

HEANY PARK PRIMARY SCHOOL

INFORMATION & COMMUNICATION TECHNOLOGIES

PROGRAM POLICY

Appendix 2

eLearning Plan 2006-8

1. The school's eLearning vision

Heany Park Primary School provides students, teachers and parents with a safe, supportive and caring learning environment where they are valued and are individually encouraged to strive for excellence. It is a school which promotes the value and importance of the individual, enabling students to reach their full potential through the desire for life long learning. The values that are promoted include: integrity, trust, respect for others, caring for others, cooperation, self esteem, engagement in learning and the pursuit of excellence.

Heany Park Primary School envisages each classroom with at least four computers per room, a pod of computers in the Library, Music Room and in the Art Room to create a supportive eLearning environment for staff and students. Students and staff can be involved in a range of integrated activities using the inquiry approach for teaching and learning across all VELs domains with access to the computer as needed or timetabled.

Heany Park Primary School foresees an environment where eLearning is an integral element of our everyday learning practices and administrative management. It recognises the potential of eLearning to impact upon the learning outcomes for students and staff administration. eLearning encourages students and staff to become risk takers and empowers learners with responsibility for their own learning experiences in an environment that seeks to develop their:

- Administrative planning, preparation and delivery of relevant curriculum across all VELs domains, particularly in the core curriculum areas of Literacy and Numeracy (current School Charter)
- Ability to communicate, collaborate, plan, analyse and solve problems especially in relation to eLearning
- Skills and understanding using current communication trends and technology to easily adapt to new learning situations in a changing world

A comprehensive eLearning plan allows the enhancement of high quality teaching and learning, administration and management. eLearning assists the development of a students' capacity to monitor their own learning. Additionally, it expands the meta-cognitive skills to allow them to apply the most effective strategies for problem solving. Elearning acts as a vehicle for authentic and meaningful learning experiences, which offer new possibilities for teacher professional development. It allows for student engagement and meaningful school and community relationships in an ever-changing world environment.

2. Learning and Teaching for eLearning

At Heany Park Primary School, information and communications technologies is considered as an important resource tool across the VELs domains. Particular software is used to enhance presentation, develop problem solving and research skills according to the individual learner's capabilities. Computers are an excellent tool for developing and extending thinking skills and can complement all school programs.

As outlined in the Vision statement, elearning will become an integral part of all VELs domains at Heany Park Primary School. An optimum learning environment for the effective implementation of the eLearning Vision will be achieved by:

- developing a thorough [Scope and Sequence Chart](#) (VELs), particularly in relation to the Charter's core curriculum areas of Literacy and Numeracy as outlined in the Vision statement to assist in planning I.C.T. tasks across all year levels

- sustaining the pod of computers between double classrooms and the Library computers (as a central research area) with the overall ratio of one computer for every five students
- [providing innovative software](#) to challenge all students, especially children in need of additional support in the Early and Middle Years with particular focus on Literacy and Numeracy engagement
- utilising the [Internet](#) and the School Intranet (incorporating our global Project www.heanyparkps.vic.edu.au/reptile.html) as major foci for presentation, problem solving, research, disseminating information across the school community and as a means of student assessment
- engaging both girls and boys in computer education through their involvement as ICT captains across the school
- utilising [Level One](#), [Two](#), [Three](#) and [Four](#) Bloom & Gardner grids relating to the Scope and Sequence chart for students
- using the [Common and Recommended programs](#) for year levels in the school which are available on the school internet site at www.heanyparkps.vic.edu.au and on the school network
- using the ICT checklists for VELS year levels as per VELS learning outcomes and standards which are available on the school intranet site

Heany Park Primary School will use the **DEECD ePotential** survey as a means of identifying and assessing the skill levels of all staff at the beginning and the end of each school year. Internal and external Professional Development sessions will be offered and presented to staff in order to meet the requirements of the Survey. Staff at Heany Park Primary School will be encouraged to regularly share skills and resources with peers through the ICT noticeboard in the staff room, which provides information on Professional Development and particular software. The Internet and Intranet will provide staff with links to relevant Professional Development web sites. Regular whole staff professional development will be conducted per term in relation to common needs that reflect the use of information and communications technologies across all the VELS domains.

At Heany Park Primary School, 2 year six students will be trained as to provide staff and peer support in regard to technical and software difficulties. A student in each year level will also be an “expert” to provide support for their class and liaise with the MICE captains. A VELS student skill checklist will be used throughout the year in conjunction with the [VELS Standards Chart](#) to monitor skill development across all year levels and provide a means of assessment and reporting to parents.

3. ICT strategy

Heany Park Primary School has been provided with eighty-three new personal computers as part of the Bridging the Digital Divide program and campaign. We also have a computer replacement strategy which allows for replacements every five years. As a result, the ratio of one computer for every five students has been achieved and needs to be maintained. At present, each classroom consists of two computers within the classroom itself and four computers in the pod area shared between two classrooms. A laser jet printer is shared between two classrooms and there are two laser printers (colour and mono printers located in the library) and photocopier on the network available in the staff administration area. There are eight personal computers used for research in the Library. The school’s main and proxy servers are also located in an office adjoining the Library as well as the CASES server and multiple personal computers and printers in the administration area.

At Heany Park Primary School the following allowances and provisions in the budget ICT needs to be made:

- Purchase of new printers in 2006-8 to replace dysfunctional and out of date printers across the school
- Computer Replacement Program to be continued
- Installation of new switches and replacement hardware over the next three years to increase bandwidth over the Internet as the use of ICT becomes an integral part of the curriculum
- Reviews of hardware to ensure that equipment is kept up to date and in line with the increasing complexities of new software
- Review of the range of new software purchased through VELS domains and related program budgets allowing the development of higher order thinking skills and authentic learning experiences

4. Review

Event/Role	Description
Staff Meetings	<ul style="list-style-type: none"> *PD Coordinator – reports on professional development activities *ICT Leader – reports on eLearning practises across the school *Staff peer support – sharing skills and successful practices noted on ICT board *Classroom visits – peers visit classrooms sharing skills and successful practices
Staffroom Displays	<ul style="list-style-type: none"> *ICT Centre noticeboard displaying Help whiteboard for peer support, *PD opportunities, software support, future events and relevant ICT activities
PD Reporting	<ul style="list-style-type: none"> *Staff report back and evaluate internal and external Professional Development attended
Year Level leaders	<ul style="list-style-type: none"> *To ensure that eLearning is incorporated in weekly and term planners *To ensure that the Bloom & Gardner grid activities in ICT are incorporated and all students are given opportunity in timetabled ICT sessions
Teacher Capabilities Survey	<ul style="list-style-type: none"> *Beginning and end of year evaluations during staff meetings about improved practices or implementation of elearning programs linked to ePotential Survey (DEECD) *Figures available on the network on the level of use of software
School Leadership Team	<ul style="list-style-type: none"> *On going regular meetings and relevant reporting back to staff
ICT Committee	<ul style="list-style-type: none"> *Regular monthly meetings discussing directions and future developments of eLearning plan *Assistance with mentoring (ICT captains) *Regulate monitoring of objectives for the eLearning Plan *ICT Leader and Committee report back to leadership team in regard to the achievement of objectives per year
PD Coordinator	<ul style="list-style-type: none"> *Annual report reflects objectives of the eLearning plan
Newsletter	<ul style="list-style-type: none"> *Examples of students studies and self-assessment showcased
Internet/Intranet	<ul style="list-style-type: none"> *Delivers ongoing information and evaluation of elearning objectives and activities to the school community and the wider community – Global Project – www.heanyparkps.vic.edu.au/reptile.html
School Council Meeting	<ul style="list-style-type: none"> *Principal draws from Staff Meeting briefings to update the School Council about eLearning Plan activities and achievement of objectives *ICT Leader gives regular reports to staff and School Council meetings through ICT School Council Sub Committee
Report Writing	<ul style="list-style-type: none"> *Staff use a software package (eg. Quick Vic) to process student reports twice yearly and evaluate the computerised report package