



WAIRARAPA COBHAM INTERMEDIATE SCHOOL

CHARTER 2023

Preparing For Life

He Kahurangi tō tangata me tō pono

THIS DOCUMENT

This Charter documents the strategies and targets formulated to meet our school’s determination for continuous improvement in meeting the needs of our students. It combines the regulatory requirements by the Ministry of Education (e.g., National Educational Goals (NEGs) and the National Administration Guidelines (NAGs)), with school values and principles. It is a living document—on-going review will ensure its utility, implementation, and modification as necessary.

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INTRODUCTION TO THE SCHOOL

Wairarapa Cobham Intermediate School is one of the largest intermediate schools in the South Island, and has a reputation around New Zealand as a school with students that excel in a wide range of cultural, academic and sporting events.

GENERAL INFORMATION

School type	State co-educational intermediate School (Years 7, 8), Ministry of Education school 3323.
Established	February 1963
Name	<p><i>Wairarapa Cobham Intermediate.</i></p> <p><i>The school was gifted Wairarapa - glistening water. The gift from Ngāi Tahu was through the school's Cultural Narrative. The Wairarapa Stream is a natural boundary to the north of the school, and the stream was a place of settlement and food source in pre-European times.</i></p> <p><i>Cobham Intermediate School—originally named Fendalton Intermediate School, but with another Fendalton School in the area, the then governor-general of New Zealand—John William Leonard Lyttelton, Viscount Cobham, allowed the school to use his name. Lord Viscount Cobham, a former Governor-General, an innovator who, among other achievements, was involved in the establishment of Outward Bound.</i></p> <p><i>In 2022 the Board of Trustees, in developing the school logo and new uniform, decided upon the dual name - Wairarapa Cobham Intermediate.</i></p>

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Address	294 Ilam Road, Fendalton, Christchurch Sunningvale Lane, Ilam.
Motto	Preparing for Life
Logo	(as below)
Equity Index #	410
Roll	634
Website	www.cobham.school.nz
2023 Prospectus	https://drive.google.com/file/d/1DwuQ0Cr6l5-AMXcsd_VpT84zDObBQf2j/view?usp=sharing
Cultural diversity	European (54%), Asian (26%), Māori (6%), Pasifika (2%), other (12%)



Logo: After a lengthy consultation process in 2021, the BoT approved a new logo. The logo was launched last year to coincide with the move to the new classroom blocks. This year, in 2023, the logo adorns the new school uniform. The new logo is fresh and speaks to the school's Cultural Narrative acknowledging the shift to the Wairarapa -Cobham name.

We expect each student to reach their potential through quality learning and teaching with specialist teachers who understand the unique needs of emerging adolescents. Our sole focus at Cobham is achieving this for this specific age group. There are four critical aspects to this reflected in our strategic plan.

1. We emphasise identity. Students must be themselves and develop in their unique ways to a point where they show self-efficacy. We value students being known by teachers within the teams and staff across the school. These connections allow them to flourish and grow as individuals.
2. Secondly, we emphasise students achieving personal excellence. Our record in local, regional, national and international competitions and events is outstanding. Students are encouraged to achieve personal goals and reach the highest achievement levels possible.
3. Wairarapa- Cobham has a variety of opportunities outside the classroom. We are recognised and well-regarded for our music programmes and the performing arts, along with a history of success in local, regional and national sporting events. Families choose Wairarapa - Cobham for the many opportunities on offer.
4. Students are encouraged to develop an enterprising spirit, try new experiences, and learn from mistakes. The emerging adolescent phase challenges social, physical, emotional, and cultural development. Therefore, our learning programmes, pastoral care and PB4L systems have been established with the emerging adolescent in mind.

The cultural and arts opportunities are diverse and rich. They include a Kapa Haka group, rock band, jazz band, orchestra, chamber orchestra, ukulele, orchestra, chorale, choir, dance groups and various itinerant music teachers. A biennial production is a much-anticipated tradition in our school, along with annual participation in the Christchurch Schools' Cultural and Music Festivals. This year, 2023, we are hopeful all events and opportunities take place.

Wairarapa - Cobham Intermediate is characterised by its commitment to promote:

- The unconditional focus on engagement, growth and achievement for each student.
- Our 3RPC values – Respect, Responsible, Resilient and Positive.
- A rich curriculum founded on the New Zealand Curriculum principles and values (together with our 3RPC values) has a balance of integration and individual, specialist curriculum rigour.
- Opportunities across cultural and sporting experiences.
- Effective use of information and communication technologies.

The Connected programme, which has the five ways for well-being woven through it, ensures each student is given a “toolbox” of skills and attributes that will help prepare them for life. In addition, the programme ensures all students are supported with appropriate resourcing to develop a clear understanding of their well-being.

REBUILD

Pleasingly, the rebuild preserves the park-like grounds with beautiful, established trees and gardens, open field spaces and the Wairarapa stream flowing alongside the boundary. The name Wairarapa, and the associated narrative of the stream, will play a significant role in our curriculum and our identity.

In terms of purpose-built facilities, the school is in flux. We have embarked on a significant rebuild, and several of our purpose-built facilities have been demolished, with the remaining two blocks to come down before June. So, after ten years of discussion and anticipation, we have partially transitioned from the old to the new. This started in July 2022, when the three hapori teaching and technology blocks were opened. The new playgrounds were opened in October 2022 and have been well received by students and the wider community. The admin block will be handed over in August 2023, and the hall in February 2024. We anticipate the MoE believe in Lady Mary Montgomerie Currie's proverb - *"all things come to those who wait."*

This year the BOT has budgeted significant amounts of money to ensure the new hall is fit for purpose. Basketball hoops, lighting equipment, a scoreboard and an excellent sound system will be paid for by the BoT. (Sadly, these items are above and beyond the MoE responsibilities.) Furthermore, the BoT is committed to an astroturf towards the Sunningvale Lane entrance. 2022 and 2023 will show significant BoT spending on infrastructure. There is a short window of opportunity, and the BoT has been financially prudent for the last six years, managing the impacts of COVID-19 and associated budget ramifications to ensure this investment will not hamper the day-to-day operations of the school.

The BoT is acutely aware of the need to plan for future landscaping. The MoE provision provides satisfactory landscaping, however, this may need further investment.

At this point, we are two years through a three-year rebuild programme, with our next transition due in the middle of this year. Whilst the logistics of running a school and managing a rebuild are taxing, each and every week, the new school is taking shape. Nevertheless, the end result will be spectacular, and fit for purpose, and Wairarapa Cobham Intermediate will be the first purpose-built intermediate in New Zealand in a long time.

In terms of the rebuild, we are almost there!

PRINCIPLES

We are proud of our recent work and current status regarding Community Engagement, the Treaty of Waitangi, Cultural Diversity and Inclusion, but note there is still plenty to achieve. At Wairarapa - Cobham, we have useful relationships with all stakeholders. Our latest curriculum review involved all stakeholders with specific Māori, Pasifika and student reference groups. Alongside these groups, generic questionnaires were widely circulated. We were pleased with the responses from our community and these responses both enhanced and endorsed our current curriculum. There is clear evidence of the New Zealand Curriculum (NZC) principles in our strategic plan, school culture, and teaching and learning programmes.

We have just created a new Māori Strategic Plan document for 2023 - 2024. This document references Ka Hikitia (2021) and some of Angus Macfarlane's 2008 work and clearly outlines workstreams for key stakeholders in the school.

The New Zealand Curriculum sets eight principles to underpin decision-making and the continual development of the Wairarapa - Cobham Intermediate curriculum.

Treaty of Waitangi

Wairarapa - Cobham Intermediate acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. When developing policies and practices for our kura, every endeavour will be made to reflect New Zealand's cultural diversity including the unique position of Māori.

1. Staff are working through the New Zealand Curriculum refresh with focus on New Zealand Histories. This will involve learning and understanding local stories through the eyes of Māori, understanding the impacts of urbanisation on Māori and weaving our narrative into learning.
2. The school provides cultural learning experiences through an active Kapa Haka group. This has grown from 40 students in 2013 to over 100 in the last three years. This group performs with precision, passion and pride at school events and participates in the Christchurch Schools' Cultural Festival; they perform with the Burnside High School Kapa Haka group and will perform at a Cluster Cultural Festival this year. This group is taught by a well-respected tutor from outside the school and is supported by two skilled classroom teachers.
3. Students learn an elementary level of tikanga and Te Reo Māori at Wairarapa - Cobham Intermediate School. All classes and teachers use Te Reo daily through simple commands and daily karakia. (Karakia are of a secular nature.) Karakia are used at the beginning and the end of assemblies and the start and end of each school day.

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4. All new students to Wairarapa Cobham learn the school's pepeha through the Year 7 concept, Hauora. Furthermore, the Cultural Narrative has been brought to life with the naming of our school, our hapori and spaces within our school.
 5. *Our Code, Our Standards* have clear links and expectations for kaiako around the Treaty of Waitangi. Through the Māori Achievement Collaborative and the school's appraisal expectations, staff understand the importance of the principles of the Treaty of Waitangi and their expectations as educators.
 6. Teachers use resources in the curriculum (especially reading, maths, science, social studies, art, music, and health and PE) that recognise New Zealand's dual cultural heritage.
 7. Tikanga and Te Reo Māori are integrated through all curriculum areas.
 8. All classroom teachers are expected to complete Te Reo professional development in 2023 as part of their professional growth cycles.
 9. The first hui for parents and whānau of our Māori students is due to take place in March. The purpose of this is to discuss the achievement and educational success of our students identified as Māori, to address the school's commitment to and honouring of Māori culture, to seek the aspirations of our whanau authentically. At this hui, all students complete a survey by Dr Melinda Webber from the University of Auckland. The survey data helps us further understand our Maori learners, and this information is shared with the appropriate staff.
 10. Last year, Whanau time fell over. There is a new plan, using the skills of staff to re-establish this programme.
 11. Reports to the Board of Trustees on student achievement include a separate analysis of Māori student achievement, where practicable. The BoT will receive reports on Māori achievement on a termly basis and updates on the Māori strategic plan.
 12. School learning facilities and the library offer a range of resources to assist in the teaching and learning of Te Reo and reflect our cultural diversity.
 13. There is a school-wide expectation that cultural practices that reflect the Māori language and culture are part of daily practices. For example, school karakia are carried out daily in every class and also in assemblies and staff meetings. All new students and staff are welcomed with a mihi whakatau at the beginning of the year.

If whānau requests a higher level of tikanga and/or te reo than is presently evident in our school's Māori programme, the staff and family will discuss and explore the following options:

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1. Further explanation of existing programmes
 2. Further extension of existing programmes if and as possible
 3. Combine with a neighbouring school for parts of the day/programme
 4. Provide in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the student's classroom
 5. Explore other schools which may offer programmes closer to their expectations
 6. Use of community expertise (people and places) to help with any of the above

** We now have competent staff who could provide excellent 1:1 or small group support for students and whānau wanting further Te Reo.

Cultural Diversity

Wairarapa- Cobham Intermediate is a proud multicultural school with 25 ethnicities represented on our roll. We value this and enjoy and embrace the richness this brings to our school. Our curriculum reflects New Zealand's cultural diversity and respects the histories and traditions of all people. Priority is placed on including aspects of the school's proud local history and recognising the cultures represented within the school community.

At our kura, we cater for a range of cultures through:

1. Being a signatory to the Code of Practice for the Pastoral Care of International Students. We have over 15 full-time international students and some international student groups scheduled to visit this year.
2. We employ English Second Language specialists (ESOL) and run effective programmes for our ESOL and migrant and refugee students.
3. One of our Deputy Principals has contributed to the MoE's Making Language and Learning Work series, an ESOL online advisory team member and a participant in the English Language Learning Progressions sector group meetings. He supports staff in developing teaching practices that include students from diverse language and cultural backgrounds.
4. We hold international language weeks, cultural lunches, and cultural weeks; we have cultural leaders and specific professional development for staff.

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5. We are part of the Asian Language Learning in Schools (ALLiS) Burnside Cluster. All Year 8 students at Cobham are exposed to Mandarin with the help of Mandarin Learning Assistants (MLAs). We have one MLA this year, who will work in classes across the school. Korean is taught to all Year 7 students with the help of a Korean learning assistant.

High Expectations

We have a dynamic curriculum that supports and empowers all students to learn and achieve personal excellence, regardless of their circumstances. The Board provides staffing and resources above MoE funding levels to fund extra learning support, pastoral care, administration time for sports and extension programmes for numerous students. Positive Behaviour For Learning (PB4L 3RPC) allows us to set the expectations for both learning and behaviour. This year we will be consolidating Tier 2 of this programme. We have a well-regarded school-wide behaviour management plan that includes a rewards/incentives programme, certificates and awards. The parent community is essentially one that has high expectations that children will achieve success through stimulating learning programmes, a range of opportunities and quality teaching.

Inclusion

Cobham Intermediate has school policies that ensure the unconditional focus on every unique student's growth, progress, and high educational achievement. All school policies ensure that students' identities, languages, abilities, and talents are recognised and affirmed, and their learning needs are addressed. The rich curriculum mirrors school policies - recognising and affirming languages, differences and needs. We are an inclusive school.

Learning to Learn

Cobham Intermediate has well-developed curriculum and assessment practices that encourage students to reflect on their learning processes. Formative assessment practices are used, and teachers include regular individual student goal setting as part of teaching and learning programmes. As a result, students have ownership of their learning, including knowing and understanding what they need to do to progress. In 2021 we updated our reporting to parents processes, and the students now share their work against associated goals.

Future Focus

The curriculum challenges students to look to the future by exploring future-focused issues like sustainability, citizenship, enterprise, and globalisation. Cobham Intermediate runs a successful Future Problem Solving programme and often has students qualify for the national championships.

VISION AND VALUES

Vision

Continuously improve our specialist environment ensuring every Cobham student is provided with a fit for life educational experience delivered by inspired, passionate and skilled teachers.

Values

Respect, Responsible, Resilient, Positive at Cobham. These work in collaboration with the values stated in the New Zealand Curriculum and are infused into all aspects of our school's culture and approach to teaching and learning. These fundamentally underlie our vision and the Cobham ethos.

In addition, the Board of Trustees and the Principal enforce a specific Code of Conduct in relation to their own activities and functions. *Members of the Board will:*



1. Ensure that the needs of the students and their learning are given full consideration when planning, resourcing and implementing the school's curriculum.
2. Ensure that all students are provided with an education which respects their individuality and which challenges them to reach the highest standards of personal achievement.
3. Serve their school and their community to the best of their ability and be honest, reliable, trustworthy, loyal and fair.
4. Act with fairness and integrity in all matters concerning staff, the principal, parents and students.
5. Maintain the confidentiality and trust vested in them.
6. Ensure strict confidentiality of papers and information related to the Board's position as employer.
7. Ensure that individual trustees do not act independently of the Board and its decisions.
8. Accept that the Principal is the professional leader of the school who is responsible to the Board.

The Principal will also:

1. Ensure that the needs of the students and their learning are given full consideration in planning, resourcing and implementing the school's curriculum.
2. Show commitment to the belief that each student is of equal value and is entitled to an education which respects her/his individuality and challenges her/him to reach her/his highest standards of personal achievement.
3. Be loyal to the charter and fully committed to achieving its purpose, aims and objectives.
4. Act fairly and with integrity in all matters concerning staff, members of the Board of Trustees, parents and students, and show a commitment to the continuing development of the staff's professional skills.
5. Work cooperatively with school staff, but take final responsibility for decisions within the Principal's authority as delegated by the Board.
6. Provide all information about a student to any person with legal rights to the information who requests it and respect confidentiality by keeping information about a student from people who have no right to it.
7. Not vote in Board of Trustees' decisions in relation to the Principal's employment.

National Administration Goals:

- In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines framework.

WAIMAIRI-IRI COMMUNITY OF LEARNING

Cobham Intermediate is part of the Waimairi-iri Community of Learning (CoL) and has been since the latter part of 2017. The CoL is made up of 15 schools within the North-West of Christchurch and caters for over 6000 learners.

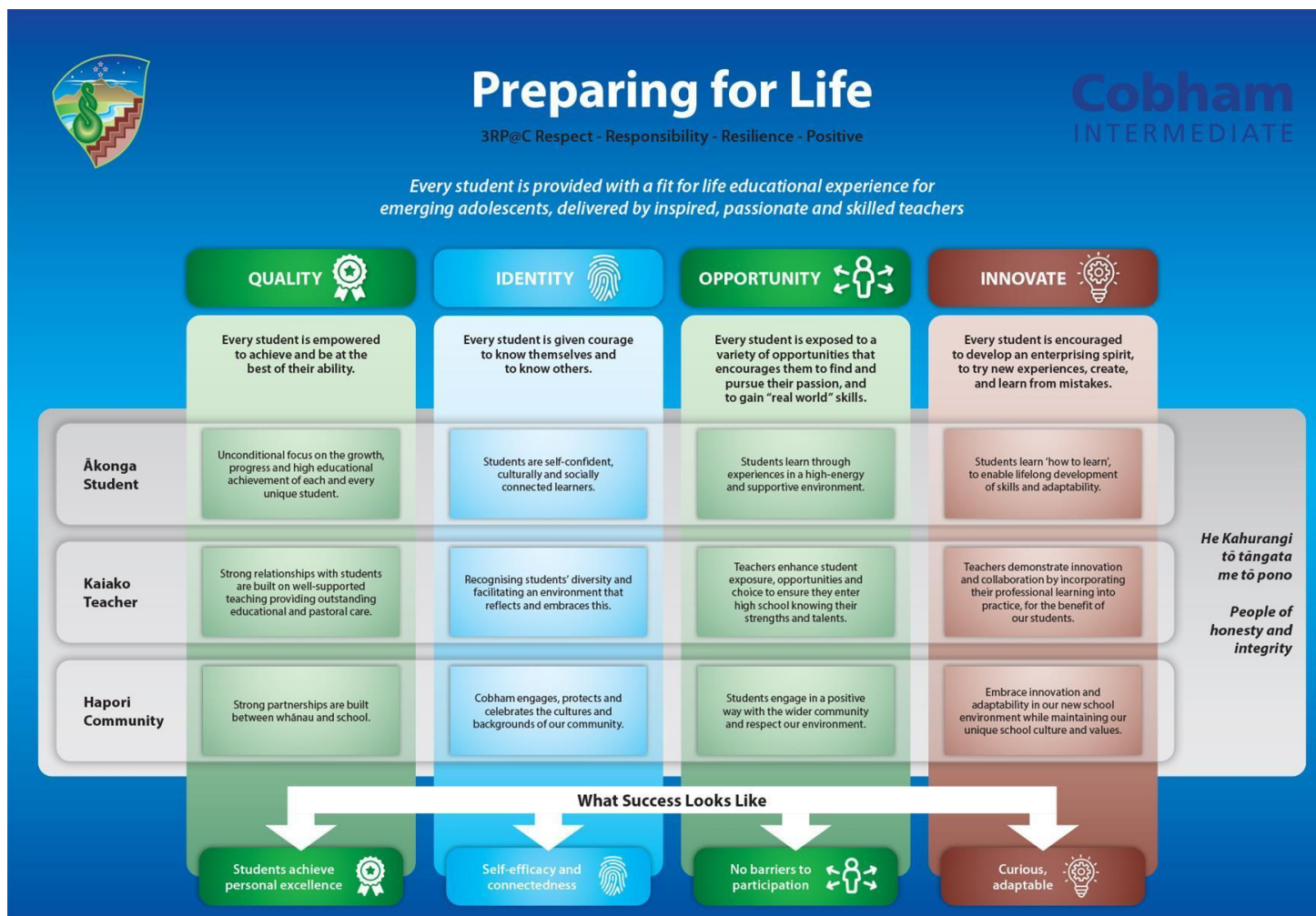
The CoL has a number of challenges that all schools work towards. The challenges have a clear focus on the engagement of all learners and there are clear links from these to Cobham's strategic and annual plans.

Waimairi-iri Kāhui Ako Strategic Plan 2023-25



Vision	A community committed to inclusion, diversity and learning.		
Our Values	COLLABORATE	ENQUIRE	ASPIRE
Focus Areas	Hauora/ Well being - inclusiveness, transitions and pathways (NELP Barrier Free Access, Learner at the Centre)	Cultural Sustainability - embedded with language/culture and identity (NELP Learner at the Centre, Barrier Free Access, Quality Teaching and Leadership)	Improving Quality Teaching and Learning (NELP Learner at the Centre, Barrier Free Access, Quality Teaching and Leadership)
Strategic Initiative	<p>To offer annual events that support networks and engagement across varying groups within our KA</p> <ul style="list-style-type: none"> • Students • Principals • DP/AP • SENCO • ECEs • Staff and whānau <p>2. To support the transitions of ECE to NE, Year 6 to Y7 and Y8 to Y9</p> <p>3. Professional development opportunities to strengthen Hauora and well-being.</p> <p>4. Inquiry process to enhance attendance and achievement data.</p>	<p>1. Sustain and enhance reciprocal relationships with Mana Whenua/ Ngai Tuahuriri/ Ngai Tahu.</p> <p>2. Continue to use a MAC approach for Principals/ DPs/ APs/ AKLs/ KA leadership and professional growth .</p> <p>3. Aotearoa NZ Histories Curriculum development (local stories/ curriculum/ digital capture) in partnership with Mana Whenua/ Ariki Creative/ GCSN -BHS first</p> <p>4. Upskill with the Action Plan for Pasifika Education.</p> <p>5. Maintain celebrations through events promoting identity.</p> <p>6. Te Reo upskilling across the the Kāhui.</p>	<p>1. Support the implementation of the NZ curriculum refresh.</p> <p>2. Align our strategic direction with the NELPs.</p> <p>3. Provide a range of professional development opportunities for all stakeholders.</p>

STRATEGIC VISION



ANNUAL PLAN 2023

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ERO Process Indicators

The process indicators below describe practices and processes that contribute to school effectiveness and improvement. They are organized in six key domains that work together to promote equity and excellence in student outcomes. They will assist schools to identify areas in which changes are needed. (ERO 2016).

Key	Process Indicators
Domain 1	Stewardship.
Domain 2	Leadership of conditions for equity and excellence.
Domain 3	Educationally powerful connections and relationships.
Domain 4	Responsive curriculum, effective teaching and opportunity to learn.
Domain 5	Professional capability and collective capacity.
Domain 6	Evaluation, inquiry and knowledge building for improvement and innovation.

Strategic Area 1 - Quality - *Every student is empowered to achieve and be at the best of their ability.*

Focus/ ERO Domain	Actions	Responsibility	Completed by
1. Culturally Responsive@C - Māori and Pasifika	<ul style="list-style-type: none">Support parent led Pasifika evenings throughout the year. Invite all Māori and Pasifika students to attend after school whānau/fanau time.Structure Youthtown after school group to focus on relationships and connections.Reboot weekly whānau and fanau sessions.Support staff in gaining an appreciation of Te Tiriti o Waitangi obligations and orientation within the NZC refresh.Develop a focus group to incorporate/integrate NZ Histories curriculum into Cobham programmes.	Principal, DPs and Culturally responsive leaders	End of Term 4
Review & Future Focus			
2. Literacy@C	<ul style="list-style-type: none">Provide a 10 week literacy intervention for 120 learners.Observe all teachers teaching writing, four times throughout the year.Establish ‘how to videos’ for parents.Hold three parent writing evenings throughout the year.Trial writing interchange based on student and staff interest.Provide after school writing support for learners.Provide opportunities for all students to showcase writing - eg. writing portfolios, class exhibitions.Embed quality practice in the teaching of writing through the sharing of internal expertise. (Peer observations, discussion, and feedback).Maintain and support Cobham’s shared understanding of best practice in	Principal, DP and literacy PLD team	End of Term 3

	<p>the teaching of writing.</p> <ul style="list-style-type: none"> • Ensure that all students can articulate their literacy goals and show evidence. • Provide professional development for staff to use the <i>Writer's Toolbox</i>. • Monitor the progress of targeted students using the <i>Writer's Toolbox</i>. 		
Review & Future Focus			
3. Rebuild@C	<ul style="list-style-type: none"> • Review collaborative teaching expectations for teachers. • Review the use of break-out spaces for group teaching. • Review and implement the revised Cobham curriculum with a focus on the cultural narrative 	Senior Leadership Team	By the end of Term 2
Review & Future Focus			
5. Review@C	<ul style="list-style-type: none"> • Use the Cobham professional growth cycle with all teaching staff with a particular focus on the teaching of writing. 	Senior Leadership Team and appropriate staff	End of Term 4
Review & Future Focus			

Routines@C		Actions	Responsibility	Completed by
Connected@C		<ul style="list-style-type: none">Establish Tuakana Teina mentoring programme across the school for the new cohort in Term 1.	Classroom teachers	End of Term 1
		<ul style="list-style-type: none">Students can identify two people they could approach to support them.	Classroom teachers	End of Term 2
		<ul style="list-style-type: none">Ensure all classes have lessons with the counsellor.	DP/ counsellor	Ongoing
		<ul style="list-style-type: none">Teach specific digital literacy lessons.	Classroom teachers	Ongoing
		<ul style="list-style-type: none">Proactively address attendance issues and report to the BoT.Complete staff professional development on the recording of attendance.Develop specific (nuanced) strategies to support individual students to attend school regularly.Reduce barriers to attendance for targeted students and families.Maximise Kāhui Ako support for attendance.Partner with 24/7 group to establish a breakfast drop in centre.Provide school-wide rewards for attendance targets.	Classroom teachers/ DP	Ongoing
		<ul style="list-style-type: none">Liaise with contributing schools to collect information on students to assist a smooth transition to Cobham.	SENCO/ DP	End of Term 4
		<ul style="list-style-type: none">Work with high schools to support students’ transition to high school.	DP/ SENCO /Class teachers	End of Term 4
Community of Learning (CoL) Waimairi-iri		<ul style="list-style-type: none">Access CoL resources for external support where appropriate.	Principal	Ongoing
		<ul style="list-style-type: none">Manage relationships and involvement of staff in relation to CoL time expectations.	Principal	Ongoing
Code of Conduct		<ul style="list-style-type: none">Review the Staff Code of Conduct with all staff at the beginning of the year.	Senior Leadership Team	End of Term 1

	<ul style="list-style-type: none"> • Include Code of Conduct as part of the induction process for all new staff. 	Senior Leadership Team	End of Term 1
	<ul style="list-style-type: none"> • Review <i>Keeping Cobham Teachers Safe Expectations</i> with all staff. 	Senior Leadership Team	End of Term 1
	<ul style="list-style-type: none"> • Conduct health and safety inductions for all new staff. 	Senior Leadership Team	End of Term 1
Reflecting on and evaluating teaching practice	<ul style="list-style-type: none"> • Monitor teaching practice across the school to ensure that it is in line with Cobham's literacy and maths teaching expectations. 	DP, maths leaders and teaching staff	End of each term
Professional Growth Cycle (PGC)	<ul style="list-style-type: none"> • Review the Cobham Quality Practice Document. 	Senior Leadership Team	As required according to PGC timetable
	<ul style="list-style-type: none"> • Conduct and document evidence of formal professional conversations between team leaders and teachers each term, including discussion on priority learners and target students. 	Senior Leadership Team	
Strengthening the curriculum	<ul style="list-style-type: none"> • Develop and implement ANZH curriculum with external support and review. 	DP/ Focus group of teacher	End of term 2
	<ul style="list-style-type: none"> • Plan concept learning programmes based on revised curriculum with a particular focus on the science based concepts, e.g. sustainability. 	DP/ Classroom teachers	Each term
	<ul style="list-style-type: none"> • Continue to review concept learning at the end of each cycle. 	DP/ Classroom teachers	End of each term
Moderation practices	<ul style="list-style-type: none"> • Continue with OTJ assessments for the end of Term 1. 	DPs	End of each term
	<ul style="list-style-type: none"> • Ensure team leaders schedule four moderation meetings throughout the year. 	Team Leaders	Each term
	<ul style="list-style-type: none"> • Conduct at least two full-staff moderation sessions in 2022 in writing. 	DP	Term 1 and 3
Student success	<ul style="list-style-type: none"> • Link transition data with systems for identifying, monitoring, and reporting on priority learners. 	All staff	Ongoing

	<ul style="list-style-type: none"> Monitor students' development against the Cobham Graduate Profile dispositions. 	All Staff	Ongoing
PB4L	<ul style="list-style-type: none"> Teach specific 3RPC modules at the beginning of year for Year 7 students and as needed for all other students. 	Classroom teachers	Term 1
	<ul style="list-style-type: none"> Establish new PB4L lessons as required, e.g.accessing the new admin block. 	PB4L team	Ongoing
	<ul style="list-style-type: none"> Continue to incorporate hauora/ "Five Ways to Wellbeing" into PB4L lessons. 	Classroom teachers	Ongoing
	<ul style="list-style-type: none"> Respond to PB4L data and areas of need by sharing with staff a fortnightly focus based on the toolbox strategies. 	PB4L Leaders	Ongoing
	<ul style="list-style-type: none"> Consolidate PB4L Tier 2 interventions and supports. 	PB4L Leaders	Ongoing
	<ul style="list-style-type: none"> Ensure all teams maintain their 'Behavioural Concerns' register. 	Team Leaders	Ongoing
	<ul style="list-style-type: none"> Report trends to the BoT. 	PB4L Leaders	Ongoing
	<ul style="list-style-type: none"> Gather whānau and student voice to ensure community involvement in PB4L Tier 1. 	PB4L Leaders	Ongoing
	<ul style="list-style-type: none"> Have Head Students share with the student council and report back. 	PB4L Leaders	Ongoing

Strategic Area 2 - Identity - *Every student is given courage to know themselves and to know others.*

Focus/ ERO Domain	Actions	Responsibility	Completed by
1. Culturally Responsive@C - Māori and Pasifika	<ul style="list-style-type: none"> Ensure all staff complete a minimum of 5 hours Te Reo Māori professional development. Promote Te Ahu o Te Reo courses through Ngāi Tahu. Ensure students have the opportunity to learn an Asian language. Ensure all cultures, including Asian cultures are given the opportunity to share and celebrate their culture. Ensure all students are given equal opportunities to achieve - Opportunies@C. Ensure all parents are informed about all opportunities at parent teacher interviews. Ensure all staff know the school's pepeha. All staff present their pepeha in a variety of public forums. Collect and collate data to be reported to the BoT via actions plans at the end of each term. <ul style="list-style-type: none"> Pasifika Action Plan Māori Action Plan 	Principal, DPs and Culturally responsive leaders	End of Term 3
Review & Future Focus			
2. Literacy@C	<ul style="list-style-type: none"> Assist students to understand their specific literacy goals and provide learning strategies to help them achieve them. Provide supports for whānau to assist literacy from home. Provide ESOL classes for second language learners. Provide parent ESOL classes for International parents. All students will utilise the Writer's Tool Box as a key component of their 	Principal, DP, Reading PLD team and teaching staff	End of Term 3

	<div>literacy programme.</div> <ul style="list-style-type: none">Staff will customise the Writer's Tool Box programme to suit the diverse learners in classrooms.		
Review & Future Focus			
3. Rebuild@C	<ul style="list-style-type: none">Students understand Cobham’s cultural narrative and have a sense of belonging to the kura and spaces within.	All staff	End of term 1
Review & Future Focus			
4. Resilience@C	<div><ul style="list-style-type: none">Update, outline and communicate timeline and key markers with staff.Celebrate milestones over the year.</div>	Principal Senior Leadership Team	Ongoing
Review & Future Focus			
5. Review@C	<div><ul style="list-style-type: none">Articulate and share evidence of our Māori and Pasifika community engagement.Review student goal setting and reporting process.</div>	Culturally Responsive leads Senior Leadership Team	End of Term 3
Review & Future Focus			

Routines@C		Actions	Responsibility	Completed by
Connected@C		<ul style="list-style-type: none">Collaborate with the 24/7 team to arrange mentoring - both group and individual.	DP/ SENCO/ Classroom teachers	Ongoing
		<ul style="list-style-type: none">Maintain Cobham’s triage approach to identify students in need of support.	DP/ Classroom teachers	Ongoing
		<ul style="list-style-type: none">Conduct triage meetings with professionals as needed.	DP/ SENCO	Ongoing
Student success		<ul style="list-style-type: none">Continue to build all students’ understanding and ownership of their own learning, progress and achievement.	DP and classroom teachers	End of Term 1, ongoing
		<ul style="list-style-type: none">Communicate the role of the Graduate Profile in teaching and learning with the Cobham community and raise student awareness of the community's aspirations for them.	DPs and classroom teachers	End of Term 1, ongoing
		<ul style="list-style-type: none">Ensure that all students can articulate at least two learning goals at any time during their Cobham education.	DP and classroom teachers	End of Term 1, ongoing
PB4L		<ul style="list-style-type: none">Continue to re-teach PB4L lessons (various contexts) throughout the year, as well as on a needs basis.	All classroom teachers	Ongoing
		<ul style="list-style-type: none">Identify areas for new PB4L focus, based on school needs, and construct lessons.	PB4L leaders All classroom teachers	Ongoing
		<ul style="list-style-type: none">Seek student voice on PB4L data.	PB4L	Ongoing
		<ul style="list-style-type: none">Develop a framework which articulates Cobham’s varied systems and processes for the pastoral and behavioural care of students.	PB4L leaders	Ongoing
		<ul style="list-style-type: none">Share PB4L data with staff, students and families.	PB4L leaders	Ongoing

Celebrate/ Share Cobham	<ul style="list-style-type: none"> Establish new advertising platforms. 	Principal/ DPs	Ongoing
	<ul style="list-style-type: none"> Articulate the “Culture of Cobham.” 	All staff	Ongoing
	<ul style="list-style-type: none"> Create opportunities for guests to inspire students. 	DP	Ongoing

Strategic Area 3 - Opportunity - *Every student is exposed to a variety of opportunities that encourages them to find and pursue their passion, and to gain "real world" skills.*

Focus/ ERO Domain	Actions	Responsibility	Completed by
1. Culturally Responsive@C - Māori and Pasifika	<ul style="list-style-type: none">Utilise Pasifika parents and supports to ensure all Pasifika students:<ul style="list-style-type: none">are able to participate in opportunities offered at Cobham.are exposed to opportunities outside of Cobham.Utilise Māori Whānau and supports to ensure all Māori students:<ul style="list-style-type: none">are able to participate in opportunities offered at Cobham.are exposed to opportunities outside of Cobham.	Principal, DPs and Culturally responsive leaders	Ongoing
			End of Term 1
Review & Future Focus			
2. Literacy@C	<ul style="list-style-type: none">Provide access to the Writer's Tool Box to all students.Link writing to local science contexts with a focus on students’ immediate environment and the local area.	DP and Literacy PLD team	End of Term 1
			Ongoing
Review & Future Focus			
3. Rebuild@C	<ul style="list-style-type: none">Ensure the school environment is linked, preserved and a part of the learning programmes. i.e planting and the Wairarapa Stream.	Student Council leader Science teachers	End of Term 3
Review & Future Focus			

4. Resilience@C	<ul style="list-style-type: none"> Celebrate major rebuild milestones. 	Senior leadership team	Ongoing
Review & Future Focus			
5. Review @C	<ul style="list-style-type: none"> Ensure every Cobham child is involved in at least two Cobham opportunities in 2023. 	All teaching staff	End of Term 2
Review & Future Focus			

Routines@C	Actions	Responsibility	Completed by
Kapa haka and sasa groups	<ul style="list-style-type: none"> Participate in mihi whakatau, Kahui Ako cultural festival, Poroporoaki and Māori Prizegiving. 	Principal, DPs and Culturally responsive leaders	
	<ul style="list-style-type: none"> Host Ngāi Tahu educational speaker at hui-a-whānau. 		Term 1
	<ul style="list-style-type: none"> Provide supports for whānau to access educational opportunities for students. 		Ongoing
	<ul style="list-style-type: none"> Organise Māori leaders to run one assembly in Te Reo per term. 		Each term
	<ul style="list-style-type: none"> Encourage Māori leaders to take on a greater role for the hui-a-whānau. 		Each Term
	<ul style="list-style-type: none"> Organise a marae visit and stay for all interested students and whānau. 		Term 4

		<ul style="list-style-type: none"> Organise a hangi. 		Term 3/4
PB4L		<ul style="list-style-type: none"> Implement a change to the reward structure based on student feedback. 	PB4L team leaders	End of Term 1
Student Council		<ul style="list-style-type: none"> Establish a dynamic group of students, one representative from each class, to be led by Head Students. 	Student Council leader	End of Term 1
		<ul style="list-style-type: none"> Collect and collate students' voice on a variety of aspects of Cobham life. 	Student Council leader	Ongoing
Cultural Group		<ul style="list-style-type: none"> Establish a group of students from across all cultures within our Cobham community. Investigate opportunities for Cobham students to connect with students in Asia through digital platforms. 	DPs and cultural leader	End of Term 1
		<ul style="list-style-type: none"> Provide opportunities for year groups to come together once a term in an assembly Interview former students for online assemblies. 	Cultural leader	Ongoing
IT & Digital Citizenship		<ul style="list-style-type: none"> Ensure all students complete online teaching and learning modules regarding digital citizenship. 	IT/ classroom teachers	End of Term 1 and as needed.
		<ul style="list-style-type: none"> Replace, where possible, censorship with education. 	All staff	Ongoing
The Arts		<ul style="list-style-type: none"> Expand musical pathways for all learners. 	Specific teachers	Ongoing
		Complete a school production.	Music teachers	Term 3
		<ul style="list-style-type: none"> Link secondary music teachers with Cobham students. 	Specific teachers	Ongoing
		<ul style="list-style-type: none"> Expose Cobham musicians to new options/ instruments. 	DP	Term 1
		<ul style="list-style-type: none"> Increase opportunities for specialist groups to perform. 	DP/ Specific teachers	Ongoing

	<ul style="list-style-type: none"> Provide pathways through various arts events and competitions. For example: <ul style="list-style-type: none"> Show Quest Jump Jam Band Quest Orchestra Ensemble Groups Chorale Choir 	Specific teachers	Various throughout the year
Academic	<ul style="list-style-type: none"> Continue to provide a multitude of opportunities to extend and challenge students' thinking. For Example: <ul style="list-style-type: none"> Tournament of Minds Global Ethics Olympiad Science competition Future Problem Solving Lit Quiz Technology challenges EPRO 8 competition 	Various classroom teachers	Ongoing
	<ul style="list-style-type: none"> Develop outdoor science areas. 	Annie/ Lucy/ Jacinta	Ongoing
Sporting	<ul style="list-style-type: none"> Take part in AIMS Games to enhance national profile, and provide opportunities for Cobham students. 	Sport coordinator	Ongoing
	<ul style="list-style-type: none"> Provide pathways through various local sporting events and competitions, for example: <ul style="list-style-type: none"> Waterpolo Basketball 	Teachers in charge of specific sporting areas	Ongoing

Strategic Area 4 - Innovate - *Every student is encouraged to develop an enterprising spirit, to try new experiences, create, and learn from mistakes.*

Focus/ ERO Domain	Actions	Responsibility	Completed by
1. Culturally Responsive@C - Māori and Pasifika	Implement Cobham cultural narrative across the school Link with <i>Identity</i> concept unit... Personal pepeha Cobham pepeha Cultural narrative Aotearoa/ New Zealand histories curriculum	Principal, DPs and Culturally responsive leaders	End of Term 1
Review & Future Focus			
2. Literacy@C	<ul style="list-style-type: none"> Establish a parent literacy group to share passion and interest in writing, and to engage in professional learning around literacy engagement. 	Principal, DP and Reading PLD team	End of Term 2
Review & Future Focus			
3. Rebuild@C	<ul style="list-style-type: none"> Review the technology delivery model to ensure we have a fit for purpose programme that meets the needs of all stakeholders. 	Senior Leadership team and technology lead	End of Term 4
Review & Future Focus			

4. Resilience@C	<ul style="list-style-type: none">• Increase counselling coverage to four days per week.• Increase school wide classroom counselling sessions.	DP/ counsellor	End of Term 3
		External provider	
Review & Future Focus			

STUDENT ACHIEVEMENT TARGETS 2023

Reading

Links to Strategic Plan - Every student is provided with a fit for life educational experience for emerging adolescents, delivered by inspired, passionate and skilled teachers.

Quality: Every student is empowered to achieve and be at the best of their ability.

Opportunity: Every student is exposed to a variety of opportunities that encourages them to find and pursue their passion, and to gain “real world” skills.

Baseline Data:

At the end of the 2022 academic year, 25% (73/308) of Year 7 students were below or well below expected levels in reading. This included:

- Boys 46/169
- Girls 27/142
- Asian 14/99
- Māori 19/35
- Pasifika 2/8

Year 8 Students beginning 2023

Total below (18%) 54

- Boys 31
- Girls 23
- Māori 14
- Pasifika 1
- English language learners (ELLs) 4
- Students with Diagnosed Specific Learning Difficulties (SLDs) 8

Total well below (6%) 18

- Boys 15
- Girls 3
- Māori 5
- Pasifika 1
- English language learners (ELLs) 5
- Students with Diagnosed Specific Learning Difficulties 5

Academic Targets 2023

- All 73 Year 8 students who are below expectation in reading will be working at Level 4 of the curriculum by the end of 2023. This includes all Māori/Pasifika students and ELLs.
- All students with SLDs will make accelerated progress (2 sub-level curriculum shifts or more) and be at or approaching Level 4 of the curriculum in reading by the end of the 2023 academic year.
- The 18 students who are well below expectation in reading, will make more than a year's progress, (2 sub-level curriculum shifts or more), and be approaching upper Level 3 or early Level 4 by the end of 2023.

When	What	Who	Indicators of progress
Term 1 Weeks 1-3 February	<ul style="list-style-type: none">• Review data pertaining to target groups and identify learning needs.• Create target groups on Hero.• Share reading targets with team leaders.	Principal, Deputy Principals, SENCO/literacy leader and Year 8 team leaders.	<ul style="list-style-type: none">• Review conducted, and results communicated to the leadership team and BoT.• Target groups visible to all staff on Hero.• Team target groups and associated plans for progress discussed at leadership level.
Term 1 March - ongoing	<ul style="list-style-type: none">• All Year 8 teachers establish focus groups in reading for selected students. Two to three students will be catered for per term.	Team leaders and classroom teachers.	<ul style="list-style-type: none">• Target ALL students receive extra explicit teaching three to four times per week.• Target ALL students' reading confidence develops.• Target ALL students show vocabulary development and improvement in summarising, identifying key ideas and questioning.
Term 1 February	<ul style="list-style-type: none">• Establish Year 8 target groups for all students below cohort levels in reading.• Teachers submit learning plans to senior management.	Principal, Deputy Principals and team leaders.	<ul style="list-style-type: none">• Team leaders monitor progress of below cohort readers and report to the SLT on a termly basis.
Term 1 ongoing	<ul style="list-style-type: none">• SLT members join classes in their respective hapori to support teachers during literacy sessions.	Principal, Deputy Principals, and classroom teachers.	<ul style="list-style-type: none">• SLT support in classes means selected students receive extra guided reading sessions.
Term 1 March	<ul style="list-style-type: none">• Meet with the Pasifika parent group to discuss plans to	Principal, Deputy Principals,	<ul style="list-style-type: none">• Pasifika parent group continues to be a key stakeholder in education decision making for Pasifika students.

	<p>support Pasifika learners in 2023.</p> <ul style="list-style-type: none"> • Conduct Pasifika consultation fono to explain Cobham's reading engagement initiatives to Pasifika parents. • Review Pasifika education plan and add 2023 reading targets and improvement plans. • With the support of Pasifika parents, establish the 2023 Pasifika homework group. 	<p>Pasifika parent group members, SENCO/literacy leader, culturally responsive practice leaders and team leaders.</p>	<ul style="list-style-type: none"> • Parents are informed of Pasifika students' learning needs in reading. • Supportive relationships with Pasifika families continue to be fostered. • Homework club helps Pasifika students develop independence and meet curriculum expectations. • Pasifika families are exposed to and share reading resources for adults and children.
Term 1 March	<ul style="list-style-type: none"> • Conduct whānau hui to explain Cobham's reading engagement initiatives to Māori parents. • Review Māori education plan and add 2023 reading targets and improvement plans. • Establish a Māori parents group to support Māori learners. • All Cobham staff will receive instruction in te reo Māori and tikanga during the 2023 academic year. This will be led by two staff who have Level 4 -5 competence in the language. • One staff member is enrolled in a Level 3 te reo programme and another in Level 4. 	<p>Principal, Deputy Principals, SENCO/literacy leader, culturally responsive practice leaders and team leaders.</p>	<ul style="list-style-type: none"> • Parents are informed of Māori students' learning needs. • 2023 next steps for Māori whānau group are written and shared. • Positive relationships and engagement with Māori students and whānau continue to be built on. • Cobham staff share responsibility for target Māori students' progress. • Staff confidence in use of te reo Māori develops in 2023. • Staff knowledge of teaching responsibilities associated with Te Tiriti o Waitangi raises awareness of the positive impact of culturally responsive practice.

Term 1 March - ongoing	<ul style="list-style-type: none"> Focus groups in reading prioritise Year 8 Māori and Pasifika students, (see above). Initiate Term 1 reciprocal reading programmes for below cohort, Year 8 Pasifika students. 	Deputy Principal, team leaders and classroom teachers.	<ul style="list-style-type: none"> Māori and Pasifika students' reading confidence develops. Māori and Pasifika students show vocabulary development and improvement in summarising, identifying key ideas and questioning. Selected Pasifika students are exposed to texts which reflect their experiences and culture. Students' reading confidence develops through familiarisation with reciprocal reading roles and regular, additional guided reading.
Term 1 March - ongoing	<ul style="list-style-type: none"> Establish PB4L (Positive Behaviour for Learning) check and connect processes. 	Principal, Check and Connect Coordinator and PB4L team	<ul style="list-style-type: none"> Selected students develop a positive relationship with designated check and connect staff member. Students develop better learning outcomes and orientation to school life. Students are able to set and meet learning and behaviour goals. Selected staff learn new processes and functions of the PB4L check and connect initiative.
Term 1 March - ongoing	<ul style="list-style-type: none"> Adult mentors are established for selected Māori and Pasifika students. 	Principal, Deputy Principals and adults in Cobham community.	<ul style="list-style-type: none"> Selected students develop a positive relationship with designated mentor. Students develop better learning outcomes and orientation to school life. Students develop greater sense of belonging and general wellbeing.
Term 1 March	<ul style="list-style-type: none"> Cobham teachers will make direct contact with Pasifika families who have children who are below cohort levels in reading. Teachers will explain student's current attainment and discuss plans for improvement. 	Team leaders and classroom teachers.	<ul style="list-style-type: none"> Parents have a clear appreciation of their child's learning needs and what will take place to improve outcomes.
Term 1 March	<ul style="list-style-type: none"> Meet with families/whanau of ELLs target group to explain progress and next steps in reading. 	International Coordinator, ESOL teacher, Principal and Deputy Principals.	<ul style="list-style-type: none"> Parents have the opportunity to establish a working relationship with key ESOL support staff at Cobham. Strategies for supporting students' literacy at home are shared.
Term 1 ongoing	<ul style="list-style-type: none"> Reaffirm expectations for reading teaching through <i>Teaching Reading @ Cobham: Our Shared Understandings</i>. 	Principal and Deputy Principals, and team leaders.	<ul style="list-style-type: none"> General levels of reading engagement and enjoyment increase. Staff continue to demonstrate teaching practice which reflects our shared understandings. Teachers develop expertise and confidence in working with focus reading students.

	<ul style="list-style-type: none"> All new classroom teachers will be introduced to <i>Teaching Reading @ Cobham: Our Shared Understandings</i> and have the opportunity to be observed taking guided reading. 		
Term 1 ongoing	<ul style="list-style-type: none"> Ensure all target students receive at least four, 40 minute literacy sessions per week in homeroom classes. 	Principal and Deputy Principals, team leaders and classroom teachers.	<ul style="list-style-type: none"> Students receive 4 x 40 explicit literacy teaching hours each week.
Term 1 ongoing	<ul style="list-style-type: none"> Plan for selected target students, with letter sound relationship and decoding difficulties, to have two AWS (Agility With Sound) sessions per week. 	SENCO/literacy leader, teacher aides, classroom teachers.	<ul style="list-style-type: none"> Target students show improvement in decoding skills.
Term 2 -3	<ul style="list-style-type: none"> Conduct additional whanau hui and Pasifika fono to discuss student progress and home support. 	Principal, Deputy Principals, SENCO/literacy leader, culturally responsive practice leaders and team leaders.	<ul style="list-style-type: none"> Relationships with whānau and Pasifika families have opportunities to further develop.
Terms 1 -4	<ul style="list-style-type: none"> Continue to include a key vocabulary lists and associated learning activities in Cobham's term concept master plans. Teaching teams will introduce and reinforce key vocabulary throughout each term. 	Literacy leader, Deputy Principal and classroom teachers.	<ul style="list-style-type: none"> Target students broaden their academic vocabulary. Teachers are increasingly aware of the vocabulary demands of Year 8 curriculum.

Term 1	<ul style="list-style-type: none"> Use the MultiLit programme (Focus on reading fluency and mileage) with selected target students. 	Teacher aide trained in MultiLit, SENCO and classroom teachers.	<ul style="list-style-type: none"> Selected students reach the required level of competency and fluency based on programme criteria.
Term 1 February	<ul style="list-style-type: none"> Allocate teacher aides to support classroom teachers. Teachers will concentrate on learning needs of target students during reading programme while aides give support to other students. 	SENCO/literacy leader and teacher aides.	<ul style="list-style-type: none"> Target students receive increased allocation of direct teaching.
Term 2 End	<ul style="list-style-type: none"> Present report on the progress of target students to the Wairarapa Cobham Board of Trustees. 	Principal and Deputy Principal.	<ul style="list-style-type: none"> Board of Trustees are aware of target students' progress and consider resources required to accelerate improvement if required.
Ongoing	<ul style="list-style-type: none"> ESOL teacher plans and delivers targeted literacy teaching to support below cohort ELLs. Monitor target ESOL students against the ELLP reading indicators and set next steps. 	ESOL teacher and Deputy Principal.	<ul style="list-style-type: none"> Below cohort ELLs benefit from targeted, expert teaching. ELLs' accelerated progress is evident against the ELLP.
Term 4 End	<ul style="list-style-type: none"> Analyse end of year data to assess progress and set targets for 2024. 	Principal, Deputy Principals, SENCO/literacy leader and Year 8 team leaders.	<ul style="list-style-type: none"> End of year data is used to establish next steps and achievement targets for 2024.
Resourcing: Details of costs associated with the above actions are provided within the annual budget and PLD plan.			

Writing

Links to Strategic Plan - Every student is provided with a fit for life educational experience for emerging adolescents, delivered by inspired, passionate and skilled teachers.

Quality: Every student is empowered to achieve and be at the best of their ability.

Opportunity: Every student is exposed to a variety of opportunities that encourages them to find and pursue their passion, and to gain “real world” skills.

Baseline Data:

At the end of the 2022 academic year, 45% (138/310), of Year 7 students were below or well below expectation in writing. This included:

- 88/171 Boys
- 50/141 Girls
- 31/98 Asian
- 25/34 Māori
- 4/8 Pasifika

Year 8 Students Beginning 2023

Total below students (32%) 99/310

- Boys 64
- Girls 35
- Māori 12
- Pasifika 3
- ELLs 5
- Students with Diagnosed Specific Learning Difficulties 7

Total well below (13%) 39/308

- Boys 25
- Girls 14
- Māori 13
- Pasifika 1
- ELLs 6
- Students with Diagnosed Specific Learning Difficulties 11

Academic Targets 2023 <ul style="list-style-type: none"> All 99 Year 8 students who are below expectation in writing will be working at Level 4 of the curriculum by the end of 2023. This includes all Māori/Pasifika students and ELLs who are below expected levels. All students with SLDs will make accelerated progress (2 sub-level curriculum shifts or more in writing) and be at or approaching Level 4 by the end of the academic year. Of the 39 students who are well below expectation in writing, all will make accelerated progress (2 sub-level curriculum shifts or more in writing) and be approaching upper Level 3 or Level 4 of the curriculum in writing by the end of 2023. 			
When	What	Who	Indicators of progress
Term 1 ongoing	<ul style="list-style-type: none"> All staff received PLD in effective use of the 'Writer's Toolbox'. 	Deputy Principal, SENCO/literacy leader, Writer's Toolbox PD	<ul style="list-style-type: none"> All Year 8 teachers gain confidence and competence in using Writer's Toolbox effectively All teachers gain a deeper appreciation of the needs of target students.
Term 1 ongoing	<ul style="list-style-type: none"> Selected Year 7 students will be supported through the 'Writers Toolbox' online programme 	Deputy Principal, SENCO/literacy leader, Writers Toolbox PD facilitator and Year 8 teachers	<ul style="list-style-type: none"> Selected target students receive support through a structured writing support programme which: <ul style="list-style-type: none"> can be set to cater for individual needs enables students to monitor their own progress can be accessed at home provides assistance at sentence, paragraph and whole text level.
Term 1 Weeks 1-3	<ul style="list-style-type: none"> Review data pertaining to target groups and identify learning needs. Create target groups on Hero. 	Principal, Deputy Principals, SENCO/literacy leader and Year 8 team leaders.	<ul style="list-style-type: none"> Review conducted and results communicated to the leadership team and BoT.
Term 1	<ul style="list-style-type: none"> Meet with the Pasifika parent group to discuss plans to support Pasifika learners in 2023. Conduct Pasifika consultation fono to explain Cobham's writing improvement initiatives to Pasifika parents. Review Pasifika education plan and add 2023 writing targets and improvement plans. 	Principal, Deputy Principals, SENCO/literacy leader, culturally responsive practice leaders and Year 8 team leaders.	<ul style="list-style-type: none"> Pasifika parent group continues to be a key stakeholder in education decision making for Pasifika students. Parents are informed of Pasifika students' learning needs in writing. Supportive relationships with Pasifika families continue to be fostered. Homework club helps Pasifika students develop independence and meet curriculum expectations in writing.

	<ul style="list-style-type: none"> Reestablish the Pasifika homework group. 		
Term 1	<ul style="list-style-type: none"> Cobham teachers will make direct contact with Pasifika families who have children who are below cohort levels in writing. Teachers will explain student's current attainment and discuss plans for improvement. 	Team leaders and classroom teachers.	<ul style="list-style-type: none"> Parents have a clear appreciation of their child's learning needs and what will take place to improve outcomes.
Term 1	<ul style="list-style-type: none"> Conduct whānau hui to explain progress plans and next steps in writing with Māori parents. Review Māori education plan and add 2023 writing targets. All Cobham staff will receive instruction in te reo Māori and tikanga during the 2023 academic year. This will be led by two staff who have Level 4 -5 competence in the language. One staff member is enrolled in a Level 3 te reo programme and another in Level 4. 	Principal, Deputy Principals, SENCO/literacy leader and culturally responsive practice leaders.	<ul style="list-style-type: none"> Parents are informed of Māori students' learning needs. 2023 next steps for Māori whānau group are written and shared. Positive relationships and engagement with Māori students and whānau continue to be built on. Cobham staff share responsibility for target Māori students' progress. Staff confidence in use of te reo Māori develops in 2023.
Term 1 March - ongoing	<ul style="list-style-type: none"> Establish PB4L check and connect processes 	Principal, Check and Connect Coordinator and PB4L team	<ul style="list-style-type: none"> Selected students develop a positive relationship with designated check and connect staff member. Students develop better learning outcomes and orientation to school life. Students are able to set and meet learning and behaviour goals. Selected staff learn new processes and functions of the check and connect initiative.
Term 1 March - ongoing	<ul style="list-style-type: none"> Adult mentors are established for selected Māori and Pasifika students. 	Principal, Deputy Principals and adults in Cobham community.	<ul style="list-style-type: none"> Selected students develop a positive relationship with designated mentor. Students develop better learning outcomes and orientation to school life. Students develop greater sense of belonging and general wellbeing.

Term 1 March	<ul style="list-style-type: none"> Meet with families/whanau of ELLs target group to explain progress and next steps in writing. 	International Director, ESOL teacher and Deputy Principal.	<ul style="list-style-type: none"> Parents develop a relationship with staff members at Cobham. Lines of communication are established.
Term 1 ongoing	<ul style="list-style-type: none"> Ensure all target students receive at least four, 40 minute literacy sessions per week. 	Principal and Deputy Principals, team leaders and classroom teachers.	<ul style="list-style-type: none"> Students receive increased explicit literacy teaching hours across each week.
Terms 1 -3	<ul style="list-style-type: none"> Continue to include a key vocabulary lists and associated learning activities in Cobham's term concept master plans. Teaching teams will introduce and reinforce key vocabulary throughout each term. 	SENCO/literacy leader, Deputy Principal, team leaders and classroom teachers.	<ul style="list-style-type: none"> Target students show growth in academic/concept vocabulary which leads to greater competency in writing.
Term 1 ongoing	<ul style="list-style-type: none"> Cobham's SENCO will run support programmes for selected students who are well below expectation in writing. 	SENCO/literacy leader, and Deputy Principal.	<ul style="list-style-type: none"> Specialised teaching improves motivation and writing confidence through ideas development and vocabulary growth of the target group. Students make accelerated progress.
Term 2 End	<ul style="list-style-type: none"> Report progress of target writing students to the Cobham Board of Trustees. 	Principal and Deputy Principal.	<ul style="list-style-type: none"> Board of Trustees are aware of the progress of target students and consider resources required to accelerate improvement if required.
Term 2	<ul style="list-style-type: none"> School- wide writing interchange is introduced. (Teachers plan a 10 week writing programe and students choose which group the would like to join). 	Principal, Deputy Principals, team leaders and classroom teachers.	<ul style="list-style-type: none"> Student agency is developed as learners have choice in the type of writing they wish to take part in. A school-wide atmosphere of writing as being engaging and fun is developed.
Term 2 - 4	<ul style="list-style-type: none"> Recently employed literacy specialist supports selected students who are below expectation through 10 week 	Specialist literacy leader, Principal and Deputy Principals.	<ul style="list-style-type: none"> This initiative combined with other supports we have planned for this year, will ensure that over 150 students receive extra writing instruction in 2023. Specialised teaching improves motivation and writing confidence through ideas development and vocabulary growth of the target group.

	ALL (Accelerated Literacy Learning) programmes in writing.		
Terms 1 -4	<ul style="list-style-type: none"> Cobham's literacy specialist and ESOL teacher will receive ALL training in 2023 through the MoE. Support in this approach will be provided by Cobham's external literary PLD provider.. 		<ul style="list-style-type: none"> ALL PLD gives writing support teachers guidance in writing teaching and monitoring of progress. Students involved in ALL make accelerated progress.
Ongoing	<ul style="list-style-type: none"> ESOL teacher plans and delivers targeted writing teaching to support below cohort ELLs. Monitor target ESOL students against the ELLP writing indicators and set next steps. 	ESOL teacher, Deputy Principal.	<ul style="list-style-type: none"> Below cohort ELLs benefit from targeted, expert teaching in writing and make accelerated progress. Target ESOL students' accelerated progress is evident against the ELLP.
Term 4 End	<ul style="list-style-type: none"> Analyse end of year data to assess progress and set targets for 2024. 	Principal, Deputy Principals, SENCO/literacy leader and Year 8 team leaders.	<ul style="list-style-type: none"> End of year data is used to establish next steps and achievement targets for 2024.
Resourcing: Details of costs associated with the above actions are provided within the annual budget and PLD plan.			

Mathematics

Links to Strategic Plan - Every student is provided with a fit for life educational experience for emerging adolescents, delivered by inspired, passionate and skilled teachers.

Quality: Every student is empowered to achieve and be at the best of their ability.

Opportunity: Every student is exposed to a variety of opportunities that encourages them to find and pursue their passion, and to gain “real world” skills.

Baseline Data:

At the end of the 2022 academic year, 31% (97/309) of Year 7 students were below or well below expected levels in maths. This included:

- 55/171 Boys
- 44/141 Girls
- 18/99 Asian
- 24/35 Māori
- 2/8 Pasifika students

Year 8 Students 2023

Total below students 79/309

- Male 42
- Female 37
- Māori 15
- Pasifika 1
- Students with Diagnosed Specific Learning Difficulties 10.
- ELLs 8

Total well below: 18/309

- Male 12
- Female 6
- Māori 9
- Pasifika 1
- Students with Diagnosed Specific Learning Difficulties 6.
- ELLs 0

Academic Targets 2023

- All Year 8 students who are below expectation in mathematics will be working at Level 4 of the curriculum by the end of 2023. This includes all Māori and Pasifika students who are below expected levels.

- All students with SLDs will make accelerated progress (2 sub-level curriculum shifts or more in mathematics) and be at or approaching Level 4 by the end of 2023.
- Of the 34 students who are well below the expectation in mathematics, all will make accelerated progress (2 sub-level curriculum shifts or more in mathematics) and be approaching Level 4 by the end of the academic year.

When	What	Who	Indicators of progress
Term 1 Weeks 1-5	<ul style="list-style-type: none"> • Review data pertaining to target groups and identify learning needs. • Create target groups on Hero. 	Principal, Deputy Principals and mathematics leader.	<ul style="list-style-type: none"> • Review conducted and results communicated to the leadership team and BoT.
Term 1 -4	<ul style="list-style-type: none"> • In 2023 Cobham will introduce a fifth day of maths interchange. This will mean that student receive an extra 50 minutes of extra maths instruction per week. 	Principal, Deputy Principals, mathematics leader and teachers.	<ul style="list-style-type: none"> • Students extra maths instruction leads to greater fluency and procedural competence. • Students consolidate basic fact knowledge. • Students received more practice in mathematical problem solving.
Terms 1 - 4 First review March	<ul style="list-style-type: none"> • Review and implement Cobham's 2023 Curriculum and Achievement Action Plan for mathematics, (CAAP). 	Mathematics leader and Deputy Principal.	<ul style="list-style-type: none"> • Tier 1, 2 and 3 support is provided effectively to target students, where appropriate, and progress is monitored.
Term 1	<ul style="list-style-type: none"> • Conduct Pasifika consultation fono to explain progress plans and next steps in mathematics to Pasifika parents. • Review Pasifika education plan and add 2023 mathematics targets. 	Principal, Deputy Principals, maths leaders and Year 8 team leaders.	<ul style="list-style-type: none"> • Parents are informed of Pasifika students' learning needs in mathematics. • Supportive relationships with Pasifika families continue to be fostered. • Pasifika families will be supported by a New Zealand expert in mathematics teaching.
Term 1	<ul style="list-style-type: none"> • Conduct whānau hui to explain progress plans and next steps in mathematics with Māori parents. • Review Māori education plan and add 2023 mathematics targets. 	Principal, Deputy Principals, SENCO, mathematics leaders, culturally responsive practice leaders, and Year 8 team leaders.	<ul style="list-style-type: none"> • Parents are informed of Māori students' mathematics learning needs. • 2023 next steps for Māori whānau group are written and shared. • Positive relationships and engagement with Māori students and whānau continue to be built on. • Cobham staff share responsibility for target Māori students' progress.

Ongoing	<ul style="list-style-type: none"> Year 8 teachers meet with maths leader each term to discuss mathematics programmes and progress made by target groups. 	Year 8 teachers, Deputy Principals, and mathematics leader.	<ul style="list-style-type: none"> Sharing of data helps to set next steps for target students and keeps the senior leadership team updated on progress.
Term 1 - 4	<ul style="list-style-type: none"> Utilise Pasifika homework club to assist students with their home-based maths activities. 	Deputy Principals and culturally responsive leaders.	<ul style="list-style-type: none"> Homework club helps Pasifika students develop independence and meet maths curriculum expectations.
Term 1 - 4	<ul style="list-style-type: none"> Ensure all target students undertake a 10 week Accelerated Learning in Mathematics (ALiM) programme with a focus on developing procedural fluency and strategic competence. 	Mathematics leaders, SENCO and Deputy Principal.	<ul style="list-style-type: none"> Specialised teaching improves target student number sense, operations knowledge and procedural fluency.
Term 1 - ongoing	<ul style="list-style-type: none"> Adjust mathematics class sizes to cater for target group teaching and resource needs, e.g. the lower level mathematics class has no more than 10 students. Allocate teacher aides to lower level classes. 	Mathematics leaders, Deputy Principal, selected teaching staff and teacher aides.	<ul style="list-style-type: none"> Students with learning needs in mathematics receive greater teacher and teacher aide time and attention.
End of Term 4	<ul style="list-style-type: none"> Analyse end of year data to assess progress and set targets for 2024. 	Principal, Deputy Principals, and mathematics leader.	<ul style="list-style-type: none"> End of year data is used to establish next steps and achievement targets for 2024.
Resourcing: Details of costs associated with the above actions are provided within the annual budget and PLD plan.			

SUMMARY

This charter is an overview of what distinguishes Cobham from other schools. Our strategic plan is the guiding document that guides how we work towards meeting the needs of all Cobham learners and their families and this Charter provides the pathway.