



eLearning Plan

Sandringham East Primary School 2008-2011

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School eLearning Vision

Sandringham East Primary School provides an environment that engages students through eLearning and embraces digital technologies to prepare our students to become safe and productive global citizens.

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Element	Key Strategy	Current Practice	Target Practice	Actions What?	Resources/ Budget How?	Responsibilities Who?	Timeline When?	Achievement Milestone
eLearning Leadership	The Vision	A shared eLearning vision is developed by the eLearning team.	The eLearning vision is realised within all areas of learning, teaching, and administration across the School Community and reflected in all strategic planning.	<ul style="list-style-type: none"> Collaborate with staff/community to refine vision Link vision to strategic plan Update School Readiness Checklist eLearning team to represent each VELs level in the school, as well as specialist input ICT mentors/coaches in each VELs level to lead ICT integration and initiatives. 	ICT C'ttee to seek and apply for ICT grants to support targets. Portion of Fundraising funds to be allocated to ICT each year. Employ local technician. eLearning Team to meet regularly to review, revise and update eLearning Plan	Principal School Council eLearning Team IT Technician (TSSP & Local) Leadership Team	2008-2011	eLearning Plan finalised Local Tech employed SIPS updated
	The eLearning Plan	The eLearning plan is in early stage of development.	The school eLearning plan supports a culture of continuous innovation engaging students in ways previously not possible and establishing targets for anywhere, anytime access for the School Community. (T)	<ul style="list-style-type: none"> Set short and long term targets Define responsibilities Plan budget for resourcing Staff access to school network anywhere, anytime. On implementation of Ultranet, community 		Principal School Council eLearning Team IT Technician (TSSP & Local) Leadership Team	Term 4 2008 – Draft finalised Term 1 2009 – eLearning Plan implemented	eLearning Plan signed off and presented to DEECD eLearning plan published on school website

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				<p>access to school network</p> <ul style="list-style-type: none"> • Continuous research and sharing re ICT initiatives. 				
	Strategic Leadership	Strategic eLearning leadership is proactive and responsibility is allocated across appropriate teams.	Strategic eLearning leadership is inherent and distributed to ensure there is a culture of eLearning across the School Community.	<ul style="list-style-type: none"> • Identify & train Ultranet superusers • Clarify roles and responsibilities for eLearning Team 2009 • Allocate adequate budget to support eLearning Plan 		Principal School Council eLearning Team IT Technician (TSSP & Local) Leadership Team	2009-2011	Ultranet implementation Super users identified and trained 2009 eLearning Team established 2009 Budgets reflect eLearning priority
	Leading the Implementation	All staff are supported to plan, create and implement eLearning activities.	An eLearning culture is embedded across the School Community. ELearning is intrinsic in all learning and teaching programs.	<ul style="list-style-type: none"> • ICT mentors/ coaches in each VELs level to lead ICT integration and initiatives. • ICT initiatives shared across the community through focus groups, newsletter, website, etc • ICT outcomes included in planning documents 	Ultranet coaches to be invited to assist with mentoring. eLearning Coordinator to address parent and community forums. VELs Leaders to ensure planning docs reflect ICT initiatives/outcomes	Principal eLearning Team Leadership Team Ultranet Coaches	2009-2011	ICT mentors /coaches identifies across the staff. eLearning updates in newsletter/ staff meetings.
Learning, Teaching, Assessment and Reporting	ICT Integration	The use of ICT is well planned and integrated into most areas of the curriculum, to support and extend learning and teaching.	ICT is fully integrated across all areas of the curriculum to support contemporary learning and enhance new ways of learning and teaching.	<ul style="list-style-type: none"> • Develop structured eLearning opportunities in planning units of inquiry. • Continue to support Professional Learning • To keep abreast of current and emerging technology • Develop Project Partnership with Victoria Uni for development of eLearning initiatives. • Celebration and sharing of innovative practice across 	Allocate relevant funds through budget processes.	School Council Leadership Team eLearning Team	2009-2011 Ongoing	Staff attendance at PD Staff utilising digital technologies (e.g. IWBs) on a daily basis to enhance teaching. Adoption of electronic work programs across the school. Pre-service

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				<p>the school.</p> <ul style="list-style-type: none"> Classes update webpage with ICT learning 				<p>teachers working on a variety of eLearning projects. Update digital display in foyer. Student work on school website.</p>
	Student Centredness	ICT, including online curriculum planning (local network/intranet) and delivery, is used to provide opportunities for a diverse range of learning needs.	ICT, including online curriculum planning (ultranet/internet) and delivery, is used to provide opportunities for a diverse range of learning needs.	<ul style="list-style-type: none"> Research relevant software and websites that facilitate personalised learning – eLearning team to review and report Staff training in use of software Sharepoint for websites and digital programs Develop a student mentoring program to allow confident technology users to train others Investigate On-line tools and software to enhance our thinking curriculum. 	Staff meeting times allocated to research and trialling of new programs.	eLearning Team Leadership Team	2009-2011	<p>Directory on school network for storing software/websites. eLearning Team to report once a term on new programs. Development of Student Mentoring program.</p>
	Content Creation & Personalisation	Teachers create curriculum content and use various means for delivery, both with and without ICT.	Students use ICT including online systems to manage learning and contribute to the creation of content. Students are supported to use ICT to create Personalised Learning Plans.	<ul style="list-style-type: none"> Digital Portfolios implemented across the school on a staged plan. Investigate programs such as Edcube; or adopt SEPS template. Development of self/peer assessment tools for students 	Staff training on use of Digital Portfolios. eLearning Team to act as peer trainers. Train Grade 5 students to work with grade 1s.	eLearning Team Leadership Team	Year 1 – 2008 (to follow these students through the school) Commence digital portfolios each year in Year 1 from 2009	<p>Digital Portfolios for Year 1 completed 2008 Staff trained in use of Digital Portfolios.</p>
	Delivery of Digital Learning Resources	Systems are in place that allow for the selection and/or creation and delivery of digital learning resources that support the curriculum program.	Learning Management Systems (LMS) adopted to personalise learning.	<ul style="list-style-type: none"> Investigate options such as Moodle. 		eLearning Team	Term 3/4 - 2009	

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	Assessment <i>for, as and of</i> learning	ICT is used to enhance assessment <i>for, as and of</i> learning and reporting. There is some integration of ICT in self and peer assessment.	ICT is routinely used collaboratively to enhance assessment and <i>for, as and of</i> learning and reporting.	<ul style="list-style-type: none"> Digital Portfolios Peer/self assessments On-demand testing (VCAA) Quick Vic reporting Early Numeracy test Students use ICT to present findings from inquiry learning 		All staff and students	Ongoing	
	Storing & Accessing Student Work	Students store work electronically for self review, editing and archiving.	Teachers and students use ePortfolios to showcase evidence of learning.	<ul style="list-style-type: none"> Investigate portable storage options Digital Portfolios Efficient and effective use of network drives 	Ongoing maintenance of network.	All staff and students TSSP Technician Local Technician	Ongoing	
	Student Information Management - eReporting	ICT is used for assessment and reporting on student progress.	Student reports available online for parents to access via Ultranet or other LMS.	<ul style="list-style-type: none"> Ultranet implementation 	Ultranet implementation?	eLearning Team Leadership Team		
ICT Professional Learning	Teacher ICT Capabilities	Staff participate in the ePotential ICT Capabilities Survey.	All staff have an ICT goal in their Professional Learning Plans. The impact of eLearning within the school is evident in improved student results through whole of school data collection and analysis.	<ul style="list-style-type: none"> ePotential survey completed annually ePotential results used to set ICT goals - PDP's/Team Regularly review student data to inform ICT PD Further staff training on ePotential capabilities eLearning focus/sharing at staff meetings 	PD on ePotential tools CRT budget to allow for Sharing Excellent Practice at SEPS program	eLearning Team Leadership Team All staff	Term 1 each year Ongoing	100% staff completion of ePotential Survey Staff sharing at meetings PDPs reflect eLearning goals Document staff expertise Staff utilising Sharing Excellent Practice at SEPS time for eLearning coaching
	Networks & Support	Staff plan for ICT professional learning independently and as whole staff. Internal support and informal training currently in place.	Staff are supported to develop and lead ICT professional learning including support and coaching within and beyond the school.	<ul style="list-style-type: none"> Create a matrix of staff skills Schedule ICT professional learning in school meeting plan Staff to access coaching time to develop ICT skills 				
	Integration with Learning & Teaching	ICT Professional Learning is related to improved learning and teaching programs.	ICT Professional Learning informs and is informed by learning and teaching, School and System Strategic	<ul style="list-style-type: none"> Staff PDPs 				

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			Priorities.					
	Innovation & Emerging Technologies	Examples of innovative practice are shared informally across the school.	Innovative practices are investigated and trialled strategically across the school.	<ul style="list-style-type: none"> Establish a parent advisory body for Digital Technologies eLearning Team to research new technologies as they arise and are relevant 				
Learning Places and Spaces	Access	There is flexible access anywhere, anytime within the School, with an opportunity to incorporate mobile technologies.	Flexible anywhere anytime 24/7 access for students, teachers and parents to suit individual styles and needs.	<ul style="list-style-type: none"> Ultraset implementation Investigate staff access to school network from home Monitor and enhance eLearning policies for use of digital technologies Use of mobile technologies to allow flexible learning – including wireless notebooks, cameras, microphones, headsets, etc 	Relevant funds committed. Program budgets to focus on building digital resources.	eLearning Team Leadership Team TSSP Technician Local Technician School Council	2008 2009 Ongoing	Ultraset Purchase of mini-notebooks for each VELS area ICT policies updated to reflect change in focus to eLearning
	Physical Layout	The physical learning environment provides a flexible layout.	Classrooms incorporating flexible physical learning environments are offered within flexible curriculum delivery models.	<ul style="list-style-type: none"> Replace desktop computers with laptops in Level 4 Digital technologies located in all classrooms for anytime access 				
	Delivery	Individualised learning is supported through the provision of online tools and resources and other emerging technologies.	Continue to investigate new technologies and their relevance for delivery as they arise.	<ul style="list-style-type: none"> Digi learn Easi Teach Smart Boards Other relevant programs as researched. 				
	Access to Digital Learning Resources	Systems are in place that enable ready access to digital learning resources.	Teachers use a range of Learning/Content management systems to access, create, use and modify digital resources.	<ul style="list-style-type: none"> Digi Learn Easi Teach Smart Boards Other relevant programs as researched. 				
	ICT Ethics	The School develops	The School maintains and	<ul style="list-style-type: none"> Project Rockit 				

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		protocols and educates staff, students and the wider school community on safe and ethical use of ICT at school and at home.	continuously evaluates protocols for the safe and ethical use of ICT at school and at home.	<ul style="list-style-type: none"> • Guest Speakers • Newsletters • Parent forums • School eLearning/ICT policies continually updated. 				
Learning Communities	Local & Global Communities	Teachers' and students' access to ICT is a one-way independent activity.	Teaching and learning is enhanced through collaboration and participation with local and global communities through ICT, including online.	<ul style="list-style-type: none"> • Implementation of Ultranet • Inform parent community of eLearning initiatives through newsletters, forums, etc • Investigate student on-line forums and webquests 	eLearning section to feature in newsletter. Ultranet implantation? Initiate community forum/working party for eLearning	eLearning Team Leadershi pTeam TSSP Technician Local Technician		
	Collegiate Support	Systems and processes support teachers to develop and share ICT rich curriculum.	Teachers use a range of Learning/Content management systems to share and collaborate on digital resources.	<ul style="list-style-type: none"> • Ultranet implementation • Staff use of network drives and Intranet sharepoint • Team and VELs planning 				
	Partnerships	Teams of teachers develop and share curriculum programs integrating ICT and resources within the School	Teachers share and evaluate a range of initiatives to support student learning through links with other schools, experts, and industry.	<ul style="list-style-type: none"> • eLearning exemplary school • eLearning forums within network 				
	Parent Relationship	Teachers report to parents on student learning outcomes through traditional means.	Parents are encouraged to access ICT based tools to support student learning.	<ul style="list-style-type: none"> • Promote Ultranet environment when parent portal becomes available. • eLearning update in weekly newsletter and website 				
	Virtual Communities	ICT is used to support community based communication and collaboration.	ICT is used to further develop Community based communication and collaboration.	<ul style="list-style-type: none"> • Investigate community on-line spaces (MC²-Super Clubs Plus) • Investigate use of Skype for global connections • Review website design and revise according to feedback 				