St Patrick's School Macksville
eLearning Pathway
2014- 2016

Diocesan support material to assist schools
with developing an eLearning pathway

The eLearning pathway is designed as a support document for individuals, the school and the Catholic Schools Office.

This pathway is not intended as an accountability tool and no formal diocesan assessment of a school or an individual will be made against the pathway. This pathway is designed to assist schools assess the current situation, judge strengths, examine possibilities and plan for eLearning improvements.

The eLearning pathway can be effectively used throughout the organisation. It can be used as a guide for an individual teacher's progression or as a tool for school staffs to set improvement targets. The eLearning pathway sets a benchmark against which individuals and schools can assess growth and professional development needs. The eLearning pathway can also be used by the Catholic Schools Office as a means to plan for professional development initiatives and resource purchases.

This eLearning pathway provides all schools with a common and consistent language. This document should be referenced in school strategic and annual planning exercises.

The eLearning pathway has a number of components allowing for multiple uses. The Matrix forms the basis of the pathway and sets out the levels of capability in three graduated steps from A to AAA.

The eLearning pathway provides individuals and schools with the language and steps to plan for continued growth.

eLearning Matrix

| 2012/13 | 2014/16 |

Vision and Potential

A	AA	AAA	EVIDENCE
The school's eLearning vision and plan is under development.	**The eLearning vision has been cooperatively developed and published. It links with other school planning documents. The eLearning plan is discussed occasionally.**	The eLearning vision is published and aligned with the School's Strategic Management Plan and integrated with whole school planning processes. The school's eLearning vision is reviewed regularly and guided by relevant research and data.	• *In the last two years the school has developed a school-wide pedagogy and the Contemporary Learning Framework* • *Regular IDEAs committee meetings*
ICT is seen by most staff to relate to infrastructure.	**ICT is seen by most staff to include more than infrastructure issues and includes questions of pedagogy.**	ICT supports the school's eLearning objectives. Pedagogy drives ICT infrastructure improvements.	• *Use of IWB, iPods, netbooks, tablets* • *Multimodal Programming, eg. You Tube, video…* • *CLF & SWP* • *Internet-based programmes- Maths Online, Reading Eggs, Study Ladder* • *Google Apps*
eLearning leadership in the school is limited and the potential for eLearning in classrooms is not readily shared among staff.	**While eLearning leadership is not coordinated a small number of staff offer practical advice to others. Led by these staff there is discussion on the potential of eLearning between teachers.**	eLearning leadership is distributed across the school and is not left to the administration or individual teachers. There are high levels of teacher collaboration focused on improving the effectiveness of teaching and learning through ICT.	• *Curriculum Meetings* • *Programming* • *Colleague assistance* • *IDEAs Committee* • *Moodle* • *PLT Meetings*
An ICT committee exists but plays a limited role to support the school leadership in the promotion of eLearning.	**An ICT committee exists and supports the school leadership in the promotion of eLearning.**	**The ICT committee is proactive and engages with the school leadership to promote the effective use of ICT in the school supporting the eLearning vision.**	• *IDEAs Committee function includes ICT developments* • *Staff Meetings* • *Leadership Meetings* • *PLT Meetings* • *IT Online Courses for staff*

eLearning Matrix

| 2012/13 | 2014/16 |

Vision and Potential

A	AA	AAA	EVIDENCE
In general individual and uncoordinated classroom teaching strategies for ICT are occurring.	**Staff discuss classroom approaches in the use of ICT informally. Innovations are shared incidentally among some staff.**	**Effective, innovative approaches to eLearning are promoted between staff. Successes are routinely acknowledged.**	• *Sharing afternoons* • *Curriculum meetings* • *PLT sharing* • *Teamboard sharing* • *Sharing following Conferences*
The budget for ICT is limited and confined to improving infrastructure and hardware.	**There is a reasonable budget for ICT and purchasing decisions respect the eLearning vision.**	**The school values ICT expenditure and links purchases to pedagogical needs. The school seeks external funding opportunities for eLearning.**	• *Staff consider how devices will be used to enhance learning* • *Budget not limited from year to year* • *National Partnerships funding* • *Parents & Friends supporting purchasing*

eLearning Matrix
Enabling Staff (Professional Development)

	2012/13	2014/16

A	AA	AAA	EVIDENCE
Whole staff ICT professional development occurs infrequently and is not part of an organised approach.	**Whole staff ICT professional development is planned to occur frequently. Professional development opportunities are agreed collaboratively.**	Whole staff ICT professional development is a priority and central to achieving the aims of the school. The school's ICT professional development strategy is flexible and fully integrated into curriculum planning and delivery.	• *Staff invited to participate in CSO organised professional development* • *Staff meetings timetabled each term devoted to professional development in ICT*
The opportunity for individual staff to participate in ICT professional development is not prioritised by the school administration.	**The opportunity for individual staff to participate in ICT professional development is promoted and staff members register interest.**	**The opportunity for individual staff to participate in ICT professional development is promoted and supported. Staff members register interest engaging with enthusiasm and sharing resources and ideas with others.**	• *PLT sharing* • *Teamboard training & sharing* • *Moodle- Dallis & Myles* • *IT Conference* • *GOOGLE Training sessions*
Teacher ICT capability is limited and training focuses mostly on the use of hardware and software.	**Teacher ICT capability is improving and while training focuses mostly on the use of hardware and software there is consideration given to the implications for teaching and learning.**	Teachers have a solid and improving ICT capability through regular professional development that enables them to access and use digital information, applications and devices, and apply these appropriately in a teaching and learning context.	• *Beginning to work on pedagogical element with ICT* • *Some teachers hyper linking programmes* • *Creating IWB resources* • *Accessing online resources* • *Online tracking* • *Reporting and attendance online* •
Staff members do not set personal ICT goals.	**Staff members have an understanding of the importance of ICT goals. There is support offered to individuals to advance their skills. Teachers' ICT capabilities and confidence are improving.**	Individual staff members identify professional learning goals to develop their skills in using emerging technologies. They are well supported by the administration and other staff in professional learning needs.	• *Increased use of IWB* • *Teaching ICT based lessons* • *Web 2.0 course* • *New operating system Windows 8* • *New devices/tablets* • *Google training*

eLearning Matrix

Enabling Staff (Professional Development)

| 2012/13 | 2014/16 |

A	AA	AAA	EVIDENCE
ICT staff expertise is limited and any sharing of expertise is incidental. Staff confidence and competence in the use of ICT in classrooms is mixed.	**Staff ICT confidence and competence is improving. Access to digital resources and applications is continually improving.**	**Staff access and effectively utilise a wide range of technologies and applications in implementing eLearning.**	• *Programming- Scootle, online resources (You Tube, Tumblebooks, Zip Tails, Reading Eggs, Study Ladder, Blogs…)* • *e-Books for iPods & Moodle* • *Online planning* • *Robotics* •
Assessment practices do not make effective use of ICT options.	**Assessment practices are mixed. Student assessment tasks generally include an ICT option.**	When setting student assessment tasks a range of ICT options are always considered.	• *Programming- online resources (Reading Eggs, Study Ladder, Scootle)* • *Sample Assessment Folders* • *Application use- Microsoft Suite, Google Drive* • *Enrichment Program*
Curriculum delivery using ICT is incidental. ICT is mostly used for stand-alone activities in classrooms.	**Curriculum delivery using ICT occurs in classrooms. Students have individual and group opportunities using ICT in class activities. Teachers make good use of ICT options in curriculum delivery.**	Student learning is extended and students are challenged through authentic learning contexts that require inquiry, collaboration, communication and problem-solving. The focus of ICT in curriculum delivery is to enhance the teaching and learning and contribute to vibrant learning spaces.	• *Use of IWB in most KLAs* • *Use of ICT in most KLAs*
The teacher generally directs the use of ICT in the classroom. ICT is used primarily to deliver information.	**While the teacher directs the Learning, students have access to ICT resources to expand their knowledge and skills.**	The focus is on student-centred learning using digital resources and tools to create flexible learning environments. ICT assists students to manage their learning.	• *Programming with some integration of KLA's* • *Creating learning paths on Moodle*
The benefit of ICT in engaging students is not widely appreciated by teachers.	**Teachers believe that ICT has a positive impact on students' learning engagement.**	Teachers act on the belief that ICT has a positive impact on students' attitudes to learning, their improved self-esteem and an understanding of themselves as learners through eLearning strategies.	• *Student samples of work to be shared with peers* • *Level of motivation during ICT activities* • *Placing student work on Intranet to display to others outside school community* • *Self-directed learning*

eLearning Matrix

Enabling Staff (Professional Development)

2012/13	2014/16

A	AA	AAA	EVIDENCE
			• *Students involved in Google Drive collaborative activities*
ICT is seen to be the use of computers only.	While computers are important other digital ICT resources are in occasional use in classrooms.	**ICT is seen to be more than computer technology. Other digital resources and technologies are used regularly and effectively in classrooms. Teachers are continually investigating the use of current and emerging technologies to enhance teaching and learning.**	• *Digital, flip and video cameras* • *Software- audacity, Microsoft suite, movie maker* • *iPods and wireless headphones* • *Teachers through PLT meetings and collaboration share new digital technologies* •

eLearning Matrix

Effective, Safe and Ethical Behaviours

A	AA	AAA	EVIDENCE
Student access to the Internet, ICT tools and online resources is limited.	**Student access to the Internet, ICT tools and online resources is improving. This access is being promoted during class time.**	Access to the Internet, ICT tools and online resources is always available and accessible to every student.	• *Notebooks, tablets (1 device per student available)* • *Wireless connections on main site* • *iPods / Wireless headphones* • *2010 Office Suite on all computers*
Teacher instruction to students in safe internet behaviour is limited. Teachers have little understanding on how to approach the issue of internet safety. There is no teacher monitoring of student use of the web.	**Teacher instruction on internet safety and related issues is informally provided to students. Digital citizenship issues are explored and discussed in class. There is some monitoring of student use of the web.**	Teachers understand the issues and provide explicit instruction and regular reminders to students on digital citizenship. Teachers stay fully informed on new and potential hazards to students. Systems are in place to effectively monitor student use of the	• *Cyber safety PD - Instruction* • *In class instruction* • *Policy Folder* • *Teachers monitor student use of internet.*

eLearning Matrix

Enabling Staff (Professional Development)

2012/13   2014/16

A	AA	AAA	EVIDENCE
		web.	
There is no school Code of Conduct on safe and ethical online behaviour.	**There is a school policy on safe and ethical online behaviour however it is not often referenced by teachers and explained to students.**	The school policy on safe and ethical online behaviours is published, known and often referred to by the administration and class teachers.	• *Intranet – Policy on the School Website for all to reference.*
Student understanding of the ethics of obtaining information from the web is limited. There is little concept of plagiarism and proper referencing of sources.	Student understanding of the concept of plagiarism from the web is growing. Students can reference sources.	Students are aware of the concept of plagiarism and are offered clear direction on the appropriate referencing of sources. There is a consistent school policy in place to guide students.	
There is little self discipline in student use of online technologies.	**Students are becoming more self disciplined in the use of online technologies.**	Students are effective learners and are self disciplined in their use of online technologies.	* *Increasing use of ICT towards educational purposes eg/ Study ladder, Scootle, KidPix, Moviemaker*

eLearning Matrix

Digital Community

A	AA	AAA	EVIDENCE
The school communicates with parents mostly face-to-face and by traditional methods.	**The school communicates with parents in a variety of ways including the use of online tools.**	The school is a digital learning community with teachers, parents and students communicating effectively with each other in a variety of ways including the use of online tools.	• *Emails* • *Blogs* • *Moodle* • *Survey Monkey* • *Class webpages* • *Intranet*
The school does not use a Learning Management System.	The school has a Learning Management System however its capabilities and potential are not well understood by the staff or widely used.	A Learning Management System is in operation enhancing the quality of teaching and improving the school's learning community. The LMS allows for an increased ability for all in the learning community to communicate, share, collaborate, investigate and create.	• *The school has begun to use ESR for student tracking, assessment and reporting* • *Google Drive – Reports of Student (well-being and learning issues)*
The currency of resources and information provided through the school website is not regularly reviewed and updated. No responsibility is delegated.	**The currency of resources and information provided through the school website is regularly reviewed and updated.** **Responsibility is delegated.**	The school's website is dynamic. The resource is updated regularly allowing students, parents and the wider community 24/7 access to school information. Responsibilities are delegated and supported through a role description. .	• *School Website – Newsletters, School Policies uploaded, web links, some class pages are updated regularly* • *Photos of recent excursions and sport uploaded* • *Current news uploaded* • *Technology Officer responsible for photos and display board.*

eLearning Matrix

Enabling Staff (Professional Development)

2012/13		2014/16

A	AA	AAA	EVIDENCE
The relationship between classroom design and ICT is not a priority.	There is a growing understanding that classrooms must be configured to incorporate regular use of ICT including the use of furniture and the class layout.	**All aspects of school planning, improvement and decision making involves thinking about the relationship between classroom and school design and digital technologies**	** Future building plans have incorporated digital technologies, flexible learning spaces and 21st Century learning practices. (Inquiry Learning)*

eLearning Matrix

Infrastructure and Equipment

A	AA	AAA	EVIDENCE
Infrastructure spending is unbudgeted and inconsistent and the school budget for ICT is reliant on other priorities being met first. There is no strategic longer term focus on equipment upgrades or the purchase of improved equipment.	The school budget includes an ICT component. ICT infrastructure and hardware replacement spending is a budget item.	**The school budget includes ICT as a priority. There is a strategic focus on equipment upgrades and the purchase of improved equipment.**	• *Funding from Parents and Friends and school budget* • *ICT committee 2/3 year plan on continuous upgrading of relevant technology eg/ wireless network, net books*
Maintenance arrangements are poor.	Maintenance arrangements are in place.	**Excellent maintenance arrangements are in place. Upgrades are planned and strategically delivered.**	• *ICT maintenance book (School Support Officer Help Booklet) kept in office* • *Employment of ICT support officer 2 days per week(Nominated Support Officer for emergencies on other days)* • *eLearning pathways* • *ICT 2/3 year plan development and regular ICT team meetings* • *Relevant Software/ Hardware upgrades* • *Learning technology officer on call for support*

eLearning Matrix

Infrastructure and Equipment

A	AA	AAA	EVIDENCE
			• **CEO ICT Help Desk** • **Server Overhaul**
The school is unaware of emerging ICT infrastructure.	The school is aware of emerging ICT infrastructure.	**The school is actively seeking out and is implementing relevant emerging ICT infrastructure.**	• *The whole school has wireless access* • *The server was upgraded in May 2011*
The school's implementation and ongoing maintenance of ICT infrastructure meets some of the school's learning, teaching and administrative needs.	**The school's implementation and ongoing maintenance of ICT infrastructure meets the school's learning, teaching and administrative needs.**	The school's planning for and implementation of ICT infrastructure goes beyond the school's learning, teaching and administrative needs. There is strong evidence of a holistic approach to planning.	• *The new school design includes wireless access points in each building.* • *The school has access to a computer cabling company to maintain infrastructure.* • *The server was upgraded in June 2011*
The school does not maintain the CEO Lismore Standard Network Operating Environment (SNOE).	The school maintains the CEO Lismore Standard Network Operating Environment (SNOE).	**A CSO Lismore Standard Network Operating Environment (SNOE) is operated and well maintained with additional capacity.**	• *The server was updated in June 2011 by CSO Technical support staff.* • *Cloud server to be included in new IT infrastructure in new school buildings*
Some CEO Standard End User Learning Devices and Peripherals are deployed (Workstations, Notebooks, Netbooks, Printers, Photocopiers, Scanners, IWB & Data Projectors)	Most of the learning Devices and Peripherals deployed are CEO Standard End User type.	**All Learning Devices and Peripherals are CEO Standard End User type.**	• *All computers are networked to the CEO system using regularly updated images. These are from the CEO It support and imported by the school's TO.* • *Microsoft surface devices*
Limited use of Diocesan staff and student helpdesk system, limited ICT support locally for staff and students. ICT assistance to staff is often problematic	Some use of Diocesan staff and student helpdesk system with visible ICT support locally for staff and students. ICT assistance to staff is reliable.	Full use of Diocesan staff and student helpdesk system with highly visible ICT support locally for staff and students. ICT assistance to staff is effective.	

eLearning Matrix

Infrastructure and Equipment

A	AA	AAA	EVIDENCE
The school has a Software Inventory and Device Inventory database which is not used to its potential as a planning tool.	The school has and maintains a Software Inventory and Device Inventory database. Its effectiveness as a planning tool is limited.	The school regularly updates and maintains a Software Inventory and Device Inventory database. These databases are effectively used as planning tools.	• *Device inventory* • *Airwatch for tablets* • *Minimal software*
The complex interconnections between the components of the school, diocesan, state and federal ICT infrastructure is not understood. Technological progress is not anticipated.	There is some evidence that the complex interconnections between the components of the school, diocesan, state and federal ICT infrastructure are understood. There is limited understanding of technological progress.	**There is strong evidence that the complex interconnections between the components of the school, diocesan, state and federal ICT infrastructure are understood. The school administration anticipates technological progress.**	• *Current trends and availability of devices and infrastructure are monitored by the school's leadership to ensure equipment is supported and enhances learning experiences for the children.*

St Patrick's School eLearning Pathway   2014-2016

Moving to an AAA rated school

Theme	Actions	Timeline	Responsibility	Finance
Vision and Potential	• IT committee meet twice a year to revise & update the school's eLearning plan. • Aspects of eLearning Plan integrated into the Strategic Management Plan. • Continue discussions with staff on the use of devices in enhancing pedagogy and adopting a multi-modal approach. • Encourage staff & students to have available and use technology where appropriate.	May/October annually October annually Ongoing Ongoing	It Committee Leadership Curriculum Leadership	N/A N/A N/A N/A
Teaching and Learning	• Encourage online Google Apps training packages. • Cohort mentoring program facilitated by experienced staff members and Diocesan E-Learning Mentor and Support Person. • Investigate online student portfolios through Moodle/Google Apps or any other suitable platform.	Ongoing Terms 1 & 2 2015 2015	Leadership IT Committee IT Committee	N/A TBD? N/A
Enabling Staff	• Widen use of Google Apps, student tracking portal and Moodle site. • Staff sharing of IT expertise through meetings.	Ongoing Ongoing	IT Committee Leadership	N/A N/A
Digital Community	• Continue to develop online surveys using Google forms. • Moodle school pages to be continually updated. • Google calendar accessible by all in school community. • Student Record Keeping through Google Drive. • Use of Google Hangout (video conferencing) for connected communities- local and wider.	Ongoing Ongoing Ongoing Ongoing 2015	IT Committee TO Leadership Leadership IT Committee	N/A N/A N/A N/A N/A
Effective, Safe and Ethical Behaviours	• Implement internet user policy • Teacher focus of digital citizenship at the beginning of each year. • Cyber bullying professional development/parent information sessions/student workshops at least once every three years.	Ongoing February Annually 2015	All staff All teachers Leadership	N/A N/A N/A
Infrastructure and Equipment	• Investigate implementation of directed BYOD (Bring Your Own Device) for possible start date of 2016 (Post NPLSES funding). Possible models include parent/school co-contribution over three years or outright parent purchase. • Encourage staff to have available and use technology where appropriate. • Bandwidth set at 20mbps to cater for BYOD in new school. Investigate 50mbps in the future. • Use of Smart HD television monitors for staff/student use in new school learning pods. • Use of video conferencing suite in staffroom/or staff workroom for professional learning sessions or meetings. • Budget set annually to replace or upgrade digital equipment.	2015/2016 Ongoing 2016 2016 Ongoing October annually	Leadership/ School Board IT Committee Leadership All teachers Leadership Leadership	?? N/A $10K pa N/A N/A $10K pa