

SHANNON SCHOOL

NEWSLETTER

Thursday 16th February 2017

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A Note from Our Principal



Dear Parents/Carers

Welcome back to another busy year. This term we have 11 weeks with Easter that leads directly into our April holidays. Please refer to our school calendar, on our web site, for our term dates. Also refer to our Facebook page (Shannon School Te Kura o Hanana) that informs everyone of up and coming events and any changes to our programmes.

Unfortunately the recent inclement weather has meant the postponement of the School Picnic yet again. We thought this would be a good opportunity of meeting our new staff members. The organization for the picnic is all ready to go and we are just waiting for a run of good weather to put the picnic into action.

The school is undergoing a rejuvenation with the painting of all our buildings. Hope you like the new look and colours. This year we are looking to modernise the Junior Space with break-out spaces, similar to those used in the Harakeke Hub. We are presently waiting for the Ministry of Education to sign off our 10 and 5 Year Property Plans.

In week one Lois Erceg-Erkilic was attending her whanau farewell for her brother Wayne whom she has been nursing, along with support from family members, for the last year. Our condolences to Lois and her whanau.

It is great to have the full team back on board. Children have settled well into learning and teachers have good processes and organization under way. Everyone who visits the school has commented on how engaged our children are.

Communication

I seem to always go on about contacting the school if you have any concerns so that they can be sorted immediately. This is essential in sorting out any problems children may have. Please don't hesitate to speak to teachers, senior teachers, myself or a board member if necessary. We do have an open door policy and are happy to show anyone around our school. We are an open and transparent school. Last year we had many teachers from a large number of schools visiting us to see our developing learning environment and comments and feedback have always been very positive.

21st Century Classrooms

The following table gives an indication of the differences in the education of a 21st century school compared to the 20th century education that we adults will probably have experienced. For our children it is a different technological world where their jobs and life styles will in all probability be very different to ours. We need to ensure that our Shannon children are able to thrive in these new environments. No one can even foretell the advances that children will experience but we do know the sorts of skills that will be needed. There is an expectation from the Ministry of Education that all schools (including secondary) will be providing 21st Century learning environments by 2020. Global research is very clear that our children need this type of learning to survive and prosper in an ever-changing world.

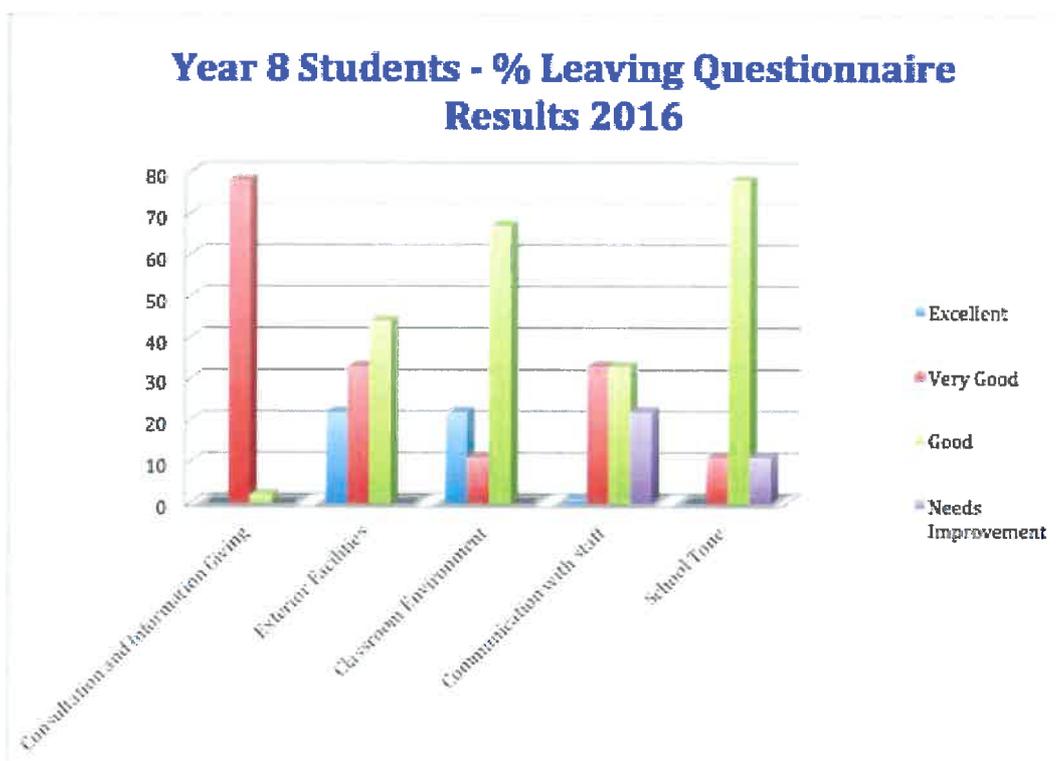
So what is different?

20 th Century Classrooms	21 st Century Classrooms
Physical Environment	
Cemetery Method - students are in rows, very quiet and very still	No rows - classrooms have a variety of learning spaces, multi-purposed, in which students move about freely
Learners work in isolation	Learners work collaboratively
Classroom is within 4 walls	Classrooms expand to the school environment, then to the community - from local to global.
Teacher-centred: teacher is the centre of attention and the provider of information	Student-centred: teacher is the facilitator/coach. Students use information they have located to construct their knowledge & understanding
Teacher controls everything the students do or at least attempts to)	Students are self-directed, moving from independent activities to interdependent (with the teacher) activities as needed
Emotional Environment	
"Discipline problems" - teachers do not trust students and vice versa. No student motivation.	Few "discipline problems" - students and teachers have mutually respectful relation as co-learners; students are highly motivated
Little or no student freedom	Great deal of student freedom. "Student voice."
Low expectations	High expectations - "If it isn't good, it isn't done." We expect, and ensure, that all students succeed in learning at high levels. Some may go higher - we get out of their way to let them do that.
Curriculum/School is irrelevant and meaningless to students.	Curriculum is connected to students' interests, experiences, talents and the real world
Students must raise hand to speak or ask a question	Hub/area is filled with the sounds of children collaborating, teaching each other, researching, designing and creating
Academic Environment	
Focus: memorization of discrete and basic facts	Focus: what students Know, Can, Do and Are Like after the details/facts are forgotten
Lessons focus on the lower end of Bloom's Taxonomy i.e. knowledge, comprehension and application	Learning is designed on upper levels of Bloom's i.e. synthesis, analysis and evaluation (and include the lower levels as our curriculum is designed down from the top, not from the bottom up)
Textbook-driven	Research-driven - students construct their knowledge as they do their research
Passive learning (just happens to the child)	Active learning (involved at all levels of learning)
Time-based - seat time is what counts. There is no allowance for the fact that students learn at different rates.	Outcomes based - the point here is not seat time but demonstrating that the learning outcomes were achieved, whenever that may be
A fragmented curriculum i.e. maths time,	The curriculum is relevant, rigorous and real world. The

reading time, writing time etc..	content standards and skills are learned as result of project-based (inquiry) learning experiences
The curriculum is preparation for test, marching through the standards one by one	Levels (grades) are based on what was learned - evidence of learning
Teacher is judge. No one else sees student work	Self, Peer and Other assessments. Public (parents) audience, authentic (real) assessments
Print (writing) is the main way of learning and assessment	Performances, projects, multiple forms of media (including digital) are used for learning and assessment
Diversity of students is ignored	Diversity is accepted and celebrated. Learning is personalised to each child's needs
Literacy is the 3 R's - reading, writing and arithmetic	Multiple literacies of the 21 st century - aligned to working in a globalized new century - includes communication and digital literacies (skills)
If technologies are available they are used as digital versions of textbooks and worksheets. Technology often drives the curriculum.	Technologies are used as tools, as a means to deliver higher level learning experiences. Technology supports the curriculum

Review

At Shannon school we review all our policies and programmes on a regular basis. We also collect data and evidence that our systems and programmes are successful. Here is a copy of the Year 8 Questionnaire results completed at the end of last year. It indicates that our Open Learning Environment suits most of our learners and that we need to work on communication between staff and students as a priority. Our focus for the school for the past several years has been on the building of positive relations between all i.e. students, staff, parents, community. This will again be a focus for this year. Please complete the Parent Questionnaire that you will get this week. Teachers will remind you to complete this at the Three Way Conference this week. The information and data we gather is important for staff and board as part of our review process. Here is a graph of what our Year Eights thought of their learning here at Shannon School. Mostly it is very positive.



Te Rito Hub 2017

We have had a fantastic start to the 2017 school year!!
In the first week we had lots of fun with "Bubbles"!



We welcome Mrs Kristin Reilly who has experience with teaching the older students. Kristin enjoys drama, dance and her dogs during her spare time (while her husband is serving overseas).

We have three whanau groups - Pukeko with Whaea Basia, Kea with Mrs Kristin Reilly and Kereru with Mr Adam McCallum. Each whanau is made up of students from all the four year levels.

Our day starts with a Karakia followed by time on our phonics/spelling programmes before moving into PBL (Play Based Learning) where the concentration is on oral language and developing "Key Competences".



For Literacy and Numeracy we divide into ability groupings (from 10.00am until lunchtime).

Every child needs to have a book bag and a notebook for writing book titles and for communication between home and school. By reading with your child every day you are supporting your child's literacy progress. The "Home Learning Folder" contains ideas and activities to use at home with your child. (A number of students still do not have stationary - any problems? Please come and see any one of the teachers).

Fridays are more of a fun day. Whaea Kelsi and the Mana Hub students come to us in the morning for Te Reo, poetry and PBL.

Yours in education
Basia, Kristin and Adam

Hi! from the 2017 Harakeke Hub!



We have had a busy start to the year with our new learners from Te Rito Hub joining us. We welcome our Year 5 learners; Leonie-Rose, Jashya, Kelly, Lillyanne, Hinepare, Tinishar-Lee, Quinton and Marlique. We also welcome Tolaga who is a new student from another school. We look forward to working with our Teacher Aides; Matua Paora, Mrs Verona Sayles, (who joins us again from Te Rito Hub) and Whaea Robyn Smith who has joined our school this year. Whaea Robyn comes with a range of skills and expertise and will definitely be a great asset to our school.

We continue to co-construct learning with our students always encouraging student choice and voice. We are discussing and sharing our ideas about what we value in order to write up our class treaty.

We have a 3-4 week mini inquiry focusing on relationship building. Each learner has chosen to partner up with someone else in the hub that they don't really know. They will find out about this person and then create an art piece introducing them.

We know that personalised learning is a powerful and engaging approach where students learn in real-life contexts.

We work using a 'Must Do, Can Do' system which allows each learner to work alongside the teachers to co-construct their learning timetable each week. We look forward to discussing this with everyone at 3 Way Conferences this week.

Please feel free to come in and visit us at anytime. We look forward to sharing our learning with you.

Nau mai, haere mai
Sarah & Lois



Te Whare o Mana - Mana Hub



Ko Te Whare o Mana e ngunguru nei, Hi, au, au, aue ha.

We have had a great start to the year!
Anei etahi whakaahua o tō tātou mahi mo ngā wiki kua pāhure nei.



Kahoot Introduction



Te Rito Hub



Making Lava Lamps



Tuakana - Teina



Te Reo Māori o ngā Teina

Notices

Dear Parents/Carers

Welcome back to a new year at Shannon School. A special welcome to our new children and their families. During our school term we will keep you updated with regular news notes and Newsletters. Check out our School website www.shannon.school.nz or our Facebook page for updates.

Thank you so much to the parents who have volunteered to help with our school wide programmes. It is lovely to have offers from new breakfast 'Mums' and lunchtime fundraiser help. We will be in contact within the next week to discuss rosters. Call the office if you want to join our team of volunteers. This is a great way to support our tamariki and is very rewarding. We are looking for more garden volunteers to help in our school garden. Contact Carol Brady in the office if you can help in any way.

Please remember that all the children need their own named Shannon School Hat to wear in Term 1 and Term 4. These are available from the office.

This Thursday and Friday we have our School 3-Way Conferences. The children stay at home on Friday unless they have a scheduled time with their Teacher.

Most of this term's lunchtime fundraiser profits are going towards sports equipment, first on the wish list is a portable basketball hoop! So please support us and have a day off making lunches on Thursday.

DATES TO REMEMBER

- 3-Way Conferences 16th and 17th February
- Swimming Sports Wednesday 1st March
- Interschool Swimming Sports Monday 13th March

Kind regards

Carol C & Carol B



Heart Foundation Filling lunch boxes

Protein is important for helping children grow and to sustain energy levels throughout the day.

Protein-rich ideas for lunch boxes.

- Cheese sticks, cubes or grated cheese
-grated carrot and cheese is also a tasty sandwich combo
- Yoghurt
- Boiled eggs: in a sandwich or whole
- Lean meats: chicken or turkey, tuna, or salmon
- Dips such as hummus are ideal with vegetable sticks or crackers
- Cooked or canned chickpeas or falafel
- Homemade leftovers, roast chicken, tuna or beef pasta/salad, pizza, chop suey, fritatta etc.

For more information visit www.fuelled4life.org.nz



Thank you to Wendy and the fantastic team at Konica Minolta Palmerston North for printing our newsletters!