



PUKEKOHE
HIGH SCHOOL

Strategic Plan 2025 - 2027

Whiria te taangata, whiria te angituu. Weave the people, create success

PUKEKOHE HIGH SCHOOL

OUR VALUES

OUR GOALS

WHIRIA TE TAANGATA, WHIRIA TE ANGITUU

WEAVE THE PEOPLE, CREATE SUCCESS

Respect • Responsibility • Kindness
MANAAKITANGA



Unity • Community • Relationships
KOTAHITANGA



UARA
Living Our Values

HAAPORI
Community Connection

AKO
Quality Teaching And Learning

TE PAE OORITE
Equitable Opportunities And Outcomes



Leadership • Pride • Honour
AARAHITANGA



Resilience • Commitment • Perseverance
PUUMAUTANGA

OUR VISION

Our Vision

To create an inclusive learning environment where aakonga (students), kaiako (staff) and our community are working together to enable successful outcomes for all learners.

Whiria te taangata, whiria te angituu – Weave the people, create success

Our Place

School context

Pukekohe High School was established as the Pukekohe Technical High School in 1922. The school celebrated its centenary in 2021. At the March 1 2024 roll return, the school roll was 1860, including 25% of students who were of Maaori descent.

Pukekohe High School plays an active part in the Pukekohe Kaahui Ako Community of Schools. The Kaahui Ako comprises sixteen schools. Engagement with mana whenua, developing literacy and numeracy programmes, connected transition pathways and the development of programmes for technology education are the current key strategic objectives of the Kaahui Ako.

Unique place of Maaori culture

A new Whare Waananga, Te Hikoi, was opened in December 2017. Five pou, representing the renamed houses of the school were blessed in 2023. The school acknowledges the importance of building authentic relationships and interactions with Ngaa Hau e Wha o Pukekohekohe marae and mana whenua, Ngaati Tamaoho.

Student support structure

Pukekohe High School combines a horizontal structure with students organised in year-level Whaanau Roopuu classes with a House system comprising five houses – Maatai, Maanuka, Puuriri, Titoki and Maahoe. Two Kaitiaki Aakonga (Deans) at each year level provide pastoral care oversight and academic tracking support for students while House Leaders provide leadership for House-based activities.

Recent developments in the student leadership structure has seen the creation of seven student councils comprising students from Years 9-13. Each council, with oversight for a strategic area in the school, is led by a Year 13 Amokura (student leader) and supported by a member of staff.

Our Values



Pukekohe High School Strategic Goals

Goal 1

AKO / QUALITY TEACHING AND LEARNING

To enable all aakonga to aspire to their highest possible level of academic excellence by providing an engaging curriculum, quality and effective teaching and the promotion of student self-efficacy.

Quality Teaching

We will support our kaiako (teachers) to develop quality and connected curriculum pathways and to deliver the curriculum in an effective and engaging way.

Quality Learning

We will support our aakonga (students) to develop the learning skills and the specific knowledge, capabilities and practices to enable them to excel in their chosen pathways.

Education and Training Act Section 127

National Education and Learning Priorities (NELP): Quality teaching and leadership

Goal 3

UARA / LIVING OUR VALUES

Creating a positive school environment where our school values are visible and are exemplified by students and staff.

Our aakonga will continue to develop, and be recognised for, their actions, dispositions and capabilities that align with our school values.

Education and Training Act Section 127

National Education and Learning Priorities (NELP): Learners at the centre

Goal 2

TE PAE OORITE / EQUITABLE OPPORTUNITIES AND OUTCOMES

Creating an environment for aakonga that enhances their strengths and provides opportunities for growth and connection.

All of our aakonga will be given opportunities to access a wide range of curricular, co-curricular and career pathways programmes and support through which they can thrive.

Education and Training Act Section 127

National Education and Learning Priorities (NELP): Barrier-free access, Future of Learning and Work Attendance and Engagement strategy

Goal 4

HAAPORI / COMMUNITY CONNECTION

Enabling supportive and engaging connections between iwi, whaanau, community stakeholders and the school.

We will work with, and alongside, our school community to ensure a sense of belonging for all, and to develop meaningful pathways for our students through engagement with our stakeholders.

Education and Training Act Section 127

National Education and Learning Priorities (NELP): Future of learning and work

Strategic Goals: These areas of focus have been identified through community consultation, student data and/or ERO evaluations.

Pukekohe High School Strategic Goals

AKO / QUALITY TEACHING AND LEARNING	PAE OORITE / EQUITABLE OPPORTUNITIES AND OUTCOMES	UARA / LIVING OUR VALUES	HAAPORI / COMMUNITY CONNECTION
<i>To enable all aakonga to aspire to their highest possible level of academic excellence by providing an engaging curriculum, quality and effective teaching and the promotion of student self-efficacy.</i>	<i>Creating an environment for aakonga that enhances their strengths and provides opportunities for growth and connection.</i>	<i>Creating a positive school environment where our school values are visible and are exemplified by students and staff.</i>	<i>Enabling supportive and engaging connections between iwi, whaanau, community stakeholders and the school.</i>
Strategic initiatives/projects to inspire and to make progress towards our strategic goals			
<p>SG 1.1: We will complete a review of the junior curriculum programme and use the findings to inform change</p> <p>SG 1.2: We have implemented, and will continue to embed, cross-curricular PLG groups with a focus on developing effective teaching practices</p> <p>SG 1.3: We will develop a PHS student profile with a focus on promoting the knowledge, capabilities and practices that lead to agentic learners</p> <p>SG 1.4: We will continue to develop and embed academic data tracking practices across all levels of the school</p> <p>SG 1.5: We will create programmes of targeted interventions to support increased levels of achievement for Maaori and Pasifika students</p>	<p>SG 2.1: We will continue to develop culturally safe learning environments informed by culturally relevant pedagogy</p> <p>SG 2.2: We will continue to develop and integrate careers pathways programmes into our curriculum framework</p> <p>SG 2.3: We will provide access to careers education across all levels of the school</p> <p>SG 2.4: We will continue to promote and provide a robust and wide-ranging co-curricular programme</p>	<p>SG 3.1: We will continue to improve our school campus by depicting our school values through the campus redevelopment and improvement process</p> <p>SG 3.2: We will continue to develop practices and processes to acknowledge and celebrate aakonga who are demonstrating our school values</p> <p>SG 3.3: We will promote academic achievement through alignment with our school values</p>	<p>SG 4.1: We will continue to engage with the Ngaati Tamaoho Education Strategy and Ngaa Hau e Wha marae</p> <p>SG 4.2: We will engage with, and play a leadership role, in the Franklin Economic Plan and Pathways forum</p> <p>SG 4.3: We will embed and grow the PHS Alumni Association</p> <p>SG 4.4: We will develop a marketing and sponsorship plan</p> <p>SG 4.5: We will develop a communications strategy to enhance reciprocal community relationships</p>

How will we measure success

<p>SG 1.1: Student and community voice around the quality of the junior curriculum</p> <p>SG1.1,1.2,1.3,1.4, 1.5: NCEA achievement data analysed</p> <p>SG 1.1, 1.3, 1.4: Junior diagnostic achievement data analysed</p> <p>SG1.2, 1.4: Teacher observation data through professional learning programme analysed</p> <p>SH 1.5: Review and reflection of the work of Kaahui Ako Maaori and Pasifika work streams</p>	<p>SG 2.1: Reduction in pastoral and behavioural incidents and interventions</p> <p>SG 2.1: Increase in aakonga engagement levels as indicated through engagement reporting</p> <p>SG 2.2, 2.3: Students will possess a greater level of understanding of the qualification pathways at school and the requirements for next steps</p> <p>SG 2.4: Increased scope of co-curricular opportunities and an increase in the numbers of students participating</p> <p>SG 2.1, 2.2, 2.3, 2.4: Attendance data indicates an increase in levels of student attendance</p>	<p>SG 3.1, 3.2, 3.3: Reduction in pastoral and behavioural incidents and interventions</p> <p>SG 3.1, 3.2: Continual upgrade and improvement of the school campus through the incorporation of our school values symbolism</p> <p>SG 3.2: The uptake and use by staff of the student values recognition system across the school</p> <p>SG 3.3: Improved levels of student engagement and academic achievement at all levels aligned to a better understanding and celebration of our school values</p> <p>SG 3.1, 3.2, 3.3, 3.4: Attendance data indicates an increase in levels of student attendance</p>	<p>SG 4.1: Development of our school curriculum aligned with the key features of the Ngaati Tamaoho Education Strategy</p> <p>SG 4.1: Increased engagement with Ngaati Tamaoho education expertise at senior leadership and curriculum leadership levels</p> <p>SG 4.1, 4.2, 4.3, 4.4: Extended access for aakonga to a range of training, careers opportunities and educational activities in the local community</p> <p>SG 4.3: Increase in the participation numbers and scope of events through the Alumni Association</p> <p>SG 4.4: Increase in sponsorship/funding and in community-school partnerships</p>
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What do you expect to see?

<p>Improved levels of engagement and academic achievement across all levels</p> <p>Aakonga, kaiako, whaanau and school leaders are excited about the school curriculum</p> <p>Our school curriculum reflects our local context and provides opportunities and pathways for our aakonga</p> <p>Kaiako are clear and confident in the use of effective classroom pedagogy to promote positive learning environments and successful outcomes</p> <p>Students, staff and whaanau will have a clear understanding of student academic progress across all levels of the school</p> <p>Aakonga will be agentic learners, possessing the capabilities and skills to enable them to excel</p> <p>Maaori and Pasifika student achievement matching the levels of other students</p>	<p>Classrooms, learning spaces and a school campus where interactions between all people are guided by a relational approach and mutual respect</p> <p>Students progressing through school with a greater level of understanding about the requirements for transition into further study, training or the workforce</p> <p>An active, engaged and connected student body</p>	<p>A welcoming school environment both inside and outside the classroom that reflects the identity of our kura and community</p> <p>A school-wide understanding of the PHS values</p> <p>Pride in PHS through the realisation and embodiment of values and standards</p> <p>A school that recognises and celebrates its identity and history</p>	<p>Pukekohe High School is an active Treaty of Waitangi partner through genuine partnership and engagement with mana whenua</p> <p>An enhanced reputation and profile in the community through a reciprocal relationship between the school and local businesses and industries</p> <p>The ability for aakonga to pursue relevant training and careers pathways in the local area through school and industry links</p>
<h3>Indicator of progress</h3>			
<p>An increase in NCEA achievement to:</p> <ul style="list-style-type: none"> Level 1: 70% Level 3: 70% <p>Reduced disparity in NCEA achievement data between Maaori/Pasifika students and other students to within a 5% threshold</p>	<p>An increase in student participation rates in school-based curricular and co-curricular activities</p>	<p>80% of students are in the attendance categories regular (90+% attendance) or irregular (80-90% attendance)</p>	<p>An increase in the formal and informal links between community organisations and the school</p>

Pukekohe High School: Annual Implementation Plan 2025

Annual Target/Goal 1	<i>To continue to develop an engaging curriculum and effective teacher practice</i>
Link to Strategic Goal 1	<i>To enable all aakonga to aspire to their highest possible level of academic excellence by providing an engaging curriculum, quality and effective teaching and the promotion of student self-efficacy</i>
What do we expect to see by the end of the year?	
<ul style="list-style-type: none"> • An updated curriculum plan for implementation in 2026. • A continued focus on quality and consistent teacher practice. • An increase in NCEA achievement (Levels 1, 3 and UE). 	

Action	Specific Objectives	Who is responsible?	Timeframe	How will it be measured
Action 1: To continue to develop the junior curriculum	<ol style="list-style-type: none"> 1. To confirm the curriculum design principles 2. To engage with the Ngaati Tamaoho education strategy 3. To examine options and models for a refreshed curriculum structure 4. To trial elements of the new curriculum structure 	<p>Curriculum review team</p> <p>SLT – Curriculum and Achievement/Teaching and Learning</p>	Terms 1-4	<ol style="list-style-type: none"> 1. Digital feedback from all stakeholders analysed 2. Evaluation for improvement document completed 3. Staff/students/whaanau presented with the curriculum change plan for 2026
Action 2: Continual development and adaptation of Year 11 courses	<ol style="list-style-type: none"> 1. To complete the evaluation for improvement process for each Year 11 course 2. To monitor the requirements for NCEA standards and levels of student achievement and engagement 4. Meetings with Kaihautuu/Principal to review Level 1 (2024) achievement + next steps 	<p>Kaihautuu</p> <p>Teachers-in-charge</p> <p>SLT</p>	Term 1	<ol style="list-style-type: none"> 1. Departments and teachers will have clear programmes in place for the start of 2025 2. Review of each standard taught after completion 3. Analysis and comparison of achievement data 4. An increase in NCEA Level1 achievement (target of 70% overall Level 1 achievement)
Action 3: Continuation of Professional Learning Programme focussing on effective teaching practice	<ol style="list-style-type: none"> 1. Active staff participation and engagement in cross-curricular PLG through the culturally responsive Niho Taniwha model to embed culturally sustainable pedagogies. 	<p>SLT – Teaching and Learning</p> <p>PLG leaders</p> <p>All teaching staff</p>	Terms 1-4	<ol style="list-style-type: none"> 1. All staff have engaged in reflective practice as evidenced in their PLG notebook. 2. Analysis of classroom observation data shows 80% of teachers at Ki te Wai Ao Marama and 25% at Tihei, mauri ora. 3. Staff feedback on the Professional Learning Programme

Annual Target/Goal 2	To develop student self-awareness and a future-focussed mind-set
Link to Strategic Goal 2	<i>Creating an environment for aakonga that capitalises on their strengths and provides opportunities for growth and connection.</i>
What do we expect to see by the end of the year?	
<ul style="list-style-type: none"> A clear understanding by the end of Year 10/start of Year 11 of the requirements for the NCEA qualification and the attributes required for success Greater student awareness of their academic progress and the required next steps for success. 	

Action	Specific Objectives	Who is responsible?	Timeframe	How will it be measured
Action 1: Deliberate 'teaching' of the NCEA qualification structure to Year 10 students and their whaanau	<ol style="list-style-type: none"> To increase the level of understanding for students of the requirements for the NCEA qualification prior to Year 11 To inform parents and whaanau of the requirements of the NCEA qualification via NCEA information evenings and supporting communication To increase levels of NCEA achievement at Level 1 	SLT – Curriculum and Achievement Kaitiaki Aakonga	Terms 1-4	<ol style="list-style-type: none"> Increase in the overall level of achievement at NCEA Level 1 to 70% Increase in the number of Year 10 students attempting and succeeding in the literacy and numeracy co-requisites. Target of 50% of Year 10 cohort sitting the co-requisites in 2025 Successful whaanau turnout to NCEA information evenings
Action 2 Integration of deliberate academic mentoring conversations and supporting systems as part of school practice	<ol style="list-style-type: none"> To raise awareness amongst students and staff of the levels of achievement and progress towards achievement To increase student agency over their level of achievement and progress towards achievement 	SLT – School Culture/ Pastoral Kaiaawhina Kaitiaki	Terms 1-4	<ol style="list-style-type: none"> Observation of quality and quantity of academic mentoring conversations Student voice: A positive shift in student perception around the quality and usefulness of Whaanau Roopu time
Action 3 Development of a PHS student profile	<ol style="list-style-type: none"> To raise awareness amongst the student body of the skills, attributes and practices required to be successful learners To increase student agency over their progress and achievement 	SLT – School Culture/ Pastoral Academic Council	Terms 2-3	<ol style="list-style-type: none"> Student/staff feedback on design and implementation process Students being able to communicate about the skills and attributes required to be successful learners

Annual Target/Goal 3	To engender student and community pride through buy-in to our school values.
Link to Strategic Goal 3	<i>Creating a positive school environment where our school values are visible and are exemplified by students and staff.</i>
What do we expect to see by the end of the year?	
<ul style="list-style-type: none"> • Increased participation from students and community in relevant school events • Engagement with badge system and students wearing their badges with pride • All cultures are visible and celebrated across the school and community • A stronger physical presence of school values across our campus 	

Action	Specific Objectives	Who is responsible?	Timeframe	How will it be measured
Action 1: Installation and use of values based signage/posters/visuals around the school and embedding these into internal and external documentation.	<ol style="list-style-type: none"> 1. To formally launch new values emblems and make files accessible for all staff to use 2. To complete school entry points signage 3. To increase external presence of values (i.e. social media, electronic sign more) 	SLT – School Culture All staff	Terms 1 –2	<ol style="list-style-type: none"> 1. Student/staff/whaanau survey to measure shifts of perception and awareness/understanding of values 2. Increase in PLD/staff sessions connected to values and BR4L
Action 2 Development and implementation of a badge recognition system for student achievement across all facets of school life	<ol style="list-style-type: none"> 1. To develop specific criteria for each badge/level and how it can be attained 2. To educate key staff who will manage and implement the badge system 3. To formally launch the badge system to students and whaanau (shared understanding of system) 4. To include whaanau in celebration of student recognition 	SLT – School Culture Kaitiaki Aakonga	Term 1 (launch Term 2)	<ol style="list-style-type: none"> 1. A stronger sense of pride felt across the school 2. To formally recognise an increased number of students at assemblies through the badge recognition process 3. Recording the badge recognitions on KAMAR (and/or spreadsheet system) to allow for accurate record-keeping
Action 3 Recognising and celebrating the diversity of our school with students and staff	<ol style="list-style-type: none"> 1. To translate and share the school karakia and values in various languages 2. To celebrate language weeks and cultural events in a more visible, meaningful way 3. To activate existing student leadership structures to lead relevant language weeks with vigour 4. To increase participation in Polyfest 5. To plan and deliver a diversity week which culminates in a Po Fiafia/festival for whaanau and community 	SLT – School Culture / Pastoral Pasifika Council Maaori Council Kaahui Ako Maaori and Pasifika achievement leads	Whole year	<ol style="list-style-type: none"> 1. An increase in the number of participants in various events (e.g. Polyfest, language week, performances, etc.) 2. An increase in the number of language weeks celebrated 3. An increase in community attendance to cultural events

Annual Target/Goal 4	To establish partnerships with key community groups to benefit our students.
Linked to Strategic Goal 4	<i>Empowering supportive and engaging connections between iwi, whaanau, community stakeholders and the school.</i>
What do we expect to see by the end of the year?	
<ul style="list-style-type: none"> • Further integration of key aspects of the Ngaati Tamaoho education strategy throughout the school • A greater connection between the Pukekohe/Franklin community and Pukekohe High School • PHS students benefitting from opportunities that have arisen from closer community connection 	

Action	Specific Objectives	Who is responsible?	Timeframe	How will it be measured
Action 1: Continue to engage with the Ngaati Tamaoho Education strategy	<ol style="list-style-type: none"> 1. To ensure Tamaohotanga is honoured and embedded in curriculum and practice 2. To establish a reciprocal and educationally powerful relationship with Ngaati Tamaoho 	Board of Trustees SLT Kaahui Ako Maori achievement leads Te Waahanga Whakaako staff	Terms 1-4	<ol style="list-style-type: none"> 1. Regular engagement between school learning areas and the Ngaati Tamaoho education department 2. Incorporation of a greater local curriculum focus across learning areas
Action 2: To formalise and progress the PHS Alumni Association through the formation of a committee	<ol style="list-style-type: none"> 1. To raise the profile of the school in our community 2. To leverage resources of the wider Alumni for the benefit of PHS students 	SLT – Principal and SLT Shellie Eskdale-Turner	<ol style="list-style-type: none"> 1. Committee established by the end of Term 1 2. Three school-wide events completed by the end of November 2025 	<ol style="list-style-type: none"> 1. Committee meeting minutes 2. Alumni/community support of the Alumni events
Action 3: Relationships established between key local industries, marae, organisations and providers to support curriculum programmes	<ol style="list-style-type: none"> 1. To provide access to local contexts for learning aligned to careers pathways 2. To provide expertise (coaches, tutors) to support school programmes 	Careers and Gateway departments Pathways Programme Te Waahanga Whakaako Shellie Eskdale-Turner Co-opted marae Board representative	Terms 1-4	<ol style="list-style-type: none"> 1. More community personal involved in programmes throughout the school 2. Greater student engagement