

HEANY PARK PRIMARY SCHOOL

INFORMATION & COMMUNICATION TECHNOLOGIES PROGRAM POLICY

Appendix 2

Information and Communication Technologies –VELS Standards Chart

VELS level	ICT for visualising thinking	ICT for creating	ICT for communicating
1	Standards do not apply at this level. See the learning focus at http://vels.vcaa.vic.edu.au	Standards do not apply at this level. See the learning focus at http://vels.vcaa.vic.edu.au	Standards do not apply at this level. See the learning focus at http://vels.vcaa.vic.edu.au
2	(not organised by dimension at this level) At Level 2, students manipulate text, images and numeric data to create simple information products for specific audiences. They make simple changes to improve the appearance of their information products. They retrieve files and save new files using a naming system that is meaningful to them. They compose simple electronic messages to known recipients and send them successfully. With some assistance, students use ICT to locate and retrieve relevant information from a variety of sources.		

3	<p>At Level 3, students use ICT tools to list ideas, order them into logical sequences, and identify relationships between them. Students retrieve their saved visualising thinking strategies and edit them for use in new, but similar situations. They explain how these strategies can be used for different problems or situations.</p>	<p>At Level 3, students organise their files into folders classified in a way that is meaningful to them. Students explain the purpose of passwords for accessing files stored on networks. They follow simple plans and use tools and a range of data types to create information products designed to inform, persuade, entertain or educate particular audiences. They create information products to assist in problem solving in all areas of the curriculum. With minimal assistance, students use ICT tools to capture and save images. They use simple editing functions to manipulate the images for use in their products. They make ongoing modifications to their work to correct the spelling of frequently used words and to rectify simple formatting errors. They evaluate the final information product and describe how well it meets its purpose. Students make adjustments to their equipment and apply techniques that are ergonomically sound.</p>	<p>At Level 3, students initiate and compose email messages to known and unknown audiences and, where appropriate, send replies. Students create folders in their mailbox to organise the storage of email messages they wish to keep. They locate information on an intranet, and use a recommended search engine and limited key words to locate information from websites. They develop and apply simple criteria to evaluate the value of the located information.</p>
4	<p>At Level 4, students apply ICT tools and techniques to represent and explore processes, patterns and cause-and-effect relationships. Students use ICT tools and techniques that support the organisation and analysis of concepts, issues and ideas and that allow relationships to be identified and inferences drawn from them. Students review their stored thinking strategies in order to identify similarities and differences in their thinking patterns. They document in their bank of digital evidence how these visualising thinking strategies help them to understand concepts and relationships.</p>	<p>At Level 4, students safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences. They use design tools to represent how solutions will be produced and the layout of information products. Students select relevant techniques for minimising the time taken to process data, and apply conventions and techniques that improve the appearance of the finished product. Students modify products on an ongoing basis in order to improve meaning and judge their products against agreed criteria. Students create and maintain an up-to-date, logically structured bank of digital evidence of their learning. They password protect and back up important files and use file naming conventions that allow easy retrieval.</p>	<p>At Level 4, students use email, websites and frequently asked question facilities to acquire from, or share information with, peers and known and unknown experts. When emailing, they successfully attach files and they apply protocols for sending and receiving electronic information. They successfully upload their work to a protected public online space. Using recommended search engines, students refine their search strategies to locate information quickly. They evaluate the integrity of the located information based on its accuracy and the reliability of the web host.</p>