



School Report - Pukehou School 2652

About the school

Pukehou School is a rural school located south of Hastings. The school vision is to provide an environment that promotes curiosity, creativity, and a sense of wonder for learners. It is an Enviro School and has a commitment to education for sustainability and integrate this across the curriculum and practices. The school's values are *manaakitanga* (respect), *tanga whenuatanga* (citizenship), *oranga* (health), and *whanaungatanga* (relationships) guide interactions and learning across the community.

About the review

Every New Zealand state and state integrated school is reviewed by ERO at least every four years to assess strengths and areas for improvement. The ERO team visits the school, gathers information by talking to students, parents, staff, and school board members, observing teaching in classrooms, and reviewing school information documents such as assessment data and school planning.

What do we review and report?

ERO reviews and reports on outcomes for students, school conditions that underpin success, and steps for school improvement. This report includes a snapshot, and overview and a full report and our School Reports focus on the following areas:

- **Achievement** and progress including reading, writing and mathematics
- **Engagement** and belonging
- **Equity**
- **Attendance**
- **Leadership** and school improvement
- The **curriculum** and **quality of teaching**
- **Assessment**
- Provision for students with **additional needs**
- **Governance** and the school board
- **Health and safety**

What do our judgements mean?

Excelling	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
Doing well	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
Working towards	There are gaps in performance; aspects of improvement are evident but there is variability.
Improvement required	There are significant and sustained gaps in school performance and urgent improvement is required.

Pukehou School: Snapshot

ERO makes judgements on 14 areas. The Snapshot below shows how many of ERO’s judgements for this school are Excelling, Doing well, Working towards or Improvement required. The judgments are based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.

Judgement	Number of areas													
Excelling														
Doing well														
Working towards														
Improvement required														
Student health and safety	Meets expectation. Pukehou School is taking reasonable steps to ensure student health and safety.													

Pukehou School: Overview

The Overview below shows for each of the 14 areas ERO's judgements on whether this school is Excelling, Doing well, Working towards or Improvement required and why. This provides more information about the judgements in the Snapshot.

Student achievement	Doing well	Overall achievement is generally strong. Most learners achieve at expected levels, and outcomes are improving over time.
Student progress	Doing well	Most students are progressing and achieving at the expected rate of progress and achievement for their year level.
Reading and writing	Doing well	Most students meet or exceed expected curriculum levels for their year-level.
Mathematics	Doing well	Most students meet or exceed expected curriculum levels for their year-level.
Attendance	Working towards	A small majority of students attend school regularly.
Engagement and belonging	Doing well	Most students report feeling included, and supported, the school address barriers to engagement and continue to strengthen inclusion and partnerships with families and whānau.
Equity	Working towards	Results are becoming more equitable for all groups of learners.
Leadership	Working towards	Leadership is developing. Leaders are beginning to put improvement systems in place and are using evidence to inform planning.
Teaching	Doing well	Learners benefit from good quality teaching practice that improves progress and achievement in reading, writing and mathematics.
Curriculum	Working towards	There is a consistent focus on supporting learners to build foundational skills in reading, writing and mathematics.

Assessment	Working towards	Teachers are developing their use of assessment information to adjust teaching practices to ensure ongoing improvement in teaching and learning.
Provision for students with additional needs	Doing well	Learners with additional needs are well supported to make progress and achieve.
School improvement	Working towards	The school is establishing planning and conditions that support improvements in the quality of education for learners.
Governance and the school board	Doing well	The school board supports improvement through informed governance and effective community engagement.

How do we report percentages?

Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 64%	65 to 79%	80 to 90%	Over 90%

Further information about this school and report can be found on the last page.

Pukehou School: Full Report

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa. We acknowledge the collective effort, responsibility, and commitment by all to ensure that the child remains at the heart of the matter.

Outcomes for students

Achievement

Achievement is generally strong. Most students meet or exceed expected levels in reading, writing and mathematics. Outcomes are not yet equitable for Māori learners, particularly in reading and writing.

Progress

Students' progress is improving but remains uneven. Most students make expected progress in writing and mathematics. Progress in reading is variable over time and across year levels. Progress is not yet equitable for Māori learners, particularly in reading and writing.

The school use good quality systems to identify, track, and support priority learners, but needs to strengthen evaluation of which interventions most accelerate student progress.

Reading, writing and mathematics

Most learners meet or exceed expected curriculum levels in reading and writing, and mathematics. Achievement in writing is improving, mathematics remains consistently high, and reading is showing some decline. While most students achieve at expected levels, achievement outcomes are not yet consistently equitable across all learner groups.

Attendance

Regular attendance remains a significant concern for the school. A small majority of students attend regularly, which is well below the Government target of 80% and shows little improvement from previous years.

Attendance patterns are not yet equitable across all groups of learners, and ongoing absence continues to impact learner progress, and achievement. The school has established systems and an Attendance Management Plan to monitor attendance and work alongside whānau to address barriers; however, improving regular attendance remains a key priority.

Engagement and belonging

Most students experience a positive and inclusive learning environment where relationships are valued and wellbeing is supported. The school fosters belonging through its values, wellbeing practices, and a clear focus on supporting learners with additional needs.

Students are generally supported to participate in learning and school life, and barriers to engagement are actively addressed. Low levels of attendance continue to impact engagement and participation for some learners.

The school continue to strengthen partnerships with whānau and further embed the regular collection and use of student and whānau voice to inform wellbeing and engagement initiatives.

Equity

Achievement outcomes are becoming more equitable; however, disparities remain for some groups of learners, particularly Māori learners in reading and writing.

The school uses effective processes to identify and monitor priority learners and provide targeted support. The next step is to strengthen evaluation of interventions and teaching strategies to better understand which approaches have the greatest impact on accelerating progress and reducing disparity.

School conditions for success

Leadership

Leadership is developing. Leaders are beginning to put improvement systems in place and are increasingly using evidence to inform planning and decision-making. Positive steps have been taken to strengthen teaching practice, build staff capability, and improve assessment processes.

However, leadership systems are not yet fully embedded, and greater evaluation of the effectiveness of initiatives is needed to ensure actions lead to sustained improvements in learner progress, achievement, attendance, and equity.

Teaching

Teaching is effective and increasingly consistent across the school. Teachers create positive learning environments, use assessment information to inform teaching, and provide targeted support for learners requiring additional assistance. Learners benefit from teaching practices that support progress and achievement in reading, writing and mathematics. Continuing to strengthen the evaluation of teaching approaches will help identify the practices that have the greatest impact on accelerating learner success

Curriculum

The curriculum provides learners with opportunities to develop knowledge, skills, and competencies across a range of learning areas, with a particular focus on literacy and mathematics. Teachers are working to align curriculum delivery with learner needs and the school's vision and values. While there is a consistent emphasis on supporting achievement in core learning areas, curriculum review and evaluation processes are still being strengthened. The next steps are to further embed a coherent local curriculum, ensure learning programmes effectively respond to the diverse needs of learners, and evaluate the impact of curriculum decisions on learner progress, engagement, and equity.

Assessment

Teachers use a range of assessment tools and achievement information to monitor student progress and achievement in reading, writing, and mathematics. The recent introduction of the SMART (Student Monitoring, Assessment and Reporting Tool) is strengthening teachers' confidence in gathering, analysing, and interpreting data.

Assessment information is used to identify priority learners, guide targeted teaching, and support tracking of progress over time. While systems for collecting and monitoring data are well established, the school is continuing to strengthen how assessment information is evaluated and used to determine the effectiveness of teaching practices and interventions in accelerating learner outcomes.

Provision for students with additional needs

Learners with additional needs are well supported to participate, progress, and achieve. The school has effective systems to identify, track, and monitor these learners and provides targeted support and access to external agencies and specialist services where appropriate.

The Special Educational Needs Coordinator (SENCO) coordinates support, including the development of individual education plans and works alongside whānau and external agencies to respond to learners' strengths and needs. School wide processes help ensure learners are included and supported to access the curriculum alongside their peers.

Governance

The Pukehou School Board provides effective governance that supports school improvement and learner success. The board work collaboratively with leaders, use available information to guide decision-making, and engage with the school community to support positive outcomes for learners.

Next steps for improvement

All schools look to continue to improve, even those that are excelling. The table below sets out ERO's recommended next steps.

Improvement priority	Action within three months	Action within six months	Every six months / annually	Expected outcomes
The school board, principal and teachers review the effectiveness of strategies in the Attendance Management Plan and adjust accordingly.	Leaders and teachers implement consistent attendance practices and actively monitor and reduce student absence.	Strengthen school-wide attendance practices including monitoring to sustain regular attendance and reduce barriers for all learners.	The school board and leadership team review how well attendance initiatives are working and respond accordingly.	Sustained high levels of regular attendance that meet the Government's target of 80%.
Enhance assessment use across classrooms to better track learner progress, guide teaching, and report effectively to learners, whānau, and the board.	Leaders and teachers use assessments to track progress, guide teaching, and identify needed support.	Leaders ensure findings from internal evaluation directly inform strategic planning, annual goals, and resourcing decisions.	Leaders and teachers review evidence of impact and refine teaching and improvement actions, reporting to the board on impact.	Evaluation is consistent, evidence-based, and leads to improved learner progress and outcomes.

Leaders and teachers assess how updated curriculum and assessment practices are enhancing equitable student progress and achievement.	Leaders ensure consistent schoolwide implementation of the revised English and Mathematics curriculum with clear teaching expectations.	Leaders and teachers collaborate to ensure the local curriculum effectively guides teaching and improves learner outcomes.	Leaders use evidence-based evaluation to guide strategic planning and resource allocation, aiming to accelerate all learners' progress.	Effective schoolwide collaboration enhances collective capability and supports ongoing equitable learner improvement.
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Regulatory and legislative requirements

This section of the report reviews the school's policies, procedures, documentation, and checks that it meets all regulations, maintains a safe environment, and supports students' wellbeing.

During this review the Board has attested to meeting regulatory and legislative requirements in the following areas:

Board administration	Yes
Curriculum	Yes
Attendance	Yes
Management of health, safety and welfare	Yes
Personnel management	Yes

School Improvement

ERO has confidence that Pukehou School has the ability to bring about improvement. The School demonstrate a clear understanding of its improvement challenges and have planned and purposeful actions to address them.

The next public report on ERO's website will be within four years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
 Director of Schools

10 September 2026

Further information about the school

Type of school	Full primary school Co-educational
Year levels	Years 1 to 8
School roll	New Zealand European/Pākehā (91%), Māori 32%, Pacific 2%, Asian 2%. MELLAA 2%.
Student population	40. The school roll has increased by 3 since the last ERO review.
Equity Index (EQI)	This school's EQI is 452 which places it in the average range. This means a small majority students at this school face more socioeconomic barriers to achievement than average.
Immersion & Bilingual Education	Pukehou School does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	School Evaluation Report December 2022

School information

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones educationcounts.govt.nz/home.

What does EQI mean?

The Equity Index (EQI) is a number assigned to each school, ranging from 344 to 569. It estimates the extent to which students face socio-economic barriers to education and achievement. The Higher EQI the more barriers students in the school face.

EQI is **NOT** a measure of school quality or performance. It's about funding and support needs for the school.