

THE VISION: *The eLearning Vision stems from the School Strategic Plan and it creates a picture of what ICT can enable in your school. The vision is a strong and succinct statement that is easily understood.*

Your school's vision:

		Foundation	Emergent	Innovative	Transformative
eLearning Leadership	eLearning Leadership	School leadership is developing an eLearning vision. Strategies for ICT implementation are ad hoc. An eLearning Plan has not been developed. eLearning relates to ICT infrastructure or hardware and software. Individual teachers make decisions about using ICT for learning and teaching.	The eLearning vision is developed by the school leadership team. Implementation of the vision relies on enthusiastic individuals to drive improvement in learning and teaching with ICT. The eLearning Plan is connected with the School Strategic Plan, and has been developed by the leadership team. The leadership team has communicated the eLearning Plan to all staff. The eLearning Plan links resources, budget and professional learning, and is monitored and reviewed internally.	The eLearning vision, developed with teaching staff, is clearly understood, articulated and shared across the school. The eLearning Plan is aligned with the School Strategic Plan and integrated with whole school planning processes. The eLearning Plan is reflective and proactive, and guided by relevant research and data. eLearning leadership is distributed across the school. eLearning priorities and future planning are monitored and reviewed. There are high levels of teacher collaboration focused on improving the effectiveness of learning and teaching with ICT. Successes are routinely celebrated, and effective, innovative approaches to eLearning are championed. Schools seek external funding opportunities for eLearning.	There is a sustainable vision for a culture of eLearning, that is understood, embraced and embedded across the school community, and is informed by a strong student voice. Strategic planning is continuous, proactive, informed by research and supported by formal structures for consultation and review with all stakeholders. Leaders initiate and encourage participation in rigorous dialogue and debate about ways in which learning and teaching with ICT can be integrated to maximise learning and teaching opportunities. Pedagogy drives the school's decisions about ICT. There is strong, strategic and distributed leadership drawing on areas of expertise at local and global levels. There is a willingness to share expertise across the system.
	Curriculum Planning	Curriculum plans using ICT emphasise student computer and software skills. There is evidence of the integration of ICT into learning activities in some curriculum areas. Digital resources are used as stand-alone activities. Individual teachers plan and store curriculum planning documents on their notebooks. Individual teachers make their curriculum planning available on the school intranet.	Individual teachers or teams develop curriculum plans that include teacher-directed use of ICT tools to support specific student learning outcomes. Individual teachers access a range of digital resources and tools to integrate ICT routinely into curriculum planning. Curriculum planning connects ICT to support learning across VELS domains or other curriculum frameworks. Teachers access and build curriculum plans online, using online folders and files to organise and manage content. The school develops a structure for teachers to share their curriculum plans in an online environment.	There is a whole school approach to curriculum planning that integrates the widespread and frequent use of ICT for improved student learning. There is explicit integration of ICT across all VELS domains and other curriculum frameworks. The integration of ICT into curriculum planning supports the needs of individual learners. ICT is used to support higher-order thinking, decision-making, communication, collaboration, creativity and problem-solving. There is an emphasis on effective, evidence-based pedagogical approaches to learning and teaching with ICT. Curriculum planning occurs in an online environment that fully integrates teaching, learning, assessment and reporting, enabling teachers to plan collaboratively and share curriculum plans and resources.	ICT connects school planning, teacher planning, individual student plans, student data and assessment and reporting. ICT is integrated into curriculum plans across all areas of the school, which assists students to progress through the VELS and other curriculum frameworks. Teachers use ICT to collaborate and to share curriculum plans and resources across the school. Teachers use ICT to collaborate with other schools, developing and sharing curriculum plans, resources and approaches. An online environment transforms curriculum planning, supporting student-centred curriculum design. ICT is used to create dynamic, personalised learning plans that integrate effective digital environments and resources, and include authentic learning opportunities and connections beyond the school.
Learning, Teaching, Assessment and Reporting	Curriculum Delivery	The use of ICT in the delivery of curriculum is incidental, rather than planned across the school. ICT is used for stand-alone activities. The teacher directs students in their use of ICT. Digital resources are not differentiated to meet student needs. ICT is used to support teaching methods that focus on delivery of information.	Individual teachers use ICT to support learning and teaching through varied approaches and resources in some curriculum areas. The use of ICT in the delivery of curriculum provides opportunities for students to have learner choice to inquire and investigate. Students have opportunities to use ICT to learn independently, or with others, sometimes. Teachers allocate different digital resources to different learners according to need. ICT has a positive impact on students' engagement.	ICT-enabled curriculum delivery across the school enhances learning and teaching by providing flexible access to student-centred learning resources, tools and environments. Student learning is extended and students are challenged through authentic learning contexts that require inquiry, collaboration, communication and problem-solving. ICT captures evidence of student learning throughout learning sequences, supporting ongoing assessment. ICT assists students to manage their learning. ICT-enabled curriculum delivery supports the development of personalised learning plans. ICT has a positive impact on students' attitudes to learning, improving self-esteem and their understanding of themselves as learners.	ICT-enabled curriculum delivery is a frequent and natural part of learning and teaching for all students across all curriculum areas and year levels. Students have rich learning opportunities that extend their capacity to learn independently and interdependently in an online environment, where they have a virtual space, tailored to their individual learning needs. Teachers and students learn together in a flexible learning environment with high levels of student autonomy. ICT supports the delivery of a contemporary curriculum with clear learning goals and rich interactive learning environments that seamlessly integrate technology so students can access information, and collaborate locally and globally to create knowledge, and enable all students to learn within and beyond the school.

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Learning, Teaching, Assessment and Reporting (continued)	Applying Student ICT Capabilities	Students use ICT that is tailored to specific learning activities as directed by the teacher. Assessment of student ICT Capabilities against VELs is ad hoc. ICT is taught as a stand-alone activity.	Students use ICT to support them to visualise their thinking, create information products and communicate effectively in all curriculum areas. All teachers assess students against ICT dimensions in some of the VELs domains. ICT skills are taught 'just-in-time' to support students undertaking learning sequences.	ICT is used for students to connect, communicate and collaborate with peers to support their learning. Students apply their ICT capabilities across a range of curriculum areas, and build their understanding of, and control over, ICT. Students become more autonomous and self-directed as their ICT capabilities improve.	Students have a deep understanding of how their use of ICT supports and enhances their learning, both within and beyond the school. They confidently articulate how ICT has made a difference to their learning achievements. Expectations of student learning with ICT, within and beyond the school, are high. Student learning with ICT is recognised, valued and celebrated. ICT is integral to personalised curriculum, supporting students to collaborate with experts and participate in authentic, local and global learning communities.
	ICT Safe and Ethical Behaviours	The school develops policies to ensure appropriate social and ethical values with the use of ICT. There is communication and implementation of safe and ethical behaviours relating to the online safety and wellbeing of staff and students using ICT.	The school uses policies to develop curriculum contexts to ensure appropriate safe and ethical behaviours with the use of ICT. Individual teachers manage and educate students in the ethical and safe use of ICT within their classroom.	An awareness of the issues, responsibilities and behaviours required to ensure safe and ethical practices using ICT, including emerging technologies, are developed and implemented by students and teachers. The school develops protocols and awareness about safe, equitable and ethical use of ICT at school and at home, through collaborative processes that include students, teachers and parents.	The school regularly reviews new technologies and their use, making appropriate changes to its policies and educational programs as part of a reflective and well-informed process. The school programs aim to develop students who use technology in ethical and safe ways within and beyond the school's boundaries.
	Assessment and Reporting	Individual teachers establish their own systems for storing student work for assessment electronically. An online environment, to integrate assessment into learning activities, is used by some teachers. ICT is used to record teacher assessment at the end of learning sequences. Students are developing ways to record their achievements electronically.	Systems are established to use ICT to support students and teachers to develop ways to store work electronically for sharing, reflection and archiving. Curriculum plans incorporate the use of ICT for specific purposes such as student reflections. Individual teachers and areas of the school make assessment data available online for students and teachers. Students use ePortfolios to store work electronically.	ICT enables the use of an online environment for effective assessment and reporting by connecting relevant curriculum plans and student learning goals with teacher, self and peer assessments. ePortfolios are used in some classes to showcase evidence of learning, student goals, reflections and teacher feedback. A range of digital tools are used such as blogs, wikis, video, online highlighter, track changes, recorded voice feedback, video and online rubrics.	ICT enables the use of an online environment to demonstrate connections between planned learning experiences, personal learning goals and assessment criteria and data, and to utilise feedback about each student's learning from peers, teachers and the wider school community. A range of tools are used in the assessment process, including collaborative tools, running records, ongoing visual-thinking maps, recorded-voice feedback, podcasts, blogs and wikis. ePortfolios are used by all students and teachers for reflection and rapid-response feedback, and to showcase evidence of learning. An online environment is used to support teachers to easily make judgments about student achievement in multiple domains of VELs or other curriculum frameworks, across different classes. The online environment provides a learning history that travels with the student as they move between schools.
	Reporting to Parents	Teachers create reports for parents using reporting software, for example Quick Vic. Teachers store reports on the school system and print these reports to distribute to parents.	The student reports are printed and/or emailed to parents. The school is planning to implement a system for parents and students to access students' reports online at key reporting times.	Parents have online access to up-to-date and ongoing information on their student's progress. A secure, integrated student information system provides ubiquitous access to all aspects of student learning, including learning pathways, assessment, reporting and student wellbeing information.	Up-to-date and ongoing information on students' progress is available online for parents to access. A secure, integrated student information system provides ubiquitous access to all aspects related to student learning, including learning pathways, assessment, reporting and student wellbeing information.

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ICT Professional Learning	Teacher ICT Capabilities	Whole school training occurs to develop staff ICT skills. Staff ICT skill training focuses on the use of hardware and software to undertake a specific task.	Individual teachers identify their own professional learning goals in relation to ICT skills, with a focus on the use of hardware and software to undertake a specific task. The school supports teachers to develop these skills. Teachers' ICT capabilities enable them to access and use digital information, applications and devices in the classroom.	Teachers have ICT capabilities that enable them to access and use digital information, applications and devices, and apply these appropriately in a learning and teaching context. Individual teachers identify professional learning goals to develop their skills in using emerging technologies. They are supported with professional learning.	Teachers and students support one other to continuously develop their ICT skills. All teachers have high-level ICT capabilities and apply them intuitively to ensure highly effective learning and teaching.
	Learning and Teaching	Professional learning does not have a specific ICT focus. Individual teachers experiment with using ICT to support their learning and teaching programs.	ICT professional learning is linked to building staff confidence and capability in the use of ICT to improve learning and teaching. There are pockets of teachers working collaboratively on professional learning activities focused on effective learning and teaching with ICT.	The ICT professional learning strategy is multi-faceted, including just-in-time support, integrated with curriculum planning and delivery. ICT professional learning has a strong focus on learning and teaching.	Teachers' ICT professional learning explores new ways of learning and teaching, which are enabled by contemporary learning tools and environments. Teachers' ICT professional learning is systematically and rigorously monitored and evaluated to identify impact on learning and teaching.
	Support and Cultural Change	The school is planning to complete the ePotential ICT Capabilities Survey and analyse the data to inform professional learning. Individual staff members undertake ad hoc ICT professional learning activities. There are limited opportunities for mentoring. Sharing of practice is not commonplace. Individual teachers share practice and mentor peers on an ad hoc basis.	Teachers participate in the ePotential ICT Capabilities Survey and develop professional learning goals. The ePotential ICT Capabilities data is analysed and used to develop a school ICT professional learning strategy. The school's ICT professional learning strategy supports staff to consolidate their professional learning experiences, make links with peers and work in teams. Individual staff share effective ICT practice across their team or school	The ePotential ICT Capabilities Survey, Resource Bank, Journal Tool and Planning Tool are used by teachers to set and implement ICT professional learning goals which are linked to individual plans and the school strategic priorities. The data is analysed annually to inform school strategic planning and the ICT professional learning strategy. Professional learning opportunities are ongoing and strategic; they are effective and focused on teacher practice; they involve reflection and feedback, and address the confidence levels of individual staff. The school's ICT professional learning strategy supports staff to improve learning and teaching through modelling, coaching and sharing innovative practice across the school. Staff routinely showcase and share innovative practice and exemplars strategically with other schools, and contribute to ICT professional learning networks.	The impact of ICT professional learning within the school is evident in improved results in the whole-of-school annual data collection, including the ePotential ICT Capabilities Survey, the Attitudes to School Survey and student achievement data. ICT professional learning plans are linked to the school vision and the School Strategic Plan. Staff members participate in sustained ICT professional learning that is collaborative, embedded in teacher practice and responsive to individual teacher goals, whole school and system priorities, as well as relevant data and research. The ICT professional learning strategy supports staff to lead mentoring and coaching models, providing just-in-time support leading to cultural change. Collegiate support and opportunities for collaboration are available through an online environment, and staff lead and contribute to ICT professional learning networks within, and beyond, the school.
Learning Places & Spaces	Access	There is limited access to ICT resources. Student access to ICT resources is teacher-directed. The school ensures that security and privacy needs are met.	Access to a range of ICT resources is flexible across the school with multiple fixed access points for students to use. Wireless technologies are accessible in parts of the school. The school ensures that security and privacy needs are met.	There is flexible access to ICT resources, including mobile technologies, anywhere, anytime within the school. Access to ICT resources, including online digital resources, is available outside of the school. The school ensures that security and privacy needs are met.	The school provides students, parents and teachers with secure, flexible, anywhere, anytime, ICT-enabled access to collaborative learning spaces, resources, school information, student learning and assessment information to support student learning. School infrastructure can accommodate 1-to-1 computing. The school ensures that security and privacy needs are met.
	Physical Layout	The physical layout in classrooms is not designed or adapted to reflect the use of ICT. A limited number of ICT areas, such as computer laboratories, are established across the school.	The classroom has a flexible physical layout, enabling various student groupings for collaborative and personalised learning to occur. Student learning with ICT is maximised by using fixed points and wireless.	Learning occurs in flexible physical learning environments, with furniture, technology and storage accommodating flexible curriculum delivery models that integrate high levels of ICT-enabled learning. Student learning spaces that are not part of individual classrooms are available, with fixed and wireless computer and online access.	There is an anywhere, anytime learning environment not bound by physical time and space. The learning environment adapts to diverse learning and teaching styles and needs, and is supported by personalised timetable, curriculum and physical spaces. Physical layouts respond to, and accommodate, current and emerging technologies.
	ICT-Enabled Learning Communities	Learning communities operate largely on a face-to-face basis.	ICT is used to support communication and sharing within the school community.	ICT enhances the nature and quality of learning communities, supporting an increased ability to communicate, share, collaborate, investigate and co-create within local and global communities.	Synchronous, mobile and other emerging technologies are used to create a range of dynamic, virtual learning communities, which enable users to communicate, share, collaborate and co-create with experts and with one another.