



FLEMINGTON PRIMARY SCHOOL ELEARNING PLAN

September 2002

Flemington Primary School No. 250
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elearning Vision Statement

Flemington Primary School provides students with a safe, supportive and caring learning environment – enabling all students to reach their full potential through the development of a desire for life-long learning.

Flemington Primary School envisages an environment where the use of information and communications technology (ICT) is regarded as an integral part of our everyday practices and administration management. It acknowledges the potential of elearning to impact on learning outcomes for all students and the work habits of all staff.

elearning encourages students and staff to assume greater responsibility for their own learning, in forums that develop their:

- Understandings in line with the school's charter goals and priorities.
- Skills to become active and independent leaders
- Abilities to communicate, collaborate, plan, analyse and solve problems
- Skills to use new technologies, particularly ICT.

The appropriate use of ICT develops our school's high quality teaching and learning, administration and management elearning enhances student centred learning through the curriculum, guides discovery through learning experiences and encourages continuity across all Key Learning Areas (KLAs) of the curriculum.



At Flemington Primary School, information and communications technology (ICT) is seen as a core curriculum tool, which is used in day to day teaching practice – it is a routine and meaningful part of school life. Elearning should not be regarded as a stand-alone subject and is to be integrated into the Key Learning Areas whenever it is possible to improve the learning of every child. Our students learn about ICT, through ICT and with ICT.

To further expand our learning environment and ensure our curriculum keeps pace with technological change we will need to undertake the following initiatives:

- Establish an Intranet to coordinate and more effectively manage resources for teaching, learning and administration. Students will be able to communicate and share their work with peers.
- Expand our current use of the Internet:
 - To enable students and teachers to participate in collaborative learning experiences
 - To extend learning beyond the classroom by allowing students and teachers to access resources from school and home / local community library
 - To provide opportunities for students to communicate with other learners both locally and globally via e-mail and the world wide web
 - To enable students and teachers to access and research resources on-line
- Further investigate possibilities for integrating the effective use of ICT into the curriculum from Prep to Year 6
- Explore the potential of Gardner's Multiple Intelligences and Bloom's Taxonomy to impact positively on our curriculum and the learning outcomes of our students
- To continue to update and roll over hardware equipment including servers, switches, workstations, cabling.
- Establishment of an ICT curriculum team and model ICT classrooms throughout the junior and senior levels of the school.
- To investigate the possibility of a wireless network system connecting all teacher notebooks to the school server.
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Teacher Professional Development

At Flemington Primary School we regard as essential the need for staff to be technologically fluent and skilled.

Current staff skill levels have been identified via a Teacher Capabilities Survey.

Staff have identified areas in which further professional development is required and have set priorities for PD in the following areas:

- General ICT skills and use of basic computer applications
- More extensively and effectively using communication technologies
- Effective use of elearning strategies in the classroom
- Development of additional teaching methodologies that effectively use elearning to meet teaching and learning goals
- Practical ideas for the effective embedding of elearning in the curriculum
- Skills in using and managing technology



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Staff will include an ICT component in their individual PD plans.

- We have several teachers on staff who are willing and able to provide professional support with ICT to colleagues. We will use both formal and informal strategies for PD including peer support and mentoring, formal PD sessions provided in-house and attendance at seminars, conferences and network meetings.
- We will establish 'ICT model classrooms' in the junior & senior levels of the school. These teachers will be responsible to provide the formal & informal pd for all staff.
- Extra support (professional development , crt funding) will be available to this team to improve their own knowledge and skills and to provide teacher professional development to all other staff.

ICT STRATEGY

The school currently has 54 computers with 285 pupils. This relates to a computer/student ratio of 1:5.3 and is in line with DET's expected ratio of 1:5.

The current physical setup includes 3 networked pc's in all classrooms, except for preps in which there is 2 pc's, and a multimedia centre in the school library accommodating 15 pc's, an overhead projector and scanner. There is also an apple emac in the senior school area and 4 laser printers located throughout the school. All teaching staff have access to their own notebook computer through the 'Notebook for Teachers' program.

All hardware is networked to a central server located in the computer room on level 1 of the main school building.

Other peripherals include a Sony mavica digital camera and Panasonic digital video camera.

Of the 53 pcs, 33 were purchased in the year 2002, 2001 and 2000 and still under warranty. 11 were purchased in 1999 and are still serviceable but the 9 purchased in 1998 will need to be replaced within the next 2 years.

The school is also expected to increase in size over the next 2-3 years requiring an additional 2 classrooms.

We have a strong leadership, supportive School Council, universal access to equipment, access to professional development and most importantly an enthusiastic staff all of whom are committed to integrating elearning into the KLAs.

We are confident that our current physical environment will allow us to fulfil our elearning obligations in future, however there are areas that can be improved.

To improve our current arrangements we will:

- Complete an ICT hardware review for Flemington Primary School.
- Fine Resource the 2 new classrooms to allow all students to have equal access to learning technologies throughout the school.
- Fine tune our current asset management cycle to ensure we continue to maintain the viability of our network.
- Update the school server to allow for faster access and greater reliability for all users.
- Dedicate a percentage of computer funding to evolving technologies, maintaining and upgrading equipment.



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- Adjust the student and staff 'log-in' procedure to improve security and reliability of the network to all users. Individual log-ins will be provided for all staff and Yr.3-6 students and class log-ins will operate for Prep- Yr.2.
- Examine health and safety issues as well as the ergonomics of workstations and replace computer desks and seats with adjustable models
- Examine current security arrangements for hardware, software and infrastructure (cabling etc) to minimise risk of damage or theft.
- Investigate the need for increased bandwidth to improve speed of Internet access (although we are working at current recommended level). Increased bandwidth will allow for speedier access to the world wide web for research and communication purposes
- Re-examine the job descriptions of the Specialist Technician and the out-sourced support technical staff.

To fully realise our elearning vision we will need:

- Allocated funds from the student Information Technologies levy, the School Global Budget and designated DE&T budgets.
- Dedicated professional development funding.
- Time for teachers to attend and learn about new equipment and software and their application in the classroom.
- Funds for replacement staff so teachers belonging to the new ICT curriculum team may undertake PD to train other staff in their teams..
- Establishment of an ICT curriculum team to supplement the existing ICT team.



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Review of elearning Plan

The elearning Plan will be implemented following ratification by both School Council and Staff.

The following forums and processes will be used for review of the elearning Plan, monitoring progress and celebrating successes.

Staff and Team Meetings

- PD Coordinator provides updates on professional development undertaken and available. Staff encouraged to attend PD.
- Internal elearning PD planned and evaluated on its completion.
- Elearning Plan – included as an agenda item at staff meetings and regular reports provided by elearning Team to keep staff informed of upcoming events etc.
- Staff share examples of successful ICT and elearning practice and display work completed.
- Staff report on PD undertaken and share what they have learned.

Displays

- Work completed by children displayed in classrooms, multi media centre (Library) and especially in school corridors where student achievements in elearning will be viewed by the school community and members of the public.
- Students elearning work will also be displayed on school website and intra-net site.
- Establishment of a multi-media electronic display in the school corridors and office area.

Teacher Capabilities Survey (Flemington Primary School Model)

- A teacher capabilities survey will be developed that is suited to the specific needs of Flemington Primary School. The survey will be completed annually by all staff.
- Periodic evaluation of improved teaching and learning practices as a result of elearning programs.
- Review of PD undertaken by individual staff members in light of goals and priorities set in Individual Professional Development Plans. Linked to Capabilities survey.

School Leadership Team

- Elearning Plan – included as an agenda item at Leadership meetings and regular reports provided.

Elearning Committee

- Elearning Plan – included as an agenda item at staff meetings and regular reports provided.
- Regular meetings held to monitor the progress of the elearning Plan.
- Make amendments to the plan in the light of new equipment or funding becoming available.
- Elearning Coordinator report to school staff and the Curriculum Committee of School Council on achievements, future plans, and areas that need extra attention.

School Council

- Elearning Coordinator reports to Curriculum Committee on progress of the elearning Plan. Report transferred to School Council via Curriculum Co-ordinator