



# PROGRESS REPORT

January 2026



Over the past several years, Cobden School has continued to make strong progress in strengthening attendance, engagement, planning, implementation and communication across our community. This is a summary report of that progress which includes:

- actively focusing on ways to track and improve attendance,
- finalising a community-informed Graduate Profile,
- completing our 2026–2028 Strategic Plan, with refreshed branding,
- interpreting the new English and Maths & Statistics curriculum and aligning assessment practices with Ministry requirements,
- designing a Curriculum Plan (2026 - 2028) to broaden and deepen learning,
- ongoing updates continue to be reviewed as per Ministry directives.

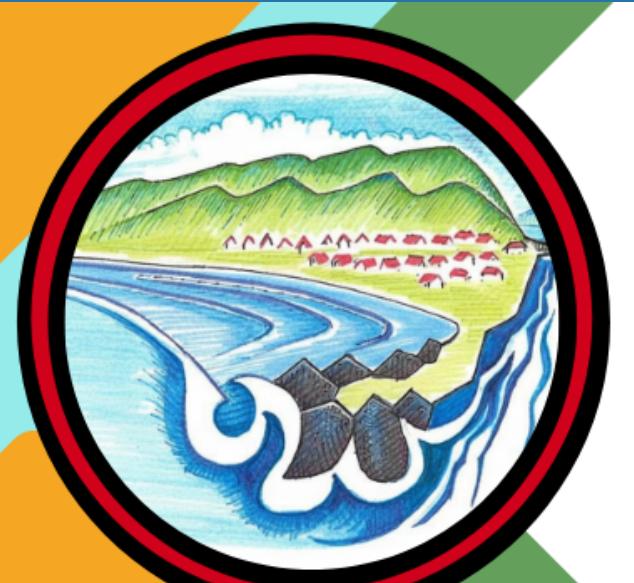


Together with our community, we are strengthening the foundations at Cobden School—building clarity, connection, and confidence in our teaching and learning so every child can thrive now and into the future."

Noula Markham, Principal

**TE KURA O COBDEN  
COBDEN SCHOOL**

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# UPDATES AT A GLANCE

## ATTENDANCE

We have analysed attendance trends, acknowledged the ongoing strengths of partnerships with parents and shared our successes via social media. At a policy level, we crafted our School Attendance Plan and published this widely.

**Cobden School Attendance Management Plan (AMP)**  
First version approved by Cobden School December 2025

**Overarching Attendance Objectives and Strategic Priorities**

**Why Attendance?**  
Regular attendance is essential for student success. It supports social development, well-being, and academic achievement.

**Strategic Target**  
80% of students attending over 90% of the time by 2030

**1. Legal Obligations**  
All students aged 6-16 must attend school daily unless there is a justified reason (Education and Training Act 2020). Parents/caregivers are responsible for notifying the school.

**2. Expectations**  
Parents notify absence via Skool Loop or voicemail, or other means of communication. Students: Be at school by 8:00 AM. Staff: Mark rolls accurately. Follow-up on unexplained absences is the responsibility of the admin and the principal.

**3. Attendance Management Procedures**  
Daily Operations: Roll Marking: 8:15 AM and 1:45 PM. Code Entry: Teachers only use: P - Present, ? - Unknown (if student is absent)

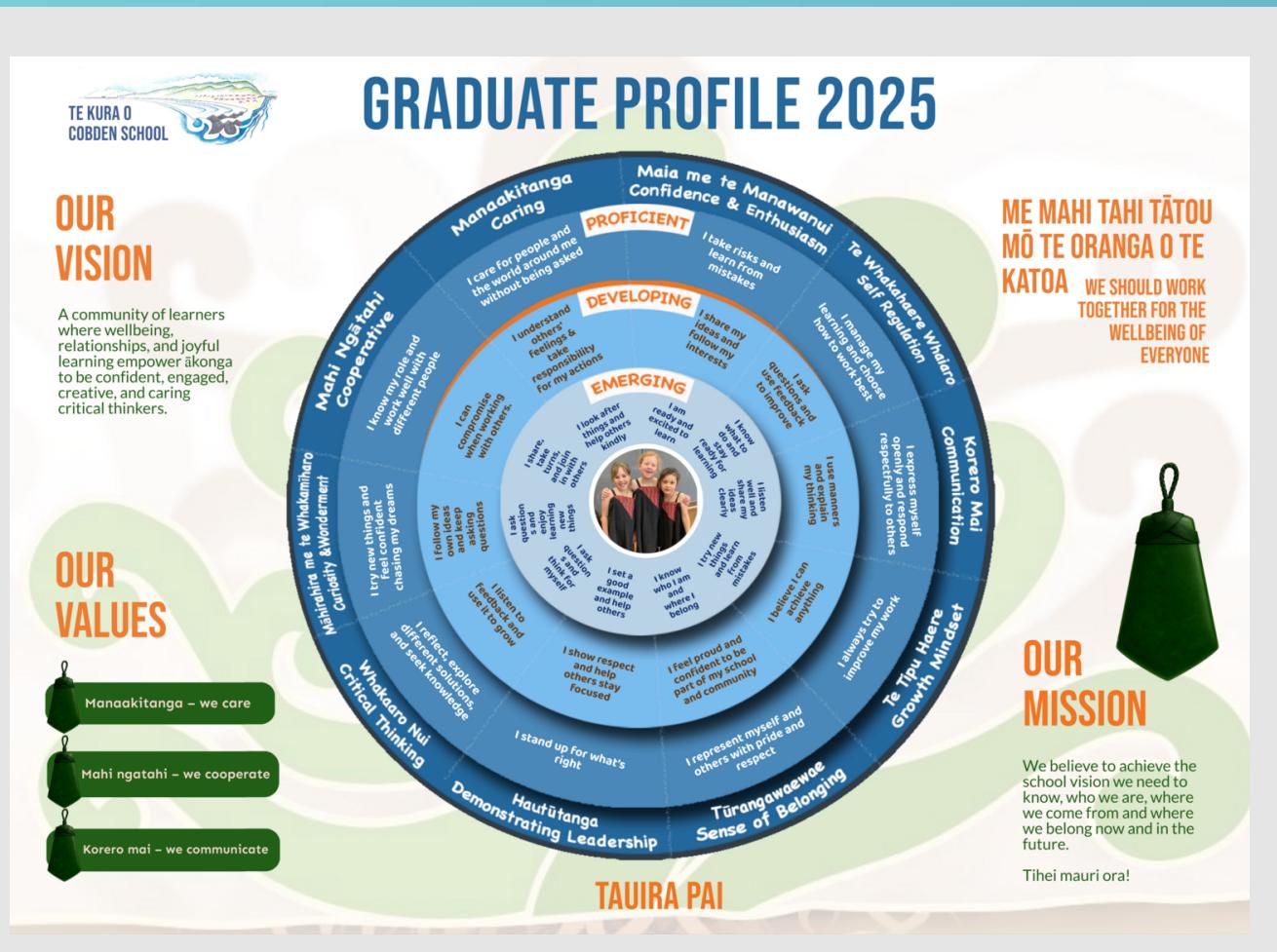
**Notification Review**  
Admin staff check and download Skool Loop notifications, texts, voicemail and emails.

**Signing In/Out Procedures**  
Admin staff use Skool Loop voicemail and email to update student's late card and attendance is adjusted accordingly in the system.

**Coding Process**  
Admin staff use Skool Loop voicemail and email to update student's late card and attendance is adjusted accordingly in the system.

**Follow-Up Protocol**  
Caregivers are contacted if no notification is received. The Emergency Absence Report is completed and reviewed daily by the principal. The Attendance Intervention Report is downloaded and reviewed daily.

**Attendance Policy**



## GRADUATE PROFILE

Finalised our Graduate Profile (based on community feedback) with branding assets refreshed to align with our Cobden School logo.

**Te Kura O Cobden Cobden School**

**STRATEGIC PLAN 2026 ▶ 2028**  
Cobden School embodies our Te Tiriti based relationship with manu whenua through strategic goals, initiatives and policies.

**Our Vision**  
A community of learners where wellbeing, relationships, and joyful learning empower akonga to be confident, engaged, creative, and caring critical thinkers.

**Our Values**  
Manaakitanga - we care  
Mahi ngātahi - we cooperate  
Kōrero mai - we communicate

**Our Goals**

- Partnership**  
Continue to build strong partnerships with iwi and whānau, reflecting their aspirations and local pūrākau in the curriculum, and to build staff capacity and home-school connections.
- Teaching & Learning**  
Implement evidence-based practices and targeted support to align teaching and learning with the revised English and Mathematics Curriculums, fostering a knowledge-rich environment and achieving clear learning outcomes.
- Attendance & Engagement**  
Improve regular attendance by providing a safe, supportive physical and emotional learning environment where all learners are engaged and able to thrive.

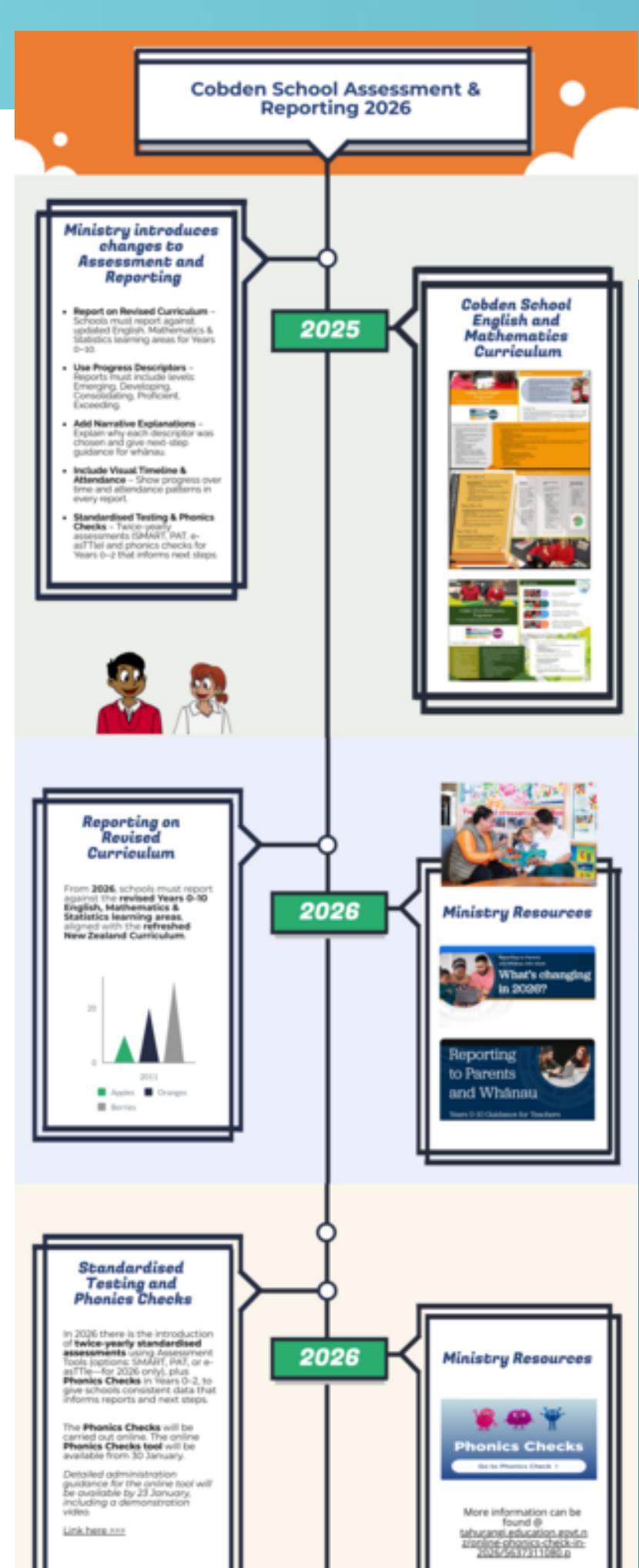
**Ngā mahi Our Initiatives**

- Strengthen and sustain our partnership with Te Rūnanga o Ngāi Tahu through collaborative planning, open dialogue, and mutual trust to enhance cultural connections and shared initiatives.
- Implement schoolwide to reo progressions.
- Enhance our online presence to showcase Cobden School and foster whānau engagement by strengthening home-school communication, building belonging, nurturing relationships, and empowering whānau leadership.
- Leverage the expertise and strengths of our staff to design and deliver a knowledge-rich curriculum that is responsive to local learning.
- Implement Evidence-Based English and Mathematics Instruction (New curriculum).
- Strengthen assessment and reporting practices by maintaining consistency, reviewing and celebrating success, and aligning them with planning and teaching practices.
- Implement targeted learning support and use data to drive continuous improvement in student outcomes.
- Foster a school-wide culture of collaboration by implementing inquiry-informed practices and Collaborative Problem Solving, working together to support a safe and inclusive learning environment.
- Implementation of Attendance Management Plan and STAR framework.

**Kua Tutuki Our Success**

- We embed local pūrākau and shared aspirations into our localised curriculum, promoting culturally sustaining practices.
- Whānau feel empowered and valued for their contribution.
- Home and school, working together, for the success of akonga.
- Whānau feel engaged and able to contribute.
- Students thrive through enhanced engagement and support, fostering their holistic development.
- Teachers collaboratively design and deliver a curriculum rich in key content knowledge, continuously evolving through the integration of the latest research in the science of learning.
- All teachers are trained, supported, and confident in implementing structured, evidence-based approaches to literacy and mathematics instruction, ensuring consistency and quality.
- Teachers consistently use reliable assessment tools and reporting methods to accurately monitor and communicate student progress and achievement across all year levels.
- Teachers effectively identify and address the needs of students requiring additional support through targeted, impactful interventions, and provide individualised learning support.
- Teachers systematically use data and evidence to refine teaching strategies, pinpoint growth areas, and foster ongoing improvements in student achievement.
- Whānau are present, participating and making progress.
- Achieving 80% of students attending more than 90% of the time by 2030.

We believe to achieve the school vision we need to know, who we are, where we come from and where we belong now and in the future. *Tīhei mauri ora!*



## ENGLISH AND MATHS & STATISTICS

The school has undertaken professional learning and finalised its interpretation of the new English and Maths & Statistics curriculum and undertaken professional learning to support implementation from Term 1, 2026.

Assessment practices now align with new Ministry requirements, including the introduction of twice-yearly standardised assessments using online tools such as the SMART tool and Phonics Checks.

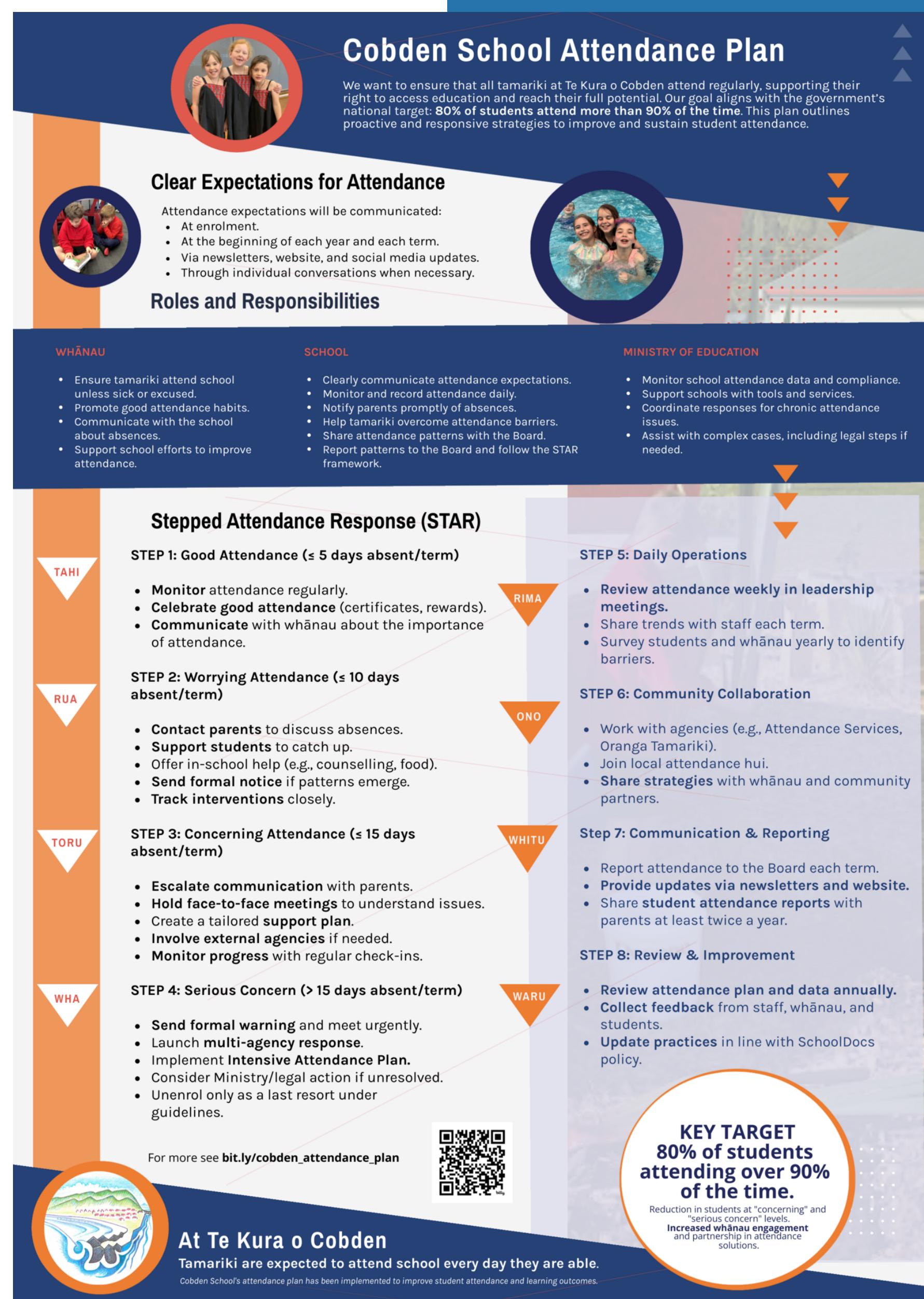
## CURRICULUM DESIGN

We have developed a Curriculum Design Plan (2026–2028) to enhance the breadth and depth of our localised curriculum, while maintaining effective pedagogy. This will be reviewed as/when the Ministry provides curriculum updates

**Cobden School Curriculum Overview 2026-2028**  
A community of learners where wellbeing, relationships, and joyful learning empower akonga to be confident, engaged, creative, and caring critical thinkers.

Manaakitanga - We Care	Mahi ngātahi - We Cooperate	Kōrero mai - We Communicate
2026	2027	2028
Start of each year: Set class treaty, sense of belonging, Pause Breath smile <a href="#">link</a> Zones <a href="#">link</a> PDF of zones		
School Production	School Gala	School Production
Marae visit - 3 yearly		
T1&2 Art Alive: Telling Our Stories Through Movement and Colour	T1&2 The Pulse of the Coast: Histories That Connect Us	T1&2 Mapping Our Stories: Identity Through Place
T2&3 Global Footprints, Local Roots	T2&3 Our Backyard Biophere: Living and Physical Worlds	T3&4 Inventors of Tomorrow: Designing for Our Place
T3&4 Guardians of the River: Stories That Shape Us	T3&4 Makers and Movers: Enterprise in Action	T3&4 From Taonga to Trade: The Journey of Pounamu

# ATTENDANCE



This matters because:

Publishing the Attendance Plan and sharing key messages through social media ensures consistent understanding of attendance expectations across the community.

Proactive, positive communication positions attendance as a shared responsibility between home and school.

Analysis of attendance trends enables timely, graduated responses using the STAR framework before concerns escalate.

A documented plan ensures fair, aligned, and Ministry-compliant attendance processes across the school.

Regular attendance supports student engagement, wellbeing, and improved learning outcomes.



# GRADUATE PROFILE

This matters because:

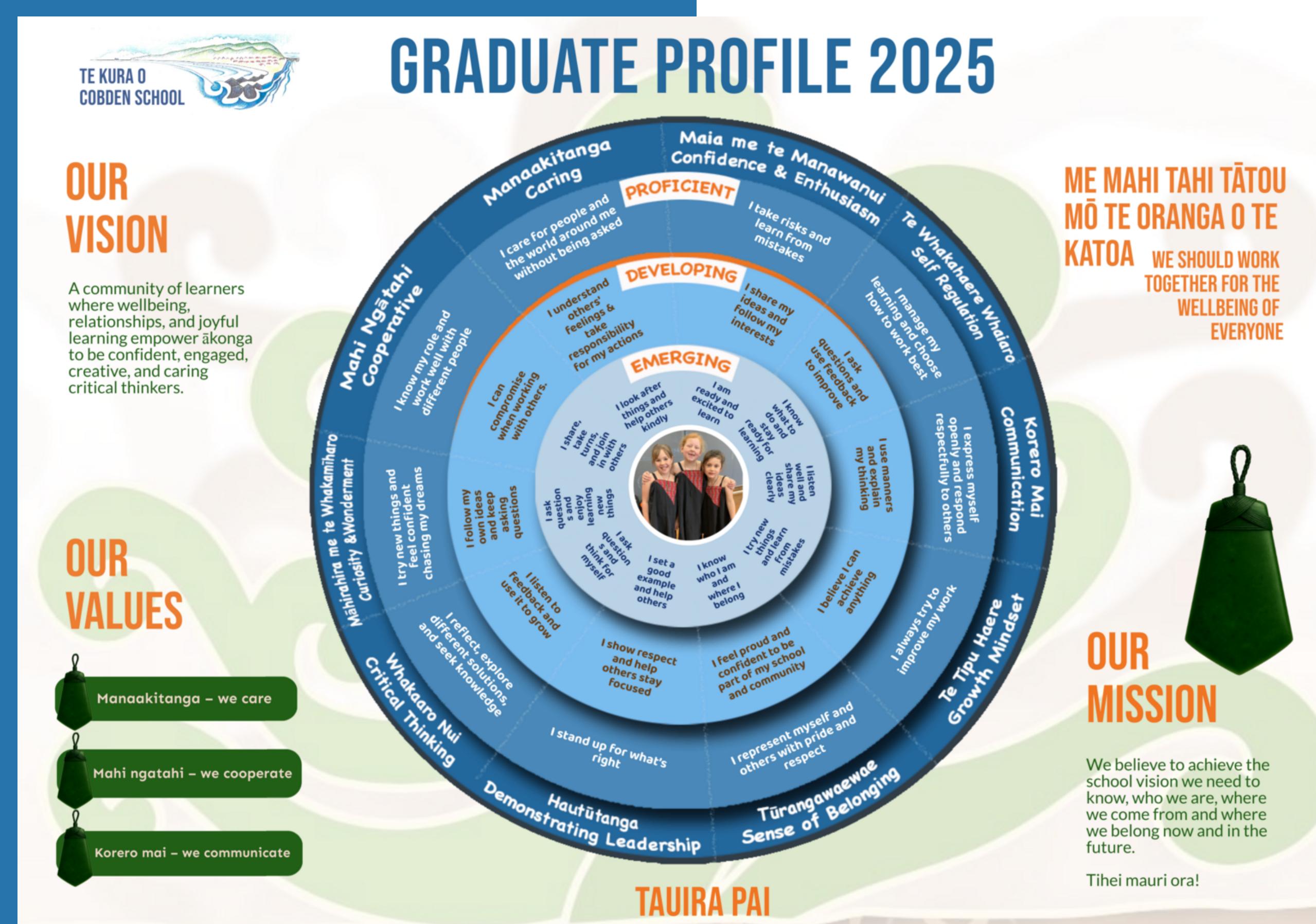
Clearly defines the knowledge, skills, and dispositions we want Cobden learners to leave with.

Ensures learning outcomes are grounded in the Cobden community and Aotearoa New Zealand context.

Informs teaching, learning design, and assessment decisions across the school.

Helps students understand what success looks like and how they grow as learners and people.

Aligns strategic planning, reporting, and evaluation with agreed graduate outcomes.



# STRATEGIC PLANNING



## Te Kura O Cobden Cobden School

### Our Vision

A community of learners where wellbeing, relationships, and joyful learning empower ākonga to be confident, engaged, creative, and caring critical thinkers.

### Our Values

**Manaakitanga**  
we care

**Mahi ngātahi**  
we cooperate

**Kōrero mai**  
we communicate

**ME MAHI TAHU TĀTOU  
MŌ TE ORANGA O TE  
KATOA** WE SHOULD WORK  
TOGETHER FOR THE  
WELLBEING OF  
EVERYONE



## Te Kura O Cobden Cobden School

## STRATEGIC PLAN 2026 ▶ 2028

Cobden School embodies our Te Tiriti based relationship with manu whenua through strategic goals, initiatives and policies.

### Our Vision

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TOGETHER FOR THE  
WELLBEING OF  
EVERYONE



### Ngā whāinga Our Goals

#### Partnership

Continue to build strong partnerships with iwi and whānau to embed iwi aspirations and local purakau in the curriculum, enhancing cultural capability and home-school connections.

#### Teaching & Learning

Implement evidence-based practices and targeted support to align teaching and learning with the revised English and Mathematics curricula, fostering a knowledge-rich environment and achieving clear learning outcomes.

#### Attendance & Engagement

Improve regular attendance by providing a safe, supportive physical and emotional learning environment where all tamariki are engaged and able to thrive.



### Ngā mahi Our Initiatives

- Strengthen and sustain our partnership with Te Rūnanga o Ngāti Waewae through collaborative planning, open dialogue, and mutual trust to enhance cultural connections and shared initiatives.
- Implement schoolwide te reo progressions.
- Enhance our online presence to showcase Cobden's strengths and foster whānau engagement by strengthening home-school communication, building belonging, nurturing relationships, and empowering whānau leadership.

- Leverage the expertise and strengths of our staff to design and deliver a knowledge-rich curriculum that empowers teaching and learning.
- Implement Evidence-Based English and Mathematics Instruction (New curriculum).
- Strengthen assessment and reporting practices by maintaining consistency, reviewing and celebrating successes, and aligning them with planning and teaching strategies.
- Implement targeted learning support and use data to drive continuous improvement in student outcomes.

- Foster a school-wide culture of collaboration by implementing trauma-informed practices and Collaborative Proactive Solutions, working together to support a safe and inclusive learning environment.
- Implementation of Attendance Management Plan and STAR framework.



### Kua Tutuki Our Success

- We embed local pūrākau and shared aspirations into our localised curriculum, promoting culturally sustaining practices.
- Whānau feel empowered and valued for their contribution.
- Home and school, working together, for the success of ākonga.
- Whānau feel engaged and able to contribute.
- Students thrive through enhanced engagement and support, fostering their holistic development.

- Teachers collaboratively design and deliver a curriculum rich in key content knowledge, continuously evolving through the integration of the latest research in the science of learning.
- All teachers are trained, supported, and confident in implementing structured, evidence-based approaches to literacy and mathematics instruction, ensuring consistency and quality.
- Teachers consistently use reliable assessment tools and reporting methods to accurately monitor and communicate student progress and achievement across all year levels.
- Teachers effectively identify and address the needs of students requiring additional support through targeted, impactful interventions that promote their learning and development.
- Teachers systematically use data and evidence to refine teaching strategies, pinpoint growth areas, and foster ongoing improvements in student achievement.

- Ākonga are present, participating and making progress.
- Achieving 80% of students attending more than 90% of the time by 2030.

We believe to achieve the school vision we need to know, who we are, where we come from and where we belong now and in the future. *Tihei mauri ora!*

## MEASURABLE OUTCOMES 2026 ▶ 2028

Cobden School embodies our Te Tiriti based relationship with manu whenua through strategic goals, initiatives and policies.

### Partnership



#### 1 Curriculum Integration

- Outcome:** Local pūrākau and iwi aspirations are authentically embedded in teaching and learning.
  - Local pūrākau and iwi aspirations are explicitly embedded in classroom programmes and units of work.
  - Teachers confidently use culturally responsive practices and resources developed in partnership with iwi.

#### 2 Whānau Engagement

- Outcome:** Whānau are active and valued partners in the learning journey of their tamariki.
  - Increased whānau participation in school events, curriculum design, and cultural activities.
  - Regular opportunities created for iwi and whānau voice in decision-making and planning.

#### 3 Cultural Capability

- Outcome:** Staff demonstrate increasing confidence and capability in culturally sustaining practice.
  - Staff demonstrate growth in cultural competency (measured through PLD reflections and practice reviews).
  - Tamariki show increased confidence and pride in expressing their cultural identity.

#### 4 Stronger Connections

- Outcome:** School, iwi, and whānau partnerships are trusted, collaborative, and enduring.
  - Evidence of strengthened communication and trust between school and whānau (surveys, hui feedback, participation rates).
  - Partnerships with iwi contribute directly to school priorities and initiatives.

### Teaching & Learning

### Curriculum Alignment

- Outcome:** Teaching programmes are aligned with revised English, Mathematics and Statistics curricula.
  - Classroom planning and assessment reflect the refreshed curriculum expectations.
  - Moderation confirms **consistent curriculum implementation** across year levels.

### Targeted Support

- Outcome:** Teachers consistently use evidence-based instructional approaches.
  - English and Maths structured approach is embedded across Years 1-8.

### Evidence-Based Practice

- Outcome:** Tamariki receive targeted teaching that meets their needs.
  - Support plans are in place for students who fall below curriculum expectations.
  - At least **70% of students are making expected progress** annually.
  - Ongoing use of assessment data to track and adapt support for priority learners.

### Knowledge-Rich Environment

- Outcome:** All ākonga experience a curriculum that fosters deep knowledge and clear outcomes.
  - School-wide student achievement data show **year-on-year improvement in English and Mathematics** outcomes, with new baseline data in 2026 aligning with refreshed curriculum expectations.
  - Student voice surveys indicate an increase in confidence in applying knowledge and skills.

### Attendance & Engagement

#### 1 Regular Attendance

- Outcome:** More tamariki attend regularly (90%+ attendance).
  - Regular attendance increases by 20% per year toward the national 80% target by 2030.
  - Reduction in chronic absence (students below 70% attendance) by at least 2% each year.

#### 2 Engagement & Belonging

- Outcome:** Tamariki feel safe, connected, and engaged in learning.
  - Student voice surveys** show 85% of tamariki feel safe and supported at school.
  - Participation in class, cultural, and extracurricular activities increases year-on-year.

#### 3 Safe Learning Environments

- Outcome:** The school provides physically and emotionally safe spaces.
  - Behaviour incidents reduce (stand-downs/suspensions drop by 50% annually).
  - Whānau and student survey data show increased confidence in school safety and wellbeing.

#### 4 Whānau Partnerships

- Outcome:** Whānau are active partners in attendance and engagement.
  - Whānau attendance at hui/events** increases each year.
  - Whānau surveys show **80%+ positive responses** regarding communication and school support.



We believe to achieve the school vision we need to know, who we are, where we come from and where we belong now and in the future. *Tihei mauri ora!*

**We believe...**

**Cobden School English Programme**

Students learn to use English to be effective oral, written, and visual communicators who are able to think critically about the world. Ko te reo Māori kaua! Ko te reo Māori ora! Ko te reo Māori ora!

**Learning area structure**

The year-by-year teaching sequence lays out the knowledge and practices to be taught each year. In the English Learning Area, the teaching sequence is organised into three strands:

- Oral Language** focuses on teaching students to communicate, express themselves, and interact effectively. It develops students' understanding of spoken and signed languages, including New Zealand Sign Language, and for non-mono-lingual students, the range of other communication methods, such as alternative and augmentative communication (AAC).
- Reading** focuses on teaching students to decode, make meaning from, and think about texts. It develops students' understanding of how to read fluently, comprehend a range of texts with attention to audience, purpose, and form, and engage with ideas and perspectives.
- Writing** focuses on teaching students to write for a variety of purposes, using the skills and knowledge that enable others to understand what they have written. It develops students' proficiency in transcription, skills, composition, and writing processes.

**To ensure student success we will...**

- Use their reading, writing and oral language to think about, record, communicate experiences and ideas.
- Locate and evaluate information and ideas to support their meaningful learning across the curriculum.
- Break down learning into sequential steps.
- Take into account students' cultural backgrounds.
- Include rich real-world contexts.
- Build on prior knowledge.
- Have explicit instruction.
- Use a variety of resources and materials.
- Expose students to a variety of strategies.
- Ensure students have regular opportunities to verbally, physically and visually express their learning.
- Encourage students to take risks in a safe learning environment.
- Celebrate student learning regularly.
- Extend and accelerate students where needed.

**We will achieve this by...**

Focusing on three core strands—Oral Language, Reading, and Writing—which align with the structured literacy approach recommended for the first eight years of schooling. A comprehensive English learning area programme needs the following components:

- Explicit teaching
- Structured literacy approaches
- Planning for learning
- Developing positive identities as communicators, readers, and writers
- Engaging with a wide range of texts for different purposes

**Handwriting**

Handwriting will be taught systematically across the school and closely integrated with other areas of the curriculum, including the process of writing rules. The focus is on developing the four skills of written communication, supporting digital literacy from Phase 2 onward.

Our approach is guided by the *Teaching Handwriting 2025* handbook, available through the New Zealand Curriculum: [teachinghandwriting2025.moe.govt.nz/](https://teachinghandwriting2025.moe.govt.nz/)

**We will know we've been successful when...**

**Programmes demonstrate:**

Rich real-world learning to use spoken and written language effectively across the curriculum. We expect them to be able to read, write, listen to and judge critically, filter information, ask questions about messages from multimedia.

**Students are successful when:**

They can understand, use, and create oral, written, and visual texts to:

- Clear, confident & fluent speakers who can relate to others and communicate information in appropriate ways for the audience.
- Listeners who are attentive, curious, questioning & reflective.
- Readers who are well-developed strategies who read with understanding for enjoyment & information.
- Fluent writers who communicate effectively, combining words/images to convey ideas & information using a variety of tools.

**Student assessment provides information for:**

- Informing next steps for learning
- The student about their progress
- Students who are requiring extra support
- The parents in plain English
- Board-level reporting

**We will know we're successful when...**

**Cobden School Mathematics and Statistics Programme**

Students learn to use mathematics and statistics to recognise patterns, reason logically, and make sense of the world. Through developing deep knowledge and mathematical practices, they learn to connect ideas, solve problems, and apply their learning to real-life and culturally relevant contexts.

**We believe...**

**Culture and Identity**

Students explore mathematics through local and bicultural contexts, recognising the contribution of diverse cultures and applying their learning in relevant Aotearoa New Zealand settings.

**We will achieve this by...**

Our mathematics and statistics programme builds conceptual understanding through sequenced knowledge and deliberate practice. Students learn to apply mathematical reasoning, problem-solving, and communication skills in real-world and culturally meaningful contexts.

**We will know we're successful when...**

**Programmes demonstrate:**

- Consistent school-wide approach using sequential and cyclical approaches
- What we do, how we do
- Recognition of progress over time
- A maths rich environment
- C.P.A - Concrete / Pictorial / Abstract approaches

**Assessment provides information for:**

- Monitoring progress in mathematical understanding, fluency, and reasoning
- Informing next steps for teaching and learning
- Supporting students to reflect on their own learning
- Sharing progress with parents and the board in plain English

**Students are successful when:**

- They can explain their methods to others
- They show understanding of current learning using various methods

This matters because:

Finalising our interpretation of the new English and Maths & Statistics curriculum ensures Cobden School is aligned with Ministry of Education requirements.

Professional learning supports staff to confidently implement curriculum changes from Term 1, 2026, as required nationally.

Aligning assessment practices ensures Cobden School meets national expectations for assessment, moderation, and reporting.

Twice-yearly standardised assessments (including SMART and Phonics Checks) provide consistent data for school review, Ministry reporting, and parent communication.

Nationally aligned curriculum and assessment enable clearer identification of learner progress and targeted teaching responses.

# ENGLISH AND MATHS & STATISTICS

**Cobden School Assessment & Reporting 2026**

**Ministry introduces changes to Assessment and Reporting**

- Report on Revised Curriculum—Schools must report against updated English, Mathematics & Statistics learning areas for Years 0–10.
- Use Progress Descriptors—Progress must be shown in levels: Emerging, Developing, Consistent, Proficient, Excellent.
- Add Narrative Explanations—Explain why each descriptor was chosen and give next-step guidance.
- Include Visual Timeline & Attendance—Show progress over time and attendance patterns in every report.
- Standardised Testing & Phonics Checks—Teacher-ready assessments (SMART, PAT, e-adTTe) and phonics checks for Years 0–2 that informs next steps.

**2025**

**2026**

**Reporting on Revised Curriculum**

From 2026, schools must report against the revised Years 0–10 English, Mathematics & Statistics learning areas, aligned with the refreshed New Zealand Curriculum.

**Standardised Testing and Phonics Checks**

In 2026 there is the introduction of twice-yearly standardised assessments using Assessment Tools (options: SMART, PAT, or e-adTTe). The **Phonics Checks** in Years 0–2, to give schools consistent data that informs reports and next steps.

**2026**

**Ministry Resources**

**Phonics Checks**

More information can be found at [tahurangi.education.govt.nz/online-phonics-checking-2026/s63-311080.pdf](https://tahurangi.education.govt.nz/online-phonics-checking-2026/s63-311080.pdf)

**2026**

**Ministry Resources**

**Familiarisation Experience**

This Familiarisation Experience is for your students, families and whānau. It will help you understand the new system of assessment that is coming into place in 2026.

**2026**

**Ministry Resources**

**Assessment and Reporting Guidance for Schools (leaders)**

# CURRICULUM DESIGN



## Cobden School Curriculum Overview 2026-2028

A community of learners where wellbeing, relationships, and joyful learning empower ākonga to be confident, engaged, creative, and caring critical thinkers.

Manaakitanga - We Care

Mahi ngātahi - We Cooperate

Kōrero mai - We Communicate

2026

2027

2028

**Start of each year:** Set class treaty, sense of belonging, Pause Breath smile [link](#), Zones [link](#) [PDF of zones](#).

**School Production**

**School Gala**

**School Production**

**Marae visit - 3 yearly**

**T1&2:** Art Alive: Telling Our Stories Through Movement and Colour

**T2&3:** Global Footprints, Local Roots

**T3&4:** Guardians of the River: Stories That Shape Us

**T1&2:** The Pulse of the Coast: Histories That Connect Us

**T2&3:** Our Backyard Biosphere: Living and Physical Worlds

**T3&4:** Makers and Movers: Enterprise in Action

**T1&2:** Mapping Our Stories: Identity Through Place

**T2&3:** Inventors of Tomorrow: Designing for Our Place

**T3&4:** From Taonga to Trade: The Journey of Pounamu

**2026**

**2027**

**2028**

**Art Alive: Telling Our Stories Through Movement and Colour**

**Pūrākau: Rangi and Papatūānuku – creation story**

**Problem to Solve:**

How can we use the arts to express our connection to place and people?

**Inquiry Focus:**

Develop visual art, dance, or drama pieces based on pūrākau or local legends.

Perform or display them at a community event or school museum.

**NZ Curriculum Links:**

The Arts (Dance, Drama, Visual): Express cultural stories and identity.

English: Develop scripts and oral storytelling.

Social Studies: Explore cultural practices and values.

Aotearoa NZ Histories: Represent pūrākau through performance.

**Global Footprints, Local Roots**

**Pūrākau: Poutini and Whakai – pounamu and running of landmarks**

**Problem to Solve:**

How can we promote Cobden's global footprints and local pūrākau?

**Inquiry Focus:**

Compare Cobden with another country's lifestyle and traditions.

Explore local landmarks and traditions.

**NZ Curriculum Links:**

The Arts: Express cultural identity through movement and colour.

English: Develop scripts and oral storytelling.

Social Studies: Explore local landmarks and traditions.

Technology: Use digital tools for communication.

The Arts: Create cultural artworks and performances.

**Guardians of the River: Stories That Shape Us**

**Pūrākau: Poutini and Whakai – pounamu and running of landmarks**

**Problem to Solve:**

How can we remember the Arahura River and its pounamu while honouring local pūrākau?

**Inquiry Focus:**

Explore local landmarks and traditions.

Create signage or digital guides to share stories.

**NZ Curriculum Links:**

Aotearoa NZ Histories: Explore local landmarks and changemakers.

Social Studies: Understand continuity and change in communities.

English: Interviewing, report writing, and storytelling.

The Arts (Visual): Re-enact historical events.

**The Pulse of the Coast: Histories That Connect Us**

**Pūrākau & Hītiora: Tōtakakūndia – stories of the coast and Aoraki**

**Problem to Solve:**

What stories from Cobden's past should be remembered and shared with future generations?

**Inquiry Focus:**

Interview local elders or research historical events (e.g., mining, rail, floods).

Create exhibits or performances that bring these stories to life.

**NZ Curriculum Links:**

Aotearoa NZ Histories: Investigate local events and changemakers.

Social Studies: Understand continuity and change in communities.

National histories, Suffridge, protest..

English: Interviewing, report writing, and storytelling.

The Arts (Drama): Re-enact historical events and stories.

**Our Backyard Biosphere: Living and Physical Worlds**

**Pūrākau & Hītiora: Kaniere battles, Māhinapua, Moana**

**Problem to Solve:**

How can we protect our native species and habitats around Cobden?

**Inquiry Focus:**

Explore local bush or beach areas for native species.

Create plans to protect native birds, insects, and other native species.

**NZ Curriculum Links:**

Social Studies: Learn about local events and changemakers.

Social Studies: Understand continuity and change in communities.

English: Interviewing, report writing, and storytelling.

Health & PE: Promote environmental responsibility.

**Makers and Movers: Enterprise in Action**

**Pūrākau & Hītiora: Aoraki – creation of South Island**

**Problem to Solve:**

How can we run a successful school market that reflects our values and local landmarks?

**Inquiry Focus:**

Develop and sell products inspired by West Coast culture.

Explore local bush or beach areas for native species.

Feedback from the enterprise.

**NZ Curriculum Links:**

Social Studies: Learn about local events and changemakers.

Social Studies: Understand continuity and change in communities.

English: Write personal and community narratives.

The Arts (Visual): Illustrate maps creatively.

**Mapping Our Stories: Identity Through Place**

**Pūrākau & Hītiora: Aoraki – creation of South Island**

**Problem to Solve:**

How can we improve our local landmarks and landmarks around Cobden?

**Inquiry Focus:**

Explore local landmarks and landmarks around Cobden.

Feedback from the community.

**NZ Curriculum Links:**

Science: Study forces, materials, and structures.

Technology: Design solutions for local challenges.

Health & PE: Promote physical activity and health needs.

The Arts (Visual): Illustrate maps creatively.

**Inventors of Tomorrow: Designing for Our Place**

**From Taonga to Trade: The Journey of Pounamu**

**Problem to Solve:**

How can we respect the cultural significance of pounamu?

**Inquiry Focus:**

Explore local climate challenges.

Prototype inventions using recycled materials.

**NZ Curriculum Links:**

Science: Study forces, materials, and structures.

Technology: Design solutions for local challenges.

Health & PE: Promote physical activity and health needs.

The Arts (Visual): Illustrate maps creatively.

**2026**

**2027**

**2028**

**Term 1 & 2**

**Term 1 & 2**

**Term 1 & 2**

**Art Alive: Telling our Stories through movement and colour**

**Pūrākau: Rangi and Papatūānuku – creation story**

**Problem to Solve/Overarching Question:**  
How can we use the arts to express our connection to place and people?

**Inquiry Focus:**

- Develop visual art, dance, or drama pieces based on pūrākau or local legends.
- Perform or display them at a community event or school museum.

**NZ Curriculum Links:**  
The Arts (Dance, Drama, Visual): Express cultural stories and identity.  
English: Develop scripts and oral storytelling.  
Social Studies: Explore cultural practices and values.  
Aotearoa NZ Histories: Represent pūrākau through performance.

**The Pulse of the Coast: Histories That Connect Us**

**Pūrākau & Hītiora: Kaniere battles, Māhinapua, Moana**

**Problem to Solve/Overarching Question:**  
What stories from Cobden's past should be remembered and shared with future generations?

**Inquiry Focus:**

- Interview local elders or research historical events (e.g., mining, rail, floods).
- Create exhibits or performances that bring these stories to life.

**NZ Curriculum Links:**  
Aotearoa NZ Histories: Investigate local events and changemakers.  
Social Studies: Understand continuity and change in communities.  
National histories, Suffridge, protest..  
English: Interviewing, report writing, and storytelling.  
The Arts (Drama): Re-enact historical events and stories.

**Term 1 & 2**

**Term 1 & 2**

**Mapping Our Stories: Identity Through Place**

**Pūrākau & Hītiora: Aoraki Pūrākau of creation of South Island**

**Problem to Solve/Overarching Question:**

How can we help others understand the cultural and historical significance of places around Cobden?

**Inquiry Focus:**

- Create interactive maps or digital tours that include pūrākau, local landmarks, and student stories.
- Present these to whānau or visitors as part of a community showcase.

**NZ Curriculum Links:**  
Social Studies: Explore identity, belonging, and local history.  
Technology: Create digital maps and interactive tours.  
English: Write personal and community narratives.  
The Arts (Visual): Illustrate maps and landmarks with creative expression.

This matters because:



We can reflect the local community's history, values, and traditions including local purakau.



Students relate better to lessons connected to their own environment and experiences.



Localised contexts encourages learning that is directly useful in our world.



An inclusive curriculum supports diverse learners by acknowledging local languages and needs.



Strengthens links between school, families, and local organisations.