



Pukekohe High School

Strategic Plan and School Charter 2022

Pukekohe High School Charter and Strategic Plan 2022

Introduction

Vision Statement

Learning without limits

School context

Pukekohe High School is a coeducational secondary school catering for students from Years 9 to 13 from Pukekohe and its surrounding areas. Established as a Technical High School in 1922, and then renamed re-named Pukekohe High School in 1948, the school celebrated its centenary in 2022. At the 1 March 2022 roll return, the school roll was 1830, including 25% of students who are of Māori descent.

A new whare wānanga, Te Hikoi, was opened in December 2017. The school acknowledges the importance of building authentic relationships and interactions with Ngā Hau e Whā o Pukekohekohe marae, and Ngāti Tamaoho. The school is actively working with the Ngāti Tamaoho Trust to enact the Ngāti Tamaoho Education Strategy.

Under the Auckland Growth Plan, the school is expected to grow significantly in size over the next decade, and to remain the only high school in Pukekohe. A holistic campus development plan has been adopted by the Board of Trustees and Ministry of Education. A new classroom block encompassing 10 teaching spaces should be available from 2023, which will be Stage 1 of the campus plan. The school zone covers an area in which land use is rapidly transforming from agricultural to urban residential.

School Values

In consultation with our community, Pukekohe High School established five values which underpin everything we do. These are:

- **Ako**
- **Manaakitanga**
- **Kotahitanga**
- **Puumautanga**
- **Arahitanga**

Kāhui Ako

Pukekohe High School is an active part of the Pukekohe Kāhui Ako Community of Schools. The Pukekohe Kāhui Ako includes over 6000 students in Years 1 to 13 across 16 schools. The schools vary from rural to semi-rural to urban. Roll numbers range from 30 to 1800 and include two secondary schools, one intermediate, one special school, seven full primary and six contributing primary schools. Engaging with the Ngāti Tamaoho Education Strategy, and developing connected pathways for our learners are Kāhui Ako strategic objectives which Pukekohe High School will work collaboratively to achieve.

Student Support structure

In 2019 Pukekohe High School re-structured the student support framework, from a vertical (mixed year level) to a horizontal (year level) structure, for implementation in 2020. The year level structure was developed with reference to the concept of 'ngahere' (forest) with multiple levels which ecologically connect and support one another to grow. This was aligned to the Waikato-Tainui whakataauaki: Kia tupu, kia hua, kia puāwai – To grow, prosper and sustain from Kiingitanga leader Princess Te Puea Heerangi.

Unique place of Māori Culture

Pukekohe High School is committed to the principles of Te Tiriti o Waitangi (Partnership, Protection, Participation) and is actively seeking to be an example of biculturalism in our community. Our strategic plan includes the goal of enhancing and strengthening reciprocal Māori partnerships. The school is advised and supported by a Whānau Āwhina rōpū – who meet regularly through the year and who are independent of school leadership. The school also engages with the Ngāti Tamaoho Trust to work in partnership to meet Mana whenua aspirations for our rangitahi.

Strategic Section



PUKEKOHE
HIGH SCHOOL

Vision: Learning Without Limits



Empowering curriculum

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

Success statement

We will know we are successful when...

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



Innovative leadership

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

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



Inspiring environment

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

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



Impactful partnerships

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

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

Annual Section

To support the school vision, and the strategic goals, the following professional learning aims have been established, and Professional learning actions for staff will align with these.

Professional Learning Programme 2022

Kotahi te kohao o te ngira e kuhuna ai te miro ma, te miro pango, te miro whero¹

Through the eye of the needle pass the white thread, the black thread, and the red thread.

KAUPAPA/ VISION:

To implement a responsive professional learning programme which: supports the school's strategic direction and ensure quality pedagogy and improve teaching practice which **accelerates** learning progress and promotes high academic achievement, particularly to advance **equity** and **excellence** goals.

WHAAINGA / AIM(S):

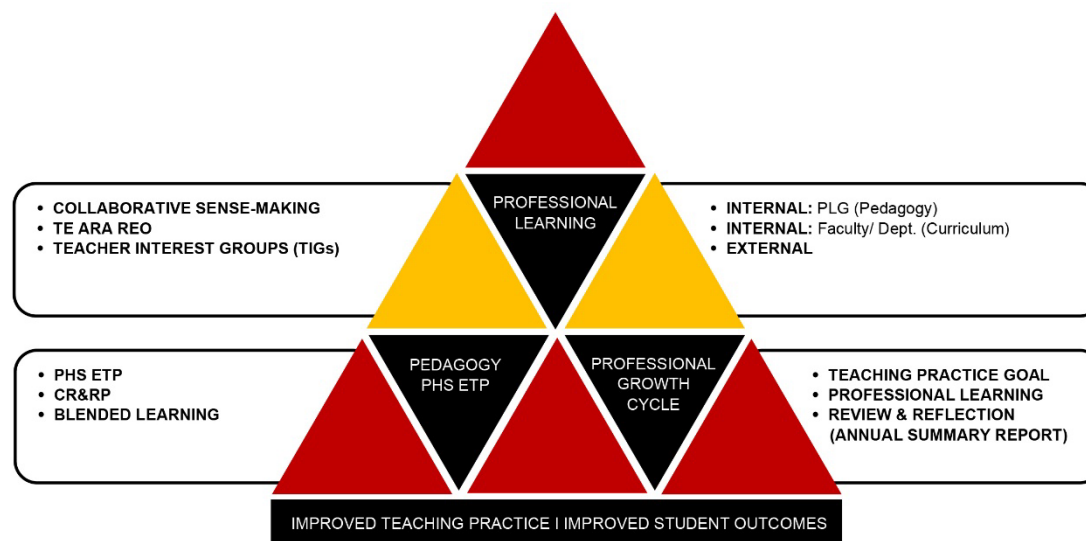
1. To support the school's strategic direction
2. To build capacity and support staff in the implementation of culturally responsive and relational pedagogy and readiness for the NCEA change programme
3. To evaluate progress and improvement continually to assess what is and is not working, and for whom, and then to determine what changes in practice are needed.

MAATAAPONO / PRINCIPLE(S):

Alongside the principles of *The New Zealand Curriculum* (Ministry of Education, 2007), *Ka Hikitia – Ka Hāpaitia, The Māori Education Strategy* (Ministry of Education, 2020), and *Tātaiako: Cultural Competencies for Teachers of Māori Learners* (Ministry of Education, 2011) the professional learning programme particularly draws on the concepts of:

- **Ako:** A teaching and learning process wherein sense-making is dialogic, interactive and ongoing, power is shared and reciprocity is vital (Ministry of Education, 2013; Kia Eke Panuku 2016)
- **Waananga:** Participating and engaging with others in learning and robust dialogue in the process of sharing and reflecting upon current understandings that leads to decision-making for future success and the creation of new knowledge (Ministry of Education, 2011; Kia Eke Panuku, 2016).

PEDAGOGY / PROFESSIONAL LEARNING / PROFESSIONAL GROWTH CYCLE COHERENCE FRAMEWORK 2022



REVIEW and EVALUATION:

Review and critically evaluate progress and improvement (individual/ group/ faculty/ department/ whole) throughout the year – including sharing data and analysis towards faculty/ department review(s); and reflection on teaching practice towards individual appraisal

DEVELOPMENT OF TE REO MĀORI ME TE TIKANGA MĀORI

In accordance with the Education and Training Act 2020 to give effect to Te Tiriti o Waitangi, teachers must continue to develop their use of Te Reo Māori me te Tikanga Māori in order to meet the criteria for certification by the Teaching Council. All staff will be offered and supported to engage with PLD opportunities to enable their development. This will include a variety of delivery modes including face to face, online, in-school, and additional agencies.

PUKEKOHE HIGH SCHOOL ANNUAL PLAN 2022

Ko te manu e kai ana i te miro nōnā te ngahere. Ko te manu e kai ana i te mātauranga nōnā te ao.

The bird that consumes the miro owns the forest. The bird that consumes knowledge owns the world.



Goals	Empowering curriculum We will develop a curriculum that excites all our young people and enables them to explore and create new knowledge to prepare them for their pathways beyond PHS	Innovative leadership We will ignite the ability of our school leaders and staff to continuously improve and evaluate what we do as a school	Inspiring environment We will create a physical, social and emotional environment that supports innovative teaching and learning and a strong sense of wellbeing	Impactful partnerships We will form meaningful and respectful partnerships with our whole community. We will be an active treaty partner and example of biculturalism in our community
Initiatives	Design and implement localised and authentic curriculum	<ol style="list-style-type: none"> Create increased opportunities for staff to collaborate between and across learning areas Build High Performing Leadership Team capacity at multiple levels Work with student leaders to help build a strong sense of community and belonging 	<ol style="list-style-type: none"> Campus redevelopment plan is adopted and actioned from 2021 to meet projected roll growth Ensure language, culture and identity is embedded across all contexts 	<ol style="list-style-type: none"> Enhance and strengthen reciprocal Māori partnerships Enhance and strengthen reciprocal Pasifika partnerships Enhance and strengthen reciprocal partnerships with all community stakeholders
Actions	<ol style="list-style-type: none"> Junior curriculum audit identifying connections and opportunities for planning of future focused learning Further develop and embed rich localised curriculum by engaging with Ngāti Tamaoho Education Strategy, local organisations and local content Develop junior literacy strategies in preparation for NCEA literacy co-requisites Develop junior numeracy strategies in preparation for NCEA numeracy co-requisites Creation of year 11 Foundation Studies course Review courses to ensure students can engage in meaningful pathways through and beyond PHS 	<ol style="list-style-type: none"> Create sustainable, ongoing leadership PLD programme for senior and middle leaders Combined Pastoral Leaders and Curriculum Leaders' meetings and planning built into meeting cycles SLT reach shared understanding of quality Inquiry for Excellence and Equitable Outcomes and feedback to Kaihautū Termly milestone reporting in Inquiry for Excellence and Equitable Outcomes is refined and embedded Ongoing leadership mentoring for student leaders 	<ol style="list-style-type: none"> Ongoing consultation over Phase 1 of campus redevelopment plan with BOT, SLT, CLT and teaching staff to design flexible, differentiated teaching spaces in 10Ts block Property development: Perimeter fence, electrical and ducting upgrade, reroof of library and surrounding blocks, upgrade sound and lighting capability in the hall Further develop staff fluency in te reo Māori through ensuring a variety of modes of professional learning opportunities Staff participation in on-going workplace well-being programme Review and alignment of pastoral services 	<ol style="list-style-type: none"> Re-establish and develop our partnership with our Whānau Āwhina rōpū Engage with Ngāti Tamaoho Education Strategy and Ngā hau e whā marae Continue to develop our partnership with our Pasifika communities with termly fono Engage with our Kahui Āko to further develop partnerships with whānau throughout the student's entire school journey Develop school alumni and community links
Timing	<ol style="list-style-type: none"> Term 1 Terms 1-4 Terms 1-4 Terms 1-4 Term 3 Term 3 	Terms 1-4 ongoing	Terms 1-4 ongoing	Terms 1-4 ongoing

Measures	<p>Relevant literacy and numeracy skills are included in all learning area's teaching and learning programmes</p> <p>Junior curriculum and audit is complete and learning area statements are reviewed to ensure the NZC is clearly reflected</p> <p>Junior unit plans will clearly include localised content and knowledge</p> <p>Rongohia te hau observation data</p> <p>Literacy and numeracy non-negotiable skills are identified for each learning area</p> <p>Literacy and numeracy co-coordinators are established and work across faculties to develop teacher understand of literacy and numeracy skills and strategies</p> <p>Year 11 Foundation course is delivered to target students</p> <p>Students have access to their chosen pathways through curriculum opportunities as identified through pathway map</p>	<p>An agreed PLD programme in place, all middle leaders complete leadership PLD which is revisited termly in CLT and PLT meetings. Leadership development is a regular focus of 1:1 meeting between SLT and middle leaders</p> <p>Pastoral and curriculum middle leaders work collaboratively to support student well-being and achievement</p> <p>SLT use Inquiry for excellence and Equitable Outcomes as basis of on-going cyclical review and development with CLT</p> <p>Student leadership training days provided for Amokura and Kaunihera</p> <p>Peer support student leadership programme in place and students have regular planned contact</p>	<p>Property plan progresses as per schedule</p> <p>Multiple opportunities for PLD in Te Reo Māori are promoted to staff at the beginning of the year.</p> <p>Te Reo Māori learning is embedded in all staff PL, including the Wednesday programme, accord TODs and PCT programme.</p> <p>Staff wellbeing a focus of 3 x whole staff PLD a term. Creation of a staff contact group for bullying prevention programme</p> <p>A cohesive and connected Pastoral Team is established</p> <p>Consistent practice and coherent processes and procedures to support this are put in place and documented to support our Pastoral priorities</p> <p>Rongohia te hau observation data</p>	<p>Relationships and partnerships with our Māori whānau are maintained and strengthened through termly panui and kanohi ki te kanohi hui where possible.</p> <p>Key in-school initiatives to improve improve outcomes for Maori are shared with Whānau through panui and hui</p> <p>Relationships and partnerships with our Pasifika communities are maintained and strengthened through termly panui and kanohi ki te kanohi fono where possible.</p> <p>Key in-school initiatives to improve improve outcomes for Pasifika are shared with Whānau</p> <p>Participation in MOE Tapasā PLD to develop best practice</p> <p>Active engagement with Ngāti Tamaoho through our school liaison. Opportunities for meaningful and reciprocal engagement are sought and acted upon</p> <p>Achievement data for Māori and Pasifika students</p> <p>The establishment of an alumni database</p> <p>Fortnightly newsletters to school community and increased social media engagement</p>
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Targets	<p>Junior literacy and numeracy data shows expected, or greater levels of acceleration as measured against curriculum levels</p> <p>All students set pathway goals on schoolpoint and are enrolled in relevant meaningful courses to support these goals</p>	<p>SLT consistently at 'performing' stage of team development and building his capacity in middle leadership teams through coaching and 1:1 meeting's</p> <p>Termly milestone reporting is embedded, rigorous and leads to agile and timely responses</p> <p>Every NCEA student achieves 14 or more credits per subject</p> <p>Student leaders are visible, actively engaged in inspiring younger students, and contribute to school planning and decision making</p>	<p>Phase 1 of campus redevelopment plan completed by 2023</p> <p>All staff have participated in Te Reo Māori PLD in an on-going basis and increased use of Te Reo Māori is evident across the school</p> <p>70% of students have an attendance rate of 90% or above</p> <p>All staff have participated in a well-being programme and are aware of services available within the school to support them in a healthy work environment</p>	<p>Māori student NCEA achievement is at or above that of decile 6 schools</p> <p>Pacifika student NCEA achievement is at or above that of decide 6 schools</p>
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