

Our school logo and motto reflect who we are and what we stand for as a community school. They ground us in our place, our purpose, and our commitment to every child who walks through our gates.

Our Logo

The maunga (mountain) and awa (river) were here long before us and will remain long after us. They represent our identity, our history, and our deep connection to place. They anchor our community and remind us that learning is part of a much bigger story.

At the heart of our logo sits the harakeke (flax), a plant central to the development of Shannon as a thriving community. Harakeke symbolises our beliefs about teaching and learning and what matters most within our kura.

The five rau (leaves) of the harakeke represent:

Our five school values

Our five teaching beliefs

These teaching beliefs permeate all learning opportunities. Together with our school values and our commitment to explicitly teaching virtues, they guide our students to make thoughtful, responsible choices.



Our Vision, Identity & Purpose

Kia mau te Puawaitanga o to Mana

Nurturing the mana of the learner

At Shannon School | Te Kura o Hanana, our vision is to uphold and grow the mana of every learner. We believe that each child brings unique strengths, whakapapa, and potential. Our role is to nurture this through strong relationships, high expectations, and a curriculum that honours identity, culture, and holistic development.

Te Tiriti o Waitangi and Our Vision

At Shannon School| Te Kura o Hanana our vision — "Kia Mau te Puawaitanga o to Mana – Nurturing the Mana of the Learner" — is lived through a strong commitment to Te Tiriti o Waitangi, embedding bicultural partnership, protection, and participation into teaching, learning, and community relationships. We work alongside our local iwi/hapū, Ngāti Whakatere, to ensure te reo Māori, tikanga, and Mātauranga Māori are visible, valued, woven and embedded across curriculum experiences from Te Whare Kākano to our hub programmes. This shared commitment enriches our rural Horowhenua context, supports whānau engagement, and nurtures every ākonga to grow confident in their identity, connected to their whenua and community, and capable of contributing positively to Aotearoa's future.



"We celebrate the individuality and uniqueness of our staff and students."

Our Values

Our five values guide all learning, behaviour, and relationships:

Value	Meaning
Whakamana Pride	We uphold the mana of ourselves and our school.
Hautoa Courage	We take risks and show confidence.
Manaaki Caring	We care for ourselves and others.
Kaha Effort	We do our best and persevere.
Kotahitanga Unity	We work and play together.

These values are lived daily and reinforced through the school **Virtues** , which provides a shared language for behaviour, character development, and restorative practice.

> *"The language of the Virtues is the most powerful tool... It provides all staff, students and whānau with a commonly understood communication tool."*



Hauora

Our kura's approach aligns naturally with **Te Whare Tapa Whā**:

- **Taha tinana** – physical wellbeing
- **Taha hinengaro** – emotional wellbeing
- **Taha whānau** – relationships and belonging
- **Taha wairua** – identity, values, purpose

This framework guides daily routines, classroom culture, and pastoral care."

Restorative Practice

Our kura uses restorative practice to build and sustain positive, respectful relationships that support learning and wellbeing. This approach focuses on repairing harm, restoring mana, and strengthening our school community. Restorative practice is implemented schoolwide through:

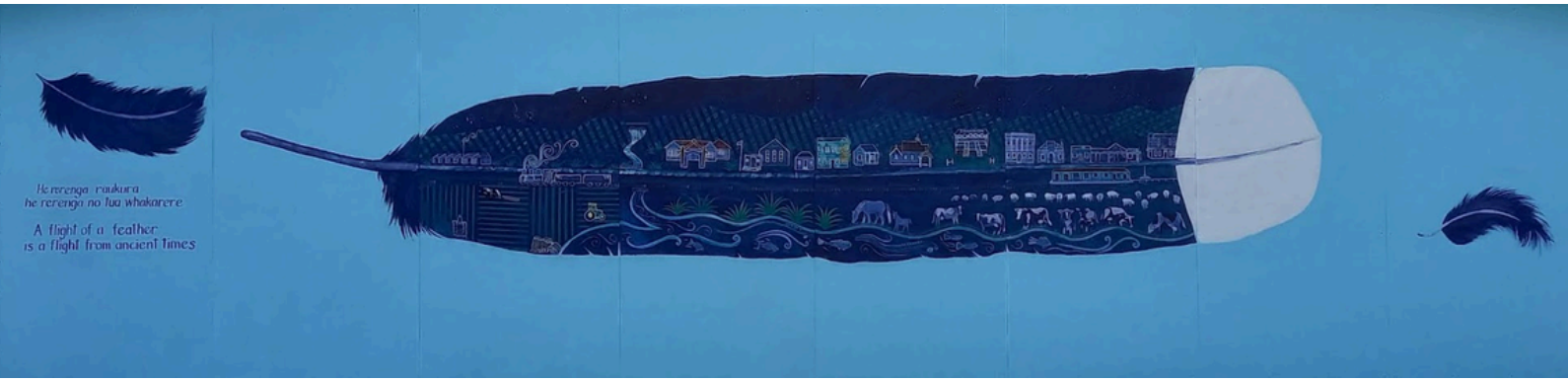
- **Proactive relationship building** — creating inclusive, connected classrooms where expectations are clear

- **Restorative conversations** — supporting students to reflect, take responsibility, and repair minor harm

- **Formal restorative processes** — facilitated hui and conferences for more serious incidents, often involving whānau

Our approach reflects principles consistent with Te Ao Māori, including whanaungatanga, manaakitanga, and the restoration of mana. Through this, students develop empathy, accountability, and the skills to contribute positively to our learning community.

> *"Restorative justice requires that there be amends, and that the problem is fixed by the people involved."*



Teaching Beliefs

Shannon School | Te Kura o Hanana has five core teaching beliefs that underpin all learning:

1. High expectations of ourselves and our tamariki.
2. Strong foundational skills.
3. Culturally sustaining practices.
4. Challenging Learning Opportunities that empower learners to navigate what lies ahead.
5. Safe and Stimulating Learning Environments where diversity is recognised and celebrated.

These beliefs are strengthened by clear, consistent pedagogy across the kura.

Ensuring consistency, clarity, and high-quality teaching.

Relationships

- Tikanga and te reo Māori embedded daily
- Warm, respectful, culturally responsive relationships
- Predictable routines and expectations
- Positive reinforcement
- Whānau-like learning environments

Classroom Practice

- Our approach to teaching and learning uses a Multi-Tiered System of Support, offering three levels of help: high-quality instruction for all students, small-group support, and intensive individualised assistance for those who need it most.
- Clear learning intentions and success criteria that are learning focused
- Explicit instruction (I do → We do → You do)
- Co-construction and collaborative learning
- Modelling and think-alouds
- Frequent checks for understanding



- Feedback and feedforward
- Opportunities for self- and peer-assessment

Critical Reflective Practice

Critical reflective practice is what turns teaching from routine delivery into intentional impact. It's the habit of stepping back, examining what worked, what didn't, and why — then adjusting with purpose. Without reflection, teachers risk repeating the same methods regardless of whether students are truly learning. With it, teaching becomes responsive, equitable, and continuously improving. In short, reflection is how good teachers become great ones — on purpose, not by accident.

At Shannon School | Te Kura o Hanana we engage in two key processes to support teachers to engage intentionally in critical reflective practice to support continuous learning and improvement of practice: the Professional Growth Cycle and our Accelerating Akōnga Success Plan

Professional Growth Cycle

The way teaching practice stays meaningful, relevant and connected to learners' needs. It keeps teachers actively aligned with *Our Code, Our Standards | Ngā Tikanga Matatika me Ngā Paerewa*, helping them reflect on how their practice supports better outcomes rather than just proving compliance.

Because quality teaching is one of the strongest drivers of student success, a structured growth cycle supports continuous improvement in how teachers plan, implement and

adapt their practice — in a way that is evidenced, reflective and connected with colleagues.

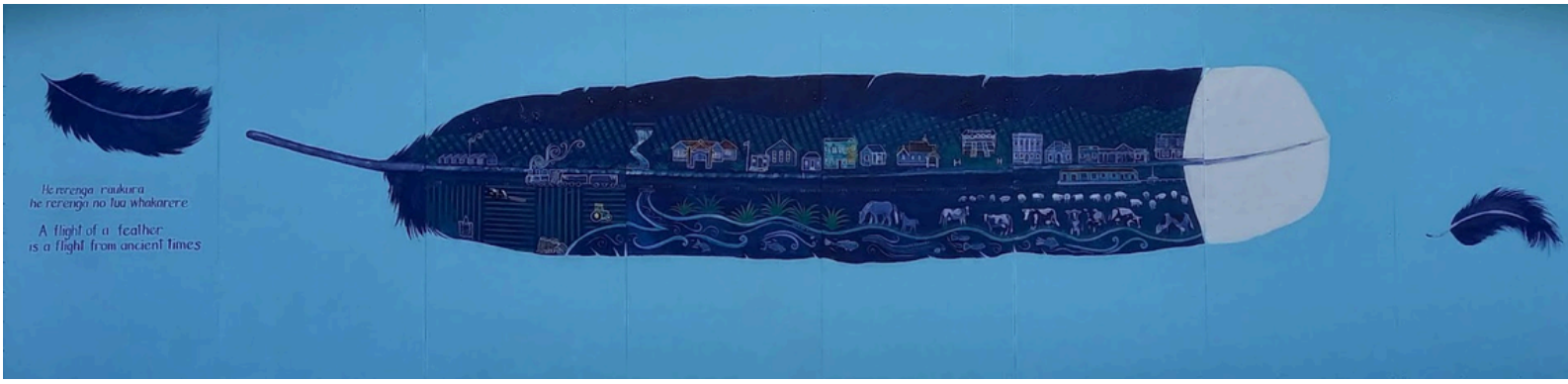
In short: a PGC fosters **ongoing learning, reflective practice, collegial support and alignment with professional expectations**, all of which help teachers remain effective, adaptive and learner-focused throughout their careers.

2026 Professional Growth Cycle for Registered Teachers.

Accelerating Akōnga Success Plan

This process uses the Multi-Tiered System of Support to keep teachers focused on understanding the impact of their teaching on learner outcomes and systematically tracking progress. While maintaining oversight of all learners, the approach prioritises those learners sitting just below expected curriculum levels and providing targeted, short-term interventions to accelerate them toward expected levels. A key feature is the use of a critical teacher buddy, enabling regular discussion, challenge, and sharing of effective strategies to strengthen collective practice capability and capacity. Through ongoing Accelerating Progress Check Points, collaborative inquiry, and consistent data updates, teachers refine their approaches and closely monitor progress to ensure continuous improvement and accelerated learner achievement.

This process is an additional focus on-top-of the ongoing support teachers have for all learners within their classroom.



Our Hubs

Learning is organised into three interconnected hubs, designed to provide age-appropriate, and culturally responsive learning pathways. Each hub builds on the strengths of the others, ensuring smooth transitions, a strong sense of belonging, and opportunities for students to develop academically, socially, and culturally. Across all hubs, the school integrates te reo Māori, tikanga Māori, and a focus on wellbeing and community, reflecting our commitment to bicultural and inclusive education.

Te Whare Kākano provides a bilingual pathway with a strong focus on Ngātiwhakateretanga / Mātauranga Māori. Tamariki engage in te reo Māori, tikanga Māori, and learning experiences that include inquiry, arts, music, games, and literacy, supporting their identity, language, and cultural knowledge from an early age.

Te Rito Hub caters to Years 0–4, offering a nurturing environment that blends play-based learning with explicit literacy and numeracy foundations. Small-group and one-to-one support, alongside strong whānau partnerships, help young learners thrive academically and socially while ensuring smooth transitions into school life.

Harakeke Hub serves Years 5–8, providing a flexible, inquiry-based, and learner-centred environment. Students engage in a broad curriculum encompassing literacy, mathematics, science, arts, te ao Māori, sport, technology, and environmental learning. Emphasis on learner voice, self-management, and whānau connections ensures students are prepared for future learning while contributing to the wider school community.

Together, the three hubs form a coherent, supportive structure that guides tamariki through their schooling with a consistent focus on relationships, culture, and holistic learning.



Curriculum Implementation

Daily Priorities

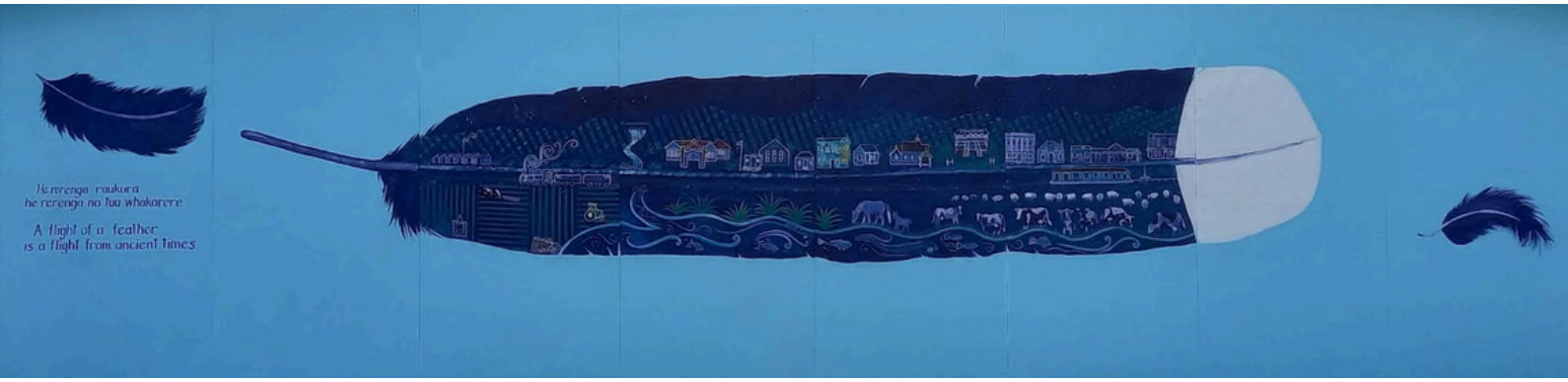
Shannon School | Te Kura o Hanana prioritises:

- **Hauora** - Taha tinana – Taha hinengaro – Taha whānau – Taha wairua
- **Literacy | Te Reo Matatini** - (reading, writing, oral language) structured, explicit, integrated, daily
- **Numeracy** | **Pangarau** - explicit, integrated, daily
- **Inquiry Learning** - integrated, localised, hands-on

Integrated Learning

Learning is connected, meaningful, and grounded in:

- Local history and environment
- Community partnerships
- Real-world contexts
- Student interests and voice



Literacy

Literacy builds the skills learners need to express ideas, analyse the world around them, and thrive in all learning areas.

Our Common Practice

- One hour daily inc. daily reviews
- A common.shared language of instruction
- Structured literacy
- Vocabulary, decoding, fluency, comprehension
- Modelling books
- Oral language expression and development
- Modelling books
- Independent literacy tasks
- Integration with inquiry

Numeracy

Mathematics builds the ability to solve problems, make sense of ideas, and think logically.

Our Common Practice

- One hour daily inc. daily reviews
- Explicit group teaching
- Mathematical practices (justify, prove, argue, explore patterns)
- Modelling books
- Independent tasks (rich tasks?)
- Integration with real-life contexts



Writing

Writing helps learners express ideas, think deeply, and communicate effectively.

Our Common Practice

- One hour daily
- Explicit spelling (phonological awareness, patterns, heart words)
- Explicit writing instruction
- Daily 'free writing'
- Writing process (plan → draft → recraft → publish)
- Regular assessment and moderation of writing samples

Mahi Kainga

Mahi kāinga is included in this curriculum as a flexible approach that strengthens foundational learning, particularly in literacy and numeracy. It provides opportunities for learners to engage in purposeful tasks that require reading, writing, communicating, and problem-solving. This approach supports current learning by helping learners consolidate and apply new knowledge in a focused and meaningful way.

By embedding mahi kāinga as an optional pathway, learners can explore skills at their own pace while developing confidence, independence, and a sense of responsibility.



Assessment & Reporting

Quality assessment and reporting involves: (MoE, 2025)

- combining information from observations, classroom tasks and data from assessment tools to give a well-rounded understanding of a student's progress
- continuously collecting and analysing data and information throughout the year to monitor and support learner progress.
- providing timely and clear information to parents, whānau and caregivers.

It is:

- Ongoing
- Formative and summative
- Used to inform teaching
- Transparent and strengths-based

Tools include but are not limited to:

- E-asTTle
- DIBELS
- Phonics Checks | Hihira weteoro
- Student voice
- Moderation
- Mathematics Pre & post tests
- Maths Snapshots
- Running Records

**2026 Assessment Overview*



Our Curriculum

At Shannon School | Te Kura o Hanana, learning grows from our place, our people, and our values. Tamariki connect with the land, waterways, and community, discovering who they are, where they belong, and how they can contribute.

We have four overarching kaupapa that shape and guide our learning programmes:

Term One: *Our People, Our Place - tō tatou iwi, tō tātou waahi – turanga whenua, turanga tangata to elevate the people and lands.*

Tamariki explore identity, whakapapa, and the deep connections between whānau and whenua, practising Manaaki (Caring), Kotahitanga (Unity), and Whakamana (Pride).

Term Two: *He Rerenga Raukura, He rerenga noa tua whakarere - A flight of a feather , Is a flight from ancient times.*

Tamariki journey into history, traditions, and local stories, strengthening Hautoa (Courage) and Kotahitanga (Unity) while learning from past and present wisdom.

Term Three: *He Akoranga Arāhi mō te Katoa Me kimi ngā mātauranga, a hinengaro, a tinana, a wairua - A discovering pathway for all, let us strive for knowledge, of intellect, of physique and of inspiration.*

The focus shifts to holistic growth. Tamariki develop thinking, wellbeing, and spirit, set goals, and work collaboratively, applying their learning across school and community.



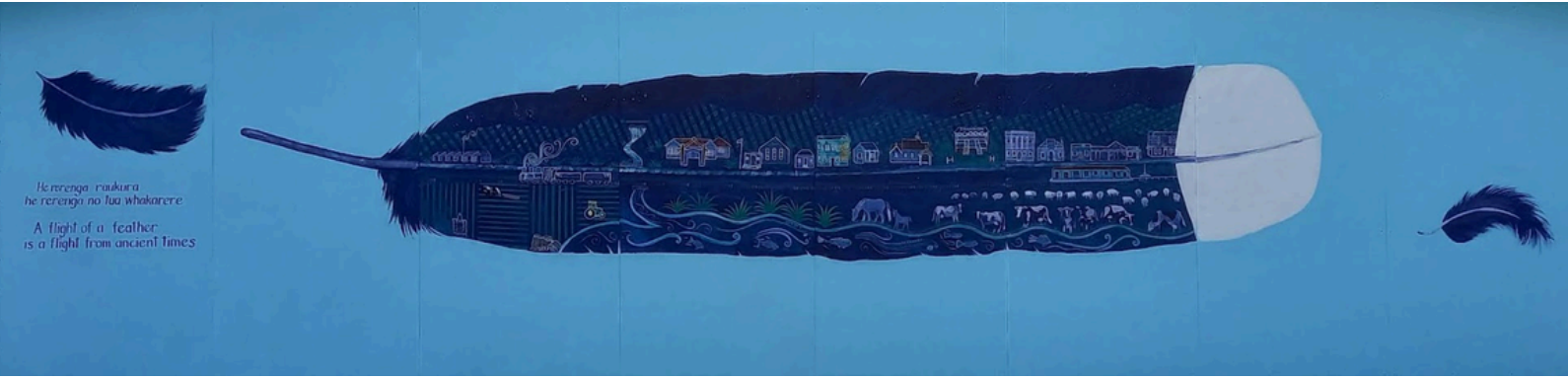
Term Four: *He Hono Tapu - Sacred joinings – ko te taiao, ko te tirohanga whānui o te oranga tinana me te wairua tapu - The environment is an overarching of physical well being and spiritual sacredness.*

We celebrate the interconnectedness of people, place, and wellbeing. Tamariki explore sustainability, environmental responsibility, and their role as kaitiaki. Learning highlightsManaaki (Caring) for the environment and Kotahitanga (Unity) through collective action to make a positive difference in our kura and community.

Across the year, Shannon School ensures tamariki belong, contribute, and take pride in themselves, their community, and the land they call home

Programme Planning

Planning at Shannon School | Te Kura o Hanana is purposeful, coherent, and deeply anchored in our overarching kaupapa. It reflects who we are as a kura and honours the unique identity of the rohe in which we stand. Planning begins with a clear line of sight from our vision, values, and local narratives through to classroom practice, ensuring that learning is meaningful, culturally located, and responsive to our learners and whānau.



It is firmly grounded in the histories, environments, and aspirations of our local community. It actively weaves mātauranga Māori and local contexts into curriculum design so that our tamariki see themselves — and their place — in their learning. This localised approach strengthens engagement, belonging, and relevance.

At the same time, planning is tightly aligned with the refreshed New Zealand Curriculum. Learning design reflects the curriculum's intent by strengthening literacy and numeracy across the curriculum, ensuring coherent progressions over time, and promoting inclusive, equitable outcomes for all learners.

Planning at Shannon School | Te Kura o Hanana is collaborative and iterative. Kaiako use evidence, learner voice, and ongoing evaluation to adapt programmes and respond to emerging needs. Clear expectations, shared language, and consistent schoolwide approaches ensure alignment from strategic planning through to daily teaching.

Three-Way Conferences & Sharing of Learning

Three-Way Conferences (Twice Yearly)

- We hold **twice-yearly three-way conferences** where kaiako, tamariki, and whānau work together to set and review personalised learning goals.
- Whānau voice and guidance are central to this process, ensuring goals reflect each child's identity, strengths, and aspirations.
- Tamariki are supported to reflect on their progress and identify next steps, strengthening their sense of ownership and confidence as learners.
- These conferences reinforce our commitment to **ako-based partnerships** and high expectations for every tamaiti.

End-of-Term Sharing Days

- Each term concludes with a **Sharing Day**, where tamariki present their learning and

successes to whānau.

- These celebrations make learning visible and provide meaningful opportunities for whānau to affirm, respond to, and influence their child's learning journey.
- Sharing Days strengthen relationships and highlight the importance we place on **whānau perspectives, cultural knowledge, and shared celebration of progress**.
- This practice supports our focus on **engagement, wellbeing, and culturally responsive learning**.