

School Report – Glen Eden Intermediate 1284 – Unconfirmed

About the school

Glen Eden Intermediate School, in West Auckland, has a roll of 972 learners in Years 7 and 8. The school vision of 'empowering learners for the future' sits alongside its values of respect (whakautē), integrity (mana tangata), excellence (hiranga), and resilience (manawaroa). Learners are provided a broad curriculum including arts and Enviro Schools, supported by high levels of community involvement.

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.

Glen Eden 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 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. Glen Eden Intermediate is taking reasonable steps to ensure student health and safety.													

Glen Eden 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.

Student achievement	Excelling	Almost all students experience high levels of success and achieve well in core areas. Achievement outcomes are strong and sustained over time.
Student progress	Excelling	The school significantly improves achievement and progress for all learners working at or above expectations during their time at the school.
Reading and writing	Excelling	Almost all learners are meeting or exceeding curriculum expectations in reading and writing.
Mathematics	Doing well	The large majority of learners meet or exceed curriculum expectations in mathematics.

Attendance	Doing well	A large majority of students attend school regularly. The school is progressing well towards the target of 80% regular attendance.
Engagement and belonging	Excelling	Students at the school feel valued and supported in a school culture that strongly promotes wellbeing and inclusion.
Equity	Excelling	The school consistently identifies and addresses barriers so that all learners' experience success. Differences between groups are small or no longer evident, and outcomes are equitable over time.
Leadership	Doing well	Leadership is effective and improving outcomes. The new principal ensures good practices are in place, particularly through regular review, to further drive improvement.
Teaching	Excelling	Teaching practices are consistently high quality and contribute to high levels of students' success across the school.
Curriculum	Doing well	Learners experience a broad and responsive curriculum that increasingly supports progress in reading, writing and mathematics.
Assessment	Excelling	Assessment is regular, and reliable and used well to adjust teaching and learning.
Provision for students with additional needs	Doing well	Learners with additional needs are well supported to progress and achieve their learning goals. Systems to identify and support students with additional needs are well established.
School improvement	Doing well	School planning and conditions to support ongoing improvement to the quality of education for learners are well established.
Governance and the school board	Doing well	The school Board supports improvement through informed governance and effective community engagement.

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.

Glen Eden 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

Achievement is high and sustained. Almost all learners meet or exceed curriculum expectations in reading and writing. Mathematics achievement is improving; a large majority of learners meet curriculum expectations.

Learners entering the school below expectation make accelerated progress over time. These outcomes reflect effective use of achievement information and targeted teaching.

Progress

Progress is strong and sustained. Learners make meaningful improvements in their learning, including accelerated progress for those entering below expectation. By Year 8, achievement outcomes are higher than in Year 7, indicating effective progress over time.

Assessment information is used well to track progress and inform targeted teaching. Progress for priority learners, including Māori and Pacific students, is improving, although some disparities remain.

Achievement in reading, writing and mathematics

Achievement in reading and writing is consistently high, with almost all learners meeting or exceeding year level expectations. Mathematics outcomes are improving, with increasing numbers of learners meeting expectations.

Learners who begin below expectation make accelerated progress, particularly by the end of Year 8. The effective use of assessment, structured literacy and targeted mathematics programmes contributes to sustained progress and increasingly equitable outcomes.

Attendance

Attendance is improving, and the school is progressing well towards the Government target of 80% regular attendance. Chronic absence is reducing.

An attendance plan aligned with Ministry of Education expectations includes ongoing monitoring, analysis and targeted action.

Engagement and belonging

Learners experience a strong sense of engagement and belonging through inclusive and responsive practices. A broad curriculum that reflects learners' identities, languages and cultures.

Wellbeing is prioritised schoolwide; most students feel supported by their teachers. Partnerships with whānau, iwi and the community strengthen learner connection. School culture is positive and inclusive; student voice is increasingly valued.

Equity

Outcomes are increasingly equitable across learner groups. Most achievement disparities are small and reducing over time. Māori and Pacific learners, and boys continue to require targeted acceleration, particularly in literacy and mathematics.

The school identifies and responds to barriers through data-informed teaching, targeted programmes, responsive practices and support for learners with additional needs.

School conditions for success

Leadership

Leadership provides clear strategic direction, focused on improving learner outcomes with strong attention to equity and excellence. Planning aligns well with priorities in literacy, mathematics, Māori and Pacific achievement, wellbeing and student agency.

Distributed leadership supports the coherent implementation of initiatives and professional learning. Leaders use achievement information and review processes to inform decision making, refine programmes and strengthen teaching practice.

Glen Eden Intermediate School leadership is well positioned to sustain improvement through evaluative inquiry and continued focus on the impact of actions on learner outcomes.

Teaching

Teaching is consistently high quality and contributes to strong learner outcomes across the school. Purposeful, well-structured lesson, clear expectations and effective use of assessment enable learners to understand their progress and next steps.

Teachers use assessment information to plan, target support and respond to learners' needs. Students are deliberately taught how to understand their learning steps and how to achieve success. Professional learning, including structured literacy, mathematics and collaborative inquiry is strengthening consistency and teaching quality.

Curriculum

The curriculum provides broad, engaging learning experiences that respond to learners' needs and interests. Teaching and learning programmes are increasingly coherent and alignment with national curriculum expectations, including structured literacy and mathematics are strengthening foundational skills across learning areas.

The curriculum supports equity, inclusion, wellbeing and engagement, and promotes student agency, key competencies and readiness for future learning. Community, whānau and iwi partnerships support the integration of local knowledge and cultural contexts.

Assessment

Assessment is well established, regular and reliable. Teachers use a range of appropriate assessments to measure achievement and progress in reading, writing and mathematics. Assessment information informs planning, identifies learners needing additional support and tracks progress over time.

Professional learning is strengthening assessment capability and the alignment with the refreshed *New Zealand Curriculum* expectations. A next step is to strengthen the evaluative use of assessment to measure the impact of teaching on student outcomes.

Provision for students with additional needs

Learners with additional needs are well supported through established systems. Transition information, assessment data and referral processes identify learners requiring support.

Individual education plans include deliberate teaching and inclusion in classroom programmes. Teaching teams, the Special Educational Needs Coordinator (SENCO) and learning support staff work collaboratively with parents and whānau to respond to learner needs. A next step is to strengthen evaluation of interventions and their impact on learner outcomes and ensure sustainability of systems.

Governance

The Glen Eden Intermediate Board provides effective stewardship and supports improvement through strategic oversight and a clear focus on learner outcomes. Board members use schoolwide data to understand achievement, wellbeing, equity and engagement, and to inform decision making.

The board works collaboratively with leaders to implement the strategic plan and maintain alignment with national priorities and local needs. Community consultation supports planning and strengthens connections with whānau and iwi. A next step is to further strengthen Māori representation and partnerships at governance level.

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
Further align and embed structured literacy practices across the curriculum.	Leaders support teachers to integrate structured literacy expectations and approaches into planning and teaching across the curriculum.	Leaders and teachers regularly evaluate structured literacy approaches to measure their impact on outcomes for learners, particularly priority learners.	Sustained improvement in literacy achievement, and regular evaluation of these approaches to ensure equity in outcomes.

Further embed and evaluate assessment, moderation and reporting practices aligned with the <i>New Zealand Curriculum</i> .	Leaders develop shared understandings with staff to embed consistent assessment, moderation and reporting practices.	Leaders monitor, evaluate and refine assessment, moderation and reporting practices.	A coherent, embedded assessment system supports reliable data use for decision making and reporting.
Maintain a focus on intervention programmes that accelerate progress for learners at risk of not achieving.	Leaders and teacher identify specific intervention programmes and track to determine early evidence of acceleration for identified learners.	Leaders and teachers evaluate intervention programmes to measure impact, with clear reporting of improved achievement outcomes and reduced disparity.	Intervention programmes that ensure equitable and excellent outcomes for all learners.

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 two international students attending the school.

The school's provision for international students is highly effective. Leaders regularly review the provision and outcomes, alongside ongoing internal evaluation, to support continuous improvement. International students receive responsive pastoral care through regular check-ins, buddy support, wellbeing monitoring, and communication with families and agents. Their learning needs are identified through initial and ongoing assessment, and progress is monitored through the ESOL programme. The school supports students' participation in the wider school community and provides information in accessible ways for families.

School Improvement

ERO has confidence that Glen Eden Intermediate can bring about the improvements outlined in this report. The school demonstrates a comprehensive and deliberate approach to improving attendance, strengthening achievement outcomes and sustaining the conditions that support learner 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

Further information about the school

Type of school	Intermediate school Co-educational
Year levels	Years 7 and 8
School roll	972
Student population	New Zealand European/Pākehā 69%, Asian 23%, Māori 18%, Pacific 16%, Middle Eastern, Latin American, or African (MELAA) 5%. <i>Students can identify with more than one ethnicity.</i>
Equity Index (EQI)	This school's EQI is 420 which places it in the low range. This means less than a third of students at this school face socioeconomic barriers to achievement than average.
Immersion & Bilingual Education	Glen Eden Intermediate does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report September 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.