

OUR FIVE VALUES

Our values are aligned with those of the New Zealand Curriculum

PRIDE	WHAKAMANĀ
COURAGE	HAUTOA
CARING	MANAAKI
EFFORT	KAHA
UNITY	KOTAHI-TANGA

We speak the language of the Virtues

HELPING OUR STUDENTS MAKE THE BEST CHOICES THEY CAN



CHARTER 2019

*Nurturing the Mana
of the Learner*

*Kia Mau te Puawaitanga
to Mana*

Incorporating:

NEGs and NAGs
Ministry of Education Priorities
NZ Curriculum
Te Kura o Hanana Curriculum
Kerekere Kāhui Ako 2019 Goals

Ministry of Education Number: 2989

OUR FIVE TEACHING BELIEFS

FOUNDATION SKILLS

We believe that all students need to achieve high levels of competence in the areas outlined in the New Zealand Curriculum and in particular communication literacies, the Arts and mathematics. These are the 'foundations' of learning. These skills are developed and maintained through programmes, adapted curriculum for students with special needs, and an ethos that reflects New Zealand's cultural diversity and in particular the unique position of Māori as tangata whenua. Shannon School ensures all students are able to access tikanga Māori and te reo Māori within school programmes.

STUDENTS AS POWERFUL LEARNERS

We want all of our students, including those with special needs, to take a growing responsibility for their own learning so they are able to make the 'right choices'.

TEACHERS AS LEARNING COACHES

We need teachers to lead inquiry learning and co-construct learning goals with students to help them achieve their 'personal best' while at the same time encouraging student creativity.

CHALLENGING LEARNING EXPERIENCES

To succeed in our vision we need to challenge our students with exciting, relevant, authentic and meaningful learning experiences to extend their individual horizons.

SAFE, STIMULATING LEARNING ENVIRONMENTS

Students need emotionally and physically safe environments and predictable routines to allow them to work independently and also to allow teachers to work with groups or individuals. Learners with special needs are supported to come to school and engage in all curriculum activities and adapted curriculum in an inclusive learning environment.

STRATEGIC GOALS 2019

- * Enable personalised, seamless learning pathways
- * Nurture and support Wellbeing
- * Foster whānau/family engagement

Shannon School Logo and Motto

The school logo and motto represent who we are and what we stand for as a community school.

Motto: *Kia mau te puawaitanga o te mana - Nurturing the mana of the learner*

We will achieve this:

- At the pace of the child
- Through the development of the holistic learner
- Through an inquiry approach to teaching and learning

Logo: The maunga (mountains) and awa (river) were here before us and will continue to be here long after us. They represent who we are and where we come from.

The harakeke (flax) was central to the development of Shannon as a thriving community. It symbolises a number of our school beliefs about teaching and learning, about what is important to us as a learning community.

The (rau) leaves of the harakeke represents:

- Our 5 school values
- Our 5 teaching beliefs

At Shannon School we have 5 teaching beliefs that permeate all teaching and learning opportunities. These beliefs, combined with our School Values (and the Virtues project), help our students to make the best choices they can.

The pakiaka (roots) of the harakeke represent our Values and Virtues – these are fed from the water and soil provided by our rivers and mountains. Virtues are explicitly taught.

The centre of the flax is the koaari (stalk), the child that blossoms into a flower. Our school is centred around the holistic development of each individual.

The harakeke can be used creatively to form a kete, whariki, other flax weavings and unique designs, patterns and objects. The harakeke can be used in its various creations to assist teachers form other images e.g. a kete of thinking skills; an interweaving of ideas using whariki. Providing an environment that fosters creativity and choice are essential aspects of developing our holistic child.



Strategic Plan 2019 – 2021

Community Strategic Planning Evening - 12 November 2018

	2019	2020	2021
<p>Goal 1:</p> <p>To enable personalised, seamless learning pathways</p> <p>Te whakamana ake i te ara akoranga</p> <p>Kāhui Ako Goal 2019:</p> <p>Creating seamless pathways for students</p> <p><i>To create pathways into, through and out of schools in the Kāhui Ako, by providing quality education within students' local geographic area, and by supporting strong transition relationships between Early Childhood and primary and between primary and secondary.</i></p>	<p>Transitions:</p> <ul style="list-style-type: none"> • Create positive relationships • Some consistency between the structure and learning of all educational settings • More visits to new school as a part of the transition process • Joint activities between Shannon learning centres (gardens; powhiri ...) • Tuakana-teina between students and centres/school • Each learning centre to promote the same core values <p>Learning Focus:</p> <ul style="list-style-type: none"> • Life skills • Skills for the future • Independence • "Takes a village to raise a child" • Student voice • Importance of all support systems 		
	<ul style="list-style-type: none"> * children's learning journeys from ECE to school are strengthened * teacher's up to-date with current developments in curriculum, teaching and learning regarding * all students working independently (with the use of one to one digital devices) * School criteria changed to 'child friendly' language in literacy * staff to have an individual child to 'champion' * staff invite ECE staff to joint professional development sessions * organise and utilise a Senior and Junior student buddy system * organise a community gathering on reviewing and developing our local curriculum & Year 8 student profile 	<ul style="list-style-type: none"> * explore other possible after school activities in the community – use of school * review P.E. and Sports provision * School criteria changed to 'child friendly' language in Maths * children are transitioned effectively to college * review Innovative Learning Spaces – environment & practice * review digital device use for Junior students * e-Learning to permeate all facets of learning pathways * explore future-focused skills 	<ul style="list-style-type: none"> * explore use of specialist teachers e.g. drama, music, art, dance * review school Information and Communication Plan & digital access for all students, teachers & parents * review Management/Admin / H&S Manual – policy & format

<p>Goal 2:</p> <p>To nurture and support wellbeing</p> <p>Kia manaakitia kia tautokohia te tupu o te tangata</p>	<p>Wellbeing:</p> <ul style="list-style-type: none"> • Education around how to look after ourselves and each other • Use Te Whare Tapa Whā as Māori holistic wellness model. • Nutrition, exercise, emotional; well-being. • Coping with stress. • Water only school. • Developing positive relationships. • Provide breakfast, lunch and snack food. • Use of support services. <p>Environmental Wellbeing:</p> <ul style="list-style-type: none"> • Te Whare Tapa Whā • Using our local places • Variety of different learning methods • Co-construct more school trips • Passion based learning • Looking after our environment • Waste free school and town 		
<p>Kāhui Ako Goal 2019:</p> <p>Wellbeing and meaningful relationships</p> <p><i>To support whānau and families to nurture learners' wellbeing and education through powerful, supportive and collaborative relationships between home and school and through an ongoing focus on holistic wellbeing.</i></p>	<ul style="list-style-type: none"> * continue with parent consultation on School Curriculum & Year 8 profile * Education around how to look after ourselves and each other * Water only school, healthy lunches * Waste-free school practices * Explore EOTC options – Firepit; outdoor kitchen; outdoor classroom; amphitheatre; building tree house, shelters; pathways; native gardens * Incorporate Manawatu River initiative into school programmes * Encourage more parent/community helpers in the classroom – flax weaving, preparing fruit, reading ... * discuss need and development of a drop-in centre for parents while at school * focus on mental health for students * 'Pause, Breathe, Smile' resilience programme introduced. Professional development for staff * explore 'passion based' options for staff and students * reintroduce school-wide use of Te Whare Tapa Whā model 	<ul style="list-style-type: none"> * ensure school environment reflects school curriculum goals * review Environmental & Gardens School strategy * complete & utilise Performing Arts Centre kitchen * Review EOTC practice, policy & guidelines * develop outdoor stage area * Draw plans for PAC kitchen * Review support for student well-being * school assist with local environmental issues * review well-being and support processes for all staff 	<ul style="list-style-type: none"> * review Breakfast in School & Kids Can – do they meet all individual student needs? * review levels of parent interaction with the school * Specialist teaching - Music, Cooking, Māori, Arts ...

<p>Goal 3:</p> <p>To foster whānau/family engagement</p> <p>Te mahitahi ai me te whānau, te hāpori</p>	<p>Community Engagement:</p> <ul style="list-style-type: none"> • Develop reciprocal relationships • School to give back to the community • Involvement in both school and community events • Cultural involvement • Make digital connections with other cultures, schools and communities and role models <p>Whānau Involvement in learning:</p> <ul style="list-style-type: none"> • Annual celebrations – Matariki; evening Gala • Open Door policy • “Kāhori ki te kōhori” (effective ways of communicating) • Visit whānau in their home • Whakapa connections <p>Cultural responsiveness:</p> <ul style="list-style-type: none"> • Relationships and collective values • History of our country • Communication with iwi – what does responsiveness look like? • Importance of Te Reo language and tikanga across the school • Work towards the return of a Rumaki • Positive role models • Learning tangatawhenua culture • Sharing your own unique culture 		
<p>Kāhui Ako Goal 2019:</p> <p>Sharing and growing evidence-based culturally responsive best practice</p> <p><i>To develop and sustain teachers’ knowledge and use of innovative teaching and adaptive, innovative teaching and learning strategies to increase learner engagement in their learning.</i></p>	<ul style="list-style-type: none"> * continue to increase adult learner proficiency in the use of te reo * develop (creatively) the front of the school * organise school-wide/community celebration once a term * explore fund raising options * organise a different/varied model for parent curriculum information sessions * Board to engage & communicate effectively with school community * organise regular whānau shared lunches monthly coffee mornings – choice of topics to come from community * encourage more parent/community helpers in the classroom – flax weaving, preparing fruit, reading ... 	<ul style="list-style-type: none"> * review effectiveness of present whānau engagement practices * explore the provision of wireless connection/access for all students in their homes * school to update communication through internet and print resources * Three Way Conferences/hui in whānau environment if preferred * review effectiveness of school interaction with our Marae * explore use of mind-mapping exercises for parents with children 	<ul style="list-style-type: none"> * school noho at Poutū marae * community review of school engagement * plans for PAC kitchen * revamp all existing buildings & spaces to meet the needs of 21st century learning

Annual Plan 2019

Goal 1: To enable personalised, seamless learning journeys					
Strategic Aim:	Intended Outcomes	Specific Actions	Responsibility	Resources	Time Frame
Develop children's learning journeys from ECE to school are strengthened	Regular meeting with local ECEs to develop and implement a plan to strengthen transitions	Visits to Kindy, Plav Centre, Kohangarea. Develop package for ECE parents.	AP Management CoL Within School Teacher	Release time. Photocopying documents.	Term 1-4, ongoing 2020
Some consistency between the structure and learning of all educational settings	Rich discussion with ECEs to develop and put in place strategies for consistent learning practices.	Arrange suitable school & ECE staff meeting times together. Joint professional development around student learning needs.	Management.	Release. Kai for meetings.	Term 1-4, ongoing 2020.
More visits to new school as a part of the transition process. Older students assist visits.	Successfully transition from ECEs and to colleges.	Organise times for liaison with key staff.	AP and DP	Release time as and when needed.	Term 1-4, ongoing 2020.
Joint activities between Shannon learning centres (gardens; powhiri ...)	Regular activities where school and ECEs are joined on school site and at other local venues	Co-construct collective activities & events with ECE personnel.	Management.	Funding as required.	Term 1-4, ongoing 2020.
Tuakana-teina between students and centres/school	Inschool buddy system. Develop buddy system with ECEs.	Discuss concept of tuakana-teina between school & ECEs. Trial and review.	Management. School teachers.		Term 2-4, ongoing.
Each learning centre to promote the same core values	Agreed joint values and vision across local learning institutions.	Work closely with ECE personnel to co-construct values and vision statement. Promote these with the local community.	Management. Board of Trustees.	Photocopying/publishing documents. Advertising costs.	Term 3 2019.

Goal 2: To nurture and support wellbeing

Strategic Aim:	Intended Outcomes	Specific Actions	Responsibility	Resources	Time Frame
Continue with parent consultation - Local School Curriculum & Year 8 profile.	Revised school curriculum reflecting current & proposed future practice.	Term 4 community hui on developing a new local Curriculum & Year 8 profile.	Management. Board.	Kai. Paper resources.	Term 4
Education around how to look after ourselves and each other.	Improved interschool relationships between all students.	Pause, Breathe, Smile PLD	Management	School funding for PLD	Term 1-4, ongoing 2020.
Water only school, healthy lunches	To improve the health options of our school.	Revise school lunch options – remove milk shakes. Provide sessions on healthy food options. Utilise the school gardens as part of healthy food choices.	Office Staff		Term 1, ongoing
Waste-free school practices	To decrease the amount of waste in the school. Teach children about recycling & waste management.	Provide recycling options (bins) within the school.	Office Teachers Students		Term 1, ongoing
Explore EOTC options – Firepit; outdoor kitchen; outdoor classroom; ampitheatre; building tree house, shelters; pathways; native gardens.	To continue to provide a changing an exciting and creative school environment.	Co-construct school/student inquiries	Teachers	Funding as required, sourcing materials	2019 ongoing
Incorporate Manawatu River initiative into school programmes	To work with community members in local initiatives.	Utilise local community personnel	Management	Personnel	2019 ongoing
Encourage more parent/community helpers in the classroom – flax weaving, preparing fruit, reading ...	Improved community relationships. More community members as part of the school community.	Contact and engage community members. Teachers and new te reo support teacher to engage local	Staff. Management	Personnel	2019
Discuss need and development of a drop-in centre for parents while at school	Explore need and interest from parents.	Staff to explore options and trial if positive response from parents	Management. Teachers		2019
Focus on mental health for students and staff	Increased options for providing programmes focused on mental health for all.	Teachers and school support personnel to explore possible programmes and personnel to assist	Management. Staff		Term 1, ongoing.
'Pause, Breathe, Smile' resilience programme introduced.	A 'resilience' programme for students	Provide PLD in 'Pause, Breathe, Smile' for staff	Management	PLD funding	Term 2, ongoing

Explore 'passion based' options for staff and students	Further engagement of learning options for both students and staff. Student choice inquiries based on own interests and passions.	Discussion of options with staff and students. Teachers plan for 'optional' student inquiries	Management, teachers, students	Time	2019
Reintroduce school-wide use of Te Whare Tapa Whā model	A model of 'hauora' that is used school-wide	Teachers plan for student/Hub use. Explicit teaching moments using Te Whare Tapa Whā model Advertise within school community.	Management. Teachers.	Time. Planning.	Term 1, ongoing

Goal 3: To foster whānau/family engagement

Strategic Aim:	Intended Outcomes	Specific Actions	Responsibility	Resources	Time Frame
Continue with parent consultation on School Curriculum & Year 8 profile	Reviewed and revised local Shannon School Curriculum documents	Hold a Community 'Curriculum' Evening. Key staff attend 'local curriculum' PLD	Management	Kai	Term 1-4, ongoing 2020
Continue to increase adult learner proficiency in the use of te reo	Improved adult te reo. Parents use te reo in the home with their tamariki. Increase staff expertise & knowledge of te reo and tikanga	Discuss with community at hui. Arrange te reo sessions for staff.	Support staff of te reo. RTM.	Kai for hui. Time	2019
Develop (creatively) the front of the school	A 'creative' and different look to the school.	Develop 'a 'beautifying the school' inquiry for 2019	Staff	Funding for materials. Explore cheap and free materials	2019 - 2020
Organise school-wide/community celebration once a term	New community members visiting the school.	Organise various activities to bring community members into the school at the end of each term.	Teachers Students	Time Kai	2019
Explore fund raising options	More funds into the school.	Canvass for a board member to take on role of fund raising	Board		2019
Organise a different/varied model for parent curriculum information sessions	More parents in the school. Improved parental education regarding student learning	Liaise with local ECE for parents to access education through the school about children's learning needs	Management. Within School Teacher	Kai. Release time for staff with responsibilities	2019 - 2020

Board to engage & communicate effectively with school community	Improved communication	Board to refer to Communication Plan developed in 2018	Board		2019
Organise regular whanau lunches / monthly coffee mornings – choice of topics to come from the school & wider community	Increased parents & community members in the school.	Organise & advertise. Canvass individual parents. Liaise with local ECEs	Management. Board. RTM	Kai. Release time for staff with responsibilities	2019-2020
Encourage more parent & community helpers in the classroom – flax weaving, preparing fruit, reading ...	Increased parents & community members in the school.	Continue to advertise & canvass community helpers to work in the school. Good PRT strategy.	Management. Staff Board. RTM		2019 ongoing.

LITERACY TARGET 2019

To have our Years 1 to 5 students who currently arrive at school with extremely poor oral skills or vocabulary accelerate their oral language progress and achievement.

Of our year one to five students in February 2019 we have only one half of all children with what we consider to have age-appropriate skills in speaking. Of these children 20% have major issues with incorrect grammar with 14% having major comprehension processing issues.

Actions to Achieve Target	Responsibility	Resources	Timeframe
Teacher in-school professional development around strategies to improve oral language across the school.	Management		Term 1, ongoing
Daily oral language activities.	Class teachers		Term 1, ongoing
Use teacher support services (RTL, Speech Language Therapist)	SENCO/Management	Personnel	Term 1, ongoing
Specific feedback and support for class teachers and teacher aides.	Management	Release	Term 1, ongoing
Information sessions with parents/caregivers regarding literacy teaching & learning programmes in order for them to a greater understanding of their own child's progress and learning needs	Management Teachers	Food Childcare	Term 1, ongoing
An emphasis on oral language, word study and comprehension.	Management Teachers		

Analyse end-of-year data to inform progress and planning for 2020.	Principal Management Teachers	Time	Term 4
Teacher meetings (staff & syndicate) to have regular literacy professional development with emphasis on oral language.	Management	Time	
Upskill both teachers and teacher aides in effective teaching of oral teaching strategies and effective programmes and pedagogy around effective learning strategies	Principal Teachers	Time	Term 1, ongoing
Review and update our Literacy Manual and Implementation Plan	Principal Management	Time	Term 1 - 2
Research and seek appropriate oral language tool(s) for collecting and assessing oral language skill levels	Principal, AP	Time, resources	Term 1, ongoing 2017

MATHEMATICS TARGET 2019

To increase basic facts skills throughout the school.

Through the use of PaCT, observations and testing we became aware that basic facts is an area that our students generally are below their expected levels of achievement.

Actions to Achieve Target	Responsibility	Resources	Timeframe
Teacher in-school professional development around improved basic facts strategies	Management		Term 1, ongoing
Daily emphasis on basic facts activities.	Class teachers		Term 1, ongoing
Specific feedback and support for class teachers and teacher aides.	Management	Release	Term 1, ongoing
Information sessions with parents/caregivers regarding mathematics programmes with the learning of basic facts as one aspect of maths learning	Management Teachers	Food Childcare	Term 1, ongoing
The use of engaging digital basic facts programs	Management Teachers		
Analyse end-of-year data to inform progress and planning for 2020	Principal	Time	Term 4

	Management, Staff		
Upskill both teachers and teacher aides in effective teaching of basic facts strategies and effective basic facts programmes and pedagogy around effective learning strategies	Principal Teachers	Time	Term 1, ongoing
Reintroduce, review and update our wall basic facts ladders	Management/teachers	Time	Term 1 - 2
Place basic facts ladders information into children's Home Learning folders	Management/teachers	Photocopying	Term 1
Unpack basic facts aspects of PaCT as part of teacher PLD in use of the tool	Management		Term 1, ongoing