



## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) POLICY**

### **Vision**

St Martin's Catholic Primary School is a school community that recognises the uniqueness of every person, nurturing faith and wellbeing, and pursuing excellence in education.

### **Rationale**

St Martin's Catholic Primary School offers an authentic learning environment, rich in ICTs, to engage, facilitate, transform and sustain informed teaching and learning practices for the 21st century. St Martin's Catholic Primary School is committed to assisting and facilitating students and teachers in becoming collaborative, confident, proficient, discerning, critical and responsible learners and teachers of current and emerging technologies, in order to operate and utilise the ICTs in a responsible, effective, safe and ethical manner.

St Martin's values lifelong learning and the dignity and worth of every individual. We advocate the implementation and integration of ICTs across all curriculum, learning areas and teaching practice, so that students and teachers may actively participate and confidently contribute as global citizens and make informed decisions in today's world.

### **Statement**

St Martin's Catholic Primary School is committed within its available resources to the provision of contemporary ICT infrastructure and resources equitably and in a safe learning environment to enhance teaching and the learning outcomes and wellbeing of its students.

### **ICT as a Transforming Technology for Teaching and Learning**

Communication enabled by the use of ICT can facilitate the relationship between the family, school, and the community. They provide new opportunities for parents and caregivers to engage with teachers, learning programs, and their children's or young person's progress. At St Martin's Catholic Primary School, all computers and technologies are tools for learning that are to be used in a responsible, efficient, ethical and legal manner.

### **Aims**

St Martin's Catholic Primary School teachers aim to explicitly teach technological and information literacy skills to ensure ICT is fully and successfully integrated across the curriculum to maximise learning opportunities.

Aims for ICT from Australian Curriculum Assessment Reporting Authority (ACARA) are to:

- learn to use ICT effectively and appropriately to access, create and communicate information and idea, solve problems and work collaboratively
- learn to make the most of the digital technologies available, adapting to new ways of doing things as technologies evolve and limiting the risks in a digital environment
- develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning
- conduct research, create multimedia information products, analyse data, design solutions to problems, control processes and devices, and support computation while working independently and in collaboration with others
- learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact in individuals, groups and communities.

### **Implementation**

**Key Principles underpinning the effective implementation and integration of ICT include:**

- curriculum integration
- empowerment
- supportive learning environment with equitable access and participation
- teacher education/professional development
- resource planning and management.

**Teachers' responsibilities include:**

- developing proficiencies in the utilisation of ICT for personal and professional use
- application of relevant documentation in planning and programming
- facilitating opportunities for students to effectively integrate ICT across curriculum to achieve specific learning outcomes
- ensuring equitable access of ICT for all students
- teaching and practising safe, ethical and responsible use and application of ICT
- an ongoing commitment to apply informed practice pedagogies and methodologies in teaching with ICT for our 21<sup>st</sup> Century students
- seeking permission from parents when creating individual student accounts in an online product where a range of open ended personal data may be stored.
- adhere to conditions of the school's Staff Acceptable Use Agreement Guidelines (to be signed annually).

**Staff responsibilities include:**

- undertake appropriate training and professional learning activities in ICT.
- be attentive to the content they are generating, sharing or drawing to the notice of others.
- ensure adherence to appropriate boundaries in all use of ICT, including social networking sites and other means of electronic communications.
- assist in the development and review of, adhere to and enforce an Acceptable Use Policy for the school/CEO.
- adhere to conditions of the school's Staff Laptop Acceptable Use Agreement Guidelines (to be signed annually).

**Students' responsibilities include:**

- be made fully aware of safe, ethical and responsible use and application of ICT in their learning
- adhere to conditions of the school's Student Laptop Acceptable Use Agreement Guidelines (to be signed annually)
- utilise ICT for a variety of purposes
- develop competencies to operate, investigate, create and communicate with ICT
- be encouraged to become discerning users of ICT and critically interpret and evaluate information from electronic sources
- develop an understanding of how ICT are used in the workplace and impact in society
- develop appropriate attitudes and etiquettes in the use of ICT.

**Parental and Caregiver Responsibilities**

Parents and Caregivers should:

- encourage learning through the appropriate use of ICTs.
- be attentive to the content that they and their children and young people are generating, sharing or drawing to the attention of others.
- encourage their children to participate in all dimensions of life and develop skills and a knowledge base to contribute to their own safety and wellbeing
- adhere to and enforce the Acceptance Use Policy for the School.

Where responsibilities are compromise through irresponsible or unacceptable use of ICT, consequences will be determined by the teacher, in consultation with the Leadership Team. The development and implementation of a management plan may result in restricted or total loss of access to some or all ICT for a nominated [period of time. Full or limited use will be reinstated or monitored by the teacher in consultation with the Leadership Team.

Essential technological and information literacy skills will be explicitly taught to ensure ICT is successfully integrated across the curriculum to maximise learning opportunities and may include:

- correct terminology to describe ICT devices
- identifying issues for practices for using ICT in safe and responsible manner
- gathering, storing, retrieving, processing, manipulation of data
- working collaboratively and independently
- analysis, synthesis, evaluation and critiquing of information data for accuracy, relevance, completeness and credibility
- selection of appropriate ICT devices and strategies
- using ICT as a creative tool to represent ideas and create imaginative responses to problems and tasks
- using ICT tools to creatively document and demonstrate planning, thinking and learning
- using ICT for sharing and communicating ideas, understandings and responses

- opportunities to explore different digital media and apply suitable or agreed communication conventions and protocols
- interacting with a range of audiences in local and global contexts
- exchange ideas, collaborate, organise, present and develop new learning with individuals, groups or wider audiences
- applying ICT protocols and appropriate ethical expectations
- developing understandings of safe and responsible practices
- examining relevant issues inherent in particular ICT environments
- identifying the owner(s)/creator(s) of digital knowledge and acknowledge them
- using preventative strategies for addressing health and safety issues, personal safety and information security practices when using ICT
- identifying how ICT is used in the community and ways they impact on people
- designing and implementing simple visual programs which require user input.

### **Resources**

- Australian Curriculum; <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/information-and-communication-technology-ict-capability/>
- Melbourne Declaration on Educational Goals for Young Australians; [http://www.mceecdya.edu.au/mceecdya/melbourne\\_declaration.25979.html](http://www.mceecdya.edu.au/mceecdya/melbourne_declaration.25979.html)
- NSW Department of Education; <https://education.nsw.gov.au/policy-library/policy-groups/technology,-devices-and-the-internet?refid=285789>
- <https://www.decd.sa.gov.au/parenting-and-child-care/your-childs-education/australian-curriculum-general-capabilities/information-and-communication-technology-ict>
- Information and Communication Technology (ICT) Policy, Catholic Education South Australia, March 2010
- CESA ICT Collection; <https://online.cesa.catholic.edu.au/docushare/dsweb/View/Collection-4238>

### **Appendices**

- Appendix A | Student Acceptable User Agreement
- Appendix B | Bring Your Own Device (BYOD) Acceptable User Agreement
- Appendix C | Social Media Policy
- Appendix D | Staff Acceptable User Agreement

**Implemented:** July 2018  
**Ratified by School Board:** 2018  
**Reviewed:** 2018  
**Next review:** 2021