



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)

Final version approved by Cobden School Board December 2023

Overarching Attendance Objectives and Strategic Priorities

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

Current Data
SMS reports show regular attendance is currently at 54% (July 2023).

Success Definition
Termly targets, tracked via Student Management System (SMS), monitored by the principal and reported to the Board.

Strategic Target
Achieve the national target
80% of students attending over 90% of the time by 2030

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.
- The Board must take all reasonable steps to ensure students attend.

Expectations

- Parents: Notify absence via Skool Loop or voicemail, or other means of communication.
- Students: Be at school by 9:00 AM.
- Staff: Mark rolls accurately. Follow-up on unexplained absences is the responsibility of the admin and the principal.

Attendance Policy

3 Attendance Management Procedures

Notification Review

- Admin staff check and download Skool Loop notifications, texts, voicemail and emails.

Signing In/Out Procedures

- All students sign out via Vistab if they leave early. Students arriving late are issued a late card, and attendance is requested accordingly in the SMS.
- If a student leaves during break time, the admin staff must notify the classroom teacher promptly to ensure awareness and student safety.

Coding Process

- Admin staff use Skool Loop voicemail and email to update absence codes in the SMS.
- Students without a valid notification are coded as 'U' until follow-up is complete.
- The principal reviews the Emergency Absence Report daily to ensure any outstanding absences are known.

Follow-Up Protocol

- Caregivers are contacted if no notification is received.
- The Emergency Absence Report (EAS) is generated and reviewed daily by the principal.
- The Attendance Intervention Report is downloaded and reviewed daily.

Daily Operations: Roll Marking: 9:15 AM and 1:45 PM.
Code Entry: Teachers only use: P – Present, 7 – Unknown (if student is absent)

GRADUATE PROFILE

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

STRATEGIC PLANNING 2026-2028

Finalised our Strategic Plan for 2026–2028 with a focus on:

- Partnership
- Teaching & Learning
- Attendance & Engagement

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

**Ngā whāinga
Our Goals**

Partnership

Continue to build strong partnerships with whānau to embed our aspirations and local curriculum 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 Kura o Ngāi Whānau 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. Tihē 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 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

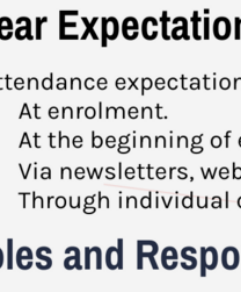
T1&2: Mapping Our Stories: Identity Through Place

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

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

Cobden School Attendance Plan


We want to ensure that all tamariki at Te Kura o Cobden attend regularly, supporting their right to access education and reach their full potential. Our goal aligns with the government's national target: **80% of students attend more than 90% of the time**. This plan outlines proactive and responsive strategies to improve and sustain student attendance.



Clear Expectations for Attendance

Attendance expectations will be communicated:

- At enrolment.
- At the beginning of each year and each term.
- Via newsletters, website, and social media updates.
- Through individual conversations when necessary.



Roles and Responsibilities

WHĀNAU	SCHOOL	MINISTRY OF EDUCATION
<ul style="list-style-type: none"> Ensure tamariki attend school unless sick or excused. Promote good attendance habits. Communicate with the school about absences. Support school efforts to improve attendance. 	<ul style="list-style-type: none"> Clearly communicate attendance expectations. Monitor and record attendance daily. Notify parents promptly of absences. Help tamariki overcome attendance barriers. Share attendance patterns with the Board. Report patterns to the Board and follow the STAR framework. 	<ul style="list-style-type: none"> Monitor school attendance data and compliance. Support schools with tools and services. Coordinate responses for chronic attendance issues. Assist with complex cases, including legal steps if needed.

Stepped Attendance Response (STAR)

TAHI

STEP 1: Good Attendance (≤ 5 days absent/term)

- Monitor attendance regularly.
- Celebrate good attendance** (certificates, rewards).
- Communicate with whānau about the importance of attendance.

RUA

STEP 2: Worrying Attendance (≤ 10 days absent/term)

- Contact parents to discuss absences.
- Support students to catch up.
- Offer in-school help (e.g., counselling, food).
- Send formal notice if patterns emerge.
- Track interventions closely.

TORU

STEP 3: Concerning Attendance (≤ 15 days absent/term)

- Escalate communication with parents.
- Hold face-to-face meetings to understand issues.
- Create a tailored support plan.
- Involve external agencies if needed.
- Monitor progress with regular check-ins.

WHA

STEP 4: Serious Concern (> 15 days absent/term)

- Send formal warning and meet urgently.
- Launch multi-agency response.
- Implement Intensive Attendance Plan.
- Consider Ministry/legal action if unresolved.
- Unenrol only as a last resort under guidelines.

RIMA

STEP 5: Daily Operations

- Review attendance weekly in leadership meetings.
- Share trends with staff each term.
- Survey students and whānau yearly to identify barriers.

ONO

STEP 6: Community Collaboration

- Work with agencies (e.g., Attendance Services, Oranga Tamariki).
- Join local attendance hui.
- Share strategies with whānau and community partners.

WHITU

STEP 7: Communication & Reporting


- Report attendance to the Board each term.
- Provide updates via newsletters and website.
- Share student attendance reports with parents at least twice a year.

WARU

STEP 8: Review & Improvement

- Review attendance plan and data annually.
- Collect feedback from staff, whānau, and students.
- Update practices in line with SchoolDocs policy.

For more see bit.ly/cobden_attendance_plan



KEY TARGET

80% of students attending over 90% of the time.

Reduction in students at "concerning" and "serious concern" levels.
Increased whānau engagement and partnership in attendance solutions.

At Te Kura o Cobden

Tamariki are expected to attend school every day they are able.

Cobden School's attendance plan has been implemented to improve student attendance and learning outcomes.



A photograph of a white smartphone lying on a light-colored surface. The phone's screen displays a dashboard with several data visualizations: a bar chart at the top, a pie chart in the middle, and a line graph at the bottom. To the left of the phone is a silver pen and a brown notebook. The entire scene is set against a background of blue and white geometric shapes.



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

TE KURA O
COBDEN SCHOOL

GRADUATE PROFILE 2025

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

- Manaaakitanga – we care
- Mahi ngatahi – we cooperate
- Korero mai – we communicate

Manaaakitanga Caring
I care for people and the world around me without being asked
I know my role and work well with different people
I can compromise when working with others
I try new things and feel confident chasing my dreams
I follow my gut and ask questions
I listen to different voices, feedback and feel I can grow

Maia me te Manawanui Confidence & Enthusiasm
I take risks and learn from mistakes
I share my ideas and follow my interests
I look at feedback and use it to improve
I am ready and excited to learn
I know what I am good at and where I belong
I feel proud and confident to be part of my school and community

Te Whakapare Whakaro Self Regulation
I manage my learning and choose how to work best
I set goals and track my progress
I take minutes and reflect on my thinking
I know what I can achieve and adapt

Korero Mai Communication
I express myself openly and respond respectfully to others
I listen to others and share my ideas clearly
I know what I can achieve and adapt

Te Tipu Heere Growth Mindset
I always try to improve my work
I show respect and help others stay focused
I stand up for what's right
I represent myself and others with pride and respect

Tūrangawāwae Sense of Belonging
I show respect and help others stay focused
I stand up for what's right
I represent myself and others with pride and respect

Hautūtanga Demonstrating Leadership
I show respect and help others stay focused
I stand up for what's right
I represent myself and others with pride and respect

Whakaro Ākai Critical Thinking
I show respect and help others stay focused
I stand up for what's right
I represent myself and others with pride and respect

ME MAHI TAHI TĀTOU MŌ TE ORANGA O TE KATOA

WE SHOULD WORK TOGETHER FOR THE WELLBEING OF EVERYONE


OUR MISSION

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!

TAUIRA PAI

STRATEGIC PLANNING



Te Kura O Cobden Cobden School

STRATEGIC PLAN 2026 ▶ 2028

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WELLBEING OF
EVERYONE

Ngā whāinga Our Goals

Partnership

Continue to build strong partnerships with iwi and whānau to embed iwi aspirations and local pūrākau 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.
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Te Kura O Cobden Cobden School

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

1 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.

2 Targeted Support

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

3 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.

4 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!

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
Term 1 & 2	Term 1 & 2	Term 1 & 2
Art Alive: Telling our Stories through movement and colour Pūrākau: Rangi and Papatūānuku – creation story Art Alive: Telling Our Stories Through Movement and Colour: Use drama, dance, and visual arts to express pūrākau, local legends, and student perspectives on belonging and guardianship. Problem to Solve/Overarching Question: How can we use the arts to express our connection to place and people? Inquiry Focus: <ul style="list-style-type: none">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: Explore West Coast histories and changemakers, linking past events to present-day community values and decisions. Pūrākau & Hītorā: 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: <ul style="list-style-type: none">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.	Mapping Our Stories: Identity Through Place: Create visual and digital maps that connect personal and community identity to local landmarks, pūrākau, and histories. Pūrākau & Hītorā: 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: <ul style="list-style-type: none">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.

COBDEN SCHOOL Curriculum Overview 2026 - 2028

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.