Our Lady Help of Christians Catholic Primary School

Information,Communications & Technologies Policy

Child Safety at Our Lady Help of Christians Catholic Primary School - *We are committed to ensuring the safety and wellbeing of our students, staff, and volunteers. As part of this commitment we have implemented the Victorian Child Safe Standards to help protect children and young people under the age of 18 from child abuse and neglect, including cultural safety for Indigenous children and those from culturally and linguistically diverse backgrounds, and children with a disability.*

Vision:

We use ICT tools to create new learning and teaching possibilities.
We aim to educate students to operate within the online environment responsibly, safely and ethically.

Rationale:

Information and Communications Technology (ICT) is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.

Aims:

At Our Lady Help of Christians Catholic Primary School, Information and Communications Technology, as an interdisciplinary domain, focuses on providing students with the tools to transform their learning and to enrich their learning environment. The knowledge, skills and behaviours identified for this domain enable students to:

- develop new thinking and learning skills that produce creative and innovative insights
- develop more productive ways of working and solving problems individually and collaboratively
- create information products that demonstrate their understanding of concepts, issues, relationships and processes
- express themselves in contemporary and socially relevant ways
- communicate locally and globally to solve problems and to share knowledge
- understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT.

Learning in this domain enables students to focus on the task to be accomplished rather than on the technology they are using to do the work. Through the selection and application of appropriate equipment, techniques and procedures, they process data and information skilfully to create information products in forms that are meaningful for themselves and their audience. These products effectively demonstrate their knowledge and understanding of the concepts, issues, relationships and processes that are the subject of the task.

Students are provided with tools and strategies to monitor learning patterns and problem solving strategies. This provides a sound foundation for transforming personal learning. They gain an understanding of Internet protocols and strategies for exchanging information, which enables them to share and challenge their own and other people's ideas and solutions with a global audience.

This policy ensures that the implementation of the Information Communications Technology program aims to:

- Improve the quality of the student's learning in a technological environment.
- Continue to improve the standard of technological facilities for the effective implementation of all organizational structures in the school and curriculum Learning Areas.
- Create equality of access to computers for a variety of purposes to all members of the school community including girls, boys, and children of varying degrees of ability, teachers and administration staff.
- Provide students with the opportunity to extend and enrich their written language, problem solving and divergent thinking skills;
- Attempt to place computer technology within the framework of a curriculum which values dignity and self esteem of pupils and which develops the capacity of individuals to participate in decision making that affects their future development and that of society as a whole.

Implementation:

Information

The term ‘information’ refers to data that is processed and presented in order to make it useful and to provide people with knowledge. Information can be stored, retrieved and communicated using a range of information technology equipment. Various data types, such as text, moving and still images, sound, graphic and statistical, can be electronically manipulated into information using information technology equipment. Students use a wide range of equipment (hardware and software), techniques and procedures for processing and communicating information to meet specific needs.

Working with ‘information’ will enable students to:

- Creatively transform data into information, by applying a range of techniques and by using equipment and procedures designed to gather, organise, manipulate, store, retrieve, and communicate information.
- Acquire and produce information and convey it to a variety of audiences through a variety of media.
- Analyse data and present information.
- Understand the nature, uses and misuses of information.
- Analyse, interpret and predict patterns and trends in information.
- Assess the reliability and relevance of information.
- Understand the roles, functions and characteristics of equipment used for acquiring, processing and communicating information.
- Explore the current and future social and economic effects of using information communications technology.
- Understand the role that information communications technology plays in society.
- Examine past equipment and procedures, and explore potential technological developments and their applications.

The Technology Process

The technology process is a method for solving technological problems. This process consists of four steps or phases: investigating, designing, producing and evaluating. The process can be applied sequentially, where students move directly from investigating to designing, producing and evaluating. Alternatively, students might have to return to the phases in order to solve a problem; for example, students continually evaluate during each phase and therefore will often have to return to a preceding phase.

Phase	Skills
Investigate	explore; research; gather; analyse factors; specific techniques
Design	plan; consider options; identify priorities and constraints; predict consequences; choose resources; develop criteria for assessment; use of technical language
Produce	translate plans into products and processes; testing; apply techniques; use equipment; manage resources; adapt ideas; safety consciousness
Evaluate	measure and test results; report on findings; modify plans

Standards in the Information and Communications Technology domain are organised in three dimensions.

- *ICT for visualising thinking*
- *ICT for creating*
- *ICT for communicating.*

The specialist weekly STEM lessons incorporate many aspects of the Digital Technologies curriculum. Teachers plan in accordance with the Victorian Curriculum Digital Technologies curriculum which outlines the skills and attitudes which are necessary at each achievement level and therefore form part of this policy.

Monitoring and Assessment:
There are a number of strategies which the teacher is able to utilize in order to monitor and assess the progress of student understanding and achievement.

These include (but are not limited to):

- Student observations
- Student self assessments
- Anecdotal evidence
- Use of teacher created, student created and/or teacher-student created Rubrics
- Samples of student work
- Peer assessment techniques
- Use of graphic organizers

Reporting:

- Parents will receive a written report in relation to the Victorian Curriculum twice yearly.
- Parents will be provided with samples of their child's work in the Student Portfolio via Seesaw throughout the year.

See also Reporting Policy

Resources:
A range of resources are available in the form of texts, visual aids and materials, and electronically available resources.

Evaluation:

This Policy/Statement will be evaluated in accordance with the School Improvement Plan under the sphere of Learning and Teaching and in accordance with The Victorian Curriculum