



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 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.
- 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.



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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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Goal 1: 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.

PRIORITIES:

- Establishing a knowledge-rich curriculum grounded in the science of learning.
- Using high-performing data and evidence to inform decision-making.

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.

STRATEGIC GOAL: 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.

STRATEGIC OUTCOMES:

- **Embed Local Knowledge:** Integrate iwi aspirations and local pūrākau into the curriculum to strengthen cultural relevance and sustain Māori identity.
- **Grow Cultural Capability:** Provide professional learning so teachers confidently apply culturally responsive practices in teaching and learning.
- **Strengthen Whānau Engagement:** Create opportunities for whānau to participate in school activities, cultural events, and decision-making processes.
- **Enhance Home-School Partnerships:** Build trust and open communication between school and whānau to support ākonga success.
- **Empower Whānau Voice:** Use community feedback to guide continuous improvement and ensure whānau feel valued and able to contribute.
- **Support Holistic Student Development:** Foster student engagement and wellbeing through culturally sustaining practices and strong partnerships.

KEY ACTIONS

TERM ONE

- Continue collaboration with iwi and whānau to align priorities and aspirations.
- Integrate iwi local pūrākau into term plans across all year levels.
- Attend regular hui with iwi to share goals, priorities, and progress.
- Provide PLD on culturally responsive practice and the role of Te Tiriti in curriculum implementation.
- Record iwi partnerships and co-develop shared success indicators.
- Launch newsletters and class communications showcasing cultural learning and local stories.

Expected Outcomes

- Staff demonstrate increased understanding of iwi aspirations and local contexts.
- Whānau and iwi feel involved in planning and goal-setting.
- Curriculum units reflect authentic local narratives.

RESPONSIBILITY

Principal
Teachers
Principal
Cultural Leader
Principal
Principal/teachers

RESOURCES & PLD

Ngāti Waewae Arahura
Tessa Gray



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KEY ACTIONS

TERM TWO

- Hold student-led conferences to enable ākonga to share progress and learning with whānau.
- Gather iwi and whānau input during mid-year curriculum reviews and inquiry planning.
- Support teachers to collaborate with iwi where appropriate for authentic integration of local perspectives.
- Continue PLD focused on culturally sustaining pedagogy and authentic classroom representation.
- Share updates on iwi collaboration and cultural learning through mid-year communications and newsletters.

Expected Outcomes

- Increased iwi involvement in teaching and learning design.
- Teachers confidently use local resources and perspectives.
- Whānau actively participate in learning events and curriculum feedback processes.

TERM THREE

- Host a whānau-led Matariki celebration showcasing student learning, cultural performances, and community participation.
- Analyse PLD reflections and classroom observations to assess growth in culturally sustaining practices.
- Organise a "Curriculum in Action" showcase to present local pūrākau and joint projects.
- Collect feedback from tamariki on identity, belonging, and cultural pride.
- Use data, feedback, and success stories to design next year's whānau engagement strategies.
- Document evidence and collect feedback for partnership outcomes and cultural capability progress.
- Prepare for and participate in Term 3 Te Hui Ahurei o ngā Kapa Haka o te Tai Poutini, celebrating iwi partnerships and showcasing taura excellence.

Expected Outcomes

- Strengthened trust and communication between school and whānau.
- Tamariki demonstrate increased pride in cultural identity and local knowledge.
- Staff show measurable growth in integrating culturally sustaining practices.

TERM FOUR

- Host an end-of-year hui with iwi and whānau to acknowledge contributions, share success stories, and collaboratively plan cultural priorities for 2027.
- Communicate partnership highlights and engagement outcomes through newsletters, Skool Loop, and the annual report for the Board and community.
- Review PLD reflections, classroom practice, and feedback to refine priorities for 2027.
- Develop iwi involvement strategies and a shared learning calendar for 2027 in partnership with iwi and whānau.

Expected Outcomes

- Authentic, sustained relationships with iwi and whānau through shared kapa haka kaupapa and school practices.
- Clear partnership priorities and cultural capability goals established for 2027.
- Evidence of progress reflected in staff practice, student identity, and community engagement.
- Authentic iwi-led cultural learning embedded across the school year.

RESPONSIBILITY

Teachers
Principal
Principal
Cultural Leader
Principal

Principal

Cultural Leader
Teachers
Principal
Principal
Principal/Cultural Leader
Cultural Leader

Cultural Leader
Principal
Cultural Leader
Principal

RESOURCES & PLD

Whānau engagement budget

Ngāti Wae Wae Arahura

He Ruru Mātauranga delivered by Pōkeke Poutini/Poutini Waiora

Tessa Gray



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Goal 2: 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.*

PRIORITIES:

- Establishing a knowledge-rich curriculum grounded in the science of learning.
- Implementing evidence-based instruction in early literacy and maths.
- Implementing consistent modes of monitoring student progress and achievement.
- Targeting effective learning support interventions for children with additional needs.
- Using high-performing data and evidence to inform decision-making.

INITIATIVES:

- 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.

STRATEGIC GOAL: 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.

STRATEGIC OUTCOMES:

- Curriculum Alignment:** Teaching programmes fully reflect revised English and Mathematics curricula.
- Knowledge-Rich Learning:** Staff collaboratively design and deliver content-rich programmes informed by the science of learning.
- Evidence-Based Practice:** All teachers confidently implement structured, research-based approaches to literacy and mathematics instruction.
- Accurate Monitoring:** Reliable assessment and reporting systems consistently track and communicate student progress.
- Targeted Support:** Data-driven interventions address individual learning needs and accelerate achievement.
- Continuous Improvement:** Teachers systematically use evidence to refine strategies and improve outcomes for all learners.

KEY ACTIONS

TERM ONE

- Update at risk groups from Term 4 data to ensure accurate support and intervention planning.
- Continue using *Maths No Problem* and gather initial feedback to inform future resource decisions.
- Deliver PLD on refreshed curriculum structure, language, and progress outcomes for all staff.
- Align templates with Te Mātaiaho phases and outcomes for consistency across teaching teams.
- Continue embedding structured literacy and mathematics practices in all classrooms, including 'Maths No Problem'.
- Create targeted support plans based on baseline assessment data (SMART, phonics checks).
- Share updates through newsletters, visual explainers, and host a Curriculum Hui.
- Create a glossary and curriculum language guide for staff and whānau to support understanding.
- Develop responsive assessment and reporting processes that incorporate the new requirements while supporting meaningful, clear communication of learning.

RESPONSIBILITY

LSC
Principal
Principal
Teachers
LSC

Principal
Principal/teachers

RESOURCES & PLD

Te Mātaiho
Curriculum resources

Tessa Gray



KEY ACTIONS

TERM ONE (cont...)

Expected Outcomes

- Staff demonstrate shared understanding of Te Mātaiaho and consistent use of curriculum language.
- Baseline data informs teaching priorities and targeted interventions.
- Priority learner plans in place for accelerated progress.
- Whānau engaged and confident in the curriculum transition.

TERM TWO

- Ensure consistent implementation of structured approaches across all classrooms.
- Begin moderation processes using phase-based language and progress outcomes.
- Support consistency in practice through collaborative classroom observations.
- Evaluate whole-school expectations for local curriculum and English curriculum progress; identify areas for refinement.
- Reassess students requiring additional support and adjust intervention plans accordingly.
- Host a parent workshop on phases and progress outcomes; share updates through newsletters and Skool Loop.
- Implement mid-year progress reporting aligned with refreshed curriculum outcomes.
- Focus on explicit teaching strategies and cognitive science to strengthen pedagogy.

Expected Outcomes

- Consistency in literacy and mathematics pedagogy across classrooms.
- Teachers confidently apply refreshed curriculum language and assessment frameworks.
- Whānau understand progress outcomes and reporting.
- Data informs targeted interventions and continuous improvement.

TERM THREE

- Review progress for all cohorts and assess the impact of targeted support to inform next steps.
- Reassess local curriculum implementation to maintain alignment with school priorities and refreshed curriculum expectations.
- Conduct collaborative moderation for consistency in assessment judgments and share effective teaching examples in staff meetings.

Expected Outcomes

- Data confirms progress for most learners, particularly in literacy and numeracy.
- Staff refine practice through reflection, moderation, and shared strategies.
- Whānau demonstrate increased confidence with new reporting and curriculum language.

RESPONSIBILITY

RESOURCES & PLD

Teachers

Principal
LSC
Principal
Principal
Teachers

LSC
Teachers

Teachers

Online support for
"Maths no problem"
Maths & English
curriculum
Edge SMS
e AsTTle
Phonics testing check



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KEY ACTIONS

TERM FOUR

- Complete evaluation of implementation and identify adjustments for 2026.
- Consolidate findings from the trial and establish the final Assessment, Reporting & Tracking Plan.
- Use SMART and phonics assessments against phase expectations to measure progress.
- Review all intervention and acceleration plans for effectiveness.
- Conduct staff reflection sessions on teaching shifts and curriculum implementation.
- Develop a Teaching & Learning Impact Report for the Board summarising curriculum transition and achievement data.
- Use evaluation findings to define next year's PLD focus areas.

Expected Outcomes

- Evidence of school-wide progress in literacy and numeracy achievement.
- Clear priorities for refinement and growth in 2027.
- High teacher confidence and consistency in practice.
- Whānau understand progress reporting and curriculum direction.

RESPONSIBILITY

Principal/LSC
Principal
Teachers
LSC
Principal
Principal
Principal

RESOURCES & PLD

Goal 3: ATTENDANCE & ENGAGEMENT: *Improve regular attendance by providing a safe, supportive physical and emotional learning environment where all tamariki are engaged and able to thrive.*

PRIORITIES:

- Developing the workforce of the future, including leadership development pathways.
- Targeting effective learning support interventions for children with additional needs.
- Using high-performing data and evidence to inform decision-making.

INITIATIVES:

- 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 the Attendance Management Plan (AMP) and STAR framework

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

STRATEGIC OUTCOMES:

- **Regular Attendance:** Achieve 80% of students attending more than 90% of the time by 2030, progressing toward a 90%+ target.
- **Engagement & Belonging:** Tamariki feel safe, supported, and connected to their school community.
- **Safe Learning Environments:** Physical and emotional safety consistently strengthened across the school.
- **Whānau Partnerships:** Families actively engaged in supporting attendance, wellbeing, and learning.



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KEY ACTIONS

RESPONSIBILITY

RESOURCES & PLD

TERM ONE

- Maintain daily attendance monitoring and ensure consistent tracking, communication, and intervention processes.
- Introduce classroom belonging activities and connection strategies to foster student engagement.
- Review school goals and maintain engagement with the Healthy Active Learning contract.
- Launch the *Attendance Matters* campaign to reinforce expectations and goals for 2026.
- Track students with attendance below 90% and initiate early whānau contact for support.
- Gather attendance and engagement data for all classes to inform future actions.
- Share attendance goals and school values through newsletters, assemblies, and social media.

Expected Outcomes

- School community understands attendance expectations and goals.
- Baseline attendance and engagement data established and shared with staff.
- Increased sense of belonging for new and returning students.

Principal
Teacher
Teachers
Principal, Tessa Gray
Principal
Principal
Principal & PB4L Lead

PB4L MOE Facilitator

RTLB Liaison

Sport Canterbury

TERM TWO

- Review implementation and refine strategies based on effectiveness.
- Track progress of attendance campaigns and engagement strategies; make improvements as needed.
- Continue collaboration with the facilitator and initiatives through Sports Canterbury to promote wellbeing and active participation.
- Implement attendance plans for students under 80%, monitored fortnightly, and provide mentoring and incentives.
- Continue check-ins and home visits, and host Attendance & Engagement Hui to discuss shared strategies.
- Review and share attendance data with staff and Board to inform next steps.
- Celebrate improved attendance publicly through newsletters and assemblies.

Expected Outcomes

- Chronic absence rates decrease by at least 2% compared to 2025.
- Increased collaboration and communication with whānau around attendance.
- Students show greater motivation and engagement in learning.

Principal

Teachers

Principal

Principal

PB4L MOE Facilitator

Sport Canterbury

TERM THREE

- Gather staff and whānau feedback to assess effectiveness and refine behaviour response strategies.
- Review mid-year attendance trends and adjust initiatives to improve engagement.
- Maintain collaboration with the facilitator and initiatives through Sports Canterbury.
- Continue implementing trauma-informed and inclusive approaches across all classrooms.
- Track trends and respond with tailored supports where needed.
- Conduct mid-year Wellbeing Hui and student surveys to inform next steps.
- Highlight cultural and extracurricular activities that build connection and inclusion.
- Engage student leaders to promote positive attendance and engagement messaging.
- Communicate wellbeing and engagement data with staff and community for review and action planning.

PB4L Lead
Principal
Teachers
Teachers
Principal LSC
Principal
Principal
Teachers
Principal

PB4L MOE Facilitator

RTLB Liaison

Sport Canterbury



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KEY ACTIONS

TERM THREE (Cont...)

Expected Outcomes

- 85%+ of students report feeling safe and supported at school.
- Whānau express confidence in wellbeing and engagement systems.
- Increased participation in cultural and extracurricular programmes.

TERM FOUR

- Review and refine the behaviour response plan based on end-of-year feedback and effectiveness.
- Conduct end-of-year analysis of attendance and engagement trends; identify priorities for 2027.
- Recognise improvements in attendance, behaviour, and engagement through end-of-year events, newsletters, and assemblies.
- Hold a Celebrating Belonging assembly and final whānau hui to share progress and next steps.
- Develop an Attendance and Engagement Impact Report for the Board and community.
- Refine strategies based on lessons learned from 2026 implementation.
- Maintain collaboration with Healthy Active Learning facilitator and programmes.

Expected Outcomes

- Attendance at or above 70% for all year levels.
- Sustained reduction in chronic absenteeism.
- Stronger whānau partnerships in attendance and wellbeing initiatives.
- Clear evidence-based priorities for 2027.

RESPONSIBILITY

PB4L Lead/Principal
Principal

Teachers/Principal
Principal
PB4L Lead/Principal
Principal

RESOURCES & PLD

Sport Canterbury

MONITORING AND REVIEW

GOAL 1: PARTNERSHIP

- **Leads:** Principal, Cultural Lead, Curriculum Leaders.
- **Reporting:** Hui notes, PLD reflections, Board updates each term.
- **Evidence:** Iwi and whānau feedback, student voice, curriculum samples, partnership documentation.

Success Measure: Cobden School maintains strong, reciprocal partnerships with iwi and whānau that authentically shape curriculum design, student identity, and community engagement.

GOAL 2: TEACHING & LEARNING

- **Leads:** Principal, Teachers and LSC
- **Reporting:** Mid-year and end-of-year Board summaries.
- **Evidence:** Assessment data, teacher inquiries, Professional learning doc, whānau feedback, and moderation samples.

Success Measure: Cobden School provides consistent, evidence-based teaching aligned with Te Mātaiaho, improving student achievement and whānau understanding of learning progress.

GOAL 3: ATTENDANCE & ENGAGEMENT

- **Leads:** Principal, Attendance Officer, LSC
- **Reporting:** Attendance data reports each term; wellbeing survey summaries.
- **Evidence:** SMS attendance data, student voice, whānau feedback, behaviour reports, Board updates.

Success Measure: Cobden School achieves improved attendance and engagement through proactive communication, targeted support, and a culture of belonging where every student feels valued and connected.