



Pukekohe GROWING GREAT
HILL SCHOOL PEOPLE, TOGETHER!

STRATEGIC PLAN

20
26

Pōipōia te kakano kia puawa

An Introduction to Pukekohe Hill School

In the 1940s and 1950's there was a high Māori population in Pukekohe. This was largely due to the work offered in the market gardens around this area. During this time, living conditions were difficult and the Māori community suffered several epidemics, such as smallpox and Influenza as well as being marginalised and with restricted access to many spaces and services within Pukekohe. Up until 1951, the central Pukekohe area was served by a single public primary school - Pukekohe Central. It was during the late 1930s that non Māori parents advocated for and made requests to the Auckland Education Board for the building of a Native School. In 1945, this request was granted.

On the 26th of May 1952 the Pukekohe Native / Māori School for Māori was officially opened, which was the only time in the history of Aotearoa that the Education Board allowed for the creation of a public school that was exclusively for Māori. Mr R.W Bates was the first Headmaster with a roll of 63 children. Pukekohe Native / Māori School was a late example of the establishment of a Native School. By the time the decision to have a Native / Māori school in Pukekohe was made, discussions had already started regarding the phasing out of Native schools and their transfer to regional education boards. The Native / Māori School concept was formally abolished in 1969.

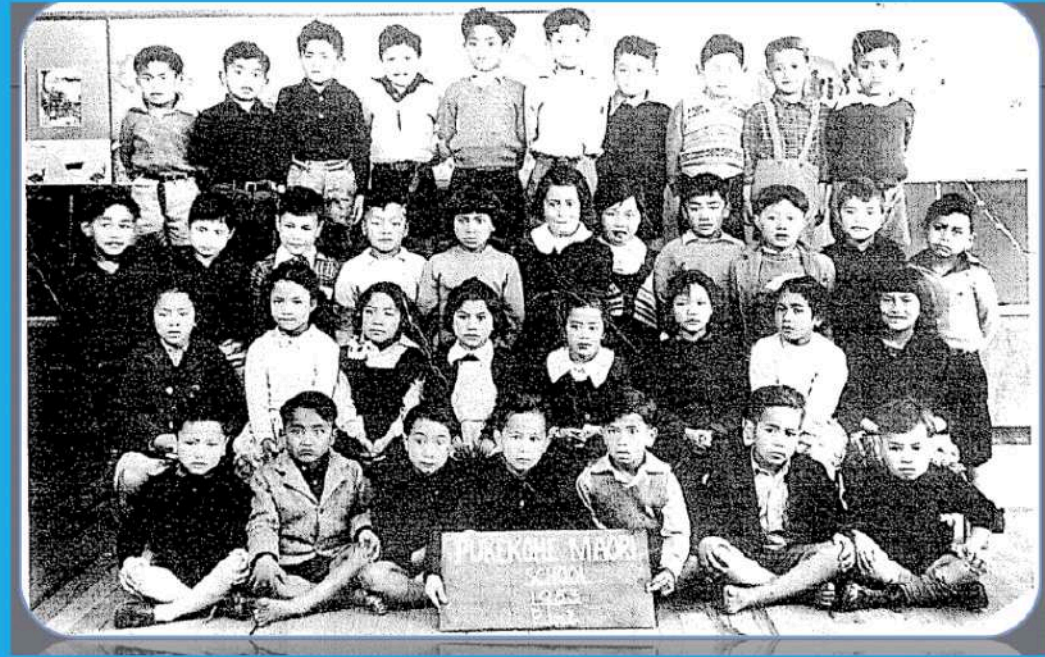


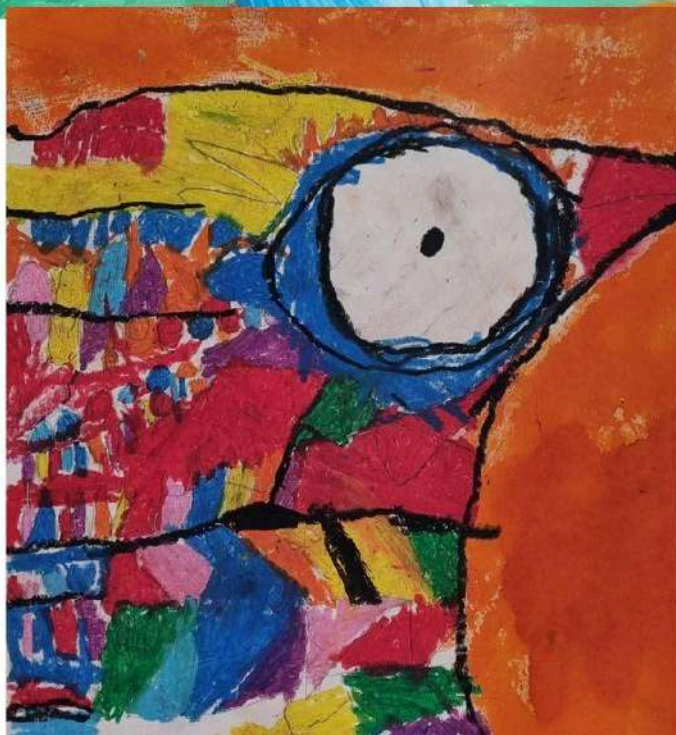
History

In 1966 the school was passed over to the Auckland Education Board and became a contributing school known as Pukekohe Hill School. The school was reopened under its new name on the 1st of February 1966. During the year a new four-classroom block was completed which is now called the Manning Block named after previous principal Mr Len Manning which was used for junior classes.

In 1952 the establishment of a Community Hall was built on the school grounds. The hall was originally named, 'Nga Hau e Wha' by Princess Te Puea Herangi. For over 30 years it was on the school site and was used to celebrate and serve the Māori community, until it was relocated in 1984 to Beatty Road. This was situated on Ward Street near where our swimming pool currently sits.

Pukekohe Hill School has continued to grow to its current size of approximately 550 students. Whanaungatanga is an important part of our school culture, with a number of our current students who whakapapa back to former pupils of Pukekohe Māori School





WHAT MAKES PUKEKOHE HILL SPECIAL?

WHAT OUR PEOPLE SAY

A beautiful bubble of wonderful learning and kindness..
A kind, caring and comfortable place.
A place for us to grow.
A happy waka rowing in a sea of learning.
(Room 3 - Year 2)

...Fantastic environment, covers all cultures very well, all the teachers are amazing
(Parent feedback)

. We all follow the RICH Values to make us awesome Pukekohe Hill School pupils.
(Room 23- Year 4)

Positive school culture:
A warm, inclusive environment where respect, responsibility, and kindness are valued.

Whānau Survey

....awesome because of its awesome environment, teachers, activities, friendships and sense of belonging. I've had the best years of my life at this school. (Room 14 - Year 5/6 students)

(Room 15 - Year 5/6)

Our *RCH* values



**Maruwehi -
Respect**

We use positive language and behaviour when interacting with others

We respect ourselves, others, property and the environment



**Rahiri -
Inclusion**

We help one another.
We can include everyone in work and play.



**Manaakitanga -
Care**

We care for ourselves, others, our school, and the environment.
We are caring, kind and willing to share.



**Ngākaupono -
Honesty**

We take responsibility for our actions.
We are honest even when no-one is looking.

Learner Powers



Kia pātaimai



Whakawhiti whakaaro



Kia manawanui



Hono matauranga



Āta whakaaro



Kia māia



5 YEAR *Goals* STRATEGIC



**WE PRIORITISE WELLBEING
TO BUILD HAUORA AND
RESILIENCE**



**WE PROVIDE WHĀNAU WITH
OPPORTUNITIES TO CONNECT
TO THEIR CHILD'S LEARNING.**



**WE ENABLE OUR ĀKONGA
TO BE HIGH ACHIEVERS**



**WE DELIVER ENGAGING
LEARNING OPPORTUNITIES**

5 YEAR STRATEGY PLAN

GROWING GREAT PEOPLE,
Together!



Confident Whakamanawa

Strategic Goal-
We prioritise wellbeing to build hauora and resilience

2025

Integrating & extending Mitey learning across the curriculum

2026

Improving emotional regulation

2027

Embed Mitey practices school-wide with consistent wellbeing language

2028

Emotional regulation approaches through staff coaching and student-led hauora initiatives.

2029

Deepend resilience practices allowing self managing of personal wellbeing.



Connected Whānaungatanga

Strategic Goal-
We provide whānau with opportunities to connect to their child's learning

Increasing opportunities to see learning in action

Create meaningful opportunities for whānau to connect with learning.

Establish regular whānau-led learning conversation to share aspirations & progress.

Expand digital partnerships to view progress & achievements in real time.

Grow whānau voice events & partnerships with Ngā Hau e Whā and local iwi.



Capable Āheitanga

Strategic Goal-
We enable our ākonga to be high achievers

Developing consistency in delivery of the school-wide Maths programme.

Designing learning to promote deep understanding

Implement instructional routines of Science of Learning.

Coherence in progressions to allow identify goals & next steps across learning areas.

Strengthen accelerative practices for priority learners

Outcomes
Reading- 74%
Writing - 65%
Maths - 64%

Goals
Reading- 75%
Writing - 67%
Maths - 70%

Goals
Reading- 77%
Writing - 70%
Maths - 75%

Goals
Reading- 79%
Writing - 73%
Maths - 78%

Goals
Reading- 80%
Writing - 75%
Maths - 80%



Creative Auahatanga

Strategic Goal-
We deliver engaging learning opportunities

Delivery of team- wide, hands-on learning experiences linked to concept learning.

Increasing hands-on learning experiences that spark creativity & wonder

Authentic, hands-on experience linked to the wider community.

Opportunities for student-designed learning experiences & interest-based projects.

Embed collaborative concept learning outcomes with the community

Poipoiā te kākano kia puawai

GROWING GREAT PEOPLE, 2026 Together!



Confident- Whakamanawa

Strategic Goal-
We prioritise wellbeing to build hauora and resilience

Strategic Initiative
Improving emotional regulation

Measure of Success
Increased understanding of emotional regulation strategies



Connected- Whānaungatanga

Strategic Goal-
We provide whānau with opportunities to connect to their child's learning

Strategic Initiative
Create meaningful opportunities for whānau to connect with learning.

Measure of Success
Whānau voice survey shows increased ability to support learning at home.



Capable- Āheitanga

Strategic Goal-
We enable our ākonga to be high achievers

Strategic Initiative
Designing learning to promote deep understanding

Measure of Success
Teacher voice demonstrating confidence to draw on science of learning principles to plan and deliver lessons



Creative- Auahatanga

Strategic Goal-
We deliver engaging learning opportunities

Strategic Initiative
Increasing hands-on learning experiences that spark creativity & wonder

Measure of Success
Teacher voice shows increasing confidence to deliver a curriculum that fosters engagement and sparks wonder.

Poipoia te kākano kia puawai



CONFIDENT - WHAKAMANAWA

"WE PRIORITISE WELLBEING TO BUILD HAUORA & RESILIENCE"

STRATEGIC GOAL: Improving emotional regulation

1

Strengthen deliberate teacher-student connection practices, including pre-bell engagement and in-class interactions

FOCUS AREAS

2

Develop a shared, consistent response when learners become dysregulated

KEY ACTIONS

Rotational focus list — each teacher intentionally connects with 3-5 targeted students per week.

"Positive first contact" actions — early term dojo message or email home to connect with whānau

Staff sharing of 'connect conversations' topics, starters, and strategies

Trial of quick pre-bell check-in boards (e.g., emoji, colour card, or scale) to gauge wellbeing

OUTCOMES

Teachers feel confident of knowing their learners and connections with them.

KEY ACTIONS

All staff attending - Trauma Informed Practice workshop with Jase Williams

Create school-wide kete with consistent tools to help all learners stay regulated (breathing, movement breaks, grounding)

In consultation with stakeholders, develop a clear, consistent process to support and respond to dysregulated learners

OUTCOMES

Teachers demonstrate increased confidence and consistency in supporting learners experiencing dysregulation.

Students independently select and use an appropriate regulation strategy.

MEASURE OF SUCCESS

Increased understanding and use of emotional regulation strategies



CONNECTED- WHĀNAUNGATANGA

“WE PROVIDE WHĀNAU WITH OPPORTUNITIES TO CONNECT TO THE CHILD’S LEARNING”

STRATEGIC GOAL: Create meaningful opportunities for whānau to connect with learning

1

Sharing of learning with whānau & developing stronger home/school partnerships

FOCUS AREAS

2

Reinforcing student Whānau Group connections through whole school events

KEY ACTIONS

Regular scheduled opportunities to share and connect children’s learning with whānau.

Provide authentic school-wide opportunities to connect within and across the wider school community.
e.g. Growers Festival, Te Puea Day,

Scheduled Dojo posts & newsletters with a focus on learning and progress.

KEY ACTIONS

Include mixed-age collaborative challenges within events (e.g., team wero, problem-solving tasks).

Refine processes to track and celebrate whānau group achievements (eg visual total board, events trophy).

Increase visual connections to whānau groups - assembly banners, flag pole flags, junior banners.

Explore non-sports-based whānau group activities - haka, singing, spelling, basic facts

OUTCOMES

Termly School Wide events with Whanau invited in

Twice-termly open afternoons - scheduled classroom open times with a schoolwide shared learning focus

OUTCOMES

Schoolwide events (one each term) with strong Whanau Group presence (e.g. colour run, tabloid sports, cross country, athletics)

MEASURE OF SUCESS

Whānau voice survey shows increased ability to support learning at home.



CAPABLE- ĀHEITANGA

“WE ENABLE OUR ĀKONGA TO BE HIGH ACHIEVERS”

STRATEGIC GOAL:

Designing learning to promote deep understanding

1

Build staff understanding of the refreshed Literacy and Numeracy curriculum through deliberate, structured unpacking.

FOCUS AREAS

2

Lift learner achievement through consistent retrieval practice, embedded in co-planning and classroom programmes.

KEY ACTIONS

Use staff meetings to unpack key vocabulary and content from the refreshed NZ Mathematics curriculum

Share and embed agreed teaching strategies for developing Math Vocabulary into classroom practice

Team meetings aligning literacy tools with refreshed curriculum - e.g. Writing Progression Cards

Observation cycles focused on Vocab unpack in Math lessons

KEY ACTIONS

Team meetings focusing on different strategies to enhance learning recall and retention.

Co-plan cycles develop teacher practice about 'making learning stick' and reflect on effectiveness of actions

Termly 'learning sprints' focusing on a short 5-10 minute school-wide daily retrieval practice routine.

OUTCOMES

Students show improved comprehension of word problems (pre/post tasks).

Maths vocab tools are visible in classrooms and present in students' journals

OUTCOMES

Teacher voice shows improved retention of key content learning.

Increased student confidence and progress in basic facts fluency (termly assessments).

MEASURE OF SUCCESS

Teacher voice demonstrating confidence to draw on science of learning principles to plan and deliver lessons



CREATIVE- AUAHATANGA

“WE DELIVER ENGAGING LEARNING OPPORTUNITIES”

STRATEGIC GOAL: Increasing hands-on learning experiences that spark creativity and wonder

1 Enhance Concept Learning through hands-on learning experiences.

FOCUS AREAS

2 Increase learner engagement by focusing on the updated Science Curriculum in Concept.

KEY ACTIONS

Provide authentic, real-world learning experiences through trips, hook-ins, and experiential learning linked to Concepts.

Rotations incorporated into team planning to ensure consistency of hands-on experiences for learners.

Extend learning through authentic connections from the classrooms to whanau or the local community.

Foster interest-based and extension learning opportunities or projects with the Concept Enrichment Leaders

OUTCOMES

Students' reflections show engagement & deep understanding of concepts

All students participate in at least one authentic learning experience per term.

KEY ACTIONS

Build staff knowledge of Draft Science Curriculum through TLs leading co-construction of planning and actions.

Use culminating tasks and student reflections (Dojo posts, Wonder Walls, open days such as Grandparents/Matariki).

Encourage student voice in sharing their learning and wonderings.

OUTCOMES

Student reflections demonstrate understanding and connection to key concepts (through re-visiting Wonderings) and culminating tasks.

Whānau feedback highlights meaningful, memorable experiences

MEASURE OF SUCESS

Teacher voice shows increasing confidence to deliver a curriculum that fosters engagement

Resources & Property Plan



	2025	2026	2027	2028	2029	2030
Buildings - 5 Year Property Agreement	<ul style="list-style-type: none"> • Refurbishment of Rooms 20,21 & 22 • Sizemore block toilets • Switchboard Replacement • Fire System Replacement 	<ul style="list-style-type: none"> • Heat Pump Replacement • Walkway Roof Replacement 	<ul style="list-style-type: none"> • Heat Pump Replacement 	<ul style="list-style-type: none"> • Block 10: New Outdoor Learning Area 	<ul style="list-style-type: none"> • New 5 Year Agreement • Refurbishment of Blocks 4 & 16 (Manning Block, Staff Room/Library/Rm 30. 	<ul style="list-style-type: none"> • Refurbishment oRooms 1-4
Board & Community Funded Projects	<ul style="list-style-type: none"> • Swimming pool gate replacement • Hall entrance courtyard area. • Landscaping of old sandpit area • Pool - internal painting • Re-keying School Project 	<ul style="list-style-type: none"> • Hall doorways extending to the courtyard area. 	<ul style="list-style-type: none"> • Room 1-4 covered area 	<ul style="list-style-type: none"> • Floor coverings in the office area 	<ul style="list-style-type: none"> • Replacement of artificial turf on senior courtyard area. 	<ul style="list-style-type: none"> • Office floor coverings
Equipment	<ul style="list-style-type: none"> • Replacement of 20 x 2018 model chromebooks. • Replace 10 x 2018 ipads • Laser cutter 	<ul style="list-style-type: none"> • Replacement of robotics/IT Tinker time box equipment. • Chromebook replacement as per plan (40 x 2019 model) • Replace 20 x 2018 ipads. 	<ul style="list-style-type: none"> • Replacement of 2019 ipads • Replacement of chromebook 40 x 2020 chromebooks. 	<ul style="list-style-type: none"> • 3D printer replacement • Photocopier lease renewal • Replace 5 x 2019 Data projectors with TV's 	<ul style="list-style-type: none"> • Chromebook replacement- 20 	<ul style="list-style-type: none"> • Replace laser cutter
Cyclical Painting Programme	<ul style="list-style-type: none"> • Refurbishment of Learning Support space. 	<ul style="list-style-type: none"> • External painting: Block 3,4,6,8,9,11, ext Doors, posts, rails 	<ul style="list-style-type: none"> • Block 16 (library) internal repainting 	<ul style="list-style-type: none"> • Block 14 (Room 25 & 26) external repainting • Block 3A (Room 27) & Block 4 (Room 8-11) Block 6 (room7) internal 	<ul style="list-style-type: none"> • Block 10 - Hall repainting 	<ul style="list-style-type: none"> • Office block painting
Admin & Communications	<ul style="list-style-type: none"> • Review of the Welcome to Hill booklet 	<ul style="list-style-type: none"> • Staff handbook 	<ul style="list-style-type: none"> • Refreshment of school website 	<ul style="list-style-type: none"> • EOTC review 	<ul style="list-style-type: none"> • Begining School booklet 	<ul style="list-style-type: none"> • Staff Handbook.

Systems & Processes Plan



Targeted Actions	Desired outcome	Responsible (who is doing the work)	Accountable (who checking it is done)	Outcome
<ul style="list-style-type: none"> School Icons 	Development of school icons / graphics that reflect our Learner Powers. These icons reflect our history of being a Māori School.	Lee Motu	Simon Williams	
<ul style="list-style-type: none"> Review of Evacuation Procedures 	Review of evacuation process and documentation to ensure all staff are aware of responsibilities and expectations.	Simon Williams	Vicky Keary	
<ul style="list-style-type: none"> Continued review of Individual Education Plan process 	Continued review of Learning Support programme with a focus on process for identification of learning needs and support students with individual learning plans. Aim is to ensure these processes are clear and manageable.	LSC	Simon Williams	
<ul style="list-style-type: none"> Learning Support Register 	Continued refinement and strengthening of the Learner Support Register to enable wider access to trends, patterns and student information.	LSC	Simon Williams	