

Annual Plan 2024

Summary of the plan:

Wairarapa Cobham Intermediate's strategic goals for 2024 prioritise accelerating progress in literacy and numeracy, fostering a supportive and inclusive community, and nurturing respectful relationships. These goals reflect the school's commitment to providing all students with the opportunities and resources they need to thrive academically, personally, and socially.

The "Responsive" goal aims to address the need to improve literacy and numeracy skills among all students, ensuring they are well-equipped for future academic pursuits and personal success. The "Community" goal emphasises the importance of creating a welcoming and supportive environment for all students and their families, promoting a sense of belonging and shared purpose. This goal is particularly relevant with the development of the new school. The "Wairua" goal highlights the significance of fostering respectful relationships within the school community, promoting empathy, understanding, and a sense of belonging. Finally, the "Unconditional" goal underscores the school's commitment to providing unwavering support and guidance to all students.

These strategic goals align with the school's vision of creating a nurturing and empowering learning environment where all students can excel. By prioritising literacy and numeracy, fostering a supportive community, and promoting respectful relationships, Wairarapa Cobham Intermediate aims to provide a holistic educational experience that prepares students for a successful and fulfilling future.

Where we are currently at:

Wairarapa Cobham Intermediate's 2024 annual plan prioritises accelerated progress in reading, writing, and mathematics for all students. This focus is driven by the need to address the lower levels of students entering the school and prepare them for high school and national assessments in Year 10. Recognising the importance of mastering basic skills across the curriculum for students' future success, Wairarapa Cobham Intermediate and its Board of Trustees are investing heavily in support systems. These investments include professional development for teachers, additional resources for literacy and numeracy programmes, and targeted interventions for students requiring extra support. The school is committed to providing all students with the opportunities and resources they need to thrive in their academic journey.

How will our targets and actions give effect to Te Tiriti o Waitangi:

The strategic goals outlined in the Community, Wairua, and Unconditional domains align with the principles of Te Tiriti o Waitangi by fostering a culturally inclusive and supportive learning environment for all students and whānau.

By providing equitable access to modern facilities and opportunities, the school actively works to address historical inequities and promotes Māori success.

This aligns with Te Tiriti's emphasis on partnership and the protection of Māori heritage.

The focus on building respectful relationships and fostering a compassionate school environment aligns with Te Tiriti's principles of manaakitanga (respect and care) and whanaungatanga (a sense of belonging). These values are central to creating a harmonious and inclusive learning community for all students.

The Unconditional goal's emphasis on providing unwavering support and guidance to all students aligns with Te Tiriti's principle of rangatiratanga (self-determination). By empowering students to achieve their full potential, the school demonstrates its commitment to upholding the rights and aspirations of all learners, including Māori.

In essence, these strategic goals and actions give effect to Te Tiriti o Waitangi by promoting cultural inclusion, fostering respectful relationships, and empowering all students to thrive.

Strategic Goal 1

Respect



all our students will make accelerated progress in reading, writing and mathematics.

NELP 1,2,3,5
Partnership

Annual Target/Goal:

All students will make at least two sub-level shifts in reading, writing and mathematics.

What do we expect to see by the end of the year?

All students will have made at least two sub-level shifts in reading, writing and mathematics by the end of the academic year.

What evidence will we see?

All teaching staff are able to identify learning needs for individual students at set points in the year.

- Baseline
- Mid
- End of year

Alongside school wide actions, each teacher is able to track students progress and determine deliberate acts of teaching to assist students to make expected progress.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?	Progress	
					Mid Year	End of Year
<ul style="list-style-type: none"> • Provide ALL writing acceleration programmes for all below expectation writers (120 students) with a ten week support programme. • Utilise Writer's Toolbox (WT), and associated resources and pedagogy, to provide students with targeted support. This will include guidance in sentence structure, ideas expansion, and paragraphing. 	Writing support teacher, DP, Principal, and MoE ALL support facilitators.	Full-time teacher wage funded by the BoT. Writer's Toolbox teaching resources. (12k) Support from ALL literacy advisors.	February 2024 - December 2024 10 weekly reporting.	All students who enter the programme will be expected to make accelerated progress, i.e. a 3 sub-level shift as measured by teacher OTJ. Tools to help with this measurement include: asTTle writing, writing support teacher's measurement of 10 week improvement, and WT sentence construction guidelines. All students will make NZC key competency improvement as measured by ALL support framework.		
Provide reading and writing support to all ESOL students (50 - 60 learners) whose English language level is below cohort levels. This includes students who are at Foundation, Stage 1, or Stage 2 of the English	ESOL teacher, DP, Principal, and MoE ALL support	0.6 funded wage by the BoT.	February 2024 - December 2024 10 Weekly	All students who enter the ESOL support programme will be expected to make accelerated progress, i.e.		

Language Learning Progressions, (ELLP).	facilitators.	Writer's Toolbox teaching resources. Support from ALL literacy advisors. Teaching resources as developed by Wairarapa Cobham's ESOL specialist.	reporting	more than a 3 sub-level shift as measured by teacher OTJ. Tools to help with this measurement include: asTTle writing, ESOL support teacher's measurement of improvement, WT box sentence construction, and assessment against the writing ELLPs.		
<ul style="list-style-type: none"> Provide PLD to all teachers in the use of Writer's Toolbox (WT) resources and teaching approach. This will include workshops, classroom modelling and observations. Implement guidelines and expectations for staff to follow the long term plans for WT instruction at Year 7 and 8. Offer Wairarapa Cobham parents two workshops during the year to gain an appreciation of, and try themselves, the approach taken to teaching writing at the kura. 	External PLD provider, SLT, and classroom teachers.	<p>Writer's Toolbox teaching resources.</p> <p>Support from PLD provider.</p> <p>Assistance of internal staff mentors and coaches.</p>	February 2024 - December 2024	Teacher competency and confidence will be measured by: classroom observations, staff surveys, PGC discussions, and student progress.		
<p>Provide in class mentoring and coaching for our mathematics leads from Evaluation and Associates.</p> <p>Support actions and will include:</p> <ul style="list-style-type: none"> modelling deliberate acts of teaching. coaching in and observations of teacher practice. disseminating learning through teams. 	External PLD provider, maths leader, SLT, and classroom teachers.	10k PD budget	February - July	Teacher competency and confidence will be measured by: classroom observations, staff surveys, PGC discussions, and student progress.		
<p>Arrange for all staff to receive mentoring and coaching in reading, writing and maths teaching on a needs basis.</p> <p>Support actions include:</p> <ul style="list-style-type: none"> modelling deliberate acts of teaching assistance in effective grouping coaching in and observations of teacher practice. 	Principal, DPs, internal coaches and mentors. Initial planning support will be sought from an external PLD provider.	<p>Four release days for internal teacher coaches. (Funded from extra CRT for all teachers.)</p> <p>Support from</p>	February 2024 - December 2024	Teacher competency and confidence will be measured by: classroom observations, PGC discussions and documentation, and student progress.		

		external coaching experts. Various teaching resources including WT.				
<ul style="list-style-type: none"> • Make reading, writing and maths OTJs for Year 7 in Term 1, mid year, and end of year. • Guide students to report their own progress and attainment on Hero (SMS). • Present detailed progress and attainment reports for the BoT in literacy, and maths. • Present intervention data each term. • Present major data analysis and next step reports for reading, writing and maths to the BoT mid and end of year. • Provide parents and caregivers with detailed reports, including student work samples, throughout the year. 	SLT, team leaders, classroom teachers, and BoT.	Coaching and mentoring support. Staff time through team meetings and staff meetings.	Termly	Consistent clear reporting schedules. Progress achieved and goals reset.		
Monitoring and evaluation :		Mid year:		End of year:		

<i>Business as usual</i>	Who is Responsible	Timeframe	Progress	
			Mid Year	End of Year
Strengthening the curriculum <ul style="list-style-type: none"> • Continue to develop and implement ANZH curriculum with external support and review. • Plan concept learning programmes based on revised curriculum • Continue to review concept learning at the end of each cycle. 	Team leaders and DPs.	Termly		

<p>Student Success</p> <ul style="list-style-type: none"> • Link transition data with systems for identifying, monitoring, and reporting on priority learners. • Continue to build all students' understanding and ownership of their own learning, progress and achievement. • Communicate the role of the Graduate Profile in teaching and learning with the Wairarapa Cobham community and raise student awareness of the community's aspirations for them. • Ensure that all students can articulate at least two learning goals at any time during their Wairarapa Cobham education. 	<p>SENCO, DPs, classroom teachers</p>			
<p>Attendance</p> <ul style="list-style-type: none"> • 78% of all students will attend school regularly. (90% of the time.) • 75% of Māori students will attend school regularly. (90% of the time. Current attendance average is 76%.) 	<p>Classroom teachers, DPs</p>			
<p>Professional Growth Cycle (PGC)</p> <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. 	<p>TLs, DPs, classroom teachers</p>			

Strategic Goal 2

Respect



Wairua

all our students will learn to build respectful relationships.

Community

all our students and whanau will be offered unique opportunities.

Responsive

all our students will make accelerated progress in reading, writing, and mathematics.

Unconditional

through deliberate actions, focussing on emerging adolescents, our school will be a place of learning, compassion and opportunity.

all our students and whanau will be offered unique opportunities.

NELP 1 & 2
Partnership

Annual Target/Goal:

All students will participate in two school-wide opportunities.

What do we expect to see by the end of the year?

- A myriad of opportunities on offer to students.
- Students uptaking opportunities.
- All students involved in two or more opportunities.
- School facilities widely used.
- Income generated from the use of school facilities.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?	Progress	
					Mid Year	End of Year
<p>Māori and Pasifika Connections</p> <ul style="list-style-type: none"> ● Provide opportunities for all students to participate in mihi whakatau, and Kahui Ako and other local cultural festivals. ● Provide supports for whānau to access educational support opportunities for students, e.g. priority access to writing support programmes. ● Provide pastoral, financial and access support for Māori and Pasifika students to take up opportunities. ● Support school leaders to ensure Te Reo is embedded in school assemblies and other community forums. ● Assist Māori and Pasifika student leaders in taking a leading role at hui-a-whānau and talanoa ● Support students and whānau in the organising of the Wairarapa Cobham hangi. 	<p>Māori and Pasifika whānau, SLT, staff cultural support personnel, classroom teachers, Māori and Pasifika student leaders.</p>	<p>Unit for specific teachers</p> <p>Release time for specific teachers</p>	<p>Termly check and reports</p>	<p>All whānau will be contacted directly about their student's involvement in extra learning support.</p> <p>Four assemblies will be run in Te Reo in 2024.</p> <p>Māori and Pasifika student leadership will be measured through mentoring, observation, and student surveys.</p>		
<p>Advertise, actively encourage and monitor student engagement in Wairarapa Cobham's cultural, musical, technology, and sporting opportunities.</p> <p>Identify students who have difficulty determining their interests, talents and skills.</p>	<p>All staff</p>	<p>Apportion teaching units to specific tasks and roles.</p>	<p>Termly</p>	<p>All students, including, Māori and Pasifika, will take part in at least two Cobham opportunities.</p> <p>Participation will be monitored and reported on by teaching staff each term and trends and patterns reported to stakeholders.</p>		

<p>Advertise, actively encourage and monitor student engagement in Wairarapa Cobham's sporting opportunities.</p> <p>Utilise Wairarapa Cobham's new sporting and cultural facilities to promote, teach, and run sporting activities.</p> <ul style="list-style-type: none"> ● Initiate a 3vs3 after school basketball competition one night a week. ● Initiate korfbal coaching and competitions one night a week. ● Initiate volleyball coaching and competitions one night a week. ● Initiate table tennis coaching and tournaments. 	Sport staff	<p>Teacher in charge of sport, Wairarapa Cobham's PE teacher, and classroom teachers.</p> <p>Hireage of school facilities.</p> <p>Additional security checks.</p> <p>Facilities manager.</p>	Termly	<p>Hall actively used by Cobham students.</p> <p>Revenue from hall hireage.</p> <p>Families visiting and connecting with the school after hours.</p>		
<p>Utilise Wairarapa Cobham's facilities and human resources to engage the community in:</p> <ul style="list-style-type: none"> ● learning around curriculum e.g. Writer's Toolbox. ● cultural performances. ● grandparent days ● community activities initiated by members of the community 		SLT, whānau, classroom teachers, and local community personnel	Reported and reviewed termly.	Wairarapa Cobham will be a centre for local community sporting, cultural and educational activities.		
<p>Establish a wide range of extra curricular learning, outside of school hours, using Wairarapa Cobham's facilities, and staff and whānau human resources.</p> <p>Survey community on the type of activities/lessons people would be interested in and action accordingly.</p>	All staff	<p>Whānau, classroom teachers, and local community personnel.</p> <p>Hireage of school facilities.</p> <p>Additional security checks.</p> <p>Facilities manager.</p>	Reported and reviewed termly.	Wairarapa Cobham will be a centre for local community sporting, cultural and educational activities.		

Monitoring and evaluation:	Mid year:	End of year:
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<i>Business as usual</i>	Who is Responsible	Timeframe	Progress	
			Working towards →	
			Mid Year	End of Year
Community of Learning (CoL) Waimairi-iri <ul style="list-style-type: none"> • Access CoL resources for external support where appropriate. • Manage relationships and involvement of staff in relation to CoL time expectations. 	SLT	As required		
<u>Opportunities</u> <u>Student Leadership</u> <ul style="list-style-type: none"> • Collect and collate students' voice on a variety of aspects of Wairarapa Cobham life. • Provide a wide range of leadership opportunities for students including <ul style="list-style-type: none"> ○ Head leaders ○ Hapori leaders ○ Values leaders ○ Cobham Connectors ○ Māori Leaders ○ Pasifika Leaders ○ 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. 	SLT, Teachers in charge	As required		
<u>Cultural Group</u> <ul style="list-style-type: none"> • Establish a group of students from across all cultures within our Wairarapa Cobham community. • Investigate opportunities for Wairarapa Cobham students to connect with students in Asia through digital platforms. • Provide opportunities for year groups to come together once a term in an assembly 				
<u>The Arts</u> <ul style="list-style-type: none"> • Expand musical pathways for all learners. • Expose Wairarapa Cobham musicians to new options/instruments. 				

<ul style="list-style-type: none"> ● Increase opportunities for specialist groups to perform. ● 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 <p><u>Academic</u></p> <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 ● Develop outdoor science areas. <p><u>Sporting</u></p> <ul style="list-style-type: none"> ● Take part in AIMS Games to enhance national profile, and provide opportunities for Wairarapa Cobham students. ● Provide pathways through various local sporting events and competitions, for example: <ul style="list-style-type: none"> ○ Waterpolo ○ Basketball 				
<p>Celebrate/Share Cobham</p> <ul style="list-style-type: none"> ● Establish new advertising platforms. ● Articulate the "Culture of Wairarapa Cobham." ● Create opportunities for guests to inspire students. 	SLT	As required		

Strategic Goal 3

Respect



Wairua - all our students will learn to build respectful relationships.

NELP 1
Partnership
Protection
Participation

Annual Target/Goal:

Reset PB4L expectations with a school wide focus on respect.

What do we expect to see by the end of the year?

- We will be a PB4L Tier 2 school.
- Appropriate school-wide respect lessons.
- School wide initiatives and support for PB4L.
- PB4L mentoring in the classrooms.
- Rewards for recognition for students.
- Reduction in Tier 1 and 2 behaviours.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?	Progress	
					Actioned ✓	
					Working towards →	
					Mid Year	End of Year
<p>Reboot PB4L, with a focus on respect.</p> <p>Create a weekly assembly focused on respect.</p> <p>Review, rewrite and teach all PB4L lessons with a focus on respect for staff, students, whānau, and the Wairarapa Cobham Intermediate environment.</p> <p>Include a PB4L element in weekly assemblies with a focus on respect.</p> <p>Support student leaders in advocating for and modelling respectful behaviour.</p> <p>Give guidance to all staff in coaching students to be respectful in their interactions with and orientation towards others.</p>	MoE PB4L facilitators, SLT, PB4L team, and classroom teachers.	Units, release time and MoE supports.	<p>Term 1, ongoing</p> <p>Weekly</p> <p>Ongoing</p> <p>Weekly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All Wairarapa Cobham Intermediate students will be able to articulate the manner in which they show respect at the kura.</p> <p>Students' evidence of respectful behaviour will be posted on Hero by staff and students themselves.</p> <p>Staff survey will document improvement in student respect towards staff, students and the kura environment.</p>		
<p>Review and rewrite school policies and procedures to reflect the kura's focus on respect for staff, students, whānau, and the environment.</p> <p>Student transitions to different spaces within the kura will be taught with a focus on respectful behaviour.</p> <p>Teach students about respectful sporting behaviour toward others and respect of the physical space of the Wairarapa Cobham Intermediate hall.</p> <p>Create an expectation amongst staff and students that</p>	<p>SLT and PB4L</p> <p>SLT, PB4L team, and classroom teachers.</p> <p>PB4L team, and classroom teachers.</p>	Units, release time, and external support as required.	<p>Term 1</p> <p>Term 1</p> <p>Term 1, ongoing</p>	<p>School documentation will clearly articulate Wairarapa Cobham's focus on the value of respect.</p> <p>Observations of student transitions and behaviour in the kura hall will be documented and inform future teaching in this area.</p> <p>Visitors to Wairarapa Cobham Intermediate will</p>		

<p>all school visitors to Wairarapa Cobham will experience the values of respect and friendliness.</p>	<p>SLT, PB4L team, and classroom teachers.</p>		<p>Term 1, ongoing</p>	<p>be able to record their experiences of respectful behaviour by students. (A quick survey in the office)</p>		
<p>Provide counselling support for all students who struggle with showing respectful behaviour.</p> <p>Increase the hours of our counselling team from 4 days to 4.5 days.</p> <p>Connect with diverse ethnic groups in order to increase the frequency that they are accessing the counselling service.</p> <p>Support external providers (e.g. 24/7) of student guidance with plans and processes for fostering respectful behaviour by students.</p> <p>Create, alongside whānau individualised behaviour plans for our 1%ers. Within these plans, look at what we can/ need to do differently for our students, and utilize the support services available, such as counselors, psychologists, or behavior specialists.</p>		<p>Employment of two school counsellors</p>	<p>Term 1, ongoing</p> <p>Term 1, ongoing</p> <p>Ongoing</p> <p>Term 1, ongoing</p> <p>As required</p>	<p>Counsellors will report on a monthly basis progress of students who needed support in the development of respectful behaviour.</p> <p>External providers will report each term on their observations of respectful behaviour. of the students in their care.</p>		
<p>Monitoring and evaluation :</p>	<p>Mid year:</p>	<p>End of year:</p>				

<i>Business as usual</i>	Who is Responsible	Timeframe	Progress	
			Actioned ✓	
			Working towards →	
			Mid Year	End of Year
Connecting <ul style="list-style-type: none"> Establish Tuakana Teina mentoring programme across the school for the new cohort in Term 1. Students can identify two people they could approach to support them. Ensure all classes have lessons with the counsellor. Collaborate with the 24/7 team to arrange mentoring - both group and individual. Conduct triage meetings with professionals as needed. 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. Grow the breakfast club with the support of the 24/7 team. Provide school-wide rewards for attendance targets. Liaise with contributing schools to collect information on students to assist a smooth transition to Wairarapa Cobham. Work with high schools to support students' transition to high school. 	Classroom teachers, DPs, SENCO	Term 1 As required		
Code of Conduct <ul style="list-style-type: none"> Update the Staff Code to include social media and review with all staff at the beginning of the year. Include Code of Conduct as part of the induction process for all new staff. Review <i>Keeping Wairarapa Cobham Teachers Safe Expectations</i> with all staff. Conduct health and safety inductions for all new staff. 	Classroom teachers, SLT	Term 1		
Positive Behaviour for Learning (PB4L) <ul style="list-style-type: none"> Seek student voice on PB4L data. Develop a framework which articulates Cobham's varied systems and processes for the pastoral and behavioural care of students. Share PB4L data with staff, students and families. 	Classroom teachers	As required		
IT & Digital Citizenship <ul style="list-style-type: none"> Ensure all students complete online teaching and learning modules regarding digital citizenship. Replace, where possible, censorship with education. 	Classroom teachers	As required		