



# Pukekohe High School

## Strategic Plan and School Charter 2023

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## 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 will be available from the start of 2024, 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 whakatauaki: Kia tupu, kia hua, kia puāwai – To grow, prosper and sustain from Kiingitanga leader Princess Te Pua 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



### Quality teaching

**Strategic goals**

*Our focus as a community of learners is...*

We will develop our teaching capabilities to ensure that the needs of our diverse learners are fully met

**Success statement**

*We will know we are successful when...*

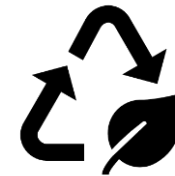
Multiple measures data shows strongly increased levels of engagement and achievement in learning



### 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 2023

**Kotahi te kohao o te ngira e kuhuna ai te miro ma, te miro pango, te miro whero<sup>1</sup>**  
*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.

#### **WHAANGA / AIM(S):**

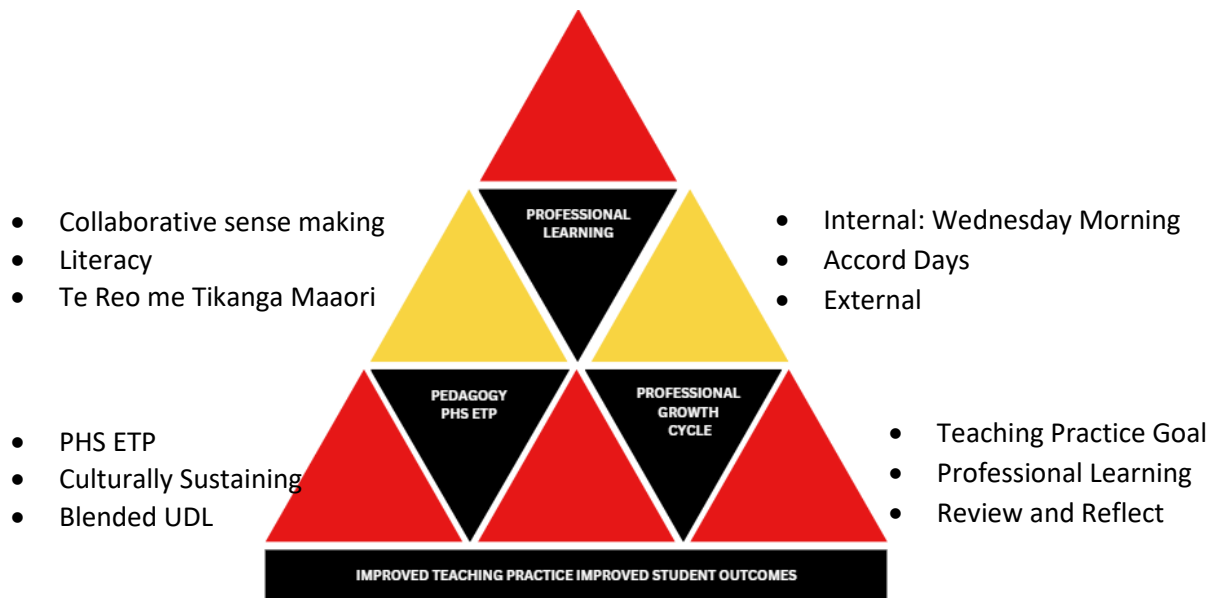
1. To support the school's strategic direction (informed by National Education and Learning Priorities)
2. To build capacity and support staff by providing opportunities for the enhancement of the abilities of individuals.
3. To evaluate progress and improvement continually to assess what is and is not 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 2023**



### HAATEPE/ PROCESS:

**PROFESSIONAL LEARNING PROGRAMME:** There are three (3) key parts to the PL framework and programme: WHOLE STAFF PLD, FACULTY/ DEPT. time and SELF-DIRECTED time to support the professional growth cycle.

**WHOLE STAFF:** The focus of whole staff professional learning is centred on the NCEA change package. A key focus will be on implementing Universal Design for Learning, information on UDL and the NCEA changes can be found here (<https://ncea.education.govt.nz/universal-design-learning-udl>). We will continue to build on professional learning from 2023 to develop teacher capacity to explicitly teach literacy and numeracy across all learning areas and embed these strategies into programmes of teaching and learning.

**FACULTY/ DEPT:** Led by faculty leaders, this time is to be used for professional learning as relevant to each faculty and/or department, working towards faculty/ department goals. This may include: developing and understanding of and implementing *Mana Orite mō te Mātauranga Māori* specific to the learning area, developing resources to support *Literacy and Numeracy* and using UDL principles to review and plan inclusive lessons and units of work. Resources can be found here [NCEA change programme TEAMS channel](#).

SELF-DIRECTED: The purpose of self-directed time is to provide space for teachers to work independently on their own professional learning, and/or professional growth cycle. This time could be used for research, resource development, planning, reflection, and evaluation in relation to your PGC goal.



**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 professional growth.

**PPTA ACCORD DAYS 2023**

There are 2 Accord days scheduled for 2022. These days are to support the implementation of changes to NCEA, and the wider strengthening of curriculum, progress and achievement practice. More information on the Accord days can be found <https://ncea.education.govt.nz/teacher-only-days>. The dates of these are still to be determined.

## **SPECIALIST CLASSROOM TEACHER SUPPORT**

Our Specialist Classroom Teacher (Jody Lafaele) is available to support all teachers and provided individualised professional support with all aspects of classroom practice. Teachers are able to self-refer to the SCT who will work alongside you in a mana-enhancing way to grow your practice. Kaihautū may also make referrals to the SCT if needed.

## **EXTERNAL PROFESSIONAL LEARNING**

Although we are unable to support external professional learning in term one that generates relief, we are committed to providing a professional learning programme for all teachers that allows teachers to develop their capabilities as teachers and adaptively apply this learning in the classroom.

Applications for external professional learning outside of contact time will still be considered. Staff should discuss these in the first instances with their Kaihautū and then apply using the green professional learning application form (this should be sent to Renee Neville NV). Teachers should be able to explain how the professional learning they have applied for aligns with the school's strategic vision.

## **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.

To support teachers in this, the following professional learning opportunities will be available.

- Te Ahu o Te Reo Māori (beginning term 2) – suitable for all levels, a mix of online and 3 one day wananga (workshops) - <https://www.takatu.co.nz/> 24 Week Online Programme
- [Toro Mai - Massey University](#) (online)
- <https://www.wananga.com/certificate-in-maori-protocol-and-language> - Pouou Huia Te Reo – Te Wānanga o Raukawa (online – suitable for beginners) [https://www.wananga.com/news/learn\\_te\\_reo](https://www.wananga.com/news/learn_te_reo)
- Unteach racism (<https://www.unteachracism.nz/>) – developed by the Teaching Council



The school keeps a record of teachers professional learning in Te Reo Māori me te Tikanga Māori. If you are new to Pukekohe High School and have completed professional learning in this area in the last 3 years please email the details to Suz Powar (PWS). Similarly, please contact Suz if you need to update your PLD records, I have updated the details of all staff you enrolled in the Education Perfect programme last year. This information is used by Richard when endorsing renewal of teaching certifications.

All fully certificated teachers who have not undertaken any professional learning in this area within the last 3 years will need to complete one of the above programmes this year or see Suz to discuss an alternative programme of PLD.

### **Year 9 co-construction groups and workshops\***

Each week will focus on 4-5 Year 9 learning groups (whanau roopuu). See timetable on the next page

Core subject teachers, options can choose to attend the session for students at risk of not achieving. Sessions will be facilitated by year 9 Kaitiaki Aakonga and SLT members with the focus on using data to identify students who are disengaged and / or at risk of not achieving, and co-construct common agentic strategies to support these students,

### **Workshops**

Teachers not involved in year 9 co-construction groups will need to attend one of the workshops, I recommend sticking to one workshop for the term so that you can work towards advancing one aspect of your teaching practice over the term.

### **Literacy – Facilitated by QDN**

Using evidence-based strategies to explicitly plan for literacy learning within your learning area (to share with your colleagues in your faculty) based on an aspect of WE READ or WE WRITE. Teachers to bring a current year 10 unit of work.

### **Numeracy – Facilitated by PC / WSM**

Using evidence-based strategies to explicitly plan for numeracy learning within your learning area (to share with your colleagues in your faculty) to support the big ideas in the numeracy co-requisite. Teachers to bring a current year 10 unit of work. We will be using the numeracy pedagogy guides <https://ncea.education.govt.nz/resources-support-numeracy-across-curriculum>

### **Te Reo Maaori for beginners – Facilitated by LL**

- This is suitable for overseas trained teachers or teachers who are at the very beginning of a Te Reo Maaori learning journey and who are not confident in pronunciation.

#### **Te Reo Maaori in the classroom – Facilitated by HMR**

- Fully certificated teachers who have not completed any professional learning in Te Reo Maaori within the last three years should attend this workshop. This will focus on building confidence to use basic phrases in the classroom.

#### **Term four integrated subject planning – Facilitated by PWS**

- This is for teachers involved in the planning of the term 4 integrated trial

#### **NCEA change planning**

This time should be used by kaihautuu to begin planning to implement the new achievement standards in 2024. Depending on the structure of subjects and standards in their learning, kaihautuu may want to divide teams by standards to work on each standard or faculties may need to divide up into level one subject departments with kaihautuu oversight in planning. Kaihautuu should discuss planning for these sessions with their SLT line manager.

# PUKEKOHE HIGH SCHOOL ANNUAL PLAN 2023

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	Quality teaching We will develop our teaching capabilities to ensure that the needs of our diverse learners are fully met	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	<ol style="list-style-type: none"> <li>Develop teacher confidence and competence to teach diverse learners and to appropriately modify teaching approaches</li> <li>Use PL opportunities for teachers and leaders to build teacher capabilities and knowledge and skills in te reo Māori and tikanga Māori</li> <li>Develop teacher understanding of high expectations practices</li> </ol>	<ol style="list-style-type: none"> <li>Work with student leaders to help build a strong sense of community and belonging</li> <li>Develops a strategic plan to increase levels of participation in summer and winter sports</li> <li>Build High Performing Leadership Team capacity at multiple levels</li> </ol>	<ol style="list-style-type: none"> <li>Create a safe and inclusive culture where all ākonga and staff feel they belong</li> <li>New school House names and identities are embedded</li> <li>Student cell phones do not affect learning in classrooms</li> <li>Campus redevelopment plan is adopted and actioned from 2023 to meet projected roll growth</li> <li>Education Outside the Classroom (EOTC) procedures are reviewed to ensure they are rigorous and acted on by all staff</li> </ol>	<ol style="list-style-type: none"> <li>Enhance and strengthen reciprocal Māori partnerships</li> <li>Enhance and strengthen reciprocal Pasifika partnerships</li> <li>Enhance and strengthen reciprocal partnerships with all community stakeholders</li> <li>Engagement reports are developed for junior ākonga to include attendance, cumulative engagement and House points for significant achievement</li> </ol>
Actions	<ol style="list-style-type: none"> <li>Incorporate strategies for UDL into Wednesday PL programme, faculty meetings and schemes of work</li> <li>Develop junior literacy strategies to support NCEA achievement in all areas</li> <li>Develop junior numeracy strategies to support NCEA achievement in all areas</li> <li>Creation of Year 11 and 12 Foundation Studies courses</li> <li>Further develop staff fluency in te reo Māori through ensuring a variety of modes of professional learning opportunities</li> </ol>	<ol style="list-style-type: none"> <li>Create sustainable, ongoing leadership PLD programme for senior and middle leaders</li> <li>SLT reach shared understanding of quality Inquiry for Excellence and Equitable Outcomes and feedback to Kaihautū</li> <li>Termly milestone reporting in Inquiry for Excellence and Equitable Outcomes is refined and embedded</li> <li>Ongoing leadership mentoring for student leaders</li> </ol>	<ol style="list-style-type: none"> <li>A student Wellbeing model is adopted and a strategy is developed and actioned in partnership with ākonga to ensure PHS is a safe and inclusive space with a strong sense of belonging</li> <li>House Spirit, school identity and sense of belonging are developed through different activities and events</li> <li>Student cell phones are switched off and are left in bags in every lesson</li> <li>Phase 1 of campus redevelopment is completed on schedule to be a flexible learning space.</li> <li>Property development: Perimeter fence, electrical and ducting upgrade, reroof of library and surrounding blocks, upgrade sound and lighting capability in the hall</li> </ol>	<ol style="list-style-type: none"> <li>Continue to deepen our partnership with our Whānau Āwhina rōpū</li> <li>Continue to deepen our partnership with our Pasifika communities with termly fono and language week celebrations</li> <li>Develop school alumni and community links</li> <li>Engagement reports are developed for junior ākonga to include cumulative attendance and engagement linked to House points</li> </ol>
NELP	Objective 1 (2) Objective 2 (4) Objective 3 (5)	Objective 3 (6)	Objective 1 (1) Objective 2 (3)	Objective 1 (2) Objective 4 (7)

Measures	<p>Relevant literacy and numeracy skills are included in all learning area's teaching and learning programmes</p> <p>Junior curriculum 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>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 and 12 Foundation courses are 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>Student participation if summer and winter codes has increased in line with national norms</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>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>Phone confiscations are minimal from term 1 onwards</p> <p>Student stakeholder group surveys confirm improved student wellbeing measures</p> <p>House Spirit activities are held regularly and in a planned and coherent manner</p>	<p>Relationships and partnerships with our Māori whānau are maintained and strengthened through termly pānui and kanohi ki te kanohi hui where possible.</p> <p>Key in-school initiatives to improve outcomes for Maori are shared with Whānau through pānui and hui</p> <p>Relationships and partnerships with our Pasifika communities are maintained and strengthened through termly pānui and kanohi ki te kanohi fono where possible.</p> <p>Key in-school initiatives to 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>The establishment of an alumni database</p> <p>Regular newsletters to school community and increased social media engagement</p> <p>Engagement "traffic light" reports are commented on favourably by students, whānau and staff</p>
Targets	<p>Every NCEA student achieves 14 or more credits per subject</p> <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 that are recorded and all students are enrolled in relevant, meaningful courses to support these goals</p>	<p>SLT consistently at 'performing' stage of team development and building this capacity in middle leadership teams through coaching and 1:1 meetings</p> <p>Termly milestone reporting is embedded, rigorous and leads to agile and timely responses</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 2024 and 10TS block is open for new school year</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>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 decile 6 schools</p>

**Note:** NELP = National Education and Learning Priorities in schools and kura. Boards of schools must ensure that their strategic goals align to the NELP priorities. The NELP objectives for schools and kura are detailed on page 4 of this [document](#).

- Objective 1 Learners at the centre
- Objective 2 Barrier free access
- Objective 3 Quality teaching and leadership
- Objective 4 Future of learning and work

