

Shannon School | Te Kura o Hanana 2026 Annual Implementation Plan

***Strategic Goal 1*:** To provide our learners with a diverse range of learning experiences, underpinned by the foundational skills of literacy, numeracy.
***Strategic Goal 2*:** To engage the aspirations, skills and talents of our tamariki, kaiako, whānau, hapori and iwi.
Strategic Goal 3:To prioritise and actively respond to the well-being needs of learners, kaiako and whānau.

Strategic Focus One (SG 1): Raise achievement in Literacy and Mathematics - *Rationale (why this matters)* - achievement data shows a high proportion of learners achieving below curriculum expectations, with inconsistent progress over time. Literacy and mathematics are the most urgent levers for improving equitable outcomes.

Annual Targets:

- Increase the percentage of learners achieving **at or above curriculum expectations** in reading, writing and mathematics.
- Accelerate progress for learners currently **below and well below** expectations, particularly Māori learners and boys.

Key Actions	Measures of Success	Resources	Responsibility	Progress
• Implement a coherent, schoolwide structured literacy and mathematics approach, ensuring consistency across all classrooms. • Ensure all teachers use agreed assessment	• Mid-year and end-of-year achievement data shows improved outcomes. • Clear evidence of accelerated progress for Tier 2 and Tier 3 learners.	*Liz Kane - the Code *Maths No Problem *Numicon * Rangaranga-a ā *MoE - Smart Tool **Accelerating Progress in Literacy ; Working together - how teacher aides can make the most impact; The*	Tumuaki (overall leadership) Senior Leadership Team	In pr…

practices and tools aligned to the revised curriculum. ● Embed explicit teaching practices, including: ○ Clear learning intentions and success criteria ○ "I do, we do, you do" scaffolding ● Fully embed **Multi-Tiered Systems of Support (MTSS)**: ○ *Tier 1*: High-quality classroom instruction ○ *Tier 2:* Targeted, short-term interventions ○ *Tier 3:* Intensive, individualised	● Teacher planning and observations reflect consistent use of agreed practices. ● Achievement data is regularly analysed and used to adjust teaching programmes.	*Education Review Office.*	Hub Leaders	

support ● Strengthen **tracking and monitoring systems** using the new SMS to support timely decision-making. ● Provide targeted PLD to support teachers and support staff to implement accelerative practices effectively.				

Strategic Focus Two (SG 1 & 2): Strengthen Teaching Practice and Professional Capability - *Rationale (Why this matters)* **-**sustained improvement in learner outcomes depends on consistent, high-quality teaching and strong professional capability across all the staff.

Annual Targets:

- Strengthen consistency and effectiveness of teaching practice across all year groups..
- Build staff capability in data-informed decision-making and accelerative practice.

Key Actions	Measures of Success	Resources	Responsibility	Progress

• Implement a **revised Professional Growth Cycle (PGC)** with a clear focus on learner progress.
• Introduce **critical buddy partnerships** to support reflective practice and professional dialogue relating to target learners.
• Embed **Achievement Data Inquiry Cycles** as a routine professional practice.
• Structure staff hui to prioritise:
  ○ Teaching and learning
  ○ Professional reading
  ○ Collaborative problem-solving
	• Evidence of reflective practice within PGC documentation.
	• Increased confidence and competence in using achievement data.
	• Observable shifts in classroom practice.
	• Improved staff wellbeing indicators (NZCER survey).
		*<u>Texts for professional reading:</u>
		-Harnessing The Science of Learning; Nathaniel Swain
		-Niho Taniwha (Improving Teaching and Learning for Ākonga Māori); Melanie Riwai Couch.
		-A Practical Guide For Teacher Aides: What Quality Practice Looks Like; Te Ihuwaka / Education Evaluation Centre.
		*Guidelines and templates for PGC/ Critical buddy partnerships/ Achievement Data Inquiry Cycle.
			Tumuaki
			SLT
			All Teaching Staff
				In pr…

Strategic Focus Three (SG 1/2/3): Curriculum Coherence and Cultural Responsiveness - *Rationale* **(***Why this matters)* **-** The current curriculum lacks coherence and consistency. A clear, culturally grounded curriculum is essential for learner engagement, identity, and success.

Annual Targets:

- Develop a clear whole-school **scope and sequence**.
- Strengthen alignment with the revised NZ Curriculum.
- Lay foundations for a future **marau-a-kura**.

Key Actions	Measures of Success	Resources	Responsibility	Progress
• Complete and implement a kura-wide scope and sequence. • Review and update the school curriculum document. • Continue professional learning aligned to revised English and Mathematics curricula (inc. assessment & structured literacy)	• Completed and implemented scope and sequence. • Greater consistency in planning and teaching across classrooms. • Evidence of strengthened cultural visibility within learning programmes.	*MoE PLD Workshops: -Assessment -Aromatawai -Curriculum, Mathematics/ Pāngarau -Structured Literacy/ Rangaranga Reo -a-Tā	SLT Curriculum Leaders Teaching Staff Iwi Partners	Unde…

• Work alongside Ngāti Whakatere to begin re-integrating local cultural narratives.				

Strategic Focus Four (SG 1/2/3): Strengthen Te Reo Māori Teaching and Learning Across the School: *Rationale (why this matters)* - te reo Māori is essential to learner identity, wellbeing, and success. Shannon School is committed to lifting the quality and consistency of te reo Māori teaching across all classrooms while transitioning Te Whare Kākano to a higher level of immersion by 2027. This dual approach supports equitable access to Māori-medium and Māori-enriched learning and aligns with iwi aspirations.

Annual Targets:

- Increase teacher confidence and consistency in te reo Māori delivery schoolwide.
- Successfully transition Te Whare Kākano to a higher level of immersion by 2027.

Key Actions	Measures of Success	Resources	Responsibility	Progress
• Establish a staff Te Reo Ohu to support reo development, model daily practice, and support colleagues. • Implement regular coaching and mentoring (in-class modelling,	• Increased staff confidence and consistent daily reo Māori routines across all classrooms. • Transition milestones met; positive learner engagement and whānau feedback.		Tumuaki SLT All teaching staff School Board Iwi partners	In pr…

co-teaching, feedback cycles) to strengthen reo Māori delivery. • Implement the staged transition of Te Whare Kākano to higher immersion (refer to separate plan - underdevelopment) • Strengthen whānau partnership through Whānau Ohu, reo classes, and regular communication.	• Regular participation in Whānau Ohu and reo classes; strengthened whānau confidence supporting reo at home. • Increased reo Māori use by learners in daily routines, classroom interactions, and learning activities across all classrooms.			

Strategic Focus Five (SG 2 & 3): Strengthen Learner Wellbeing and Leadership Development: Rationale (Why this matters) - Wellbeing is foundational to learner engagement, progress, and long-term success. Current data and observations show variability in learners' ability to self-manage, regulate emotions, and sustain positive engagement in learning.

Annual Targets:

- Improve learner wellbeing indicators as measured through PIVOT.
- Strengthen learner self-management capabilities across all classrooms.
- Successfully implement leadership pathways for Year 7/8 learners through Sport Manawatū PALs and the William Pike Challenge Programme.

Key Actions	Measures of Success	Resources	Responsibility	Progress
• Implement PIVOT as the schoolwide wellbeing tracking tool, using data to identify needs and deliver targeted supports and interventions. • Embed explicit teaching of wellbeing and self-management capabilities within classroom programmes (e.g., routines, emotional regulation, goal setting, reflection). • Implement Year 7/8 leadership programmes, including: -Sport Manawatū PALs Programme - William Pike Challenge Programme	• PIVOT data shows improved learner wellbeing trends across the year. • Increased evidence of learners demonstrating self-management and positive engagement in classroom programmes. • Successful participation and completion of PALs and William Pike leadership components. • Teachers use wellbeing data to adjust programmes and supports.	*PIVOT Wellbeing Tool *Sport Manawatū PALs Programme *William Pike Challenge Programme	Tumuaki Senior Leadership Team Years 5-8 Classroom Teacher External Partners (Sport Manawatū, William Pike)	

Strategic Focus Six (SG 1 & 3): Increase Attendance and Engagement - *Rationale (Why this matters)* - attendance data shows regular attendance at approximately 30% below MoE targets, with a significant number sitting between 80-90% attendance; and a concerning proportion of learners experiencing chronic absence (12%), which significantly impacts progress and wellbeing.

Annual Targets:

- Increase the proportion of students attending regularly (90%+) to 65%.
- Reduce chronic absence across all year levels.

Key Actions	Measures of Success	Resources	Responsibility	Progress
• Implement the **Stepped Attendance Response Framework** consistently across the school. • Continue and refine **Individual Attendance Plans** for identified students. • Strengthen whānau communication through: ○ Regular pānui	• Improved attendance trends across the year. • Reduced number of students classified as chronically absent. • Evidence of early intervention and follow-up with whānau.	*Attendance Monitoring Plan *Attendance Letters	Tumuaki Attendance Officer SLT School Board	In pr…

○ Clear information about attendance expectations and supports ● Monitor attendance data fortnightly at SLT level and termly at Board level.	● Regular, clear attendance reporting to the Board.			

Approved By: **Date:**