**Assignment 2:** Case Study 30% 2000 words Friday 27 April

**By** Joanne Villis

***Please Note:*** *The name of the site has not been used as we are required to upload this assignment onto the Internet. Subheadings have been used to assist readers in locating relevant information.*

**Brief background on the site:**  
The site is an inner-city all girls Reception to Year 12 Catholic College, established since 1880. The site has always been a focal school for recent arrivals to Australia and for the poor. The current student population is approximately 1,200 students with 26% of students with language backgrounds other than English.

**Brief description of ICT infrastructure:**  
The site is fortunate to be an inner-city school, as they have been able to have access to fibre for internet access, in line with federal government policy and direction. They have fast internet and good quality cabling and switches within the school.

The site used federal government grant money and its own personal funds to buy interactive whiteboards for every home class room over a period of time. The site has 450PCs , 63 interactive whiteboards, 416 laptops, 10 Lego Mind Storm Robots, 10 flip cameras, 2 AV set ups in large rooms and 8 computer rooms which are all fitted with data projectors. They have built a solid foundation for their IT (Information Technology) network and are now in the position of seeking computers to increase student access to the technology on a personal level.

*Image of one of the computer rooms*

The site has a log established and extensive website and intranet for staff and students. Online class resources are available on the College intranet and are used by many but not all classes. All areas of the school are serviced by a switched LAN and proxy server.

All students and staff have school email accounts, and increasingly, staff are using email as a two-way communication tool. Assignments are emailed to students and completed work is submitted by students via email. Students are currently allocated 10Mb on the email server and, depending on the year level and particular curriculum requirements, between 40Mb and 100Mb for their workspace storage.

**Systems of management as they relate to ICTs (Leadership Team)**  
The site currently employs staff who hold the following titles and are engaged in the roles listed below:  
- *Deputy Administration Principal* ( EDVAL timetables, OCHS, SACE coordinator, ICT/Information and Communications Technology Team leader, subject selection, Parent teacher nigh coordinator etc)  
- *Network Manager* (Manages the ICT department in conjunction with Deputy Administration Principal, Secondary ICT teacher/coordinator, relief coordinator etc)  
- *2 ICT Managers* ( involved with configuring, planning, networking, infrastructure, manage security cameras, caballing, installation, laboratory fit outs, PC images, desktop/user support etc)  
- *ICT Support Officer* (involved with imaging, desktop support, server support, help desk, printer management, application creation, manages VOIP etc)  
- *School Support Officer* (the same as ICT support officer but not VOIP or server support)  
- *Primary ICT and Smart board coordinator* (assists in communication between staff and ICT staff, basic smart board trouble shooting, provides ICT resources and Professional Development for staff)

**Brief description of ICT services provided:**  
All staff listed above work full time except the Primary ICT and smart board coordinator who works 0.8. Staff and students can email computing, everyone above receives the email and the request is responded to promptly. The ICT Department also has a desk which is attended by at least one of the ICT staff mentioned above between 8:00am and 5:00pm. The site’s infrastructure is also supported internally and through a small number of established contractors.

**Description of the location of and style of decision making about ICTs within the institution**:  
ICT meetings are held once a week. The Deputy Administration Principal, Network Manager, ICT Managers and ICT support Officer attend the meetings. Topics that are discussed include current/past projects, planning, security and building projects. The Deputy Administration Principal makes the final decision in relation to any ICT developments and or projects. Once the Deputy Administration Principal makes a decision he then meets with others such as the financial adviser at executive meetings.

**Vision Statement in relation to ICTs:**  
The site’s leadership team and staff are aware of the important benefits that ICTs provide for our students and staff. The following aims are an integral part of their vision:

* To enable students to increase their level of ICT skills and knowledge through the explicit teaching of Information Technology subjects.
* To engage their students in rigorous and stimulating programs of learning enabling them to develop into successful young adults.
* To encourage all students and staff to be confident in the use ICT to the extent that they will be able to independently and competently make use of a range of technologies to enhance their learning and teaching.
* To provide students with a technology enriched learning environment that affords them the opportunity to access ICT whenever it would be of use in helping them to achieve high quality learning outcomes.
* To use ICT in supporting students to ensure that all are successful learners.
* To provide the widest possible access to ICT enabling students to access relevant experiences, resources and information in all learning environments across the site

**eStrategy Framework**

Provided on the pages below

**Aspect 1: Vision and Leadership**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1 Undeveloped** | **2 Developing** | **3 Functioning** | **4 Strategic** | **Embedded** |
| **1-1 The vision** |  |  |  |  |  |
| **1-2 Development and ownership**  **of the vision** |  |  |  |  |  |
| **1-3 Child and student voice** |  |  |  |  |  |
| **1-4 Reviewing the vision** |  |  |  |  |  |
| **1-5 A strategy to achieve the vision** |  |  |  |  |  |
| **1-6 Leadership of teaching and**  **learning with ICT** |  |  |  |  |  |
| **1-7 Budgetary effectiveness for**  **teaching and learning with ICT** |  |  |  |  |  |
| **1-8 Consultation with stakeholders** |  |  |  |  |  |
| **1-9 Monitoring and evaluating**  **effectiveness of the strategy** |  |  |  |  |  |
| **1-10 Evaluation of impact** |  |  |  |  |  |

**Evaluation of Vision and Leadership**  
I believe the site has a comprehensive vision for ICT. The vision is not static as it is reviewed annually when the site completes its annual CESA strategic ICT plan (refer to appendix 1). In light of the development of technology, the site updates resources to meet both the needs of teachers and students. Careful consideration is given towards financial planning and for long term integration of ICT. This was evident during the role out of interactive whiteboards over a 7 year time frame, enabling the technology to be present in every classroom. Long term Leadership planning is currently focussing on the role of more one-one devices for students.

However, learners are not consulted and have no influence in the development of the site’s ICT vision and strategic planning. Regardless of this, the vision for ICT at this site is based primarily on student’s needs and how the site can best cater for their needs in the 21st century. Teaching staff members are invited to join a committee to review the ICT vision statement, however, teaching staff are only part of a limited consultation process in regards to ICT and Leadership.

**Aspect 2: Teaching and Learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1 Undeveloped** | **2 Developing** | **3 Functioning** | **4 Strategic** | **Embedded** |
| **2-1 Curriculum leadership** |  |  |  |  |  |
| **2-2 Quality planning and use of ICT** |  |  |  |  |  |
| **2-3 Community partnerships** |  |  |  |  |  |
| **2-4 Digital literacy skills** |  |  |  |  |  |
| **2-5 Extending learning** |  |  |  |  |  |
| **2-6 Learner expectations about**  **the use of ICT** |  |  |  |  |  |
| **2-7 Learning beyond the site** |  |  |  |  |  |
| **2-8 Using ICT to communicate with**  **and engage families** |  |  |  |  |  |
| **2-9 Learner survey** |  |  |  |  |  |
| **2-10 Attitudes to learning** |  |  |  |  |  |
| **2-11 Behaviour** |  |  |  |  |  |
| **2-12 Learner engagement** |  |  |  |  |  |
| **2-13 Integrated assessment** |  |  |  |  |  |
| **2-14 Evaluation of extended learning**  **opportunities** |  |  |  |  |  |
| **2-15 Reflection and goal setting** |  |  |  |  |  |

**Evaluation**  
I found parts of this section rather challenging to assess because of the size of the site. With over 1,200 students and approximately 90 teaching staff there are a range of abilities in terms of ICT use. However, the majority of learners show higher levels of interest, enthusiasm and innovation when using ICT. This is evident during recess and lunch time when the majority of Year 11 and 12 are working on their lap tops in the yard. Or, Primary students will run up to me and say, “Ms Villis, can you please come and check our smart board. We need some help”.

In terms of community partnership and or involvement of families, this is in the developing phase. There are a few teachers in the Primary and Secondary years that are beginning to use blogs and wikis but it isn’t consistent across all year levels. The primary form of ICT communication with families is via email or information from the site’s website (ie online newsletter, calendar dates).

From the best of my knowledge, no data has been collected from learners about their use of, attitudes towards, or motivation to use ICT. This is consistent with my evaluation on the site’s vision. However, reflection and goal setting occurs annually with teachers completing an interview with the Principal. Teachers are required to evaluate their pastoral care, curriculum, professionalism performances and their personal growth/strengths and future aspirations. Additionally, PORs (Leaders holding a position of responsibility) are required to evaluate their role as a leader, evaluate their achievements as a leader and their aspirations for the future. Due to privacy reasons, these official documents have not been included. However, I have transferred the questions which are asked both of teachers and Leaders into a word document (refer to appendix 2).

**Aspect 3: Professional Learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1 Undeveloped** | **2 Developing** | **3 Functioning** | **4 Strategic** | **Embedded** |
| **3-1 Identifying individual staff capabilities**  **and whole site ICT professional**  **learning needs** |  |  |  |  |  |
| **3-2 Planning to meet site and**  **individual needs** |  |  |  |  |  |
| **3-3 Range and quality of professional**  **learning opportunities** |  |  |  |  |  |
| **3-4 Coaching, mentoring and sharing**  **effective practice** |  |  |  |  |  |
| **3-5 Monitoring and evaluation of**  **professional learning** |  |  |  |  |  |

**Evaluation:**  
Professional learning needs are closely linked to the site’s ICT strategic priorities. Leadership provide opportunities for staff to engage in ICT development and training during whole school professional development time. Furthermore, their support is also evident in terms of releasing and paying for staff to further develop their ICT skills and knowledge. There are a range of key ICT teachers across a range of curriculum areas, both within the Primary and Secondary sector.

**Aspect 4: Administration**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1 Undeveloped** | **2 Developing** | **3 Functioning** | **4 Strategic** | **Embedded** |
| **4-1 Connecting vision, systems and practice** |  |  |  |  |  |
| **4-2 Sustainability** |  |  |  |  |  |
| **4-3 Use of management information systems** |  |  |  |  |  |
| **4-4 Using ICT for assessment and reporting** |  |  |  |  |  |
| **4-5 Communication systems** |  |  |  |  |  |
| **4-6 Security and safety of users** |  |  |  |  |  |
| **4-7 Use of achievement data** |  |  |  |  |  |
| **4-8 Data protection and records management** |  |  |  |  |  |

**Evaluation:**  
The site has a fully integrated management information system, of which is subject to regular review and improvement. This system is available to all staff across the site, which significantly improves the management of the site.

**Aspect 5: Resources**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1 Undeveloped** | **2 Developing** | **3 Functioning** | **4 Strategic** | **Embedded** |
| **5-1 Physical environments** |  |  |  |  |  |
| **5-2 Learner and family access to ICT** |  |  |  |  |  |
| **5-3 The community** |  |  |  |  |  |
| **5-4 Virtual learning environments** |  |  |  |  |  |
| **5-5 Procurement** |  |  |  |  |  |
| **5-6 Flexible deployment of ICT resources** |  |  |  |  |  |
| **5-7 ICT services** |  |  |  |  |  |
| **5-8 ICT management** |  |  |  |  |  |
| **5-9 Software** |  |  |  |  |  |
| **5-10 Technical support** |  |  |  |  |  |
| **5-11 Evaluation of ICT resources and**  **technical support** |  |  |  |  |  |

**Evaluation:**The high level rating of most aspects of resources is reflective of the number of ICT staff and leadership members outlined on page two of this document. Further to this, ICT staff are required to conduct the following:  
- Check and refill paper and printers (daily)  
- Tidy tools/cable bins, check toner supplies, check the status of antivirus server and distribution of DAT files, reboot Ingot Admin box and check camera servers (weekly)

-Clean LCD monitor screens in the staff study, back up miscellaneous files, install files and recent Zen images (monthly)

-Re-image all computer labs and PCs and clean monitors/keyboards/mice (holidays)

- Conduct audits on PCs, monitors, projectors, switches, interactive whiteboards and printers. They are required to record information in relation to the model/make, serial numbers, RAM/CPU, tags, date and any addition information in relation to the status of the ICT (holidays)

Maintaining regular high standards of resources, environments and support enables ICTs to be functioning optimally across the site.

For use of virtual learning environments, I categorised the site as being in the functioning phase as discrete groups or faculties use virtual learning environments. For example, many of the Primary classes are using Study Ladder, a virtual online environment where students create their own avatar, complete educational tasks, receive rewards and create their own virtual house. Several secondary faculties are using virtual learning environments as social spaces where by students interact with each other. Programs used to create virtual social learning environments throughout the site include Moodle, Edmodo and Pod Casts.

**Concluding comments:**  
The case study presented of this particular site indicates that the school embraces, values and integrates ICT across the curriculum. It has a strong leadership team which guides the development and integrations of ICT across the site. From the analysis and evaluations described throughout this study it is evident that leadership team could benefit from involving others (teachers, students and parents) in their decision making process. However, this site is a large and rapidly expanding site, therefore involving multiple players in the decision making process would slow down the rapid progress.