

## OUR FIVE VALUES

*Our values are aligned with those of the New Zealand Curriculum*

PRIDE	WHAKAMANA
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 2020

*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 2020 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, digital technology, 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 2020

- \* 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 koari (stalk), the child that blossoms into a flower. Our school is centred around the holistic development of each individual. The rito is the inner most growth point' of the flax. This represents our new entrants.

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 2020 – 2022

*Community Strategic Planning Evening - 12 November 2018  
Community Evening - Graduate Year 8 and Year 4 Student Profiles – 18 November 2019*

	2020	2021	2022
<p><b>Goal 1:</b></p> <p><b>To enable personalised, seamless learning pathways</b></p> <p><b>Te whakamana ake i te ara akoranga</b></p>	<p><b>Transitions:</b></p> <ul style="list-style-type: none"> <li>• Create positive relationships</li> <li>• Some consistency between the structure and learning of all educational settings</li> <li>• Joint activities between Shannon learning centres (gardens; powhiri ...)</li> <li>• Tuakana-teina between students and centres/school</li> <li>• Establish some common core values with ECE               <ul style="list-style-type: none"> <li>○ Create seamless transition processes (e.g. documentation)</li> <li>○ Prospective parents more aware of transitioning process to school</li> </ul> </li> </ul> <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>• Life skills</li> <li>• Skills for the future</li> <li>• Independence</li> <li>• “Takes a village to raise a child”</li> <li>• Student voice</li> <li>• Importance of all support systems</li> <li>• Exploring individual whakapapa</li> <li>• Local history and kawa</li> </ul>		
	<p>* Continue regular communication with ECEs</p> <p>* teachers up are-to-date with current developments in curriculum, teaching and learning regarding Play Based Learning</p> <p>* all students working independently (with the use of one to one digital device where feasible)</p> <p>* School criteria changed to ‘child friendly’ language in literacy</p> <p>* staff to continue to have an individual child to ‘champion’</p>	<p>* explore other possible after school activities in the community – use of school</p> <p>* review P.E. and Sports provision</p> <p>* School criteria changed to ‘child friendly’ language in Maths</p> <p>*children are transitioned effectively to college</p> <p>*review Innovative Learning Spaces – environment &amp; practice</p> <p>* e-Learning to permeate all facets of learning pathways</p> <p>* explore future-focused skills</p> <p>* review Management/Admin / H&amp;S Manual – policy &amp; format</p>	<p>* explore use of specialist teachers e.g. drama, music, art, dance</p> <p>* review school Information and Communication Plan &amp; digital access for all students, teachers &amp; parents</p>

<p><b>Kāhui Ako Goal 2020:</b></p> <p><b>Creating seamless pathways for students</b></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>	<ul style="list-style-type: none"> <li>* staff continue to invite ECE staff to joint professional development sessions (develop a document about shared values &amp; beliefs'</li> <li>* organise and utilise a Senior and Junior student buddy system</li> <li>* organise a community gathering on reviewing and developing our local curriculum</li> <li>* students to explore their individual whakapapa</li> <li>* regular gatherings at the local marae for staff and students</li> <li>* Explore local history &amp; kawa (Rukawa &amp; Whakatere)</li> <li>* Continue with providing a wide range of experiences for our tamariki</li> <li>* review digital device use for Junior students</li> <li>* community review of our local school curriculum</li> </ul>		
<p><b>Goal 2:</b></p> <p><b>To nurture and support wellbeing</b></p> <p><b>Kia manaakitia kia tautokohia te tupu o te tangata</b></p>	<p><b>Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Education around how to look after ourselves and each other</li> <li>• Use Te Whare Tapa Whā as Māori holistic wellness model.</li> <li>• Nutrition, exercise, emotional; well-being.</li> <li>• Coping with stress.</li> <li>• Water only school.</li> <li>• Developing positive relationships.</li> <li>• Provide breakfast, lunch and snack food.</li> <li>• Use of support services.</li> </ul> <p><b>Environmental Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Te Whare Tapa Whā to include wellness in individuals and class &amp; school environments</li> <li>• Using our local places</li> <li>• Variety of different learning methods</li> <li>• Co-construct more out of school learning opportunities</li> <li>• Passion based learning</li> <li>• Looking after our environment</li> <li>• Waste free school and town</li> </ul>		

<p style="text-align: center;"><b>Kāhui Ako Goal 2020:</b></p> <p style="text-align: center;"><b>Wellbeing and meaningful relationships</b></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"> <li>* continue with third year of ongoing community consultation on School Curriculum</li> <li>* use Virtues programme to strengthen relationships using Values, Virtues and Key Competencies</li> <li>* Continue school drive towards being a Water only school, healthy options</li> <li>* Consolidate &amp; extend present Waste-free school practices</li> <li>* Explore EOTC options – Firepit; outdoor kitchen; outdoor classroom; amphitheatre; building tree house, shelters; pathways; native gardens</li> <li>* Incorporate Manawatu River initiative into school programmes</li> <li>* Encourage more parent/community helpers in the classroom – flax weaving, preparing fruit, reading ...</li> <li>* focus on mental health for students &amp; staff</li> <li>* continue to explore 'passion based' options for staff and students</li> <li>*continue school-wide use of Te Whare Tapa Whā model &amp; extend into other learning</li> </ul>	<ul style="list-style-type: none"> <li>* ensure school environment reflects school curriculum goals</li> <li>* review Environmental &amp; Gardens School strategy</li> <li>* complete &amp; utilise Performing Arts Centre kitchen</li> <li>* Review EOTC practice, policy &amp; guidelines</li> <li>* develop outdoor stage area</li> <li>* Draw plans for PAC kitchen</li> <li>* Review support for student well-being</li> <li>* school assist with local environmental issues</li> <li>* review well-being and support processes for all staff</li> <li>* discuss need and development of a drop-in centre for parents while at school</li> </ul>	<ul style="list-style-type: none"> <li>* review support services for our tamariki - Breakfast in School &amp; Kids Can etc– do they meet all individual student needs?</li> <li>* review levels of parent interaction with the school</li> <li>* Specialist teaching - Music, Cooking, Māori, Arts ...</li> </ul>
<p style="text-align: center;"><b>Goal 3:</b></p> <p style="text-align: center;"><b>To foster whānau/family engagement</b></p> <p style="text-align: center;"><b>Te mahitahi ai me te whānau, te hapori</b></p>	<ul style="list-style-type: none"> <li><b>Community Engagement:</b> <ul style="list-style-type: none"> <li>• Develop reciprocal relationships</li> <li>• School to give back to the community</li> <li>• Involvement in both school and community events</li> <li>• Cultural involvement</li> <li>• Make connections with other cultures, schools and communities and role models</li> <li>• Students to be active in community service.</li> </ul> </li> <li><b>Whānau Involvement in learning:</b> <ul style="list-style-type: none"> <li>• Annual celebrations – Matariki; school picnic; sports events; Health Day</li> <li>• Open Door policy</li> <li>• “Kanohi ki te kanohi” (effective ways of communicating)</li> <li>• Board members &amp; staff to communicate &amp; engage directly with whanau</li> <li>• Whakapa connections</li> <li>• School involvement with Poutu Marae</li> </ul> </li> </ul>		

<p><b>Kāhui Ako Goal 2020:</b></p> <p><b>Sharing and growing evidence-based culturally responsive best practice</b></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>	<p><b>Cultural responsiveness:</b></p> <ul style="list-style-type: none"> <li>• Relationships and collective values</li> <li>• History of our country</li> <li>• Communication with iwi &amp; hapu– what does responsiveness look like?</li> <li>• Importance of Te Reo language and tikanga across the school</li> <li>• Work towards the return of a Rumaki</li> <li>• Positive role models</li> <li>• Learning tangatawhenua culture</li> <li>• Akonga share their own unique cultures</li> </ul>		
	<ul style="list-style-type: none"> <li>* continue to increase adult learner proficiency in the use of te reo</li> <li>* develop (creatively) the front of the school</li> <li>* continue to organize a school-wide/community celebration once a term</li> <li>* explore fund raising options</li> <li>* develop a different/varied model for parent curriculum information sessions</li> <li>* Board to engage &amp; communicate effectively with school community</li> <li>* explore possible regular whanau shared lunches/coffee mornings/meetings – choice of topics to come from community</li> <li>* encourage more parent/community helpers in the classroom – flax weaving, preparing fruit, reading ...</li> <li>* review effectiveness of present whanau engagement practices</li> <li>* school to update communication through internet and print resources</li> <li>* improve interactions of school with iwi, hapu and with our local Marae</li> <li>*continue to provide levels of te reo learning for individual diversity needs</li> <li>* yearly review of capacity for reintroducing a rumaki reo</li> </ul>	<ul style="list-style-type: none"> <li>* review effectiveness for students' learning with improved school interactions with whanu, iwi, hapu, and local marae</li> <li>*explore the provision of wireless connection/access for all students in their homes</li> <li>* Three Way Conferences/hui in whanau environment if preferred</li> <li>* explore use of mind-mapping exercises for parents with children</li> <li>* revamp all existing buildings &amp; spaces to meet the needs of 21<sup>st</sup> century learning</li> </ul>	<ul style="list-style-type: none"> <li>* school noho at Poutu marae</li> <li>* community review of school engagement</li> <li>* plans for PAC kitchen</li> </ul>

## Annual Plan 2020

<b>Goal 1: To enable personalised, seamless learning journeys</b>					
<b>Strategic Aim:</b>	<b>Intended Outcomes</b>	<b>Specific Actions</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Time Frame</b>
Continue regular communication with Early Childhood Centres	Regular meeting with local ECEs to develop and implement a plan to strengthen transitions	Visits to Kindy, Play Centre, Kohangarea. Develop package for ECE parents.	AP	Release time. Photocopying documents.	Term 1-4
Teachers are up-to-date with current development in curriculum, teaching & learning regarding Play Based Learning	Teachers develop rich Play Based Learning activities. Philosophy of PBL throughout school established.	Teacher attend PBL professional development prior to the start of the year. Establish a shared document regarding PBL for staff & one for parents. Provide Quality Learning Circle at staff meetings.	Management.	Funding for professional development 7 resources associated with PBL	Term 1-4
All students working independently (with the use of one-to-one digital device where feasible)	All students working towards self-management & digital knowledge.	Staff meetings to discuss progress during QLCs.	AP and DP		Term 1-4
School criteria changed to 'child friendly' language in literacy	Assessment criteria that is available to children.	Co-construct collective activities & events with ECE personnel.	Management.	Funding as required.	Term 1-4
Staff to continue to have an individual child to 'champion' as for 2019.	No child to go unnoticed. Staff to keep an eye on individual children to ensure their needs are met.	Register of staff with their champions. Updated as new children arrive.	Management. School Teachers. Office personnel.		Term 1-4



## Goal 2: To nurture and support wellbeing

Strategic Aim:	Intended Outcomes	Specific Actions	Responsibility	Resources	Time Frame
Continue with third year of ongoing community consultation on local school curriculum.	Revised school curriculum reflecting current & proposed future practice.	Term 4 community hui on reviewing our present 5 teaching (and learning) beliefs.	Management Board.	Kai. Paper resources. PAC.	Term 4
Use Virtues programme to strengthen relationships using Values, Virtues and Key Competencies.	Improved interschool relationships between all students each other and staff.	Use Virtues programme. Inschool professional development on the Virtues Programme.	Management	Teacher meeting time.	Term 1-4, ongoing 2021.
Continue drive towards being a 'Water Only' school and healthy food options.	To improve the health options of our school. Increased levels of health for our students. Flow-on affect for our community.	Review school lunch options. Provide sessions on healthy food options. Utilise the school gardens as part of healthy food choices.	Office Staff	Bins. Garden vegetables.	Term 1, ongoing
Explore EOTC options – Firepit; outdoor kitchen; outdoor classroom; Amphitheatre; building tree house, shelters; pathways; native gardens.	To continue to provide a changing an exciting and creative school environment.	Co-construct school/student inquiries. Plant 50 native trees from Trees That Count.	Teachers	Funding as required. Sourcing materials.	2020 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 in the school	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. Board to continue to provide staff counselling option through EAP.	Management. Staff Board	Funding for EAP. Health Nurse.	Term 1, 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.	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	Explicit teaching moments using Te Whare Tapa Whā model	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 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	2020
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.	2020
Organise school-wide/community celebrations 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	2020
Explore fund raising options	New school van.	Personnel to submit applications.	Board. Office.		2020
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.	Kai. Release time for staff with responsibilities	2020
Board to engage & communicate effectively with school community	Improved communication	Board refer to Communication Plan developed in 2018. Contact parent phone tree.	Board		2020
Explore possible 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	2020-2020
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		2020 ongoing.

Review effectiveness of present whanau engagement practices	Improved home & school interaction.	Board phone parents for feedback	Board		2020
School to update communication through internet and provide resources	Improved school communication.	Review present communications & change	Principal Staff		2020 Term 1
Improved interactions of school with iwi, hapu & our local marae	Improved school relationships with other groups.	Increase interaction at board and staff levels.	Board Management		2020 ongoing
Continue to provide te reo learning for individual children's needs.	Te reo lessons at appropriate level for each child's needs.	Te reo support staff to provide schedule for various group's te reo needs.	Board fund support person. RTM. Managment		2020 ongoing

### LITERACY TARGET 2020

**2020 Goal: To improve the overall standard of 'communication literacy', with an emphasis on written literacy across Shannon School for 2020.**

**To have our Year 4, 5 to 6 students for 2020 who are currently performing below the expected curriculum level in written language to progress and achieve at the expected At or Above curriculum level.**

Of our Year 4 students for 2020: 70% are performing below their age appropriate curriculum level at the start of December 2019 as Year 3 students.

Of our Year 5 students for 2020: as Year 4 students at December 2019 83% are performing below, with 1 well below their age appropriate curriculum level. Of this group 40% are Māori students.

Of our Year 6 students for 2020: as Year 5 students in December 2019 72% are performing below their age appropriate curriculum level. This does not include 2 ORS (Ongoing Resource Scheme) funded students. Of the Year 6 we have 27% Māori students performing At or Above. All the At or Above are Māori students. Of the Below students, 39% are classified as being Māori.

<b>Actions to Achieve Target</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeframe</b>
Teacher in-school professional development around strategies to improve written language across the school. All teachers to contribute research and readings.	Management		Term 1, ongoing
PaCT PLD in Written Language with our Kerekere Kāhui Ako schools. This involves regular (at least once a term) moderation with all teachers sharing their graded student work against the PaCT Curriculum tool.	Management. All teachers.	Time for afterschool meetings. 2020 Calendar	Term 1, ongoing
Daily written language activities.	Class teachers		Term 1, ongoing

Use teacher support services (RTL) where extra assistance is needed for assistance with individual or groups of students.	SENCO/Management	Personnel	Term 1, ongoing
Specific feedback and support for teacher aides in supporting written language skills.	Management	Release	Term 1, ongoing
An emphasis on oral language, word study and comprehension as a prerequisite for written language.	Management Teachers		Term 1, ongoing
Analyse end-of-year data to inform progress and planning for 2021.	Principal Management Teachers	Time	Term 4
Teachers to use PaCT Curriculum tool to inform planning, any gaps in teaching and learning areas to emphasis with Hub, group or individuals.	Management	Time	
Teacher reflection in teaching written language and teacher contribution to QLCs (Quality Learning Circle) regarding their teaching and student learning in written language.	Principal Teachers	Time	Term 1, ongoing
Review and update our Curriculum Manual – literacy.	Principal Management	Time Kai	Term 4 as one aspect of reviewing our local school curriculum.
To provide rich learning experiences for students to engage with and write about. This will include EOTC trips, authentic and real contexts for learning and holistic learning.	Management teachers	Funds	Term 1, ongoing
Hub Learning Walls to reflect levels of learning and accomplishment in writing.	Teachers		Term 1, ongoing
Hub teachers will provide students with access to rich vocabulary.	Teachers		Term 1, ongoing