Digital education - making change happen

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Acknowledgements

The draft *Digital education - making change happen* framework has been developed following consideration of Australian state and territory initiatives, New Zealand initiatives, other international initiatives and *Learning in an online world* policy.

Influential in the development of this framework was the contribution of:

- MCEETYA ICT in Schools Taskforce members and representatives
  http://www.icttaskforce.edna.edu.au/icttaskforce/go
- Becta http://about.becta.org.uk
- Australian Council for Educational Research http://www.acer.edu.au

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Introductory statement

Contemporary learning - learning in an online world outlines the national vision of...“all schools confidently using ICT in their everyday practices to improve learning, teaching and administration” (Page 3).

The draft *Digital education - making change happen* is provided as a resource to support schools in meeting this vision. It provides a guide for reflection, and strategic planning for the integration of ICT teaching, learning and administration. It is a tool that school leaders, staff and the school community can use to review and evaluate where they are now and where they want to be into the future, and to monitor their progress.

The draft Framework, describes the contribution technologies can make to the following ten elements of quality schooling:

- personalising and extending learning
- enabling leadership
- supporting professional learning
- connecting learning beyond the school
- improving assessment and reporting
- developing, measuring and monitoring ICT capabilities
- accessing and utilising student information
- providing, accessing and managing teaching and learning resources
- automating business processes
- providing reliable infrastructure.

Descriptors are provided for each of the elements to a guide school self-review and evaluation. These are described at three levels: the developing school, the accomplished school and the leading school.

The draft framework has been developed by the MCEETYA ICT Taskforce with input from the Australian Government, states and territories, the independent and catholic sectors, New Zealand Ministry of Education, BECTA and ACER. The framework complements resources provided to schools by state and territory departments, the Independent Schools Council, the National Catholic Education Commission, and the New Zealand Ministry of Education.

A detailed pre-amble providing an overview of the purpose and scope of the framework, an explanation of the three levels and information on ways that the framework could be utilised by schools and systems is currently being developed by the Taskforce. It will be finalised for inclusion in the draft *framework* in 2008.

The draft *Digital education - making change happen* will be trialled and validated through work with interested schools and jurisdictions in 2008. The education community is invited to trial the *framework* and provide feedback to the MCEETYA ICT in Schools Taskforce.

Please forward any feedback to icttaskforce@mceetya.edu.au

Overview of the elements

Element	
1. Personalising and extending student learning	Personalising and extending student learning refers to the school's capacity to use ICT to extend and differentiate student learning opportunities, and to support students to manage and direct their learning.
2. Enabling leadership	Enabling leadership refers to the ways in which school leadership establishes the ICT vision for the school and supports all aspects of implementation and change–management across the school.
3. Supporting professional learning	Supporting professional learning refers to the school's planning for and implementation of professional learning that contributes to improved teacher quality and the integration of ICT in curriculum, pedagogy, assessment and administration.
4. Connecting learning beyond the school	Connecting learning beyond the school refers to the school's use of ICT to support communication and collaboration with the wider school community, and to connect students and staff to external knowledge and learning networks.
5. Improving student assessment and reporting	Improving student assessment and reporting refers to the ways the school collects, collates and communicates student assessment data to inform learning design and to report on student achievement.
6. Developing measuring and monitoring student ICT capabilities	Developing measuring and monitoring student ICT capabilities refers to how the school supports and collects evidence of students' confidence, engagement and skill in using ICT, and uses this data to improve learning programs.
7. Accessing and utilising student information	Accessing and utilising student information refers to the school's use of ICT to manage all student information as a single, integrated, interoperable system across the school, for efficient communication with external bodies and institutions.
8. Providing, accessing and managing teaching and learning resources	Providing, accessing and managing teaching and learning resources refers to the school's systems for planning for, selecting, creating, storing, retrieving, and making use of digital learning and teaching resources in all learning areas across the school.
9. Automating business processes	Automating business processes refers to the school's planning and implementation of ICT systems across the whole school and how they support and improve the school's business processes.
10. Providing reliable infrastructure	Providing reliable infrastructure refers to the school's planning, implementation, ongoing maintenance and development of ICT infrastructure that meets the full range of learning, teaching and administrative needs across the school.

Element 1: Personalising and extending student learning

The developing school	The accomplished school	The leading school
• makes school ICT decisions to meet immediate needs across the school with reference to the curriculum framework that informs learning, teaching and assessment.	• makes school ICT decisions to support the implementation of a coherent curriculum framework that informs learning, teaching and assessment.	• makes school ICT decisions to support and enhance the implementation of a coherent curriculum framework that informs learning, teaching and assessment.
• uses ICT to extend learning within curriculum areas, and to enable students to work independently and interact with others.	• uses ICT to differentiate the curriculum and enable student-centred learning environments that provide opportunities for collaboration and interaction between students, and for the provision of authentic learning experiences.	• identifies and articulates how ICT will be used and adapted to differentiate the curriculum to enable, extend and personalise learning for individuals and groups. Students work collaboratively with other students teachers and external experts on authentic tasks.
• provides opportunities for students to use ICT in some curriculum areas. Students are provided some opportunities to use ICT to: - question and enquire - collaborate, share and communicate - conceptualise, produce, create and acquire knowledge - solve problems and think critically and - manage information.	• purposefully integrates ICT with subject content in some areas of the curriculum, pedagogy and assessment. Students are taught to use ICT to: - question and enquire - collaborate, share and communicate - conceptualise, produce, create and acquire knowledge - solve problems and think critically and - manage information.	• integrates ICT across all curriculum areas, pedagogy and assessment. Students are given the opportunity to select from a range of technologies that takes account of and builds on their existing knowledge and ICT experience to: - question and enquire - collaborate, share and communicate - conceptualise, produce, create and acquire knowledge - solve problems and think critically and - manage information.
• monitors how ICT use within the school supports deep learning. Learning content is largely generated by staff.	• supports students to self-regulate their learning by using ICT to set goals, evaluate progress, adapt and modify drafts and revise final products. Students consider their role in the development of learning content.	• seamlessly integrates ICT across learning and teaching to enable powerful learning. The learning impact of new and emerging technologies is regularly reviewed against this goal. Responsibility for the creation of learning content is distributed between staff and students.
• consults with the school community and others to determine how ICT can facilitate the development of personal learning pathways for students.	• considers and plans how ICT could be used to develop personal learning pathways for students.	• uses ICT to reflect on, negotiate and develop dynamic personal learning pathways for students.

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Element 2: Enabling leadership

The developing school	The accomplished school	The leading school
• has a shared vision for ICT developed with staff and stakeholders.	• has a clearly articulated inclusive vision that identifies the opportunities for ICT to enhance all aspects of the school's work.	• uses collaborative teams to realise the clearly articulated shared vision for ICT in teaching, learning and administration.
• allocates responsibility for the strategic leadership of ICT largely or exclusively to the senior management team.	• allocates responsibility for the strategic leadership of ICT to appropriately qualified teams. Strategic leadership is proactive.	• diffuses leadership responsibilities, support roles and decision-making processes across the school. Effective communication and documentation of processes within the school community embeds a culture of shared leadership responsibility across the school.
• establishes a team to provide clear operational direction and co-ordination of the development and use of ICT across the school.	• empowers and supports staff to provide operational direction and coordination at all levels of the school.	• distributes and co-ordinates leadership for ICT across the school community to meet its varying needs and contexts.
• plans for the provision and use of ICT consistent with the school ICT vision. Some aspects of ICT planning are included in whole-school improvement planning. The plans identify realistic short, medium and long term targets, related to resources and responsibilities.	• fully integrates plans for ICT use into whole-school planning. This planning reflects the school ICT vision and sets challenging targets for anywhere, anytime access across the school.	• plans to use ICT in ways that are creative, flexible, reflective and outward-looking. The plans set challenging targets for anywhere, anytime access across the school and to local and global communities.
• relies on ICT innovators and early adaptors in the school to drive the extension of learning with ICT. Examples of approaches may include: - mentors and experts (including staff and students) from within and outside the school community leading learning in areas of expertise - support for innovative practice and the sharing of this practice - effective practice used to highlight the positive impact of ICT on teaching and learning.	• uses a whole-school model to extend learning with ICT with delegation of responsibility and accountability: - mentors and expert members within the school community are supported to lead in areas of expertise - the model for extending learning with ICT is responsive to change with explicit strategies in place to foster, share and support innovative practice within the school - data collection mechanisms are developed to evaluate the impact of ICT on teaching and learning - ICT priorities are reviewed and updated in light of new pedagogies and emerging technologies.	• uses a comprehensive whole-school approach to extending learning with ICT with clear delegation of responsibility and accountability: - all members of the school community are encouraged to lead in areas of interest or expertise, both locally and globally - explicit strategies are in place to foster, share and support innovative practice within the school and to share this with a broader professional audience - a wide-range of evidence is used to evaluate the impact of ICT on teaching and learning - ICT priorities are regularly reviewed in light of new practices, emerging technologies, and the outcomes of the school's self-evaluations.

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Element 3: Supporting professional learning

The developing school	The accomplished school	The leading school
• allocates a high priority to professional learning with and about ICT for the staff and the school learning community.	• establishes formal processes to embed and reflect the high priority of professional learning with and about ICT for staff and the school learning community.	• demonstrates the high priority of professional learning with and about ICT for staff and the school learning community.
• identifies professional learning needs and provides teachers, support and administration staff with targeted support. Connects staff with ICT professional learning networks relevant to their needs.	• develops professional learning goals with staff, are based on regular reflection, professional practice and agreed needs. Encourages and supports staff to contribute to and share information on ICT professional learning networks.	• ensures that professional learning is timely, focussed, practical, ongoing and reflective. Supports and encourages individuals to contribute to (or often lead) ICT professional learning networks.
• implements a school ICT professional learning framework integrated with curriculum and pedagogy.	• aligns tightly the school ICT professional learning framework with school and system strategic priorities. Provides regular forums where expectations for pedagogical and technical expertise are modelled and then supported with professional learning and dialogue within and outside the school.	• makes seamless connections between school and system ICT strategic priorities and directions, and pedagogical, technical, professional and learning needs. Constant dialogue and support is embedded in professional learning within and outside the school.
• encourages the development of professional learning plans that: - are regularly audited and take into account individual, school and system ICT needs and targets - enable teachers to identify teaching and learning benefits that arise from specific uses of ICT - incorporate strategies and support programs that include mentoring, coaching and action-learning - enable ongoing access and flexible use of resources - include face-to-face delivery and increasingly online and blended delivery.	• develops an evaluation plan to measure the impact of ICT professional learning on individuals and the organisation with a view to evaluating the impact on teaching and learning. Professional learning plans: - enable teachers to identify teaching and learning benefits that arise from specific uses of ICT - incorporate strategies and support programs that include mentoring, coaching and action-learning - enable ongoing access to and flexible use of resources - include face-to-face, online and blended delivery.	• uses a well-established evaluation process to measure the impact of ICT professional learning on the school, staff and teaching and learning. Professional learning plans: - are regularly audited to take into account individual, school and system needs and targets - enable teachers to identify teaching and learning benefits that arise from specific uses of ICT - incorporate strategies and support programs that include mentoring, coaching and action-learning - encourage informed choices about the use of a range of resources - select most suitable delivery modes (face-to-face, online and/or blended delivery).
• shares pockets of innovative practice across the school.	• trials, supports and evaluates innovations across the school with outcomes informing future professional learning opportunities.	• routinely shares effective practice across the school and on a planned and reciprocal basis with other schools. The school trials, supports and evaluates new ideas aimed at informing school, curriculum and professional learning plans.

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Element 4: Connecting learning beyond the school

The developing school	The accomplished school	The leading school
• considers the ways the school use ICT to connect learning to other communities and determines how participation in local and global communities will enhance student learning in the school.	• participates in established local and global communities and plans ways to establish and engage with communities beyond the school.	• establishes local and global learning communities and routinely evaluates ways in which participation in global and local communities contributes to learning.
• implements policies and management practices that support connection beyond the school: - identifies access issues - pursues connections to other schools, experts and the community that have the potential to increase the range of programs, resources and learning available to students - staff and students access some resources remotely (e.g. email, shared curriculum resources) - educates teachers, students and the local community about the benefits and the protocols that surround the safe use of ICT outside the school.	• implements policies and management practices that encourage connection beyond the school: - addresses access issues providing additional support as required - trials and evaluates a range of programs, resources and learning experiences available to students through connections to other schools, experts and the community - provides a content management system that can to be accessed remotely. This system provides a suite of collaborative networking tools (e.g. email, access to shared curriculum resources, collaborative networking tools) - encourages and promotes safe and efficient ICT practices within and beyond the school.	• implements policies and management practices that encourage and assume connection beyond the school: - enables 24/7 access by students, teachers and parents - increases the range of programs, resources and learning available to students through connections to other schools, experts and the community - provides an extensive range of online services that facilitate information exchange (e.g. email, access to shared curriculum resources, collaborative networking tools, video-conferencing facilities) via a remotely accessible content management system - supports teachers, students and its local community in using safe internet behaviours outside the school.
• identifies ways to use ICT to deliver relevant information, data and resources that enable families to contribute to their child's learning.	• educates parents on how to access ICT that provide relevant information, data and resources that enable families to contribute to their child's learning.	• uses ICT to increase parent engagement and to provide relevant information, data and resources that enable families to contribute to their child's learning.
• encourages staff and students to reflect on their social and ethical responsibilities as users of ICT in collaborative environments. These responsibilities are articulated in the school Internet use policy.	• includes staff and students in the development of protocols that move beyond the school Internet use policy to facilitate the safe and ethical use of ICT in collaborative environments that may include audiences beyond the school.	• has staff and students who understand and adhere to the protocols for the safe and ethical use of ICT when collaborating with and publishing to a wide range of audiences beyond the school.
• surveys parents and relevant groups to ascertain the most effective ICT for communication.	• uses a wide range of accessible electronic systems for communication with different groups.	• uses a wide range of electronic systems for effective and appropriate communication with different groups and regularly reviews and updates systems and processes to ensure they meet the needs of users.

Element 5: Improving student assessment and reporting

The developing school	The accomplished school	The leading school
• uses ICT to support some assessment and reporting. Summative assessment tools are used. Formative and collaborative assessment models are trialled with a view to implementation.	• uses a range of ICT and practices to enhance assessment and reporting. Formative and summative assessment tools are used. Further work is undertaken on collaborative assessment models and the ICT that facilitate this type of assessment.	• routinely uses and regularly reviews a range of ICT to enhance assessment and reporting. A range of formative, summative and collaborative assessment tools are evaluated for their suitability and used where appropriate – e.g. running records, digital portfolios, blogs and wikis.
• provides scaffolding that facilitates student use of ICT to demonstrate connections between the curriculum, personalised learning goals learning, assessment criteria and learning.	• encourages students' use of a range of ICT to demonstrate connections between the curriculum, personalised learning goals assessment criteria and learning.	• makes informed decisions about how ICT might be used to demonstrate connections between the curriculum, personalised learning goals, assessment criteria and learning. ICT products may be used as evidence of learning and/or for vocational purposes.
• works with students to develop ways of electronically recording their learning: - secure online storage of student work is available and accessed by some staff and students. - students use ICT to review, edit and improve work in light of feedback.	• establishes students' electronic recording of achievement as a high priority: - staff and students are aware of the benefits of secure online storage of students' work - students review, edit and improve work in light of feedback and reflection. Increasingly this feedback is from a range of sources and in rapid response to the work that they are undertaking.	• integrates electronic recording of achievement across all areas of the curriculum: - staff and students have easy access to secure online storage of student work - students review, edit and improve work in light of immediate feedback from peers, staff or community members and their reflections on that feedback.
• identifies opportunities for the use of ICT in assessment with a view to creating efficiencies.	• streamlines some assessment and reporting practices through the use of ICT.	• streamlines and enhances school assessment and reporting practices through the use of ICT, increasing the timeliness of feedback and staff access to information.
• consults parents and the community to determine how feedback on student learning and relevant assessment information could be efficiently and securely disseminated and accessed using ICT.	• uses locally collected data to determine the sorts of ICT that might facilitate the secure exchange of assessment information and feedback between the school, parents and the community.	• engages parents and the community in the use of a range of ICT to provide secure relevant assessment information and feedback on student learning.

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Element 6: Developing, measuring and monitoring ICT capabilities

The developing school	The accomplished school	The leading school
• has students with growing expectations about the use of ICT and who readily apply ICT when given the opportunity. Some are able to transfer their ICT capability to new situations.	• has students who have clear expectations about how many will use ICT and who make full use of the available opportunities. Most are confident and able to apply their ICT capability in new contexts.	• has students who have high expectations about the use of ICT whenever and wherever appropriate within and out of school. Students make links between different learning contexts and are able to apply and further develop their own ICT capability.
• improves student motivation and engagement through use of ICT. Students' ability to exploit the full potential of using ICT in their learning is limited by individual competency.	• builds upon students' high levels of confidence to use and apply ICT in their learning, independently and where appropriate.	• has students who demonstrate high levels of engagement, confidence and skill in using ICT in their learning.
• evaluates student progress against set criteria with some scaffolding: - student self and peer-assessment provides insight into student ICT capability - evidence of student ICT capability from a sample of learning contexts is collected by students and teachers over time - some staff are able to engage students in dialogue that helps them improve their use of ICT. This is not consistent across the school.	• increasingly supports staff to develop mutually agreed ICT performance criteria to evaluate student progress that accurately reflect national and state/territory ICT performance standards: - self and peer-assessment and performance outcomes inform staff understandings - evidence of student ICT capability from a sample of learning contexts is collected by students and teachers over time - staff are able to engage students in regular discussions about their use of ICT in a range of contexts and are able to critically appraise their work and identify areas for improvement.	• regularly uses, locally and nationally moderated evidence to evaluate student progress, using learning and assessment methods that reflect current best practice (such as those in the National Statements of Learning and the NAP ICT Literacy Assessment): - self and peer-assessment are embedded in the school's practices - evidence of student ICT capability from a range of learning contexts is collected by students and teachers over time - staff are confident in their ability to provide high quality, detailed feedback. They regularly discuss students' use of ICT with them, resulting in clear targets for improvement.
• considers evidence of student ICT capabilities when developing teaching and learning programs and assessment in some curriculum areas.	• uses evidence of student ICT capability to inform planning, teaching and learning programs, and assessment in some curriculum areas.	• routinely uses evidence of student ICT capability to inform planning, teaching and learning programs and assessment in all curriculum areas.
• recognises and acknowledges the value of student ICT achievement.	• looks for ways in which students might gain formal accreditation (such as equivalent workplace certification) for their ICT capability.	• has formal and informal accreditation or recognition processes that acknowledge a range of student ICT capabilities.

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Element 7: Accessing and utilising student information

The developing school	The accomplished school	The leading school
• agrees on a whole-school approach to the secure use of ICT to record and analyse student information and performance data.	• uses secure ICT systems to access student information and performance data. Works towards integrating current systems. Staff access data and record some information in the systems.	• provides ubiquitous access to secure integrated ICT systems that record and analyse student information and performance data. Staff both access and contribute to these systems.
• reviews student record systems available in other settings and discusses the advantages and implications with the school community.	• maintains comprehensive and accurate student records including relevant academic, social, psychological, physical and family background data. Puts in place strategies to ensure that the information is used effectively, shared appropriately and built upon within the school and with other schools.	• maintains comprehensive accurate and cumulative student records that include all relevant academic, social, psychological, physical and family background data. Information is used effectively and communicated within and across schools.
• uses some electronic student information and performance data securely to identify student wellbeing and learning needs.	• uses secure integrated systems for analysing and cross-referencing student information and performance data to inform student learning and wellbeing initiatives across the school.	• maintains secure electronic system of communicating with students parents and teachers that is connected to an integrated student information system.
• uses ICT to access system–delivered assessment data.	• uses ICT to analyse individual and group learning outcomes.	• uses ICT to analyse individual and group learning outcomes which is encompassed in the school management system.
• works towards using data more consistently and effectively to track students' progress and set targets.	• consistently uses data to set and inform individual and whole-school targets.	• provides students and parents with access to appropriate data and enables them to make use of it.

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Element 8: Providing, accessing and managing teaching and learning resources

The developing school	The accomplished school	The leading school
• has systems that facilitate access to digital teaching and learning resources.	• expands existing digital content management systems to allow for the creation, use and re-purposing of rich digital teaching and learning resources.	• provides dynamic systems that support the creation, use, review and re-purposing of rich digital teaching and learning resources..
• uses criteria to evaluate digital resources. Staff and students: - make use of digital learning resources that make a positive contribution to the current practice in learning and teaching - have basic search skills for locating explicit electronic content - apply standards for the creation and publication of digital content so that resources can be located and used in and outside the school - demonstrate knowledge about the ethical use of digital content and copyright.	• develops a system of quality assured digital resources that are easy for users to locate, access and use. Staff and students: - make use of a well planned range of digital teaching and learning resources that enhance learning and teaching - are refining their search skills to efficiently locate electronic content from a range of sources - trial and evaluate standards for creation and publication of digital content so that it can be located and used in and outside the school - use digital content ethically and respect copyright and acknowledgement of sources.	• maintains a system of quality assured digital resources that are easy for users to locate, access and use. Staff and students: - make imaginative use of a wide range of digital teaching and learning resources and this process is part of the learning culture of the school - are skilled in searching for electronic content - create and publish content to agreed standards so that it can be located and used in and outside the school - use digital content ethically and respect copyright and acknowledgement of sources.
• evaluates the suitability of a range of digital resources with respect to the individual needs of different students.	• selects and adds content to digital resources that suit the needs of individual students.	• selects and tailors the content and use of digital resources to suit the individual needs of students.
• uses system and nationally developed digital content in some areas of the school, however, the degree of use varies greatly across the school.	• promotes the use of school, system and nationally developed digital content throughout the school.	• embeds system and nationally developed digital content in the curriculum.
• encourages expert teachers to mentor others in the development of quality digital curriculum resources.	• develops protocols that will facilitate equitable teacher to teacher sharing of digital curriculum resources.	• facilitates and supports teacher to teacher sharing of digital curriculum resources.

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Element 9: Automating business processes

The developing school	The accomplished school	The leading school
• identifies ways in which ICT can be used to improve the efficiency, quality and timeliness of school business.	• automates some business processes, and identifies other processes that would benefit from automation to improve the efficiency, quality and timeliness of school business.	• uses ICT across the school in a way that improves the efficiency, quality and timeliness of school business.
• engages both manual and automated business processes.	• supplements the automation of business processes with manual support.	• automates business processes to create efficiencies that free up effort to focus on teaching and learning.
• actively sources the best available system enterprise solution to integrate ICT systems and streamline business processes. An enterprise solution may include the following systems: student records, staff communication, digital curriculum management, library, human relations, payroll and finance.	• adapts and implements a system enterprise solution that meets the particular needs of the school and uses this solution to integrate business processes where possible. Improves interoperability and accessibility across the school.	• embeds a system enterprise solution that standardises business processes across the school and delivers sustainable and efficient practices that reduce duplication.
• plans infrastructure developments, such as databases and new IT rollouts to assist in automating business processes: - seeks advice when implementing new ICT systems to ensure its capabilities are understood - new development opportunities are evaluated for their durability.	• actively evaluates how automated business processes enhance productivity with outcomes informing school planning: - staff understand the potential of automation and implementation of ICT systems across the school - a documented change management process for automation is being developed.	• systematically and routinely evaluates the business enterprise solution with outcomes informing strategic planning at the system level: - looks for solutions that improve existing processes, taking into account compliance and reporting standards - ensures that implementation of new ICT systems is compatible with and does not duplicate existing solutions.

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Element 10: Providing reliable infrastructure

The developing school	The accomplished school	The leading school
• evaluates digital devices appropriate to variety of teaching, learning and administrative needs across the school. Plans for learning spaces that optimise the use of ICT.	• provides digital devices and learning spaces appropriate to the variety of teaching, learning and administrative needs throughout the school.	• provides an integrated, efficient system of connected digital devices and learning spaces appropriate to the full range of teaching, learning and administrative requirements.
• provides access to networked curriculum resources but access to administration resources may be limited across the school.	• provides reliable local access to relevant curriculum and administration resources for students and staff. Some remote access to curriculum and administrative resources may be available with plans for further development.	• provides efficient local and remote access to relevant curriculum and administration resources for all members of the school community.
• develops a plan to systematise maintenance and upgrades of hardware, networking infrastructure and software. Examines how current bandwidth and infrastructure capabilities can be used to meet school requirements.	• maintains hardware, networking infrastructure and software with upgrades occurring on a needs basis. Evaluates current bandwidth and infrastructure capabilities against the school's requirements.	• systematically and routinely maintains and upgrades hardware, networking infrastructure and software. Evaluates emerging technologies to anticipate potential bandwidth and infrastructure demands.
• procures ICT resources to meet the current needs of the school as defined by the ICT strategy. The ICT budget: - demonstrates an awareness of the wider cost implications for ICT across the school community - does not show a clear planning link between expenditure on ICT and improvements in teaching and learning outcomes - is reactive, depending on external initiatives or one-off ICT funding - is developing an awareness of the need to address longer term issues of sustainability.	• procures ICT resources to meet the current and future needs of the school, as defined by the ICT strategy. The ICT budget: - has begun to cost more fully the implications of its ICT developments - consider school, home and community ICT resources - has started to identify planning links between expenditure and teaching and learning outcomes - plans for longer-term issues of sustainability, including the allocation of sufficient recurrent funding.	• procures ICT resources to meet the current and future needs of the school as defined by the ICT strategy. The ICT budget: - supports the school's vision, goals and requirements - is informed by comprehensive monitoring and evaluation of school, home and community ICT resources and a review of expenditure and teaching and learning outcomes - considers ubiquitous access to a range of digital devices for teaching, learning and management, total value of ownership and - addresses continuity of provision, seeding of innovative programs and long term sustainability.
• provides technical support systems with some access to ICT staff. Maintenance typically occurs in response to technical problems - some disruption to teaching, learning and administration occurs as a result of delays in repair or problems with scheduling.	• provides a technical support system with appropriate access to ICT staff who are both proactive and re-active. The school takes systematic steps to minimise disruption to learning, teaching and administration caused by maintenance and technical problems.	• provides technical support, managed by ICT staff, that minimises disruption to learning, teaching and administration caused by technical problems and maintenance. Systems of ongoing improvement are in place to manage and monitor the performance of technical support.

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The developing school

The developing school uses ICT as a learning, teaching and administration tool. Typically the school makes ICT decisions to meet the immediate needs of the school community, relying on the leadership of a small number senior staff within the school and people with special interest in ICT to drive ICT implementation and use within the school. Staff reference ICT in their professional learning plans and share innovative ICT practices within the school. The school considers the practical, technical and ethical issues when managing and supporting increasing ICT-based communication of students, staff and administrators. Students and staff access and make use of existing ICT-based learning and teaching resources in some learning areas. The school uses ICT resources to support and monitor the individual learning of students in ICT as a learning area and within other learning areas, and fosters the development of positive attitudes to using ICT across the school community. The school uses electronic student records system data to monitor students and to track progress. ICT systems are used within the school to support school administration and business and the basic, immediate ICT infrastructure, resource and maintenance needs are met across the school.

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Developing school

Element	Description
1. Personalising and extending learning	• makes school ICT decisions to meet immediate needs across the school with reference to the curriculum framework that informs learning, teaching and assessment. • uses ICT to extend learning within curriculum areas, and to enable students to work independently and interact with others. • provides opportunities for students to use ICT in some curriculum areas. Students are provided some opportunities to use ICT to: - question and enquire - collaborate, share and communicate - conceptualise, produce, create and acquire knowledge - solve problems and think critically and - manage information. • monitors how ICT use within the school supports deep learning. Learning content is largely generated by staff. • consults with the school community and others to determine how ICT can facilitate the development of personal learning pathways for students.
2. Enabling leadership	• has a shared vision for ICT developed with staff and stakeholders. • allocates responsibility for the strategic leadership of ICT largely or exclusively to the senior management team. • establishes a team to provide clear operational direction and co-ordination of the development and use of ICT across the school. • plans for the provision and use of ICT consistent with the school ICT vision. Some aspects of ICT planning are included in whole-school improvement planning. The plans identify realistic short, medium and long term targets, related to resources and responsibilities. • relies on ICT innovators and early adaptors in the school to drive the extension of learning with ICT. Examples of approaches may include: - mentors and experts (including staff and students) from within and outside the school community leading learning in areas of expertise - support for innovative practice and the sharing of this practice - effective practice used to highlight the positive impact of ICT on teaching and learning.
3. Supporting professional learning	• allocates a high priority to professional learning with and about ICT for the staff and the school learning community. • identifies professional learning needs and provides teachers, support and administration staff with targeted support. Connects staff with ICT professional learning networks relevant to their needs. • implements a school ICT professional learning framework integrated with curriculum and pedagogy. • encourages the development of professional learning plans that: - are regularly audited and take into account individual, school and system ICT needs and targets - enable teachers to identify teaching and learning benefits that arise from specific uses of ICT - incorporate strategies and supports programs that include mentoring, coaching and action-learning - enable ongoing access and flexible use of resources - include face-to-face delivery and increasingly online and blended delivery. • shares pockets of innovative practice across the school.
4. Connecting learning beyond the school	• considers the ways the school use ICT to connect learning to other communities and determines how participation in local and global communities will enhance student learning in the school. • implements policies and management practices that support connection beyond the school: - identifies access issues - pursues connections to other schools, experts and the community that have the potential to increase the range of programs, resources and learning available to students - staff and students access some resources remotely (e.g. email, shared curriculum resources) - educates teachers, students and the local community about the benefits and the protocols that surround the safe use of ICT outside the school. • identifies ways to use ICT to deliver relevant information, data and resources that enable families to contribute to their child's learning. • encourages staff and students to reflect on their social and ethical responsibilities as users of ICT in collaborative environments. These responsibilities are articulated in the school Internet use policy. • surveys parents and relevant groups to ascertain the most effective ICT for communication.
5. Improving assessment reporting	• uses ICT to support some assessment and reporting. Summative assessment tools are used. Formative and collaborative assessment models are trialled with a view to implementation. • provides scaffolding that facilitates student use of ICT to demonstrate connections between the curriculum, personalised learning goals learning, assessment criteria and learning. • works with students to develop ways of electronically recording their learning: - secure online storage of student work is available and accessed by some staff and students. - students use ICT to review, edit and improve work in light of feedback. • identifies opportunities for the use of ICT in assessment with a view to creating efficiencies. • consults parents and the community to determine how feedback on student learning and relevant assessment information could be efficiently and securely disseminated and accessed using ICT.
6. Developing, measuring and monitoring ICT capabilities	• has students with growing expectations about the use of ICT and who readily apply ICT when given the opportunity. Some are able to transfer their ICT capability to new situations. • improves student motivation and engagement through use of ICT. Students' ability to exploit the full potential of using ICT in their learning is limited by individual competency. • evaluates student progress against set criteria with some scaffolding: - student self and peer-assessment provides insight into student ICT capability - evidence of student ICT capability from a sample of learning contexts is collected by students and teachers over time - some staff are able to engage students in dialogue that helps them improve their use of ICT. This is not consistent across the school. • considers evidence of student ICT capabilities when developing teaching and learning programs and assessment in some curriculum areas. • recognises and acknowledges the value of student ICT achievement.
7. Accessing and utilising student information	• agrees on a whole-school approach to the secure use of ICT. to record and analyse student information and performance data. • reviews student record systems available in other settings and discusses the advantages and implications with the school community. • uses some electronic student information and performance data securely to identify student wellbeing and learning needs. • uses ICT to access system-delivered assessment data. • works towards using data more consistently and effectively to track students' progress and set targets.
8. Providing, accessing and managing teaching and learning resources	• has systems that facilitate access to digital teaching and learning resources. • uses criteria to evaluate digital resources. Staff and students: - make use of digital learning resources that make a positive contribution to the current practice in learning and teaching - have basic search skills for locating explicit electronic content - apply standards for the creation and publication of digital content so that resources can be located and used in and outside the school - demonstrate knowledge about the ethical use of digital content and copyright. • evaluates the suitability of a range of digital resources with respect to the individual needs of different students. • uses system and nationally developed digital content in some areas of the school, however, the degree of use varies greatly across the school. • encourages expert teachers to mentor others in the development of quality digital curriculum resources.
9. Automating business processes	• identifies ways in which ICT can be used to improve the efficiency, quality and timeliness of school business. • engages both manual and automated business processes. • actively sources the best available system enterprise solution to integrate ICT systems and streamline business processes. An enterprise solution may include the following systems: student records, staff communication, digital curriculum management, library, human relations, payroll and finance. • plans infrastructure developments, such as databases and new IT rollouts to assist in automating business processes: - seeks advice when implementing new ICT systems to ensure its capabilities are understood - new development opportunities are evaluated for their durability.
10. Providing reliable infrastructure	• evaluates digital devices appropriate to variety of teaching, learning and administrative needs across the school. Plans for learning spaces that optimise the use of ICT. • provides access to networked curriculum resources but access to administration resources may be limited across the school. • develops a plan to systematise maintenance and upgrades of hardware, networking infrastructure and software. Examines how current bandwidth and infrastructure capabilities can be used to meet school requirements. • procures ICT resources to meet the current needs of the school as defined by the ICT strategy. The ICT budget: - demonstrates an awareness of the wider cost implications for ICT across the school community - does not show a clear planning link between expenditure on ICT and improvements in teaching and learning outcomes - is reactive, depending on external initiatives or one-off ICT funding - is developing an awareness of the need to address longer term issues of sustainability. • provides technical support systems with some access to ICT staff. Maintenance typically occurs in response to technical problems - some disruption to teaching, learning and administration occurs as a result of delays in repair or problems with scheduling.

The accomplished school

The accomplished school uses integrated ICT learning, teaching and administration systems across the school. Typically the school integrates ICT in whole school planning and proactive strategic ICT leadership is distributed across skilled and interested teams. The school's professional learning framework is aligned tightly with school and system strategic policies and the school considers the impact of ICT professional learning on individuals and the school as a whole. Students and staff actively use ICT-based communication to participate in learning communities outside the school and are involved in ongoing review and development of protocols to support these processes. The school develops systems for staff and students to access, use and re-purpose quality assured digital learning content to meet students' individual learning needs. ICT-based learning, assessment and monitoring resources are selected and tailored to best suit and enhance student learning in all learning areas. Students ICT capacity is monitored and is also used to inform the planning of teaching and learning in some learning areas. The school maintains comprehensive electronic student records and uses data from these records to inform whole school planning. ICT business systems are integrated across the school wherever possible and new areas are automated to improve business efficiency. ICT infrastructure, resource and maintenance planning take into account current and some future ICT needs.

Draft for Education Community Consultation

Accomplished school

Element	Description
1. Personalising and extending learning	• makes school ICT decisions to support the implementation of a coherent curriculum framework that informs learning, teaching and assessment. • uses ICT to differentiate the curriculum and enable student-centred learning environments that provide opportunities for collaboration and interaction between students, and for the provision of authentic learning experiences. • purposefully integrates ICT with subject content in some areas of the curriculum, pedagogy and assessment. Students are taught to use ICT to: - question and enquire - collaborate, share and communicate - conceptualise, produce, create and acquire knowledge - solve problems and think critically and - manage information. • supports students to self-regulate their learning by using ICT to set goals, evaluate progress, adapt and modify drafts and revise final products. Students consider their role in the development of learning content. • considers and plans how ICT could be used to develop personal learning pathways for students.
2. Enabling leadership	• has a clearly articulated inclusive vision that identifies the opportunities for ICT to enhance all aspects of the school's work. • allocates responsibility for the strategic leadership of ICT to appropriately qualified teams. Strategic leadership is proactive. • empowers and supports staff to provide operational direction and coordination at all levels of the school. • fully integrates plans for ICT use into whole-school planning. This planning reflects the school ICT vision and sets challenging targets for anywhere, anytime access across the school. • uses a whole-school model to extend learning with ICT with delegation of responsibility and accountability: - mentors and expert members within the school community are supported to lead in areas of expertise - the model for extending learning with ICT is responsive to change with explicit strategies in place to foster, share and support innovative practice within the school - data collection mechanisms are developed to evaluate the impact of ICT on teaching and learning - ICT priorities are reviewed and updated in light of new pedagogies and emerging technologies.
3. Supporting professional learning	• establishes formal processes to embed and reflect the high priority of professional learning with and about ICT for staff and the school learning community. • develops professional learning goals with staff, are based on regular reflection, professional practice and agreed needs. Encourages and supports staff to contribute to and share information on ICT professional learning networks. • aligns tightly the school ICT professional learning framework with school and system strategic priorities. Provides regular forums where expectations for pedagogical and technical expertise are modelled and then supported with professional learning and dialogue within and outside the school. • develops an evaluation plan to measure the impact of ICT professional learning on individuals and the organisation with a view to evaluating the impact on teaching and learning. Professional learning plans: - enable teachers to identify teaching and learning benefits that arise from specific uses of ICT - incorporate strategies and support programs that include mentoring, coaching and action-learning - enable ongoing access to and flexible use of resources - include face-to-face, online and blended delivery. • trials, supports and evaluates innovations across the school with outcomes informing future professional learning opportunities.
4. Connecting learning beyond the school	• participates in established local and global communities and plans ways to establish and engage with communities beyond the school. • implements policies and management practices that encourage connection beyond the school: - addresses access issues providing additional support as required - trials and evaluates a range of programs, resources and learning experiences available to students through connections to other schools, experts and the community - provides a content management system that can to be accessed remotely. This system provides a suite of collaborative networking tools (e.g. email, access to shared curriculum resources, collaborative networking tools) - encourages and promotes safe and efficient ICT practices within and beyond the school. • educates parents on how to access ICT that provide relevant information, data and resources that enable families to contribute to their child's learning. • includes staff and students in the development of protocols that move beyond the school Internet use policy to facilitate the safe and ethical use of ICT in collaborative environments that may include audiences beyond the school. • uses a wide range of accessible electronic systems for communication with different groups. accessible electronic systems for communication with different groups.
5. Improving students assessment reporting	• uses a range of ICT and practices to enhance assessment and reporting. Formative and summative assessment tools are used. Further work is undertaken on collaborative assessment models and the ICT that facilitate this type of assessment. • encourages students' use of a range of ICT to demonstrate connections between the curriculum, personalised learning goals assessment criteria and learning. • establishes students' electronic recording of achievement as a high priority: - staff and students are aware of the benefits of secure online storage of students' work - students review, edit and improve work in light of feedback and reflection. Increasingly this feedback is from a range of sources and in rapid response to the work that they are undertaking. • streamlines some assessment and reporting practices through the use of ICT. • uses locally collected data to determine the sorts of ICT that might facilitate the secure exchange of assessment information and feedback between the school, parents and the community.
6. Developing, measuring and monitoring ICT capabilities	• has students who have clear expectations about how many will use ICT and who make full use of the available opportunities. Most are confident and able to apply their ICT capability in new contexts. • builds upon students' high levels of confidence to use and apply ICT in their learning, independently and where appropriate. • increasingly supports staff to develop mutually agreed ICT performance criteria to evaluate student progress that accurately reflect national and state/territory ICT performance standards: - self and peer-assessment and performance outcomes inform staff understandings - evidence of student ICT capability from a sample of learning contexts is collected by students and teachers over time - staff are able to engage students in regular discussions about their use of ICT in a range of contexts and are able to critically appraise their work and identify areas for improvement. • uses evidence of student ICT capability to inform planning, teaching and learning programs, and assessment in some curriculum areas. • looks for ways in which students might gain formal accreditation (such as equivalent workplace certification) for their ICT capability.
7. Accessing and utilising student information	• uses secure ICT systems to access student information and performance data. Works towards integrating current systems. Staff access data and record some information in the systems. • maintains comprehensive and accurate student records including relevant academic, social, psychological, physical and family background data. Puts in place strategies to ensure that the information is used effectively, shared appropriately and built upon within the school and with other schools. • uses secure integrated systems for analysing and cross-referencing student information and performance data to inform student learning and wellbeing initiatives across the school. • uses ICT to analyse individual and group learning outcomes. • consistently uses data to set and inform individual and whole-school targets.
8. Providing, accessing and managing teaching and learning resources	• expands existing digital content management systems to allow for the creation, use and re-purposing of rich digital teaching and learning resources. • develops a system of quality assured digital resources that are easy for users to locate, access and use. Staff and students: - make use of a well planned range of digital teaching and learning resources that enhance learning and teaching - are refining their search skills to efficiently locate electronic content from a range of sources - trial and evaluate standards for creation and publication of digital content so that it can be located and used in and outside the school - use digital content ethically and respect copyright and acknowledgement of sources. • selects and adds content to digital resources that suit the needs of individual students. • promotes the use of school, system and nationally developed digital content throughout the school. • develops protocols that will facilitate equitable teacher to teacher sharing of digital curriculum resources.
9. Automating business processes	• automates some business processes, and identifies other processes that would benefit from automation to improve the efficiency, quality and timeliness of school business. • supplements the automation of business processes with manual support. • adapts and implements a system enterprise solution that meets the particular needs of the school and uses this solution to integrate business processes where possible. Improves interoperability and accessibility across the school. • actively evaluates how automated business processes enhance productivity with outcomes informing school planning: - staff understand the potential of automation and implementation of ICT systems across the school - a documented change management process for automation is being developed.
10. Providing reliable infrastructure	• provides digital devices and learning spaces appropriate to the variety of teaching, learning and administrative needs throughout the school. • provides reliable local access to relevant curriculum and administration resources for students and staff. Some remote access to curriculum and administrative resources may be available with plans for further development. • maintains hardware, networking infrastructure and software with upgrades occurring on a needs basis. Evaluates current bandwidth and infrastructure capabilities against the school's requirements. • procures ICT resources to meet the current and future needs of the school, as defined by the ICT strategy. The ICT budget: - has begun to cost more fully the implications of its ICT developments - considers school, home and community ICT resources - has started to identify planning links between expenditure and teaching and learning outcomes - plans for longer-term issues of sustainability, including the allocation of sufficient recurrent funding. • provides a technical support system with appropriate access to specialist staff who are both proactive and re-active. The school takes systematic steps to minimise disruption to learning, teaching and administration caused by maintenance and technical problems.

The leading school

The leading school seamlessly integrates ICT learning, teaching and administration systems across the whole school. ICT planning is continuous, reflective and proactive and is embedded in all school planning. ICT leadership is flexible, outward-looking and is diffused throughout the school. The school has a professional learning culture that reflects and contributes to the school and system strategic policies and is predicated on ongoing innovative and reflective practice. Staff regularly participate in and lead local and larger professional learning networks. ICT access is available to members of the school community to support communication with learning communities within and outside the school, and the school actively fosters a culture of informed, responsible inquiry and communication with ICT. The school embeds systems for staff and students to access, use, re-purpose and critically review quality assured digital learning and teaching resources that contribute to curriculum differentiation and extend and personalise learning for individuals and groups. Staff and students have access to a range of ICT-based assessment and monitoring tools that extend learning in all learning areas and are linked to an integrated electronic system of recording student achievement. Students are confident, engaged ICT users who make intuitive connections between ICT and their learning through the culture of ICT use within the school, this culture is guided by the routine strategic monitoring and evaluation student ICT proficiency and use in learning throughout the school. The school provides ubiquitous and differentiated access to a secure integrated comprehensive student records system for all members of the school community. The system is used proactively to facilitate problem-solving. Interoperable ICT systems are use across the school to improve the quality of school business and remove duplication. The ICT systems, resources, infrastructure and maintenance programs are guided by continuous review and proactive strategic planning to ensure that they meet current and future school ICT demands.

Draft for Education Community Consultation

Leading school

Element	Description
1. Personalising and extending learning	• makes school ICT decisions to support and enhance the implementation of a coherent curriculum framework that informs learning, teaching and assessment. • identifies and articulates how ICT will be used and adapted to differentiate the curriculum to enable, extend and personalise learning for individuals and groups. Students work collaboratively with other students teachers and external experts on authentic tasks. • integrates ICT across all curriculum areas, pedagogy and assessment. Students are given the opportunity to select from a range of technologies that takes account of and builds on their existing knowledge and ICT experience to: - question and enquire - collaborate, share and communicate - conceptualise, produce, create and acquire knowledge - solve problems and think critically and - manage information. • seamlessly integrates ICT across learning and teaching to enable powerful learning. The learning impact of new and emerging technologies is regularly reviewed against this goal. Responsibility for the creation of learning content is distributed between staff and students. • uses ICT to reflect on, negotiate and develop dynamic personal learning pathways for students.
2. Enabling leadership	• uses collaborative teams to realise the clearly articulated shared vision for ICT in teaching, learning and administration. • diffuses leadership responsibilities, support roles and decision-making processes across the school. Effective communication and documentation of processes within the school community embeds a culture of shared leadership responsibility across the school. • distributes and co-ordinates leadership for ICT across the school community to meet its varying needs and contexts. • plans to use ICT in ways that are creative, flexible, reflective and outward-looking. The plans set challenging targets for anywhere, anytime access across the school and to local and global communities. • uses a comprehensive whole-school approach to extending learning with ICT with clear delegation of responsibility and accountability: - all members of the school community are encouraged to lead in areas of interest or expertise, both locally and globally - explicit strategies are in place to foster, share and support innovative practice within the school and to share this with a broader professional audience - a wide-range of evidence is used to evaluate the impact of ICT on teaching and learning - ICT priorities are regularly reviewed in light of new practices, emerging technologies, and the outcomes of the school's self-evaluations.
3. Supporting professional learning	• demonstrates the high priority of professional learning with and about ICT for staff and the school learning community. • ensures that professional learning is timely, focussed, practical, ongoing and reflective. Supports and encourages individuals to contribute to (or often lead) ICT professional learning networks. • makes seamless connections between school and system ICT strategic priorities and directions, and pedagogical, technical, professional and learning needs. Constant dialogue and support is embedded in professional learning within and outside the school. • uses a well-established evaluation process to measure the impact of ICT professional learning on the school, staff and teaching and learning. Professional learning plans: - are regularly audited to take into account individual, school and system needs and targets - enable teachers to identify teaching and learning benefits that arise from specific uses of ICT - incorporate strategies and support programs that include mentoring, coaching and action-learning - encourage informed choices about the use of a range of resources - select most suitable delivery modes (face-to-face, online and/or blended delivery). • routinely shares effective practice across the school and on a planned and reciprocal basis with other schools. The school trials, supports and evaluates new ideas aimed at informing school, curriculum and professional learning plans.
4. Connecting learning beyond the school	• establishes local and global learning communities and routinely evaluates ways in which participation in global and local communities contributes to learning. • implements policies and management practices that encourage and assume connection beyond the school: - enables 24/7 access by students, teachers and parents - increases the range of programs, resources and learning available to students through connections to other schools, experts and the community - provides an extensive range of online services that facilitate information exchange (e.g. email, access to shared curriculum resources, collaborative networking tools, video-conferencing facilities) via a remotely accessible content management system - supports teachers, students and its local community in using safe internet behaviours outside the school. • uses ICT to increase parent engagement and to provide relevant information, data and resources that enable families to contribute to their child's learning. • has staff and students who understand and adhere to the protocols for the safe and ethical use of ICT when collaborating with and publishing to a wide range of audiences beyond the school. • uses a wide range of electronic systems for effective and appropriate communication with different groups and regularly reviews and updates systems and processes to ensure they meet the needs of users.
5. Improving assessment reporting	• routinely uses and regularly reviews a range of ICT to enhance assessment and reporting. A range of formative, summative and collaborative assessment tools are evaluated for their suitability and used where appropriate – e.g. running records, digital portfolios, blogs and wikis. • makes informed decisions about how ICT might be used to demonstrate connections between the curriculum, personalised learning goals, assessment criteria and learning. ICT products may be used as evidence of learning and/or for vocational purposes. • integrates electronic recording of achievement across all areas of the curriculum: - staff and students have easy access to secure online storage of student work - students review, edit and improve work in light of immediate feedback from peers, staff or community members and their reflections on that feedback. • streamlines and enhances school assessment and reporting practices through the use of ICT, increasing the timeliness of feedback and staff access to information. • engages parents and the community in the use of a range of ICT to provide relevant assessment information and feedback on student learning.
6. Developing, measuring and monitoring ICT capabilities	• has students who have high expectations about the use of ICT whenever and wherever appropriate within and out of school. Students make links between different learning contexts and are able to apply and further develop their own ICT capability. • has students who demonstrate high levels of engagement, confidence and skill in using ICT in their learning. • regularly uses, locally and nationally moderated evidence to evaluate student progress, using learning and assessment methods that reflect current best practice (such as those in the National Statements of Learning and the NAP ICT Literacy Assessment): - self and peer-assessment are embedded in the school's practices - evidence of student ICT capability from a range of learning contexts is collected by students and teachers over time - staff are confident in their ability to provide high quality, detailed feedback. They regularly discuss students' use of ICT with them, resulting in clear targets for improvement. • routinely uses evidence of student ICT capability to inform planning, teaching and learning programs and assessment in all curriculum areas. • has formal and informal accreditation or recognition processes that acknowledge a range of student ICT capabilities.
7. Accessing and utilising student information	• provides ubiquitous access to secure integrated ICT systems that record and analyse student information and performance data. Staff both access and contribute to these systems. • maintains comprehensive accurate and cumulative student records that include all relevant academic, social, psychological, physical and family background data. Information is used effectively and communicated within and across schools. • maintains a secure electronic system of communicating with students parents and teachers that is connected to an integrated student information system. • uses ICT to analyse individual and group learning outcomes which is encompassed in the school management system. • provides students and parents with access to appropriate data and enables them to make use of it.
8. Providing, accessing and managing teaching and learning resources	• provides dynamic systems that support the creation, use, review and re-purposing of rich digital teaching and learning resources. • maintains a system of quality assured digital resources that are easy for users to locate, access and use. Staff and students: - make imaginative use of a wide range of digital teaching and learning resources and this process is part of the learning culture of the school - are skilled in searching for electronic content - create and publish content to agreed standards so that it can be located and used in and outside the school - use digital content ethically and respect copyright and acknowledgement of sources. • selects and tailors the content and use of digital resources to suit the individual needs of students. • embeds system and nationally developed digital content in the curriculum. • facilitates and supports teacher to teacher sharing of digital curriculum resources.
9. Automating business processes	• uses ICT across the school in a way that improves the efficiency, quality and timeliness of school business. • automates business processes to create efficiencies that free up effort to focus on teaching and learning. • embeds a system enterprise solution that standardises business processes across the school and delivers sustainable and efficient practices that reduce duplication. • systematically and routinely evaluates the business enterprise solution with outcomes informing strategic planning at the system level: - looks for solutions that improve existing processes, taking into account compliance and reporting standards - ensures that implementation of new ICT systems is compatible with and does not duplicate existing solutions.
10. Providing reliable infrastructure	• provides an integrated, efficient system of connected digital devices and learning spaces appropriate to the full range of teaching, learning and administrative requirements. • provides efficient local and remote access to relevant curriculum and administration resources for all members of the school community. • systematically and routinely maintains and upgrades hardware, networking infrastructure and software. Evaluates emerging technologies to anticipate potential bandwidth and infrastructure demands. • procures ICT resources to meet the current and future needs of the school as defined by the ICT strategy. The ICT budget: - supports the school's vision, goals and requirements - is informed by comprehensive monitoring and evaluation of school, home and community ICT resources and a review of expenditure and teaching and learning outcomes - considers ubiquitous access to a range of digital devices for teaching, learning and management, total value of ownership and - addresses continuity of provision, seeding of innovative programs and long term sustainability. • provides technical support, managed by ICT staff, that minimises disruption to learning, teaching and administration caused by technical problems and maintenance. Systems of ongoing improvement are in place to manage and monitor the performance of technical support.