



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 vision 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.

Attendance Policy

Expectations

- Parents: Notify absence via School 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 Management Procedures

Daily Operations: Roll Marking: 8:15 AM and 1:45 PM.
Code Entry: Teachers only use: P – Present 7 – Unknown (if student is absent)

Notification Review

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

Signing In/Out Procedures

- All students sign out via Vista4 if they leave early. Students arriving late are issued a late card, and attendance is updated accordingly in the SMS.
- If a student leaves during break time, the admin staff must notify the classroom teacher (Priority to ensure awareness and student safety).

Coding Process

- Admin staff use School Loop voicemail and email to update absence codes in the SMS.
- Students without a valid notification are sent as 7 until follow-up is complete.
- The principal reviews the Emergency Absence Report daily for any outstanding issues.

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.

GRADUATE PROFILE

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

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

- Manaakitanga - we care
- Mahi ngātahi - we cooperate
- Kōrero mai - we communicate

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!*

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

TAUIRA PAI

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.

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Ngā whāinga Our Goals

- Partnership**
Continue to build strong partnerships with whānau and ākonga to embed our values and local priorities 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 ākonga are engaged and able to thrive.

Ngā mahi Our Initiatives

- Strengthen and sustain our partnership with Te Kōwhiri 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. Tihei 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.

Cobden School Assessment & Reporting 2026

2025

- Ministry introduces changes to Assessment and Reporting
- Cobden School English and Mathematics Curriculum

2026

- Reporting on Revised Curriculum
- Ministry Resources
- Standardised Testing and Phonics Checks
- Ministry Resources

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.

Manakitanga - 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, EOE 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

ATTENDANCE

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	RUA	TORU	WHĀ
STEP 1: Good Attendance (≤ 5 days absent/term) <ul style="list-style-type: none"> Monitor attendance regularly. Celebrate good attendance (certificates, rewards). Communicate with whānau about the importance of attendance. 	STEP 2: Worrying Attendance (≤ 10 days absent/term) <ul style="list-style-type: none"> 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. 	STEP 3: Concerning Attendance (≤ 15 days absent/term) <ul style="list-style-type: none"> 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. 	STEP 4: Serious Concern (> 15 days absent/term) <ul style="list-style-type: none"> 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.

For more see bit.ly/cobden_attendance_plan

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

Reduction in issues at "concerning" and "serious concern" levels. Increased whānau engagement and partnerships 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.

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.

GRADUATE PROFILE 2025

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Tihei mauri ora!

STRATEGIC PLANNING



Te Kura O Cobden Cobden School

STRATEGIC PLAN 2026 ▶ 2028

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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 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.

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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.



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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 as they learn to read, write, and think.

Learning area structure

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

In English Years 0-8, 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-verbal students, any first language communication methods such as alternative and augmentative communication (AAC).

Reading focuses on teaching students to decode, make meaning from, and think critically 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 codes, conventions, and structures that enable others to understand what they have written. It develops students' proficiency in transcription skills, composition, and writing processes.

We believe...

- Much of the learning in English is repetitive and broken down.
- Students read and create a broader range of more complex texts, all students continue to build on the knowledge and practices that they have developed.
- A new idea or concept is always interpreted through, and learned in association with, existing knowledge.
- Establishing knowledge in a well-organised way in long-term memory reduces students' cognitive load when building on that knowledge. It also enables them to apply and transfer the knowledge.
- Our social and emotional well-being directly impacts on our ability to learn new knowledge.
- Every learner's voice, language, and story are valued and celebrated.
- Developing a comprehensive teaching and learning programme.
- Using assessment to inform teaching and planning.

Cobden School Mathematics and Statistics Programme

Students learn to use mathematics and statistics to recognise patterns, reason logically, and make sense of their world. They develop 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...

Mathematical knowledge is cumulative – each concept builds on prior knowledge. Our teaching sequence ensures students build strong foundations that support reasoning, transfer, and confidence in new contexts.

- We are all mathematical thinkers**
Everyone can reason, explore, and communicate mathematically.
- Relevant and real**
Connecting mathematical ideas to meaningful, culturally and locally grounded contexts.
- Challenging and collaborative**
Maths should be engaging, challenging, collaborative and relevant.
- Problem-solving through discovery**
Maths is about investigating and discovering, focusing on the problem-solving process using a range of skills and strategies.
- 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.

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 meet specific and meaningful learning across the curriculum.
- Break down learning into sequential steps
- Take into account students' cultural background.
- Include rich real-world content
- 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
- Enable 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
- Inclusive teaching and learning
- Developing positive identities as communicators, readers, and writers
- Engaging with a wide range of texts for different purposes

Planning collaboratively to meet students' needs by using staff insights to connect English learning to real-life situations with explicit instruction. Building on their prior knowledge, strengths, needs, attitudes, and interests. Ensuring expectations are realistic and provide appropriate challenge using:

- English curriculum in Aotearoa New Zealand
- All students are exposed to their curriculum level work
- Digital tools
- Student voice
- Timeboxing priorities a set time each day
- A range of engaging and accessible materials
- Tāhurangi and other appropriate source materials
- Using a variety of assessment tools
- Phonics checks
- Observation, conversation
- Student work samples
- Standardised assessments

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
- I do, we do, they 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 can show understanding of current learning using various methods

The Phases of Learning

Phase 1 (Years 0-3)

Focus: Learning to read, write, and speak through rich, structured literacy environments.

- Systematic and explicit instruction in foundational literacy knowledge (phonological and phonemic awareness, decoding, oral language, vocabulary, comprehension)
- Children engage with stories, poems, and other texts to develop enjoyment of reading and language awareness
- Explicit focus on accurate pronunciation of kupa Māori and understanding differences between te reo Māori and English sounds
- Print concepts, sentence structure, and writing foundations are taught through connected reading and writing experiences
- Literacy learning connects across learning areas through purposeful contexts (e.g. play, inquiry, science)
- Learning aligns with the Common Practice Model and the English Learning Area (Years 0-10), Aotearoa New Zealand's Curriculum (2023)
- Literacy learning reflects students' cultural and linguistic identities and values diverse voices.

Phase 2 (Years 4-6)

Focus: Building fluency and comprehension across a range of texts.

- Develop fluent, expressive reading and accurate decoding with deepening comprehension of varied text types
- Expand vocabulary and background knowledge to support understanding of increasingly complex ideas
- Write for a range of audiences and purposes, applying planning, drafting, revising, and editing skills
- Engage with texts that reflect Aotearoa New Zealand's bicultural and multicultural heritage
- Continue explicit work on accurate pronunciation and understanding of kupa Māori
- Use oral language to extend comprehension and support idea development in writing
- Integrate literacy learning across all learning areas through purposeful, real-world contexts
- Literacy learning is integrated across all learning areas (e.g. using reading/writing to learn in science, history, etc.)

Phase 3 (Years 7-8)

Focus: Connecting identity, communication, and advocacy.

- Analyse how language choices convey meaning, purpose, and perspective in increasingly complex texts
- Strengthen critical literacy by identifying bias, viewpoint, and cultural representation in texts
- Engage with texts that represent Aotearoa New Zealand's bicultural and multicultural heritage, including Māori and Pacific voices
- Create and respond to multimodal texts (oral, written, visual, digital) to express understanding and point of view
- Explore how language, culture, and identity shape communication
- Collaborate and engage in oral and written discussions to clarify and extend thinking
- Apply growing control over vocabulary, grammar, and structure to produce clear and cohesive writing
- Literacy learning continues to integrate across all learning areas through purposeful, real-world contexts

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.
- Consistent school-wide approach using sequential and cyclical approaches
- I do, we do, they do
- Recognition of progress over time
- A text-rich environment

Students are successful when:

- They can understand, use and create oral, written, and visual texts to be:
- Clear, confident & fluent speakers who can relate to others and communicate information in appropriate ways for the audience
- Active listeners who are attentive, critical, courteous, curious, questioning & reflective
- Fluent readers with 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

To ensure student success we will...

- Break down learning into sequential steps
- Take into account students' cultural background, including rich real-world tasks
- Build on prior knowledge
- 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
- Enable students to take risks in a safe learning environment
- Celebrate student learning regularly
- Extending and accelerating students where needed

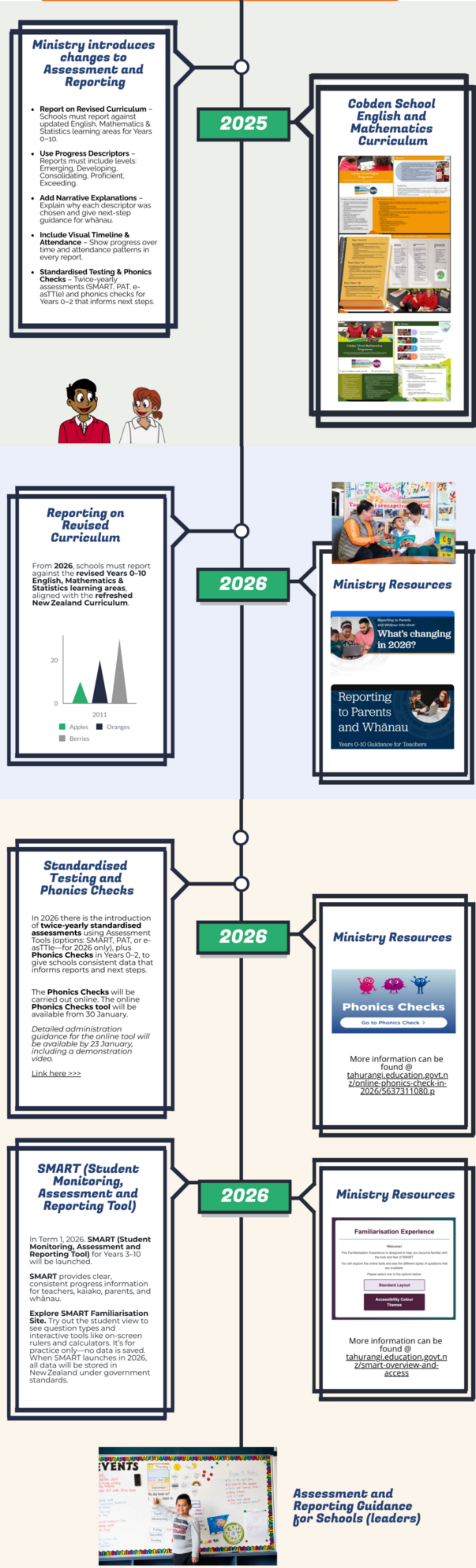
Planning collaboratively to meet students' needs using evidence-based teaching and sequenced knowledge and practice progressions from the refreshed NZC Mathematics and Statistics curriculum.

Teaching focuses on conceptual understanding, fluency, and application through:

- Number and Algebra knowledge progressions
- Problem-solving and reasoning across contexts
- Statistics and Probability (Probability from Year 5)
- Use of real-world mathematical modelling and digital tools
- Observations and conversations to assess reasoning and understanding

Cobden School Assessment & Reporting 2026

ENGLISH AND MATHS & STATISTICS



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.

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
<p>Start of each year: Set class treaty, sense of belonging, Pause Breath smile link, Zones link PDF of zones.</p>		
School Production	School Gala	School Production
<p>Marae visit - 3 yearly</p>		
<p>T1&2: Art Alive: Telling Our Stories Through Movement and Colour</p> <p>T2&3: Global Footprints, Local Roots</p> <p>T3&4: Guardians of the River: Stories That Shape Us</p>	<p>T1&2: The Pulse of the Coast: Histories That Connect Us</p> <p>T2&3: Our Backyard Biosphere: Living and Physical Worlds</p> <p>T3&4: Makers and Movers: Enterprise in Action</p>	<p>T1&2: Mapping Our Stories: Identity Through Place</p> <p>T2&3: Inventors of Tomorrow: Designing for Our Place</p> <p>T3&4: From Taonga to Trade: The Journey of Pounamu</p>
<p>2026</p> <p>Art Alive: Telling Our Stories Through Movement and Colour Pūrākau: Rangī and Papatūānuku – creation story. Problem to Solve: How can we use the arts to express our connection to place and people? Inquiry Focus: Create visual art, dance, or drama based on pūrākau and local legends. Share these through performances or exhibitions. NZ Curriculum Links: The Arts: Express cultural identity through creative forms and digital storytelling. English: Spellwriting and spelling. Social Studies: Explore cultural stories and values. Aotearoa NZ Histories: Perform and represent pūrākau.</p> <p>Global Footprints, Local Roots Pūrākau: Pounamu and Waiāpiti – pounamu and naming of landmarks. Problem to Solve: How can we celebrate Cobden's uniqueness while learning from other cultures? Inquiry Focus: Compare Cobden with another country's history and traditions. Create cultural exchange projects like pen-pals, shared recipes, or collaborative art. NZ Curriculum Links: Social Studies: Explore migration and global interconnectedness. Science: Study living and physical systems. English: Communicate across cultures. Technology: Use digital tools for collaborative learning. The Arts: Create cultural artworks and performances.</p> <p>Guardians of the River: Stories That Shape Us Pūrākau: Haurua and Waiāpiti – pounamu and naming of landmarks. Problem to Solve: How can we protect the Aohauke river and its boundaries while honouring local pūrākau? Inquiry Focus: Explore river and sea level quarantine. Create signage or digital guides to teach respect for historical river boundaries. NZ Curriculum Links: Social Studies: Decisions about resources and the environment. Science: Ecosystems and human impacts. English: Interviewing, report writing, storytelling. Aotearoa NZ Histories: Learn pūrākau and sea stories.</p>	<p>2027</p> <p>The Pulse of the Coast: Histories That Connect Us Pūrākau & Hīoria: Kaniere battles, Māhinapua, Moana Problem to Solve: What stories from Cobden's past should be remembered and shared with future generations? Inquiry Focus: Interview elders or research local history (e.g., mining, rail, floods). Create exhibits or performances to share these stories. NZ Curriculum Links: Aotearoa NZ Histories: Explore historical events and changemakers. Social Studies: Understand continuity and change in communities. National Histories, Suffridge, protest.. English: Interviewing, report writing, storytelling. The Arts (Drama): Re-enact historical events and stories.</p> <p>Our Backyard Biosphere: Living and Physical Worlds Pūrākau & Hīoria: Tōrōwhāroa – shaping of Te Waka o Aotearoa Problem to Solve: How can we monitor and care for native species and habitats around Cobden? Inquiry Focus: Survey local bush or beach areas for biodiversity. Create plans to protect native birds, insects, or plants from threats. NZ Curriculum Links: Science: Study ecosystems and environmental science. Social Studies: Explore human interactions with nature. Mathematics: Collect and interpret data. Health & PE: Promote environmental responsibility.</p> <p>Makers and Movers: Enterprise in Action Problem to Solve: How can we run a successful school market that reflects our values and local identity? Inquiry Focus: Design and sell products inspired by local Coast culture. Use budgeting, branding, and feedback to improve the enterprise. NZ Curriculum Links: Social Studies: Learn about economic activities and decision-making. Technology: Design and make products. Mathematics: Budgeting and pricing. English: Advertising and customer communication.</p>	<p>2028</p> <p>Mapping Our Stories: Identity Through Place Pūrākau & Hīoria: Aoraki – creation of the South Island Problem to Solve: How can we help others understand the cultural and historical significance of places around Cobden? Inquiry Focus: Create visual or digital maps with pūrākau, landmarks, and student stories. Share them in a community showcase. NZ Curriculum Links: Social Studies: Explore identity and local history. Technology: Make digital maps and interactive tours. English: Write personal and community narratives. The Arts (Visual): Illustrate maps creatively.</p> <p>Inventors of Tomorrow: Designing for Our Place Influence of Hīoria: Rangiora – tech giant on the Main World Problem to Solve: What can we invent or improve to help Cobden be more resilient to local weather and flooding? Inquiry Focus: Explore local climate challenges and design simple solutions. Prototype inventions using recycled materials or digital tools. NZ Curriculum Links: Science: Study forces, materials, and energy. Technology: Design solutions for local challenges. Social Studies: Learn how people innovate to meet needs. Mathematics: Measure, plan, and test prototypes.</p> <p>From Taonga to Trade: The Journey of Pounamu Pūrākau: Stories – connecting the Southern Alps and connecting to the East Coast Problem to Solve: How can the ancient pounamu's trade and shared history be respected and celebrated? Inquiry Focus: Create mock business plans that include tikanga and storytelling. NZ Curriculum Links: Social Studies: Learn about trade and cultural exchange. Technology: Design meaningful digital content. English: Use storytelling and persuasive writing. Aotearoa NZ Histories: Explore trade routes and pūrākau.</p>
<p>2026</p> <p>Term 1 & 2</p> <p>Art Alive: Telling our Stories through movement and colour</p> <p>Pūrākau: Rangī and Papatūānuku – creation story</p> <p>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.</p> <p>Problem to Solve/Overarching Question: How can we use the arts to express our connection to place and people?</p> <p>Inquiry Focus:</p> <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. <p>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.</p>	<p>2027</p> <p>Term 1 & 2</p> <p>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.</p> <p>Pūrākau & Hīoria: Kaniere battles, Māhinapua, Moana</p> <p>Problem to Solve/Overarching Question: What stories from Cobden's past should be remembered and shared with future generations?</p> <p>Inquiry Focus:</p> <ul style="list-style-type: none"> Interview local elders or research historical events (e.g., mining, rail, floods). <p>Create exhibits or performances that bring these stories to life.</p> <p>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.</p>	<p>2028</p> <p>Term 1 & 2</p> <p>Mapping Our Stories: Identity Through Place: Create visual and digital maps that connect personal and community identity to local landmarks, pūrākau, and histories.</p> <p>Pūrākau & Hīoria: Aoraki Pūrākau of creation of South Island</p> <p>Problem to Solve/Overarching Question: How can we help others understand the cultural and historical significance of places around Cobden?</p> <p>Inquiry Focus:</p> <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. <p>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.</p>

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.