# ICT Policy [eLearning]
## Information and Communication Technology

## Monmia Primary School

MONMIA PRIMARY SCHOOL
*– Learn and Achieve –*

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This policy was last ratified by School Council in: September, 2014
School Council President: Mary Papaioannou
Amendment:

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**Rationale**

Today's world is ever-changing with rapidly updating digital technologies, constant social networking, instant gratification, global connectedness and immediate access to information, from anywhere, at anytime. This is the world's current reality. This is how people live their lives. One of the most important things for students, growing up today, is to learn to love and embrace change.

At Monmia Primary School, the vision is for all students to become productive and discerning members of a future society in which change is constant and information technologies are a ubiquitous feature of everyday life. We want the students to appreciate the relevance of Information and Communication Technology (ICT) in society and understand that it as an essential tool for learning, communicating, creating and as a means to perceive and control their environment.

The school community recognise that as technologies shift, the ways in which information may be accessed, presented and communicated will also change classroom instructional practices and student learning. We want the students to be safe, responsible and ethical users of digital technologies and believe that explicitly teaching students about appropriate online behaviours is essential, and is best taught in partnership with parents/guardians.

This Policy outlines the different elements that eLearning (ICT) can cover within the school and the behaviours associated with safe, responsible and ethical use of technology.

**Aim**

To ensure that all stakeholders within the school community are aware of what is expected of them. That they are able to utilise digital technologies effectively and safely in school administration and its core function of quality teaching and improved student learning.

**Implementation**

The Implementation of this policy addresses the following key areas,
- Curriculum
- School Programs and Resource Allocation
- eLeadership
- Staff Induction
- Terms of Use
- Processes and Consequences for Misuse
- Social Media
- Online Safety
- Digital Data Management and Security protocols
- Copyright and Ethical Use
- Future Planning
- Purchasing Strategy
- Resources
- Appendices

### Curriculum

The ICT curriculum at Monmia is a fundamental component of the teaching and learning program that aims to develop students that are innovative, discerning and confident users of digital technologies. The classroom program addresses the five organising elements of ICT capability as set out in The Australian Curriculum,

- Applying social and ethical protocols and practices when using ICT
- Investigating with ICT
- Creating with ICT
- Communicating with ICT
- Managing and operating ICT

Under the guidance of the eLearning coach, staff consult the ICT scope and sequence document to plan their lessons. This ensures scaffolded learning where new concepts are introduced at each level and existing skills and understandings are developed. Lessons are structured to encourage students to learn through exploration, self-direction and inquiry, with explicit teaching at key points during the learning sequence.

Wherever possible, ICT is embedded across the curriculum to provide real world context and authentic learning experiences. Embedded learning is supported by ICT specific lessons that focus on the esoteric elements of the curriculum. As aspects of the ICT curriculum and the hardware and software that supports the curriculum rapidly change, the school community actively encourages teachers to be co-learners with their students. This combines teacher wisdom and adult understandings with the students technical skills and experiences, bringing the best outcomes to all learners.

The school community believes that the internet, web 2.0 and social media tools have blurred the lines between home and school and helps everyone to recognise that learning happens everywhere. To support this anywhere, anytime learning, the school invests in and utilises a number of online applications that allow students to access their learning both at school and at home.

Students are assessed against the outcomes listed for each year level in the [Australian Curriculum ICT Learning Continuum](#) and their achievement is reported to parents biannually.

### School Programs and Resource Allocation

All students are provided with opportunities to access the ICT curriculum throughout the school. Where necessary, we endeavour to make adaptations to the environment or provide software that will enable all learners to achieve.

Resource Allocation:

- All classrooms, the staff professional learning centre, the performing arts room and the visual arts room have an interactive whiteboard
- The computer lab has 28 desktop computers allowing for 1-1 student access
- The classrooms have group sets of notebooks, desktops or iPads that allow for shared student access [1 - Many]
- Classrooms have access to a variety of digital devices and peripherals to support learning, including; digital cameras, flip cameras, iPods, iPads, printers, etc

The school commits to ensuring all digital equipment and network infrastructure is up to date, with computers being no more than 48 months old, and that all equipment is capable of fulfilling the requirements of the Australian ICT Curriculum.

Computer Lab:

Each classroom teacher is allocated one hour per week in the computer lab, with the ability to book extra sessions when needed. Year P-2 classes utilise a gradual release approach with teachers modeling skills and discussing ICT concepts, then allowing students to apply what they have learnt, aiming to develop student independence. Years 3-6 classes use a project/task-based model where teachers set the required work task, model ICT skills where necessary and encourage students to complete the task using self-selected applications and tools. Peer to peer teaching and students and teachers as co-learners are increasingly prevalent in the senior sessions.

P-2 iPad Program:

All junior classrooms will be allocated a group set of iPads for use in the classroom program throughout the school day. iPad applications support the students' development in core curriculum areas and will promote student demonstrations of their learning in a variety of multimedia formats.

Years 5-6 School Notebook Program:

The year five/six Collaborative Learning Space has group sets of notebooks for students to access throughout the school day. The notebooks are used to support learning across all curriculum areas, providing opportunities for just in time learning.

1-1 Learning / BYOD:

The school community recognises the value in 1-1 learning programs and Many - Many device access. The school leadership has begun investigating how these organisational structures might support learning at the school and how they might be funded. The school community aims, where the budget allows, to increase student to device ratios in line with contemporary ICT research.

## eLeadership

eLeadership refers to the ways in which the school leadership establishes the ICT vision for the school and supports all aspects of ICT professional development, implementation and change management. The Leadership Team looks to support ICT initiatives and eLeadership from staff across the school to promote a consistent and contemporary message about the use of ICT effectively in all curriculum areas.

It is recognised that building teacher skills and confidence in using digital technologies occurs in a range of ways – through structured professional learning, ICT coaching sessions, professional learning community focuses, informal peer to peer support, student-led learning, personal learning networks (PLN) – and the school actively supports and values all avenues for teacher learning.

Strategies that support eLeadership include;

- the school will appoint a staff member to lead elearning as a part of the school's leadership team to drive strategic planning for a sustainable elearning school culture
- regular, timetabled ICT coaching sessions for principal class staff and curriculum coaches to ensure that leaders are able to initiate and lead teachers in implementing powerful ICT integration into teaching and learning
- a Key Improvement Team [KIT] dedicated to the development and implementation of the school's ICT vision
- the role of eLearning Manager being undertaken by at least one teacher in each year level PLC. These eLearning Managers make up the membership of the eLearning KIT
- regular, timetabled ICT coaching sessions for teachers to build ICT awareness, understanding and capacity, ensuring that ICT is integrated into curriculum plans across all areas
- an ICT vision that is shared through regular professional conversations and open to supporting staff with new initiatives that align with the best eLearning practices for contemporary classrooms
- the use of a managed online environment, Google Apps, to facilitate true teacher collaboration in curriculum planning and student centred curriculum design

## Staff Induction

It is recognised that the work of staff has become increasingly dependent on their ability to work effectively online and with a variety of digital technologies and tools. The ways in which staff administer, prepare, communicate and present their work is specific to the school and, as such, there is a need to support new and returning staff to settle into the school's ways of working.

The eLearning induction session/s will deliver key information about the school's organisational structure, online environment, hardware, devices and key applications to

ensure that new and returning teachers are fully conversant with their eLearning responsibilities.

At the commencement of work, new and returning staff will be allocated two hours with the eLearning coach for the purposes of eLearning induction. The areas to be covered include,

- EduMail and email
- EduPay and EduSafe access
- DEECD Acceptable Use Agreements
- Monmia PS ICT Policy
- Google Apps Domain login and access to required documents
- Monmia Online Staffroom overview
- Classroom access to digital technologies
- Monmia's Instructional Practices around eLearning
- Current school programs eg. learning with iPads, blogging

## **Terms of Use**

The following terms of use apply to all users accessing the school's ICT network resources.

General ICT Use at School:

- Teachers will abide by occupational health and safety regulations as they pertain to ICT use and will include instruction on health and safety ergonomics in their ICT lessons.
- Each person accessing the network and the school's online applications will have a password-protected identity.
- All users will keep their network and online passwords confidential.
- All users will be responsible for all activity recorded under their assigned identity.
- Users will not be permitted to use another person's password to log onto the school's network or online applications.
- Network storage will be restricted in capacity for all users and must be not be used to store personal files.
- Staff are responsible for the back up of their personal, professional files onto their own storage devices.
- All users will understand that the Network Administrator is obliged to keep a log of all Internet activity.
- Users will not intentionally damage the school's ICT resources or disrupt the use and effectiveness of the school's network and online applications by any means.
- Staff may not use the school's network or online applications for commercial purposes, non-profit organisations, advertising or political lobbying.

The school community makes no guarantee that the functions or services provided by or through the network system will be error free without defect. The school will not be responsible for,

- Any damage suffered including, but not limited, to loss of data or interruption to service
- Financial obligations arising through misuse or unauthorised use of the system.

Digital Photography and Video Use at School:

- Students will only take photos and record sound or video with the permission of the teacher when it is part of a class or lesson.
- Seek permission from individuals involved before taking photos, recording sound or videoing them.
- Seek permission from individuals involved before tagging them in photos
- Permission for student work, photos and film to be included on the school's online spaces will be sought from parents/guardians every year.

Student Mobile Phone Use at School:

The school accepts that parents/guardians provide their children with mobile phones to protect them from everyday risks involving personal security and safety, particularly when travelling

alone on public transport or commuting to and from school. While the school will be investigating student use of personal ICT devices, including mobile phones, for educational purposes over the period of this policy, it is the current policy for student mobile phones to be kept by the class teacher during school hours. Parents/Guardians who need to contact their child, for any reason, during school hours should do so by placing a call to administration.

Guidelines,
- It is the responsibility of students who bring mobile phones to school to hand them to their class teacher before school and collect them before they go home.
- The decision to provide a mobile phone to their children should be made by parents/guardians.
- Parents/Guardians should be aware if their child takes a mobile phone to school.
- Mobile phones which are found in the school and whose owner cannot be located are to be handed into the administration.
- The school accepts no responsibility for replacing lost, stolen or damaged mobile phones. Their safety and security is wholly in the hands of the student.
- The school accepts no responsibility for students who lose or have their mobile phones stolen while travelling to and from school.
- It is strongly advised that students use passwords/pin numbers on their phones.
- Students must keep their password/pin numbers confidential.
- Any mobile phone kept with the student during the school day and/or being used inappropriately will be confiscated and later collected by parents/guardians.

**Processes and Consequences for Misuse**

This ICT policy has been developed to protect all members of the school community and its eLearning environment. For breaches of this policy, students and staff can face a number of consequences depending on the severity of the breach and the context of the situation. More than one consequence may apply for a given offence. Serious or repeated offences will result in stronger penalties:

For Students;

- withdrawal of access to the school network and devices
- removal of printing privileges
- temporary confiscation of inappropriately used personal devices
- payment for replacement of damaged equipment
- consequences as outlined in the school's *Student Engagement and Inclusion Policy* and *Behaviour Management Policy and Procedures*
- police involvement, where the device has been used to menace, harass, make threats, offend another person or where there has been a breach of the privacy legislation
- confiscation of devices, believed to contain evidence of a criminal act, will be kept and handed to Police for evidence in line with Police timelines
- parents/guardians will be contacted where their child has been involved in a breach of this policy

For Staff;

- Non-compliance will be regarded as a serious matter and appropriate action, including termination of employment may be taken

If any student believes they have witnessed a breach of the school's ICT Policy they should:

1. If possible, switch off the screen discreetly, leaving material on the computer, so that it may be recorded and traced
2. Inform the teacher

The teacher will then,
1. Immediately ensure that no one else is exposed to breaches of this policy
2. Record the site details / save or screen capture the evidence trail
3. Report serious matters to the eLearning Coach and Principal

## Social Media

The school community values the importance of providing opportunities for students and staff to learn online, with others, in the global world. The use of social media and web 2.0 tools such as social networking sites, wikis, blogs, microblogging, multimedia sharing sites and forums, in student programs, curriculum planning and teacher professional learning will be actively encouraged. The school supports the appropriate use of social media and web 2.0 tools to publish, share, connect and communicate both locally and globally.

When using social media and participating in the school community online spaces, staff, students and parents/guardians need to be aware that they are acting within a public and global setting.

Staff and students must adhere to the Acceptable Use of DEECD ICT systems policy and the Monmia PS Acceptable Use Agreement.

To ensure that online interactions and activities are appropriate, all users will observe the following actions:

- not using social media with students that has minimum age requirements of 13 or over
- staff consider discretion when disclosing personal information
- no personal, identifying student information will be disclosed
- respect for the rights and confidentiality of others
- never acting or behaving in a way, that may be perceived as cyberbullying
- never impersonating or falsely representing another person
- never making defamatory comments to anyone online or using excessive criticism to portray a person as socially, mentally, physically or intellectually inferior
- never using obscene, offensive or other language which is deemed inappropriate.
- not posting content that is hateful, threatening, pornographic or incites violence against others
- not posting content that may harm the reputation and good standing of Monmia Primary School or those within its community

## Online Safety

While the school and the Department of Education and Early Childhood Development [DEECD], makes every effort to ensure that children do not intentionally or accidently access explicit or inappropriate material, the school community recognise that it is impossible for internet filtering to provide complete protection.

It is understood that the students may spend their personal time, outside of school, enjoying unfiltered internet access. In response to this, there is a strong curriculum focus on safety online, explicitly teaching students how to safely and responsibly use the internet and deal with online risks such as cyberbullying. Cyberbullying is not tolerated in any form at the school. The rights of all members of the school community, in relation to cyberbullying, are outlined in the *Student Engagement and Inclusion Policy* and *Bullying and Harassment Prevention Policy and Procedures.*

To ensure all members of the school community are aware of the strategies for remaining safe online and that students online safety habits are reinforced at home, the school will endeavour to provide regular information sessions for parents/guardians and offer regular advice through the newsletter and online spaces.

## Digital Data Management & Security Protocols

The school is increasingly taking advantage of the many benefits that online applications and storage can provide. Our use of the internet has gone beyond simple research tasks on a desktop computer. The school's administration processes and curriculum programs encourage the use of mobile technologies for video-based communications, student and teacher collaboration online and the publishing and sharing work on the web. Student work tasks, assessment data and teacher administration data is being created and stored online.

The following procedures and protocols for handling and storing the school's digital information have been established to protect the information from unauthorised access, disclosure and/or misuse,

[NB: The use of personal ICT and communication devices fall under this policy when used for the purpose of communicating both within the school community and/or in any public domain]

● The school community will act and carry out its duty of care for the information assets it holds in line with the Australian Privacy Amendment (Enhancing Privacy Protection) Act 2012 and the Victorian Information Privacy Act 2000
● All access to online systems housing personal and/or confidential data will be controlled with a complex 7 password.
● The school technician will ensure that appropriate technical controls have been deployed to minimise the risk of data loss or breaches.
● All information on school servers shall be accessed through a controlled mechanism, with file permissions allocated and assessed on a need to know / principle of least privilege basis.
● All physical information back-up devices will be stored in controlled access areas.
● Fax machines will be situated within controlled areas of the school.
● All devices that are used to access sensitive information will be locked on password protection when unattended.
● Users will be vigilant when accessing sensitive or personal information on screen to ensure that no one else, who may be unauthorised, can read the information.
● Staff, students and the school community will not leave personal and sensitive printed documents on printers within public areas of the school.
● All personal and sensitive information taken off site will be secured through appropriate technical controls, e.g. encrypted removable media
● All devices taken off site, e.g. laptops, tablets, removable media or phones, will be password protected and secured, for example, not left in cars or insecure locations.
● Whenever possible, teacher administration, student work and assessment data will be created and stored, using online systems based in Australia.
● When Australian solutions are not adequate to the task required, teacher administration, student work and assessment data created and stored online will be based in other countries with suitable or equivalent security measures.
● Personal data collected and held shall be adequate, relevant and not excessive. It should be accurate and up to date and obtained only for specified and lawful purposes.
● Personal data should be held no longer than for the purpose it was originally collected.

## Copyright & Ethical Use

The use of ICT resources carries with it responsibilities. Users must remember that when using the school's network, hardware and software, they are using ICT resources provided to them for educational purposes and they must be properly and legally used.

Users must not breach laws of copyright, privacy or intellectual property – this includes downloading or using illegal copies of software, music, audio, videos and images. Copyright laws and licensing agreements must be respected and sources appropriately acknowledged.

Network and Internet access at Monmia PS will be governed by the following procedures and regulations,

● Students will complete and abide by the Monmia PS Acceptable Use Policy, annually
● Teachers will agree to the terms and conditions as set out in the DEECD Acceptable Use Policy

Staff and Year 3-6 students will,
● check permission rights before using materials, particularly images, from the internet
● ask permission of the copyright owner before using copyrighted material, keeping the permission documentation [eg. email] for future reference
● be taught to reference online resources and sites that they have used in their work
● be encouraged to hyperlink third-party content, rather than download and upload to their own work
● whenever possible, source copyright free or allowed works, such as creative commons, NEALS material or content in line with Part VA or Part VB Licence under the Copyright Act. Sources will be provided as links for students to access

- not remove logos or trademarks unless the terms of the website allow it
- not use or disclose the personal and/or confidential information of others in any online forums

The school will,
- seek parent/guardian permission for student work and student images in photos or film to be used on school created online spaces and promotional material
- ensure that students, whose parents have denied permission or failed to return the permission forms, will not have their work or image displayed on school created online spaces and promotional material. It is the classroom teacher's responsibility to monitor changes in parental permission throughout the year and gain permission for new students
- ensure that students are identified by first name only on school created online spaces and promotional material

## Future Planning

Future Planning for ICT is an ongoing focus for the school leadership team and eLearning key improvement team. In planning, implementing and sustaining a digital learning environment for the school, we seek to ensure that people work and learn in line with best eLearning practices for contemporary classrooms. This involves constant reference to the latest research around ICT in education and emerging trends in digital devices and online living.

In developing our ICT direction, we are guided by the following data sources,

- The latest New Media Consortium, K-12 Horizon Report [A comprehensive research venture established in 2002 that identifies and describes key trends, significant challenges, and emerging technologies likely to have a large impact over the coming five years in education around the globe]
- The Pew Research Internet Project [The Pew Research Center's Internet & American Life Project aims to be an authoritative source on the evolution of the internet through surveys that examine how Americans use the internet and how their activities affect their lives]
- The DERN, ACER research projects [Digital Education Research Network & Australian Council for Educational Research]
- Presentations and webinars from current, world renown educationalists, such as Sir Ken Robinson, Stephen Heppell, Sugata Mitra, Will Richardson, Robert Marzano, Daniel Pink and many others
- DEECD Digital Learning initiatives and support
- Team members personal Professional Learning Networks

Documentation of the school's ICT planning, implementation and evaluation process utilises the Department of Education and Early Childhood Development's new EduSTAR [School Technology and Resources] Planning Tool and collaborative documentation in Google Apps.

## Purchasing Strategy

The school values ICT as an essential teaching and learning tool, but we also understand it is an expensive and ongoing budgetary commitment. As significant school funding is allocated annually to the provision of ICT products and services at the school, we see the need for procurement and provision to be;

- part of a planned strategy
- managed in an effective and sustainable manner, maximising value for money and mitigating risk
- dealt with, at end-of-life, in an accountable, cost-effective and environmentally friendly manner

Budgetary Considerations and Process:

- The vision for ICT at the school will be developed by school leadership after consultation with the key stakeholders; eLearning KIT, teachers, students, school council. Advice will be sought from the general school community when needed.
- 10% of the annual student fees will be allocated to the ICT Budget
- A detailed program budget to support the school's ICT vision will be prepared

annually and costed by the eLearning Coach in consultation with the school Service Technician
- Three or four core suppliers will be used for hardware and network purchases allowing positive relationships with personalised service to be built between the school and the businesses
- When considering large expenses, such as network upgrades, we will interview prospective suppliers to ascertain how well they understand the school's specific needs.
- Where possible, we will ask for demonstration models of the equipment we wish to purchase or trial versions of software and online applications, so they can be tested for compatibility with our network, curriculum and needs.
- The purchase of software and online subscriptions of a general or productivity purpose will be included in the ICT budget. Curriculum specific software or subscriptions, such as Mathletics, will be included in the appropriate curriculum budget.

Acquisition Considerations:

- Initial purchase price / subscription cost / licensing
- Total cost of ownership, including; warranties, insurance, tech support, replacement parts, maintenance, technical support, associated consumables
- Payment models; purchase, lease, monthly/yearly subscription
- Compatibility with existing network infrastructure
- Compatibility with current and/or planned curriculum pedagogy and school needs
- Future proofing
- Technical support

Asset Disposal:

- Equipment for disposal will be removed from the school Asset Register and all licensed software and personal/sensitive information removed. This process will be overseen by the eLearning Coach and the Service Technician.
- School owned, ICT hardware that is no longer of value to the school, will be disposed of at the Brimbank Council Resource Recovery Centre
- OH&S requirements will be followed in the disposal of equipment and consumables and may necessitate the use of paid removalists

**Resources:**
- Australian Curriculum
- Australian Government CyberSmart Website
- Australian Government Privacy Legislation
- Monmia PS Student Engagement and Inclusion Policy
- Monmia PS Behaviour Management Policy and Procedures
- Monmia PS Bullying and Harassment Prevention Policy and Procedures
- Monmia PS eSmart Policy
- Monmia PS Communication and Schedule Policy
- Acceptable Use of DEECD ICT systems policy
- DEECD Information and Communications Technology (ICT) policy

**Appendices**:

Appendix 1: Glossary
Appendix 2: Monmia PS Electronic Consent Form 2013
Appendix 3: Monmia PS Acceptable Use Agreement 2013
Appendix 4: School Data Management List
Appendix 5: School Network Infrastructure Map
Appendix 6: School Teaching and Learning ICT Equipment List
Appendix 7: Anchor Charts for Classroom use of Technology

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| **Evaluation** | This policy will be reviewed as part of the School Council cyclic review or earlier if required. |
| **Review Year** | 2017 |