



# Pukekohe High School

## Planning and Reporting 2024

### **Pukekohe High School Strategic Plan 2024**

#### **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 2023 roll return, the school roll was 1850, 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 mid-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 whakatauki: Kia tupu, kia hua, kia puāwai – To grow, prosper and sustain from Kiingitanga leader Princess Te Paea 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



### 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

# Pukekohe High School: Strategic Plan, 2024-27

<b>Strategic Goals</b>  Refer Regulations 7(1)(b)	<b>Which Board Primary Objective does this strategic goal work towards meeting?</b> As set out in Section 127 of the Education and Training Act 2020  Refer Regulations 7(1)(b)	<b>What do you expect to see?</b> What is the anticipated result of successful completion of your Objectives - at the end of 3 years.  What evidence will you see of this?  What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?  Refer Regulations 7(g)	<b>How will we achieve or make progress towards our strategic goals?</b> What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.  These must be based on the identities, needs and aspirations of your school community.  Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.  Refer Regulations 7(e), 7(f)	<b>How will you measure success?</b> You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?  Refer Regulations 7(g)
We will give effect to Te Tiriti o Waitangi	Clause 1 (d)	<ul style="list-style-type: none"> <li>Improved understanding of, and respect for, Te Tiriti principals</li> <li>Evidence of Te Tiriti principles being implemented and upheld in everyday practice</li> </ul>	<ul style="list-style-type: none"> <li>Greater use of te reo Maori, and tikanga</li> <li>Targeted PLD opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from Akonga Maori</li> <li>Feedback from Whanau Roopu</li> <li>Professional Growth Cycle feedback</li> </ul>
We will know and understand our students	Clause 1 (c)	<ul style="list-style-type: none"> <li>Correct use and pronunciation of student and staff names</li> <li>Know what interests and motivates our students</li> <li>Positive learning-focussed relationship between staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>Regular reminders about our priorities</li> <li>The everyday example of SLT and team leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Feedback from whanau</li> </ul>
Ensure a safe, inclusive, and positive environment.	Clause 1 (b)	<ul style="list-style-type: none"> <li>Develop a stronger school culture.</li> <li>Ensure a wide range of positive experiences for each student.</li> </ul>	<ul style="list-style-type: none"> <li>Resource our revamped House System</li> <li>Celebrate diversity and success</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Feedback from staff</li> <li>Feedback from whanau</li> </ul>
We will improve academic results and ensure positive pathways	Clause 1 (a)	<ul style="list-style-type: none"> <li>5-8% improvement full school NCEA results</li> <li>Year 9 &amp; 10 students improving by two asTTle subgroups each year</li> <li>Results for Maori improving by 10-12%</li> </ul>	<ul style="list-style-type: none"> <li>Upskill teachers with appropriate Professional Learning</li> <li>Specific programme to increase attendance and engagement</li> </ul>	<ul style="list-style-type: none"> <li>NCEA results</li> <li>asTTle result</li> <li>Attendance statistics</li> <li>Engagement Reports</li> </ul>

# 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 2024

**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.

### WHAINGA / 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).

### PROFESSIONAL LEARNING PROGRAMME:

In 2024 our PLD focus will be Niho Tangiwha delivered by Evaluation Associates.

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 on our in house TEAMS channel.

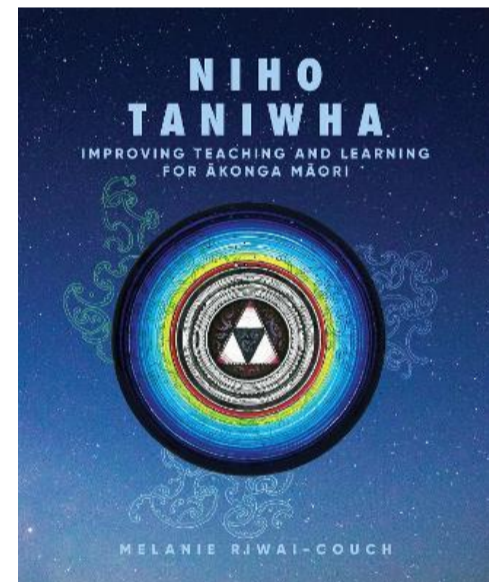
SELF-DIRECTED: The purpose of self-directed time is to provide space for teachers to work independently on their own professional learning, and/or professional growth cycle. This time could be used for research, resource development, planning, reflection, and evaluation in relation to your PGC goal.

### 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](https://www.massey.ac.nz/) (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.

### Literacy

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

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>

### 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.

## Pukekohe High School 2024 Improvement Plan

Annual Goal Regulation 9(1)(a)	Specific Objectives Regulation 9(1)(a)	Actions Regulation 9(1)(b)	Leader Regulation 9(1)(c)	Resources Regulation 9(1)(c)	Measuring and celebrating success Regulation 9(1)(d)
Improve attendance and engagement	<ol style="list-style-type: none"> <li>To increase the number of students attending school regularly (90+% from 2023 levels)</li> <li>To reduce the number of students who have chronic level of attendance (70% or less) from 2023 levels</li> <li>To increase on-time attendance to school</li> </ol>	<ol style="list-style-type: none"> <li>2x termly audit of students (individual level of attendance). Kaitiaki follow-up of those in chronic attendance category – pastoral support, learning support, support with pathways</li> <li>Attendance Support Officer to follow up daily students with 3+ days on unexplained absence – phone calls home, meetings with whanau,</li> <li>Daily lates sign-in process – email comms home</li> <li>School comms re the importance of attendance – newsletter, assemblies, social media</li> </ol>	Murray Sauders DP	SLT (Attendance) Kaitiaki Attendance Support Office; FAS Two people every Period 1 Time at staff briefings and hui	<ol style="list-style-type: none"> <li>Increase in number of students with regular school attendance to meet MOE attendance targets</li> <li>Decrease in the number of students with chronic levels of attendance to meet MOE targets</li> <li>Decrease in the number of students signing in late daily</li> <li>Celebrate continued positive attendance; plus improvement</li> </ol>
Improve teaching practice	<ol style="list-style-type: none"> <li>Staff increasingly see and know the individuals in their classes.</li> <li>Initially, our Māori and Pasifika achieving at the same level as Māori and Pasifika in similar Equity Index 'band', across all three levels of NCEA.</li> <li>Boys achieving at the same level as girls.</li> <li>Shift from red/orange to green across all levels of our Engagement (Traffic Light) reporting with focus on underachieving groups</li> <li>Improved behavioral management in class</li> </ol>	<ol style="list-style-type: none"> <li>Niho Taniwha PLD for teaching staff involving full staff hui, observation and reflection.</li> <li>Alignment of Professional Growth Cycle goals to teaching practise.</li> <li>Data tracking systems – class &amp; whole cohort level with interventions.</li> <li>Staff use and respond to student voice (Rongohia te hau questions)</li> <li>BR4L review of process and reinforce process with staff.</li> </ol>	Suz Powar DP	Budget appropriate PLD and MMA's	<ol style="list-style-type: none"> <li>NCEA results ↑ 5% on 2023</li> <li>Establish a baseline re Effective Teaching Practice. Then show a shift along the continuum of practice from Term Two to Term Four observations.</li> <li>Regarding student perceptions: A positive shift from Term Two to Term Four in perceptions expressed by student voice</li> </ol>
Build pride in Pukekohe High School	<ol style="list-style-type: none"> <li>Improving school culture by acknowledging and rewards examples or our school values.</li> <li>Getting groups to compete in ASB Polyfest</li> <li>Students feel their culture is respected and celebrated at PHS</li> <li>Having whole school sports events</li> <li>Improvement compliance with uniform</li> <li>Increases pride in representing the school</li> </ol>	<ol style="list-style-type: none"> <li>Setting up the ability in KAMAR for teachers to acknowledge when they have seen students demonstrating the school values.</li> <li>Supporting the four PolyFest groups we have set up and entered to be ready to perform and do their best on the national stage; and building from Polyfest with groups being active for language weeks</li> <li>Interhouse Athletics, Swimming, and Cross Country sports events</li> <li>Uniform Review</li> <li>Celebrate high achievements of students e.g. cultural, sports, art.</li> </ol>	Steve Langdon DP	Support House Leaders, Arts, Cultural, Sports Dept Time at staff briefings and hui	<ol style="list-style-type: none"> <li>Once set up we will have data that can be pulled from KAMAR to show how the students and showing values and improving to show</li> <li>Numbers of students and whanau coming to practices and showing effort for the event</li> <li>Appointment of new TIC of House Events this year and Whole School Inter-House Athletics</li> <li>Feedback from Staff, Students &amp; Whanau about living our values as evidenced via such things as the 'points' on KAMAR</li> </ol>