



NOW and into the FUTURE

August 22nd 2019

An Independent Public School

SCHOOL VISION



At Rainworth, each individual achieves the best educational outcomes through a rich, diverse engaging curriculum, in a happy, safe and healthy community.

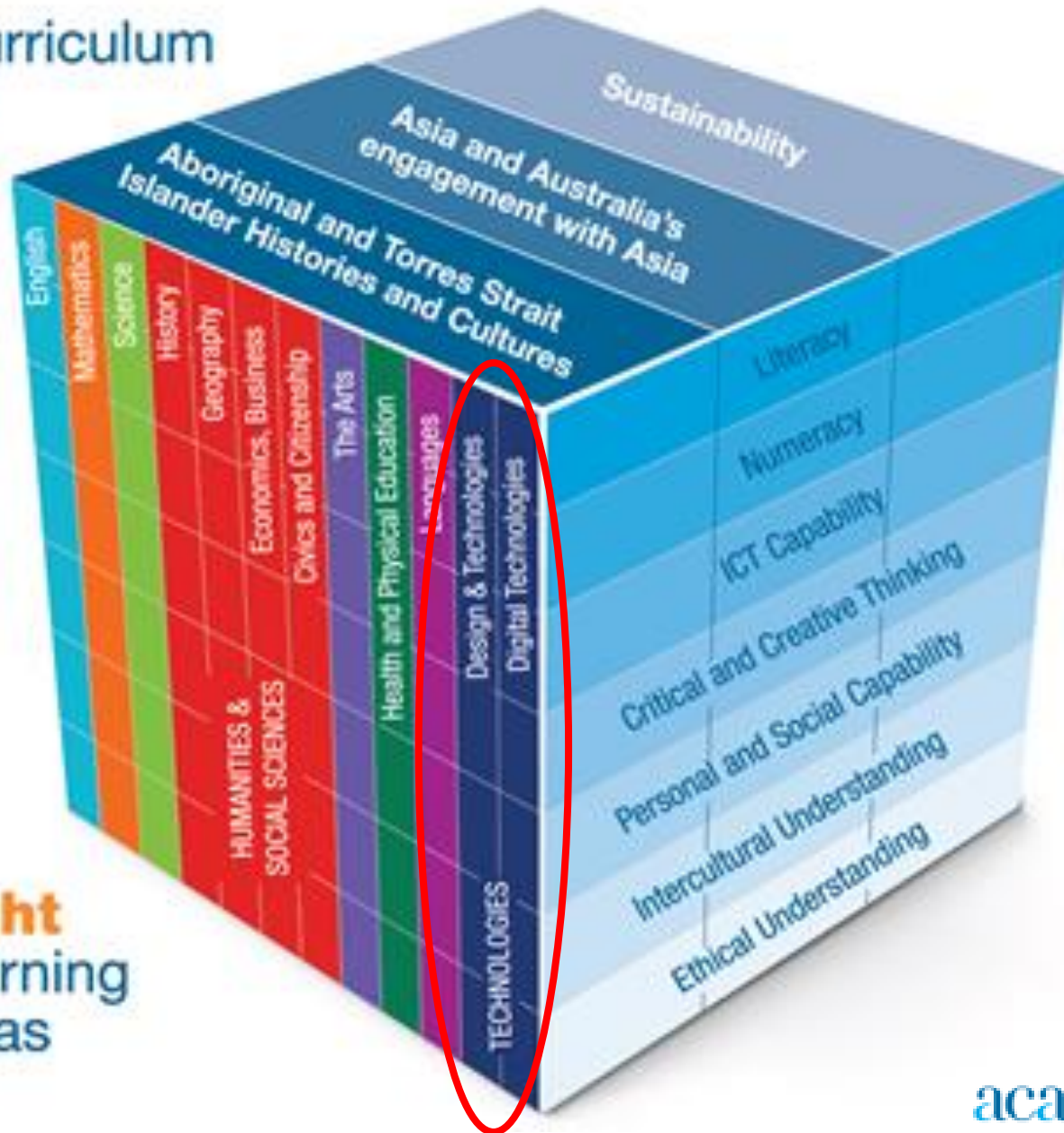
WHO WE ARE...
LIVING *reflects* LEARNING

SCHOOL VALUES

- *a holistic approach to childhood development - emotionally, intellectually, physically & socially;*
- *a focus on children reaching their full academic potential;*
- *a balanced curriculum focusing on clever, skilled, creative;*
- *a strong sense of community.*



Three
Cross-curriculum
Priorities



Eight
Learning
Areas

THE WHAT...

Seven
General
Capabilities

DIGITAL TECHNOLOGIES

Foundation (Prep) – 2



Recognise and explore digital systems for a purpose.

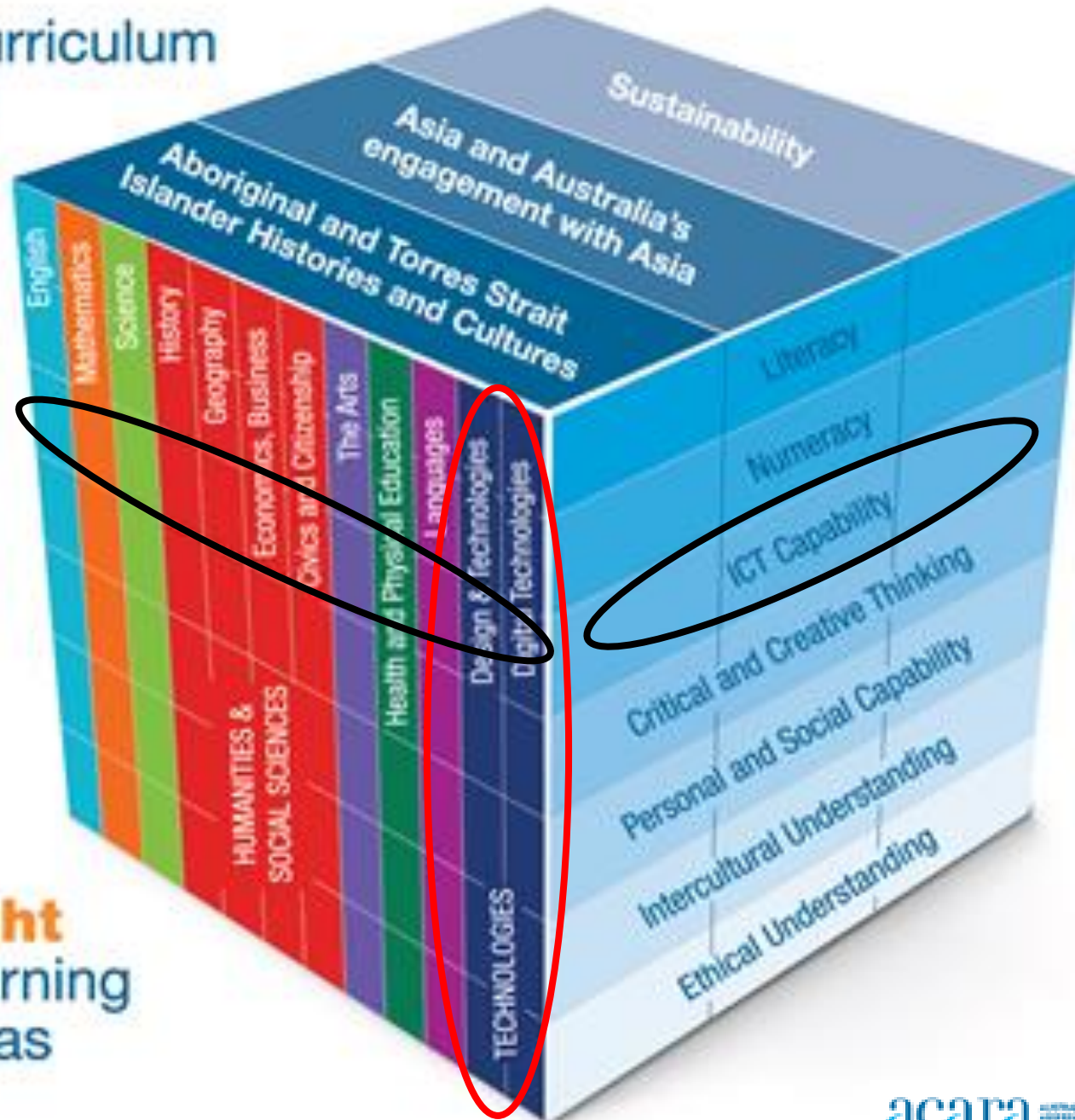
- use a tablet to **take a photograph** of a grandparent and **record an interview** with them about life in the past;
- experiment with different ways of providing instructions to games software **using a mouse, touch screen, keyboard** and use **different software** to **manipulate text, numbers, sound** and **images**;
- **instruct robotic toys** to **perform a function** such as a **dance movement**;

Collect, access and present different types of data using simple software to create information and solve problems.

- **sort** numerical and categorical data **in ascending or descending order;**
- **automate** simple arithmetic calculations **using nearby cells** and summing cell ranges **in spreadsheet or database software;**
- **recognise** that all types of **data** are **stored in digital systems and** may be **represented** in different ways such **as files and folders with names and icons.**

Three Cross-curriculum Priorities

THE WHAT...



Seven General Capabilities

Eight Learning Areas

ICT General Capabilities

DEVELOPMENT of SKILLS

1. Applying social and ethical protocols and practices when using ICT
2. Investigating with ICT
3. Creating with ICT
4. Managing and operating ICT
5. Communicating with ICT

ICT General Capabilities

ENGLISH



Prep: Understand concepts about print and screen, including how books, film and simple digital texts work. Construct text using software including word-processing programs.

Year 1: Recreate texts imaginatively using drawing, writing, performance and digital forms of communication. Construct texts that incorporate supporting images using software including word-processing programs.

Year 2: Construct texts featuring print, visual and audio elements using software, including word processing programs.

Year 3: Identify the features of online texts that enhance navigation. Elaborations: becoming familiar with the typical features of online texts: navigation bars and buttons, hyperlinks and sitemaps.

Plan, draft and publish imaginative, informative and persuasive texts. Elaborations: using print and digital resources to gather information about a topic.

Year 4: Identify features of online texts that enhance readability including text, navigation, links, graphics and layout. Elaborations: participating in online searches using navigation tools.

Year 5: Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements. Elaborations: writing letters in print and by email.



ICT General Capabilities

MATHEMATICS

Year 2: Investigate the effect of onestep slides and flips with and without **digital technologies** ACMMG045

Year 3: Represent and solve problems involving multiplication using efficient mental and written strategies and **appropriate digital technologies** ACMNA057

Year 4: Construct suitable **data displays**, with and without the use of **digital technologies**, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data value ACMSP096

Year 5: Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original ACMMG115 –elaboration: using **digital technologies** to **enlarge shapes**

Year 6: Conduct **chance experiments** with both small and large numbers of trials using appropriate **digital technologies** ACMSP145

What's the difference between ICT Capability and Digital Technologies?

Information Communication Technology (ICT) Capability

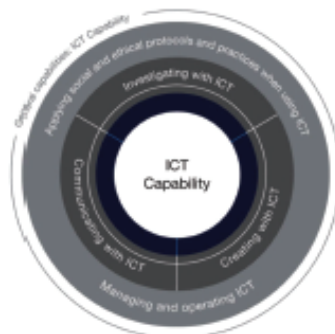
A general capability taught within all curriculum areas for students in years F–10.

Develops skills and understandings in managing and operating ICT to investigate, create and communicate.

Incorporates digital citizenship when considering the ethical and social impacts of using technologies.

Is explicitly planned and taught in all subject areas.

ICT supports students to be effective users of technology.



Australian Curriculum © ACARA 2010 to present, unless otherwise indicated. Licensed under CC BY 4.0.

Digital Technologies

A new subject for F–10 (optional in 9–10) students with new and unique skills and content.

Develops knowledge, understandings and skills of the underlying concepts of information systems, data and computer science.

Encourages students to design and create digital solutions that solve problems taking their preferred futures into consideration.

Must be assessed and reported at least once every two years.

Digital Technologies build on and extend ICT, moving students from technology consumers to creators.



Australian Curriculum © ACARA 2010 to present, unless otherwise indicated. Licensed under CC BY 4.0.

Use ICT

Presentation tools

Locate information

Digital publishing

Interpret timelines

Ownership and use

Managing files

Mapping and geospatial tools

Online communication

Digital music / multimedia

Create solutions and learn about Digital Technologies

Digital systems (networks)

Robotics and automation

Coding and programming

Computational thinking

User interface design

Storing and transmitting data (binary numbers)

Pattern recognition

Algorithms

Programming boards

Data collection

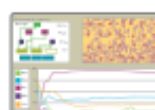
Examples of ICT in action

Use digital concept mapping tools to plan and select research tasks.



Use presentation software to present findings of an inquiry that includes text, images and video.

Use video to analyse a sports performance to provide coaching tips.



Use a computer simulation or game to test predictions and collect data.

Use a search engine effectively as a research tool.



Use spreadsheet functions to create tables, record, sort, calculate and present data to identify trends.

Use an online game that has a grid map system to learn about directions.



Examples of Digital Technologies in action

Create and code an image using black and white squares. Invite a classmate to decode and recreate the image.



Compare a transport network and computer network to explore ideas about pathways, reliability, protocols and security.

Create an interactive story with user-input using a familiar programming language.



Create your own simulation using a visual or text-based programming language.

Explore ways to securely transmit data through techniques of encryption and decryption.



Create network diagrams to identify relationships between different sources of data (eg friends on social media) and analyse this data.

Design your own maze and use an app to program a robot to go through it.





The table below highlights some examples, within the subject English that embed the use Information Communication Technologies (ICT) skills.

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand and create, including how books, film and simple digital texts work, and know some features of print, for example directionality. ACELY1488 – the elaboration says: learning about simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and dropdown menu.	Understand concepts about print and screen, including how different types of text are organised using page numbering, tables of content, headings and titles, navigation buttons, lists and links. ACELY1489 – the elaboration says: learning about how books and digital texts are organised including page numbers, table of contents, headings, images with captions and the use of scrolling to access digital text.	Know some features of text organisation including page and screen layout, alphabetical order and different types of diagrams, for example timelines. ACELY1490 – the elaboration says: learning about features of screen texts including menu buttons, drop down menus, links and live connections.	Identify the features of online texts that enhance navigation. ACELY1490 – the elaboration says: becoming familiar with the typical features of online texts, for example navigation bars and buttons.	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout. ACELY1491 – the elaboration says: participating in online searches for information using navigation tools.	Understand how texts vary in purpose, structure and topic as well as the degree of formality. ACELY1504 – the elaboration says: becoming familiar with the typical structure and language features of such	Understand how texts vary in purpose, structure and topic as well as the degree of formality. ACELY1504 – the elaboration says: becoming familiar with the typical structure and language features of such



The table below highlights some examples, within the subject Mathematics that embed the use Information Communication Technologies (ICT) skills.

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Investigate the effect of creating slides and flip with and without digital technologies. ACMMG045	Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies. ACMNA057	Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder. ACMNA078	Solve problems involving multiplication of large numbers by one or two digit numbers using efficient mental, written strategies and appropriate digital technologies. ACMNA100	Identify and describe properties of prime, composite, and triangular numbers. ACMNA122 – the elaboration says: representing composite numbers as a product of their prime factors and using this form to simplify calculations by cancelling common primes.
			Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies. ACMSP089	Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies. ACMNA080	Use efficient mental and written strategies and apply appropriate digital technologies to solve problems. ACMNA291	Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers. ACMNA123
				Compare and describe two-dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies. ACMMG038	Connect three-dimensional objects with their nets and other two-dimensional representations. ACMMG111 – the elaboration says: representing two-dimensional shapes such as photographs, sketches and images created by digital technologies.	Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies. ACMNA127
				Create symmetrical patterns, pictures and shapes with and without digital technologies. ACMMG091	Describe translations, reflections and rotations of shapes. Identify and rotational symmetries. ACMMG114 – the elaboration says: identifying and describing the line and rotational symmetry of a range of two-dimensional shapes, by manually cutting, folding and turning shapes and by using digital technologies.	Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers. ACMNA128
				Compare angles and classify them as equal to, greater than, or less than, a right angle. ACMVG089 – the elaboration says: creating angles and comparing them to a right angle using digital technologies.	Apply the enlargement transformation to familiar two-dimensional shapes and explore the properties of the resulting image compared with the original. ACMVG115 – the elaboration says: using digital technologies to enlarge shapes.	Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies. ACMNA129
				Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data value. ACMSP095	Construct displays, including column graphs, dot plots and tables, appropriate for type, with and without the use of digital technologies. ACMSP119	Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies. ACMNA132
						Solve problems involving the comparison of lengths and areas using appropriate units. ACMMG137 – the elaboration says: recognising and investigating familiar objects using concrete materials and digital technologies.
						Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies. ACMMG142
						Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles. ACMMG141
						Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies. ACMSP145
						Interpret secondary data presented in digital media and elsewhere. ACMSP148

NAPLAN Online

Online Assessment:

- A whole- school approach supports students to develop their ICT skills, confidence and digital capability to undertake online assessments (this can also include ICAS Assessments) now and in the future.
- 'ICT use should be purposeful and implemented in the curriculum. To help achieve this, incorporate ICT skills into day-to-day activities and lessons...give students opportunities to be digital authors, online readers and ICT navigators.' (NAPLAN Online training material)



NAPLAN Online

The skills needed for online assessment include:

- Being familiar with devices (laptops)
- Using earphones
- Operating trackpads, mice, touch screens, keyboards
- Navigating on screen
- Manipulating objects on screen e.g. protractor
- Reading digital texts
- Composing digital texts

ICT skills

NAPLAN Online requires students to confidently use a computer or device in at least seven ways. These interactions may change as new technologies become available.

1. Locate and select an answer
2. Type an answer
3. Read the screen and navigate web pages
4. Manipulate objects on screen
5. Read and comprehend digital texts
6. Plan and compose text using word processing
7. Listen using a headset



NAPLAN Online

Unintended consequences:

Students:

- not familiarised with the devices won't be able to navigate and use effectively and quickly
- Won't be able to recognise if their device/ program is operating as it should- need to be able to report it
- With undeveloped ICT skills will have some of their cognitive load diverted to manage the ICTs rather than on their actual answers
- Students may be disadvantaged



Overview

- Why technology?
- Benefits of the 1:1 program
- Ways of working
- Right tool for the right job



Why technology?



Benefits of the 1:1 Program

- General IT skill acquisition
 - Typing
 - File management
 - Email
- Student engagement



Benefits of the 1:1 Program – Student Voice

- Video removed for privacy

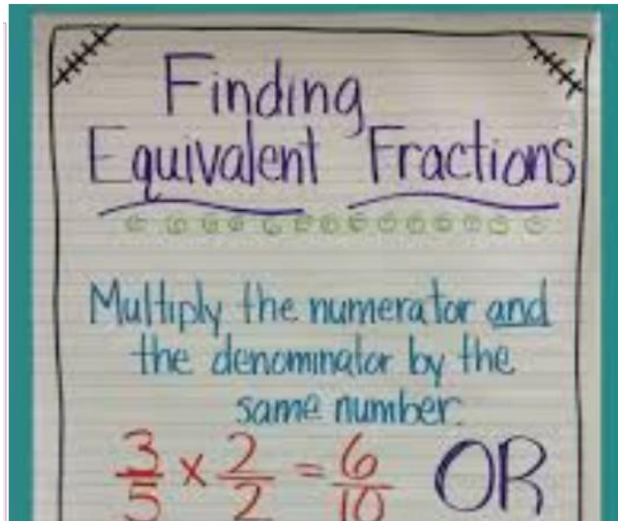


Benefits of the 1:1 Program

- A wider range of resources enabling independent and collaborative learning (OneNote, Microsoft Office suite, internet based learning tools)

How to Find Equivalent Fractions

Tuesday, 6 August 2019 7:43 AM



Watch this video:

<https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arithmetic-review-visualizing-equiv-frac/v/equivalent-amount-of-pizza>

Watch this video if you want more help:

<https://www.khanacademy.org/math/arithmetic-home/arithmetic-review-fractions/visualizing-equiv-frac/v/equivalent-fractions>



Benefits of the 1:1 Program – Student Voice

- Video removed for privacy



Ways of Working

How does the 1:1 Program operate in the classroom?

- OneNote as the LMS (Learning Management System)

Reading Rotations - Week 2 - OneNote

File Home Insert Draw History Review View Learning Tools Class Notebook

Cut Copy Paste Format Painter

Arial 20

Heading 1 Heading 2

To Do (Ctrl+1) Important (Ctrl+2) Question (Ctrl+3)

To Do Tag Find Tags Email Page Email

5M Semester 2 2019

Reading Rotations - Week 2

Wednesday, 26 June 2019 12:17 PM

Poetry Activity	Read Theory	Independent reading	Guided Reading
Melons	Bananas	Apples	Kiwis
Kiwis	Melons	Bananas	Apples
Apples	Kiwis	Melons	Bananas
Bananas	Apples	Kiwis	Melons

- Content library for lesson content
- Student section for student work
- Collaboration space for collaborative tasks



Ways of Working – Student Voice

- Video removed for privacy



Ways of Working - Learning tools

A Queenslander's Choice

5M Semester 2 2019 > _Content Library > English > Poems

The Scotsman
likes his heather
bells,
The Englishman



AA

AA



Comprehension

Syllables

Nouns

Verbs

Adjectives



Immersive Dictate
Reader



Ways of Working

How does the 1:1 Program operate in the classroom?

- AB Tutor

AB Tutor

File Command Assessment View Tools Help

Watch Demo Launch Text Chat Audio Chat Lock Unlock Log On Log Off Shutdown

Groups

- My Private
- Shared Gr

Device name	Sessions	Policies	Applications	Notifications	Client Version
WS1491014...	BLAKE, Geo...				9.2.2 (Wi... NC08
WS1491014...	CUBELA, Ta...				9.2.2 (Wi... NC08
WS1491014...	GRAHAM, P...				9.2.2 (Wi... NC08
WS1491014...	GRITTON, ...				9.2.2 (Wi... NC08
WS1491014...	HAJKOWIC...				9.2.2 (Wi... NC08
WS1491014...	HILL, Lewis...				9.2.2 (Wi... NC08
WS1491014...	HODGENS, ...				9.2.2 (Wi... NC08
WS1491014...	KICKBUSCH...				9.2.2 (Wi... NC08
WS1491014...	KING, Charl...				9.2.2 (Wi... NC08
WS1491014...	KING, Holly...				9.2.2 (Wi... NC08
WS1491014...	KROON, Os...				9.2.2 (Wi... NC08
WS1491014...	LINES, Sien...				9.2.2 (Wi... NC08
WS1491014...	MASON, Ari...				9.2.2 (Wi... NC08
WS1491014...	O'DONOGH...				9.2.2 (Wi... NC08
WS1491014...	O'MALLEY, ...				9.2.2 (Wi... NC08
WS1491014...	OSBOURNE...				9.2.2 (Wi... NC08
WS1491014...	ROGERS, A...				9.2.2 (Wi... NC08
WS1491014...	RUN, Asali (...)				9.2.2 (Wi... NC08
WS1491014...	SARMIENT...				9.2.2 (Wi... NC08
WS1491014...	SOMMERVI...				9.2.2 (Wi... NC08
WS1491014...	WILLMORE,...				9.2.2 (Wi... NC08

Policies

- Shared Policies
- Private Policies

- Watch
- Demo
- Exhibit
- Launch
- Text Chat
- Audio Chat
- Send Message
- Snapshot
- Capture
- Lock
- Unlock
- Send Files
- Transfer Files
- Collect Files
- Key Sequences

- Manage activity on laptops
- Project work onto board to give feedback/praise
- Send messages to students
- View whole class at once



Parent Perspective – Home Use

- Video removed for privacy



Parent Perspective – Learning

- Video removed for privacy



Parent Perspective – Feedback and Collaboration

- Video removed for privacy



Parent Perspective – Drawbacks

- Video removed for privacy



Right tool for the right job

Snapshot of a day in the 1:1 classroom:

Purposeful educational use of resources

- Maths mental (textbook)
- Writing warm-up (whiteboards, choral response)
- English lesson (mix of laptop and bookwork)
- Maths warm-up (whiteboards, choral response)
- Maths lesson (mix of laptop, bookwork, groups)
- Science (hands on experiment, mix of bookwork and laptop)
- Literacy warm-up (whiteboards, choral response)
- HASS lesson (mix of laptop and bookwork)



Right tool for the right job – Student Voice)

- Video removed for privacy



Where to next? Timeline

- Thursday 22 August (and Friday 23 August) families will receive two letters “*1:1 Technology Options – Summary Year 5 Laptop Program for 2020*” and “*1:1 Laptop Program for Year 5 in 2020 – Timeline*” (both in hard copy form and via email).
- A copy of this presentation will be available on our school website from Friday 23 August 2019.
- Monday 2 September families will receive a letter titled “*1:1 Technology Expression of Interest Year 5 Laptop Program for 2020*” (both in hard copy form and via email).
- Thursday 12 September 3:00 pm response slip (located on the letter titled 1:1 Technology Expression of Interest Year 5 Laptop Program for 2020) is required back via the Green Box.

Principal: Ms Richenda Wagener

School Motto: *Living Reflects Learning*



RAINWORTH STATE SCHOOL

185 Boundary Road, Rainworth Q 4065
Phone: (07) 3514 9444
Fax: (07) 3514 9400
Email: info@rainworthss.eq.edu.au
Web: www.rainworthss.eq.edu.au

23 August 2019

1:1 Technology Options - Summary Year 5 Laptop Program for 2020

Rainworth State School continues in its commitment to the 2020 Australian Curriculum requirements, which include digital based capabilities.

The school consulted with the community in 2017 and 2018 about how it can best meet these requirements. The consultation process also considered what the school should do to best assist our students to gain the technology skills that they will need for future life and how our students can stay safe in the digital world.

The school is aware that there are many different views about the use of technology in the classroom. The school has considered all views obtained during the community consultation process (including the views of teaching staff) and now propose the school's preferred option for moving forward, which includes an offer of a Microsoft Windows based laptop for Year 5 students as an "opt in" basis.

Key Points:

The following points are the device specifications and financials (based on the 2019 program)

- Device: HP ProBook 440 G5-123-Windows 10
- Specifications: CPU Processor: Intel Core i5-8250U. Hard Drive: 256GB Solid State Drive. Laptop Screen: 14" LED HD SVA AG flat (1366x768). Memory: 4GB (1x4GB) DDR4. Battery: 3 Cell 48 Whr Long Life. More detailed specifications are available upon request.
- Software: including but not limited to Microsoft Office Suite 2016, Google Chrome, Scratch (coding), WeDo (Robotics), ABTutor, Infinity Library, E-books, Symantec AntiVirus Protection.
- Warranty: 3 yr HP Next Business Day onsite **and** Accidental Damage Protection

NB – this is the 2019 device— this may change in 2020 dependant on the governmental bulk purchase availability.

Payment Agreement

Hire Agreement

- The school will purchase the laptop and then charge a hire fee per student (ex GST) across the two consecutive school years of use.
- The hire fee covers all costs associated with supporting the use of the school laptop.
- The school will retain ownership of the laptop.

Cost	Grade	Calendar Year
\$350	4	2019 (end Term 4) non-refundable deposit
\$200 approx.	5	2020 (Term 2)
\$150 approx	6	2021 (Term 2)
\$750 approx		Total cost

Mission Statement

At Rainworth our vision is for each individual to achieve the best educational outcomes through a rich, diverse, engaging curriculum in a happy, safe and healthy community.

Where to next?

If successful then there will be a Hire Agreement

- The school will purchase the laptop and then charge a hire fee per student (ex GST) across the two years of use.
- The hire fee covers all costs associated with supporting the use of the school laptop.
- The school will retain ownership of the laptop.

Cost	Grade	Calendar Year
\$350	4	2019 (Term 4) non-refundable deposit
\$200 approx.	5	2020 (Term 2)
\$150 approx.	6	2021 (Term 2)
\$750 approx.		Total cost approx.



Questions

