



**Meadow Heights
Primary School**

*Paringa Blvd. Meadow Heights 3048
Phone: 9305-2033*

eLearning Plan 2003-2005



<http://www.meadowheightsps.vic.edu.au>
Email: meadow.heights.ps@edumail.vic.gov.au

Principal: Mr William Kimberley
ICT Coordinator: Ms Jo Howard

Date: 31st March 2003



eLearning Plan
2002 - 2005

Meadow Heights Primary School
Paringa Blvd
Meadow Heights
3048

Phone: 9305-2033
Fax: 9305-2712
Email: meadow.heights.ps@edumail.vic.gov.au

This booklet incorporates the school's eLearning plan, ICT Code of conduct, and Scope and Sequence Charts for each CSF Level.

It also includes a description of the roles of:

- the teacher
- eLearning Coordinator
- eLearning Committee
- technicians and
- the Professional Development Coordinator





eLearning - refers to the effective integration of a range of technologies across all areas of schooling to support student learning. These technologies encompass a range of media, tools, environments and resources—including rich, interactive, online resources.

Peripherals - Any piece of hardware connected to a computer; any part of the computer outside the CPU and working memory. Some examples of peripherals are keyboards, mice, monitors, printers, scanners, disk and tape drives, microphones, speakers, joysticks, plotters, and cameras.

ICT - Information Communication Technologies

Internet - An interconnected system of computers

WWW - World Wide Web—that is part of the Internet with websites

Just - Time - PD - Staff come along with any personal requirements from issues with software such as word, emailing, internet, collaborative projects or to learn how to use hardware such as digital cameras, scanners, video cameras etc.

VPN - Short for *virtual private network*, a network that is constructed by using public wires to connect nodes. For example, there are a number of systems that enable you to create networks using the Internet as the medium for transporting data. These systems use encryption and other security mechanisms to ensure that only authorized users can access the network and that the data cannot be intercepted.

Global Classroom Projects - are excellent learning ways of involving students in Global Communication. As countries around the world move into an era of global integration, citizenship can no longer be defined by national borders. For this reason, it is more and more important that we learn to see ourselves—and that we educate our children to see themselves—as responsible global citizens.



Vision Statement	4
eLearning Policy 2002	5
Goal 1 - Learning and Teaching	6
Goal 2- Professional Development	7
Goal 3 - Administration	8
Goal 4 - Assessment	9
Goal 5 - Community	10
Goal 6 - Physical Environment	11
Code of Conduct	12-13
Computer Use Code of Conduct P—2	14
Computer Use Code of Conduct 3—6	15
I.T. Scope and Sequence - Level 1	16
I.T. Scope and Sequence - Level 2	17
I.T. Scope and Sequence - Level 3	18
I.T. Scope and Sequence - Level 4	19
Role of the Teacher	20
Role of the eLearning Coordinator	21
Role of eLearning Committee	22
Role of the Low Level and High Level Technicians	23
Role of the Professional Development Coordinator	24
Software	25
Glossary	26



Meadow Heights Primary School (MHPS) values Equality, Excellence and Respect. Our Vision is to provide a learning environment where students can achieve their personal best, have a sense of belonging, participate positively and enjoy their learning.

At Meadow Heights Primary School we believe that students will need skills that prepare them for lifelong learning in a rapidly changing and information rich society. The use of Information Communication Technology (ICT) is regarded as an integral part of our everyday practices and administration management.

The approach to Learning and Teaching will continue to change and grow as society become more technologically focused. We strive for an environment where the use of ICT is integrated into areas of the curriculum where it will enhance engagement and improve learning outcomes.

Enthusiastic, skilled teachers are an integral component of eLearning. eLearning encourages students and staff to assume greater responsibility for their own learning by providing an environment where learners:

- Become active and independent
- Communicate, collaborate, plan, analyse and solve problems
- Use new technologies

We believe eLearning is enhanced when:

- Teachers effectively monitor students learning
- Assessment informs practice
- Students are involved in the assessment of their own learning.

We understand that eLearning has a significant impact on the working environment of staff. Consequently ongoing Professional Development will be available to ensure that staff are kept informed of current initiatives including strategies to support the successful implementation of eLearning in our school.

The Staff at MHPS understands the use of ICT's (e.g. Intranet, word processing, databases, emailing, scanning, etc.) are crucial vehicles which will streamline access to resources and communication leading to increased efficiency in all administrative practices.

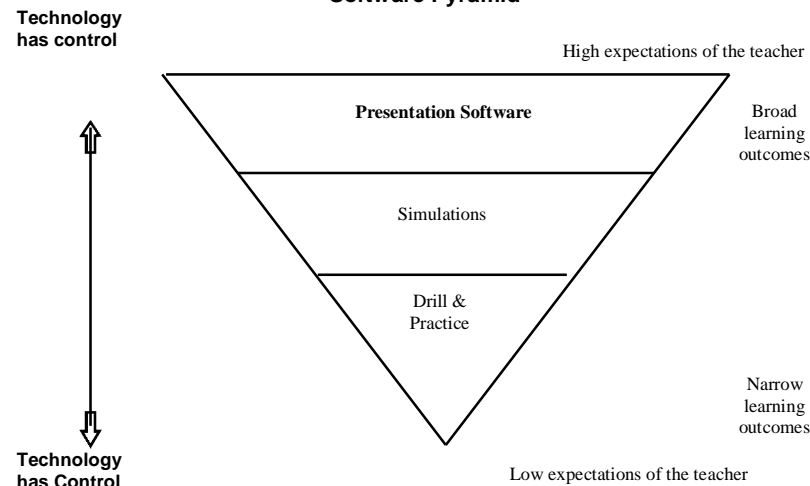
We aim to continue to have progressive hardware/software and networking. These need to be kept in excellent working order to minimise down time and frustration and thus we acknowledge the need for high quality technical assistance. Meadow Heights Primary School will be at the leading edge of Information Technology developments in State Primary Education.

To further enhance learning opportunities, strong community links need to be established and maintained. The Meadow Heights community will be able to access information related to, school excursions, special events, newsletters, students work and classroom news etc. via the school's web page, which will be updated regularly. They will be encouraged to communicate with the school through the use of electronic communication (emailing).



When software is used in the classroom, part of the control of the learning is taken over by the ICT. The type of software being used affects the level of contribution that must be made by the teacher, and the breadth of the learning.

Software Pyramid



At Meadow Heights Primary School we are fortunate to have a wide range of drill and practice and presentation software. We are in the process of investigating and purchasing some simulation software. All pieces of software are accessible to all grade levels through a program called CD QuickShare. The software is listed in a database and informs staff of KLA relevance and approximate age the software is appropriate for. The data base of software can be found on the schools Intranet by following a link on the ICT page.

Staff are encouraged to integrate ICT software use in all areas of the curriculum where the software will enhance engagement and student learning.

Software Type	Description	Examples
Information resource tool	Provide students with access to information	Databases, encyclopedias, dictionaries, Internet search services.
Authoring tools	Assist students to work with and present information	Word, Excel spreadsheets, Multi-media (HyperStudio, PowerPoint, KidPix, Front Page - Web page software.
Knowledge construction tool	Assist students to explore knowledge and meaning within a given context	Simulations—where an environment is governed by rules, and where a student can act and respond e.g. Carmen Santiago Zoombinis.



Continuing Professional Development for ICT is clearly important. However schools have to make difficult decisions between conflicting priorities. Often ICT professional development is carried out at the end of a busy day or in the teacher's own time. In the light of the huge investment in hardware and software, staff development in ICT is crucial if we are to reap the benefits of the technology for education.

The role of the PD Coordinator at MHPS is to inform staff of external PD available and to work with the ICT Coordinator to provide internal PD relevant to the needs of the staff as a whole, units or individually.

Staff are encouraged to support each other by sharing expertise at the Unit level and seeking help from the ICT, PD and KLA Coordinators when required.

Stage of Teacher Development	Description	Types of Training	Relationship	Focus of Coaching
Entry	"Only if I have to;" fear and anxiety	Use	Instruction	Empathy
Adoption	Productivity; taking control		Monitoring <i>Knowledge Giver to Receiver</i>	Skill
Adaptation	1 st class assignments; known curriculum	Integrate		Classroom management
Appropriation			Peer to peer interaction	Curriculum
		Lead and Plan		
Innovation	New learning environments; new curriculum; systematic change		Peer Coaching	Learning environment
			Construction	



Program Leader: Jo Howard **Committee:** Kelly O'Connell, Nancy Hauth, Julie Gunn, Rose Pennini, John Hannan, Shannon Grantley, Catherine Mullen and Leonie Crouch

RATIONALE:

Information technologies have rapidly developed in their capabilities over the last decades. They have radically altered almost all aspects of our lives including recreation as well as the manner in which people are employed. As individuals and also as a society we will continue to be confronted with and challenged by the new technologies as we contemplate the new millennium.

At Meadow Heights Primary School we believe that the whole approach to Teaching and Learning currently used in our school will continue to change and grow as we become more technologically centered. As professionals, the application of improved Teaching and Learning is our highest priority.

We believe the incorporation of Learning Technologies into the curriculum will prepare our students for the world of the 21st century.

The skills needed in the 21st Century will require people who are:

- Comfortable with new technology
- Willing to retrain
- Team players
- Creative problem solvers who are innovative and think logically

GOALS:

1. To provide a high quality learning environment enriched with Information Technology
2. To increase student and staff skills in the use of Learning Technologies and broaden the staff and student use and understanding of Information Technology.
3. To deliver high quality Professional Development for all staff
4. To provide classrooms with Information Technology tools including; up to date hardware and software in sufficient numbers to optimize the application of new Teaching and Learning Methods.
5. To provide readily accessible and effective technical support to meet the dual needs of staff for a) urgent on-site technical assistance, or b) less urgent but cumulative technical assistance.
6. To help streamline administrative tasks through the use of Information Technology.
7. To provide staff with a 'Teacher Resource Room' fitted with computers and printer, for teachers to work in an uninterrupted atmosphere.

GUIDELINES:

All students will have the opportunity to achieve success in a safe and supportive environment that provides routine access to various Learning Technologies.

1. The Learning Technologies Coordinator will work collaboratively with Unit Teams and the Curriculum Coordinator to ensure that Learning Technologies are incorporated and enhance classroom programs.
2. Determine staffs' level of computer skill and Learning Technology capabilities and provide Professional Development to meet their needs.
3. Purchase/update Information Technology tools - Computers, peripheral hardware and software as necessary while continuing to provide 'State of the Art' network facilities.
4. Hire technical support personnel a) Part-time, for urgent on-site technical assistance b) Casual, for less urgent but cumulative technical assistance. Through Professional Development and access to Information Technology tools provide support for teachers in their application of such administrative tasks as managing student records, work programs, timetables, correspondence etc.
5. Set up a permanent 'Teacher Resource Room' fitted with computers a printer and a scanner.

RATIFIED BY SCHOOL COUNCIL: 11th February 2003

REVIEW: This policy will be reviewed at the end of 2005



The philosophy that underpins Meadow Heights Primary School's (MHPS) approach to learning and teaching regards the learner as an active participant in the construction of knowledge.

The ability to use eLearning effectively requires the development of higher order learning skills such as skills requires the learner to “engage, interact and think”.

Effective eLearning requires an appropriate environment – one that addresses physical, technical, organisational, professional and pedagogical elements.

Where we are at in 2003

At MHPS we use the Inquiry Approach when planning Integrated Units of Work. Staff are encouraged to integrate ICT throughout all areas of the curriculum using “Open and Closed”, “Problem Solving” and “Multi-Media” Software, as well as the Internet (Researching, Collaborative Projects, emailing etc.), where the Learning Technologies will enhance the curriculum area.

Staff have access to the Meadow Heights ICT Scope and Sequence Chart to refer to when planning Integrated Units of Work.

Meadow Heights Primary School aims to:

- Deliver a curriculum that integrates the use of Learning Technologies to enhance student engagement and learning
- Support teachers and students to facilitate the concept of “Global Classroom” by providing access to the Internet, e-mail, reference materials and communication technologies at a classroom level
- Give opportunities to staff and students to develop skills, knowledge and concepts that are transferable in a wide range of hardware and software applications
- Provide a high quality learning environment that ensures students regularly access ICT's in ways that foster cooperative problem solving as well as facilitating individual development



School Technicians provide specialist technical support services to schools. They are expected to support whatever ICT exists in a school, including any new technologies that may be implemented. Generally, a Technician should also be able to provide:

- Planning and implementation advice
- Skills transfer, training and assistance to staff and students in the use of ICT.

Technical support should be provided for:

LAN and file servers

We have an extensive local area network containing a number of file servers providing crucial support to our curriculum program and staff development. Highly skilled IT staff are required to ensure trouble free operation of our LAN and servers.

Connectivity to VicOne Wide Area Network

Local IT staff work in conjunction with ICT staff to resolve any connectivity issues or problems as quickly as possible. In addition to providing Internet and E-mail services, the connectivity to VicOne WAN is also required for access to departmental and corporate applications.

Internet services

Provide the quick connection to the Internet, secure and valuable world wide web sites for staff and students.

E-mail services

The IT Coordinator and technicians administer E-mail accounts, resolve connectivity issues, keep E-mail client software up to date (MS Outlook) to provide the easy way for users in using, sending their emails and educate users on E-mail usage.

Proxy Servers and Intranets

Our high level technician has implemented a proxy server using Microsoft Internet Security and Acceleration (ISA) software. In addition to providing additional security to our internal LAN, this server also acts as an Internet cache, which helps speeding up our web browsing. Our low level technician has helped to develop and maintain our school intranet (MHPS Web). This intranet has proved to be a valuable tool for our staff to properly catalogue school's documents.

Desktop computers, Laptops, Printers, Scanners, Television (Web cable converters)

We have over 750 users, 200 desktop computers and 20 laptops distributed over 30 classrooms and offices. In addition to resolving any hardware issues, our technicians evaluate, install and maintain software, and also provide the facilities relating to computers for staff and students in teaching and studying.

School administrative systems

The following MS Access applications have been developed by our technician to assist our administrative processes:
Access Assessment Results
Book Review Database



The ICT Committee will comprise of a representative from each Grade Level and a representative from the specialists. The committee will meet regularly to:

- Ensure that ICT's are incorporated in curriculum planning at the whole school level
- Assist with the Production and evaluation of the ICT program statement and budget
- Assist with staff Professional development of team members to enhance the delivery of ICT in classrooms
- Evaluate ICT's (software, hardware, teaching strategies etc) and make recommendations
- Assist with the implementation of the eLearning plan
- Establish timelines for the successful implementation of the eLearning Plan

The individual members will liaise with their unit members in regards to:

- Ensuring ICT Scope and Sequence Chart is referred to and incorporated in Unit planning
- Documenting evidence of ICT being incorporated into classroom programs
- Ensuring Unit team members are familiar with resources and model their appropriate application

ICT Committee members will team teach with ICT Co-ordinator over a negotiated period of time to develop skills and confidence incorporating ICT in the classroom e.g.. Web Page making, Multi-Media Presentations, Collaborative Projects, Researching/Internet Skills. They will also:

- Model and share new found skills and ideas with their unit team members
- Provide opportunity for students to become peer mentors



Professional development is an integral part of each teacher's performance and development cycle. PD undertaken by a teacher is an important link between his or her individual performance in the classroom and the school's capacity and commitment to produce continuous improvement in student outcomes. It almost goes without saying that staff need to become confident in the use of ICT, if eLearning is to be successful in schools.

But technology advances quickly and being proactive about integrating the technology to its full potential is a daunting task.



Where we are at in 2003

Charter Priorities have taken the bulk of the PD money e.g. I.C., Maths and English and DE&T initiatives such as Early Years Numeracy and Literacy. Some money was available for individual personal PD.

The ICT Coordinator Provides "Just In Time PD" during 2 lunch times a week. Staff come along with any personal requirements from issues with software such as word, emailing, internet, collaborative projects or to learn how to use hardware such as digital cameras, scanners, video cameras etc.

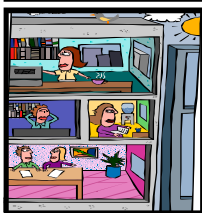
Many of our staff have completed the LWTI and CAPC course to increase their knowledge of the Internet and its use in the classroom. The ICT Coordinator provides classroom support on a rotational and need basis.

The PD Coordinator and ICT Coordinator plan Professional Development activities and assist with finding suitable courses, facilitating internal sessions and providing helpful resources.

Meadow Heights Primary School aims to:

To Provide regular and ongoing Professional Development to ensure capable and confident teachers in a technology rich environment by:

- Encouraging staff to advance their own learning of technology skills, which in turn will be used to enhance new learning and teaching strategies
- Supporting and encouraging teachers in the use of Learning Technologies in the classroom
- Ensuring routine access to Learning Technologies
- Modeling exemplary teaching methods and implementation of Learning Technologies (ICT Classroom Support by ICT Coordinator and ICT Unit Representatives)
- Trialling Student/Teacher train the trainer concept
- Teachers setting goals for themselves after completing an ICT capability survey. This survey relate to skills development in the ICT (Scope and Sequence Chart) and ways of integrating eLearning into classroom practice
- Investigating the possibility for staff to present evidence for their 'Reviews' using digital portfolios



Administrative tasks within schools are increasingly being completed using Information Communication Technologies. Technologies (computers, Internet, scanners, digital cameras) are used to; store and share documentation, communicate and share information as well as to record and report on student achievement.

Intranets can be used to coordinate communication, organise access to teaching and learning documentation and share administrative resources.

A School's Web page is an easily accessible way of communicating both curriculum and administrative information to the wider community. It is also a great way to celebrate and share successes.

Where we are at in 2003

A schools Intranet has been developed by our school's full time technician. It has been progressing throughout the year. The weekly "Hyperbole" (staff's weekly information sheet) is on the opening page. There are links to all the KLA Areas - where documents are being linked on a regular basis. The intranet has many features including; links to "Edumail", "Victorian Education Sites". Administrative documents are continually being added. E.g. Occupational Health and Safety Policy, Student Welfare Policies etc. There is an I.T. Problems Database link for staff to electronically register any classroom hardware or software concerns. Teachers record student achievement levels on a database and record Early Numeracy Interview results using a DE&T developed database. They use a word processor to produce curriculum and planning documentation as well as for report documentation.

Emailing is becoming a regular means of communication between staff. The school Newsletter is being produced using "Publisher" and often incorporates digital photos.

Some staff use the Internet to research ideas for curriculum planning and Professional Development in areas of interest.

Meadow Heights Primary School aims to:

- Continue to expand MHPS Intranet to incorporate Curriculum and Administrative functions in an environment which promotes communication and collaboration
- Provide Professional Development to enhance staff confidence and ability with the use of ICT
- Enhance and simplify administrative tasks
- Provide professional development to assist with curriculum research and increase confidence in using the Internet and Intranet
- Investigate the possibility of staff accessing school files from home.
- Ensure staff are confident in the use of software used for assessment and reporting e.g. Word, Database, Intranet etc. by offering "Just In Time PD"



The eLearning Coordinator is expected to be a key leader within the school, demonstrating a high level of knowledge in the innovative use of ICT across the curriculum and stages of schooling. They must possess a high level of interpersonal skills in the development, implementation and evaluation of the school's eLearning program within the framework of the school charter and DE&T policies and guidelines.

The main tasks of the eLearning Coordinator include:

- Liaising with the Technicians with regard to providing a strategic plan to evaluate, extend and maintain the school's Information Communication Technology infrastructure
- Work with KLA Leaders and Year Level ICT Representatives to develop models for the effective use of ICT, integrating hardware, software and teaching approaches, and a strategic plan for their whole school implementation
- Promoting models of curriculum and classroom organisation that make effective use of eLearning; such as cooperative and collaborative projects, thinking curriculum, student engagement and innovation, and student centred curriculum
- Evaluating and coordinating the school's software purchases including licensing
- Consult with the Professional Development Coordinator to identify, develop and offer internal eLearning Professional Development activities as required
- Coordinating the development, maintenance and evaluation of the school's web home page, in consultation with the Web page author
- Coordinating the development, maintenance and evaluation of the school's intranet resources
- Coordinating the implementation of the 2003-2005 eLearning plan
- Leading the ICT committee to produce and evaluate the ICT program statement and budget yearly

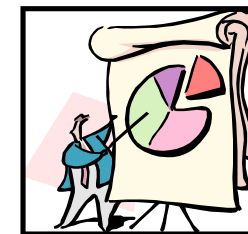


The role of the teacher is central to the successful implementation of any eLearning Plan. The key parts of the teacher's role include:

- Engaging in eLearning in partnership with students
- Trying new ideas.
- Acknowledging the skills of students - identifying them and using them in the learning and teaching process.
- Taking risks in the use of eLearning.
- Working in teacher teams to incorporate eLearning into current units of work, where it enhances learning and engages students. Examine classroom practice to identify why, when and where eLearning is appropriate - because it offers a benefit in terms of:
 - ⇒ Being faster
 - ⇒ Being better, or more engaging
 - ⇒ Can't do it any other way
 - ⇒ Collaboration and communication
 - ⇒ Encouraging students to think at higher levels
- Experimenting with classroom groupings and strategies to effectively use the resources available.
- Modelling problem solving strategies (software and hardware trouble shooting).
- Explicit modelling of ICT Skills
- Setting personal ICT Goals as part of the P&D Process
- Assisting with elements of the implementation of the 2003—2005 eLearning Plan



Assessment should be an integral part of the planning process (curriculum and professional development) and should include the opportunity for student and staff self-assessment in ICT. It is vital that assessment inform subsequent Learning and Teaching



Where we are at in 2003

We have a ICT Scope and Sequence Chart which the teachers are asked to refer to when planning their Units of Work. Some students have had the opportunity to perform a self-assessment of their skills and areas of expertise at the beginning of the year. This has been in the form of round table activities and yellow pages advertisements. Skills checklists have been used by others to assess skills acquired in relation to the skills listed in the Scope and Sequence chart. There is no consistent approach to the assessment of ICT throughout the school.

Meadow Heights Primary School aims to:

- Investigate and implement a variety of monitoring and assessment strategies with particular focus on student self-assessment (Learning Matrix, Rubric etc)
- Ensure that staff refer to the ICT Scope and Sequence chart when planning activities and self-assessment tasks
- Plan open-ended rich assessment tasks which are integrated into different KLA areas and assess many outcomes in one task.
- Investigate digital portfolios as a form of student self-assessment and reporting to parents
- Review and amend planning documentation to include assessment tasks and strategies
- Integrate relevant ICT outcomes within KLA areas on student reports



Electronic links between the home and the school have a marked impact on the learning environment. Community members gain substantial benefits from being able to access the Meadow Heights Primary School Website from home. The ability to access both administrative information as well as curriculum information with out leaving home is becoming increasingly possible. The use of emailing as a communication tool will continue to increase. As more members of the community have access to the computers and other Information Communication Technologies including the Internet there is becoming an increased need to provide information and development activities so the community can effectively use these resources and encourage their children.

Where we are at in 2003

- Newsletter is published weekly using 'Publisher' and distributed to the parents it is also published on the Internet. Students writing is often Published, and digital photos are included where appropriate.
- The MHPS Web Page includes links to all Curriculum Areas, Unit programs, Grades, Parent information etc. The site is being continually updated so as to keep it current and interesting, thus encouraging regular visits for parents, students and the wider community.
- Parents have been invited to attend an Information Technology night where they experienced, emailing, internet, CD Rom searches, Using the Digital Camera and scanning Activities. A "Using Computers In Maths" night was held by the grade 2's in 2002.

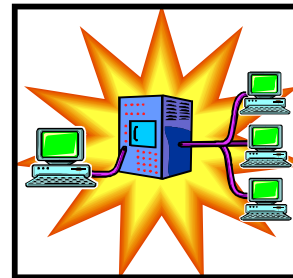
Meadow Heights Primary School aims to:

- Maintain and regularly update MHPS's Web page
- Officially launch MHPS's website to the community
- Actively promote the benefits of accessing MHPS's web page e.g.. Newsletter, student's work
- Encourage and promote the regular use of emailing as a form of communication between parents and communities
- Provide ICT skill development sessions for members of the community.
- Establish and train a Pilot Group of students from Grades 3 - 6 to be responsible for uploading work from their unit onto their Grade's page on MHPS's Web site
- Run parent ICT awareness sessions to further their understanding of the role and use of ICT in the school curriculum and how to access relevant parent information on Sofweb
- Work with other KLA teams to incorporate ICT use with any relevant Parent Information nights that may be offered

File Management Computer System	Word Processing/ Keyboard Skills	Graphics	Multimedia	Electronic Communication	Database	Spreadsheet	Collaborative Projects
<i>Retrieving Saving Storing Organising</i>	<i>Keying Editing Printing Formatting Importing</i>	<i>Drawing Painting Selecting Importing Editing</i>	<i>Accessing Creating Integrating Linking</i>	<i>Retrieving Creating Uploading Linking Downloading</i>	<i>Accessing Editing Sorting Structuring Reporting</i>	<i>Creating Calculating Analysing Programming</i>	<i>Teddy Bear Keypals MagNet Global School House</i>
Able to format a floppy disk	Exposed to the possibility of using On-line help to address difficulties/learn new points	Is able to import a scanned image into the graphic program	Able to create text, graphics and sound onto a multimedia program	Able to store files for future reference	Identify and open a closed database for information retrieval	Can use simple mathematical formulae to solve problems within spreadsheet	Participate in a Collaborative Project
Able to virus check a floppy disk Able to delete files from own disk and U:/ Drive	Can justify text-centre, left, right Can create a table within a document	Is able to import text into the graphic program	Can crate a stack (HyperStudio, Power-Point)	Able to sort data according to needs (make folders for various email)	Able to enter data	Can use built in Functions i.e.: SUM, AVERAGE	
Able to locate directory on hard drive Able to print specific pages or selections	Able to insert headers/footers Can organise text into columns		Can use the digital camera		Able to name and save a database	Can analyse simple data on a spreadsheet	
	Able to number pages		Recording own sounds to use in multimedia programs		Can create fields of different types for a database	Further development of graphing skills	
			Can use a video recorder		Able to produce an effective layout for a database		
			Video importing to Multimedia programs		Able to sort data according to need		



File Management Computer System	Word Processing/ Keyboard Skills	Graphics	Multimedia	Electronic Communication	Database	Spreadsheet	Collaborative Projects
<i>Retrieving Saving Storing Organising</i>	<i>Keying Editing Printing Formatting Importing</i>	<i>Drawing Painting Selecting Importing Editing</i>	<i>Accessing Creating Integrating Linking</i>	<i>Retrieving Creating Uploading Linking Downloading</i>	<i>Accessing Editing Sorting Structuring Reporting</i>	<i>Creating Calculating Analysing Programming</i>	<i>Teddy Bear Keypals MagNet Global School House</i>
Able to solve basic problems eg freezing, printer	Able to use all function keys for their correct purpose	Is able to cut, copy and paste objects or parts of the graphics	Create a slide show with text (KidPix, PowerPoint)	Can create text and send messages to another source		Can point out rows/ Columns in spreadsheet	Participate in a Collaborative Project
Understands roles when working in co-operative groups	Uses buttons bars and shortcuts for specific functions	Able to import text or graphics from other sources	Can design interactive slides (KidPix, PowerPoint)	Can print file to printer		Can move around using arrows, mouse and tab key	
Able to use CD Quickshare Name input devices used on computer eg. Mouse , Keyboard	Able to use spell checker to proof read text Able to create borders around texts or pages	Uses technology process when considering design and Presentation	Able to scan and save pictures/text			Can enter text onto spreadsheet correctly	
Name output devices e.g.. printer	Able to undo/redo text using edit commands		Can use a digital camera			Can edit cells within a spreadsheet	
Able to use 'Save As' command Able to print file/document	Able to add Word Art to document Able to Cut, Copy and Paste text					Can create a bar, line, column or pie chart from data entered	
	Recognises text types, features are associated with purposes Able to underline, bold or italicise text Able to preview before printing					Can add grid lines or borders to the spreadsheet	



Computer networks provide students, teachers, administrative officers and the wider community with the infrastructures required to manage efficiently, organize and distribute information, facilitate communication, and to collaborate locally and globally in order to enhance student learning and improve administrative practices.

- Network design and management is an intricate and complex issue which requires expertise and careful planning to accommodate network expansion and a focus on curriculum

outcomes to meet existing and future multimedia demands. Computers and Peripherals attached to networks must kept up to date and in good working order.

Where we are at in 2003

Since 1998 we have been expanding our network in stages. This has led to the network being inefficient as a lot of hubs and switches have been used connecting rooms to rooms. Originally network points were placed in the center of the classroom, they have caused many concerns amongst teachers as they limit the usage of limited space in the room. Stage one of re-networking occurred in Term 3 2002.

As of May 2003 we will be leasing all our 225 computers (non of which will be over 3 years old) and some of our peripherals (printers and scanners). We own a data projector (no longer useful for our purposes, 2 digital cameras, some scanners, a digital video camera and 2 web cameras.

All our computers are connected to the Internet.

We employ both a full time and part time technician to keep our network running efficiently.

Meadow Heights Primary School aims to:

- Develop a cyclical purchasing plan to expand and upgrade the network
- Restructure network and classroom points so it is far more manageable and efficient
- Re-point classroom network connections to make them more user friendly and allow for more flexibility in classroom set up
- Investigate staff access to our school network via VPN's across the internet from home
- Continue to employ technical support personnel to keep the equipment and network in good working order
- Continue with our cyclical computer leasing so as to have the most up to date equipment
- Purchase new peripherals when old ones do not suit the schools purpose.
- Keep an up-to-date database of all hardware, its location and inform administration of new purchases to add to the school's asset register



ACCEPTABLE USE of the INTERNET

1. BACKGROUND

As part of its integration of Information Technology into the classroom, Meadow Heights Primary School incorporates Internet access and publishing in its learning curriculum. It is conceivable that many parents may be concerned about a range of issues that Internet access will open up, in particular

- the types of information to which their children will have access
- the manner in which access will be controlled
- the publishing of images and personal details

This policy has been developed to address these issues, and aims to provide all members of the Meadow Heights Primary School community with a structured approach to the use of the Internet both at school and at home.

2. INTERNET ACCESS

- Use of the Internet by students at Meadow Heights Primary School will be for educational purposes only. Access to the Internet will be used for research, project and learning activities directly related to the curriculum.
- Students and their parents will be asked to sign an Agreement on Internet usage prior to the student being allowed access to the Internet. This agreement will aim to ensure that parents and students are aware of their responsibilities with regard to appropriate use of the Internet. It is strongly recommended that this agreement be used by parents as a guide to Internet use for students who have access to the Internet at home.

· Student access to the Internet will be supervised at all times to ensure that it is being used appropriately, and to prevent students from accessing inappropriate materials. Where possible, technological solutions will be used to ensure that student access is limited to relevant materials.

3. ELECTRONIC MAIL

- All electronic messages such as e-mail will be approved by teaching staff before being transmitted by students.
- Personal information such as student's full names, home addresses and home telephone numbers will not be sent by e-mail unless parents have given their specific approval to do so.
- E-mail will be used only as a means of exchanging information. In sending e-mails, MHPS students will always remember that they are representing themselves and the school in a public forum. No e-mail messages will be approved where they may offend others, or where they do not respect the rights and feelings of others.



File Management Computer System	Word Processing/ Keyboard Skills	Graphics	Multimedia	Electronic Communication	Database	Spreadsheet	Collaborative Projects
<i>Retrieving Saving Storing Organising</i>	<i>Keying Editing Printing Formatting Importing</i>	<i>Drawing Painting Selecting Importing Editing</i>	<i>Accessing Creating Integrating Linking</i>	<i>Retrieving Creating Uploading Linking Downloading</i>	<i>Accessing Editing Sorting Structuring Reporting</i>	<i>Creating Calculating Analysing Programming</i>	<i>Teddy Bear Keypals MagNet Global School House</i>
Is able to shut-down the computer	Recognise and use Page Up/ Down, Home/ End keys	Able to use the line tool to draw thick/thin lines	Creates media for audience using graphics and sound				Using E-mail for Travel Buddies Program
Able to save into their U:/ Drive	Knows location & use of function keys eg: delete	Able to use "fill" tool to fill in shapes	Can create a simple slide show with some assistance				
Able to use mouse to get into, move around and exit programs	Able to type a simple sentence	Able to rotate an object on the screen	Introduction to digital camera				
Is able to locate different drives	Able to highlight a letter, word or block of text	Able to resize a selected object					
	Able to change font, style and size of text	Able to insert text					
	Can delete text efficiently						
	Able to position cursor correct using mouse or arrow keys						
	Combine text and graphic in one document						



File Management Computer System	Word Processing/ Keyboard Skills	Graphics	Multimedia	Electronic Communication	Database	Spreadsheet	Collaborative Projects
<i>Retrieving Saving Storing Organising</i>	<i>Keying Editing Printing Formatting Importing</i>	<i>Drawing Painting Selecting Importing Editing</i>	<i>Accessing Creating Integrating Linking</i>	<i>Retrieving Creating Uploading Linking Downloading</i>	<i>Accessing Editing Sorting Structuring Reporting</i>	<i>Creating Calculating Analysing Programming</i>	<i>Teddy Bear KeyPals MagNet Global School House</i>
Can turn off/on the computer	Able to use mouse to move cursor	Able to draw a picture freehand	Collaboratively makes a class KidPix Slide Show	Awareness of E-mail			
Can name basic parts of system	Able to use Arrow Keys correctly	Can use shape tools to draw regular shapes					
Can Retell/demonstrate correct computer rules/procedures	Able to use the Shift Key to produce capital letters	Able to select objects from menu to stamp on screen					
Can work in small groups to complete tasks	Can recognise and use the Enter key to make choices	Able to use the eraser to delete					
	Able to use the Space bar to place spaces b/n words						
	Is able to type own name onto computer						
	Use capital letters for names						



4. PUBLISHING ON THE INTERNET

· All materials published on the Internet by Meadow Heights Primary School will be used to present relevant information about the school that is of use to other schools and the wider community.

· No images portraying students of Meadow Heights Primary School will be published or transmitted on the Intranet unless the parents of students portrayed in that image have given their written consent.

· No article, artwork or image will be published by Meadow Heights Primary School or its students without an acknowledgment of the original author / creator. Meadow Heights Primary School will abide by all copyright requirements in this regard.

· All pages will be designed to minimise file sizes, thereby reducing the bandwidth and / or connection time for users loading the pages.

· Any documents made available for users to download will be virus-checked prior to being made available. Users will in all cases be advised to perform their own virus checks prior to opening downloaded files.

· No links to other pages or sites on the Internet will be published without the consent of the owner of that site.

5. IMPLEMENTATION OF POLICY

· This policy will be approved at School Council level prior to implementation

· Students will sign an Internet Use Code of Conduct form which will be countersigned by their teacher and parents. On completion of the signed form, the student will be issued with an Internet Use Licence.

· Inappropriate use of Internet services will result in the user's licence being revoked for a period of time as determined by the teacher, or, where technology permits, limitations on the Internet services the student is able to access.



Year Prep - 2

The computer network and laptops at Meadow Heights Primary School have been provided for us to use as a tool in our classroom. We will be able to use the computers to get information from around the world to help us learn.

Care and Usage of the Equipment

- 1 I will care and look after the computers and all their parts.
- 2 I will not eat or drink near the computers.
- 3 I will only use the computer when a teacher is present.

Work Habits

- 1 I agree to follow all teacher instructions when using the computers.
- 2 I will only read my own email.
- 3 I will make sure that the email I send out shows politeness and respect as a representative of Meadow Heights Primary School.

Personal Safety

- 1 I will use only my first name when communicating with other people.
- 2 I will not give out mine or anyone else's address or phone number.
- 3 I will tell my teacher if I find any information that makes me feel bad or uncomfortable.

Breaking any of the rules listed above will cause me to not use the computers for a negotiated period of time.

I have discussed this with my parents and agree to follow all of these rules. I realise that if I break these rules, I will not be allowed to use the computers for a negotiated period of time.

Student Name: _____ Grade: _____

Student's Signature: _____ Parent's Signature: _____

Date: _____ Date: _____



Year 3 - 6

The computer network at Meadow Heights Primary School has been provided for us to use as a tool in our classroom. We will be able to use the computers to get information from around the world to help us learn.

Care and Usage of the Equipment

- 1 I will care and look after the computers and all their parts.
- 2 I will not eat or drink near the computers.
- 3 I will only use the computer when a teacher is present.
- 4 I will not copy, download or put my own software on the school computers as this may cause a virus.

Work Habits

- 1 I agree to follow all teacher instructions when using the computers.
- 2 When using the World Wide Web, I will only search for information about my work.
- 3 I will only read my own email.
- 4 I will make sure that the email I send out shows politeness and respect as a representative of Meadow Heights Primary School.
- 5 I will not submit other people's work as my own.

Personal Safety

- 1 I will use only my first name when communicating with other people.
 - 2 I will not give out mine or anyone else's address or phone number.
 - 3 I will tell my teacher if I find any information that makes me feel bad or uncomfortable.
- I will not meet anyone I have met "on-line" without my parents' permission.

Breaking any of the rules listed above will cause me to not use the computers for a negotiated period of time.

I have discussed this with my parents and agree to follow all of these rules. I realise that if I break these rules, I will not be allowed to use the computers for a negotiated period of time.

Student Name: _____ Grade: _____

Student's Signature: _____ Parent's Signature: _____

Date: _____ Date: _____