



PUKEKOHE
HIGH SCHOOL

Strategic Plan 2025 - 2027

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

PUKEKOHE HIGH SCHOOL

OUR VALUES

Respect • Responsibility • Kindness
MANAAKITANGA



Unity • Community • Relationships
KOTAHITANGA



OUR GOALS

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

WHIRIA TE TAANGATA, WHIRIA TE ANGITUU

OUR VISION

WEAVE THE PEOPLE, CREATE SUCCESS

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

SG 1.1: Student and community voice around the quality of the junior curriculum

SG1.1,1.2,1.3,1.4, 1.5: NCEA achievement data analysed

SG 1.1, 1.3, 1.4: Junior diagnostic achievement data analysed

SG1.2, 1.4: Teacher observation data through professional learning programme analysed

SH 1.5: Review and reflection of the work of Kaahui Ako Maaori and Pasifika work streams

SG 2.1: Reduction in pastoral and behavioural incidents and interventions

SG 2.1: Increase in aakonga engagement levels as indicated through engagement reporting

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

SG 2.4: Increased scope of co-curricular opportunities and an increase in the numbers of students participating

SG 2.1, 2.2, 2.3, 2.4: Attendance data indicates an increase in levels of student attendance

SG 3.1, 3.2, 3.3: Reduction in pastoral and behavioural incidents and interventions

SG 3.1, 3.2: Continual upgrade and improvement of the school campus through the incorporation of our school values symbolism

SG 3.2: The uptake and use by staff of the student values recognition system across the school

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

SG 3.1, 3.2, 3.3, 3.4: Attendance data indicates an increase in levels of student attendance

SG 4.1: Development of our school curriculum aligned with the key features of the Ngaati Tamaoho Education Strategy

SG 4.1: Increased engagement with Ngaati Tamaoho education expertise at senior leadership and curriculum leadership levels

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

SG 4.3: Increase in the participation numbers and scope of events through the Alumni Association

SG 4.4: Increase in sponsorship/funding and in community-school partnerships

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>
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Indicator of progress

<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>
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Pukekohe High School: Annual Implementation Plan 2026

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>
Annual Target/Goal 1	<i>To continue to provide impactful teaching and learning practices through curriculum and Mana Ako design</i>

What do we expect to see by the end of the year?

- Positive learning environments that explicitly provide opportunities for cognitive engagement and improved outcomes.
- Successful implementation and delivery of new Maths and English curriculum.
- Successful planning and preparation for delivery of refreshed curriculum in all learning areas across the school.
- Greater clarity of ethical use of AI tools across the school.

Action	Specific Objectives	Who is responsible?	Timeframe	How will it be measured
<p>Action 1: To shape and embed an explicit culture of learning and success through MANA Ako Learning Culture</p>	<p>1.To create a framework for Mana Ako learning dispositions and practices 2.To work with students, staff and whaanau on embedding Mana Ako practices across school 3.To continue to use the Niho Taniwha model to guide effective and explicit teacher practice around Mana Ako</p>	<p>SLT (Teaching and Learning) Pou Taahuu (Curriculum Leaders) Teachers</p>	<p>1.Term 1 2.Throughout 2026 3.Throughout 2026</p>	<p>Observation processes through departments showing progress against the Niho Taniwha continuum</p> <p>CLT meeting feedback from Pou Taahuu around implementation and efficacy of MANA Ako Learning Culture</p> <p>Student feedback around MANA Ako – surveys, focus groups, Learning Council</p> <p>Triangulate relevant data – achievement, attendance and engagement, narrative, pastoral data</p> <p>2026 NCEA achievement targets: Level 1: 70% Level 2: 80% Level 3: 80% UE: 50%</p>

<p>Action 2: To develop the new curriculum towards NZCE and NZACE implementation</p>	<p>1. Incorporate design principles into refreshed curriculum planning documents 2. Map out the school curriculum structure using the confirmed curriculum and NZCE details 3. Twice yearly academic testing at junior level to measure progress towards literacy and numeracy and to inform teaching and learning practices</p>	<p>SLT (Teaching and Learning) SLT (NZQA and Student Achievement) Pou Taahuu (Curriculum Leaders)</p>	<p>1. Terms 1-3 2. Terms 2-4 3. Terms 2 and 4</p>	<p>Completion of an across-school strategy for curriculum and qualification framework that includes:</p> <ul style="list-style-type: none"> • Timeline • Standardised PHS curriculum planning documents • Across-school curriculum/course map <p>Systems are developed to analyse value-added data using the SMART tool</p>
<p>Action 3: To create a school AI strategy and associated policy and systems to respond to changes in the landscape</p>	<p>1. Develop best-practice AI model/framework for student use 2. Support staff in the ethical use of AI and for effective teaching and planning</p>	<p>SLT (NZQA and Student Achievement) Digital Lead Team</p>	<p>1. Terms 1 and 2 2. Term 2</p>	<p>Use of a school-wide AI readiness tool to analyse current status</p> <p>One-page teacher and student guide to AI best-practice developed and shared with students and staff</p>

Strategic Goal 2	<i>Creating an environment for aakonga that capitalises on their strengths and provides opportunities for growth and connection</i>
Annual Target/Goal 2	<i>To promote a breadth of opportunities for students and teachers and pathways for success.</i>
What do we expect to see by the end of the year?	
<ul style="list-style-type: none"> • An embedded programme that connects the student and staff body...promotes student awareness of their learning journey...developing behaviours and dispositions • A more visible student leadership body that is agentic and impactful across the school • Development of a holistic education through greater participation in a broad co-curricular programme 	

Action	Specific Objectives	Who is responsible?	Timeframe	How will it be measured
Action 1: Implement Te Maahuri programme to support student success	1.Implement Academic Mentoring practices grounded in relational pedagogy and practice through Te Maahuri programme 2.Continue to develop a PHS student profile in line with Mana Ako and school values 3.Continue to improve school-wide attendance	SLT (School Culture) SLT (Pastoral and Student Support) Pou Tuarongo (Deans) Kaihaapai (Form teachers)	1.Start of 2026 2.Terms 2-3 3.Throughout 2026	Student Academic Conference goals reference student achievement and engagement data Student feedback gathered around the quality and efficacy of Te Maahuri programme Increased whanau attendance at academic conferences and parent interviews Increased student attendance targets: Regular attendance: Term 1 = 65% Term 2 = 55% Term 3 = 50% Term 4 = 50% Chronic attendance: Term 1 = 5% Term 2 = 10% Term 3 = 15% Term 4 = 17%
Action 2: Grow and strengthen student leadership opportunities	1.Promote Manukura to work alongside and support Amokura	SLT (School Culture) TICs student councils	1-3. Throughout 2026	Growth in student led initiatives and events Assemblies: increase the involvement of students at assemblies

	<p>2. Empower student leaders to lead school-wide initiatives and assemblies</p> <p>3. Increased leadership opportunities for junior students</p>			<p>Increased student involvement in a variety of groups and service activities</p>
<p>Action 3: Promote curricular and extra-curricular opportunities for students to thrive</p>	<p>1. Provide greater visibility for student performances and presentations via assemblies</p> <p>2. Continued growth of sporting, cultural and performing arts opportunities and participation</p>	<p>SLT (School Culture)</p> <p>Pou Tuarongo (Deans)</p> <p>TIC Sports, Arts, Culture</p>	<p>1-2. Throughout 2026</p>	<p>Stocktake of extra-curricular opportunities in the school</p> <p>Increase in co-curricular participation numbers to 40% of school population</p> <p>Community voice: perception of school</p>

Strategic Goal 3	<i>Creating a positive school environment where our school values are visible and are exemplified by students and staff</i>
Annual Target/Goal 3	<i>To embed our school values as the drivers for a positive culture built on belonging and pride</i>
What do we expect to see by the end of the year?	
<ul style="list-style-type: none"> • Widespread understanding and visibility of our school values • Pride in recognising and celebrating a breadth of student achievement across the school • Across-school participation in PHS tikanga 	

Action	Specific Objectives	Who is responsible?	Timeframe	How will it be measured
Action 1: Installation, integration and use of values-based visuals around the school	1.Installation of PHS Mana Values signage across all learning areas 2.Alignment of Mana Values with Mana Ako attributes 3.Improve the physical environment of the school	SLT Business Manager/Property team	1.Term 1 2.Term 1 3.Throughout 2026	Completion of MANA values signage in the hall, Massey corridor and through other learning areas Update of values matrix aligned to MANA Ako attributes Improved visual 'presentation' of the school
Action 2: Implement Te Ara Mana student badge system	1.Formal launch of Te Ara Mana (student badge system) at the start of the year 2.Continual celebration of student achievement through Te Ara Mana presentations 3.Cohesive across-school system for recognising student excellence and service in co-curricular pursuits	SLT (School Culture) Pou Tuarongo (Deans)	1.Term 1 2.Throughout 2026 3.Terms 1 and 2	Analysis of the number of badges given out
Action 3: Honouring the whakapapa and the future of our diverse school community	1.Shared understanding and wider use of our school karakia, waiata and haka 2.Increase in opportunities to showcase student culture and identity	SLT Kaihaapai Students	1.Terms 1-2	Everyone in the school can participate in karakia and waiata at school events – eg assemblies Frequency of student performances at assemblies

Strategic Goal 4	<i>Empowering supportive and engaging connections between iwi, whaanau, community stakeholders and the school</i>
Annual Target/Goal 4	<i>To continue to grow reciprocal relationships with the local community</i>
What do we expect to see by the end of the year?	
<ul style="list-style-type: none"> • A school that is connected to the community by providing physical opportunities for engagement between students and members of the community • Te Tiriti is honoured through reciprocal partnership with whaanau, hapu and iwi 	

Action	Specific Objectives	Who is responsible?	Timeframe	How will it be measured
Action 1: Continue to engage with mana whenua to support curriculum development and community links	1.Partnering with mana whenua to provide expertise to support content creation and delivery 2.Support programmes at Ngaa Hau e Wha marae by providing opportunities for students and staff to participate	SLT Te Waahanga Whakaako staff Board	1-2.Throughout 2026	Relationship established with new Tamaoho Education Advisor Stakeholder feedback from the marae to identify current engagement and future opportunities
Action 2: Grow relationships with the PHS Alumni Association and local community to access expertise and additional resourcing for the school	1.Continue to provide opportunities for ex-students to reconnect with the school 2.Develop the Alumni network with a focus on local business and industry 3.Create and promote career pathways opportunities for students	SLT	1-3. Throughout 2026	Development of industry/business supporters database Successful hosting of an Alumni business networking event