



St Joseph's College Geelong Information and Communication Technology (ICT) ICT Strategic Plan 2013 – 2017

Vision Statement for ICT

All students will leave school with an appreciation of the impact of ICT on their world and will leave as efficient, effective and responsible users of ICT.

Leadership

- ICT enhances leadership to meet the expectations and respond effectively to the possibilities of today's and tomorrow's educational environments.

Learning and Teaching

- Teachers integrate ICT into learning, assessment and reporting in ways that transform learning into more interactive and engaging environments for students and parents.

ICT Professional Learning

- Teachers routinely share with other teachers locally and globally and engage in professional learning that develops their ICT skills and their integration of ICT.

Learning Spaces

- Learning spaces integrate flexible physical spaces and interactive online spaces to provide continual seamless links to resources, local communities and global communities.

ICT Infrastructure

- Reliable ICT infrastructure and technical support provides highly accessible and efficient use of ICT for learning, teaching and administration.

Administration

- The school uses ICT for the efficient and effective delivery of all business processes.

Consultation

- All teaching staff – **ICT Review Tool**: The online review was completed by staff. All questions and reports have been independently delivered through the Catholic Education Victoria Network (CEVN) website.
- Teachers Survey - 2013 eSmart Staff Survey Report
- Administrative staff – discussion with key personnel
- Parents Survey – 2013 eSmart Parent Survey Report
- Students – classroom discussions; pilot programs; surveys

Resources

The following resources were used in the compilation of this document

Inter-diocesan ICT Key Learning Stages Framework

The Victorian Dioceses have identified four stages in implementing the use of ICT in the curriculum.

<https://cevn.ceo.melb.catholic.edu.au> under Curriculum Support/ CECV-ICT Learning Stages Framework

MCEETYA Learning in an Online World: *Contemporary Learning Statement*

This publication is the overarching statement from the *Learning in an Online World* and describes the environment, articulates the national policy framework and identifies significant actions required. http://www.mceetya.edu.au/verve/_resources/ICT_LearningOnlineWorld-ContemporaryLearning.pdf

MCEETYA Learning in an Online World: *Pedagogy Strategy*

This focuses on ICT as an enabler of good pedagogy. http://www.mceetya.edu.au/verve/_resources/ICT_LearningOnlineWorld-PedagogyStrategy.pdf

MCEETYA Learning in an Online World: *Leadership Strategy*

The Leadership Strategy focuses on leadership response to the expectations, challenges and possibilities of 21st century education.

http://www.curriculum.edu.au/verve/_resources/ICT_LearningOnlineWorld-LeadershipStrategy.pdf

Department of Education, employment & Workplace Relations. *Digital Education Revolution 2008*

<http://www.digitaleducationrevolution.gov.au/resources/guide/about/default.htm>

MCEETYA Learning Spaces Framework 2008 Design learning spaces that integrate technologies, engaging students in ways not previously possible.

http://www.curriculum.edu.au/verve/_resources/ICT_LearningOnlineWorld-LearningSpacesFWork.pdf

MCEETYA Learning Architecture Framework 2008

A guide for school leaders and network architects for the development of a coordinated plan to deliver IT infrastructure that underpins a school's vision for elearning.

http://www.curriculum.edu.au/verve/_resources/ICT_LearningOnlineWorld-LearningArchitectureFWork.pdf

MCEETYA Bandwidth Implementation 2006 (p 4) The National Implementation Plan (2004–05) provides the detail critical to realising the intent of the action plan, including identification of opportunities for collaborative work with the other education sectors and Commonwealth agencies.

http://www.curriculum.edu.au/verve/_resources/ICT_LearningOnlineWorld-BandwidthImplementationPlan.pdf

Assessment of the Current ICT Environment

Audit of The ICT Infrastructure Including Age of Computers

- *Appendix 1: ICT Infrastructure Audit*
- Refer also to the ICT Infrastructure section within this ICT Strategic Plan document

Student Computer Ratio

- All students have laptops

Capacity of Air Conditioning, Electrical Components and Cabling

- Air conditioning – 17 areas - all computer rooms with more than 5 computers
- Electrical components
 - double GPO's per PC
 - isolation switches in all computer labs
 - UPS devices on all servers and administration staff desktops
 - Electrical substation on-site capable of expansion for increased power requirements
- Cabling
 - Cat 5E for general LAN points
 - fibre optic 10GB between cores 1GB between all switches
 - wireless point-to-point to link some buildings and wireless link 802.11n for laptop access around school

Security

- Internal and external surveillance cameras
- All major buildings and computer areas are alarmed and connected to security firm
- Security firm monitors school grounds nightly

Technical Support

- *Appendix 3: Role Statements for ICT Support Staff*
 - Director of ICT – Management, ICT Professional Learning support and Teaching
 - Computer Services Manager – Full time technical
 - Network Manager – Full time technical
 - Computer Technician – Full time technical
 - Database Manager – Teaching and management
 - Web Manager – Teaching and management

ICT Capabilities of the Students

- No objective test of the students at all Year Levels has occurred.

ICT Capabilities of Staff and Provision for Professional Learning

- Current procedures
 - A key focus for professional learning should be the understanding and use of ICT to enhance learning
 - Teachers need time for curriculum development to integrate ICT
 - Teachers need time for professional learning in understanding and using ICT for teaching and learning
 - On-site assistance for ICT skills and ICT integration – Director of ICT, Tech Coaches (teachers given time to assist other teachers), Texperts (students trained to help teachers and other students)
 - ICT professional learning occurs for all staff as strategic software skills or integration of ICT requires attention
 - External ICT professional learning occurs on request

Internet Access

- Access – 200MB/200MB synchronous cable
- Backup access – 50MB/20MB ADSL through CEVN

ICT Implementation Plan

The Outcomes, Goals and Implementation Strategies follows this section

Leadership

Leadership

Vision: *ICT enhances leadership to meet the expectations and respond effectively to the possibilities of today's and tomorrow's educational environments.*

Leadership strategies and practices that support seamless integration of ICT within contemporary learning environments

Current practice

Appendix 6: Current ICT Plan 2008-2012

Research into the use of emerging technologies is ongoing and is used to inform planning for administrative procedures, future resources, future building, teaching practice and professional learning.

Review and documentation of progress towards the goals within the ICT Plan occurs through teacher surveys; anecdotal reports of classroom integration; skills checklists for teachers; budget monitoring via spreadsheets and Accounts reports; updating of ICT procedures manual; annual reports to the College Board.

2012 – Establishment of Technology Coaches to assist staff with the integration of ICT.

2012 – Establishment of an eSmart Committee

2013 – Completion of eSmart Curriculum through the Alannah & Madeline Foundation. Full implementation to begin in 2014.

2013 – Completion of DER funding program

Goals 2013 – 2017

- To review the ICT Strategic Plan to ensure that is aligned with views of the school community and is referenced by the appropriate National, State and Catholic policies.
- To evaluate using annual surveys, the effects of integrating ICT within teaching, learning and administration.
- To submit annual reports that document the progress towards the goals within the ICT Plan

- Regular meetings to ensure eSmart Curriculum is implemented and sustained

- To continue current budget planning to ensure a steady spending pattern that will achieve the school's goals for ICT integration

Intended Outcomes

The school has a clearly articulated shared vision for ICT in teaching, learning and administration, as a result of collaboratively consulting with key stakeholders and makes reference to the appropriate National, State and Catholic policies.

eLearning leadership is distributed across the school to ensure the integration of ICT is a focus in planning.

The school follows eSmart principles for the smart, safe, responsible use of ICT.

ICT resources are up-to-date and allow the school to respond to modern trends and rapidly take advantage of future improvements in ICT delivery and infrastructure.

Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	Time frame	Budget	Review
<p><i>The school has a clearly articulated shared vision for ICT in teaching, learning and administration, as a result of collaboratively consulting with key stakeholders and makes reference to the appropriate National, State and Catholic policies.</i></p> <ul style="list-style-type: none"> To review the ICT Strategic Plan to ensure that is aligned with views of the school community and is referenced by the appropriate National, State and Catholic policies. To evaluate using annual surveys, the effects of integrating ICT within teaching, learning and administration. To submit annual reports that document the progress towards the goals within the ICT Plan 	<p>eSmart survey of parents and teachers</p> <p>Reference to National, State and Catholic policies</p> <p>Discuss criteria with eSmart Committee, Curriculum Committee and Tech Coaches group</p> <p>Establish reliable methods of collecting data evaluating the effects of ICT within teaching, learning and administration</p>	<p>Dir of ICT</p> <p>Dir of ICT</p> <p>Dir of ICT</p> <p>Dir of ICT</p>	<p>Continuous</p>		<p>Annual</p>
<p><i>eLearning leadership is distributed across the school to ensure the integration of ICT is a focus in planning.</i></p> <ul style="list-style-type: none"> Regular meetings to ensure eSmart Curriculum is implemented and sustained Align integration of ICT with AusVELS criteria 	<p>Set up DL based collaborative teams</p> <p>DL Co-ordinator becomes responsible for strategic leadership for ICT within DL</p> <p>Documentation of ICT integration strategies used in each subject area</p>	<p>Dir of ICT</p> <p>ICT Integration Teams</p> <p>DL Co-ordinators / Dir ICT</p>	<p>Continuous</p>		<p>Annual</p>
<p><i>ICT resources are up-to-date and allow the school to respond to modern trends and rapidly take advantage of future improvements in ICT delivery and infrastructure.</i></p> <ul style="list-style-type: none"> To continue current budget planning to ensure a steady spending pattern that will achieve the school's goals for ICT integration 	<p>Maintain budget plans which are always forward-planned to the life of the current equipment.</p> <p>Review ICT priorities to adapt to current pedagogical trends and emerging technologies – conferences, professional learning, magazines, newspapers, online subscriptions, school visits, purchase of new software and hardware for testing</p>	<p>ICT Committee</p>	<p>Continuous</p>		<p>Annual</p>

Teaching and Learning

Teaching and Learning

Vision: Teachers integrate ICT into learning, assessment and reporting in ways that transform learning into more interactive and engaging environments for students and parents

Pedagogical approaches that integrate ICT to enhance achievement create new learning opportunities and extend interaction with local and global communities.

Current practice

Improving student assessment and reporting

- Reporting occurs as an on-going process through the use of homework Tasks and Assessment Tasks in the intranet. This is available to parents through the Parent Access Module.
- Data is analysed for the learning decision making processes

Analysis of data to improve learning and teaching currently involves

- Centralising student assessment data to a common digital format
- Monitoring and benchmarking analysis of
 - AIM (Achievement Improvement Monitor) results at Yr7 and Yr9 pre-2008
 - NAPLAN (National Assessment Program in Literacy and Numeracy) at Yr7 and Yr9 from 2008
 - ACER Progressive Achievement Test (PAT) assessments in literacy and numeracy for Yr7 prior to beginning at St Joseph's
 - ACER Middle Years Ability Test (MYAT) for Year 9 students
 - VCE study score and ENTER score
- Analysis of data on health issues and specific learning difficulties and giftedness
- Analysis of behavioural data
- Benchmarking analysis allows
 - monitoring of student progress
 - timely identification of students performing outside expected level based on previous assessments

Goals 2013 – 2017

Improving student assessment and reporting

To increase in the accuracy, accessibility and reliability of analysis of data to improve learning and teaching

To use data analysis to

- help develop and monitor curriculum performance
- allow the assessment of pedagogical approaches
- allow a far more objective measure of the impact changes might have on any aspect a student's learning experience

Intended Outcomes

ICT is used to analyse data related to student learning in order to improve broader curriculum delivery issues and in order to provide timely intervention strategies to assist individual students overcome learning difficulties and cater for individual learning styles and abilities.

<p>Action from analysis</p> <ul style="list-style-type: none"> • Identified students are individually surveyed to identify possible causative factors. • If a number of students have demonstrated an above or below expectation performance this can be use to specifically identify <ul style="list-style-type: none"> ○ curriculum strengths and weaknesses ○ timetabling anomalies ○ non-inclusive or inclusive pedagogies ○ student welfare concerns and ○ a number of other important student centred phenomena. • Distribution of analytical trends can also be used to inform teachers and leads to learning environments that are far more specifically tailored for individual students' needs. <p>Parental involvement in the educational process</p> <ul style="list-style-type: none"> • Parents are involved in subject selection from year 8-12 through printed information, parent/teacher interviews and information evenings • Parents currently have no direct access to online data • Parents have on-going access to current subject assessments as they occur • Staff currently have good access to assessment data in the form of Global Student Progressive Assessment Tables (GSPAT) a monitoring system that can be used to identify changes in student performance data longitudinally from year to year. <p>ICT used to provide for culturally diverse perspectives</p> <ul style="list-style-type: none"> • Digital content is accessed online and locally and via the Internet <p>ICT used to personalise and extend learning</p> <ul style="list-style-type: none"> • Teachers set a variety of topics and differential rubrics • Student-centred activities which allow for collaboration within class groups 	<p>To provide secure and reliable data access to be used as a basis for discussion of student progress with students and parents.</p> <p>To facilitate parental involvement in the educational process</p> <p>ICT used to provide for culturally diverse perspectives</p> <ul style="list-style-type: none"> • To expand online Internet content and local resources • To collaborate with global communities of diverse cultural types <p>ICT used to personalise and extend learning</p> <ul style="list-style-type: none"> • To continue with student personal laptops • To enable students to work individually and collaboratively within the class and with others beyond the class (other students, teachers or 	<p>ICT structures provide parents with effective communication avenues with the school.</p> <p>ICT readily allows parents access to engage in the learning process. It enables them to more accurately track the educational progress of their children by providing timely feedback and on-going secure reporting of student learning progress and welfare.</p> <p>ICT is used to connect with a diverse range of cultures and resources</p> <p>In a 1:1 environment students and teachers with their own laptops facilitate better electronic interactions and sharing of content and ideas.</p>
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<ul style="list-style-type: none"> Students irregularly integrate ICT within most subjects to: <ul style="list-style-type: none"> Investigate and research Test systems Solve problems and think critically Scaffold writing Create new understandings Manage information Collaborate, share and communicate with others mainly within the school Some use of ICT to support students to self-regulate their learning <p>Safe and secure access to ICT</p> <ul style="list-style-type: none"> There is a high level of security and safety employed by network settings and filtering software Access to internet content and technologies is restrained by filtering software An eSmart Curriculum provides structure for the teaching of smart, safe and responsible use of ICT <p>Measuring and monitoring students' ICT capabilities</p> <ul style="list-style-type: none"> All students do at least one ICT subject in Years 7-10 where teaching and assessment of skills occurs ICT is used in all classes for production of digital content using a variety of software No specific cumulative data on the ICT skills and capabilities of students 	<p>experts) on authentic tasks</p> <ul style="list-style-type: none"> To develop this integration within all subjects on a regular basis <ul style="list-style-type: none"> Investigate and research Test systems Solve problems and think critically Scaffold writing Create new understandings Manage information Collaborate, share and communicate with others within the school and beyond To develop online student personal learning spaces where they can reflect on their learning and plan personal learning pathways <ul style="list-style-type: none"> ePortfoliios eJournals access to cumulative assessment access to personal data on learning styles and abilities goal setting <p>Safe and secure access to ICT</p> <ul style="list-style-type: none"> To maintain high levels of security and safety for access to ICT To investigate and implement improved filtering and access for educational purposes To develop of SIMON Learning Areas to provide safe and secure access to Web 2.0 technologies in ways that parallel the external use of such technologies To integrate compulsory courses for students to educate them on being safe, effective and efficient uses of ICT Student surveys report the level of cybersafety experienced by students <p>Measuring and monitoring students' ICT capabilities</p> <ul style="list-style-type: none"> To collect data on ICT skills and capabilities of students To provide online self-paced courses to provide certification of some ICT skills and capabilities 	<p>Teachers use ICT systems that facilitate the creation, sharing, reviewing and integration of digital content within the school and globally.</p> <p>Establish local and global learning communities which contribute to learning for students</p> <p>ICT structures provide students with the means to assist them reflect on their learning and in planning their educational pathways.</p> <p>Students and teachers have safe, open access to utilise technologies for learning in ways that parallel uses outside the school.</p> <p>The use of ICT in school educates students to be highly aware and safe online users and more efficient and effective users of ICT beyond school.</p> <p>Students and school maintain an ePortfolio of ICT capabilities and certification of ICT courses and skills.</p>
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<p>Sharing of information, practices and understandings across schools</p> <ul style="list-style-type: none"> • Email to colleagues • Online teaching groups and subscriber groups • Very little online publishing by teachers or administrators 	<ul style="list-style-type: none"> • To use AusVELS reporting to include progression points in ICT <p>Sharing of information, practices and understandings across schools</p> <ul style="list-style-type: none"> • To have all teachers and administrators subscribe to professional lists • To encourage all teachers and administrators to share and publish ideas, materials and work practices with online groups via subscriber groups, blogs or websites 	<p>Teachers and administrators share and publish ideas, materials and work practices across schools locally and globally.</p>
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Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	Time frame	Budget	Review
<p><i>ICT is used to analyse data related to student learning in order to improve broader curriculum delivery issues and in order to provide timely intervention strategies to assist individual students overcome learning difficulties and cater for individual learning styles and abilities..</i></p> <ul style="list-style-type: none"> • To increase in the accuracy, accessibility and reliability of analysis of data to improve learning and teaching • To use data analysis to <ul style="list-style-type: none"> ○ help develop and monitor curriculum performance ○ allow the assessment of pedagogical approaches ○ allow a far more objective measure of the impact changes might have on any aspect a student’s learning experience 	<ul style="list-style-type: none"> • Continuation to improve GSPAT benchmarking analysis to allow further identifications of trends that may be impinging on learning • Expansion of the GSPAT to include standardised testing of Year 10 cohorts, probably an ACER MYAT equivalent. • Incorporation of the “on demand testing” facility from the AIM Data Service to incorporate adaptive testing models to more clearly identify the abilities of students with learning difficulties and those that might be gifted. • Systemising the interview process of “struggling” middle year’s students to produce quantifiable data that could be used to identify commonalities in student performance factors. • Further development of database that would allow <ul style="list-style-type: none"> ○ a more general monitoring of student progress ○ tracking systems that would include “live” data bases that allow all current assessments to be incorporated as soon as teachers recorded results ○ parents to have access to “live” data base online ○ a reduction in parent reliance on infrequent parent/teacher interviews • Identification of non-assessment based influences on student performance through analysis of data on: <ul style="list-style-type: none"> ○ health issues ○ behavioural issues ○ family circumstances ○ specific learning difficulties 	<p>Database Manager Learning Enhancement Co-ordinator (LEC) Dir Curriculum and DL Co-ord’s Ed Support Co-ord</p>	<p>Ongoing</p>		<p>Annual</p>

<ul style="list-style-type: none"> To develop this integration within all subjects on a regular basis <ul style="list-style-type: none"> Investigate and research Test systems Solve problems and think critically Scaffold writing Create new understandings Manage information Collaborate, share and communicate with others within the school and beyond <p><i>ICT structures provide students with the means to assist them reflect on their learning and in planning their educational pathways.</i></p> <ul style="list-style-type: none"> To develop online student personal learning spaces where they can reflect on their learning and plan personal learning pathways <ul style="list-style-type: none"> ePortfolios eJournals access to cumulative assessment access to personal data on learning styles and abilities goal setting <p><i>Students and teachers have safe, open access to utilise technologies for learning in ways that parallel uses outside the school.</i></p> <p><i>The use of ICT in school educates students to be highly aware and safe online users and more efficient and effective users of ICT beyond school.</i></p> <ul style="list-style-type: none"> To maintain high levels of security and safety for access to ICT To investigate and implement improved filtering and access for educational purposes To develop of SIMON Learning Areas to provide safe and secure access to Web 2.0 technologies in ways that parallel the external use of such technologies To integrate compulsory courses for students to educate them on being safe, effective and efficient uses of ICT 	<p>Use of DyKnow software to provide personalized interactions between teachers' and students' laptops and allow teachers to monitor and control a classroom of laptops.</p> <p>Continue with the use of Campus Guides for delivery of digital resources through the school library</p> <p>Investigate and trial the use of Weebly webspaces and Google Docs/Google Drive/MS Sky Drive</p> <p>Implementation of SIMON Learning Areas to provide class learning space and student personal space</p> <p>Development of secure and safe blog sites for all staff and students</p> <p>Establish some projects involving connections with teams locally and globally</p> <p>Investigate and implement software to provide improved use of ICT for thinking, creativity and communication</p> <p>Develop better use of podcasting and vodcasting</p> <p>Develop and implement SIMON Learning Areas as class and personal spaces</p> <p>Implementation of a parent driven Home Filtering option of student laptops</p> <p>Investigate safe Web 2.0 technologies outside SIMON – implement if required</p> <p>Implementation of the eSmart Curriculum across all Year Levels</p>	<p>Dir ICT</p> <p>Librarian</p> <p>Dir ICT, Dir Curric, DL Co-ord's</p> <p>Dir ICT</p> <p>Dir ICT; DL</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Refer to software budget</p>	<p>Annual</p> <p>Annual</p> <p>Annual</p> <p>Annual</p>
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<p><i>Students and school maintain an ePortfolio of ICT capabilities and certification of ICT courses and skills.</i></p> <ul style="list-style-type: none"> • To collect data on ICT skills and capabilities of students • To provide online self-paced courses to provide certification of some ICT skills and capabilities • To use VELs (Victorian Essential Learning Standards) reporting to include progression points in ICT <p><i>Teachers and administrators share and publish ideas, materials and work practices across schools locally and globally.</i></p> <ul style="list-style-type: none"> • To have all teachers and administrators subscribe to professional lists • To encourage all teachers and administrators to share and publish ideas, materials and work practices with online groups via subscriber groups, blogs or websites 	<p>Use of ALISON or other such online courses to certify skills VELs reporting to include ICT progression</p> <p>Each DL to establish links with others online Staff setup blogs in educational space</p> <p>Staff post ideas, replies and coursework online</p>	<p>Dir Curric Dir ICT; DL</p>	<p>Ongoing</p> <p>Ongoing</p>		<p>Annual</p> <p>Annual</p>
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ICT Professional Learning

ICT Professional Learning

A professional learning culture that considers safe, equitable and ethical use of ICT and is responsive to the changing digital environment.

Vision: Teachers are involved in professional learning that continually develops their ICT skills and develops pedagogies that integrate ICT in the learning process which is routinely shared with other teachers locally and globally.

Current practice

Prioritisation of professional learning with ICT and about ICT

- Appropriate priority within total Professional Learning program
- ICT Review shows time and access professional learning with ICT and about ICT is a problem for staff
- Basic skills in general applications, communication, internet research, administrative procedures and computer care is covered by all teachers
- In-house and external tuition for specific skills with applications or integration into teaching practice is provided for:
 - Individuals, DL/subject groups, administration groups, ICT Integration Team, whole staff
- Most professional learning is timely, focussed and practical
- Use of Tech Coaches extended to cover 24 periods per week.
- Tech Coaches assist teachers integrate ICT in class or provide training out of class
- Some useful on-going and reflective learning occurring within the SIF program

Development of Professional Learning Plans

- Being developed through the use of Staff PD website

Goals 2013 – 2017

Prioritisation of professional learning with ICT and about ICT

- To develop to a high priority within total Professional Learning program
- To establish a formal process for developing and recording ICT skill development for the use of ICT and for the integration of ICT within teaching and learning and administration
- To ensure that course writing includes specific integration of ICT for teachers and for student use
- To provide more time and access for professional learning with ICT and about ICT
- To maintain flexible delivery of ICT professional learning through face-to-face and online activities provided by in-house colleagues or external experts
- To continue with the Tech Coaches program to provide time for staff to support others in professional learning with ICT and about ICT

To develop Professional Learning Plans that:

- Are regularly audited
- Take into account individual, school and system needs and targets
- Enable on-going access and flexible use of resources

To develop an online database to enable teachers and administrative staff record achievement of individual, school and system targets for the use of ICT

Intended Outcomes

There is a high priority of professional learning with ICT and about ICT.

Professional learning with and about ICT allows teachers to:

- Explore, understand and utilise ICT in teaching, communication, management and administration
- Integrate ICT in ways that produce more effective and more efficient teaching and learning
- Evaluate, create and share online learning resources with colleagues and students locally and globally

Staff members maintain Professional Learning Plans and the impact of ICT professional learning is constantly evaluated on the basis of meeting individual, school and system needs and targets.

Sharing of innovative practice <ul style="list-style-type: none"> DL based sharing occurs within DL meetings and during course writing 	To share innovative practice <ul style="list-style-type: none"> Maintenance of DL based sharing Publishing of innovative practice online Development of “experts” list to assist others learning specific practices 	Teachers use ICT tools to plan, access and share professional learning online within the school network and globally in timely, focussed and practical ways.
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Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	Time frame	Budget	Review
<p><i>There is a high priority of professional learning with ICT and about ICT.</i></p> <p><i>Professional learning with and about ICT allows teachers to:</i></p> <ul style="list-style-type: none"> <i>Explore, understand and utilise ICT in teaching, communication, management and administration</i> <i>Integrate ICT in ways that produce more effective and more efficient teaching and learning</i> <i>Evaluate, create and share online learning resources with colleagues and students locally and globally</i> To develop to a high priority within total Professional Learning program To establish a formal process for recording ICT skill development and for the integration of ICT within teaching, learning and administration To ensure that course writing includes specific integration of ICT for teachers and for student use To continue with the Tech Coaches program to provide time for staff to support others in professional learning with ICT and about ICT To maintain flexible delivery of ICT professional learning through face-to-face and online activities provided by in-house colleagues or external experts 	<p>Use eSmart survey as the basis for understanding ICT PD needs of teachers and to assist in setting goals Set specific dates for ICT inservices</p> <p>Staff PD website used to record ICT skills and PD</p> <p>Audit and rewriting of courses</p> <p>Establish a train-the-trainer model with time given to trainers to work with others Employ ICT Coaches to assist integrate ICT in the classroom Utilise emergency to cover teachers doing PD Increased teacher/staff PD to implement 1:1 computing</p> <p>Utilise DL meeting time</p>	<p>Dir ICT</p> <p>Dir ICT</p> <p>Dir ICT; Prof Dev’t Co-ord; Dir Curric</p> <p>Prof Dev’t Co-ord</p> <p>Database Manager; Outsourcing</p> <p>Dir Curric; DL</p>	<p>On-going</p>	<p>\$3,000</p> <p>\$40,000</p>	<p>Annual</p>

<p>Staff members maintain Professional Learning Plans and the impact of ICT professional learning is constantly evaluated on the basis of meeting individual, school and system needs and targets.</p> <ul style="list-style-type: none"> • To development of Professional Learning Plans that: <ul style="list-style-type: none"> ○ Are regularly audited ○ Take into account individual, school and system needs and targets ○ Enable on-going access and flexible use of resources • To develop an online database to enable teachers and administrative staff record achievement of individual, school and system targets for the use of ICT 	<p>Professional Learning Plan template developed</p> <p>Online database developed to allow entry of information on all aspects and allow auditing</p>	<p>Dir ICT</p> <p>Dir ICT</p> <p>Dir ICT</p>	<p>2015</p>		<p>Annual</p>
<p>Teachers use ICT tools to plan, access and share professional learning online within the school network and globally in timely, focussed and practical ways.</p> <p>To share innovative practice</p> <ul style="list-style-type: none"> • Maintenance of DL based sharing • Publishing of innovative practice online • Development of “experts” list to assist others learning specific practices 	<p>Use of DL meetings to share ideas</p> <p>Subscription of teachers to online groups</p> <p>Development of teacher blogs and forums</p> <p>Published list used to assist others to find people to help with specific ICT advice</p>	<p>Prof Dev’t Co-ord; Dir Curric</p> <p>Prof Dev’t Co-ord</p> <p>DL Co-ord’s Dir ICT</p>	<p>2014</p>		<p>Annual</p>

Learning Spaces

Learning Spaces

Learning spaces designed so that they connect school, home and community learning, increasing flexibility and supporting learning outside the school buildings and beyond the conventional school day.

Vision: Learning spaces integrate flexible physical spaces and interactive online spaces to provide continual seamless links to resources both within the campus and through interactions with personal spaces, local communities and global communities.

Current practice

Interaction and collaboration beyond the classroom

- SIMON Intranet Learning Areas used to store student resources
- Some staff digital content is stored within networked servers which are not available beyond the school LAN
- Use of Campus Guides to deliver digital content from the library databases
- ClickView provides delivery of video content on and off campus
- Web-based library catalogue with federated searching of other libraries and online reference services and online subscriptions are available 24/7 essentially one-way provision of information
- Generally software is purchased with network licencing to allow programs to available for use throughout the school
- Parental/family connections to the Intranet via PAM (Parent Access Module) to allow them access to resources, behaviour incidents, timetable, real-time assessment marks and comments, reports

Classroom flexibility

- All classrooms have LAN and wireless access
- Desk movement can be configured for group work in most classrooms

Goals 2013 – 2017

Interaction and collaboration beyond the classroom

- Continue the use of SIMON as the CMS for student resources
- To provide some courses online for students within the school and outside the school.
- To expand empowerment features of library catalogue and subscription connections to provide more interactive communication between teachers, students and parents and online experts
- To expand the ranges of programs and resources
- To develop curriculum based websites for delivery of lessons
- To create “flipped” classrooms

Classrooms flexibility

- To adapt classroom furniture to assist in more flexible configurations required for collaborative group work
- To move from iPads on trolleys to allow access to Apple Apps to Windows 8 Apps on the student laptops

Intended Outcomes

24/7 access to e-learning spaces is available through a secure intranet set up for all classes where students and teachers publish and share resources and ideas; participate in discussions; collect and submit work online; and receive assessment and feedback online.

Establish local and global learning communities which contribute to learning for students

Maintain a system of quality assured digital resources that are easy to locate, access and use.

All physical learning spaces are ICT ready for the use of wired or wireless mobile technologies and where possible allow for the flexible arrangements of groups for collaborative learning.

Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	Time frame	Budget	Review
<p><i>24/7 access to e-learning spaces is available through a secure intranet set up for all classes where students and teachers publish and share resources and ideas; participate in discussions; collect and submit work online; and receive assessment and feedback online.</i></p> <p><i>Establish local and global learning communities which contribute to learning for students</i></p> <p><i>Maintain a system of quality assured digital resources that are easy to locate, access and use.</i></p> <ul style="list-style-type: none"> • Continue the use of SIMON as the CMS for student resources • To provide some courses online for students within the school and outside the school. • To expand empowerment features of library catalogue and subscription connections to provide more interactive communication between teachers, students and parents and online experts • To expand the ranges of programs and resources • To develop curriculum based websites for delivery of lessons • To create “flipped” classrooms 	<p>Training of staff</p> <p>Training of students</p> <p>Use of Campus Guides</p> <p>Update Library catalogue system</p> <p>Use of Weebly.com to build websites</p> <p>Training of staff</p>	<p>Dir ICT; Database Manager; SIMON Developers</p>	<p>On-going</p>	<p>\$9,000 pa</p>	<p>Annual</p>
<p><i>All physical learning spaces are ICT ready for the use of wired or wireless mobile technologies and where possible allow for the flexible arrangements of groups for collaborative learning.</i></p> <ul style="list-style-type: none"> • To adapt classroom furniture to assist in more flexible configurations required for collaborative group work • To move from iPads on trolleys to allow access to Apple Apps to Windows 8 Apps on the student laptops 	<p>Audit furniture and update when needed with flexible furniture</p> <p>Move all laptops to Windows 8.1 - 2014</p>	<p>Dir ICT; CSM</p> <p>Dir ICT; CSM</p>	<p>On-going</p>		<p>Annual</p>

ICT Infrastructure

ICT infrastructure

The infrastructure that supports teachers, students and administrators to effectively plan, design, deliver, assess and report for contemporary learning.

Vision: Reliable ICT infrastructure and technical support provides highly accessible and efficient use of ICT for learning, teaching and administration

Current practice

Appendix 8: ICT Annual Report 2008

2014 Equipment

Physical Servers - 24

Virtualised Servers - 49

Student desktops - 22

Student notebooks - 1616

Total student computers - 1638

Staff desktops - 36

Staff notebooks - 190

Total Staff computers - 226

Total Computers - 1864

Total Student : Computer ratio - 1 : 1

Cabling - Twisted pair; fibre optic; Wireless

Network - 1GB Server Back Bone; 100Mb throughout school; 300MB Wireless Admin Building Replacement of switches and wireless access points; wireless 802.11n; Palo Alto firewall

Data points - 3000

Internet connection - Staff and Students – 20 Mb

Synchronous ADSL link via Telstra; SINA as the ISP

Second gateway – 100MB Synchronous Fibre Link, Neighbourhood Cable as ISP (separate service)

Backup system - Dedicated server controlling 30TB storage

Data Projectors - 74 in classrooms

Scanners - 17

Laser printers - 66

Colour Inkjet printers - 4

Copiers 8 B&W; 6 colour

Security Cameras – 60

Major Client PC software - Windows 7; Office 2010; Sony Vegas Studio; Adobe CS5; Microsoft EndPoint Protection; Papercut print control; Timetabler

Goals 2013 – 2017

Network

- To connect both Main and Westcourt campuses
- To maintain servers and network in excellent operating condition
- To move as many services as possible to Virtual servers
- To reduce printing by greater use of electronic file sharing
- To investigate the use of cloud drives for storage and applications
- Upgrade software as required
- Upgrade systems as required for ICON

Intended Outcomes

The ICT infrastructure provides an integrated, efficient system for the full range of teaching, learning and administrative requirements

Hardware, software and network infrastructure is systematically and routinely monitored and upgraded in light of emerging technologies and future requirements in curriculum and administration.

Major Server software - Linux, Windows Server 2008; VM ware; FileMaker Pro Server V5.5, SQL, MS Exchange 2010, SIMON Intranet, Follett Destiny Web Library Catalogue; ClickView; BrightMail spam filter; Lightspeed internet filter

Major Admin - WEB TASS

Hardware Delivery

- All teachers have personal laptops which are to be upgraded every 3 years
- All students have personal laptops hired from the school over 3 years
- Administrative staff have desktops if they do not receive a laptop
- Networked printers and photocopiers/scanners are available throughout the school
- Digital camera and video cameras available
- Servers and desktops are fitted with UPS
- Wireless access points 802.11n
- All servers and network switches/routers highly integrated using VLANs and capable of expansion
- All computer areas fitted with air conditioning
- Computer systems replaced on a 3 year cycle
- Multimedia projector systems installed in 46 rooms

Software Delivery

- Licencing agreements in place
- Network licences are purchased unless software is only required in specified specialist areas
- General Office and major application software is retained for specified time
- Purchasing must be justified to satisfy curriculum or administrative requirements

Backup Systems and Disaster Recovery

- Backup Server mirrors all critical data
- DRS procedures in place

Hardware Delivery

- To develop video conferencing systems

Software Delivery

- To continue current arrangements with software delivery
- Implement the use of Windows 8 apps

Backup Systems and Disaster Recovery

- To investigate other backup and disaster recovery methods
- To implement backup mirror servers for mission critical operations in another on-site location.

<p>Technical Support</p> <ul style="list-style-type: none"> All systems purchased with 3 year extended next day on-site warranty Outsourcing of tasks as required Online help desk system to log support jobs 3 technical staff – Computer Services Manager; Computer Support Officer; Computer Technician Performance of all ICT staff and services is managed and appraised annually by the Director of ICT <p>Budgeting of Resources</p> <ul style="list-style-type: none"> Annual operational and capital budgets are submitted to the Board 	<p>Technical Support</p> <ul style="list-style-type: none"> To continue current arrangements with technical support unless expansion to Westcourt Campus requires more staff <p>Budgeting of Resources</p> <ul style="list-style-type: none"> To continue current arrangements with budgeting 	<p>Technical support is readily available to minimise disruptions to learning, teaching and administration.</p> <p>ICT budgeting provides for continual upgrading to allow the school to rapidly take advantage of future improvements in ICT delivery and infrastructure.</p>
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Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	Time frame	Budget	Review
<p><i>The ICT infrastructure provides an integrated, efficient system for the full range of teaching, learning and administrative requirements</i></p> <p><i>Hardware, software and network infrastructure is systematically and routinely monitored and upgraded in light of emerging technologies and future requirements in curriculum and administration.</i></p> <p>Network</p> <ul style="list-style-type: none"> To connect both Main and Westcourt campuses To maintain servers and network in excellent operating condition To move as many services as possible to Virtual servers To reduce printing by greater use of electronic file sharing To investigate the use of cloud drives for storage and applications Upgrade software as required Upgrade systems as required for ICON 	<p>Infrastructure Audit</p> <p>Implement a link between the two campuses</p> <p>Investigation of Google Drive and MS Sky Drive</p> <p>Move to a preference of file sharing rather than printing</p>	<p>CSM / NM</p> <p>CSM</p> <p>Dir ICT</p>	<p>On-going</p>	<p>\$3,000</p> <p>\$100,000</p> <p>\$2,000</p> <p>-\$20,000</p>	<p>Annual</p>

Administration

Administration

The administrative practices that enable the effective management of information within and beyond the school community

Vision: The school uses ICT for the efficient and effective delivery of all business processes.

Current practice

System Enterprise Solutions exist for

- Most business operations
- Student records
- Timetabling
- Daily organisation
- Student attendance
- Content management for curriculum
- Improved student behaviour management
- Purchase orders
- Student assessment and reporting
- Data for tracking student progress
- Library
- Staff communication
- School website
- School Intranet
- Historical archival material

Automation of business and ICT administrative procedures occurs

Website used to:

- Communicate with parents, past students, prospective families, current staff and students, educational community, wider community
- Promote activities and events
- Promote the school

Systematic evaluation of SES's in relation to specific requirements.

Goals 2013 – 2017

To investigate and implement System Enterprise Solutions for:

- Online submission of updated personal details by parents
- Cohesive search engine for all digital resources across both library and curriculum content management systems
- Move historical archival material to web-based solution linked to website

- To develop automated processes as required

- To expand the promotion of the school to the wider community via the website

- To evaluate all System Enterprise Solutions to develop solutions that improve existing processes

Intended Outcomes

ICT improves the efficiency, quality and timeliness of school business

Automated processes reduce errors in completion of critical processes

Maintain a dynamic and informative website for communication and promotion of the school locally and globally.

Systematically and routinely evaluate SES's in relation to strategic plans.

Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	Time frame	Budget	Review
<i>ICT improves the efficiency, quality and timeliness of school business</i>					Annual
<p>To investigate and implement System Enterprise Solutions for:</p> <ul style="list-style-type: none"> • Online submission of updated personal details by parents • Cohesive search engine for all digital resources across both library and curriculum content management systems • Move historical archival material to web-based solution linked to website 	<p>Development of online registration system</p> <p>Investigation of better Library system and expanded use of Campus Guides</p> <p>Implementation of web-based archives</p>	<p>CSM</p> <p>Library Manager</p> <p>CSM Archives Manager</p>	<p>2014</p> <p>2014</p> <p>2014</p>	<p>\$10,000</p> <p>\$20,000</p> <p>\$5,000</p>	
<p><i>Automated processes reduce errors in completion of critical processes</i></p> <ul style="list-style-type: none"> • To develop automated processes as required 	<p>Outsource to programmers often in conjunction with SIMON developers</p>	<p>CSM; Database Manager; Dir ICT</p>	<p>Ongoing</p>	<p>\$10,000</p>	<p>Annual</p>
<p><i>Maintain a dynamic and informative website for communication and promotion of the school locally and globally.</i></p> <ul style="list-style-type: none"> • To expand the promotion of the school to the wider community via the website 	<p>Continue with Newsletter, Twitter, Facebook, mobile apps and website Events advertised and News updated dynamically</p>	<p>Dir ICT; Publications Manager; Foundation Manager</p>	<p>Ongoing</p>	<p>\$20,000</p>	<p>Annual</p>
<p><i>Systematically and routinely evaluate SES's in relation to strategic plans.</i></p> <ul style="list-style-type: none"> • To evaluate all System Enterprise Solutions to develop solutions that improve existing processes 	<p>Evaluation criteria developed</p> <p>Review all solutions</p>	<p>Dir ICT; CSM; Database Manager; Library Manager; Business Manager</p>	<p>Ongoing</p>	<p>\$15,000 pa</p>	<p>Annual</p>