

School ICT Progression Implementation and Support Plan

Canadian Lead Primary School
2016



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1. Our ICT Vision

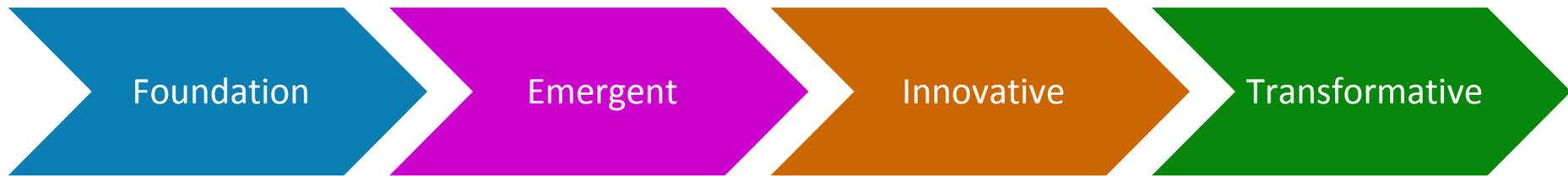
At CLPS we believe in embedding technology into all curriculum areas and that technology needs to be purposeful for the students and suited to their needs, interests and abilities. We strive to engage and build adaptive thinkers and empower them for a world of ever changing technologies.

2. Summary - Plan versus budget

	2016		2017		2018		2019		4 year total	
	Budget	Plan	Budget	Plan	Budget	Plan	Budget	Plan	Budget	Plan
Fleet and infrastructure replacement/upgrades	\$11,500	\$9,100	\$11,000	\$11,000	\$16,000	\$13,800	\$14,000	\$12,700	\$52,500	\$46,600
ICT support	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
eLearning implementation	\$0	\$64	\$500	\$469	\$500	\$484	\$500	\$484	\$1,500	\$1,501
Total	\$11,500	\$9,164	\$11,500	\$11,469	\$16,500	\$14,284	\$14,500	\$13,184	\$54,000	\$48,101

3. eLearning implementation plan

Task	2016												2017												2018												2019											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
eLearning vision																																																
Align eLearning Plan																																																
eLearning leadership																																																
eLearning funding																																																
eLearning Approach to curriculum planning																																																
Pedagogical approaches																																																
Curriculum planning																																																



The self-assessed current practice and desired target practice, along with the corresponding tasks to achieve the change in practice, is tabulated below for each eLearning assessment criteria.

eLearning Leadership		
eLearning Leadership		
Emergent Current practice		Innovative Target practice
<ul style="list-style-type: none"> • The school leadership team develops the eLearning vision. • Implementation of the vision relies on enthusiastic individuals to drive improvement in learning and teaching with ICT. • The eLearning Plan is connected with the School Strategic Plan, and has been developed by the leadership team. • The leadership team has communicated the eLearning Plan to all staff. • The eLearning Plan links resources, budget and professional learning, and is monitored and reviewed 		<ul style="list-style-type: none"> • The eLearning vision, developed with teaching staff, is clearly understood, articulated and shared across the school. • The eLearning Plan is aligned with the School Strategic Plan and integrated with whole school planning processes. • The eLearning Plan is reflective and proactive, and guided by relevant research and data. • eLearning leadership is distributed across the school. • eLearning priorities and future planning are monitored and reviewed. • There are high levels of teacher collaboration focused on improving the effectiveness of learning and

internally.		teaching with ICT. <ul style="list-style-type: none">• Successes are routinely celebrated, and effective, innovative approaches to eLearning are championed.• Schools seek external funding opportunities for eLearning.
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Action		Description			
eLearning vision		Articulate and share the eLearning vision across the whole school.			
↳	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader	\$0	15 Aug 2016	15 Mar 2017	Website vision. Staff knowledge. eLearning Team communicating through PLT communication.
Align eLearning Plan		Align the eLearning Plan to the School Strategic Plan, and routinely monitor and review eLearning priorities.			
↳	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader	\$0	15 Jun 2016	15 Dec 2018	Success of Strategic Plan priorities.
eLearning leadership		Distribute eLearning leadership across the school with a focus on improving ICT effectiveness through teacher collaboration, and routinely celebrate successes.			
↳	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader	\$0	15 Jun 2016	15 Dec 2019	Development and continuation of eLearning Team.
eLearning funding		Seek external funding opportunities for eLearning			
↳	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & Principal	\$0	15 Jun 2016	15 Dec 2018	Sponsorship of BYOD program for low-socio students. Connection with outside community sources.

Learning, Teaching, Assessment and Reporting

Curriculum Planning

Emergent

Current practice

- Individual teachers or teams develop curriculum plans that include teacher-directed use of ICT tools to support specific student learning outcomes.
- Individual teachers access a range of digital resources and tools to integrate ICT routinely into curriculum planning.
- Curriculum planning connects ICT to support learning across AusVELS domains or other curriculum frameworks.
- Teachers access and build curriculum plans online, using online folders and files to organise and manage content.
- The school develops a structure for teachers to share their curriculum plans in an online environment.



Innovative

Target practice

- There is a whole school approach to curriculum planning that integrates the widespread and frequent use of ICT for improved student learning.
- There is explicit integration of ICT across all AusVELS domains and other curriculum frameworks. The integration of ICT into curriculum planning supports the needs of individual learners.
- ICT is used to support contemporary skills including, higher-order thinking, decision-making, communication, collaboration, creativity and problem solving.
- There is an emphasis on effective, evidence-based pedagogical approaches to learning and teaching with ICT.
- Curriculum planning occurs in an online environment that fully integrates teaching, learning, assessment and reporting, enabling teachers to plan collaboratively and share curriculum plans and resources.

Action		Description			
eLearning Approach to curriculum planning		Ensure curriculum planning integrates the widespread and frequently use of ICT for improved student learning, reflects AusVELS domains and supports the needs of individual learners			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team	\$0	15 Jun 2016	15 Dec 2018	Evidence in Term planning and weekly planning documents. Specific links to DT curriculum and eSmart curriculum.
Pedagogical approaches		Emphasise effective, evidence-based pedagogical approaches to learning and teaching with ICT, and support contemporary skills including higher-order thinking, decision-making, communication, collaboration, creativity and problem solving			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team	\$0	15 Jun 2016	15 Dec 2018	Evidence of integration and not isolation. ICT tools used for 3Cs (communication, collaboration & creativity). DT curriculum successfully covered at all year levels to teach skills.
Curriculum planning		Undertake curriculum planning using an online environment that fully integrates teaching, learning, assessment and reporting, and enables teachers to plan collaboratively and share curriculum plans and resources			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team	\$0	15 Jun 2016	15 Dec 2018	Use of Google Docs to collaboratively plan, group, assess and share resources.

Learning, Teaching, Assessment and Reporting

Curriculum Delivery

Emergent

Current practice

- Individual teachers use ICT to support learning and teaching through varied approaches and resources in some curriculum areas.
- The use of ICT in the delivery of curriculum provides opportunities for students to have learner choice to inquire and investigate.
- Students have opportunities to use ICT to learn independently, or with others sometimes.
- Teachers allocate different digital resources to different learners according to need. ICT has a positive impact on students' engagement.



Innovative

Target practice

- ICT-enabled curriculum delivery across the school enhances learning and teaching by providing flexible access to student-centred learning resources, tools and environments.
- Student learning is extended and students are challenged through authentic learning contexts that require inquiry, collaboration, communication and problem solving.
- ICT captures evidence of student learning throughout learning sequences, supporting ongoing assessment.
- ICT assists students to manage their learning. ICT-enabled curriculum delivery supports the development of personalised learning plans.
- ICT has a positive impact on students' attitudes to learning, improving self-esteem and their understanding of themselves as learners.

Action		Description			
Learning and teaching		Deliver ICT-enabled curriculum that provides flexible access to student-centered learning resources, tools and environments, and challenges students through authentic learning contexts that require inquiry, collaboration, communication, and problem solving			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team	\$0	15 Jun 2016	15 Dec 2018	Use of Victorian Curriculum with DT stand. Creation and distribution of teacher checklist with elaboration based tasks.
Capturing evidence		Use ICT to capture evidence of student learning throughout learning sequences, and support ongoing assessment			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team	\$0	15 Oct 2016	15 Dec 2019	Use of successful model for digital capture of student work. 2016 trial of Book Creator centred work collation.
Personalised learning plans		Assist students to use ICT to manage their learning and support the development of personalised learning plans to positively impact on students' attitudes to learning, improving their self esteem and their understanding of themselves as learners			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team	\$0	15 Feb 2017	15 Dec 2019	Introduction of formal assessment against Digital Technologies will require teachers to assess students requiring ILP with DT related improvements.

Learning, Teaching, Assessment and Reporting

Applying Student ICT Capabilities

Emergent

Current practice

- Students use ICT to support them to visualise their thinking, create information products and communicate effectively in all curriculum areas.
- All teachers assess students against ICT dimensions in some of the AusVELS domains. ICT skills are taught 'just-in-time' to support students undertaking learning sequences.



Innovative

Target practice

- ICT is used for students to connect, communicate and collaborate with peers to support their learning.
- Students apply their ICT capabilities across a range of curriculum areas, and build their understanding of, and control over, ICT.
- Students become more autonomous and self-directed as their ICT capabilities improve

Action		Description			
ICT supporting learning		Use ICT to enable students to connect, communicate and collaborate with peers to support their learning			
	Who is responsible?	Budget	Start	End	Success measure
	All Teaching Staff	\$0	15 Feb 2017	15 Dec 2019	Middle and Senior Units utilising LMS (Learning Management System, eg. Edmodo, Schoology, SeeSaw, Google Classroom) successfully to assign tasks, create opportunities for collaboration and communicate with home.
ICT capabilities		Enable opportunities for students to apply their ICT capabilities across a range of curriculum areas, and build their understanding of, and control over ICT, and provide opportunities for them to become more autonomous and self direct their learning as their ICT capabilities improve			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team	\$0	15 Sep 2016	15 Dec 2019	Integration of DT curriculum to match activities and tasks with other curriculum areas (eg. Literacy, Numeracy, Science). Integration of ICT based goal into student learning goals.

Learning, Teaching, Assessment and Reporting

ICT Safe and Ethical Behaviours

Emergent

Current practice

- The school uses policies to develop curriculum contexts to ensure appropriate safe and responsible behaviours with the use of ICT.
- Individual teachers manage and educate students in the safe and responsible use of ICT.



Innovative

Target practice

- An awareness of the issues, responsibilities and behaviours required to ensure safe and responsible practices using ICT, including emerging technologies, are developed and implemented by students and teachers.
- The school develops protocols and awareness about safe, equitable and responsible use of ICT at school and at home, through collaborative processes that include students, teachers and parents.

Action		Description			
Safe and responsible practices		Work with students to raise awareness of the issues, responsibilities and behaviours required to ensure safe and responsible practices using ICT, including emerging technologies.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Team & All Staff	\$0	15 Sep 2016	15 Dec 2019	Integration of eSmart curriculum into planning and weekly teaching. Annual review of all ICT related policies by eLearning Team and updates presented at staff meeting. Continued focus on Cyber Safety teaching in Term 1 & Term 3 each year.
School awareness		Develop protocols and awareness about safe, equitable and responsible use of ICT at school and at home, through collaborative processes that include students, teachers and parents.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Team & All Staff	\$0	15 Sep 2016	15 Dec 2019	Integration of eSmart curriculum into planning and weekly teaching. Annual review of all ICT related policies by eLearning Team and updates presented at staff meeting. Continued focus on Cyber Safety teaching in Term 1 & Term 3 each year.

Learning, Teaching, Assessment and Reporting

Assessment and Reporting

Foundation

Current practice

- Individual teachers establish their own systems for storing student work for assessment electronically.
- An online environment, to integrate assessment into learning activities, is used by some teachers.
- ICT is used to record teacher assessment at the end of learning sequences.
- Students are developing ways to record their achievements electronically.



Innovative

Target practice

- ICT enables the use of an online environment for effective assessment and reporting by connecting relevant curriculum plans and student learning goals with teacher, self and peer assessments.
- Digital Portfolios are used in some classes to showcase evidence of learning, student goals, reflections and teacher feedback.
- A range of digital tools are used such as blogs, wikis, video, online highlighter, track changes, recorded voice feedback, video and online rubrics.

Action		Description			
ICT systems filing		Establish systems to use ICT to support students and teachers to develop ways to store work electronically for sharing, reflection and archiving.			
	Who is responsible?	Budget	Start	End	Success measure
	All Staff	\$0	15 Jun 2016	15 Dec 2019	Use of successful model for digital capture of student work. 2016 trial of Book Creator centred work collation and used in 2017 and beyond
Reflection on learning		Incorporate ICT in curriculum plans for specific purposes such as student reflections, and provide students opportunities to use digital portfolios to store work electronically.			
	Who is responsible?	Budget	Start	End	Success measure
	All Staff	\$0	15 Jun 2016	15 Dec 2019	Use of successful model for digital capture of student work. 2016 trial of Book Creator centred work collation and used in 2017 and beyond.
Assessment data		Make assessment data available online for students and teachers in some areas of the school.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader, Report Coord, Assistant Prin	\$0	15 Feb 2017	15 Dec 2019	Specified data available to students through online portal. All data continued to be collected within GradeXpert.
Online assessment		Provide an online environment for effective assessment and reporting by connecting relevant curriculum plans and student learning goals with teacher, self and peer assessments.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & Team, Report Coord, Assistant Prin	\$0	15 Feb 2017	15 Dec 2019	Learning goals connected and collated with GradeXpert reporting system.

Digital portfolios		Use digital portfolios in some classes to showcase evidence of learning, student goals, reflections and teacher feedback.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & Team, All staff	\$0	15 Sep 2016	15 Dec 2019	Use of successful model for digital capture of student work. 2016 trial of Book Creator centred work collation and used in 2017 and beyond.

Digital tools		Use a range of digital tools such as blogs, wikis, video, online highlighter, track changes, recorded voice feedback, video and online rubrics.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team	\$0	15 Jun 2016	15 Dec 2019	Checklist created of tools and resources (matched with DT curriculum tasks). Checklist used by all teachers to facilitate diverse ICT experience with hardware and software.

Learning, Teaching, Assessment and Reporting

Reporting to Parents

Emergent Current practice		Innovative Target practice
<ul style="list-style-type: none"> • Student reports are printed and/or emailed to parents. • The school is planning to implement a system for parents and students to access students' reports online at key reporting times. 		<ul style="list-style-type: none"> • Parents have online access to up-to-date and ongoing information on their student's progress. • A secure, integrated student information system provides ubiquitous access to all aspects of student learning, including learning pathways, assessment, reporting and student wellbeing information.

Action		Description			
Student Information System		Use a secure, integrated student information system to provide ubiquitous access to all aspects of student learning, including learning pathways, assessment, reporting and student wellbeing information.			
↳	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & Team, Report Coord, Assistant Prin	\$0	15 Feb 2017	15 Dec 2019	Specified data and reporting available to parents through online portal. All data continued to be collected within GradeXpert.

ICT Professional Learning

Teacher ICT Capabilities

Foundation

Current practice

- Whole school training occurs to develop staff ICT skills.
- Staff ICT skill training focuses on the use of hardware and software to undertake a specific task.



Innovative

Target practice

- Teachers have ICT capabilities that enable them to access and use digital information, applications and devices, and apply these appropriately to a learning and teaching context.
- Individual teachers identify professional learning goals to develop their skills in using current and/or emerging technologies. They are supported with professional learning.

Action		Description			
Professional learning goals		Support teachers to develop their ICT skills and capabilities and provide them with opportunities to identify their own professional learning goals in relation to ICT skills, with a focus on the use of hardware and software to undertake a specific task.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team, All Staff	\$500	15 Feb 2017	15 Dec 2019	Integration of ICT improvement goal (for teaching and learning) utilised in yearly Professional Development plans.
Teacher ICT capabilities		Provide teachers with opportunities to use their ICT capabilities to access and use digital information, applications and devices in the classroom.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team, All Staff	\$500	15 Sep 2016	15 Dec 2019	Investigate and present formats for ICT usage in classrooms to develop teacher capacity. Checklist created of tools and resources (matched with DT curriculum tasks). Checklist used by all teachers to facilitate diverse ICT experience with hardware and software.
Teacher ICT capabilities		Encourage teachers to use their ICT capabilities to access and use digital information, applications and devices, and apply these appropriately to a learning and teaching context.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team, All Staff	\$500	15 Dec 2016	15 Dec 2019	Investigate and present formats for ICT usage in classrooms to develop teacher capacity. Checklist created of tools and resources (matched with DT curriculum tasks). Checklist used by all teachers to facilitate diverse ICT experience with hardware and software.

Professional learning goals		Provide teachers with opportunities to identify their professional learning goals to develop their skills in using current and/or emerging technologies and support them with professional learning.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team, All Staff	\$0	15 Dec 2016	15 Dec 2019	ePotential Survey completed by all staff. Identification of improvement goals with software and hardware related aspects. Integrated with Professional Development goals each year.

ICT Professional Learning

Learning and Teaching

Foundation

Current practice

- Professional learning does not have a specific ICT focus.
- Individual teachers experiment with using ICT to support their learning and teaching programs.



Innovative

Target practice

- The ICT professional learning strategy is multi-faceted, including just-in-time support, integrated with curriculum planning and delivery.
- ICT professional learning has a strong focus on learning and teaching.

Action		Description			
Building capability		Link ICT professional learning to building staff confidence and capability in the use of ICT to improve learning and teaching.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team, All Staff	\$0	15 Feb 2017	15 Dec 2019	ICT based PD investigated by eLearning team and integrated into PD schedule. Ensure matching of PD with Strategic Plan and AIP.
Teacher collaboration		Encourage pockets of teachers to work collaboratively on professional learning activities focused on effective learning and teaching with ICT.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team, All Staff	\$0	15 Feb 2017	15 Dec 2019	PLT focus ICT improvement initiative. Teams to focus on use and development of one common aspect and collaborate to resource and improve this.
Professional learning strategy		Ensure ICT professional learning strategy is multi-faceted, including just-in-time support, integrated with curriculum planning and delivery.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team, All Staff	\$0	15 Feb 2017	15 Dec 2019	ICT based PD investigated by eLearning team and integrated into PD schedule. Ensure matching of PD with Strategic Plan and AIP.
Professional learning focus		Provide ICT professional learning with a strong focus on learning and teaching.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team, All Staff	\$0	15 Feb 2017	15 Dec 2019	ICT based PD investigated by eLearning team and integrated into PD schedule. Ensure matching of PD with Strategic Plan and AIP.

ICT Professional Learning

Support and Cultural Change

Foundation

Current practice

- The school is planning to survey teachers' ICT capabilities and analyse the data to inform professional learning e.g. complete the ePotential ICT Capabilities Survey
- Individual staff members undertake ad hoc ICT professional learning activities.
- There are limited opportunities for mentoring. Sharing of practice is not commonplace.
- Individual teachers share practice and mentor peers on an ad hoc basis.



Innovative

Target practice

- Online ICT Capabilities Surveys and resources are used by teachers to set and implement ICT professional learning goals, which are linked to individual plans and the school strategic priorities.
- The data is analysed annually to inform school strategic planning and the ICT professional learning strategy.
- Professional learning opportunities are ongoing and strategic; they are effective and focused on teacher practice; they involve reflection and feedback, and address the confidence levels of individual staff.
- The school's ICT professional learning strategy supports staff to improve learning and teaching through modelling, ICT peer coaching and sharing innovative practice across the school.
- Staff routinely showcase and share innovative practice and exemplars strategically with other schools, and contribute to ICT professional learning networks.

Action		Description			
ICT capability surveys		Provide teachers with opportunities to participate in online ICT capability surveys and develop professional learning goals, e.g. ePotential ICT Capabilities Survey, and analyse survey data and use to develop a school ICT professional learning strategy.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader, Principal	\$0	15 Feb 2017	15 Dec 2019	ePotential Survey completed by all staff. Identification of improvement goals with software and hardware related aspects. Integrated with Professional Development goals each year.
Consolidating learning		Ensure the school's ICT professional learning strategy supports staff to consolidate their professional learning experiences and share effective ICT practice with peers and teams.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader, eLearning Team, Principal	\$0	15 Feb 2017	15 Dec 2019	Use of ePotential survey to identify gaps and PD requests. Align PD to staff and school improvement requirements. Schedule PLT and staff meeting reflections on ICT PD and improvement initiatives.
School strategic planning		Use online ICT capabilities surveys and resources to set and implement ICT professional learning goals, which are linked to individual plans and the school strategic priorities, and analyse data annually to inform school strategic planning and the ICT professional learning strategy.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader, Leadership Team, Principal	\$0	15 Feb 2017	15 Dec 2019	ePotential Survey completed by all staff. Identification of improvement goals with software and hardware related aspects. Integrated with Professional Development goals each year.

Professional learning opportunities		Provide ongoing professional learning opportunities that are effective and focused on teacher practice, involve reflection and feedback, and address the confidence levels of individual staff.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Team and eLearning Leader, All Staff	\$0	15 Feb 2017	15 Dec 2019	eLearning Leader to provide scheduled coaching and mentoring. Align professional learning to staff and school improvement requirements. Schedule PLT and staff meeting reflections on ICT PD and improvement initiatives.

Modelling and sharing practice		Use the school's ICT professional learning strategy to support staff to improve learning and teaching through modelling, ICT peer coaching and sharing innovative practice across the school and strategically with other schools, and contribute to ICT professional learning networks.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Team and eLearning Leader, All Staff	\$0	15 Feb 2017	15 Dec 2019	eLearning Leader to provide scheduled coaching and mentoring. Align professional learning to staff and school improvement requirements. Schedule PLT and staff meeting reflections on ICT PD and improvement initiatives.

Learning Places & Spaces

Access

Emergent

Current practice

- Access to a range of ICT resources is flexible across the school with multiple fixed access points for students to use.
- Wireless technologies are accessible in parts of the school.
- The school ensures that security and privacy needs are met.



Innovative

Target practice

- There is flexible access to ICT resources, including mobile technologies, anywhere, anytime within the school.
- Access to ICT resources, including online digital resources, is available outside of the school.
- The school ensures that security and privacy needs are met.

Action		Description			
School access to resources		Provide flexible access to ICT resources, including mobile technologies, anywhere, anytime within the school.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader	\$0	15 Jun 2016	15 Dec 2019	Access to appropriate learning technologies (Tablets, Computers etc) to relevant age groups. Continuation of BYOD program.
Flexible access to resources		Provide access to ICT resources outside the school, including online digital resources, and ensure that security and privacy needs are met.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader, eLearning Team, All Staff	\$0	15 Feb 2017	15 Dec 2019	Middle and Senior Units utilising LMS (Learning Management System, eg. Edmodo, Schoology, SeeSaw, Google Classroom) successfully to assign tasks, create opportunities for collaboration and communicate with home.

Learning Places & Spaces

Physical Layout

Emergent

Current practice

- The classroom has a flexible physical layout, enabling various student groupings for collaborative and personalised learning to occur.
- Student learning with ICT is maximised by using fixed points and wireless.



Innovative

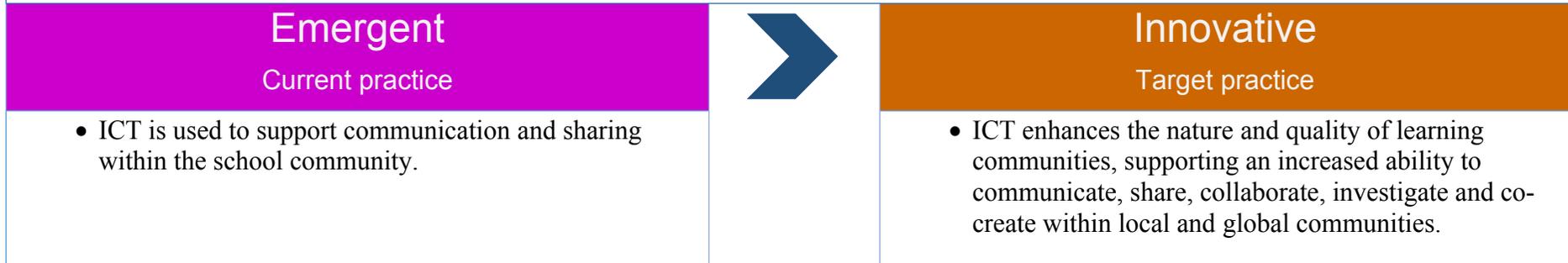
Target practice

- Learning occurs in flexible physical learning environments, with furniture, technology and storage accommodating flexible curriculum delivery models that integrate high levels of ICT-enabled learning.
- Student learning spaces that are not part of individual classrooms are available, with fixed and wireless computer and online access.

Action		Description			
Learning environment		Provide flexible physical learning environments for learning to occur, with furniture, technology and storage accommodating flexible curriculum delivery models that integrate high levels of ICT-enabled learning.			
↳	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader, eLearning Team, Leadership Team	\$0	15 Feb 2017	15 Dec 2019	Integration of mobile digital boards with Foundation / Grade 1 students. Continuation of BYOD program with AirPlay devices available for large screen reflection and group access. Mobile access to school-owned devices at all year levels as appropriate.
Learning spaces		Provide student learning spaces that are not part of individual classrooms, with fixed and wireless computers and online access.			
↳	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader, Principal	\$0	15 Aug 2016	15 Dec 2017	Relocation of central computer bank to diversify wired computers. Relocation of small group of computers for senior and middle units. Emphasis on breakout rooms in middle and senior areas for ICT tasks.

Learning Communities

ICT-Enabled Learning Communities



Action		Description			
Enhanced learning community		Use ICT to enhance the nature and quality of learning communities, and support an increased ability to communicate, share, collaborate, investigate and co-create within local and global communities.			
	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & eLearning Team, Literacy Leader	\$0	15 Feb 2017	15 Dec 2019	Use of Goldfields network to share ICT integrated tasks and use online environment to share, reflect and assess. Create links with global communities through Literacy Leader to created link for written and verbal ICT tasks.

6. School ICT and eLearning Implementation Budget

Budget	2016	2017	2018	2019	4 Year total
Fleet and infrastructure replacement/upgrades	\$11,500	\$11,000	\$16,000	\$14,000	\$52,500
ICT support	\$0	\$0	\$0	\$0	\$0
eLearning implementation	\$0	\$500	\$500	\$500	\$1,500
Total	\$11,500	\$11,500	\$16,500	\$14,500	\$108,000

7. Tier 1 – Infrastructure and connectivity replacement cycle

	2016		2017		2018		2019		4 year total	Funding model
	Qty	Cost per unit	Qty	Cost per unit	Qty	Cost per unit	Qty	Cost per unit		
Administration CASES Server	1	\$0	0	\$0	0	\$0	0	\$0	\$0	Buy
Curriculum Virtual Hosting Server (Physical Server)	0	\$5,000	0	\$5,000	1	\$5,000	0	\$5,000	\$5,000	Buy
Curriculum Virtualized Guest - Virtual Server	0	\$0	0	\$0	0	\$0	0	\$0	\$0	Buy
Curriculum Physical Server	0	\$5,000	1	\$5,000	0	\$5,000	1	\$5,000	\$10,000	Buy
Curriculum Digital Signage/Whiteboard	0	\$7,000	0	\$7,000	0	\$7,000	0	\$7,000	\$0	Buy
Curriculum Printer	0	\$0	0	\$0	0	\$0	0	\$0	\$0	Buy
Curriculum Wireless Access Point	0	\$0	0	\$0	0	\$0	4	\$0	\$0	Buy
Curriculum Network Device	0	\$0	1	\$0	0	\$0	0	\$0	\$0	Buy
Administration Printer	1	\$0	0	\$0	0	\$0	0	\$0	\$0	Buy
Total		\$0		\$5,000		\$5,000		\$5,000	\$15,000	

8. Tier 2 – ICT device replacement cycle

	2016		2017		2018		2019		4 year total	Funding model
	Qty	Cost per unit								
Student Use Desktop	0	\$0	0	\$0	0	\$0	0	\$0	\$0	Buy
Student Use Notebook	0	\$0	0	\$0	0	\$1,200	0	\$0	\$0	Buy
Student Use Netbook	0	\$0	0	\$0	0	\$0	0	\$0	\$0	Buy
Student Use Tablet	1	\$6,000	1	\$4,500	1	\$6,000	1	\$6,000	\$22,500	Lease
Staff Use Desktop	0	\$800	0	\$800	1	\$1,200	0	\$800	\$1,200	Buy
Staff Use Notebook (non-eduSTAR.NTP)	0	\$1,000	0	\$1,000	0	\$1,000	0	\$1,000	\$0	Buy
Staff Use Netbook	0	\$800	0	\$800	0	\$800	0	\$800	\$0	Buy
Staff Use Tablet	0	\$1,000	0	\$1,000	0	\$1,000	0	\$1,000	\$0	Buy
Administration CASES Desktop	2	\$800	0	\$800	0	\$800	0	\$800	\$1,600	Buy
Administration CASES Notebook	0	\$1,000	0	\$1,000	0	\$1,000	0	\$1,000	\$0	Buy
Administration CASES Netbook	0	\$800	0	\$800	0	\$800	0	\$800	\$0	Buy
Administration CASES Tablet	0	\$1,000	0	\$1,000	0	\$1,000	0	\$1,000	\$0	Buy
Curriculum Virtualized Guest - Virtual Desktop	0	\$0	0	\$0	0	\$0	0	\$0	\$0	Buy
Thin client terminal	0	\$500	0	\$500	0	\$500	0	\$500	\$0	Buy
Student Use Other	0	\$2,900	0	\$0	0	\$0	0	\$0	\$0	Buy
Staff Use Other	0	\$0	0	\$0	0	\$0	0	\$0	\$0	Buy
Total		\$7,600		\$4,500		\$7,200		\$6,000	\$25,300	

9. Tier 2 – Software purchases

	2016		2017		2018		2019		4 year total
	Qty	Cost per unit							
Apple VPP	1	\$500	1	\$500	1	\$600	1	\$700	\$2,300
Total		\$500		\$500		\$600		\$700	\$2,300

10. Tier 3 – Peripheral replacement cycle

	2016		2017		2018		2019		4 year total
	Qty	Cost per unit							
ICT equipment and replacements	2	\$500	2	\$500	2	\$500	2	\$500	\$4,000
Total		\$1,000		\$1,000		\$1,000		\$1,000	\$4,000

11. Technical implementation tasks

Action		Description			
ICT Support		School Assigned Tech			
↳	Who is responsible?	Budget	Start	End	Success measure
	eLearning Leader & Principal	\$0	15 Jun 2016	15 Dec 2019	Successful maintenance and upgrades of ICT equipment