The implementation of the Information and Communication Technologies Policy reflects the school’s commitment to the Diocesan Vision and Mission and the Vision and Mission statements of the school.

**Reflective Readings**

NSW Department of Education and Communities: NSW Curriculum and Learning Innovation Centre
Information and communication technologies (ICT) and curriculum webpage

Statements of Learning for Information and Communication Technologies (ICT)

**Policy Statement**

We live in a technological world where information and communication technologies (ICT) are fundamental to most activities. The importance of ICT in society is emphasised in *Enabling Our Future* (Framework for the Future Steering Committee, 2003) which identifies ICT literate citizens as being central to Australia’s economic and social goals, to improving productivity and efficiency, and to building innovative capacity and competitiveness. The importance of ICT in schooling was reinforced by the MCEETYA Performance Measurement and Reporting Taskforce (2005) which adopted a definition of ICT Literacy as:

*The ability of individuals to use ICT appropriately to access, manage and evaluate information, develop new understandings, and communicate with others in order to participate effectively in society.*

These Statements of Learning and the professional elaborations view ICT as an integral tool in the learning process. ICT have the potential to extend student learning capabilities, engaging them in understanding concepts and processes in areas of learning and facilitating change in learning, thinking and teaching. Using ICT as a tool for learning enables students to:

- efficiently and effectively access digital information to assist with investigating issues, solving problems and decision making
- produce creative solutions to support learning and develop new understandings in areas of learning
- communicate, share and work collaboratively in local and global environments
- understand the legal, ethical and health and safety implications of using ICT and their responsibilities as users and developers
- develop new thinking and learning skills to support learning.

Aims

The aim of information and communication technologies is to help students:

- to develop the skills and strategies needed for interpreting visual images and media productions
- to read graphics such as diagrams, maps, computer icons, flowcharts, and different types of graphs
- to understand the relationship between text and graphics
- to view video and film with comprehension and critical awareness
- to use such processes as drafting, revising, conferencing, editing, proofreading and publishing
- to produce texts including the development of computer skills used in the production of text, graphics and multimedia presentations

English K – 6 Syllabus 1998

Applying ICT as a tool for learning in curriculum areas enables all students to have the opportunity to become competent, discriminating, creative and productive users of ICT. They are better able to achieve curriculum outcomes through effective use of ICT. They develop the knowledge, skills and capacity to select and use ICT to inquire, develop new understandings, create, and communicate with others in order to participate effectively in society. Students should have the opportunity to understand the impact of ICT on society, including potential risks to health and safety.


Learning and Teaching

Refer to the St Joseph’s Learning and Teaching Policy.

Communication

Parents are communicated with by phone, email, letters or personal contact.

Information and Communication Technologies is promoted by:

- Sharing work with other classes
- Displaying and presenting
- Acknowledging student achievement through school newsletters and awards
- Reporting to parents both formally and informally
- Promoting student’s work in classrooms

Parents are reported to using the following means:

- Formal written reports using the common grade scale are provided half yearly and yearly. Interviews are conducted for all students half yearly and at the end of the year upon request.
- Parent teacher interviews
- Viewing of samples of student work/performance

Students are reported to in the following ways:

- Feedback from teachers
- Peer assessment
- Student reports in June and December
The system is reported to via:

- School audit processes
- Consultant and Education Officer visits
- Review and planning of School Renewal Framework

**Record Keeping**

Individual teachers are responsible for monitoring records of teaching and learning and student progress.

Learning and teaching programmes are reviewed by the Assistant Principal/Principal in Week 5 of each term. Teachers are required to register completed work by signing, dating and annotating their programme. Each completed unit of work is to be evaluated based on the effectiveness of the teaching and learning activities and processes and whether the students are successfully achieving the outcomes. Unit evaluations are to be signed off by the teacher and the supervisor. Each classroom teacher keeps a record of assessment tasks and student results. Work samples are kept for the twelve month teaching and learning period. All records and work samples are maintained and stored in the classroom.

Information and Communication Technologies will be discussed at staff meetings and a record of the meeting registered in staff meeting minutes.

**Professional Learning, Growth and Development**

The staff of St Joseph’s is encouraged to continue to develop their understandings, knowledge and skills in Information and Communication Technologies.

Professional development opportunities are provided for whole staff and individuals. Staff members are encouraged to seek out professional resources related to needs and interests and share their skills and knowledge.

**Organising and Planning**

Planning, programming, assessing, reporting and evaluating in Information and Communication Technologies is the responsibility of the classroom teacher and involves consideration of the individual learning needs of all students and the creation of a learning environment that assists students to develop knowledge, understanding and skills in Information and Communication Technologies and to achieve the outcomes of the various K – 6 syllabi.

**ICT Budget**

In September/October of each year as part of the school planning and budgeting procedure staff members are invited to identify resources needed to be purchased for the coming year. In keeping with the ICT budget purchases are made and distributed to class teachers.

A budget is allowed for professional learning. In line with School Renewal Plan and Professional Learning Plans teachers may apply to access this money to support their professional growth.
Resource Management

Teacher resources are accessioned and are located in the library.

Consumable materials are located in the storeroom. Other consumables are kept in classrooms. They are maintained and updated by the classroom teacher. Any capital items purchased are entered on the School Assets Register.

Assessment and Reporting

Refer to the St Joseph’s Assessment and reporting Policy

Cross Curriculum Content

Refer to St Joseph’s Primary School Cross Curriculm Policy

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the Board of Studies K–10 Curriculum Framework and Statement of Equity Principles, and in the Melbourne Declaration on Educational Goals for Young Australians (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

Information and Communication Technologies incorporates cross-curriculum content to assist students to achieve the learning outcomes defined in the K—12 Curriculum Framework. The following cross-curriculum content has been embedded in Information and Communication Technologies:

- Information and Communication Learning Technologies - The integration of ITLC into the curriculum can provide opportunities for students to access computer based technology that reflects everyday practice that will assist in the demonstration of outcomes.

- Work Employment and Enterprise – Information and Communication Technologies incorporates opportunities for students to examine and experience the value of community work.

- Literacy - students will develop subject-specific literacy skills. Effective Information and Communication Technologies is dependent on the communication and interpretation of words, symbols and ideas. Familiarity with genre and text types is essential for the contemporary student’s engagement with the Key Learning Areas.

- Key Competencies – these are embedded in Information and Communication Technologies to enhance student learning and their continuing development of the effective thinking skills necessary for further education, work and everyday life.

- Environment - students develop an understanding of the value of ethological and economic sustainability and the interconnectedness of life, which is God’s gift. Students are made aware that valuing the integrity of natural environments, their importance as the basic sources of life support and the wise, equitable and sustainable use of resources are essential Catholic perspectives. Students can be encouraged in their actions and styles of living to be proactive
in protecting environments for their intrinsic value, their heritage value and as a resource to sustain life for future generations.

- **Difference and diversity** - students will develop an awareness of personal, social, spiritual and cultural differences in their local and global community. This understanding will enhance the ideals of respect for others, the tolerance and acceptance of diverse points of view, beliefs, attitudes and values.

- **Aboriginal and Indigenous** - Information and Communication Technologies integrates learning about Aboriginal heritage and spirituality across the Stages. This syllabus will also aid in the achievement of the goals associated with the Diocesan “Firestick” Core Statement.

- **Civics and Citizenship** - Embedded into Information and Communication Technologies curriculum are the elements of civics and citizenship.

- **Gender** - students will explore the notion of gender in the context of Information and Communication Technologies. They will explore the contribution of significant artists and their role.

- **Multicultural** - Australia is a multicultural society and it is important that students have opportunities to understand, appreciate and accept different cultural experiences and expressions of life and creativity.

**Evaluation**

The Information and Communication Technologies Policy will be reviewed every three years to ensure that it supports the achievement of outcomes outlined in the Board of Studies Syllabus, Catholic Schools Office Policies and the teaching and learning practices of St Joseph’s School.

Reviewed 2013

To be reviewed 2015