes	DP, Strategic Leader	Not Started ▾
GOAL 3 - Partnerships Target - Develop 5 new partnerships within the community				
Initiative	Actions	Measurable outcomes	Responsible Accountability	Progress
Whanau and parents connecting at all levels	Maintaining purposeful connections and partnerships with local schools.	Initiatives that are partnered with local schools are evident	DP, Strategic Leaders	Not Started ▾

	Identifying and partnering with experts in the community to support learning programmes	Programmes with experts are evident in the schoolwide programmes	DP, Strategic Leaders	Not Started ▾
	The Glen Eden community is proud of GEIS	Positive feedback from the community increased	ALL	Not Started ▾
Communicating with the community	Utilising a variety of media to communicate and connect with whānau and the wider community	Different media are used to communicate and connect with the community	Principal, DPs, Teachers	Not Started ▾
Social action/relationships	Social action is evident in the local community	Social action initiatives are undertaken and measured in the community	DP, Strategic Leader	Not Started ▾
Student voice	Provide opportunities for students to initiate opportunities in the local community	Student-led opportunities are evident	DP, Teachers	Not Started ▾

GOAL 4 - Cultural connections
Target: Maori and Pasifika achievement data

Initiative	Actions	Measurable outcomes	Responsible Accountability	Progress
Increase in Māori Achievement	Implementing and embedding a culturally responsive and inclusive curriculum connected to Māori culture and tikanga	Analysis of Māori achievement data.	DP, Strategic Leader, Te Reo Māori teacher	Not Started ▾
Increase in Pasifika Achievement	Implementing and embedding a culturally	Analysis of Pasiifika achievement data.	DP, Strategic Leader	Not Started ▾

	responsive and inclusive curriculum connected to Pasifika culture			
Te Reo Māori	Connect and consultation with local ākonga, Iwi, whānau, and hapu. Students learn Teo Māori and tikanga through a specialist teacher.	Initiatives implemented for the community to connect through culture	DP, Strategic Leader, Te Reo Māori teacher	Not Started ▾
Cultural leadership	Opportunities for staff and students to lead through culture	Staff and students lead through culture.	DP, Strategic Leader	Not Started ▾

GOAL 5 - Wellbeing

Target: Implement 3 initiatives identified through Pulse data

Initiative	Actions	Measurable outcomes	Responsible Accountability	Progress
Common language with staff and students using our values	<p>Promoting and making relevant currency with our values cards.</p> <p>Unpack the language of wellbeing with staff and students alike, so there is consistent use of terminology across the school, e.g. Bullying</p> <p>Review the schoolwide rewards system</p>	<p>Students are receiving value cards and are motivated to work for them.</p> <p>Values Shop is humming</p> <p>The values card shoot is being filled</p>	DP, Strategic Leader	Not Started ▾

Student wellbeing	<p>Implement pulse as a Wellbeing tool. Analyse the data to influence well-being practice across the school at a class, team and whole school level.</p> <p>Follow up on Pulse surveys. SLT following red dots.</p>	Pulse surveys.	Principal, DP, Strategic Leader	Not Started ▾
Staff wellbeing	<p>Social interactions. Opportunities created outside of formal requirements for staff to socialise, enjoy food and laugh together.</p> <p>Regular check-ins on staff wellbeing</p> <p>Staff acknowledgement certificates</p> <p>Food for staff when staying extra hours.</p> <p>Social occasions for staff.</p>	Staff check-ins.	Principal, DP, Strategic Leader	Not Started ▾