



# Trentham School

Empowered Learners for the Future

# **CHARTER**

# **2019**

**MOE Number: 2099**

# Trentham School

## Vision, Values and Beliefs

### OUR VISION

### EMPOWERED LEARNERS FOR THE FUTURE

Our core purpose is to empower all members of Trentham School to learn and have success; so they may achieve their full potential today, tomorrow and in the future. We believe the following four overarching principles are important for all individuals so they may GROW to learn effectively and achieve success.

G	R	O	W
GROWTH & KOTAHITANGA	RELATIONSHIPS & WHANAUNGATANGA	OWNERSHIP & TANGATA WHENUATANGA/AKO	WONDER & WĀNANGA
<b>Resilient, risk taking learners who:</b> <ul style="list-style-type: none"> <li>● Accept and learn from mistakes</li> <li>● Are confident learners who try new things and persevere to achieve and excel</li> <li>● Have a growth mindset rather than a fixed mindset</li> <li>● Work independently and collaboratively</li> <li>● Enjoy challenging learning environments and opportunities</li> </ul>	<b>Compassionate team players who:</b> <ul style="list-style-type: none"> <li>● Communicate clearly, positively, respectfully and professionally</li> <li>● Uphold Trentham Values to enhance relationships</li> <li>● Have a common understanding of high expectations and learning pathways</li> <li>● Collaborate and utilise diverse strengths</li> <li>● Connect with others to build and maintain strong working relationships and a sense of belonging</li> </ul>	<b>Agentic, responsible learners who:</b> <ul style="list-style-type: none"> <li>● Know themselves as learners</li> <li>● Know where they are with their learning, their next steps and how to achieve them using appropriate tools</li> <li>● Take responsibility for their own actions - behaviour, wellbeing, social and emotional</li> <li>● Are self motivated and reflect on how to improve outcomes</li> <li>● Have self-identity and respect for their own and others' cultures</li> </ul>	<b>Passionate, curious, creative, innovative, resourceful, thinkers who:</b> <ul style="list-style-type: none"> <li>● Are motivated to learn and give things a go</li> <li>● Problem solve/think to make relevant, authentic and meaningful choices</li> <li>● Are flexible, adaptable and think laterally</li> <li>● Take a lead in their learning, follow passions and interests, and share with others</li> <li>● Source knowledge to become creators of new knowledge and ideas</li> </ul>
<i>Participating &amp; Contributing</i>	<i>Relating to Others</i>	<i>Managing Self</i>	<i>Thinking</i>
<i>Managing Language, Symbols &amp; Text</i>			



The five Key Competencies identified in the New Zealand curriculum align with our GROW principles. The key competencies are considered vital for the students of Trentham School and we aim to ensure students leave with the capabilities for growing, working and participating in their community and society.

At Trentham School we acknowledge that the key competencies are not separate or stand alone, however we will have a closer focus on different key competencies each term through our GROW principles.

Our Whakatauki was gifted to us by our Kaiako o Te Reo, Koka Tangi. Her thoughts came from the benefits and achievements she saw her mokopuna gain from their time at Trentham School. The trees in our school vision which resemble the people in our community - whanau, staff and students - grow stronger and bloom as we strengthen their mana hauora. 'Ako' sits inside this whakatauki as A for Aroha (love), K for Kaha (strength) and O for Oranga (wellbeing).

***Kia puawai enei rakau 'Kia Kaha' mo ake tonu atu.  
May these trees bloom with strength forever.***

## OUR VALUES / MANAAKITANGA

G	R	O	W
<p><b>Resilience</b> - to be brave in challenging or difficult experiences; to persevere; to overcome fear; to have a go.</p> <p><b>Respect</b> - to treat with courtesy; to hold in high regard; to honour; to care about yourself and others.</p>	<p><b>Team Work</b> - to collaborate with others to achieve a common purpose or goal; to work jointly with others; to help each other to achieve.</p> <p><b>Compassion</b> - to be kind, empathise with, or show mercy to others; to give your time, words and presence.</p>	<p><b>Responsibility</b> - to make sensible choices, informed decisions, and to be reliable.</p> <p><b>Integrity</b> - to be honest, accountable for one's conduct and behaviour, and act ethically.</p>	<p><b>Creativity</b> - to come up with new and unique ideas; to think or behave imaginatively; to be original; to challenge, question and explore.</p> <p><b>Excellence</b> - to aim high and persevere to achieve outstanding success.</p>

Our values align well with those set out in the New Zealand Curriculum and with our GROW principles. The Trentham Values are encouraged, modelled and explored and are an integral component of life at school. They are evident in classrooms, relationships, planning for teaching and learning, and they are celebrated regularly. The school and the community work together to support our values by encouraging students to express them in everyday actions and interactions within the school and its community.

## OUR BELIEFS:

Learning at Trentham School is based on the following beliefs by our teachers:

- Knowledge of the learner is vital.
- Literacy and numeracy skills are a priority for all students.
- Students should have ownership and understanding of their learning. Learning tasks need to be authentic, meaningful and relevant for students.
- A range of effective teaching strategies and leadership is required to engage and motivate students. Tasks need to be high interest, challenging and build on students' prior knowledge. Teachers need to guide and support students.
- Information and communication technologies play an important role in 21<sup>st</sup> century teaching and learning to create diverse, inclusive global citizens.
- High expectations should be held for all students to reach their potential.
- Students must be encouraged to be creative, reflective, adaptable, risk takers, problem solvers, and resilient. It's important they are actively engaged in their learning and are able to set their own goals.
- Parents are active partners in the learning process. A positive relationship with the wider community is beneficial to student success.
- Integrated and inquiry learning gives students the opportunity to make links, have choice, question, discover and direct their own learning.
- School must be a positive experience for all students and their families.
- Teachers should regularly inquire into their own teaching practice. Evidence, research and change in practice are required for teachers to continue to be effective practitioners and provide relevant, high quality learning programmes.
- Students should be respectful of themselves, others and their environment.

## **Community Partnership**

We see parental involvement as a critical component of the learning process. We like to encourage parents to support the school by working with us in developing great children who are respectful, resourceful, resilient and have positive relationships. Parents are encouraged to attend workshops which focus on how they can support at home. The Reading Together programme is an example of this.

Teachers keep parents informed of student achievement in all areas and parents are encouraged to be involved in their child's learning right through their time with us. Opportunities to celebrate success will often involve parents. Consultation with the community is regularly sought. We welcome feedback from parents as part of our internal evaluation process, as we're always looking to check we're on the right track and for ideas to improve what we do. The school community was involved in the development and review of our school curriculum and strategic direction.

Parents get involved by helping out in the classroom, in the office, in the library, being a Parent Reading Tutor, coordinating sports teams, being on our Home & School team, and providing support and supervision on trips. We welcome and encourage any offer of involvement from our parents.

## **Recognising Cultural Diversity**

Education Act: Our charter is required to meet these aims:

1. Developing for the school, policies and practices that reflect New Zealand's cultural diversity, and the unique position of Māori culture.

Ensuring all reasonable steps are taken to provide instruction in Tikanga Māori (Māori Culture) and Te Reo Māori (Māori Language) for full time students whose parents request it.

Our school's policies and practices will provide opportunities for students to learn to respect the diverse ethnic nature and cultural heritage of New Zealand people with acknowledgement of the unique place of Māori and Pasifika. The school currently takes the following steps:

- Having high expectations for all students, including Māori and Pasifika students.
- Analysing Māori and Pasifika student achievement data and developing targets and action plans to address areas of need.
- Providing instruction in tikanga and te reo Māori for all students. Employing a Kaiako to work in all classrooms.
- Providing Kapa Haka instruction for all students.
- Developing an understanding of Ka Hikitia, Tātaiako and the Pasifika Education Plan and what we can do to meet the strategic goals.
- Providing all students with experiences and understandings in cultural traditions, languages and local history.
- Developing partnerships through consultation with our Māori and Pasifika parents and community.
- Providing leadership opportunities for our Māori and Pasifika students in a variety of contexts.

## **School Description**

Trentham School is a U5 Decile 5 Upper Hutt school, 3 kilometres from the CBD. Following an Upper Hutt Network Review, Brentwood School was merged with Trentham School in 2005.

This is a well-resourced and maintained learning community comprising of five blocks with 19 classrooms. In addition there is a school hall, an indoor heated swimming pool, an ESOL classroom, an automated library, two sporting fields, two adventure playgrounds and sandpits, all set in large attractive grounds.

We currently have a roll of 414 made of 47% girls and 53% boys. At present the ethnic breakdown of students is approximately: 45% NZ European, 35% Māori, 8% Pasifika, 10% Asian and 2% Other.

The school culture has continued to be actively developed with the current emphasis being on restoring a better balance between achievement, engagement and wellbeing for both children, staff and whanau. Visitors to the school often comment on our warm, positive atmosphere and our friendly, open children, something that reflects a long term commitment by staff for this to happen.

## STRATEGIC PLAN 2019-2021

Strategic Goals	Strategic Initiatives		Expected Outcomes
1. <b>Learning:</b> Strengthen strategies for equity and excellence for all students.	S.1a	Embed effective acceleration practices across the curriculum.	<ul style="list-style-type: none"> <li>Improved outcomes for reading, writing and mathematics reflected in achievement data, with accelerated progress for target students</li> </ul>
	S.1b	Grow culturally competent teachers and strengthen relationships with whanau.	
	S.1c	Promote learner wellbeing for happiness and success.	
2. <b>Engagement:</b> Deliver a rich and relevant curriculum which engages and empowers learners.	S.2a	Provide opportunities for students to take ownership of their learning.	<ul style="list-style-type: none"> <li>Students reach their full potential through a rich and varied curriculum which meets their learning needs and enables them to find their interests and passions</li> </ul>
	S.2b	Investigate the Digital Technologies curriculum.	
	S.2c	Develop authentic opportunities for learning.	
3. <b>Evaluation:</b> Build schoolwide internal evaluation practices to better determine the effectiveness of programmes and actions on student outcomes.	S.3a	Develop a plan for internal evaluation based on identified needs through data and observation.	<ul style="list-style-type: none"> <li>Shared understanding and use of effective internal evaluation to identify significant impact on students</li> </ul>
	S.3b	Develop effective and meaningful assessment practices across the school.	

# ANNUAL PLAN 2019

## Learning: Strengthen strategies for equity and excellence for all students

### 3 Year Success Measures:

- All teachers have a shared understanding of acceleration and practices are embedded in teaching programmes
- Data for Maori and Pasifika students shows equity in achievement

Initiative	Key Actions	Responsible	Timeframe	12 Month Milestone
1.a Embed effective acceleration practices across the curriculum	<ul style="list-style-type: none"> <li>• Revisit our shared understanding of acceleration practices</li> <li>• Plan for frontloading in Mathematics</li> <li>• Involvement in Mathematics PLD for all teachers</li> <li>• Involvement in ALiM for Patu teachers and ALL for Koru teachers</li> <li>• Share effective practice across the school</li> <li>• Teacher Inquiry, classroom observations, Learning Walks focus on acceleration of target students</li> </ul>	Learning Leader Teachers Teachers Teachers  Learner Leader Leadership Team	Term 1 Termly All year All year  Termly Termly	<ul style="list-style-type: none"> <li>• Raised achievement levels for all students, particularly target students and Maori and Pasifika</li> <li>• Acceleration strategies evident in all classrooms and planning</li> </ul>
1.b Grow culturally competent teachers and strengthen relationships with whanau	<ul style="list-style-type: none"> <li>• Unpack the Cultural Competencies and strengthen understanding of 'Maori Achieving Success as Maori'</li> <li>• Work towards integrating the competencies in a holistic manner, so they become part of all the staff professional learning</li> <li>• Re-establish Whanau Hui and develop a format for on-going hui</li> <li>• Collect Maori and Pasifika student voice and learner dispositions data, and analyse to identify trends and patterns</li> </ul>	Learning Team  Learning Team  Leadership Team  Learning Team	All year  All year  Term 1  Term 2	<ul style="list-style-type: none"> <li>• Cultural competencies become part of the Trentham School wairua</li> <li>• Whanau Hui format developed and implemented</li> </ul>
1.c Promote learner wellbeing for happiness and success	<ul style="list-style-type: none"> <li>• Investigate effective behaviour management practices to ensure a robust school wide approach</li> <li>• Teach relationship skills, conflict resolution and effective collaboration within learning programmes</li> <li>• Mindfulness strategies taught across the school to all students, Sparklers website</li> <li>• Data collected for high needs students, tracking and monitoring throughout the year</li> <li>• Develop student understandings of Growth Mindset and the Learning Pit.</li> </ul>	Leadership Team  Teachers  Wellbeing Lead & Teachers Leadership Team  Teachers	Term 1  Termly  Termly Termly  Term 1	<ul style="list-style-type: none"> <li>• Teachers planning for wellbeing strategies</li> <li>• Growth Mindset and Learning Pit evident in classrooms and students can talk about them</li> <li>• Students with behaviour needs identified and supports in place</li> </ul>



## Engagement - Deliver a rich and relevant curriculum which engages and empowers learners

### 3 Year Success Measures:

- Me and My School data shows improvement in identified weaker areas
- Learning Walks and class observations show engaged students who can talk about their learning

Initiative	Key Actions	Responsible	Timeframe	12 Month Milestone
2.a Provide opportunities for students to take ownership of their learning	<ul style="list-style-type: none"> <li>• Internal evaluation to gather information on current practice across the school</li> <li>• Achievement data and next steps shared and discussed with students</li> <li>• Students in all classes given opportunities to direct their learning at various levels</li> <li>• Learning Pathways developed with student involvement</li> <li>• Implementation of schoolwide Student Led Conversations</li> <li>• Seesaw utilised across the school to enable students to reflect on their learning</li> </ul>	Leadership Team  Teachers  Teachers  Assessment Team Principal ICT Team	Termly  Termly  All year  Term 1-2 Term 1-3 Term 1-2	<ul style="list-style-type: none"> <li>• Students more able to talk about their learning and next steps</li> <li>• Student Led Conversations trialled and reviewed for 2020</li> <li>• All teachers using Seesaw in the classroom</li> </ul>
2.b Investigate the Digital Technologies curriculum	<ul style="list-style-type: none"> <li>• Inquire into the new Digital Technologies curriculum</li> <li>• Prepare a plan for professional learning for teachers for 2019</li> <li>• Support staff to develop an understanding of the Digital Technologies curriculum and integration into the classroom</li> </ul>	ICT Team ICT Team ICT Team	All year Term 1 Termly	<ul style="list-style-type: none"> <li>• Teachers all confident on the Digital Technologies curriculum</li> </ul>
2.c Provide authentic opportunities for learning	<ul style="list-style-type: none"> <li>• Plan for integration across the curriculum wherever possible</li> <li>• Collaborative planning of integrated units, identifying real life learning opportunities</li> <li>• Taking Action a focused outcome of integrated inquiry units</li> <li>• Plan around local or global events/activities, i.e. Matariki, language weeks</li> <li>• Passion Projects for Year 4-6 students</li> </ul>	Leadership Team Hub Leaders  Teachers Teachers  Patu teachers	All year Termly  Ongoing All year  Ongoing	<ul style="list-style-type: none"> <li>• Students involved in authentic and relevant learning opportunities</li> <li>• Greater engagement of students in learning</li> </ul>

## Evaluation - Build schoolwide internal evaluation practices to better determine the effectiveness of programmes and actions on student outcomes

### 3 Year Success Measures:

- Clear assessment practices across the school
- GROW Profile in full use by students and teachers to collect data on learner dispositions and goal setting
- The impact of teaching practice on student progress and achievement, is clearly identified by teachers and leaders

Initiative	Key Actions	Responsible	Timeframe	12 Month Milestone
3.a Develop a plan for internal evaluation based on identified needs through data and observation	<ul style="list-style-type: none"> <li>• ERO internal evaluation workshop for BOT and Leadership team</li> <li>• Leadership team to identify areas of need for internal evaluation</li> <li>• Collect student and parent voice and analysis of findings</li> <li>• Robust dialogue during coaching sessions focusing on student progress, teacher shifts in practice, and evidence</li> <li>• Implement Practice Analysis Conversations in appraisal process</li> <li>• Tracking of past target students to monitor progress</li> </ul>	BOT & Leadership Team Leadership Team  Leadership Team Leadership & Teachers Leadership Team  Principal & DP	Term 1 Term 1  Ongoing Termly Term 2 & 3  Ongoing	<ul style="list-style-type: none"> <li>• Internal evaluation plan developed and implemented to identify success of impact on student achievement</li> <li>• Teachers more able to talk about the impact of their change in practice</li> </ul>
3.b Develop effective and meaningful assessment practices across the school	<ul style="list-style-type: none"> <li>• Trial revised assessment schedule</li> <li>• Develop rubrics for the data collection of student progress against learner dispositions, in relation to GROW</li> <li>• Self-assessment by students against the GROW profile</li> <li>• Develop school wide progressions for literacy in kidspeak</li> <li>• Strengthen the analysis of achievement information by teachers and leaders</li> <li>• Strengthen moderation practices across the school</li> <li>• Leadership team regularly discuss data to track progress towards annual targets</li> </ul>	Teachers Assessment Team  Teachers Assessment Team Assessment Team  Assessment Team Leadership Team	All year Term 1  Term 1 & 3 All year Ongoing  Termly Ongoing	<ul style="list-style-type: none"> <li>• Assessment schedule reviewed and updated for 2020</li> <li>• GROW rubric and literacy progressions used in teaching programmes and to gather student data</li> <li>• Greater consistency of teacher understanding of achievement levels</li> </ul>

## Student Achievement Plan - WRITING 2019

<b>Strategic Goal</b>	<b>Learning:</b> Strengthen strategies for equity and excellence for all students
<b>Annual Achievement Targets</b>	<ol style="list-style-type: none"> <li><b>Weka Hub</b> - To accelerate the progress of Year 2 students who were achieving below the expected level in writing, to achieve at by the end of 2019. (9 students)</li> <li><b>Tui Hub</b> - To accelerate the progress of Year 3 male students who were achieving below the expected level in writing, to achieve at by the end of 2019. (9 students)</li> </ol>
<b>2018 Baseline Data</b>	<ul style="list-style-type: none"> <li>8% of Year 1 students achieved at the expected e-asttle level for writing by the end of the year. 88% (53) achieved below. Remaining students were new entrants and therefore not assessed as they were all pre-writers.</li> <li>Of the 53 students who achieved below, 33 were boys and 15 were Maori.</li> <li>58% of Year 2 students achieved at or above the expected e-asttle level for writing by the end of the year. 42 (26)% achieved below.</li> <li>Of the 26 students who achieved below, 14 were boys and 12 were Maori.</li> </ul>

	<b>Planned Actions to Achieve Targets</b>	<b>Who</b>	<b>When</b>
1	Year 1-3 Hubs involved in ALL - Accelerated Learning in Literacy	Koru teacher, P	Terms 1-4
2	Increase literacy leadership capability by the establishment of a SIT team through participation in ALL - one leader from each Hub will participate and share learning across their Hub.	ALL Leads, P	Terms 1-4
3	Professional learning to build teacher capability and pedagogy in other acceleration strategies for writing so they recognise what works and why	Andrea, ALL Leads	Terms 1-2
4	Hubs to develop an action plan for their target students and review termly	Hub Leads	Terms 1-4
5	Regular discussion of progress and achievement of target students at Hub and leadership level	Teachers	Ongoing
6	Teacher inquiry to focus on target students and effective practice to accelerate their achievement in writing - teachers to complete 2 cycles of inquiry this year	Teachers	Terms 1-4
7	Hub writing programmes to contain launch of task, modelling, sharing, feedback, front loading, small group instruction, and time for students to write.	Teachers	Ongoing

8	Systems around tracking and collecting data to be developed to show equity and excellence for priority learners	Assessment Focus Team	Term 3
9	Regular moderation of writing tasks and OTJs across the school	Assessment Focus Team	Termly
10	Engage with whanau of writing target students to introduce ALL and how they can support at home	Teachers	Terms 2 & 3
11	Target student tracking and monitoring used as evidence of impact of 'teaching as inquiry' at coaching sessions	Leadership Team	Termly
12	Collect target student and whanau voice at several time points throughout the year, and establish forums to share and celebrate learning through whanau hui	ALL Leads, P	Termly
13	Focus on our GROW learner dispositions to support students to know and develop their own capabilities during writing	Teachers	Ongoing
14	Use of Seesaw to support students to reflect on their learning and share their writing with whanau to comment on	Teachers	Ongoing

## Student Achievement Plan - MATHEMATICS 2019

<b>Strategic Goal</b>	<b>Learning:</b> Strengthen strategies for equity and excellence for all students
<b>Annual Achievement Targets</b>	<p><b>3. Pukeko Hub</b> - To accelerate the progress of Year 4 students who were achieving below the expected level in mathematics, to achieve at by the end of 2019. (9 students)</p> <p><b>4. Ruru Hub</b> - To accelerate the progress of Year 5 students who were achieving below the expected level in mathematics, to achieve at by the end of 2019. (9 students)</p> <p><b>5. Kea Hub</b> - To accelerate the progress of Year 5/6 Maori and Pasifika students who were achieving below the expected level in mathematics, to achieve at by the end of 2019. (6 students)</p>
<b>2018 Baseline Data</b>	<ul style="list-style-type: none"> <li>• 66% of Year 3 students achieved at or above the expected curriculum level for mathematics by the end of the year. 33% (23) achieved below.</li> <li>• Of the 23 students who achieved below, 10 were boys and 7 were Maori.</li> <li>• 52% of Year 4 students achieved at or above the expected curriculum level for mathematics by the end of the year. 48% (33) achieved below.</li> <li>• Of the 33 students who achieved below, 20 were boys and 11 were Maori.</li> <li>• 56% of Year 5 students achieved at or above the expected curriculum level for mathematics by the end of the year. 44% (31) achieved below.</li> <li>• Of the 31 students who achieved below, 15 were boys and 17 were Maori and 3 were Pasifika.</li> </ul>

	<b>Planned Actions to Achieve Targets</b>	<b>Who</b>	<b>When</b>
1	Maths PLD in 2019 - continue focus on accelerated learning and internal evaluation to determine impact of change practice	Louise , teachers	Terms 1-4
2	Year 4-6 Hubs involved in ALiM - Accelerated Learning in Mathematics	Patu teachers, DP	Terms 1-4
3	Increase mathematical leadership capability by the establishment of a SIT team through participation in ALiM - One leader from each Hub will participate and share learning across their Hub	ALiM Leads, DP	Terms 1-4
4	Professional learning to build teacher capability and pedagogy in other acceleration strategies so they recognise what works and why	Louise, Maths Leads	Terms 1-4
5	Hubs to develop an action plan for their target students and review termly	Hub Leads	Terms 1-4

6	Regular discussion of progress and achievement of target students at Hub and leadership level	Teachers	Ongoing
7	Teacher inquiry to focus on target students and effective practice to accelerate their achievement in mathematics - teachers to complete 2 cycles of inquiry this year	Teachers	Terms 1-4
8	Hub maths programmes to contain daily maths instruction with mixed ability grouping, front loading, hot spots, rich tasks, use of materials, relevant games and practice activities, maintenance of previous learning, talk moves, voicing and recording of student's thinking	Teachers	Ongoing
9	Systems around tracking and collecting data to be developed to show equity and excellence for priority learners	Assessment Focus Team	Term 3
10	Regular moderation of maths tasks and OTJs across the school	Assessment Focus Team	Termly
11	Engage with whanau of maths target students to introduce ALiM and how they can support at home	Patu Teachers	Terms 2 & 3
12	Target student tracking and monitoring used as evidence of impact of 'teaching as inquiry' at coaching sessions	Leadership Team	Termly
13	Collect target student and whanau voice at several time points throughout the year, and establish forums to share and celebrate learning through whanau hui	ALiM Leads, DP	Termly
14	Focus on our GROW learner dispositions to support students to know and develop their own capabilities during writing	Teachers	Ongoing
15	Use of Seesaw to support students to reflect on their learning and share their maths learning with whanau to comment on	Teachers	Ongoing

## Student Achievement Plan - SEESAW 2019

<b>Strategic Goal</b>	<b>Engagement</b> - Deliver a rich and relevant curriculum which engages and empowers learners
<b>Annual Achievement Targets</b>	<b>6. To increase the number of students and parents using Seesaw</b>
<b>2018 Baseline Data</b>	<ul style="list-style-type: none"> <li>Seesaw was introduced into the school in 2016. It was seen as a worthwhile tool for students and parents. Students would use Seesaw to record and reflect on their learning, parents would use it to engage with school and be actively involved in their child's learning. Teachers trialled Seesaw across the school with various levels of engagement, depending on teacher knowledge, confidence and commitment.</li> <li>In 2017 the paid version of Seesaw was used by Year 4 to 6 classes. Year 1 to 3 classes were expected to continue to use the free version. The use of Seesaw continued to vary from teacher to teacher. Senior classes were integrating it more into teaching and learning programmes.</li> <li>All classes had difficulty getting all parents on board. Some classes had greater success than others.</li> </ul>

	<b>Planned Actions to Achieve Targets</b>	<b>Who</b>	<b>When</b>
1	Establishment of the ICT Focus team to drive Seesaw across the school	Leadership Team	Term 1
2	Action plan to be developed by the ICT Focus team <ul style="list-style-type: none"> <li>Purpose of Seesaw</li> <li>Expectations</li> <li>How to address the barriers for use</li> <li>Parent engagement</li> </ul>	ICT Focus Team	Term 1
3	Paid version of Seesaw for Year 4, 5 and 6 classes (funded by the school), free version for Year 1, 2 and 3 classes	ICT Lead	Term 1
4	Individual or group professional learning provided to any teachers and support staff that may require it	ICT Focus Team	Term 1-2
5	Seesaw promoted in communications home - newsletters, Facebook, email, Skool Loop	Principal/ICT Lead	Ongoing
6	3 Way Learning Conversations used as a forum for signing parents up to Seesaw and to explain its purpose	Teachers	Term 1
7	Opportunities for teachers to share how they are using Seesaw in the classroom	Teachers	Ongoing
8	Develop a video showing how students use Seesaw and how parents can access the app	ICT Focus Team	Term 1

