

Celebrating all life
Challenging all people
Dreaming the new day

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MacKillop College

ICT/eLearning Strategic Plan

2009 – 2012





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Preamble

As a learning community MacKillop College recognises the need to develop a shared ICT / eLearning vision and plan so that we can best equip our students for their futures.

MacKillop College recognises that ...

... "It falls to them (the young people) and to everyone to search out ways in which the new systems of data conversion and exchange can be use to assist in promoting greater universal justice, greater respect for human rights, a healthy development for all individuals and peoples, and freedoms for a fully human life" (Pope John Paul II, May 1989)

... our students are a part of the founding net generation whose world is significantly influenced by growing technological access and advancements and through these changes, influence the ways in which they interact, collaborate and learn with and from one another both locally and globally

... we live in a time of increasingly rapid technological change which directly impacts upon our perception of a rich educational environment in terms of time, space, access and collaboration

... as educators we live in our student's world of learning and it is imperative that we share our valued learned experiences and build significant connections between these experiences and how they are engaged in contemporary pedagogy and ICT tools.

... eLearning is both an enabler and enhancer of learning dependent on high levels of interactivity between students, teachers and digital technologies.

... with the advent of rich information environments it is actually becoming possible for educators to set clever thinking questions which encourage learners to manipulate information and create deeper understanding, building conceptual frameworks without the need for the educator to personally design/invent all the resources which are required." (Treadwell, 2008)

... online Learning Environments allow gifted and talented learners, learners with special interests and learners with particular learning difficulties to gain access to appropriate resources and communication tools that allow them and their educators to personalise their learning program without increasing the workload of the educator" (Treadwell, 2008)

... our students' worlds are increasingly being shaped by their abilities to acquire, communicate, access and manipulate information using ICT and to respond creatively to emerging technologies (Learning in an online world: Pedagogy, MCEETYA, 2005). Technologies need to be matched to pedagogical intentions and learners' diverse needs.



Our Vision

Therefore as a shared learning Catholic community, our vision is that ...

MacKillop College will empower our Catholic learning community, through innovative and relevant eLearning strategies and contemporary ICT technologies, to connect with local and global learning communities. Through these means we wish to inspire our whole Catholic school community to strive for personal and collaborative excellence while supporting the dignity and freedom of all humanity.

We will provide our young people with shared eLearning experiences which encompass essential ICT skills and attitudes that embody the gospel values and Catholic ethos. They will leave our school as confident, creative and productive users of information and communications technologies and will understand the impact these have on our society.

MacKillop College will seek to design and integrate a learning architecture that will facilitate a seamless, secure and robust ICT environment. One that interfaces and provides efficiencies in both curriculum and administrative systems.

We see this level of connectedness as essential so that our teachers and students can access the best possible online curriculum and world class learning objects while retaining the ability to localise that content and retain our community identity. It will support and energise the individual and collaborative learning experiences, boost standards and improve educational opportunities.

We will provide online learning spaces and personal ICT technologies that support flexibility of curriculum delivery in time, space, place and pace within and outside the school buildings and beyond the school day. This means that affordable high speed fibre connectivity to each building as well as high-speed Internet access throughout the school and beyond will be made available and used as an integral tool in the delivery of high-standard educational outcomes. Each general purpose learning area (GPLA) will have access to hardwired and/or mobile computing, meeting a demand equivalent to 1:1 ratio when required. Open learning spaces, both internal and external to buildings, will have wireless connectivity.



Leadership



Leadership		
<i>Leadership strategies and practices that support seamless integration of ICT within contemporary learning environments</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
The 2005 - 2008 eLearning Vision is shared with all and supported by most staff. It involved opportunity for full staff consultation, parental response and some student consultation.	That the School encompasses a Vision that is understood and embraced by all teachers, students, and parents as well as shared with the wider community.	That the School Leadership will have a clearly articulated ICT/eLearning vision that is shared and embraced by all and fully aligned with the overall School Strategic Plan.
Leadership utilises relevant research and data for planning.	That Leadership will use a wider range of evidence, including intelligence gathered from internal and external systems directed specifically at the school, to inform future planning.	That the School's strategic planning processes will involve having a wide range of credible and current sources to evaluate the impact of ICT/eLearning on our School.
The school has allocated responsibility for the strategic leadership of ICT/eLearning to appropriately qualified teams. Strategic leadership is proactive.	To evaluate and restructure the responsibilities for the implementation and support of ICT/eLearning strategies. Distributed and shared leadership responsibility will be a model with allocation of support roles and decision-making processes across the school.	The responsibility for the development and implementation of ICT/eLearning policies and practices will be shared within a distributed model of leadership.



Leadership									
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review	
That the School Leadership will have a clearly articulated ICT/eLearning vision that is shared and embraced by all and fully aligned with the overall School Strategic Plan.	Engage the P&F in further discussion and response to a revised shared vision of the ICT/eLearning plan.	Contemporary Learning Leadership (CLL)	◆			◆	\$0	2012	
	Engage the School Board in further discussion and response to a shared vision of the ICT/eLearning plan.	CLL and Principal	◆			◆	\$0	2012	
	Position descriptions will be evaluated and then clearly aligned to the School's strategic ICT/eLearning goals and objectives.	Deputy Principals of Curriculum 7 - 12	◆			◆	\$0	2012	
	Provide access to the overall revised eLearning plan via the school website.	College Webmaster	◆	◆	◆	◆	\$0	2010 + 2012	
That the School's strategic planning processes will involve having a wide range of credible and current sources to evaluate the impact of ICT/eLearning on our School...	Student body to participate in a Student Opinion Survey on ICT use at School.	CLL ICT R&D	◆	◆	◆	◆	\$0	Yearly	
	Student Representative Council, Communications and Technologies Student Leaders consulted on major changes and/or initiatives.	CLL ICT R&D	◆	◆	◆	◆	\$0	2010	
	Annual eLearning survey: Staff attitudes, capabilities and resources used.	CLL	◆	◆	◆	◆	\$0	2010	
	A survey based on the Victorian Inter-Diocesan Key Learning Stages of the ICT Framework will be completed annually by the school.	CLL	◆	◆	◆	◆	\$0	2010	



Leadership								
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review
...cont'd That the School's strategic planning processes will involve having a wide range of credible and current sources to evaluate the impact of ICT/eLearning on our School.	Data will be gathered from existing the Intranet SQL database and SAS database to inform the impact of ICT/eLearning e.g. frequency of access to resources published by teachers and students, records indicating frequency of external access to the Intranet and network drives.	Systems Manager	◆	◆	◆	◆	\$0	2001
	MCEETYA framework papers and research documentation will be used as a significant source to evaluate the impact of the School's ICT/eLearning Plan and implementation.	ICT R&D & CLL	◆	◆	◆	◆	\$0	----
	Findings from CEO sponsored eLearning Action Research to inform curriculum development and strategic planning.	ICT R&D	◆				\$0	2009
The responsibility for the development and implementation of ICT/eLearning policies and practices will be shared within a distributed model of leadership....	Evaluation of present ICT/eLearning leadership structure.	Principal and Deputy Principals	◆		◆		\$0	2011
	Investigation into models of distributed leadership, in particular those models that encompass ICT/eLearning.	School Leadership and ICT R&D	◆		◆		\$0	2011



Leadership									
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review	
... cont'd The responsibility for the development and implementation of ICT/eLearning policies and practices will be shared within a distributed model of leadership	A revision of staff position descriptions that will entail ICT/eLearning goals and measurable outcomes.	Principal and Deputy Principals	◆			◆	\$0	2012	



Learning and Teaching



Learning and Teaching		
<i>Pedagogical approaches that integrate ICT to enhance achievement create new learning opportunities and extend interaction with local and global communities.</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
Established VPN intranet that allows access to policies, education resources for all as well as offer tools for staff and student communications.	Continually expand the existing Intranet's capabilities to allow for the creation, use, review and re-purposing of rich digital teaching and learning resources by both teachers and students.	That the School supports the development of an integrated Intranet that allows for seamless creation, publishing and review access to content created by both teachers and students.
Established school website that offers parent and students access to school newsletters, curriculum information, the school calendar and general notices of importance.	Redevelopment of the school website to allow for ubiquitous, reliable and secure access to school information and services.	The School's website will offer a greater range of information on teaching and learning and student welfare services as well as more timely, current and complete general school information.
Teachers develop curriculum plans that include teacher directed use of ICT tools to assist students to progress through VELs. The use of ICT in the delivery of curriculum generally broadens students' opportunities to investigate and create. Some critical reflection occurs in certain levels.	Teachers purposefully integrate ICT / eLearning experiences with subject content that require students to question and enquire, collaborate, share and communicate as well as produce, create and acquire knowledge.	That the School's ICT/eLearning experiences regularly contribute to visualising thinking, inquiring, creating, collaborating and communicating their learning in all curriculum areas. Student ICT skills necessary in participating in these learning experiences will be reported on against VELs using a combination of formative and summative assessments.



Learning and Teaching		
<i>Pedagogical approaches that integrate ICT to enhance achievement create new learning opportunities and extend interaction with local and global communities.</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
The use of ICT in the delivery of curriculum enables some students to make some choices about how they engage with the learning experiences planned.	The use of ICT will enable the students to regularly make independent choices about how they engage with the learning experience.	Key Domains have developed curriculum documented strategies for ICT/eLearning whereby students are offered experiences with independent choice of how they engage with the learning experience.
No school wide evidence of Personal Student Learning Plans	The School's ICT capabilities supports students in creating secure Personalised Learning Plans based on their understanding of themselves as learners and from teacher feedback.	The creation of a secure digital space where students can develop personal learning plans which can be accessed and commented on by both teachers and parents.
The school Intranet through Project Space and Learning Areas offers all staff and students the ability to communicate and share resources with one another in a secure space.	The School offers flexibility and access to more complex and user-friendly online learning spaces as a means of providing a collaborative tool for teaching and learning.	The development or acquisition of online learning spaces that can provide a collaborative space anytime, anywhere with security allowing for internal, local and global participation for learning and teaching.



Learning and Teaching		
<i>Pedagogical approaches that integrate ICT to enhance achievement create new learning opportunities and extend interaction with local and global communities.</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
Some ICT/eLearning experiences for some students provide for research, sharing of resources and communication with local and/or global entities.	The School participates in, and establishes, local and global communities and routinely evaluates ways in which participating in these communities contributes to learning.	All domains, when developing connections with collaborative learning communities beyond the school, need to address the safe and ethical use of that learning space. The protocols and decisions to establish or participate in these should reflect the catholic nature of our school.
The use of ICT supports teachers in reporting to parents through printed reports generated by the MarkBook reporting system.	The Schools Information System provides for ubiquitous access to secure integrated ICT systems that record and analyse student information and performance data of the student. Staff can both access and contribute to these systems.	That the School Assessment and Reporting processes and procedures provide for online access to parents / guardians to view their children's formative and summative progress.
Each domain develops curriculum unit plans that include the student use of ICT tools. Progression sequencing and assessment of the ICT skills are made using the VELs ICT Domain dimension as a basis for on-balanced judgement.	The School will continue to support domains to develop a variety of tools that support both teachers and students in assessing the student's ICT skill performance expected in the VELs ICT Domain.	Encourage the use of digital portfolios as a means of maintaining sample evidence of student's capabilities over time
		Regularly use ICT rubrics or gradated checklists for student self and peer formative assessment as well as teacher summative assessment.



Learning and Teaching								
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review
That the School supports the development of an integrated Intranet that allows for seamless creation, publishing and review access to content created by both teachers and students.	Student and staff will have access to their network storage drives via external Internet access 24/7.	Systems Manager		◆			\$5,000	2010
	The implementation of an online community accessible unit planner storage and publication database (Rubicon ATLAS). This will offer searchable facilities to deeply interrogate the whole school curriculum. It will also offer a school community single access point to view the whole school curriculum content.	Deputy Principals of Curriculum and CLLs	◆				\$10,000 per year	2010
	Students and staff will have secure hierarchical access to increased services offering seamless creation, publishing and review tools on the School's intranet.	Intranet Manager		◆			\$12,000	
The School's website will offer a greater range of information on teaching and learning and student welfare services as well as more timely, current and complete general school information.	The School will develop processes that will assure timely information be published on the website. Constant updating will occur to maintain currency and accuracy	Web Manager, Web Liaison	◆				\$0	2010



Learning and Teaching								
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review
That the School's ICT/eLearning experiences regularly contribute to visualising thinking, inquiring, creating, collaborating and communicating their learning in all curriculum areas. Student ICT skills necessary in participating in these learning experiences will be reported on against VELs using a combination of formative and summative assessments.	Each Domain will articulate expectations and educational outcomes in their unit planners, as well as assess and report upon, the use of ICTs in learning experiences requiring visualising thinking, creating and /or communicating. These will be VELs compliant.	Heads of Domains	◆	◆	◆	◆	\$0	Yearly
Key Domains have developed curriculum documented strategies for ICT/eLearning whereby students are offered experiences with independent choice of how they engage with the learning experience.	With the use of mobile MP3 players students can access a school catalogue of MP3 Books	Information Services Leader, Literacy Leadership	◆				\$2,000	2010
	Each Domain will have created both summative and formative learning experiences whereby the students have choice in which ICT tools they wish to engage in within the learning experience.	Heads of Domains , CLL		◆			\$0	2011
	Curriculum leadership will support experimentation in innovative practice with mobile learning (mLearning) e.g. use of PDA, phones and/or data logging mobile computing in the Sciences.	Heads of Domains, ICT R&D	◆	◆			\$8,000	2011



Learning and Teaching								
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review
The creation of a secure digital space where students can develop personal learning plans which can be accessed and commented on by both teachers and parents.	Investigation and feasibility study with the intention to implement a secure online Student Personal Planning tool.	Deputy Principals of Curriculum and Systems Manager	◆				\$0	2009
The development or acquisition of online learning spaces that can provide a collaborative space anytime, anywhere with security allowing for internal, local and global participation for learning and teaching.	A phased deployment of a mobile fleet of wireless notebooks and other computing hardware (e.g. PDAs, data loggers, graphic calculators) for student use in any learning space. This will allow for a 1:1 ratio for Yr 7-12 students when educational investigation and outcomes require.	Systems Manager	◆	◆	◆		See Infrastructure	2011
All domains, when developing connections with collaborative learning communities beyond the school, need to address the safe and ethical use of that learning space. The protocols and decisions to establish or participate in these should reflect the catholic nature of our school.	The school will develop / acquire their own blog site with associated security measures and online organisational tools. Acquisition of a wiki space will be investigated	Systems Manager, ICT R&D	◆	◆			\$3000 per year	2010 + 2012
	Each student will have at least one rich online collaborative learning experience per semester. The school will advise on guidelines for the development of protocols.	Heads of Domains, CLL and ICT R&D		◆			\$0	2012



Learning and Teaching								
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review
That the School Assessment and Reporting processes and procedures provide for online access to parents / guardians to view their children's formative and summative progress.	The development of a Parent/Guardian Portal associated to the School's Intranet whereby they can securely access their child's progress.	Deputy Principals of Curriculum and Systems Manager		◆			\$0	2011
Encourage the use of digital portfolios as a means of maintaining sample evidence of student's capabilities over time	Provide teacher support in the development of digital portfolios via network storage methods, e.g. EdCube software and/or student portal/blogs.	Systems Manager, CLL	◆				\$1,600	2010
Regularly use On Demand testing, ICT rubrics and/or gradated checklists for student self and peer formative assessment as well as teacher summative assessment.	Continually support teachers in developing assessment tools that will offer both formative and summative assessments to students and teachers.	Heads of Domains, CLL, ICT R&D	◆	◆	◆	◆	\$0	2012



ICT Professional Learning



ICT Professional Learning		
<i>A professional learning culture focusing on teaching and learning that considers safe, equitable and ethical use of ICT and is responsive to the changing digital environment.</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
School expectations require staff to create their own eLearning Plans which supports teachers in evaluating past practices, defining their own personal ICT goals and embedding practice into their classes.	To implement ICT/eLearning evaluation processes that will measure the impact of ICT professional learning on individual teachers and the organisation as well as inform the school on the impact of teaching and learning.	Evaluate the Annual Review Meeting form to better provide a meaningful feedback and dialogue in terms of reviewing teacher's ICT skills and eLearning practices and their impact on teaching and learning.
Multiple ICT/eLearning Professional Learning Modules (4 hours) are offered every term which can be accessed by any teacher.	To provide regular forums where expectations for pedagogical and technical expertise are modelled and then supported with professional learning and dialogue.	Provide time and resource support to those teachers willing to lead ICT/eLearning professional learning modules.
Access to resources and support tutorials are available to all teachers via the School's Intranet.	Expand existing digital resources and support material on the School's intranet and other Networked areas.	To audit existing support materials and look towards expanding present levels of online support.



ICT Professional Learning		
<i>A professional learning culture focusing on teaching and learning that considers safe, equitable and ethical use of ICT and is responsive to the changing digital environment.</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
Domain specific and general ICT PD is offered constantly to staff by eLearning Leadership and Domains.	In a diffused model of responsibility the Domains will initiate a proactive process of development of their staff in ICT skills and eLearning strategies specific to their domain.	Development of a yearly domain-specific PD focus and process that will provide teachers with ICT/eLearning skills and strategies that align tightly with the School's Strategic Curriculum Plans.
Many staff have ICT capabilities that enable them to access and use digital information, applications and devices and a significant number take the opportunity to apply these appropriately in the teaching and learning context.	Develop a whole school approach to a program that supports our teachers in increasing their levels of achievement in ICT skills and eLearning practices.	To design and implement a mutually agreed MacKillop three stage certification program for staff in relation to ICT/eLearning skills.
Strong school support for trialling innovative ICT/eLearning practices by individuals or groups. Year 7 ICT/eLearning program in place for English and Humanities. Year 8 pilot program for Maths and Humanities.	Sponsor ongoing ICT/eLearning programs that support the teacher and looks towards improving learning outcomes. Expectations of outcomes informing the school of future learning opportunities are essential.	The School will provide domain and classroom support for those teachers that are new to present and future school priority ICT/eLearning programs.



ICT Professional Learning		
<i>A professional learning culture focusing on teaching and learning that considers safe, equitable and ethical use of ICT and is responsive to the changing digital environment.</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
Staff routinely share effective classroom ICT/eLearning practices and PD models with other schools	To promote amongst our staff the advantages of collaborative learning and sharing within a local, state-wide and national educational fraternity.	The School will provide support for requests from other schools and educational jurisdictions, especially members of CEOs across Australia, to participate in collaborative dialogue and professional learning surrounding ICT/eLearning strategies.
Participation in the CEOM Action Research: Contemporary Learning Secondary School Project	Maintain a regime of professional engagement in action learning research and innovative practice.	The School will actively encourage and support action research projects and innovative practice that will inform us of best ICT learning and teaching practices.



ICT Professional Learning									
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review	
Evaluate the Annual Review Meeting form to better provide a meaningful feedback and dialogue in terms of reviewing teacher's ICT skills and eLearning practices and their impact on teaching and learning.	Leadership will evaluate the ARM form and Staff Annual Survey with the intention of improving the questioning and format of response. This should provide a structured and measurable process that can inform both school and staff on the effect of their professional development and inform both of future directions.	Principal / Deputy Principals	◆		◆		\$0	2011	
Provide time and resource support to those teachers willing to lead ICT/eLearning professional learning modules.	The school will investigate, devise and implement reasonable support structures for those teachers willing to provide ICT/eLearning professional learning.	ICT R&D and Deputy Principal in charge of Professional Learning	◆	◆	◆	◆	\$2000 per year	2010	
To audit existing support materials and look towards expanding present levels of online support.	The online delivery of ICT skills support for both teachers and students via the School' Intranet will be expanded. External and internal online "help desks" will be developed or acquired.	Intranet Manager , ICT R&D	◆	◆	◆	◆	\$4,000	2010 + 2012	

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ICT Professional Learning								
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review
Development of a yearly domain-specific PD focus and process that will provide teachers with ICT/eLearning skills and strategies that align tightly with the School's Strategic Curriculum Plans.	Heads of Domains will select teachers to become ICT coaches, specific to their Domain. They will encourage attendance to PD directly related to the ICT/eLearning skills required for the Domain.	Heads of Domains, CLL and ICT R&D	◆	◆	◆	◆	\$4000 per year	2010
To design and implement a mutually agreed MacKillop three stage certification program for staff in relation to ICT/eLearning skills.	A representative body of all stakeholders to design a three stage certification ICT/eLearning plan for all teaching staff and school officers.	ICT R&D, CLL and Deputy Principals	◆	◆			\$2,000	2011
The School will provide domain and classroom support for those teachers that are new to present and future school priority ICT/eLearning programs.	A special fund and organisational support will be considered for innovative ICT/eLearning practices in keeping with School Strategic Planning.	CLL	◆	◆	◆	◆	\$2000 per year	2011



ICT Professional Learning									
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review	
The School will provide support for requests from other schools and educational jurisdictions, especially members of CEOs across Australia, to participate in collaborative dialogue and professional learning surrounding ICT/eLearning strategies.	Organisational support will be available to those teachers who, on behalf of the School, provide support to other schools and/or present at appropriate educational conferences.	CCL, ICT R&D	◆	◆	◆	◆	\$2000 per year	Yearly	
The School will actively encourage and support action research projects and innovative practice that will inform us of best ICT learning and teaching practices.	The School will continually have at least one year level or Domain specific ICT/eLearning pilot program in place to encourage research, experimentation and innovation, especially in online delivery of curriculum. Opportunities for allocation of time, financial considerations and/or timetable considerations will be offered when applied for.	ICT R&D	◆	◆	◆	◆	\$3000 per year	2010 + 2012	



Online Learning Spaces



Online Learning Spaces		
<i>Learning spaces designed so that they connect school, home and community learning, increasing flexibility and supporting learning outside the school buildings and beyond the conventional school day.</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
Support for personalised learning is offered via Project Space and some teachers efforts in using the Learning Federation Objects.	The teacher selects and tailors the content and use of digital resources to suit the individual needs of students.	The School Network Systems will provide seamless Intranet access and publishing facilities to the Learning Federation Objects and digital resource.
The Intranet and associated resources can be accessed remotely by all stakeholders 24/7.	The School provides a 24/7, any time - anywhere dynamic system that supports the creation, use, review and re-purposing of rich digital teaching and learning resources.	The Schools Network will allow for 24/7 secure access to creating, publishing and reviewing tools for resources on the Intranet. Secure external access to the network drives and storage systems for both staff and students will be developed.
A limited specialised collaborative space is offered via the school's ProjectSpace facility.	The School provides systems where learning-rich online collaborative spaces are available to teachers and students.	The School will investigate the feasibility of, with the intention of creating or acquiring, a school administered wiki and blog space for teachers and students as well as video-conferencing facilities.
Limited experimental use of tools such as basic video-conferencing, collaborative social networking tools and wikis.		
Limited use of the Intranet's web page creating facilities.		



Online Learning Spaces		
<i>Learning spaces designed so that they connect school, home and community learning, increasing flexibility and supporting learning outside the school buildings and beyond the conventional school day.</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
Internal Internet and Intranet policies are in place however learning space protocols beyond the school have yet to be developed and ratified by the School.	The School provides programs whereby all staff and students understand and adhere to protocols for safe and ethical use of ICT when collaborating with, and publishing to, a wide range of audiences beyond the school.	The School will development learning programs that promote and support the safe use of ICTs and safe internet behaviours outside of the school.
A range of online services facilitating remote information asynchronous exchange with email, intranet messaging and shared resources.		The School will revise their present staff and student ICT policies with the intention of making sure that these policies reflect current expectations of acceptable usage and behaviour.



Online Learning Spaces								
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review
The School Network Systems will provide seamless Intranet access and publishing facilities to the Learning Federation Objects and digital resource.	The School will join, at a level yet to be decided the Integrated Catholics Network		◆					
	Maintain collecting onsite relevant learning objects and digital resources for use on the Intranet as well as investigating ways of publishing these resources via Click View and v-Knowledge searching.	Systems Manager, ICT R&D, CLL		◆			\$0	2010
	Join Catholic Network Australia and access SCOOTLE online facilities including digital resources and objects	Systems Manager,	◆	◆			\$0	2010
The Schools Network will allow for 24/7 secure access to creating, publishing and reviewing tools for resources on the Intranet. Secure external access to the network drives and storage systems for both staff and students will be developed.	Increase all student storage on network to levels deemed acceptable as per the requirements of curriculum delivery and storage. Staff to have a regulated storage space.	Systems Manager	◆				See ICT Infrastructure	Yearly
	Info Systems Dept will implement 24/7 access to secured network drives via Sonar to all student and staff.	Systems Manager	◆				See ICT Infrastructure	2010



Online Learning Spaces								
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review
The School will investigate the feasibility of, with the intention of creating or acquiring, a school administered wiki and blog space for teachers and students as well as video-conferencing facilities.	The Network / Internet Manager will develop and implement procedures for the creation of a school wiki and blog space.	Systems Manager	◆	◆			See Learning and Teaching	See Learning and Teaching
The School will development learning programs that promote and support the safe use of ICTs and safe internet behaviours outside of the school.	The development of teacher PD programs that address cyber safety issues in and outside of the classroom.	CLL and ICT R&D	◆	◆			\$1,000	2010
	The 7 -12 Pastoral Care Program will develop Cyber Safety section whereby age-appropriate safety issues and promotion of safe behaviours while working with internal and Internet ICTs will be addressed.	Deputy Principal - Student Welfare	◆	◆			\$1,000	2010
The School will revise their present staff and student ICT policies with the intention of making sure that these policies reflect current expectations of acceptable usage and behaviour.	All policies pertaining to ICT usage in the school will be continually addressed and revised to reflect standards expected by the School. Any change to policy will be appropriately consulted with and communicated to all stakeholders.	Systems Committee	◆	◆	◆	◆	\$0	



ICT Infrastructure



ICT Infrastructure		
<i>The infrastructure that supports teachers, students and administrators to effectively plan, design, deliver, assess and report for contemporary learning.</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
8 x networked PCs are in all GPLAs throughout the school (3:1 student/computer ratio). Most GPLA's have reached full capacity in housing desktop computers	Continue to maintain 8 networked PCs in current GPLAs and add 8 networked P's to any future GPLA's that are established, turning over equipment when warranty expires (3yrs)	To have 8 Networked PCs in all GPLA's throughout the school, with a 3 year turnover policy.
All PCs in GPLA's use a fat client to connect to the network.	Investigate and trial Thin Client Technology.	The school will have trialled and make a definitive decision whether to adopt a blended fat/thin client technology across the school.
Student have access to 8 ex-staff (out of warranty) wireless notebooks	Purchase new mobile computing for student use, until a 2:1 ratio of computers is achieved for all GPLAs throughout the school.	That a 1:2 computer/student ratio is achieved in all GPLA's
Current computer labs and server room housed in outdated and unsuitable building structure.	To continue to offer sufficient facilities to service all IT, VCAL, VET and multimedia classes with a 1:1 ratio of computers.	Maintain existing class lab facilities including server areas.



ICT Infrastructure		
<i>The infrastructure that supports teachers, students and administrators to effectively plan, design, deliver, assess and report for contemporary learning.</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
4 x Computer labs with 35% bookable timeslots in total timetable. (3 computer labs with 1:1 ratio, 1 computer lab with 2:3 ratio)	Bring all Computer Labs to a 1:1 ratio.	All Portland Labs allow for a 1:1 ratio for our largest populated class.
11 Servers stored in make shift server room / mixture of rack mounted and pedestal servers	All servers uniformly rack mounted and centrally housed in appropriate conditions, and upgraded when necessary (average life span 4 years)	Server farm to be located in a secure and climatically controlled area. Servers will be able to function at no more than 60% capability.
Most staff and student data stored on SAN. Students limited to 100Mb-500Mb range accordingly, no staff limits in place	Allow for the growth in data storage requirements for students, based on Curriculum needs. All data in school to be centralised on SAN.	SAN storage unit has a minimum 25% buffer capacity, at any point in time. To introduce staff storage management limitations.
All data is backed up to a Multi-load Tape Drive with a fortnightly retrievable window. All data is backed up quarterly and archived.	All data is backed up with a monthly retrievable window and archived.	All archived network data is retrievable



ICT Infrastructure		
<i>The infrastructure that supports teachers, students and administrators to effectively plan, design, deliver, assess and report for contemporary learning.</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
Fibre Backbone to 90% of all buildings. Currently no fibre to Penola, Providence Place and Music Rooms	To have 100% Fibre Backbone to all buildings.	To able to provide a minimum of 1 Gigabit bandwidth to each workstation.
Approx 80% of the GPLA's have wireless network access via HP access points.	To move to a 100% reliable wireless coverage across the whole school, without any low connectivity levels.	To have high quality wireless network access from anywhere on the school grounds.
80% of computers have a 100mb hard cabled network connection, 20% have 1 Gig	All computers in the school have Gigabit network access	Provide all computers in GPLA's with cabled Gigabit access
7 x IWBs in GPLA's which require cable connections to the computer	To increase the number of IWBs, establishing a ratio of 1:2 IWB/GPLA and associated furnishings and wireless technologies.	To have a 1:2 IWB/GPLA and have implemented wireless technologies with screen display if available.



ICT Infrastructure		
<i>The infrastructure that supports teachers, students and administrators to effectively plan, design, deliver, assess and report for contemporary learning.</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
Currently use mainstream application packages to manage curriculum materials and learning, with minimal use of open source software	To trial alternative open source software and compare their compatibility and educational benefits with mainstream software solutions.	To be utilising open source and web software where deemed suitable, to minimise costs associated with licensing fees.
Currently manage network and internet security using an internal firewall for web filter, and specialised software for antivirus and anti-spam. All solutions allow real time monitoring, reporting and filtering for proactive and reactive management.	To maintain and develop monitoring and reporting systems to ensure that the highest levels of cyber security and safety are maintained.	The Mackillop community will be functioning in a secure and safe cyber environment
Internet access via a 4Mb Synchronise Microwave Link	To connect to the Internet via a 100Mb Fibre Connection.	Every student will have unlimited access to the Internet that will accommodate their eLearning experiences.



ICT Infrastructure		
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Current practice	Goals 2009 – 2012	Intended Outcomes
Student & Staff access to Internet controlled by in-house firewall with customisable filtering system. Monthly download quotas applied.	To improve filtering system and allow users to have managed 'unlimited' downloads.	Staff and Students have unlimited managed access to resources via the Internet
Tech Support consists of 4 fulltime staff with an online ticketing system and phone support. Remote desktop management available to staff and students.	Continue reassessing support requirements to minimise the downtime of system and components, employing new staff and implementing/upgrading systems and procedures where required.	To provide staff and students with a system that is operational 24/7 with limited downtime and adequate support staff are available during school hours.
Redundant ICT equipment is first offered for sale to school community, then to an IT broker	To dispose of redundant ICT equipment in a way that benefits the school community and is environmentally friendly.	That redundant ICT equipment is recycled



ICT Infrastructure		
<i>The infrastructure that supports teachers, students and administrators to effectively plan, design, deliver, assess and report for contemporary learning.</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
Currently no power running to individual student desks to accommodate mobile computing. Air conditioning present in approx 90% of GPLA's (60% wall units / 40% ducted)	To have power outlets in new GPLA floors (where practical) and all GPLA's air-conditioned.	To establish safe and comfortable learning environments that meet ICT demands.
All desktop PCs and peripherals are secured by padlock & cables, GPLA's doors self-locking, security cameras located in open areas and building perimeter.	Investigate better means of securing computers and peripheral devices.	To maintain all ICT equipment in a secure yet manageable environment.



ICT Infrastructure								
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review
To have 8 Networked PCs or notebook technology in all GPLA's throughout the school, with a 3 year turnover policy.	Purchase T1 branded computers from credible suppliers (i.e. HP, DELL, APPLE) to maintain existing infrastructure, add to new GPLA's and turn over old technology (3 year life span)	Systems Manager	◆	◆	◆	◆	\$160,000 p.a	Mid-Year
The school will have trialled and make a definitive decision whether to adopt a blended fat/thin client technology across the school.	Investigate and experiment with thin client technology options (Blade PCs versus Citrix Xen Desktop) and apply to a specific area of the school (i.e. Student loan notebooks) Compare the reliability and flexibility of the technology against traditional methods and evaluate.	Systems Manager		◆			\$18,300	2010
That a 1:2 computer/student ratio is achieved in all 7-8 GPLA's and 1:1 in all 9-12 GPLA's	Application for Government Funding in providing funding for a 1:1 computing ratio for Years 9 – 12 to purchase Mobile Computing solution (including ultra light "net" notebooks) for student loan.	Systems Manager, ICT R&D	◆				\$107,000	2009



ICT Infrastructure								
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review
That a 1:1 computer/student ratio is achieved in all 9-12 GPLA's	Development of a efficient power recharging and maintenance system for all student accessible notebooks that will be manageable and sustainable	Systems Manager	◆	◆	◆		\$15,000	2010
Maintain existing class lab facilities including server areas.	To maintain the current server farm in existing building, with ongoing maintenance and upgrades, until an alternative location is organised (ie.new server room)	Systems Manager	◆	◆	◆	◆	\$2,000 p.a	Yearly
Server farm to be located in a secure and climatically controlled area. Servers will be able to function at no more than 60% capability.		Systems Manager	◆	◆	◆	◆	\$14,000 p.a	Mid-Year
All Computer Labs allow for a 1:1 ratio for our largest populated class.	Purchase additional computers for existing computer labs	Systems Manager	◆				\$8,500	2010
SAN storage unit has a minimum 25% buffer capacity, at any point in time. To introduce staff storage management limitations.	Monitor trends in data storage and purchase sufficient LUNs for SAN storage unit annually	Systems Manager	◆	◆	◆	◆	\$4,000 per Terabyte	Quarterly



ICT Infrastructure								
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review
All archived network data is retrievable	Maintain a backup solution that will allow for immediate retrieval of data that is =<30 days old, and monthly archived data that is =<12 months old. Expand the storage capacity of the safe which houses the backup media	Systems Manager	◆	◆	◆	◆	\$1,200 pa	Mid-Year
To able to provide a minimum of 1 Gigabit bandwidth to each workstation.	Lay 12 Core OM3 fibre to remaining non-fibre linked buildings. Rollout new modular switches to current non-gigabit buildings, initially with gigabit fibre port and populate remaining bays with gigabit UTP blades over time period of strategy plan.	Systems Manager	◆	◆			\$40,000 pa	2010
Provide all computers in GPLA's with cabled Gigabit access								
To have high quality wireless network access from anywhere on the school grounds.	Relocate existing HP Access Points to wireless friendly buildings, replace and expand with CISCO wireless technology and eventually upgrade existing HP units to CISCO or Xirrus hardware.	Systems Manager	◆	◆	◆		\$10,000 pa	2010



ICT Infrastructure									
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review	
To have a 1:2 IWB/GPLA and have implemented wireless technologies with screen display if available.	Continue to evaluate and purchase suitable IWBs, to achieve ratio goal of 1:2 in all 7-8 GPLA's and 1:1 in 9-12 GPLAs	Audio Visual Dept, Learning Leaders, System Manager	◆	◆	◆	◆	\$46,000 pa	2010	
To be utilising open source and web software where deemed suitable, to minimise costs associated with licensing fees.	Add Open Source Software to master software repository, giving staff/students the option of using Open Source solutions in preference to mainstream software (i.e. OpenOffice vs. MS Office)	Systems Manager, eLearning Leader	◆	◆	◆	◆	\$0	Yearly	
The Mackillop community will be functioning in a secure and safe cyber environment	Continue to maintain existing system, upgrading hardware and software access and filtering components as required. Undertake PD courses with BlueReef to further develop skills in management.	Systems Manager	◆	◆	◆	◆	\$5,000 pa	Yearly	
Staff and Students have unlimited managed access to resources via the Internet	Maintain the use of and increase user licensing when appropriate, the existing SONAR firewall in conjunction with CNA access and resources								



ICT Infrastructure								
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review
Every student will have unlimited access to the Internet that will accommodate their eLearning experiences.	Use the Catholic Network of Australia as the medium to optimise Internet bandwidth.	Systems Manager	◆	◆	◆	◆	\$26,700 pa	Yearly
To provide staff and students with a system that is operational 24/7 with limited downtime and adequate support staff are available during school hours.	To employ and train support staff where necessary. To fully document systems and have procedures in place to minimise downtime	Systems Manager	◆	◆	◆	◆	\$0	Yearly
That redundant ICT equipment is recycled	Advertise and sell redundant ICT equipment to school community when equipment is scheduled to be replaced (@ 10% RRP)	Systems Manager, Administration (Office / Finance)	◆	◆	◆	◆	\$0	Yearly
To establish safe and comfortable learning environments that meet ICT demands.	Conduct and act on a feasibility study for the implementation of power floor outlets and cooling in GPLA's	Management, Maintenance	◆				\$0	2010



ICT Infrastructure								
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review
To maintain all ICT equipment in a secure yet manageable environment.	Conduct research and school visitations on alternative methods of securing equipment	Systems Manager	◆				\$0	2009



Administration



Administration		
<i>The administrative practices that enable the effective management of information within and beyond the school community</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
The school's student administration system (SAS) currently functions on a Windows based platform, with a Wireless 2Mb WAN connection between both campuses.	To increase the bandwidth connection between the 2 campuses. With the implementation of Macs into the school, we will test SAS's functionality via Boot Camp / VM ware.	Increase performance of school's administrative system between both campuses, running on multiple platforms if required.
Student records are administered via SAS software and a single SQL database. SAS can be administered at both campuses and also administered remotely via CITRIX, by key personnel.	To work with the SAS developers in recommending enhancements as requirements demand.	SAS will better serve the school administrative needs
SAS database is currently automatically synchronised with LMS (eWorkspace), allowing staff to view select student details	To maintain the direct link between SAS and the Intranet. Investigate and trial the ability for Parents to view and edit their own personal details via the Intranet's Parent Portal.	Staff can locate selective student details at any time and parents can maintain their own personal records.
Timetable database (Timetabler) is currently manually synchronised with LMS to replicate class details and enrolments.	To have the synchronisation between Timetable and Intranet packages automated	Class listings and enrolments in Intranet will be real-time data.



Administration		
<i>The administrative practices that enable the effective management of information within and beyond the school community</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
Most administrative documentation and student profiles are archived in paper format.	To commence digitising administration data and store in electronic generic formats.	Archiving of information and its access will be centralised and digitised.
Schools website available to school and wider community, which is purely informative.	To provide the end user with up to date information on MacKillop's Ethos and Vision, Curriculum provided, facilities offered, current news items, student galleries and virtual tours in an engaging and interactive medium.	To have the best interactive website in the secondary education sector
All data associated with Administrative and LMS Systems Manager are stored in SQL databases.	To develop in-house reporting Systems Manager that will provide analysis of internal data to assist in informing policy. To continue using external sources such as NAPLAN, VASS / VCE data service resources.	Policy is derived from data collected via ICT reports and other external data sources
Staff share some documents with each other via network drives.	To have all curriculum resources located within the LMS's information store.	All curriculum resources will be available from a centralised location (i.e. LMS) that is accessible 24/7
LMS used to record student behavioural and health issues, and progress internally.	To provide parent access to student behaviour, health, progress and attendance reporting, via web portal.	Parents will be able to monitor aspects of students current progress and status online.



Administration		
<i>The administrative practices that enable the effective management of information within and beyond the school community</i>		
Current practice	Goals 2009 – 2012	Intended Outcomes
Student reports produced electronically using mark book, archived reports available as PDFs internally to key staff members.	To make archived student reports available to parents via the LMS's Parent Portal	Parents will be able to access all archived semester reports 24/7.



Administration									
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review	
Increase performance of school's administrative system between both campuses, running on multiple platforms if required.	Increase bandwidth between campuses, by investigating current (i.e.. microwave link) and other means of WAN access (i.e.. VPN). Trial SAS running on virtual PC to determine speed and reliability.	Systems Manager	◆	◆	◆	◆	\$12,000 pa	2010	
SAS will better serve the school administrative needs	Continue liaising with Human Edge in the development of their software, and develop in-house solutions where necessary.	Systems Manager	◆	◆	◆	◆		Yearly	
Staff can locate selective student details at any time and parents can maintain their own personal records.	Configure existing LMS parent portal to allow parents to interrogate and edit their own personal records within a secured site.	Systems Manager	◆	◆			\$0	2011	
Class listings and enrolments in Intranet will be real-time data.	Liaise with Timetabler to change current timetable procedures so that all changes made in master timetable are reflected in the Intranet automatically overnight.	Timetabler, Systems Manager	◆				\$0	2010	
Archiving of information and its access will be centralised and digitised.	Investigate and decide on suitable system to archive administration documents in digital format and commence implementation.	Systems Manager , Business Manager, School Archivist	◆	◆			\$20,000	2010	
To have the best interactive website in the secondary education sector	Research web initiatives and design principles. Provide suitable time release for school web manager to develop solution.	Web Manager	◆				\$1,000	Mid-Year	



Administration									
Intended Outcomes	Key Implementation Strategies	Responsibility	2009	2010	2011	2012	Budget	Review	
Policy is derived from data collected via ICT reports and other external data sources	Develop in-house skills to interrogate and report on data stored in SQL repositories (i.e.. Crystal Reports).	Systems Manager	◆	◆			\$2,000	2010	
All curriculum resources will be available from a centralised location (i.e. LMS) that is accessible 24/7	Remove alternative locations for centralised storage of Curriculum Documents and promote use of LMS. Staff Common Drive will change to a temporary store which is house cleaned regularly.	Systems Manager	◆				\$0	2010	
Parents will be able to monitor aspects of students current progress and status online.	Configure existing LMS parent portal to allow parents to monitor all aspects of student's progress within a secured site.	Systems Manager	◆	◆			\$0	2011	
Parents will be able to access all archived semester reports 24/7.	Configure existing LMS parent portal to allow parents access to student's archived reports (published as PDF's) within a secured site.	Systems Manager	◆	◆			\$0	2011	



Glossary

Blade PCs	Thin client PCs which connect to remote PC blades, normally located in server racks
CAN	Catholic Network of Australia
Fat Client	A user's computer that contains its own applications that are run in the machine. New programs are installed on the local hard disk.
Fibre Backbone	Optic fibre cable capable of transmitting large quantities of data over long distances
Firewall	A firewall is an integrated collection of security measures designed to prevent unauthorized electronic access to a networked computer system
Gigabit	Measure of data transfer - 1000 megabits
GPLA	A general purpose learning area (general classroom)
IWB	Interactive Whiteboard
LMS	Learning Management System
Open Source Software	Applications available free via public domain resources (freeware). The core code of open source software can be easily studied by other programmers and improved upon
Pedestal Server	Free standing tower server
Rack Mounted Server	Small form factor server which sits horizontally in a server cabinet



Glossary (cont'd)

Remote Desktop	Ability to log into another computer via local network or the Internet
SAN	(S torage A rea N etwork) A network of storage disks. In large enterprises, a SAN connects multiple servers to a centralized pool of disk storage.
SAS	Student Administrative Services (Computer Information System)
Thin Client	A network computer without a hard disk drive, which, that relies on the server to perform the data processing.
UTP	Unshielded Twisted Pair copper cable
VPN	Virtual Private Network