



COBHAM INTERMEDIATE SCHOOL

CHARTER 2022

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

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	<i>Cobham Intermediate School</i> —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
Address	294 Ilam Road, Fendalton, Christchurch
Motto	Preparing for Life
Logo	(as below)
Decile rating	8 (see www.minedu.govt.nz)
Roll	616
Website	www.cobham.school.nz
2022 Prospectus	https://drive.google.com/file/d/1FnOwczw0H-4oBnn71y6-P3ZCSwElOkjt/view?usp=sharing
Cultural diversity	European (53%), Asian (28%), Māori (10%), Pasifika (3%), other (6%)



Logo: This logo will soon be replaced and will be phased out this year. After a lengthy consultation process at the end of 2021, the BoT approved a new logo. The logo will be launched this year to coincide with the move to the new classroom blocks. Before the move, the school will complete a logo audit to ensure all outward-facing communications and documentation is representative of the new logo.

The new logo is fresh and speaks to the school's Cultural Narrative, whilst acknowledging the Cobham name. Next year's iteration of the Charter will have the school's new logo, alongside images from a new school.

Cobham empowers students to live the school motto *Preparing for Life*. This is indicated by the successes of our past students, who have gone on to excel in the areas such as politics, business, music, sports, innovation and the media , among many others.

Not only do we celebrate the success of many excellent past students, but Cobham is named after Lord Viscount Cobham, a former Governor-General, an innovator who, among other achievements, was involved in the establishment of Outward Bound.

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. It is essential students can 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 by staff across the school. These connections allow them to flourish and grow as individuals.
2. Secondly, we place emphasis on 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.

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3. Cobham has a variety of opportunities outside the classroom. We are recognised and well regarded for our music programmes and the performing arts in general, along with a history of success in local, regional and national sporting events. Families choose Cobham for the many opportunities on offer.
 4. Every student is encouraged to develop an enterprising spirit, try new experiences, and learn from their mistakes. The emerging adolescent phase is a challenge of 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 a variety of 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. Unfortunately, many of these activities were lost in 2021. This year we are looking forward to providing these opportunities and new ones in 2022.

Cobham Intermediate is characterised by its commitment to promote:

- The unconditional focus on engagement, growth and achievement for each student.
- Our 3RP@C values – Respect, Responsible, Resilient and Positive.
- A rich curriculum founded on the New Zealand Curriculum principles and values (together with our 3RP@C 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 @ Cobham 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

In terms of purpose-built facilities, the school is in a state of flux. We have embarked on a significant rebuild, and a number of our purpose-built facilities have been demolished, with others to follow in the coming two years. So, after ten years of discussion and anticipation, finally, we will start the process to move into a purpose-built intermediate in 2022. We anticipate the MoE believe in Lady Mary Montgomerie Currie's proverb - "all things come to those who wait."

At this point, we are one year through a three-year rebuild programme, with our first transition due in the middle of this year. This transition will be in two parts, with two learning spaces and the technology rooms opening closely followed by another learning block six weeks later. All Cobham students will be in the new spaces this year. As a result, we can expect excitement, freshness, and logistical challenges. Nevertheless, the future school buildings will be spectacular, fit for purpose, and Cobham will be the first purpose-built intermediate in New Zealand in a long time.

From the middle of 2022, the rebuild will switch to the playground, potentially a sports turf, the administration block and hall. This phase will cause significant congestion at our school entrance ways, however these additional features will ensure the complete school is fit for emerging adolescents.

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, the associated narrative of the stream will play a significant role in our curriculum and in our identity.

The next two years will be challenging for all those involved in the school juggling the many facets of the rebuild whilst also upholding the strong teaching and learning programmes for all learners.

This [link](#) provides detail on the new school.

PRINCIPLES

We are proud of our recent work and current status in Community Engagement, the Treaty of Waitangi, Cultural Diversity and Inclusion. At Cobham, we have authentic 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. Community engagement is a feature of our school.

We have strong relationships with the range of groups that make up our school. From Whānau Hui, Pasifika Fono, cultural diversity groups, Māori leaders and cultural leaders, all groups have a voice, and their views contribute to the direction of the school. Specific actions sit behind these groups with clear action plans for both Māori and Pasifika groups, literacy and numeracy programmes for targeted and priority learners that focus on accelerated learning and specific culturally responsive practices in all aspects of our school. As a result, we know that all learners are immersed in an environment to succeed.

The New Zealand Curriculum Principles are also the key driver in our developed Framework for Engagement, Progress and Achievement. This clarifies how we structure teaching and learning at Cobham, starting with the Principles, Values, Thinking Skills, and content. Teachers and students move from the outside to the centre and then back again as they progress through their teaching and learning, but it takes away the focus on the content and places it at the heart of the skills, qualities and dispositions we strive for our students to acquire.

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

Treaty of Waitangi

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

1. The school provides cultural learning experiences through an active Kapa Haka group. This has grown from 40 students in 2013 to over 130 students in 2021. 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 they 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.

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2. Students learn an elementary level of tikanga and Te Reo Māori at Cobham Intermediate School. All classes and teachers use Te Reo on a daily basis through simple commands and daily karakia. (Karakia are of a secular nature.) Karakia are used at the beginning and the end of assemblies.
 3. From 2019 all new students to Cobham have been learning the school's pepeha through the Year 7 concept, Hauora,
 4. *Our Code, Our Standards* has 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.
 5. Teachers use resources in the curriculum (especially reading, maths, science, social studies, art, music, and health and PE) that recognize New Zealand's dual cultural heritage.
 6. Tikanga and Te Reo Māori is integrated through all curriculum areas.
 7. All classroom teachers are expected to complete Te Reo professional development in 2022 as part of their professional growth cycles.
 8. 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 authentically seek the aspirations of our whanau and to collaboratively plan for improved engagement and progress for our Māori students. At this hui all students complete a survey conducted by Dr. Melinda Webber from the University of Auckland. The data from this survey helps us to further understand our Maori learners and this information is shared with appropriate staff.
 9. Last year Whanau time was established to help our Maori students to connect with one another. Once a week Maori students came together where there were opportunities for them to connect. We have had guest speakers and we also use the time to seek student voice. The concept was put forward by students through the survey completed at a Whanau Hui. The same concept has started already in 2022.
 10. 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.
 11. 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.
 12. There is a school wide expectation that cultural practices that reflect Māori language and culture are part of daily practices. For example, school karakia are carried out on a daily basis in every class and also in assemblies and staff meetings, everyday conversational te reo Māori spoken by staff members and mihi

whakatau used to welcome all manuhiri. All new students and staff are welcomed with a mihi whakatau at the beginning of the year. (Not this year due to the Red Traffic Light setting.)

13. In 2022 we will host one Te Reo assembly per term, where the entire assembly is conducted in Māori - with English subtitles. The assemblies allow us to showcase Māori culture in a variety of ways.

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:

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

Cultural Diversity

Cobham Intermediate is a proud multicultural school with 27 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 Cobham Intermediate School, we cater for a range of cultures through:

1. Being a signatory to the Code of Practice for the Pastoral Care of International Students. Before COVID, we hosted both short term and long-term international students. We employ an international student coordinator and translators. In 2022 we have three full-time international students.
2. We employ ESOL specialists and run effective programmes for our ESOL students and migrant and refugee students.

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3. One of our Deputy Principal's has been a contributor to the MoE's Making Language and Learning Work series, a member of the ESOL online advisory team 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, cultural weeks; we have cultural leaders and specific professional development for staff.
 5. We are part of the Asian Language Learning in Schools (ALLiS) Burnside Cluster. (Again, this programme is in jeopardy for 2022.) All Year 8 students at Cobham are exposed to Mandarin with the help of Mandarin Learning Assistants. 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 and extension programmes for numerous students. Positive Behaviour For Learning (PB4L 3RP@C) 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. Our students tell us that they believe that at Cobham, there is a culture of high expectation, effort, achievement and success.

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.

Community Engagement

Cobham Intermediate has a rich curriculum that has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and the wider community. Parents are active participants in daily school life, but this can prove a little difficult with intermediate age students developing their independence. The parent community is regularly consulted and informed through newsletters, parent meetings, open forums, information evenings, and social activities. Our engaging website is informative for students, parents and the wider community.

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.

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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.

In recent years the CoL has provided resourcing and appropriate data analysis for the Me & My School survey and also guidance with the Māori Achievement Collaborative. These initiatives can be seen in subsequent annual goals/plans.

Community of Learning (CoL) Waimairi-iri: Overarching Principles

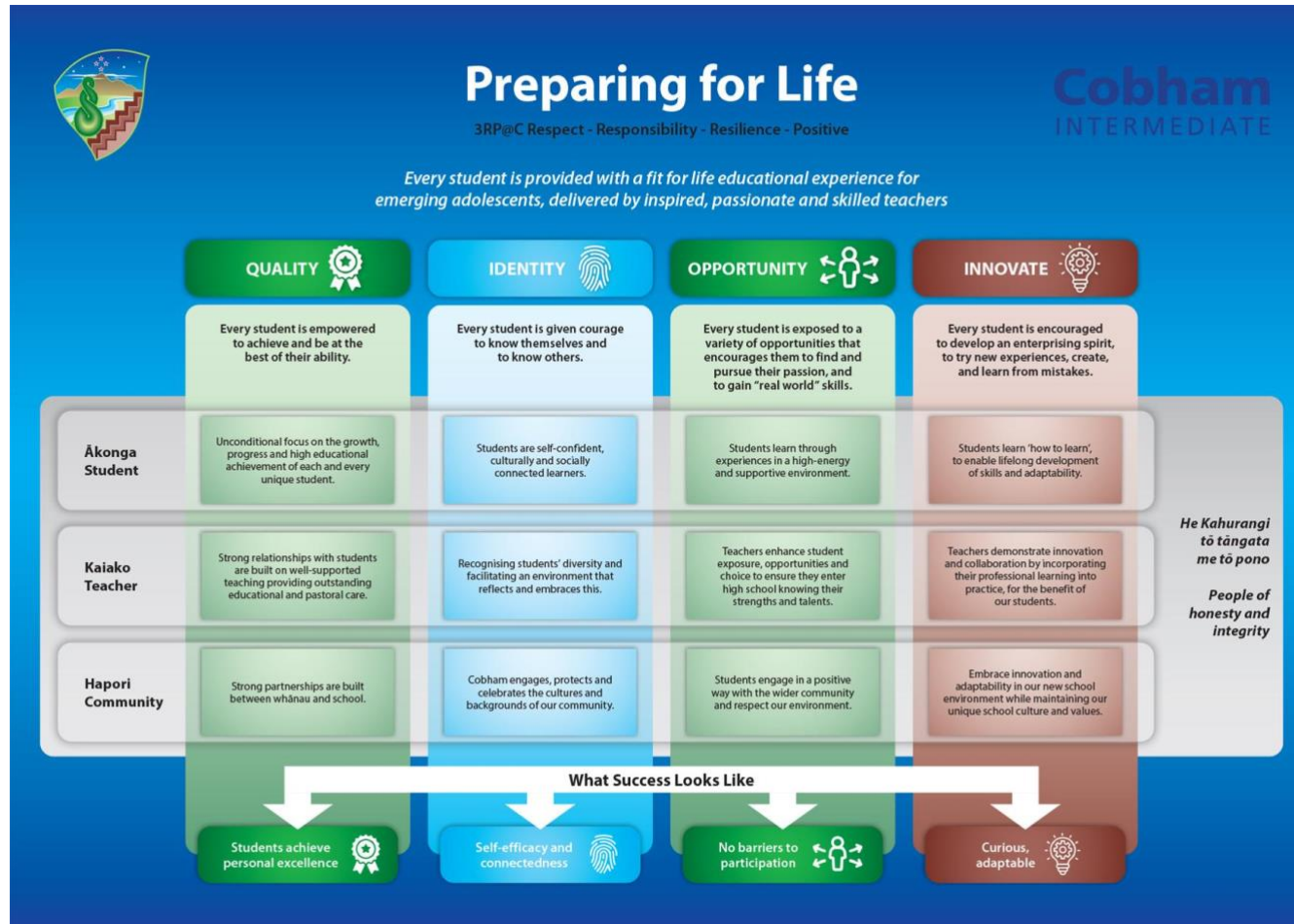
1. Quality teaching and learning

- Delving deeper, improving the quality of teaching and learning.
- Promote collaborative teaching and learning in order to improve the quality of teaching and learning through the process of inquiry across the Kāhui Ako.

2. Promoting the well-being /Hauora of everyone is a priority for our Kāhui Ako

- Develop networks and pathways that ensure the well-being of all is considered.
- Identity and belonging is fostered.
- Develop cultural leadership capabilities across our Kahui Ako by coaching and mentoring leaders and teachers in culturally sustainable practices.

STRATEGIC VISION



ANNUAL PLAN 2022

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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.

Community of Learning (CoL) Waimairi-iri: Overarching Principles

1. Quality teaching and learning

- Improving Quality Teaching and Learning (NELP Learner at the Centre, Barrier Free Access, Quality Teaching and Leadership)

2. Promoting the well-being /Hauora of everyone is a priority for our Kāhui Ako

- Hauora/ Well being - inclusiveness, transitions and pathways (NELP Barrier Free Access, Learner at the Centre)
- Develop cultural leadership capabilities across our Kahui Ako by coaching and mentoring leaders and teachers in culturally sustainable practices.

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
<div style="background-color: #c00000; color: white; padding: 5px;">1. Culturally Responsive@C - Māori and Pasifika</div> <div style="background-color: #ffc000; height: 40px; margin-top: 5px;"></div> <div style="background-color: #c06080; height: 40px; margin-top: 5px;"></div> <div style="background-color: #0070c0; height: 40px; margin-top: 5px;"></div>	<ul style="list-style-type: none"> • Actively use the Standards for the Teaching Profession to document progress against Tātaiako. • Support a parent led Pasifika Family Stewardship group to meet once a month. • Invite all Māori and Pasifika students to attend after school whānau/fanau time. • Structure Youthtown after school group to focus on relationships, reading, maths and routines. • Ensure weekly whānau and fanau time continue. • Ensure all staff understand and can unpack the Treaty of Waitangi and Tātaiako with relevance to education. • Ensure all staff understand and can unpack Tāpasa and APPE with its relevance to education. • 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"> • Ensure ALL groups are established and implemented in all classes three times a year. • Utilise <i>The Learning Progression Framework</i> (LPF) and assessment using the Cobham reading goals. • Embed quality practice in the teaching of reading through the sharing of internal expertise. (Peer observations, discussion, and feedback). • Maintain and support Cobham’s shared understanding of best practice in the teaching of reading. • 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>. 	Principal, DP and Reading PLD team	End of Term 3
Review & Future Focus			
3. Rebuild@C	<ul style="list-style-type: none"> • Review collaborative teaching expectations for teachers. • Review and implement the revised Cobham curriculum with a focus on localised science. 	Senior Leadership Team	By the end of Term 3
Review & Future Focus			
4. Resilience @ C	<ul style="list-style-type: none"> • Provide staff professional development on the psychological capital of team members. • Align and enhance all PB4L, behavioural and pastoral systems and supports. 	External provider - Interlead and Senior Leadership Team	By the end of Term 3
Review & Future Focus			

5. Review@C	<ul style="list-style-type: none"> Weave the Cobham Graduate Profile through Cobham planning, assessment and reporting processes. 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 2
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
<div style="background-color: #4CAF50; width: 50px; height: 100%;"></div>	<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. 	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 reading 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"> Critique our curriculum with assistance from an external body. 	DP/ Classroom teachers	Ongoing
	<ul style="list-style-type: none"> Plan concept learning programmes based on revised curriculum. 	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"> Develop a moderation plan which will prepare teachers for curriculum level assessment in 2022. 	DP	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 reading and 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"> Ensure that all priority learners, who are below cohort levels, take part in an in class 8 - 10 week ALL and or ALiM interventions. 	All staff	Ongoing
	<ul style="list-style-type: none"> Monitor students' development against the Cobham Graduate Profile dispositions. 		

PB4L	<ul style="list-style-type: none"> Teach specific 3RP@C 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"> 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
<p>1. Culturally Responsive@C - Māori and Pasifika</p>	<ul style="list-style-type: none"> • Ensure all staff complete a minimum of 15 hours Te Reo Māori professional development. • 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"> ○ Update Pacific Peoples Action Plan ○ Update 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. • All students will utilise the Writer's Tool Box as a key component of their literacy programme. • Staff will customise the Writer's Tool Box programme to suit the diverse learners in classrooms. 	Principal, DP, Reading PLD team and teaching staff	End of Term 3
Review & Future Focus			

3. Rebuild@C	<ul style="list-style-type: none"> • See Cobham Intermediate Operations plan • Establish a staff focus group to teach Cobham’s cultural narrative. • Establish learning resources to teach staff and students about Cobham's cultural narrative. • Incorporate the cultural narrative into the Cobham curriculum. 	Senior Leadership Team	Ongoing
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Review & Future Focus

4. Resilience@C	<ul style="list-style-type: none"> • Provide staff wide professional development with Tony Burkin focussing on “Positive Psychology.” • Update, outline and communicate timeline and key markers with staff. • Celebrate milestones over the year. 	Principal Senior Leadership Team	Ongoing

Review & Future Focus

5. Review@C	<ul style="list-style-type: none"> • Articulate and share evidence of our Pasifika community engagement. • Review student goal setting and reporting process. 	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. 		Ongoing

			DP/ SENCO/ Classroom teachers	
		<ul style="list-style-type: none"> Establish schoolwide classroom mindfulness sessions. 	Classroom teachers/ counsellor	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. 	DPs and classroom teachers	End of Term 1, ongoing
		<ul style="list-style-type: none"> Raise student awareness of Cobham's Graduate Profile and how it reflects the community's aspirations for them. 	DP 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"> 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. 	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 Family Stewardship group 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. Establish Māori Whānau Stewardship group 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. Canvass Māori and Pasifika families to encourage BoT representation 	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. 	DP and Literacy PLD team	

	<ul style="list-style-type: none"> Link literacy learning to local science contexts with a focus on students' immediate environment and local area. 		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 bees, Wairarapa Stream. 	Student Council leader Science teachers	End of Term 3
Review & Future Focus			
4. Resilience@C	<ul style="list-style-type: none"> Provide, to staff, a clear framework, pathway and communication regarding major milestones and goals associated with the rebuild. 	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 2022. 	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"> Perform with Burnside High School Kapa Haka group. 		End of Term 4

			Principal, DPs and Culturally responsive leaders	
		<ul style="list-style-type: none"> Participate in mihi whakatau, Kahui Ako cultural festival, Poroporoaki and Māori Prizegiving. 		End of Term 4
		<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 the outcome of student elections. 	PB4L team leaders	End of Term 1	
Student Council	<ul style="list-style-type: none"> Establish a strong 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"> Establish regular assembly slots including guest speakers. 	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
	<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 	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 	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	<ul style="list-style-type: none"> Implement Cobham cultural narrative across the school <ul style="list-style-type: none"> Link with <i>Identity</i> concept unit... <ul style="list-style-type: none"> Personal pepeha Cobham pepeha Cultural narrative Aotearoa/ New Zealand histories curriculum Measure against Ka Hikitia - Ka Hāpaitia competencies. Measure against Tāpasa/ APPE competencies. 	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 reading/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"> Roll out the Skodel wellbeing tool across all classes. Establish guidelines and expectations around the use of Skodel to ensure consistency across the school. Review effectiveness of Skodel at the end of each term. Work with Tony Burkin to grow our understanding and knowledge of how “Positive Psychology” effectively works in a school setting. Action our learning of “Positive Psychology” when supporting students, staff and parents. 	DP/ counsellor External provider	End of Term 3
Review & Future Focus			

PROCESSES AND REPORTING

At Cobham Intermediate, we set goals for every student and review their progress and achievement on an ongoing basis. We report to the Board of Trustees monthly about school-wide achievement and emerging trends across various learning areas. In addition, we regularly report to parents and the community about student achievement, learning progress and next steps.

We have implemented a cycle of inquiry based on the Timperley, Kaser and Halbert Spiral of Inquiry to facilitate this process. [Innovation and the Spiral of Inquiry](#). The cycle begins when each teaching team selects reading, writing or maths groups from end/start of year data, focusing on our priority or targeted students. Targets are set for each group, often focusing on accelerated progress. Interventions are planned to assist students in reaching these targets.

Priority learners at Cobham include Māori and Pasifika students and students with special education needs who are at risk of not meeting academic expectations at Year 7 and 8.

Targeted learners at Cobham are students identified by Cobham teachers, firstly through our entrance processes and secondly in class.

English language learners, who are below cohort levels, are classroom teacher target groups and receive support from the Cobham ESOL specialist teacher.

Interim reports are created and submitted to the Board of Trustees regularly. In addition, team leaders meet with their teachers and reflect on how their focus groups are going. What does assessment say? Are our students on track to meet the targets by the end of the year? What is working? What needs to change? Is a different intervention required? Regular discussions also occur on the progress of the focus groups at leadership meetings. In addition, teachers record their work in their team and class documentation.

Analysis of Variance is completed for all targets by the team leaders. Then, the cycle begins again at the start of the following year.

In supporting the Strategic Plan, the school undertakes various governing activities and reporting processes. This section summarises some fundamental approaches and delivery to ensure that the school meets its legal obligations and effectively supports student learning.

COBHAM BOT THREE YEAR REVIEW & REPORTING PLAN 2021-2023

Agenda 2022	Term 1		Term 2		Term 3		Term 4		
	21 Feb	28 Mar	30 May	27 June	22 Aug	27 Sept	31 Oct	28 Nov	
Curriculum		Maths	English	ICT Arts/Language	Mid Year Assessment	SENCO	Tech	Science End of Year Assessment	
1. Call to order	Attendance & Apologies Establish a Quorum Adoption of Agenda Declaration of Interest								
2. Minutes/Action	<i>Motion: that the minutes from the meeting held on [xxx], having been circulated, be signed as a true and accurate record.</i>								
3. Correspondence	<i>Motion: that correspondence In be received.</i> <i>Motion: that correspondence Out be accepted.</i>								
4. Board Process		Appoint Chair	Principal Appraisal Code of Conduct Community Comms	BoT Self Review Community Comms		Community Comms (Chair)		Community comms Adopt Strategic Plan	
5. Principal's Report	Strategic Progress Policy Assurance and Consultation - Per School Docs 3 Year Schedule [NAGs?] Community - CoL Curriculum Report Feedback [NEGs?]								
		Charter and Annual Plan AOV Curriculum overview	Pasifika focus Staff Developmt Programme	Maori Focus	Annual Report, Pasifika Focus Annual plan	Maori Focus	Pasifika Focus Nat Standards Review	Maori Focus Annual Plan	Maori and Pasifika Collated Focus
	<i>Motion: the principals report be accepted including recommendations therein.</i>								
6. Policy	Policy Review - Per School Docs 3 Year Schedule https://drive.google.com/open?id=1cyPUuCi_vZI3ww0QZxKqjVokdQ1As9K7 <i>Motion: that any amendments to policies or procedures be approved.</i>								
7. Health & Safety	<i>Motion: that the Health & Safety sub committee report be approved.</i>								
8. Finance		Financial Reports <i>Motion: that the Financial reports, including payments, be accepted.</i> International Students <i>Motion: that the International Students report be accepted.</i>							
		Budget Approval		Auditors Report	Asset Register Review	Budget Reforecast		DRAFT Budget	
9. Special Programmes				ESOL	Connected@			Kahikatea	
10. General Business		As Required							

STUDENT ACHIEVEMENT TARGETS 2022

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 2021 academic year, 30% (94/309) of Year 7 students were below or well below expected levels in reading. This included:

- Boys 64/178
- Girls 30/131
- Asian 26/96
- Māori 20/37
- Pasifika 7/10

Year 8 Students beginning 2022

Total below (18%) 55

- Boys 33
- Girls 22
- Māori 9
- Pasifika 5
- English language learners (ELLs) 3
- Students with Diagnosed Specific Learning Difficulties (SLDs) 3

Total well below (13%) 39

- Boys 31
- Girls 8
- Māori 11
- Pasifika 2

<ul style="list-style-type: none"> English language learners 13 Students with Diagnosed Specific Learning Difficulties 5 			
Academic Targets 2022 <ul style="list-style-type: none"> All Year 8 students who are below expectation in reading will be working at level 4 of the curriculum by the end of 2022. 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 2022 academic year. The 39 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 2022. 			
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 10 week ALL (Accelerated Literacy Learning) programme in reading for selected students. Two to three students will be catered for per term. 	Classroom teachers, Team leaders, Cobham’s ALL leader and Cobham’s reading PLD facilitator.	<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 March	<ul style="list-style-type: none"> Meet with the Pasifika parent group to discuss plans to support Pasifika learners in 2022. Conduct Pasifika consultation fono to 	Principal, Deputy Principals, Pasifika parent group members, SENCO/literacy leader,	<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 reading. Supportive relationships with Pasifika families continue to be fostered. Homework club helps Pasifika students develop independence and meet curriculum expectations.

	<p>explain Cobham’s reading engagement initiatives to Pasifika parents.</p> <ul style="list-style-type: none"> ● Review Pasifika education plan and add 2022 reading targets and improvement plans. ● Establish the 2022 Pasifika homework group. 	<p>culturally responsive practice leaders and team leaders.</p>	<ul style="list-style-type: none"> ● Pasifika families are exposed to and share reading resources for adults and children.
<p>Term 1 March</p>	<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 2022 reading targets and improvement plans. ● Establish a Māori parents group to support Māori learners. ● All Cobham staff enrol in te reo Māori course according to their language learning level. ● Continue staff PLD in Te Tiriti o Waitangi with a view to raising staff knowledge and expertise in culturally responsive practice. 	<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. ● 2022 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 2022. ● Staff knowledge of teaching responsibilities associated with Te Tiriti o Waitangi raises awareness of the positive impact of culturally responsive practice.
<p>Term 1</p>	<ul style="list-style-type: none"> ● ALL reading support for Year 8 Māori and Pasifika students (see above) is 	<p>Deputy Principal, Cobham’s reading PLD</p>	<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.

March - ongoing	<p>prioritised within classes. Support is provided by Cobham's reading PLD facilitator.</p> <ul style="list-style-type: none"> ● Initiate Term 1 reciprocal reading programme for below cohort, Year 8 Pasifika students. 	<p>facilitator and classroom teachers.</p> <p>Deputy Principal</p>	<ul style="list-style-type: none"> ● 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	<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. 	<p>Team leaders and classroom teachers.</p>	<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. 	<p>International Coordinator, ESOL teacher, Principal and Deputy Principals.</p>	<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"> ● Continue to receive support from Cobham's reading PLD facilitator. ● Reaffirm expectations for reading teaching through "Teaching Reading @ Cobham: Our Shared Understandings 2021". 	<p>Principal and Deputy Principals, Cobham's reading PLD facilitator and reading PLD team.</p>	<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 target ALL students.

	<ul style="list-style-type: none"> All Year 8 classroom teachers are observed teaching ALL groups. Two Cobham staff will receive ALL training to support our current ALL specialists. 		
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 increased explicit literacy teaching hours each week.
Term 1 ongoing	<ul style="list-style-type: none"> Plan for all 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 whānau 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 list and associate learning activities in Cobham's term concept master plan. 	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.

	<ul style="list-style-type: none"> Teaching teams will introduce and reinforce key vocabulary throughout each term. 		
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	<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 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 	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.

	reading indicators and set next steps.		
Term 4 End	<ul style="list-style-type: none"> Analyse end of year data to assess progress and set targets for 2023. 	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 2023.
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:

(NB at the end of 2021, one classes’ data for writing was not available). At the end of the 2021 academic year, 37% (104/280). of Year 7 students were below or well below expectation in writing. This included:

- 70/162 Boys
- 34/118 Girls
- 28/87 Asian
- 20/30 Māori
- 5/13 Pasifika

Year 8 Students 2021

Total below students (25%) 69/280

- Boys 42
- Girls 27
- Māori 13
- Pasifika 4
- ELLs 6
- Students with Diagnosed Specific Learning Difficulties 5

Total well below (13%) 35/280

- Boys 28
- Girls 7
- Māori 7
- Pasifika 1
- ELLs 8
- Students with Diagnosed Specific Learning Difficulties 6

Academic Targets 2022

- All Year 8 students who are below expectation in writing will be working at level 4 of the curriculum by the end of 2022. 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 35 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 2022.

When	What	Who	Indicators of progress
Term 1 ongoing	<ul style="list-style-type: none">● Selected Year 8 students will be supported through the 'Writers Toolbox' online programme	Deputy Principal, SENCO/literacy leader, Writers Toolbox PD facilitator and Year 8	<p>Selected target students receive support through a structured writing support programme which:</p> <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

		teachers	<ul style="list-style-type: none"> provides assistance at sentence, paragraph and whole text level.
Term 1 ongoing	<ul style="list-style-type: none"> All Year 8 staff received PLD in the 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 Writers Toolbox effectively All teachers gain a deeper appreciation of the needs of target students.
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 2022. Conduct Pasifika consultation fono to explain Cobham's writing improvement initiatives to Pasifika parents. Review Pasifika education plan and add 2022 writing targets and improvement plans. Reestablish the Pasifika homework group. 	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.
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 2022 writing targets. ● All Cobham staff enrol in te reo Māori course according to their language learning level. ● Begin staff PLD in Te Tiriti o Waitangi with a view to raising staff knowledge and expertise in culturally responsive practice. 	Principal, Deputy Principals, SENCO/literacy leader, culturally responsive practice leaders, and Year 8 team leaders.	<ul style="list-style-type: none"> ● Parents are informed of Māori students' learning needs. ● 2022 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 2022. ● Staff knowledge of teaching responsibilities associated with Te Tiriti o Waitangi raises awareness of the positive impact of culturally responsive practice.
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 list and associate learning activities in Cobham's term concept master plan. ● 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 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.
Terms 1 - 4	<ul style="list-style-type: none"> Ensure all target students who are below expectation undertake a 10 week ALL (Accelerated Literacy Learning) programme in writing with a focus on engagement, motivation and vocabulary building. 	SENCO/literacy leader and Deputy Principals.	<ul style="list-style-type: none"> Specialised teaching improves motivation and writing confidence through ideas development and vocabulary growth of the target group.
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. 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 2023. 	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 2023.
<p>Resourcing: Details of costs associated with the above actions are provided within the annual budget and PLD plan.</p>			

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 2021 academic year, 34% (107/306) of Year 7 students were below or well below expected levels in maths. This included:

- 58/177 Boys
- 49/129 Girls
- 15/95 Asian
- 28/37 Māori
- 8/10 Pasifika students

Year 8 Students 2022

Total below students 73/306

- Male 36
- Female 37
- Māori 16
- Pasifika 6
- Asian 7
- ELLs 1
- Students with Diagnosed Specific Learning Difficulties 6.

Total well below: 34/306

- Male 22
- Female 12
- Māori 12
- Pasifika 2
- Asian 8
- ELLs 7
- Students with Diagnosed Specific Learning Difficulties 5.

Academic Targets 2022			
<ul style="list-style-type: none"> All Year 8 students who are below expectation in mathematics will be working at level 4 of the curriculum by the end of 2022. 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 2022. 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.
Terms 1 - 4 First review March	<ul style="list-style-type: none"> Review and implement Cobham's 2022 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 - 4	<ul style="list-style-type: none"> Cobham's DMIC specialist will work with selected below cohort students and their parents to grow students' maths conceptual understanding and procedural confidence. The impact of the above will be monitored and reported on to the SLT and the Board. 	Principal, Deputy Principals, maths leaders and Cobham's DMIC specialist.	<ul style="list-style-type: none"> Improved confidence and learning outcomes in maths for students who are instructed using DMIC methodologies. Improved knowledge and skills of selected staff in DMIC processes and strategies for raising student achievement in maths.
Term 1	<ul style="list-style-type: none"> Conduct Pasifika consultation fono to explain progress plans 	Principal, Deputy Principals, maths 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.

	<p>and next steps in mathematics to Pasifika parents.</p> <ul style="list-style-type: none"> ● Review Pasifika education plan and add 2022 mathematics targets. 	and Year 8 team leaders.	<ul style="list-style-type: none"> ● 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 2022 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. ● 2022 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, 	Mathematics leaders, Deputy Principal, selected teaching staff	<ul style="list-style-type: none"> ● Students with learning needs in mathematics receive greater teacher and teacher aide time and attention.

	<p>e.g. the lower level mathematics class has no more than 10 students.</p> <ul style="list-style-type: none"> Allocate teacher aides to lower level classes. 	and teacher aides.	
End of Term 4	<ul style="list-style-type: none"> Analyse end of year data to assess progress and set targets for 2023. 	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 2023.
<p>Resourcing: Details of costs associated with the above actions are provided within the annual budget and PLD plan.</p>			

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.