

Dalkeith Primary School: Whole-School ICT Plan 2014

Whole-school ICT Vision:

ICT will be a fundamental component of teaching and learning, where state of the art technology and professional learning will equip teachers with transformative skills and develop students that are innovative, **responsible** and confident users of ICT in an ever changing digital world.

Element	Sub-elements	Current practice	Target practice	Actions What?	Resources and budget How?	Responsibilities Who?	Timeline When?	Success measure
eLearning Leadership	The Whole-School ICT Vision	<b>Foundation</b> Whole-school ICT vision yet to be established.	<b>Transformative</b> <i>A sustainable vision and ICT culture is embedded across the school community and informed with a strong student voice.</i>	<ul style="list-style-type: none"> <li>ICT C'ttee to collaborate with staff/community to form a school vision.</li> <li>Teachers to involve students development of vision.</li> <li>Link to DPS Strategic Plan.</li> <li>Teachers to be exposed to examples of ICT integration.</li> </ul>	<ul style="list-style-type: none"> <li>ICT C'ttee receives contributions and summarise to form school school ICT vision.</li> </ul>	Administration Team Teachers Community Students	Term 1, 2014	<b>The Dalkeith Primary School ICT vision is developed with contribution from parents and students.</b>
	The Whole-School ICT Plan	<b>Emergent</b> The Whole-School ICT Plan is in early stages of development.	<b>Innovative</b> <i>The Whole-School ICT Plan is aligned with DPS Strategic Plan and is guided by relevant research. Milestones for success are determined.</i>	<ul style="list-style-type: none"> <li>Continuous research and sharing of ICT initiatives.</li> <li>Audit of the schools current ICT to be undertaken.</li> <li>Budget is set for ICT upgrade and purchases (see operational plan).</li> <li>Short and long term targets are set.</li> </ul>	<ul style="list-style-type: none"> <li>Principals grant</li> <li>P&amp;C contributions</li> </ul>	Principal Deputy Principal ICT C'ttee	Semester 1, 2014 draft finalised for implementation in Semester 2, 2014/2015.	<b>The Dalkeith Primary School Whole-School ICT Plan is presented to teachers and school community and ratified.</b>
	Strategic ICT Leadership	<b>Emergent</b> Strategic ICT leadership is driven by the ICT C'ttee and key staff appointed in a leadership role. Operational Plan for 2013 developed.	<b>Innovative</b> <i>Strategic ICT leadership is inherent and distributed to ensure there is a culture of effective ICT integration into curriculum.</i>	<ul style="list-style-type: none"> <li>Utilise current key lead teachers (K-2, 3-7) using ICT effectively as 'coaches' in classrooms.</li> <li>Clarify roles and responsibilities for ICT C'ttee for 2014.</li> <li>Promote a culture of sharing of best practice strategies in ICT.</li> <li>Develop 2014 ICT Operational Plan to detail budget.</li> <li>ICT leaders to exchange knowledge/engage in PL.</li> </ul>	<ul style="list-style-type: none"> <li>ICT Coaches released through leadership time.</li> <li>Extra coaching time provided by Deputy Principal as needed.</li> </ul>	ICT Coaches: Jamie Moe, Lisa Iannello, Tamara Doig  Deputy Principal ICT C'ttee	Throughout 2014-2016	<b>ICT coaches regularly released to work with teachers to implement ICT effectively into the curriculum. ICT C'ttee operates from a distributed leadership model with assigned roles according to teacher strengths/interest. Best practice is shared across the school/network regularly.</b>

<b>Learning, Teaching Assessment and Reporting</b>	<b>Curriculum Planning and Delivery</b>	<p><b>Foundation</b> Curriculum plans using ICT emphasise student digital technology skills. There is evidence of ICT into learning activities in some curriculum areas.</p>	<p><b>Innovative</b> <i>There is a whole school approach to curriculum planning that integrates ICT for improved student outcomes. ICT is used to support the development of higher-order thinking skills. Emphasis on evidence-based pedagogical approaches to teaching (SAMR model) and learning with ICT and connecting students beyond school.</i></p>	<ul style="list-style-type: none"> <li>Teachers plan for and use iPads/desktops/laptops in curriculum lessons through use of apps to develop higher order thinking (digital storytelling workflow) and personalisation of student tasks. Apps such as Popplet, Slingnote, Keynote, Pages, iMovie, Aurasma, ShowMe, Explain Everything.</li> <li>Teachers plan and use blogging and Skype sessions to involve a global perspective and connections beyond school.</li> <li>Year 7 class to take iPad set to Canberra to use to record learning and document experiences enabled by iTunes U course.</li> <li>Teachers to use iTunes U and iBooks Author to develop differentiated and personalised learning courses in a variety of learning areas for curriculum planning and delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to receive professional learning from coaches and deputy in use of ICT for developing higher-order thinking, digital storytelling, iTunes U, iBooks Author, blogging and Skype after school and during in class coaching.</li> <li>Teachers to receive training in the use of MacBooks and the use of iBooks Author</li> <li>Develop an ICT professional learning calendar for 2014/2015.</li> <li>iPad Coaches to receive training in iTunes U and collaboratively plan with Deputy.</li> <li>ICT Grant</li> <li>Leadership time (coaches).</li> </ul>	<p>ICT Coaches: Jamie Moe and Tamara Doig Teachers Deputy Principal</p>	<p>Throughout 2014-2016</p>	<p><b>Teachers are regularly planning and using iPads/desktops/laptops in curriculum lessons that move past substitutional use to develop higher order thinking and transformational learning experiences. Students are accessing and connecting with the global community beyond the school.</b></p>
	<b>Applying Student ICT Capabilities</b>	<p><b>Emergent:</b> Students sometimes apply their ICT capabilities to support their learning through visualising thinking, creating and communicating in some curriculum areas.</p>	<p><b>Transformative:</b> <i>Innovative use of ICT develops higher order thinking/learning skills &amp; enables highly developed creative abilities. Through global networks, ICT based communication &amp; collaboration, students broaden their learning networks.</i></p>	<ul style="list-style-type: none"> <li>Students create text-based content such as brochures, posters, keynote presentations and websites to demonstrate their understandings throughout a curriculum unit.</li> <li>Students create multimedia content such as animations, movies and podcasts to demonstrate their understandings throughout a unit (workflow) using iPads/MacBooks.</li> <li>Start a Movie Club with interested students using green screens.</li> <li>Involve students in projects across the state, country or even the world such as the Earth Shaker Project (Paul Fuller) and challenge based learning projects (global education perspectives).</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to implement after receiving professional learning.</li> <li>Train teachers in global education perspectives (looking past the classroom to the world beyond. How can I make a difference?).</li> <li>Implement Movie Club with interested students and invite expert to come and deliver PL.</li> <li>After teacher training, implement challenge-based learning projects across the upper-year levels.</li> </ul>	<p>ICT Coaches: Jamie Moe and Tamara Doig Teachers Deputy Principal External expert</p>	<p>Throughout 2014-2016</p>	<p><b>Students are creating text and multi-media based content and are involved in projects across the state, country and world.</b></p>

	<p><b>ICT Safe and Ethical Behaviours</b></p>	<p><b>Emergent:</b> The school encourages and supports appropriate social and ethical values in the use of ICT aligned with the School Policy.</p>	<p><b>Transformative:</b> <i>Staff, students and the wider School Community adhere to the school's protocols for safe, equitable and ethical use of ICT at school and at home and are responsive to the changing digital environment.</i></p>	<ul style="list-style-type: none"> <li>• School community to constantly revise and revisit policies in line with new and emergent technologies.</li> <li>• Contribute to or coordinate external communications and the school's website to ensure that it adheres to your school's policies, vision, social and ethical values.</li> <li>• Consider a range of classroom management techniques which allow the students to develop a feeling of comfort and safety, as well as developing autonomy.</li> <li>• Introduce a Student Mentor approach to allow student peers to oversee how software is used, how hardware is treated etc to support you in maintaining a safe and productive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students/parents (dependent on age) to sign student user charter that is updated regularly to align with the changes in technology. ICT committee to develop.</li> <li>• Teachers yearly complete the iPromise program with students to ensure that appropriate use of technology and online use is understood and owned by all students.</li> <li>• Teachers to implement Cyber Smart program to provide a structured and developmental online safety curriculum.</li> </ul>	<p>Principal Deputy Principal ICT C'ttee Teachers Students School Community</p>	<p>Term 2, 2014 and ongoing</p>	<p><b>The Dalkeith Primary School community are constantly revising and adjusting policy to align with the changing digital world. Teachers are using a range of management techniques to allow students to feel safe as they use online tools. Students are mentoring each other to maintain a safe and productive learning environment.</b></p>
	<p><b>Assessment and Reporting/Reporting to Parents</b></p>	<p><b>Foundational:</b> Some student work is stored electronically for assessment and reporting purposes.</p>	<p><b>Transformative:</b> <i>ICT enables students and teachers to develop digital portfolios that provide evidence of learning, reflection and feedback, regular use of formative and summative assessment models and some use of collaborative assessment models. Eg. iTunes U, track changes, recorded video/voice feedback and online rubrics, the use of Virtual Learning Environments to make connections between the curriculum planned, personalised learning goals and self and peer assessment criteria. These are shared/accessed by the parent community.</i></p>	<ul style="list-style-type: none"> <li>• Use existing online quizzes or create own quizzes that are automatically-graded to enable tracking of student learning formatively (assessment FOR learning).</li> <li>• Use digital video, or sound recording tools to record/capture student reflections about their own learning and the learning of others.</li> <li>• Use flipped classroom concept with teacher recordings for students to access learning after hours through the use of iTunes U.</li> <li>• Use VLE tools like Edmodo to encourage learning to continue outside the classroom and to encourage peer and self assessment of learning tasks.</li> <li>• Students use online ePortfolios (trial a few examples) to share/reflect on their work, and receive feedback on their work from teachers, peers and the broader community.</li> <li>• Use online surveys to collate self-evaluations and peer-evaluations from students.</li> </ul>	<ul style="list-style-type: none"> <li>• Set-up a VLE for teachers to use.</li> <li>• Set-up Digital Portfolio access for a teacher in a trial basis (Jamie, Lisa and Tamara) for parents to access.</li> <li>• Teachers to receive professional learning from coaches and/or deputy in the use of online tools for assessment (digital portfolios, use of online surveys and quizzes, using digital tools for recording assessment and curriculum content, use of Edmodo to create a VLE).</li> </ul>	<p>ICT Coaches: Jamie Moe, Lisa I and Tamara Doig Deputy Principal Teachers Parents</p>	<p>Commence in Term 2, 2014 and ongoing</p>	<p><b>Digital technology is being utilised to assess and report student achievement through the use of digital portfolios, VLE, digital tools for assessment that is accessible for parents.</b></p>

	<p><b>Teacher ICT Capabilities</b></p>	<p><b>Emergent:</b> Some staff have ICT Capabilities that enable them to access and use digital information, applications and devices.</p>	<p><b>Transformative:</b> <i>Staff have high level ICT Capabilities &amp; implement highly effective teaching and learning. The impact of ICT Prof Learning is provided based on teacher needs and evident in classroom application.</i></p>	<ul style="list-style-type: none"> <li>• Arrange for innovative users of ICT to model and support other staff in the use of ICT to demonstrate transformational learning with ICT.</li> <li>• Support teachers by providing time for teachers to reflect – visit other classrooms, other schools and distance themselves from their own classroom to think.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are provided access to classrooms to view best practice with use of digital technologies (ILNNP, Tamara, Lisa, Jamie).</li> <li>• Provide professional learning during SDD, ILNNP, Apple Bus Tour and before/after school in the use of technology and its integration into the curriculum based on teacher needs.</li> </ul>	<p>ILNNP Professional Learning Days</p> <p>Access to Jamie Moe, Lisa I and Tamara Doig's classroom (DOTT time and Deputy to release based on iPad 1:1 implementation plan)</p> <p>Apple Bus Tours</p> <p>Professional learning before and after school</p>	<p>Term 1, 2014 and ongoing</p>	<p><b>Teachers at Dalkeith Primary School are implementing highly effective teaching and learning programs with the integration of technology. Professional learning is provided for teachers based on their needs. PL transfer is evident in classroom application.</b></p>
<p><b>ICT Professional Learning</b></p>	<p><b>Teaching and Learning</b></p>	<p><b>Emergent:</b> ICT Professional Learning is linked to building staff confidence and capability in using ICT to improve teaching and learning. Tekkie Brekkie and work with TIPS for schools project.</p>	<p><b>Transformative:</b> <i>ICT Professional Learning strategy is multi-faceted including in class coaching which is informed by learning and teaching needs, impacting on teachers' individual practice and student learning outcomes.</i></p>	<ul style="list-style-type: none"> <li>• ICT Professional Learning is linked directly to curriculum planning to improve integration into everyday teaching and learning (Australian Curriculum).</li> <li>• Further develop a peer coaching model – encourage teams to focus on developing their own skills and then share with schools across the network/state (Professional Learning Teams).</li> <li>• Link innovative integration of digital technology to teacher performance management and teachers Professional Learning Plans.</li> <li>• Nominate staff to attend a wide range of ICT-focused professional development beyond your school and share what you learn with your colleagues.</li> <li>• Provide teachers with professional readings and research to ensure that practice is current and cutting-edge.</li> </ul>	<ul style="list-style-type: none"> <li>• After significant coaching in classrooms, host an iPad Open day for schools in the network/state to access classroom demonstrating best practice.</li> <li>• Ensure that innovative use of ICT is included in teacher Performance Management Plans and links to Professional Learning Plans.</li> <li>• Email fortnightly readings to staff to build capacity and raise awareness on best practice in ICT.</li> </ul>	<p>Principal Deputy Principals Executive Leadership Team ICT Coaches: Jamie Moe, Lisa I and Tamara Doig Teachers</p>	<p>Term 1, 2014 and ongoing</p>	<p><b>A multi-faceted ICT professional learning strategy has been established across the school culture to encourage sharing and promotion of best practice. It includes a peer coaching model and ICT professional learning plan. A successful iPad Open Day has been hosted at Dalkeith Primary School for the school network and other interested schools.</b></p>

	<p><b>Support and Cultural Change</b></p>	<p><b>Foundational:</b> Staff plan and undertake ICT professional learning mostly in isolation or occasional group PL, without many opportunities for mentoring or sharing of best ICT practice.</p>	<p><b>Innovative:</b> <i>Staff are supported in their ICT Professional Learning to:</i> - improve teaching and learning through modelling, coaching and professional learning programs - contribute to ICT professional learning networks - regularly access and collaborate around relevant resources and support programs through Virtual Learning Environments - develop and share innovative practice across the school</p>	<ul style="list-style-type: none"> <li>• Encourage staff to share successes and the not so successful aspects of initiatives to improve learning.</li> <li>• Introduce apps and programs in the context of the ways they can be used in the classrooms, show people how to use them, give them sandpit time to use them and then share how they used them in their classrooms. Scale up difficulty of sandpit tasks across the school as needed.</li> <li>• Set a long term goal to move from the opt-in stage by keen staff, to integrating ICT in everyday learning, to building pressure for all teachers to integrate ICT in the curriculum so that ICT becomes an integral part of the school's everyday learning culture.</li> <li>• ICT coaches to create screencasts / video tutorials for other staff demonstrating 'how-to' use a variety of ICT tools (iTunes U).</li> <li>• Conduct a survey according to staff interest/professional learning goals and offer differentiated ICT workshops in small groups to cater for different abilities.</li> <li>• Facilitating a student mentoring program where teachers/technicians/students train up other students in general tech troubleshooting issues. Have 'Tech Crew' available on demand/on a roster/via an in-school yellow pages directory (listing tech crew names and their areas of expertise).</li> </ul>	<ul style="list-style-type: none"> <li>• During Tekkie Brekkie and PL sessions allow staff to share their successes and not so successful aspects of integrating ICT – Techie Brekkies to become targeted to staff needs. For example, Sarah providing the advanced sessions, Jamie/Lisa Intermediate and Tamara Beginner.</li> <li>• Introduce sandpit projects with new skills that allow teachers to use new apps and strategies.</li> <li>• As part of Performance Management monitor that teachers are integrating ICT into everyday learning.</li> <li>• Provide time for ICT coaches to create tutorials for other staff using iTunes U courses.</li> <li>• Conduct a staff survey/interview once a term to ensure that teachers needs are met and PL can be adjusted accordingly.</li> <li>• Set-up a Dalkeith Genius Bar with students to assist teachers with tech issues. Have crews rostered on weekly using the year 5, 6, 7 students. – Involve junior students, For example - app discovery bar.</li> </ul>	<p>Principal Deputy Principals Executive Leadership Team ICT Coaches: Jamie Moe and Tamara Doig Teachers</p>	<p>Term 1, 2014 and ongoing</p>	<p><b>Dalkeith Primary School has a culture of support for teachers in their ICT professional learning journey through coaching, regular access through a VLE and sharing from other staff.</b></p>
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<p><b>Learning Places and Spaces</b></p>	<p><b>Access</b></p>	<p><b>Foundational:</b> The use of ICT for learning is within the classroom. Access to ICT resources is at the discretion of individual classroom teachers.</p>	<p><b>Transformative:</b> <i>ICT enables learning anywhere anytime to support individual style and needs. Flexible anywhere anytime 24/7 access for students, teachers and parents to suit individual styles and needs.</i></p>	<ul style="list-style-type: none"> <li>• Access is equitable and readily available.</li> <li>• Buy quality devices and replace equipment on a two to three year cycle.</li> <li>• Ensure the ICT infrastructure is robust.</li> <li>• Standardise ICT infrastructure and devices and review technical support arrangements.</li> <li>• iPad devices are scheduled for access using a distributed model.</li> <li>• Students have access to iPad devices to take on an excursion/camp to capture their reflections and are able to take devices to capture interviews with other students, teachers or community members for research.</li> <li>• Teachers to have access to an iPad device after hours and during school holidays with plan for every teacher to have their own device by end of 2014.</li> <li>• Students in some classes (1:1 classes) have access to their learning sequences online through a virtual learning environment (iTunes U).</li> <li>• 1:1 iPad parent-funded program to be across years PP-6 by end of 2016.</li> </ul>	<ul style="list-style-type: none"> <li>• 60 x iPad devices to be timetabled for term by term access (increase iPad numbers to approx 130 by mid 2014 with ICT grant). Re-image devices with standard image. Purchase new apps.</li> <li>• Return x 30 leased iPads and lease 100 more iPads to allow for 1:2 ratio (Total 130 iPads).</li> <li>• Employ Tech Assistant to assist with ongoing iPad maintenance.</li> <li>• Lease 32 x MacBooks for access in classrooms.</li> <li>• Complete upgrade to Wi-Fi infrastructure in Science and Music Rooms, Undercover Area by end of 2015 (with ICT grant).</li> <li>• Equip the library with a display panel for teaching area, undercover area with projector and motorised screen for assemblies and school events.</li> <li>• Schedule an upgrade plan for interactive whiteboards to be replaced with digital TV and Apple TV devices for wireless connectivity starting with Room 11, Year 6.</li> <li>• Work with teaching staff to provide access to iPad devices for excursions and camps for anytime learning opportunities.</li> <li>• Provide teachers with iPad device after-school and holidays to build teacher capacity.</li> <li>• Use Edmodo for anytime access to student learning sequences (middle –upper primary).</li> <li>• Plan for 1:1 parent-funded iPad program: Lisa Iannello, Year 7, Jamie Moe Year 6 and Tamara Doig, (Year 4-6 1:1 2015).</li> <li>• Proposal to be presented to School Board for ratification.</li> </ul>	<p>School Board Principal Deputy Principals ICT C'ttee ICT Coaches: Jamie Moe and Tamara Doig Teachers Parents</p>	<p>Term 1, 2014 ongoing</p>	<p><b>Students and teachers have access to anytime learning through the use of digital technology and online tools to support individual student learning styles and needs.</b></p>
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	Physical Layout	<p><b>Foundational:</b> The use of ICT for learning is within the classroom. The physical learning environment is based on traditional and fixed classroom layout.</p>	<p><b>Innovative:</b> <i>Flexible learning environments incorporate ICT for flexible learning. Classrooms incorporating flexible physical learning environments are offered within flexible curriculum delivery models.</i></p>	<ul style="list-style-type: none"> <li>Teachers are able to readily change the look and feel of their classroom to allow for flexible and innovative group work.</li> <li>Upon 1:1 iPad program teacher to facilitate a challenge-based learning program to re-design the learning space in the old assembly area with flexible furniture, multimedia access etc to create a flexible learning space.</li> <li>Teachers are able to easily book this space and can modify the layout (perhaps using an online booking system).</li> </ul>	<ul style="list-style-type: none"> <li>Raise teacher awareness on flexible learning spaces through providing current research and access to schools with flexible learning spaces.</li> <li>Work with Year 4-6 teachers (2015) and students conduct a challenge-based learning project to re:design the assembly learning space.</li> <li>Upon completion allow teachers to book space online.</li> </ul>	Deputy Year 4-6 teachers (2015) Challenge-based learning expert to conduct PL for teacher and students	2015 and ongoing	<p><b>A flexible learning space has been designed with student input for teachers to use as needed. Teachers have an understanding of the importance of flexible learning spaces and how it assists in the delivery of contemporary curriculum.</b></p>
Learning Communities	ICT-Enabled Learning Communities	<p><b>Emergent:</b> ICT is used to support collaboration and sharing for learning within the local learning community.</p>	<p><b>Transformative:</b> <i>Mobile and other emerging technologies are used to create dynamic virtual learning communities that enable users to share, collaborate &amp; co-create with experts, industry (local and global) &amp; one another in ways not previously possible.</i></p>	<ul style="list-style-type: none"> <li>Contacting experts in the area students are learning about and invite them to communicate online with your students (Skype).</li> <li>Students contribute to a class blog.</li> <li>Participating in a collaborative project with another school - nearby or on the other side of the world.</li> <li>School blogs run by all class teachers for parents/carers and students to access student work via the internet.</li> <li>Set up a Social Networking site (Edmodo) for students to network with other students within a highly moderated environment and offers students 24/7 access to learning, assessment and collaboration activities.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly invite experts from around the world to communicate with students online via Skype to tie-in with classroom focus.</li> <li>Investigate collaborating with schools in the network to work together in a global project (private and public schools).</li> <li>Set-up school wiki and Edmodo for anytime learning access and controlled social media in a highly-moderated environment.</li> </ul>	ICT Coaches: Jamie Moe, Lisa I and Tamara Doig Deputy Principal Teachers Parents	2015 and ongoing	<p><b>Dalkeith Primary School has a dynamic whole-school digital technology program that connects all learners to local and global experts in ways that were not previously possible.</b></p>

	Parent Community	<p><b>Emergent:</b> Parents are informed through email and online tools (blog).</p>	<p><b>Innovative:</b> <i>The school ICT program involves parents in student learning, school activities and planning.</i></p>	<ul style="list-style-type: none"> <li>• Create opportunities for the school to engage the parent community in the student learning.</li> <li>• Celebrate successes with students by publishing work digitally online show work to parents and the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite parents to iPad Open Night to demonstrate learning with digital technologies.</li> <li>• App of the week in the school newsletter and use of Aurasma to communicate student work (digital storytelling).</li> <li>• Develop parent courses using iTunes U in reading, maths and student services.</li> <li>• Conduct a parent survey to ascertain parent capacity for 1:1 BYOD model.</li> <li>• Use of the school app to move to a paperless environment.</li> </ul>	Administration Team Teachers Parents	Term 3, 2014 and ongoing	<p><b>The Dalkeith Primary School parent community is informed and involved in the whole-school ICT program through school activities, reporting to parents and school correspondence.</b></p>
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