



# Te Kura O Cobden Cobden School Charter 2022

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# Index

## **Introductory Section**

School Description

Strategic Plan for Student Achievement 2022-2024

National Priorities

Recognising Cultural Diversity

## **Annual Section:**

Annual Plan: Student Achievement

Annual Action Plans: Student Achievement

Annual Plan: Operational Management

## **Procedural Section**

Timelines

## COBDEN SCHOOL DESCRIPTION

The Cobden School community is bound by the Grey River in the south, the Tasman Sea to the west and the “Twelve Apostles” hills in the North and East. A small number of children come from across the Cobden Bridge in the town area of Greymouth, including Marsden Road, Blaketown and Shakespeare St locations.

Within this boundary:

- are families who have lived in Cobden for several generations and have descendants enrolled at the school
- are a number of retired people
- is a large Housing New Zealand area where homes have been purchased by the occupiers or have remained as rental units
- are middle income families living in rental units or privately owned homes
- are low income families and the unemployed
- are a number of transient families
- are a number of single parent families
- is a semi-rural population

At completion of full primary education, pupils usually attend Greymouth High School or John Paul II High School.

There is a playgroup onsite and other community based facilities.

There are a range of sporting and cultural activities available i.e. softball, swimming, rugby, soccer, rugby league, hockey, Scouts, Pippins, Brownies and Guides.

Local churches serve the spiritual needs of the community. The school is increasingly having to deal with the effects that social problems are having on children and their families. The school often uses the supporting agencies of the Resource Teacher of Literacy, Learning Support, Resource Teachers of Learning and Behaviour, the Public Health Nurse, Oranga Tamariki, Strengthening Families, Homebuilders and Family Start.

Cobden School is a decile 2E school with a roll of 64 as of 16<sup>th</sup> February 2022 as well as being the lead school for Resource Teachers of Learning and Behaviour (RTLB). We currently run 2 collaborative teams with five full time teachers. There is a Māori roll of 14 at the last recording with a number of transient families who can leave and return a number of times during the course of their children’s primary education. The school encourages parents to be actively involved in their children’s learning and to ensure that children receive a complete education in a caring and respectful environment. As part of strengthening whanau engagement, Cobden School has an active web site, Facebook page and Skool Loop. All of these social media forums allow student learning successes to be shared with the wider school community.

Cobden School has developed a localised curriculum, a graduate profile and assessment and reporting procedures that are aligned with the New Zealand Curriculum levels.

A special feature of the school is the focus around wellbeing of students and embedded PB4L practices. Class descriptions identify those students underachieving or at risk of underachieving. This enables the school to cater for a range of behaviours and curriculum abilities and provide attention to individual learning programmes

SEG funding is allocated to the running of Special Needs programmes and the training and use of teacher aides.

In the physical sense the school is very well appointed, with central heating to all permanent classrooms. There is a Community Library and a Reading Recovery Training room. In 2020 there were classroom upgrades in both block A & B. Our hall has had an upgrade; this has included new toilet facilities, entry/wheel chair access and seismic strengthening as well as new heating and lighting. We have upgraded our wireless system throughout the school. The school runs after school music lessons for students within the Greymouth area. We have a refurbished, covered swimming pool. Upgraded heating means that the students now have access to swimming: Terms 1 and term 4, excluding holiday breaks. We are part of the decarbonisation programme and have just had a new pellet boiler installed.

# COBDEN SCHOOL

## Strategic Plan

### 2022-2024



# Our Vision & Shared Statement of Intent

Cobden school is a community of high achieving, confident, engaged and caring, global thinkers.

This is delivered and designed through localised, te tiriti-led curriculum as evidenced in our Graduate profile.

We believe to achieve the school vision we need to know, who we are, where we come from and where we belong now and the future.

*Tihei mauriora*



Strategic Goals	NELP Objectives:	2022	2023	2024
<p><b>1. Hauora</b> All of our people and resources will be targeted towards providing a safe physical and emotional learning environment that challenges and supports learning while safeguarding staff, students and whānau.</p>	<p>1. LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>2. BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> <p>3. QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p>	<ul style="list-style-type: none"> <li>Curriculum delivery plans including contextual and meaningful learning experiences are reviewed in collaboration with whānau and the school community. Review process is initiated.</li> <li>Staff ensure the Graduate Profile remains at the forefront of school wide teaching and learning practices.</li> <li>Consolidating school wide wellbeing initiatives</li> <li>Continued commitment to the principles and practices of Positive Behaviour for Learning (PB4L) for creating and maintaining safe and effective learning environments through prevention and intervention.</li> <li>Bi-annual health survey</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum delivery plans are reviewed as per review cycle.</li> <li>Staff ensure the Graduate Profile remains at the forefront of school wide teaching and learning practices.</li> <li>Review of Graduate Profile domains in collaboration with whānau and school community.</li> <li>Review of school wide wellbeing initiatives.</li> <li>Continued commitment to the principles and practices of Positive Behaviour for Learning (PB4L) for creating and maintaining safe and effective learning environments through prevention and intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum delivery plans are reviewed as per review cycle.</li> <li>Staff ensure the Graduate Profile remains at the forefront of school wide teaching and learning practices.</li> <li>Fully embedded school wide wellbeing initiatives are reviewed alongside whānau and school community.</li> <li>Continued commitment to the principles and practices of Positive Behaviour for Learning (PB4L) for creating and maintaining safe and effective learning environments through prevention and intervention</li> <li>Bi-annual health survey</li> </ul>
<p><b>2. Success as Māori</b> Our Māori learners will be connected, engaged and achieving.  Māori success</p>	<p>1. LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>2. BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> <p>3. QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p>	<ul style="list-style-type: none"> <li>Staff PLD with the focus on cultural capabilities including a focus on Ka Hikitia, NELPs and Te Rūnanga o Ngāi Tahu adopted Education Strategy; Te Rautaki Mātauranga.</li> <li>Whānau and iwi engaged to review the implementation of Ka Hikitia domains within the school setting.</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of Staff PLD with the focus on cultural capabilities with the integration of Ka Hikitia, NELPs and Te Rūnanga o Ngāi Tahu adopted Education Strategy; Te Rautaki Mātauranga into teaching and learning practices.</li> <li>Whānau and iwi engaged to review the implementation of Ka Hikitia domains within the school setting.</li> </ul>	<ul style="list-style-type: none"> <li>Embedded good practices from Ka Hikitia, NELPs and Te Rūnanga o Ngāi Tahu adopted Education Strategy; Te Rautaki Mātauranga.</li> <li>Whānau and iwi engaged to review the implementation of Ka Hikitia domains within the school setting.</li> </ul>
<p><b>2. Learning Partnerships</b> Cobden School continues to strengthen links with whānau , iwi and wider community to support our students to achieve at school and beyond.</p>	<p>1. LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>4. FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<ul style="list-style-type: none"> <li>Review current community engagement practices, develop a plan and share with whānau and school community.</li> </ul>	<ul style="list-style-type: none"> <li>Implement community engagement plan</li> </ul>	<ul style="list-style-type: none"> <li>Embed community engagement plan and review with whānau and school community.</li> </ul>

## The Statement of National Education and Learning Priorities

*Cobden School will determine its priorities by focusing on The Statement of National Education and Learning Priorities (NELP)*

- **LEARNING AT THE CENTRE**

*Learners with their whānau are the centre of education*

1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

- **BARRIER FREE ACCESS**

*Great education opportunities and outcomes are within reach for every learner*

3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs.
4. Ensure every learner/ākonga gains sound foundation skills including language ( Oral Language), literacy and numeracy.

- **QUALITY TEACHING AND LEADERSHIP**

*Quality teaching and leadership make the difference for learners and their whānau*

5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

- **FUTURE OF LEARNING AND WORK**

*Learning that is relevant to the lives of New Zealanders today and throughout their lives*

7. Collaboration with industries and employers to ensure learners/ākonga have skills, knowledge and pathways to succeed in work.

- **LOCAL PRIORITIES WILL BE IDENTIFIED THROUGH:**

- Cobden School's programme of self-review;
- Analysis of the Cobden School's assessment data;
- Student and whānau voice

In meeting the national and local priorities, Cobden School undertakes to work within *The Statement of National Education and Learning Priorities* which are issued under the Education and Training Act 2020.

## RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

**Cobden School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.**

**In recognising the unique position of the Māori culture, Cobden School will take all reasonable steps to provide instruction in Tikanga (Māori culture) and Te Reo Māori (Māori language) for students whose parents request it.**

### **To achieve this, the school will aim for a Māori Responsiveness Plan**

If a Whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Māori programme, the staff and family will discuss and explore the following options:-

- Explain the existing programmes
- Extend the existing programmes if & as appropriate
- Explore combining with a neighbouring school for parts of the day / programme
- Investigate dual enrolment with Correspondence School
- Investigate provision of in-school support & resources to further enhance inclusion of Te Reo & Tikanga within the child's classroom.
- Explore other schools who may offer programmes closer to their expectations
- Other negotiated actions may include programmes for our other identified cultures represented.  
E.g. parent involvement in literacy programmes and interpretation.

# SCHOOL SUPPORTING DOCUMENTATION

**The following documentation supports us in improving student achievement:**

- School Policies and Procedures: *We invite you to visit the site at <http://cobden.schooldocs.co.nz/> (note that there's no "www"!).*  
*Our username is cobden and password cobden.*
- Curriculum Plan
- Assessment Plan/Assessment Data
- Professional Learning Programme
- Localised School Curriculum

**The following documentation supports us in developing good management practices and effective organisational systems:**

- Charter
- Annual Budget
- Operational Policy and Procedure Manual
- Ten year Property Plan
- Board Governance Policy.
- Meeting Minutes
- Self-Review

**The following documentation supports us in fostering positive community partnerships:**

- Community consultation as part of self-review
- School information booklet
- Newsletters
- School website
- Facebook
- Google sites
- Skool Loop
- Reporting System

## Cobden School Documentation

Plans for Cobden School	Where they are found
<b>Learning Needs</b> <ul style="list-style-type: none"> <li>● Special Needs</li> <li>● At Risk Register</li> <li>● Personalised Curriculum</li> <li>● Assessment</li> </ul>	Principal's office Principal's office Principal's office / classrooms Principal's office / classrooms
<b>Personnel</b> <ul style="list-style-type: none"> <li>● Performance management</li> <li>● Job Descriptions</li> <li>● PLD</li> <li>● Board Development</li> <li>● EEO</li> </ul>	Principal's office Principal's office Principal's office As minuted / BOARD Principal's office
<b>Property</b> <ul style="list-style-type: none"> <li>● 10-year property</li> <li>● Property projects</li> <li>● Maintenance</li> </ul>	Principal's office Principal's office School Support
<b>Finance</b> <ul style="list-style-type: none"> <li>● Financial Policy / Procedures.</li> <li>● Annual Budget</li> <li>● Fixed Asset Register</li> </ul>	Principal's office & School Docs Principal's office Principal's office / Geoff Gillam Consultants services
<b>Health &amp; safety</b> <ul style="list-style-type: none"> <li>● Hazard Register</li> <li>● Monthly Property Report</li> <li>● Safety Checks</li> <li>● EOTC</li> </ul>	Principal's office / staff room Principal's office Principal's office Principal's office / staff room
<b>Consultation</b> <ul style="list-style-type: none"> <li>● Parents - Reporting</li> <li>● Māori Community</li> </ul>	Principal's office Principal's office
<b>Support from MOE</b> <ul style="list-style-type: none"> <li>● ORS</li> </ul>	Principal's office

# Cobden School Annual Plan 2022

### CURRICULUM

Student Achievement Focus Target :  
Hauora “Wellbeing for Social and Emotional Regulation”  
Literacy  
Maths  
Localised curriculum  
Cultural Responsiveness

### SELF REVIEW

School Docs  
Strategic Plan/Charter 2022

### EMPLOYER RESPONSIBILITY

PLD  
E.E.O-Good employer responsibilities  
Job Descriptions  
Principal/Staff Professional Growth Cycle  
Code of Conduct

### COMMUNITY PARTNERSHIP

Reporting to parents  
Whānau consultation/engagement  
School/BOARD Newsletters  
EOTC/School trips

### ANNUAL DEVELOPMENT PLAN:

**SCHOOL: Cobden School**

**PRINCIPAL: Noula Markham**

**YEAR: 2022**

### PROPERTY

Property checks-BOARD(Health & Safety)  
Property maintenance/monthly –  
BOARD-School Support Ltd  
10 Year/ 5 Year Property Plan  
Asset Register

### FINANCE

Annual Audit  
Budget Responsibilities  
Monthly Finance Reports-BOARD  
Budget Review  
SEG Funding  
ORS Funding

### ADMINISTRATION

Monthly BOARD Meetings  
Ministry of Education legislation  
Compliance Requirements Checklist

### HEALTH & SAFETY

Monthly Inspection (Health & Safety)-  
BOARD  
Policy & Procedures  
Electrical Appliance Testing  
Transport-Buses  
Update student medical records

### Curriculum

Area	Objectives	Expected Outcomes	Who	Resources & PLD
<b>Hauora</b>	<ul style="list-style-type: none"> <li>To continue embedding school-wide strategies for achieving social and learning outcomes while preventing problem behaviour, with a school-wide focus on: “Wellbeing for Social and Emotional Regulation”</li> <li>To build a sense of belonging, resilience, stress management, identity and self-worth, values and future focus, while also developing skills in getting help and support for self and others during times of difficulty and when identifying barriers to learning.</li> <li>To continue to develop and maintain healthy relationships with students and whānau.</li> </ul> <p><b>Refer to Student Achievement Target</b></p>	<p>To build a sense of belonging, resilience, stress management, identity, self-worth, values and future focus. While developing skills in getting help and support for self and others during times of difficulty and when identifying barriers to learning.</p> <p>To develop and maintain healthy relationships.</p> <p>Behaviour modifications based upon analysed data.</p> <p>Building on existing systems already in place at Cobden School.</p> <p>Giving rewards to promote effective changes in behaviour.</p> <p>Ensuring systems put in place are sustainable.</p> <p>Behaviour needs to be taught school-wide.</p> <p>Monitor and analyse attendance data from SMS to ensure students attendance is optimal.</p>	Staff at Cobden School	<p>All costs are covered by MOE/ or PLD</p> <p><b>Mental health education and hauora:</b> Teaching interpersonal skills, resilience and wellbeing</p> <p>SEG Grant and BOARD funded.</p> <p>Pause Breathe Smile</p> <p>PB4L MOE</p>

### Curriculum

Area	Objectives	Expected Outcomes	Who	Resources. & PLD
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Our intent is to continue to develop innovative learning practises to accelerate progress of our cohort that are not currently working at their expected level in writing. This will enable our students to use their skills to access the whole curriculum. In order for this to occur, there is a need for pedagogical practices to be refined and revised to reflect innovative learning expectations and the way we work collaboratively.</li> <li>Continue to improve teacher effectiveness, pedagogy and practice.</li> <li>Address the needs of students “at risk” or “cause for concern” in relation to the literacy learning progressions &amp; NZ Curriculum.</li> <li>To continue nurturing positive partnerships with whānau by engaging and empowering them to be active contributors to student learning.</li> </ul>	<p>To increase the number of students achieving at their expected level for both reading and writing.</p> <p>Students are able to use their literacy skills cross curricular.</p>	All teachers Principal	<p>Centrally funded PLD.</p> <p>Cobden School Graduate Profile.</p> <p>Assessment procedure.</p> <p>Literacy Learning Progressions.</p> <p>Effective Literacy Practice years 1-4.</p> <p>Effective Literacy Practice years 5-8.</p> <p>“Clarity in the Classroom” By Michael Absolum.</p> <p>NZ Curriculum.</p> <p>“Teaching Reading Comprehension” By Alison Davis.</p> <p>Utilising the expertise of RTLB and RTLit for implementation of literacy programmes</p> <p>Centrally funded PLD will continue to provide support with the change process to further develop innovative learning practices to accelerate progress of our students not currently achieving at the expected curriculum level.</p>

### Curriculum

Area	Objectives	Expected Outcomes	Who	Resources
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Improve teacher effectiveness, pedagogy and practice. Address the needs of students “at risk” or “cause for concern” in relation to NZ Curriculum.</li> <li>Continue to increase achievement in mathematics for all students.</li> <li>Monitor student achievement in mathematics</li> </ul>	<p>To increase the number of students achieving at their expected level for mathematics.</p> <p>Students are able to use their mathematical skills cross curricular.</p>	All teachers Principal	Cobden School mathematics curriculum, achievement and delivery statements. NZ Curriculum. Assessment procedure.

### Curriculum

Area	Objectives	Expected Outcomes	Who	Resources & PLD
<b>Localised Curriculum</b>	<ul style="list-style-type: none"> <li>To ensure that Cobden School localised curriculum gives effect to the NZ Curriculum in ways that best address the particular needs, interests, and circumstances of Cobden School students and whānau.</li> </ul>	<p>To continue self-review of the current localised curriculum to ensure priorities for student learning, the ways in which those priorities will be addressed, and how student progress and the quality of teaching and learning will be assessed.</p> <p>To build on existing good practice and maximise the use of local resources and opportunities.</p> <p>Through targeted PLD facilitated by Local Iwi facilitator:</p> <ul style="list-style-type: none"> <li>strengthen relationships with whānau by making them a partner in reviewing our school curriculum.</li> </ul>	Teachers Principal Community Students	Centrally funded PLD will continue to provide support with the change process to further develop innovative learning practices to accelerate progress of our students not currently achieving at the expected curriculum level.

### Curriculum

Area	Objectives	Expected Outcomes	Who	Resources & PLD
<b>NZ Histories</b>	<ul style="list-style-type: none"> <li>To continue to explore New Zealand's histories in local contexts and have value beyond the commemorations.</li> </ul>	To consider Māori world view when planning teaching and learning by using Ngai Tahu Education Strategy and Te Takanga o te Wā – Māori History Guidelines for Years 1–8.	Staff at Cobden	<a href="#">Māori History</a> <a href="#">Ngai-Tahu-Education-Strategy-2015.pdf</a>

### Curriculum

Area	Objectives	Expected Outcomes	Who	Resources & PLD
<b>Cultural Responsiveness</b>	<ul style="list-style-type: none"> <li>Māori learners connected, engaged and achieving.</li> </ul>	<p>Māori learner progress and achievement (including proficiency in te reo Māori) is at the expected achievement level or better (acceleration)</p> <p>Māori learners have a high level of attendance, retention and engagement.</p> <p>Māori learners and whānau are well informed and making good choices about education pathways and career options.</p> <p>Strengthen current relationships with local iwi and tangata whenua through inclusive practise.</p>	All Staff	<p>Centrally funded PLD will continue to provide support with the change process to further develop innovative learning practices to accelerate progress of our students not currently achieving at the expected curriculum level.</p> <p>In school PLD, we will continue to unpack Te Tiriti to self-review our practices so to strived to improve on/changed in our cultural responsiveness and unpack equality/equity and removing barriers.</p> <p><b><i>Ka Hikitia Māori Education Strategy</i></b>  <a href="https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/">https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/</a></p>

## Targets for Raising Student Achievement in Wellbeing (Hauora)

<b>Strategic Aim:</b>	<b>Hauora</b> All of our people and resources will be targeted towards providing a safe physical and emotional learning environment that challenges and supports learning while safeguarding staff, students and whānau.
<b>Strategic Objectives:</b>	
<p>1. LEARNERS AT THE CENTRE</p> <ul style="list-style-type: none"> <li>Learners with their whānau are at the centre of education</li> </ul> <p>2. BARRIER FREE ACCESS</p> <ul style="list-style-type: none"> <li>Great education opportunities and outcomes are within reach for every learner</li> </ul> <p>3. QUALITY TEACHING AND LEADERSHIP</p> <ul style="list-style-type: none"> <li>Quality teaching and leadership make the difference for learners and their whānau</li> </ul>	
<b>Area:</b>	<b>Graduate Profile Goals:</b>
<ul style="list-style-type: none"> <li>Hauora</li> </ul>	<ul style="list-style-type: none"> <li>Have a sense of belonging <i>Tūrangawaewae</i></li> <li>Use a Growth Mindset <i>Te tipu haere</i> (growing)</li> <li>Demonstrate critical thinking <i>Whakaaro nui</i></li> <li>Be confident and enthusiastic <i>Kia maia, kia manawanui.</i> (Be courageous and patient)</li> <li>Show curiosity and wonderment <i>Whakaatuhia te hiahia me te maere</i> (Show interest and wonder)</li> <li>Show leadership <i>Hei rangatira</i> (To be a leader)</li> <li>Be self-regulating <i>Te whakahaere whaiaro</i></li> <li>Be caring <i>Kia atawhai</i> (Be kind)</li> <li>Be cooperative <i>Kia mahi ngātahi</i></li> <li>Be effective communicators <i>Hei hoa korero</i></li> </ul> <p style="text-align: center;"><i>Cobden School's Graduate Profile encompasses the Key competencies</i></p>
<b>Annual Objectives and Aims:</b>	
<ul style="list-style-type: none"> <li>To continue embedding school-wide strategies for achieving social and learning outcomes while preventing problem behaviour, with a school-wide focus on: "Wellbeing for Social and Emotional Regulation"</li> <li>To build a sense of belonging, resilience, stress management, identity and self-worth, values and future focus, while also developing skills in getting help and support for self and others during times of difficulty and when identifying barriers to learning.</li> <li>To continue to develop and maintain healthy relationships.</li> </ul>	
<b>2022 Annual Targets:</b>	
<ul style="list-style-type: none"> <li>All Students will attain at least 95% attendance rate.</li> </ul>	

**Baseline Data:**

Year	2019 % Rate	2020 % Rate	2021 % Rate
1	80.73	83.03	74.85
2	85.8	88.37	88.69
3	86.49	94.68	91.43
4	93.71	92.58	91.03
5	91.2	93.19	91.71
6	87.97	87.46	88.4
7	88.67	88.68	86.39
8	88.82	87.37	91.2
<b>Average</b>	<b>87.92%</b>	<b>89.40%</b>	<b>88%</b>

**Table A** shows the overall attendance rate has remained the same, with a few increases in some year levels. The decrease in Years 1 was dramatically affected by sickness. Due to Health & Safety protocol that came about during Covid levels, any sign of unwellness meant students needed to stay home. This Table B clearly illustrates the high percentage of sickness.

**Table B: Selected codes: D Doctor/Dentist, J Explained Justified, M Medical 2021**

Room	% Rate
Mokomoko Rua	11.59
Mokomoko Tahi	14.64
K1 Ruma Rua	4.69
K1 Ruma Toru	9.98
K2 Ruma Tahi	8.73

**Table B** shows an increase in justified absences due to tightened Health & Safety protocols during the pandemic. Higher rates are noted in Years 1-3.

Planned actions for 2022	Timing	Responsibility	Resourcing
<ul style="list-style-type: none"> <li>Teachers establish positive relationships with their class students and whānau by using a range of strategies to promote clear communication, expectations and collaboration.</li> <li>“At Risk” register updated Teachers reflect on OTJ’s from 2021 to create groupings for 2022.</li> <li>Target students are identified across the school.</li> <li>Data will be collected from analysis of class descriptions beginning 2022.</li> <li>Attendance data to be monitored by teachers and management.</li> <li>Graduate profile goals will be set with all students.</li> <li>Pause Breathe Smile (PBS) will continue to be part of daily programmes.</li> </ul>	T 1	Class teachers  Principal SENCO Support Staff	
<ul style="list-style-type: none"> <li>Use <b>Mental health education and hauora</b>: Teaching interpersonal skills, resilience and wellbeing.</li> <li>Through their learning experiences, students will develop their ability to : <ul style="list-style-type: none"> <li>Express their own values</li> <li>Explore, with empathy, the values of others</li> <li>Critically analyse values and actions based on them</li> <li>Discuss disagreements that arise from differences in values and negotiate solutions</li> <li>Make ethical decisions and act on them</li> </ul> </li> <li>Support staff to provide wellbeing support during structured/unstructured times.</li> <li>Create mindfulness space for students requiring extra wellbeing support throughout the school day.</li> <li>Continue speech intervention in 2022 with identified “at risk” students across the school in order to improve their self-worth.</li> </ul>	T 1-4	Principal  Class Teachers  Support Staff	<i>Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing funded by the New Zealand National Commission for UNESCO and NZCER.</i>
<ul style="list-style-type: none"> <li>Continue with student agency/choice.</li> <li>Meaningful learning opportunities for students by creating authentic audiences.</li> <li>Regular collection of student voice.</li> </ul>	T 1-4	Class teachers	CORE Education Greg Carroll Team budgets allocated. Graduate Profile
<ul style="list-style-type: none"> <li>Students will be assessed as per Cobden School assessment procedures against the NZ curriculum levels.</li> <li>Progress report written in plain English and further explained to the parent/ whanau at the 3 way conference.</li> </ul>	Mid-year/ End of year	Class Teacher	Graduate Profile
<ul style="list-style-type: none"> <li>Teachers will use the school management system more effectively, by entering student data for school wide analysis by Principal.</li> <li>Attendance report given to Principal daily and analysed weekly to ensure any unjustified absences are followed up.</li> <li>Use SMS data attendance data to access agencies to support attendance concerns.</li> </ul>	Midyear/ End of year	Teachers Principal  SENCO	SMS: Edge & Assay
<ul style="list-style-type: none"> <li>Strengthen relationship between home and school by providing student achievement, attendance expectations information in the Cobden School newsletter, website, Skool Loop and Facebook page and Google sites.</li> <li>End of year report assessed against the NZ curriculum levels of achievement and given to parents in plain English.</li> </ul>	Term 1-4	Principal  All Staff	Social Media, Skool Loop and website.

**Cobden School**  
**2022 Annual Development Action Plan**

Self-Review					
AREA	OBJECTIVE	EXPECTED OUTCOMES	WHO	\$	REPORT TO BOARD
<b>CURRICULUM REVIEW</b>	To continue reviewing the school curriculum, aligning with the Cobden Graduate profile & NZ Curriculum.	Curriculum programme reviewed against: <ul style="list-style-type: none"> <li>○ Beliefs and understandings</li> <li>○ Content</li> <li>○ Planning</li> <li>○ Delivery</li> <li>○ Resource Management</li> <li>○ Management</li> <li>○ Assessment</li> </ul>	All Teachers Principal		Term 1-4
<b>DEVELOPMENT PLAN</b>	To put in place 2022 BOARD Annual Development Plan.	2021 Annual Development Plan prepared and approved by BOARD.  Each NAG reviewed.	Principal BOARD BOARD Portfolio Holders		December
<b>STRATEGIC PLAN/CHARTER 2022</b>	To prepare 2022 School Charter	BOARD Consultation 2021 Targets and Action Plans written, monitored and data analysed. Charter approved by BOARD in late February. Charter forwarded to MoE by the 1 <sup>st</sup> of March. Annual Reports prepared for MoE in December.	Principal Teachers BOARD		Term 1/2  Term 4

**Cobden School**  
**2022 Annual Development Action Plan**

<b>Employer Responsibility</b>					
<b>AREA</b>	<b>OBJECTIVE</b>	<b>EXPECTED OUTCOMES</b>	<b>WHO</b>	<b>\$</b>	<b>REPORT TO BOARD</b>
<b>Professional Learning Development</b>	Meet Staff Development needs by providing all staff with opportunities to be involved in professional learning directly related to annual targets.	2021-2023 Professional Learning Plan (Centrally Funded PLD) Identify personal goals, plan development.	All Teachers Principal CORE Ed		Term 2  Term 4
<b>EEO GOOD EMPLOYER RESPONSIBILITIES</b>	To put in place 2022 EEO programme.	All staff personal data collected and filed securely. BOARD aware of their good employer responsibilities.	BOARD Principal		Term 1/4
<b>STAFF PROFESSIONAL GROWTH CYCLE</b>  <b>JOB DESCRIPTIONS</b>  <b>CODE OF CONDUCT</b>	To meet the performance and management system requirements.  To put in place a code of conduct for all staff members.	Teaching staff will utilise the Arinui tool for all aspects of their Professional Growth Cycle. This will be shared with the principal to foster a strong collaborative professional learning community. Principal's Appraisal prepared, self-reviewed and final report prepared. Professional Standards met.  All Staff Job Descriptions reviewed and updated. All 2 Job descriptions signed. Salary Increments as appropriate.  All staff members agree and sign code of conduct.	Principal All Staff  Chairperson Principal appraiser  Principal  Principal		Term 1-4  Term 1

**Cobden School  
2022 Annual Development Action Plan**

<b>Property</b>					
<b>AREA</b>	<b>OBJECTIVE</b>	<b>EXPECTED OUTCOMES</b>	<b>WHO</b>	<b>\$</b>	<b>REPORT TO BOARD</b>
<b>Property Checks</b> <ul style="list-style-type: none"> <li>● <b>Health &amp; Safety</b></li> <li>● <b>Maintenance</b></li> </ul>	To ensure all maintenance and Health and Safety requirements are met.	Hazards Identification Register in place. Monthly checks Hazards eliminated. Minor maintenance completed. Accident Register checked for hazards. School environment is safe and healthy. Yearly appliance testing	Property BOARD member Principal School Support Ltd Techcheck		Monthly
<b>5 &amp; 10 Year Property Plan</b>	To ensure the 5 & 10 Year Property Plan is in place.	Preparation of new 5YA and 10YPP that prioritises health and safety, essential infrastructure and modern learning environment projects.	Chairperson Principal	MOE contribution to costs of preparing the 10YPP	As appropriate
<b>Asset Register</b>	To ensure the Asset Register is up to date.	Geoff Gillam Consultants services to monitor Asset Register regularly.	Property BOARD member Principal Chairperson		As appropriate

**Cobden School  
2022 Annual Development Action Plan**

<b>Finance</b>					
<b>AREA</b>	<b>OBJECTIVE</b>	<b>EXPECTED OUTCOMES</b>	<b>WHO</b>	<b>\$</b>	<b>REPORT TO BOARD</b>
<b>Annual Financial Audit</b>	To ensure Annual Financial Audit is approved by Auditor.	All documentation gathered and forwarded to Auditor. Auditor completes Annual Financial Statement and prepares report. Audit approved by BOARD.	Financial BOARD member Chairperson Principal Auditor: BDO Spicer		March  May
<b>2022 Budget Monthly Reports Budget Review</b>	To ensure 2022 BOARD Budget is prepared and approved by BOARD	Budget reflects Strategic Plan. Budget puts student needs as high priority. Budget is realistic and manageable. Budget review mid-year and amended as appropriate. Record Special Education Grant Expenditure	Financial BOARD member Principal Chairperson		Term 1-4
<b>SEG Funding</b>	Record Special Education Grant Expenditure.	Provide the necessary physical resources to enable students to improve in all targeted areas.	Principal Financial BOARD member Principal	\$6,796.23	As appropriate.
<b>Kiwi Sports Funding</b>	Record Kiwi Sport Expenditure.	Support children in developing skills that will enable them to participate effectively in sport.	Principal TIC	\$1,140.87	As appropriate

**Cobden School**  
**2022 Annual Development Action Plan**

<b>HEALTH &amp; SAFETY</b>					
<b>AREA</b>	<b>OBJECTIVE</b>	<b>EXPECTED OUTCOMES</b>	<b>WHO</b>	<b>\$</b>	<b>REPORT TO BOARD</b>
<b>MONTHLY INSPECTIONS (See NAG 4 (a) Property)</b>					→
<b>POLICY &amp; PROCEDURES</b>	To ensure Health and Safety Policy and Procedures contribute to Cobden School as a safe environment.	<ul style="list-style-type: none"> <li>● Policy approved by BOARD.</li> <li>● All Procedures realistic and monitored regularly.</li> </ul>	<ul style="list-style-type: none"> <li>● BOARD Health &amp; Safety member</li> <li>● Principal</li> <li>● Teachers</li> </ul>		As required
<b>ELECTRICAL APPLIANCE TESTING</b>	To ensure electrical items are safe for use in the school environment.	<ul style="list-style-type: none"> <li>● Electrical appliances tested and tagged as required.</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Electrical contractor</li> </ul>		May
<b>EMOTIONAL SAFETY OF STUDENTS AND STAFF</b>	<p>To ensure Cobden School is a safe, emotional environment for students and staff.</p> <p>Comply in full with any legislation or procedure to ensure the safety of students and employees.</p> <p>Hazard Identification Practice Evacuations</p> <p><u>Strengthen links between home and school</u></p>	<ul style="list-style-type: none"> <li>● To survey students anonymously about their learning and wellbeing so that trustees can be assured that the school continues to provide a safe and positive learning environment.</li> <li>● Complete risk management plans for all out of school trips.</li> <li>● Requirement for parents &amp; volunteers to complete and sign appropriate forms E.g. vetting</li> <li>● Trial evacuation reports each term</li> <li>● Ensure procedures for transporting children are known and adhered to.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ Staff</li> <li>▪ BOARD</li> </ul>		As required

**Cobden School  
2022 Annual Development Action Plan**

<b>Administration</b>					
<b>AREA</b>	<b>OBJECTIVE</b>	<b>EXPECTED OUTCOMES</b>	<b>WHO</b>	<b>\$</b>	<b>REPORT TO BOARD</b>
<b>Monthly BOARD Meeting</b>	To ensure BOARD meetings are run correctly.	<ul style="list-style-type: none"> <li>● Dates set in advance and parents notified.</li> <li>● Agenda prepared in advance and distributed to all BOARD members.</li> <li>● Copy available at school for local community.</li> <li>● Agenda abided by.</li> <li>● Minutes kept accurately.</li> <li>● BOARD performance self-review.</li> </ul>	<ul style="list-style-type: none"> <li>● Chairperson</li> <li>● Principal</li> <li>● BOARD members</li> <li>● Local Community</li> </ul>		Monthly
<b>Ministry of Education Legislation</b>	To ensure BOARD meets all legal compliance requirements.	<ul style="list-style-type: none"> <li>● All compliance time-lines are met.</li> <li>● All roll returns are sent on time.</li> <li>● All Charter requirements are met.</li> <li>● All teachers have current registrations.</li> </ul>	<ul style="list-style-type: none"> <li>● BOARD</li> <li>● Principal</li> </ul>		Reports as appropriate.

## PROCEDURAL INFORMATION

### **Timelines for Community Consultation:**

#### **Health:**

This will be done in 2022 as part of our normal programme.

#### **Student Achievement:**

- This is done as part of our reporting to parents programme.
- 3-way learning conferences to be held midyear or when interim progress reports are due. This is dependent on the year level of students.
  - One student progress report and one achievement report in plain English yearly.
- Principal monthly reports to BOARD will contain student achievement.

#### **Māori Achievement:**

- This is done as part of our reporting to parents programme.
- One student progress report and one achievement report in plain English yearly.
- Principal reports to BOARD will contain Māori achievement when appropriate.

#### **Targets for student achievement will be identified by:**

- Analysis of school wide assessment data
- Discussion with teachers
- Discussion with BOARD

#### **Consultation Undertaken:**

- Parents
  - Survey,
  - Parent conferences /whānau hui
  - Newsletters
  - Facebook
  - See Saw
  - Google Sites
- Māori Community
  - Individual families
  - Copy to local Māori community

### Dates for planning year:

The updated Achievement Target will be formally accepted by our Board at the first board meeting in 2022.  
The completed Charter will be formally accepted by our Board at the first board meeting in 2022.  
The charter will be lodged with the Ministry within ten working days of this acceptance.  
Updated annual target for 2022 will be sent to the Ministry of Education by the 1<sup>st</sup> of March 2022.

### Dates for 2022 are:

#### Term Dates

Term I 2nd February– 14<sup>th</sup> April  
Term II 2nd May – 8th July  
Term III 25th July – 30th September  
Term IV. 17<sup>th</sup> October – 16<sup>th</sup> December

#### Statutory Holidays

Waitangi Day Monday 7<sup>th</sup> February  
Easter Friday 15th April -Tuesday 19<sup>th</sup> April  
Queen’s Birthday. Monday 6<sup>th</sup> June  
Matariki Friday 24th June  
Labour Day Monday 25th October  
Westland Anniversary Day Monday 29<sup>th</sup> November

***The school will be open for 378 half days during 2022.***

Chairperson:



Date: 24/02/2022

Suzanne Beckett

Principal:



Date: 24/02/2022

Noula Markham