



Vision: Learning Without Limits



Empowering curriculum



Innovative leadership



Inspiring environment



Impactful partnerships

Strategic goals

Our focus as a community of learners is...

Empowering curriculum that meets the individual needs of our diverse learners and enables them to explore and create new knowledge

Igniting the capacity of staff and students to achieve continuous school improvement through effective internal evaluation

An inspiring physical, social and emotional environment that supports innovative teaching and learning

Impactful and reciprocal partnerships, based on the principles of Te Tiriti o Waitangi (Partnership, Protection, Participation)

Success statement

We will know we are successful when...

Multiple measures data shows strongly increased levels of engagement and achievement in learning

Though distributed leadership there is a cycle of sustained improvement with new initiatives emerging from different levels of the organisation

Students and staff have a strong sense of wellbeing, and pride in the school

Pukekohe High School is an active treaty partner and an example of biculturalism in our community

Strategic initiatives

We will achieve this by...

Design localised and authentic curriculum with Cognition Education in preparation for campus redevelopment plan

- Create opportunities for staff to collaborate through WiSP team and PL
- Implement 'data analysis and destination project' to build evaluative capacity from Charter to Classroom
- Trial balanced scorecard in 2021 using multiple measures
- Build high performing team capacity through Springboard Trust

- Implement student hauora project and embed into curriculum
- Ensure language, culture and identity is embedded across all contexts of the school
- Campus redevelopment plan is adopted and actioned from 2021 to meet projected roll growth to 2,700

- Enhance and strengthen reciprocal Māori partnerships
- Enhance and strengthen reciprocal Pasifika partnerships
- Enhance and strengthen reciprocal partnerships with all community stakeholders

Measures

We will know we are successful when...

- Localised and authentic curriculum plan 2021-2023 (Engagement and pathways, Attendance and achievement)
- No. connections, depth connections,
- Student voice data

- NZCER surveys
- Evolution of structure

- NZCER survey
- Pulse points
- Engagement data

- No of...
- Length ...
- \$ Value
- No students exposed to/involved in
- Evidence of sustained engagement
- Engagement analytics (web, social media)

Manaakitanga – Kotahitanga - Aarahitanga – Puumautanga



Strategic Goal 2: Innovative Leadership

Initiative	One-line descriptor	Accountable	Inputs	Activities <i>What people do?</i>	Outputs	Outcomes	Impact
2.1 Create increased opportunities for staff to collaborate within and across learning areas	Collaboration		<ol style="list-style-type: none"> Kaahui Ako WIS roles (\$ and time) Wednesday P.5 slot PL Budget PLD Journals – external expertise 	<ol style="list-style-type: none"> WISP Team meet regularly PL programme – collaboration focus PLGs Special interest/task teams Cycles of observation Cycles of student voice 	<ol style="list-style-type: none"> Sessions of PL 	<ol style="list-style-type: none"> Teachers are planning together to improve student outcomes. Evaluation is taking place at a classroom level, and between teachers and between teachers in different areas. Student engagement is increased () 	<ol style="list-style-type: none"> Teachers are empowered in their adaptive expertise. Spreading collaborative practice in classroom and changing pedagogical norms at Pukekohe High School. Students are empowered in their learning. Student achievement and well-being outcomes are improved.
<i>Measures:</i>				<i>Within School Teacher team self-evaluation</i>	<i>Staff evaluations of PL programme</i>	<i>Attendance/retention, student voice, observation data</i>	<i>Student achievement data</i>
2.2 Implement evaluation of the efficacy of pathways through and beyond PHS	Pathways Evaluation		<ol style="list-style-type: none"> Pathways Project Team Kaahui Ako roles – with a transition focus Career Central resource PL to support increased capacity in CC 	<ol style="list-style-type: none"> Professional learning for subject teachers in pathway planning and use of CC. Careers and Enrol/Transition staff analysing longitudinal data Recommendations developed for changes to systems and structures. Curriculum Leadership and Pastoral Leadership use this data to design courses and individualised responses to IEPs. 	<ol style="list-style-type: none"> On-going pathway analysis Increased capacity to evaluate pathway planning efficacy across and beyond PHS. 	<ol style="list-style-type: none"> Reduction in disparity between educational outcomes for all learners. Graduates of PHS go on to contribute to a positive, healthy and successful wider community. Destination data reflects improved student engagement in continued education/training. Student engagement is increased (attendance/retention, student voice, observation data) 	<ol style="list-style-type: none"> The wider Pukekohe community is flourishing.
<i>Measures:</i>				<i>IEPs</i>	<i>Pathway analysis evaluation</i>	<i>Destination and retention data</i>	
2.3 Trial balanced scorecard in 2021 using multiple measures	Balanced scorecard		<ol style="list-style-type: none"> Springboard Trust PL/mentoring Student data – attendance, voice, achievement 	<ol style="list-style-type: none"> Analysing a range of data to inform practice and decision making. 	<ol style="list-style-type: none"> Design of infographic to reflect feedback on strategic goals 	<ol style="list-style-type: none"> Infographics enable consistent reporting to BOT, students, staff, community Balanced scorecard enables agile response to strategic initiatives 	<ol style="list-style-type: none"> Increased understanding that Pukekohe High School is a centre of excellence in education – building the whole student/not just an academic lens. Higher percentage of local families choose PHS.
<i>Measures:</i>					<i>PHS and SBT co-construct balanced scorecard</i>	<i>Positive articles in local and national media</i>	<i>Percentage of in-zone enrolments increases</i>
2.4 Build high performing team capacity at multiple levels	High Performing Leadership Team		<ol style="list-style-type: none"> PL and mentoring programme with Springboard Trust \$2,500 to Springboard Trust Five days during 1 term 	<ol style="list-style-type: none"> Pre-survey to understand how SLT works as a team SLT participates in workshops term 1, 2021 	<ol style="list-style-type: none"> SLT learns to receive honest feedback in a trusting environment and models this for whole school Strengthened, strategic team capacity 	<ol style="list-style-type: none"> SLT engaging in and leading coaching and mentoring across school Distributed leadership model established across the school 	<ol style="list-style-type: none"> Increased teamwork capacity of all staff Develop shared vision and plan for high performance
<i>Measures:</i>			<i>SLT successfully completes HPLT training</i>		<i>External appraisal feedback</i>	<i>SLT 360-degree feedback from staff</i>	<i>Coaching model established</i>



Strategic Goal 3: Inspiring Environment

Initiative	One-line descriptor	Accountable	Inputs	Activities <i>What people do?</i>	Outputs	Outcomes	Impact
3.1 Implement student hauora project and embed into curriculum	Student hauora project		<ol style="list-style-type: none"> Scope and gather resources from eg New Zealand Institute for Wellbeing and Resilience, Education Review Office, Te Whare Tapa Wha, MOE's Bullying Prevention and Response: a guide for schools Gather student, whānau and staff voice and establish baseline 	<ol style="list-style-type: none"> PL focus on hauora and wellbeing Examine practice in other schools throughout NZ Sharing of best practice to enable all curriculum areas to embed strategies for wellbeing 	<ol style="list-style-type: none"> Leaders establish a high level of coordination between pastoral care processes and curriculum Students actively contribute to the planning, implementation and review of wellbeing initiatives Students and their families are regularly asked about their experience of the school culture. 	<ol style="list-style-type: none"> Wellbeing values are consistently integrated into the school's curriculum Students are a powerful force in wellbeing and other decisions All students' wellbeing is actively monitored through multiple sources including attendance and exclusion data, NZCER surveys and flourishing scales pulse points 	<ol style="list-style-type: none"> Flourishing scales show positive correlation between PHS and self-esteem, relationships, optimism and purpose Diversity is valued and celebrated so that all students feel safe for who they are Board of Trustees ensures the school's vision and values reflect the strengths and potential of students, teachers, parents and whānau
<i>Measures:</i>			<i>Stakeholder Voice</i>	<i>Analysis of visits to other schools</i>	<i>Student voice</i>	<i>Attendance; exclusion; NZCER survey; flourishing scales</i>	<i>Flourishing scales data</i>
3.2 Ensure language, culture and identity is embedded across all contexts of the school	Language, culture identity		<ol style="list-style-type: none"> Use student, staff and whanau baseline data Cultural experts to build cultural capital Implement immersion experience for all staff (Te Ara Reo/Te Wananga o Aotearoa) – resourcing each learning area 	<ol style="list-style-type: none"> Professional learning for reo, tikanga and wider maatauranga Maaori Tamaoho Hiikoi to places of significance Normalisation of Te Reo Maaori – signage, welcome, names of buildings, houses, whakairo of whareniui Waharoa at school entrance 	<ol style="list-style-type: none"> Integration of te reo and matauranga Maaori in learning area schemes Involvement in planning for immersion pathway at PHS and establishing confidence with community to keep language growing locally 	<ol style="list-style-type: none"> Students, whaanau and staff are increasingly confident in ensuring that language and culture are protected Leavers are prepared to be leaders in bicultural Aotearoa 	<ol style="list-style-type: none"> PHS has achieved a bicultural curriculum
<i>Measures:</i>							
3.3 Campus redevelopment plan is adopted and actioned from 2021 to meet projected roll growth to 2,700	Campus redevelopment		<ol style="list-style-type: none"> Ministry of Education Capital Works team invests in school DCA architects design masterplan Condition assessment of current school carried out PHS Board of Trustees property committee Stakeholder engagement reflects community input into masterplan 	<ol style="list-style-type: none"> Maynard Marks carry out condition assessment of current school buildings Pukekohe HS masterplan consultation and confirmation by Board and Design Review Panel Planned visits to other Auckland schools to investigate effective teaching and learning spaces Board and leadership team agree campus plan with MoE 	Ten classroom teaching block completed for start of 2022 school year	<ol style="list-style-type: none"> Flexible and innovative spaces built to support exciting curriculum and pedagogy Specialist spaces enable use by community as well as school 	<ol style="list-style-type: none"> Phased campus plan enables seamless growth of school over next decade Inspiring environment supports innovative teaching and learning and student and staff wellbeing
<i>Measures:</i>			<i>Stakeholder engagement</i>	<i>Condition assessment, Design Review Panel, BOT sub-committee</i>	<i>Student and staff voice</i>	<i>Engagement data</i>	



Strategic Goal 4: Impactful Partnerships

Initiative	One-line descriptor	Accountable	Inputs	Activities <i>What people do?</i>	Outputs	Outcomes	Impact
4.1 Enhance and strengthen reciprocal Maaori partnerships	Maaori Partnerships		<ol style="list-style-type: none"> Ka Hikitia – Ka Hāpaitia Tātaiako PLD journal External expertise Kaahui Ako roles and time Student Voice 	<ol style="list-style-type: none"> Cultural immersion Professional Learning / waananga + noho Peer-coaching (WISP) Self-reflection based on own student voice 	<ol style="list-style-type: none"> Teachers are increasingly aware of their identity and role as partners in Education with our Maaori community. Adapting teaching and learning to enable critical consciousness Adapting teaching and learning to integrate Maatauranga Maaori 	<ol style="list-style-type: none"> We will give practical effect to Te Tiriti o Waitangi at Pukekohe High School. Greater equity in student outcomes (achievement, well-being, destination, attendance, retention) 	<ol style="list-style-type: none"> We will support whānau, hapū, iwi and Māori to participate in the governance and leadership of Pukekohe High School.
<i>Measures:</i>			<i>Student Voice</i>	<i>Student Voice</i>	<i>Student and whaanau voice</i>	<i>Achievement data</i>	<i>Whaanau and wider iwi voice</i>
4.2 Enhance and strengthen reciprocal Pasifika partnerships	Pasifika Partnerships		<ol style="list-style-type: none"> Action Plan for Pasifika Education 2020-2030 Pasifika Achievement Team Student Voice Aiga voice External Mentoring Internal and External Funding 	<ol style="list-style-type: none"> PL on Pasifika Action Plan PL on Pasifika Culture Further developing Polyfest and Pasifika Dance Regular Fono Running Targeted Study Groups 	<ol style="list-style-type: none"> Structural change at Faculty Level to address Equity and Institutional Racism Teachers are increasingly aware of their identity and role as partners in Education with our Pasifika community. Families Receiving regular, helpful and meaningful communication Family being aware of practical strategies to help their children 	<ol style="list-style-type: none"> Role in decision making School Role in the community Pasifika Community have a clear voice and can see their voice being listened to and enacted. Pasifika culture is valued and understood both as Pasifika and the intricacies of individual Pasifika Identities. Families actively leading decisions about learning goals and pathways PHS and its community engaged in reciprocal, learning-centred relationships 	<ol style="list-style-type: none"> Pasifika Aiga will be involved in all aspects of the school. Aiga will feel comfortable leveraging current involvement to be active in all areas of the school
<i>Measures:</i>			<i>Student Voice Aiga Voice Funding budget</i>		<i>Aiga Voice</i>	<i>Aiga Voice</i>	<i>Aiga Voice</i>

4.3 Enhance and strengthen reciprocal partnerships with all community stakeholders	Community partnerships		<ol style="list-style-type: none"> 1. Kaiaawhina and Whaanau connection 2. PTA active and involved 3. Consultation over Strategic Plan/Graduate Profile 4. Create School support business opportunities 5. Create opportunities for whaanau involvement in learning 	<ol style="list-style-type: none"> 1. Community leadership building on existing connections to give stakeholders a role 2. Facilitating active whaanau engagement in how to support learning 3. Business support for delivering curriculum opportunities 	<ol style="list-style-type: none"> 1. Communication changes focus from Administration to Learning 2. Digital newsletter available to students and parents as well as for staff for communication 	Alumni association as legacy of 2021 centenary Relationships formed with key community groups	<ol style="list-style-type: none"> 1. Our community is proud of their local school 2. Secondary school of choice for Pukekohe community
Measures:			<i>Parent and community surveys</i>	<i>Engagement analytics</i>		<i>Sustainable income stream for school</i>	<i>Proportion of in-zone enrolments attending PHS</i>