



# ICT Strategic Plan

## *Stuart High School*

Bastyan Crescent Whyalla Stuart

Location  
Number\1195

School Type  
(R-12, Area, Special, Aboriginal, High)

Location  
(City / Country)

Region

### **Principal's Name**

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### **Approved by**

Veronica Conley

Principal

Yes

Governing Council  
Chairperson

Yes Tammy Pond

Date

3/4/12

## 1. Vision for ICT

Describe the site's future vision for teaching and learning, and ICT.

Working together in a safe, enjoyable environment towards successful outcomes for all students. We will ensure that our staff students and parents have a strong Connectedness with the wider community; using a range of ICTs.

We will provide opportunities for access to such ICTs to enhance all aspects of Stuart High school's educational outcomes. We understand the valuable contribution ICT makes in allowing students to reach their full educational potential.

Literacy is the key improvement priority at Stuart High School: We will use ICTs to explore meaning of texts and to add value to texts, and an understanding of wider contexts.

We need to also explore developing students' numeracy as indicated by NAPLAN and other testing data and we will continue to use ICT to develop these students' skills

We will use ICT to develop students' values including safety in relation to Cyber Safety and the DECS policy: Keeping *Children Safe in a Connected World*

## 2. ICT Decision Making Processes

What processes and structures are required for the site to make decisions within the context of teaching and learning, professional learning, administration and ICT expenditure?

Team: We have an ICT team that links to the finance team. This team is also responsible to the Curriculum Committee, and reports to this group and to Leadership. The committee in consultation with other committees takes decisions to staff, students, and parents for consultation and approval.

Budgeting; ICT has a yearly budget for hardware and software managed by the ICT Technician, under advice from the principal and the ICT team. We also have an ICT faculty budget. Individual faculties have ICT integration across the curriculum as a school priority and purchase software as needed.

## 3. Current Context and Priorities

### 3.1 Vision and Leadership

#### Current Context

Using the strategy Framework and EdCap data as a reference, briefly describe the site's current position with regard to Vision and Leadership associated with ICT.

1. Stuart High School has an inclusive vision clearly identifies the potential of ICT to enhance all aspects of the site's work. It recognises the distinctive contribution of teaching and learning with ICT and identifies how this supports the site's wider aims and aspirations.
2. Development of the vision has involved few staff and governing council members. The vision has been shared, but is only understood and embraced by some staff.
3. Learners have been surveyed but need to have more influence in the development of the site's ICT vision and strategic planning.
4. The site has some systems to review or develop its vision for teaching and learning with ICT. It has limited or ad hoc awareness of emerging technologies or practices that might influence a future vision for teaching and learning with ICT.

5. The strategy is aligned with the vision and defines clear goals and actions to achieve these goals. Priorities are not always linked to the vision. Key staff and governing council members are involved in decision-making.
6. Planning for the effective integration of teaching and learning with ICT is consistent with the whole site ICT vision. There is some strategic coordination across the site, but implementation is inconsistent.
7. The site has begun to plan its teaching and learning with ICT budget more actively and is aware of the wider cost implications, but does not consider these when setting budgets. The site is not yet able to link its expenditure on teaching and learning with ICT to improvements in learning outcomes.
8. Some research and consultation takes place with stakeholders. Most resources match the site's vision for ICT, and the varying curriculum and learning requirements.
9. There is some monitoring of the implementation of the teaching and learning with ICT strategy. This is usually the result of external processes or a reaction to internal events.
10. Some evaluation of the impact of ICT takes place but is ad hoc and not part of a whole site approach

### Priorities

Based on your outcomes in the eStrategy Framework and EdCap, specify up to three ICT related Priorities that focus on improving the Vision and Leadership.

<b>Priority 1</b>	
<b>Description</b>	The school leadership leads a collaborative inquiry by staff, with input from students and parents, to investigate the ICT directions of SHS over the next five years to enhance student learning.
<b>Key Activities</b>	Working groups develop ownership of task and outcomes. All groups ensure they keep others informed. Engage with students and parent community. Work in with wider community .i.e. police , Youth education centre (Magill and Cavan ),ICAN, Trade training centre ,shared learning areas across Eyre and western ,South Australian Aboriginal Sports Training Academy. Key leaders to attend national leading a digital school conference and to report to whole staff.
<b>Achievement Measures</b>	NAPLAN ,attendance ,psychological health survey ,achievement results ,staff T and D, numbers of video conferences ,parent and students feedback .improvement in EdCap survey results.
<b>Resources Required (Human)</b>	ICT technician, ICT coordinator, ICT team facilitator.
<b>Budget Required</b>	RES Staffing costs.

<b>Priority 2</b>	
<b>Description</b>	Actively involve all 3 ICT leadership strands i.e. budgetary, systems, and curriculum working together to provide

	leadership in achieving the schools site vision for ICT.
<b>Key Activities</b>	Working groups develop ownership of task and outcomes .All groups ensure they keep others informed. Develop and implement ICT plan for whole school. REVIEW regularly
<b>Achievement Measures</b>	Minutes of meetings ICT team kept and this plan monitored regularly
<b>Resources Required</b> (Human)	Social inclusion coordinator ,business manager ,ICT committee
<b>Budget Required</b>	Staffing costs

<b>Priority 3</b>	
<b>Description</b>	Further develop students voice in relation to ICTs
<b>Key Activities</b>	A functioning student voice team Students are on the governing council Implement the student voice directions as identified by our school review.
<b>Achievement Measures</b>	Staff member(social inclusion coordinator identified to facilitate the development of a systems approach to developing student voice across the school and the curriculum. Student survey and forum (blog) to identify students' ideas and needs in this area.
<b>Resources Required</b> (Human)	ICT team .Social inclusion coordinator to lead student voice team
<b>Budget Required</b>	Student programmes budget allocated and used .\$.5000.

## **3.2 Teaching and Learning**

### **Current Context**

Using the eStrategy Framework and EdCap data as a reference enter a brief description of the site's current position with regard to Teaching and Learning and ICT.

1. Leaders in some learning areas support the integration of ICT but there is no whole site approach. Educators have little awareness of changing technologies and developing professional practice.

2. Many educators use ICT to intellectually engage learners through more varied approaches and resources, leading to active and interactive learning experiences. This use occurs across some, but not all, curriculum areas, classes and levels.

3. The site has made no assessment of possible complementary partnerships with other community groups and organisations.

4. Many learners and educators have skills that enable them to access and use web based information and digital learning resources. Many are not aware of how to use these resources within effective learning programs.

5. Learners sometimes use ICT to extend their achievement through the development of thinking, learning and creativity skills, but progress is inconsistent. Some learners use ICT to access, undertake and evaluate their PLPs.

6. Learners have growing expectations about the use of ICT and readily apply ICT when given the opportunity.

Many are able to transfer their ICT capabilities to new situations.

7. Some learning is planned that allows for the use of ICT beyond the site, but this is not systematic. Some educators consider the ways in which learners use ICT beyond the site.

8. The site has a dynamic web presence which is updated regularly. This provides families with access to the site's articulated vision, policies, newsletters and a range of resources families can use to support their child's learning. Staff and families use a range of electronic communication strategies.

9. Some data is collected from learners about their use of, attitudes towards, or motivation to use ICT.

10. The use of ICT has some impact on learners' attitudes to learning. For many learners, the use of ICT has improved their ability to investigate, solve problems, refine their work, learn from their mistakes and reflect critically; helping them to develop their engagement and confidence.

11. When using ICT, learners mostly engage or collaborate effectively with others, but some show little persistence. Many show respect for others and ICT equipment.

12. Learners show some increased interest in learning when using ICT. For many, the use of ICT for teaching and learning has limited impact on their concentration or engagement.

13. Some coherent systems are in place for making reliable assessments of multi-literacy skills (including digital literacy). Learners need to be more involved in self or peer reflection and assessment plays a minimal role in defining new learning pathways.

14. The site does not evaluate the impact of any ICT learning, which takes place beyond the site.

15. Some educators engage learners in dialogue that helps them reflect on the way they use ICT to extend their learning and to set challenging goals. Some use examples drawn from their own experience.

### **Priorities**

Based on your outcomes in the eStrategy Framework and EdCap, specify up to three ICT related Priorities that focus on improving Teaching and Learning with ICT.

<b>Priority 1</b>	
<b>Description</b>	Focus on further developing staff skills in relation to integrating ICT across the curriculum to improve student learning outcomes and engagement
<b>Key Activities</b>	Plan staff training and development to develop integration of technologies. Site sets up a moodle site Staff trained in using moodle Targeted staff given time to develop curriculum materials to be used on moodle site. All staff to do EdCap survey as staff changeover has been nearly 80% since last EdCap survey. Hence the results of this survey are not really relevant. Staff T and D plan developed from the EdCap survey
<b>Achievement Measures</b>	ICT staff training plan identified and shared with all staff Regular review of this plan and outcomes
<b>Resources Required</b> (Human)	ICT team to coordinate
<b>Budget Required</b>	Grant allocated by e-learning coordinator .10,000 in TRT days .2,000 from school T and D budget .

<b>Priority 2</b>	
<b>Description</b>	Community School and Region Working together towards providing greater access to ICTS for all families.
<b>Key Activities</b>	Work with the DECS partnership broker to identify partnerships to support families to access ICTs outside of school.
<b>Achievement Measures</b>	Survey students to identify who has access to computers and internet outside of school hours .Survey shows increase of access .
<b>Resources Required</b> (Human)	ICT team to facilitate
<b>Budget Required</b>	Existing personnel time

<b>Priority 3</b>	
<b>Description</b>	All available ICT resources are used in teaching and learning activities
<b>Key Activities</b>	Ongoing staff training and development as per ICT training plan
<b>Achievement Measures</b>	Staff training and development registers identify a high level of staff T and D both at school and out of school training .
<b>Resources Required</b> (Human)	ICT team to facilitate
<b>Budget Required</b>	Existing personnel time; T and D form existing school allocation of 20000 for T and D

### 3.3 Professional Learning

#### Current Context

Using the eStrategy Framework and EdCap data as a reference enter a brief description of the site's current position with regard to Professional Learning and ICT.

- 3.1. Little attempt is made to audit staff confidence, capabilities and needs in relation to ICT. There is a reliance on individuals identifying their own professional learning needs.
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- 3.3. Professional learning is generally ad hoc and does not link to the ICT resources available, current practices or individual and site needs. Some attempts are made to widen the range and source of professional learning from within and beyond the site.
- 3.4. The sharing of effective practice of ICT use is encouraged during staff meetings. Some mentoring or coaching by teachers, support staff or learners takes place, but is unplanned and not available to all staff.
- 3.5. No systems for monitoring and evaluating the effectiveness of any ICT professional learning are in place

#### Priorities

Based on your outcomes in the eStrategy Framework and EdCap, specify up to three ICT related Priorities that focus on Professional Learning which enhances teachers' expertise in integrating ICT into their classroom practice.

<b>Priority 1</b>	
<b>Description</b>	Ensure professional learning grows leaders
<b>Key Activities</b>	Use EdCap as a strategy point for discussion and planning . All staff to do EdCap survey in 2010
<b>Achievement Measures</b>	Staff ICT T and D plan developed and reviewed
<b>Resources Required</b> (Human)	ICT team to facilitate
<b>Budget Required</b>	Existing personnel time and use of T and D budget for ICT staff training

<b>Priority 2</b>	
<b>Description</b>	Teaching and learning : to provide professional learning that have ICTs at the centre (of develop teaching and learning activities)
<b>Key Activities</b>	Staff actively using moodle site to develop and publish curriculum materials . Work with WHS and EJEHS re Navigator moodle for PLP. Partnership with other agencies to ensure out of school access to computers for our students
<b>Achievement Measures</b>	Moodle site used by all staff .one computer at least in every classroom
<b>Resources Required</b> (Human)	ICT team to facilitate
<b>Budget Required</b>	Existing personnel time .DER computers allocation.

### 3.4 Administration

#### Current Context

Based on your outcomes in the eStrategy Framework, specify up to three ICT related Priorities that focus on improving and sustaining the Administration of the ICT environment.

4.1. Administrative systems are integrated and accessible across the site but are unrelated to the site vision, policies and practices.

4.2. The strategy recognises longer term issues of sustainability. Leadership is exploring ways to address these issues.

4.3. The site uses an assortment of ICT systems that do not share data. Access is only through the site's administration areas. ICT use is limited to isolated aspects of the site's management and many tasks are still done manually

4.4. Most educators and learners routinely use a range of technologies and recording practices to demonstrate learning against Curriculum Standards. The site engages in online storage of learners' work and assessment data to a certain extent.

4.5. The site uses electronic systems to communicate internally and externally. These are well understood and used by staff and other groups.

4.6. The site has policies for OHS&W and behaviour management, including ICT use, and addresses the online safety of staff and learners. These policies are understood by most staff. There are some measures in place to deal with issues, but these are not consistently applied wherever ICT is used.

4.7. An agreed whole site approach exists to record and analyse achievement data using ICT systems. This approach is not always used consistently or effectively to track learner progress and set targets.

4.8. The site has procedures for data protection and understands the requirements for storing information in electronic form (e.g. data backup systems, Freedom of Information access and obligations, acknowledging copyright ownership of digital materials). These procedures are understood by most staff but there is inconsistency of practice.

#### Priorities

Using the eStrategy Framework as a reference, enter a brief description of the site's current position with regard to Administration and ICT.

Priority 1	
<b>Description</b>	Training Support for SSO staff and the succession planning re ICT technician. Employment of extra ICT technician .Presently have .8.
<b>Key Activities</b>	Demonstrative systems are all integrated and users connected. Development of moodle will support this. Review OHSW and cyber safety policies and practise by staff and students .
<b>Achievement Measures</b>	Staff make regular use of systems and available data to make curriculum planning decisions .

<b>Resources Required</b> (Human, Physical, Financial)	Partnership broker time ,existing staff time .Improved ICT technician time .Technician time to integrate all systems
<b>Budget Required</b>	20,000

<b>Priority 2</b>	
<b>Description</b>	ICTs coordinator facilitates with ICT team processes to support staff use and skill development in relation to SHS moodle.
<b>Key Activities</b>	Regular training for moodle skill development (staff and students )
<b>Achievement Measures</b>	All staff and students able to use moodle to support learning
<b>Resources Required</b> (Human, Physical, Financial)	ICT coordinator existing time .staff and student existing time
<b>Budget Required</b>	No extra .Less sleep for all .

### 3.5 Resources

#### Current Context

Using the eStrategy Framework as a reference, enter a brief description of the site's current position with regard to Resources, Technical Support and ICT.

5.1. Teaching and learning spaces have not been designed or adapted to reflect the contribution of ICT.

5.2. Some research has been undertaken into learners' and families' ICT access and use within and beyond the site (e.g. a group of students and/or families is surveyed). However, data collected is not shared across the site or used effectively to inform future planning.

5.3. The site recognises that planned, appropriate community access to ICT is a means to gain the confidence of, and engage with the community. However, little has been done to allow community access to the site's ICT resources

5.4. Discrete groups or faculties within the site use virtual learning environments.

5.5. ICT resources are procured via DECS procurement processes following best practice guidelines, as part of a systematic approach to providing sustainable resources that integrate with the existing environment. These resources meet the site's vision in line with its current and future needs and provide value for money.

5.6. Access to networked curriculum and administration resources is efficient, and can be obtained from a number of locations within the site. There are adequate facilities and bandwidth for efficient and reliable Internet connections. This access has a clear impact on teaching and learning.

5.7 Identity management is implemented and users have access to file, print, Internet, email and wireless, in addition to curriculum and administrative systems and services.

5.8 ICT services are managed and overseen by an ICT governance group. ICT support is well understood and accessible by the site community.

5.9. Software licenses are managed and tracked using asset management. Titles are deployed in a controlled manner and the community is familiar with the processes for adding applications to desktop images.

5.10. Effective technical support systems with appropriate access for specialist staff, who are both proactive and reactive, are in place. The site takes steps to minimise disruption to teaching and learning caused by technical problems.

5.11. Monitoring and evaluation of the quality and suitability of ICT resources and technical support take place and sometimes inform future procurement and decision making.

#### Priorities

Based on your outcomes in the eStrategy Framework, specify up to three ICT related Priorities that focus on improving and sustaining the Infrastructure and Technical Support of the ICT environment.

Priority 1	
<b>Description</b>	Ensure we have one to one ratio 8-10
<b>Key Activities</b>	Map out where ICTs will be located : to ensure all classes and areas have access to ICTs for use in every classroom .
<b>Achievement Measures</b>	Access is observable All staff trained in using a range of available technologies to improve student learning outcomes and engagement.
<b>Resources Required</b> (Human, Physical, Financial)	School will use some of own resources to enable this .ICT team to manage and lead this.

<b>Budget Required</b>	97,000
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<b>Priority 2</b>	
<b>Description</b>	Ensure we have effectively operating wireless network
<b>Key Activities</b>	School needs power upgrade to accommodate ICTs .Explore ways to access funding for power upgrade. School to purchase extra WAP from own funds.
<b>Achievement Measures</b>	School has arranged to purchase 9 additional WAP .
<b>Resources Required</b> (Human, Physical, Financial)	ICT team to plan and manage in consultation with DECS central
<b>Budget Required</b>	(extra WAP <b>12,725.00</b> )

<b>Priority 3</b>	
<b>Description</b>	Ensure that the learning environments have suitable assistive digital technologies i.e. from iPod to digital lathe, whiteboard ....not just computers .
<b>Key Activities</b>	School is purchasing two IPADS to trial use and effectiveness before purchasing more for students to borrow.  School trialling use of 2 IWB and also exploring other related possibilities for classrooms .Related training of relevant staff in use of IWB
<b>Achievement Measures</b>	Involve a range of staff and some students in trial
<b>Resources Required</b> (Human, Physical, Financial)	Existing Staff
<b>Budget Required</b>	1200