



# Pukekohe High School

Education institution number:

**103**

School type:

**Secondary (Year 9-15)**

Website:

**<http://www.pukekohehigh.school.nz>**

School gender:

**Co-Educational**

Telephone:

**[09-2370117](tel:09-2370117)**

Total roll:

**1783**

Address:

**14 Harris Street , Pukekohe**

**[View on map](#)**

## Reports for Pukekohe High School

### Most recent reports

**[Profile Report March 2024](#)**

**[Board Assurance Report March 2024](#)**

**[Provision for International Students March 2024](#)**

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### Previous reports

**[Pukekohe High School February 2021](#)**

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## Pukekohe High School

07 Mar 2024

**Te Ara Huarau | School Profile Report**

**Background**

This Profile Report was written within 13 months of the Education Review Office and Pukekohe High School working in Te Ara Huarau, an improvement evaluation approach used in most English Medium State and State Integrated Schools. For more information about Te Ara Huarau see ERO's website. [www.ero.govt.nz](http://www.ero.govt.nz)

## Context

Pukekohe High School is located on the borders of South Auckland and Waikato, it provides education for students from years 9 to 13. The school promotes the values of manaakitanga, pūmautanga, arāhitanga and kotahitanga. The school is currently recruiting for a principal for 2024.

Pukekohe High School's strategic priorities for improving outcomes for learners are to:

- develop teaching capabilities to ensure that the needs of diverse learners are fully met
- enhance the ability of school leaders and staff to continuously improve and evaluate what they do as a school
- create a physical, social and emotional environment that supports innovative teaching and learning and a strong sense of wellbeing
- form meaningful and respectful partnerships with the whole community
- be an active treaty partner and example of biculturalism in the community.

You can find a copy of the school's strategic and annual plan on Pukekohe High School's website.

ERO and the school are working together to evaluate how effectively professional learning is developing teachers and leaders' capability to improve outcomes for learners.

The rationale for selecting this evaluation is to:

- enhance strategies for effective pedagogy to improve levels of engagement and achievement for all, with a specific focus on Māori and Pacific schoolwide
- strengthen leadership capability to support and develop pedagogy across the school.

The school expects to see greater consistency of teacher practice, effective collaboration within learning teams, increased engagement and equitable achievement for all learners.

## Strengths

The school can draw from the following strengths to support its goal to improve student outcomes.

- A well-considered professional development plan is established, resourced by the school and board and is being enacted to support improvements in teaching capability.
- Systems and processes are in place to further support evaluation of learning programmes and outcomes.
- Consultation with whānau, hapū and iwi is in place to support ongoing partnerships in curriculum development and strategic direction of the school.

## Where to next?

Moving forward, the school will:

- review and refine effective pedagogy framework to measure effective teaching and identify areas for further development to increase student engagement and achievement
- utilise the cycle of professional learning to provide opportunity for staff to collaborate and share shifts in practice

- continue to embed systems and processes for effective evaluation, that includes student voice, to identify what is working, for whom and next steps.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. ERO will support the school in reporting their progress to the community. The next public report on ERO's website will be a Te Ara Huarau | School Evaluation Report and is due within three years.

Shelley Booysen  
Director of Schools

7 March 2024

### **About the School**

The Education Counts website provides further information about the school's student population, student engagement and student achievement. [educationcounts.govt.nz/home](https://educationcounts.govt.nz/home)



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## Pukekohe High School

**07 Mar 2024**

**Board Assurance with Regulatory and Legislative Requirements Report 2023 to 2026**

As of August 2023, the Pukekohe High School Board has attested to the following regulatory and legislative requirements:

**Board Administration**

Yes

**Curriculum**

Yes

**Management of Health, Safety and Welfare**

Yes

**Personnel Management**

Yes

**Finance**

Yes

**Assets**

Yes

**Further Information**

For further information please contact Pukekohe High School, School Board.

The next School Board assurance that it is meeting regulatory and legislative requirements will be reported, along with the Te Ara Huarau | School Evaluation Report, within three years.

Information on ERO's role and process in this review can be found on the Education Review Office website.

Shelley Booyesen  
Director of Schools

7 March 2024

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## Pukekohe High School

07 Mar 2024

**Provision for International Students Report**

**Background**

The Education Review Office reviews schools that are signatories to the *Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* established under section 534 of the Education and Training Act 2020.

## Findings

The school is a signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 established under section 534 of the Education and Training Act 2020. The school has attested that it complies with all aspects of the Code and has completed an annual self review of its implementation of the Code.

At the time of this review there were 20 international students attending the school, and no exchange students.

Pukekohe High School's annual self-review processes are mostly effective. The school provides academic, cultural, and extra-curricular learning opportunities for international students. Pastoral systems support students to integrate into the school, experience success in their chosen academic pathway, and support transition into future study and or employment if required. The school is currently reviewing and refining their systems and processes for International Students.

Shelley Booysen  
Director of Schools

7 March 2024

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