# Shannon School | Te Kura o Hanana Strategic Plan 2025-2027

*Kia Mau te Puawaitanga o to Mana*

*Nurturing the Mana of the Learner*

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

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 five (rau) leaves of the harakeke represent:

Our 5 school values: 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.

*Ministry of Education Number: 2989*

Our 5 teaching beliefs: At Shannon School | Te Kura o Hanana 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 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 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.

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

# Our Strategic Goals

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

| **Goal 1:** | **Transitions:** |
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| To provide our learners with a diverse range of learning experiences, underpinned by the foundation of literacy and numeracy | • Create positive relationships<br>• Consistency between the structure and learning of all educational settings<br>• Joint activities between Shannon learning centres (gardens; pōwhiri ...)<br>• Tuakana-teina between students and centres/school<br>• Establish some common core values with ECE and Colleges<br>  o Create seamless transition processes (e.g. documentation)<br>  o Prospective parents more aware of transitioning process to school<br><br>**Learning Focus:**<br><br>• Explicit teaching in reading, writing and maths<br>• Structured literacy, targeted writing lessons (Heggerty, e-asttle writing)<br>• Maths- numicon and Prime<br>• Targeted learning pathways for ākonga<br>• Independence<br>• Student voice<br>• Using assessment practices to guide learning development |

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| | • Importance of all support systems (LSC, RTLB, SENCO)<br>• Exploring individual whakapapa<br>• Kaiako and ākonga working together to create interesting, stimulating learning opportunities |
| Goal 2:<br><br>To prioritise and actively respond to the well-being needs of learners, kaiako and whānau | **Wellbeing:**<br><br>• Education around how to look after ourselves and each other<br>• Use Te Whare Tapa Whā as Māori holistic wellness model.<br>• Nutrition, exercise, emotional; well-being.<br>• Coping with stress.<br>• Water only school.<br>• Developing positive relationships.<br>• Use Te Whare Tapa Whā as Māori holistic wellness model.<br>• Nutrition, exercise, emotional; well-being.<br>• Coping with stress.<br>• Water only school.<br>• Developing positive relationships.<br>• Provide breakfast, lunch and snack food.<br>• Develop a plan for government provided lunches<br>• Use of support services.<br><br>**Environmental Wellbeing:**<br><br>• Te Whare Tapa Whā to include wellness in individuals and class & school environments<br>• Using our local places<br>• Variety of different learning methods<br>• Co-construct more out of school learning opportunities<br>• Passion based learning<br>• Looking after our environment<br>• Waste free school and town |

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| | • Develop grounds to be environmentally friendly & a number of environmental learning spaces |
| Goal 3:<br><br>To engage the aspirations, skills and talents of our tamariki, kaiako, whānau, hāpori and iwi | **Community Engagement:**<br><br>• Develop reciprocal relationships<br>• School to give back to the community<br>• Involvement in both school and community events<br>• Cultural involvement<br>• Make connections with other cultures, schools and communities and role models<br>• Students to be active in community service.<br><br>**Whānau Involvement in learning:**<br><br>• Annual celebrations – Matariki; school picnic; sports events; Health Day<br>• Open Door policy<br>• "Kanohi ki te kanohi" (effective ways of communicating)<br>• Board members & staff to communicate & engage directly with whanau<br>• Whakapa connections<br>• School involvement with Poutu Marae<br>• Ngāti Whakatere Strategic Plan<br><br>**Cultural responsiveness:**<br><br>• Relationships and collective values<br>• History of our country<br>• Communication with iwi & hapu– what does responsiveness look like?<br>• Importance of Te Reo language and tikanga across the school<br>• Work towards the return of a Rumaki<br>• Positive role models<br>• Learning tangata whenua culture |

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| | • Ākonga share their own unique cultures |