

Digital Learning Policy

(Ratified by School Council: November 2023)

1. PURPOSE:

At Glen Waverley Primary School digital technologies and the internet provide teachers and students with opportunities to connect, create and collaborate with individuals, and organisations throughout the world. Digital Learning enables students to interact with and create high quality content, resources, and tools. It also enables personalised learning and transforms assessment, reporting and feedback.

2. DEFINITIONS:

For this policy, “digital learning” is defined as the use of technologies, the learning of these through technologies and their safe use.

Technologies is associated with any networks, systems, software, or hardware including electronic devices and applications which allow a user to access, receive, view, record, store, communicate, copy, or send any information such as text, images, audio, or video.

Information Communication Technology is referred to as ICT throughout the policy.

3. GUIDELINES:

3.1 - Curriculum

The Victorian Curriculum and Assessment Authority (VCAA) provides the framework for curriculum development for the Digital Learning capability and use of ICT. This framework provides schools with assessment advice and progression points against which student achievement can be measured. The VCAA provides the following overview for ICT curriculum delivery.

Information and Communications Technologies:

In the Victorian Curriculum F–10, the ICT general capability skills are either specifically embedded in the content descriptions of Mathematics, Media Arts, Geography, English and Digital Technologies or schools have the flexibility to determine how these skills will be used in their teaching and learning programs for other curriculum areas.

The Digital Technologies domain comprises of three strands, with a Rationale and list of Aims clearly outlined within the Digital Technologies capability:

- Digital Systems (how systems work, connect, and transmit data)
- Data and Information (the safe and ethical use of data when communicating)
- Creating Digital Solutions (design and development of visual programs)

For further information regarding Digital Technologies curriculum delivery and assessment refer to:
<https://victoriancurriculum.vcaa.vic.edu.au/technologies/digital-technologies/introduction/rationale-and-aims>

3.2 - eSmart and Cyber-Safety

Glen Waverley Primary School is an eSmart school, which supports students in developing cyber-safe skills. Being safe online is an ever-increasing issue in the 21st century and as a school we are committed to providing the resources for our students and families to increase their awareness and our whole school approach to cyber safety.

The education of being a safe, responsible digital citizen is a priority for Glen Waverley Primary School and its community hence the eSmart framework is integrated throughout the school's curriculum in a meaningful, engaging, and relevant manner. It provides the school with the tools to manage bullying and cyber issues so that students feel safer and supported at school.

3.3 - Online Learning Platforms - 'Learning from Home'

In 2020/21 the Novel Coronavirus (COVID 19) pandemic severely impacted schools and in response, Glen Waverley Primary School implemented a Learning from Home (LFH) program. The GWPS website, Seesaw and Microsoft Teams provided online access and in the event of future school closures, Glen Waverley Primary School will deliver a similar 'anywhere, anytime' remote learning program for the school community.

In the event of additional lockdowns GWPS will implement an online learning platform as per above.

3.4 - Digital Learning as a Communication Tool

Staff:

- All Staff are provided with an email account for educational and work-related purposes
- DET email accounts are used to log in to DE approved platforms and software

Students:

- All students are provided with a '@schools.vic.edu.au' email address
- Students email accounts are monitored and filtered by the school
- Student email addresses are for educational purposes
- Student email addresses provide access to DE provided digital software

The provision of email accounts is subject to the DE [Acceptable Use Policy for ICT Resources](#) and respective Government legislation. This aligns with the school's terms of use and are outlined in the School's [Information and Communication Technology \(ICT\) Appropriate Use Policy](#).

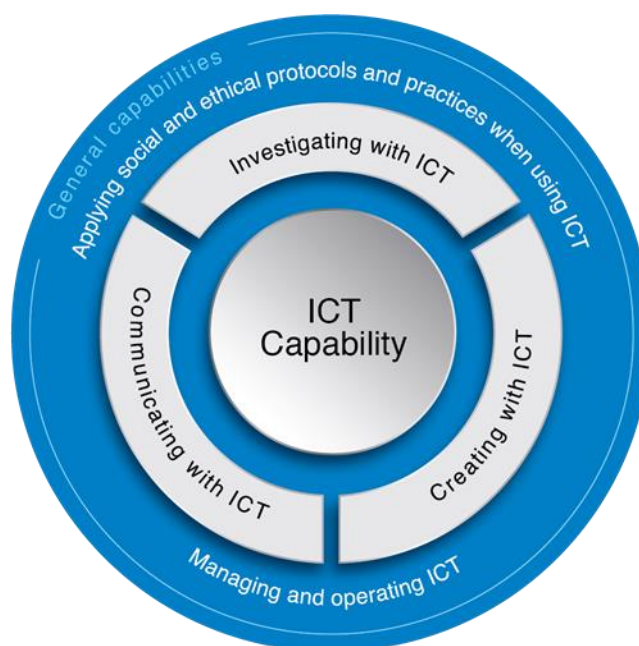
Parents:

- GWPS uses *Compass*, a digital school management system to -
 - communicate with parents
 - for the distribution of student reports
 - booking Parent/Teacher interviews
- The school iNewsletter is published fortnightly on the school website and notification is sent to the school community via *Compass*

4. IMPLEMENTATION:

4.1 - Teaching and Learning at GWPS

The aim of technology and Digital Learning at GWPS is to complement whole school teaching and learning approaches and is used as a vehicle to engage learners at a deeper level. This is accomplished by classroom teachers planning for the implementation of rich, purposeful, and authentic learning tasks based on the school's strategic plan and the ICT Capability Framework.



4.2 - Scope and Sequence

To complement the guidelines provided by the Department of Education (DE) and the VCAA, the school has developed a Digital Learning Scope and Sequence. This document aims to provide staff with a detailed overview of the Digital Technologies curriculum and to support teachers with the implementation and integration of Digital Learning in their programs.

4.3 - Assessment and Reporting

The assessment and reporting of Digital Learning are to be conducted in line with the Assessment and Reporting Schedule and against the Victorian Curriculum. In Digital Technologies, students' progress along a curriculum continuum that provides the first achievement standard at Foundation – Level 2 and then at Levels 4, 6, 8 and 10. Students' digital portfolios or electronic learning samples will be used to inform student reporting data. Reporting will be based on the student's ability to demonstrate understanding of the three strands and will reflect their progress towards this learning.

5. RESOURCING:

5.1 - Annual Budget

The ICT Sub-Program Budget is to be managed by a member of staff. The budget is developed with the assistance of the Assistant Principal - Curriculum, the school technician, and School Principal.

5.2 - Infrastructure Plan (5-year plan)

The Assistant Principal - Curriculum, School Principal and school technician have input to and oversee the school's Infrastructure Plan (5-year plan). The importance of upkeep and foresight is paramount to the success of Digital Learning in the school. The school provides a yearly budget for the replacement and purchase of devices, software and programs, and any technology that the school requires. Recommendations are put forward at the end of the school year for discussion and to inform future planning.

5.3 - BYOD iPad Program - Years 4 to 6

The school offers and utilises a 1:1 BYOD (bring your own device) iPad program in Years 4-6 to foster, develop and deliver Digital Learning. Years Prep to 3 classes have school purchased devices (iPads and notebooks) allocated. The school provides support and assistance for students and families on a need's basis.

5.4 - School owned devices

The school provides devices (notebooks and iPads) in all classrooms and ensures Specialists, Educational Support, Targeted Student Learning, and Innovation programs catered for. The allocation of these devices is overseen by the Assistant Principal - Curriculum and all devices are recorded on the school's asset register.

Current allocation:

- Preps: 16 iPads (per class) and 27 notebooks assigned to ELC
- Year 1: 12 iPads and average 2-3 notebooks (per class)
- Year 2-3: 15 iPads and 6 notebooks
- Year 4: 3 iPads and average 3 notebooks (per class)
- Year 5: 3 iPads (per class) and 50 notebooks assigned to Year 5
- Year 6: 2 iPads and x notebooks (per class)
- Music: 12 iPads 1 iPad mini and 10 notebooks
- Visual Art: 7 iPads
- PE: 8 iPads
- Performing Arts: 5 iPads
- STEAM: 10 iPads and 20 notebooks
- LOTE: 10 iPads and 7 notebooks
- Innovation: 10 iPads and 8 notebooks
- Multimedia: 20 iPads and 50 notebooks
- Learning Assistants: 9 iPads
- Targeted Student Learning: 7 iPads
- Speech Pathology: 2 iPads
- CRT: 4 iPads and 9 notebooks
- STEAM: 31 notebooks
- Spare: 29 notebooks

5.5 – Robotics and Coding

The school has purchased sets of Dash Dot, Spheros and BeeBots to support the teaching and learning of visual programming, maths, and other curriculum areas. These devices are a hands-on tool and resource used in the development and understanding of digital coding

5.6 - School Technician (TSSP)

The school has a DET TSSP (school technician) that maintains, supports, and rectifies issues, two days per week. This person works closely with the Assistant Principal - Curriculum in the maintenance, upkeep and allocation of devices, apps, and platforms across the school. The school uses a Help Desk or ticket system where staff can lodge device issues or ICT related problems.

6. RELATED LEGISLATION:

Victorian Curriculum

<https://victoriancurriculum.vcaa.vic.edu.au>

Digital Learning Support and Resources

<https://www2.education.vic.gov.au/pal/digital-learning/policy>

Council of International Schools (CIS)

<http://www.cois.org/>

Guidelines for acceptable use are detailed in the school's

[Information and Communication Technology \(ICT\) Appropriate Use Policy](#)

RELATED POLICIES:

- Curriculum Policy
- Information and Communication Technology (ICT) Appropriate Use Policy
- GWPS Information Communication Technology (ICT)/ Digital Learning Scope and Sequence

7. POLICY EVALUATION:

Evaluation will be conducted annually by the Assistant Principal - Curriculum, Executive Team, and school council.

Due for review in November 2024.