



INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

DEFINITION

Information and Communications Technology (ICT) is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.

ICT includes, but is not limited to:

- Computer systems and applications such as email, and the internet
- Networks
- Electronic storage devices
- Mobile devices such as mobile phones, tablet devices and PDAs
- Web-based tools such as social networking sites, chat rooms, blogs, podcasts, instant messaging systems, and P2P file sharing
- Imaging tools such as video, still or web cameras and related software
- Audio tools such as audio recording devices, mp3 players and related software.

PURPOSE

Murrumbeena Primary School recognises the expanding role played by ICT in our society. As the centre of a learning community, the school is committed to providing staff, students and parents with an environment which supports the development of skills that will enable them to safely access, process, manage and present information in the digital world. This development will best come about through the embedding of ICT as a regularly accessed tool in the delivery of curriculum, across all areas of classroom learning.

AIMS

The use of ICT focuses on providing students with the tools to transform their learning and to enrich their learning environment.

Digital technologies should be selected to support quality teaching practices to facilitate learning, rather than learning focusing on the technology itself.

Through the selection and application of appropriate equipment, techniques and procedures, students process data and information skillfully to create information products in forms that are meaningful for themselves and their audience.

The knowledge, skills and behaviours in this area will enable students to:

- develop new thinking and learning skills that produce creative and innovative insights
- develop more productive ways of working and solving problems individually and collaboratively
- create information products that demonstrate their understanding of concepts, issues, relationships and processes
- express themselves in contemporary and socially relevant ways
- investigate and communicate locally and globally to solve problems and share knowledge
- understand the importance of the safe use of ICT and their social and ethical responsibilities.

This process is reliant on an established curriculum planning framework that incorporates the embedding of ICT within all aspects of the curriculum. It is enhanced by an integrated approach to curriculum provision and a consultative and comprehensive process of course preparation.

PROGRAM GUIDELINES

Learning and Teaching

The ICT program will follow the Victorian curriculum guidelines. A sequential program will be followed from Foundation to Year 6. ICT in the International Baccalaureate Primary Years Program (IBPYP) enables students to investigate, create, communicate, collaborate, organise and be responsible for their own learning and actions.

1. Skills and understandings of ICT will be developed in the following areas:
 - Using ICT for visualising thinking
Students will use ICT tools to assist their thinking processes and reflect on the thinking strategies they use to develop their understanding. Students use linguistic and non-linguistic representations, such as graphic organisers, ICT-generated simulations and models and ICT-controlled models to help structure their thinking processes and assist in constructing knowledge.
 - Using ICT for creating
Students, through the selection of appropriate ICT, will learn to process data and information to create solutions to problems, manage files and plan and monitor progress of extended tasks. They will evaluate the usefulness of ICT for solving different types of problems and reflect on the effectiveness of their own use of ICT.
 - Using ICT for communicating
Students will use ICT to present ideas and understandings to audiences, communicate with known and unknown audiences and support knowledge building among teams. Protocols for receiving, transferring and publishing ideas and information are needed to promote communication that respects intended audiences.
2. A dynamic curriculum framework, based on the Victorian curriculum and linked to the IBPYP will embed the use of ICT in reinforcing and extending understanding in all learning areas.
3. A focus on safe use of ICT resources is to be integral to all learning experiences (see eSmart policy)

Management

1. An ICT Manager is to oversee the whole ICT school program including program delivery in the Information Resource Centre (IRC) and in classrooms, support for class teachers as required, selection of appropriate software (see Process for Selecting Age Appropriate Digital Content) and hardware resources, audio visual equipment, and maintenance and upgrading of all equipment and services.
2. Students are to abide by their Acceptable Use Agreement, a protocol to be maintained for the use of ICT across the school (see Acceptable Use Agreement Years Prep – 4 and Acceptable Use Agreement Years 5 and 6). This agreement is to be signed annually and discussed with students regularly.

3. Each classroom is to be allocated a range of computer/ digital equipment that suits their age level and learning needs. These are to be networked to the school network.
4. Every class is to be allocated a regular time slot in the IRC. These sessions to be prepared by the ICT Manager and based on the appropriate Victorian curriculum level using age appropriate applications.
5. The IRC program is to be designed to help develop appropriate skills in support of learning in the classroom program in line with the focus of embedding ICT across the curriculum. Activities should support the current classroom units of inquiry where possible.
6. Staff are to be involved in ongoing professional development related to current technological development and their appropriate use in the classroom.
7. Opportunities for parent participation in education programs are to be offered as appropriate e.g. cybersafety.
8. Use of all software must be in accordance with the Copyright Act as well as the terms of the software license.
9. The Department of Education's Edulist is the approved list of websites that will be readily available for our students. Access beyond these sites must take into consideration the educational purpose and safety implications of other sites. This should be subject to the evaluation process outlined in Process for Selecting Age Appropriate Digital Content.
10. The school is to be connected to the internet via the provider linked to the Department of Education. The ISP provides various levels of filtering services to restrict access to inappropriate sites
11. All students to have access to teacher-supervised use of an email account.
12. In order for students in Years 3 to 6 to participate in web 2.0 technologies including blogging or wikis they will require a school email account to allow them to manage their access and unique passwords. Student email addresses should not include student names or other identifying information. The Department of Education recommends schools can use a series of numbers, for example 321034@myschool.vic.edu.au .
13. Teachers to supervise students' access to the internet at all times.
14. Parents to supervise students' access to the internet and to school provided email out of school hours.
15. Student and Parent Consent forms for requesting permission to publish, reproduce and communicate a student's work or image must be completed annually. (Parent/Guardian Consent – Electronic Recording and/or Publishing)

RESPONSIBILITIES AND CONSEQUENCES

The use of the ICT resources, including network, is subject to the appropriate Acceptable Use Agreement. The school's ICT resources can only be used for educational purposes.

This policy is intended to operate within and be consistent with existing school policies and procedures in areas such as e.g.

- Student Engagement and Wellbeing policy
- eSmart policy
- Acceptable Use of ICT agreements
- Anti-bullying (specifically cyber-bullying)
- Parent/Guardian consent forms
- Privacy policy

Responsibilities

It is the responsibility of students to protect his/her password and not divulge it to another person. If a student knows or suspects his/her account has been used by another person, the account holder must notify a teacher or the administration as appropriate, immediately.

All messages created, sent or retrieved on the school's network are the property of the school. The school reserves the right to access and monitor all messages and files on the computer system, as necessary and appropriate. Communications including text and images may be required to be disclosed to law enforcement and other third parties without the consent of the sender.

Consequences of Improper Use

Consistent with the Student Engagement and Wellbeing policy, breaches of the Acceptable Use agreements by students can result in a number of consequences depending on the severity of the breach and the context of the situation.

For Example

- removal of network access privileges
- removal of email privileges
- removal of internet access privileges
- removal of printing privileges
- parent/guardian contacted
- other consequences as outlined in the school's Student Engagement and Wellbeing policy.

EVALUATION

The Education and Communication sub-committee will review the effectiveness of this policy every 3 years.

- Records of student achievement in relation to work completed in the IRC and the classroom
- Student self-evaluation
- Parent feedback
- Teacher feedback
- Annual program review.