

Response to Findings and Recommendations

The table below outlines the response of the State Government to each of the report's findings and recommendations.

FINDING	RECOMMENDATION	RESPONSE	COMMENT
1. It has been three years since the Department of Education has had a current ICT strategy and vision statement for schools.	1. The Department of Education must hasten its provision of guidance to secondary schools on the use of digital technologies. It should consider releasing the infrastructure component of the strategy separately, while continuing to work on the vision statement.	Noted	The <i>ICT Strategy</i> and the <i>Digital Vision for Teaching and Learning in Schools</i> – comprehensive statements addressing infrastructure, devices, classroom teaching and all relevant supports for schools – have been finalised and will be available to schools through the Department's public website.
2. Secondary schools with students who are not attending or are disengaged from school report improved attendance and engagement when activities using digital technologies are introduced.		Supported in principle	<ul style="list-style-type: none"> The Department supports the use of digital technologies to provide students with flexible access to learning activities to increase their engagement with learning. The use of ICT in classrooms can play a role in enhancing student motivation and engagement in learning. Tjuntjuntjara Remote Community School is using 3-D printers, coding software and robotics kits to engage students in the curriculum. Cecil Andrews College Teacher Development School is building the capacity of teachers at Tjuntjuntjara Remote Community School to engage students in activities by providing virtual lessons that enable increased student capability in all subject areas. Digital technologies and electronic portfolios of student work enable students who require an alternative placement (eg for medical, behavioural, cultural reasons) to work consistently on their learning tasks.
3. Visual and audio aspects of digital technology may be particularly compatible with Aboriginal cultural traditions, such as storytelling. Digital tools can help disadvantaged Aboriginal students to learn and create in a way that is more suited to their culture.		To be taken under consideration	<ul style="list-style-type: none"> The Department supports approaches and strategies that engage and support Aboriginal students in their learning. Digital technology is one such vehicle to engage students. The same high-quality teaching strategies used for all students are needed for Aboriginal students. However, Aboriginal students have a better chance of experiencing success when instruction is responsive to their diverse cultural, linguistic and community backgrounds. There is a role for digital tools to support the teaching and learning of Aboriginal and Torres Strait Islander histories, languages and cultures and incorporating digital technology into culturally responsive teaching and learning programs. The Department will explore learning that utilises digital innovations, such as those linked to on-country projects and opportunities to gain and share knowledge in Aboriginal languages. At Beachlands Primary School staff and students developed a STEM teaching and learning program linked to the Yamatji culture. The four-week unit, incorporated digital literacy skills and made the links between geographical change with the Earth's surface and local Dreamtime stories of the region.
4. Use of digital technologies in regional schools is seen as a way of retaining students at the local school, ensuring the sustainability of small regional communities.		Supported in principle	<ul style="list-style-type: none"> Digital innovation can expand curriculum learning opportunities, enhance student learning and improve the educational experiences of students. This includes drawing on ICT and virtual classrooms to: <ul style="list-style-type: none"> improve student access to educational content, regardless of their physical location; address engagement and retention; support equity of opportunity for all students; and cater for students with different learning styles. The School of Isolated and Distance Education (SIDE) and Schools of the Air are the Government providers of distance education in Western Australia, together offering a comprehensive curriculum for Kindergarten to Year 12 students. Online delivery is the primary and preferred medium for students and occurs in two forms: <ul style="list-style-type: none"> asynchronous, anytime access. Web-based services are used to deliver curriculum materials and facilitate student and staff online collaboration; and synchronous, via the Department of Education's web-conferencing platform. SIDE's model of provision at senior secondary allows students to enrol in individual courses that their local school is not able to offer.

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			<ul style="list-style-type: none"> Students studying ATAR courses through SIDE are supported through appointed Independent Learning Coordinators in ten locations statewide and by additional face-to-face and online tuition through Regional Learning Specialists. The Schools of the Air provide resources and support for locally employed home tutors to teach home-based students in remote locations.
<p>5. The Committee is unaware of the degree to which students with a language background other than English are made aware of and provided with digital tools to assist them with English and language activities.</p>		Noted	<ul style="list-style-type: none"> English as an Additional Language or Dialect (EALD) students benefit from the way digital learning tools help students develop skills and independence. These resources, selected by teachers, provide EALD students with individualised and contextually-based support. The Department provides a range of curriculum-based resources for teachers and students to consolidate classroom learning and supplement language activities. There is a range of commercial tools and resources that schools may promote to students and carers based on their individual learning needs. Tools that support translations can sometimes impede student acquisition of Standard Australian English if they are used incorrectly. Schools can access advice and support from the Department's EALD consultants in selecting and recommending digital tools.
<p>6. Evidence from Home Education WA suggests that more families are opting for home schooling because their children's special needs are not being catered for at school.</p>		Noted	<ul style="list-style-type: none"> While the percentage of students registered for home education has remained very low (currently 0.8% of the total student population), the proportion has been increasing over recent years. The Department does not maintain records as to why parents choose to home educate as the <i>School Education Act 1999</i> does not require families to provide this information to the Department when embarking on home schooling. The Department is aware that national and interstate research reports that: <ul style="list-style-type: none"> Growth in home education enrolments may be due to the increased availability of online learning resources and the greater connectivity of home schooling communities providing support for parents choosing this option. Some parents of children with disability choose to register for home education as an alternative educational setting for their children, even though schools are required to provide reasonable adjustments to support students with disability and have access to the Schools of Special Educational Needs (SEN) and the School Psychology Service to assist them to do so. While the finding reflects the view of Home Education Western Australia, the overwhelming majority of parents elect to send their children to their local public school.
<p>7. Evidence from Gifted WA is that use of digital technology can assist gifted students, who otherwise may become disengaged and not achieve according to their potential.</p>		Supported in principle	<p>The learning and character profile of a "gifted" student may vary significantly from that of typically developing students in both primary and secondary classrooms. Digital technologies can provide significant support and additional opportunities for engagement in learning activities for "gifted" students, including students identified as "twice exceptional" (identified as gifted in multiple areas) in Western Australian schools.</p> <p>These opportunities may include, but are not limited to:</p> <ul style="list-style-type: none"> virtual classrooms, as exists in Gifted and Talented Selective Academic Secondary Online programs, as well as Primary Extension and Challenge (PEAC) Online; access to online academic forums and discussion groups; remote team-based activities and competitions offered online; access to Podcasts and recorded online lessons delivered and recorded by teachers for students to access in their own time and individually, away from a traditional classroom; a myriad of STEM related activities via digital technologies with which students can engage individually, or in groups; so gifted students, who may be in isolated regions, are able to explore intellectual curiosities, debate issues and enrich their relationship with communities of inquiries through web logs and like-minded students; opportunities for students to voice record and video their school based activities, assessments and achievements; and use of supports such as C-Pen readers for dyslexic students, and many others, offer support and engagement opportunities that might not have been available to students in the past.
<p>8. The Department of Education provides assistive technologies and some professional learning support in the use of assistive technologies for school staff; however, studies suggest that the</p>		Supported in principle	<ul style="list-style-type: none"> The Department recognises digital technology can play an important role in increasing engagement, inclusion and equity. This is reflected in the practice of schools and in the support provided through the SSED and SIDE. The SEN: Medical and Mental Health uses a range of technologies to liaise with schools, partner in the delivery of teaching, assist in planning for students and facilitate professional learning. The SEN: Sensory supports a range of assistive technologies for students with vision impairment, including screen reading and screen magnification software, braille computers and video magnifiers. The Department acknowledges that building ICT literacy and teacher confidence is important in ensuring that tools are used. The Department will continue to reflect on its approaches to the provision of professional learning support and promotion of the use of assistive technologies to staff. This will include consideration of the experiences of other states and territories and research on best practice. Schools can access advice and support from visiting and consulting teachers from the Schools of Special Educational Needs for the use of digital technologies specifically designed to increase accessibility for students with disability and other learning needs. This advice includes support to determine what technologies and digital learning tools are evidence-based and proven to be effective.

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<p>tools are under-used Australia-wide. We do not have evidence of this specifically for Western Australia.</p>			<ul style="list-style-type: none"> Professional learning in the application of assistive technology, including resources and video tutorials, is available for all Department staff through the Department's online professional communities. The resources are designed to raise awareness of built-in accessibility options in common devices that can be utilised when making adjustments for student learning.
<p>9. There are encouraging examples of how digital technology is being used to assist with engagement, inclusion and equity in secondary schools.</p>		Supported	<ul style="list-style-type: none"> As indicated in the response to Finding 8, the Department recognises digital technology can play an important role in increasing engagement, inclusion and equity. This is reflected in the practice of schools and in the support provided through the Schools of Special Educational Needs and the School of Isolated and Distance Education.
	<p>2. The effective use of assistive technologies in secondary schools should be part of the Department of Education's ICT Vision Statement.</p>	Supported	<ul style="list-style-type: none"> The <i>ICT Strategy</i> and the <i>Digital Vision for Teaching and Learning in Public Schools</i> include reference to the effective use of assistive technologies for every student who can benefit from their use.
	<p>3. The Department of Education needs to ensure that digital technologies designed to assist students with special needs are available and are being appropriately deployed to all students that require them, including those who:</p> <ul style="list-style-type: none"> are from remote and regional areas are Aboriginal face socioeconomic, social and cultural challenges have a language background other than English have a physical or sensory disability have a learning difficulty are gifted have emotional, behavioural or mental health disorders are away from school for medical reasons 	Supported in principle	<ul style="list-style-type: none"> Technology has the potential to help schools better address the needs of every student. Schools make local decisions regarding the ICT resources that best support the learning needs of their community. Similarly, decisions regarding the diversity of options in devices/software and how these can best match the needs of an individual student are best made by the school and teacher in collaboration with the student and their family. Flexibility in school decision making enables rapid access to new technologies and swifter responses to student needs. The Department provides advice and support to teachers, upon request, to inform local decisions regarding digital technologies utilised to cater for a range of student needs. To support students with disability and diverse needs, the Schools of Special Educational Needs provide support through consulting teachers. In addition, tailored equipment is provided to students with a high level of functional impairment due their disability. For example, sensory vision education teaching and learning programs include electronic braille note takers, non-visual desktop access and magnification software. The Department will continue to reflect on its approaches to the deployment of centrally-based resources to support SEN students. The Department will strengthen advice and guidance to schools to inform locally based decisions regarding suitable and effective digital resources that are supported by evidence-based implementation practices. The Department will look for opportunities to partner with: <ul style="list-style-type: none"> industry to maintain currency of approaches and tools that link to workplace practices; and other agencies and not-for-profit organisations in supporting students with diverse learning needs

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<p>10. Almost all schools are now connected to the internet by fibre, but maintaining connectivity across the State is a challenge which the Department of Education is constantly forced to address.</p>	<p>4. The Department of Education should review the bandwidth per user target in light of other States' targets.</p>	<p>To be taken under consideration</p>	<p>New South Wales, Victoria and South Australia do not have the geographic challenges that impede service delivery on the same scale as Western Australia. The provision of bandwidth services must be equitable but, without available services to purchase bandwidth in non-metropolitan areas, this is currently impossible to achieve at the scale possible in some other states. The resolution of bandwidth issues in regional and remote communities is also a federal funding matter; the State generally only funds the "last mile" and recurrent costs.</p> <p>NBN services are not of a sufficient standard or capacity at this point in time to even match current services to schools, let alone facilitate a level equivalent to South Australia or New South Wales.</p> <p>Based on data provided by New South Wales, Victoria and South Australia in early 2019, Western Australia had at that time a greater percentage of schools on connections exceeding 20Mb than South Australia (WA 7.63% versus SA 3.57%), slightly less than New South Wales (WA 7.63% versus NSW 9.35%), with Victoria the standout at 17.74%. While other states have announced plans, they are yet to deliver these outcomes equitably and uniformly in their jurisdictions. Similarly, the move to a per-user model is a recent one for most jurisdictions, including those cited by the Committee.</p> <p>The target included in the recent tender released to the GovNext consortia is a starting <u>minimum</u> of 128Kbps/user with an increased target in the initial contract term of 256Kbps/user.</p> <p>Under the already recently announced increases, 131 sites will be ≥ 256Kbps/user by the end of Term 3, 2020.</p> <p>The current 100Kbps/user is a significant increase from the <i>status quo</i> for more than 500 schools.</p> <p>Based on data provided to the Department of Education by NBNC0 on 31 October 2019 by Mr Simon Lawton, Industry Engagement Consultant regarding the availability of Fibre to the Premise (FTTP) and Fibre to the Basement (FTTB) services (reflecting the current services connected to 97.1% of WA public schools), NBN can only provide 72 of the Department's sites with equivalent connectivity.</p> <p>As an example, 247 Department sites are only serviceable by NBN through non-fibre services such as satellite (119), Hybrid Fibre Coaxial (HFC) (83) and fixed wireless (45), while 529 could be connected by lower-throughput fibre services. Based on this information, schools cannot be provided with even equivalent services by NBNC0 at this point in time.</p>
<p>11. South Australia, Victoria and New South Wales have higher bandwidth targets than Western Australia.</p>		<p>To be taken under consideration</p>	<p>As stated in the response to Finding 10, New South Wales, Victoria and South Australia do not have the geographic challenges that impede service delivery on the same scale as Western Australia. The provision of bandwidth services must be equitable but, as stated previously, without available services to purchase bandwidth in non-metropolitan areas, this is currently impossible to achieve at the scale possible in some other states.</p>
<p>12. There is uncertainty as to whether the Student-Centred Funding Model takes adequate account of differences in school connectivity and ICT support.</p>		<p>To be taken under consideration</p>	<p>The Student-Centred Funding Model (SCFM), implemented in 2015, sets the prices and parameters that determine funding for all Western Australian public schools with enrolled students. It is a needs-based funding model, allocating resources based on – and responsive to – the needs of individual schools and the learning needs of students. An independent evaluation in 2018 found the SCFM is consistent internationally and nationally with good practice as a needs-based funding mechanism.</p> <p>Schools also receive an adjustment based on the Accessibility and Remoteness Index of Australia, and additional funding is provided for schools with lower student numbers.</p>
<p>13. Almost one-third of secondary schools have chosen to supplement their bandwidth allocation by entering into a retail arrangement for extra bandwidth.</p>		<p>To be taken under consideration</p>	<p>The Department is implementing a range of technologies to improve access to online digital content and the digital learning experience. These support schools, which have different approaches to the inclusion of online resources in lessons, to decide locally whether, when and what they allow staff and students to access.</p> <p>Advice is available to schools on the Department's intranet and it specifically recommends seeking multiple quotations for services required as well as links to buying rules, which reinforce a value-for-money approach.</p> <p>Usage models vary by school, reflecting the different programs, emphasis and level of ICT use in each school; any decision to purchase supplementary bandwidth is made at the school level based on local needs. The recently-announced bandwidth increases may encourage some schools to reconsider their need for supplementary bandwidth.</p>

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<p>14. There is wide variation in the arrangements, bandwidths and costs individual secondary schools are making under the School Managed Internet program.</p>	<p>5. The Department of Education should review the contractual arrangements schools are making with internet retail service providers to ensure they are receiving value-for-money.</p>	<p>To be taken under consideration</p>	<p>As noted by the Inquiry, available service types and capacities vary by location (and available provider choice), and some schools have chosen retail services while others have chosen business services. The determination of value-for-money will vary from school to school, and will be influenced by how and when the connection is used. Usage models vary by school, reflecting the different programs, emphasis and level of ICT use in each school.</p> <p>Purchasing decisions regarding School Managed Internet (SMI), like other local decisions, reflect the autonomy of public schools in Western Australia and are managed within the constraints of choice the Department (and the Office of Digital Government) provides. Advice is available and provided to schools on a range of ICT matters, including SMI, from the central ICT team.</p> <p>The recently-announced bandwidth increases will allow some schools (at their option) to consider terminating or not renewing their SMI service. For schools selecting large-capacity SMI services, this process is determined via the GovNext procurement model and providers to those consortia. Choice in these cases is, therefore, a function of the GovNext arrangements managed by the Office of Digital Government.</p>
<p>15. There is a wide variation in digital technologies resources between schools.</p>		<p>Supported</p>	<p>Public schools make local decisions regarding resources and programs to support curriculum delivery. This enables schools to select resources and programs that best meet their student needs and school community contexts, which leads to variation in the digital technologies used by schools in Western Australia.</p>
<p>16. At least half of all secondary schools have a BYOD (bring your own device) program.</p>		<p>To be taken under consideration</p>	<p>As stated in the response to Finding 15, public schools make local decisions regarding resources and programs to support curriculum delivery. This enables schools to select resources and programs that best meet their student needs and school community contexts, and leads to variation in the digital technologies used by schools in Western Australia.</p> <p>The BYOD model is an optional part of a school's end-user computing solution that schools can choose to implement after consultation with their school communities. The Department has a range of resources and guidance documents available online to assist schools to make informed choices around the adoption, implementation, management and support of a BYOD model. All schools must provide access to a suitable device, and no student is disadvantaged if they do not bring their own.</p>
<p>17. Without a specific ICT strategy at the school, it appears opportunities for digital learning are often dependent on the knowledge and enthusiasm of a particular teacher. The level of school leadership in establishing an ICT focus and strategy determines the extent to which technology is implemented within a school.</p>		<p>Supported in principle</p>	<ul style="list-style-type: none"> • School leaders play a critical role in driving high-level teaching practice in their schools. The important role of school leaders is articulated in the <i>ICT Strategy</i> and the <i>Digital Vision for Teaching and Learning in Public Schools</i>, and the Department will provide professional learning and coaching opportunities for school leaders to assist them to develop a culture of meaningful digital innovation and online learning. • As part of the STEM Enterprise Schools Project, the STEM Mentoring Program creates opportunities for school leaders to learn directly from the successful practice of other school leaders. The program is supporting schools to implement whole-school approaches to STEM education and to build their capacity in STEM education practices. This includes supporting the teaching and learning of digital technologies. • Principals as STEM Leaders is a consortium led by the University of Tasmania and administered in Western Australia through Notre Dame University. This professional learning program – self-funded by participating schools – is supporting principals to effectively drive whole-school teaching and learning for STEM capability. Participating principals are provided with a critical friend mentor who is also a school leader, and are allocated to a cluster of school leaders for action learning and collegiate support. The focus of the professional learning is on leading STEM education within the school. This includes the sharing of strategies for the implementation of the Western Australian Curriculum: Digital Technologies and the use of ICT within the school.

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<p>18. Teaching students are not necessarily graduating with the skills they need to use and teach with digital technologies throughout curriculum areas.</p>		<p>Supported in principle</p>	<p>The Department of Education surveys principals each year to assess and improve the quality of graduate teacher preparation and transition into teaching. In August 2019, the Department surveyed the principals of 435 first year graduates. The survey was targeted at principals who employed one or more first year graduate teachers for the majority of the Semester 1, 2019.</p> <p>Principals were asked for their views on graduates' preparedness to teach, their transitions into teaching in public schools, the attraction and retention of first year graduates and their performance against the 37 focus areas of the Australian Professional Standards for Teachers. There were 314 responses received from 239 schools, representing a 72% response rate.</p> <p>Principals rated graduate performance in meeting the ICT focus areas of the Standards as being particularly strong. All graduates were rated as meeting or exceeding the Graduate Level for both focus area:</p> <ul style="list-style-type: none"> • Implement teaching strategies for using ICT to expand curriculum learning opportunities for students; and • Demonstrate an understanding of the relevant issues and strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. <p>At the time of starting employment with the Department, 24% of graduates were assessed by principals as having already reached Proficient level for focus area 2.6 and 33% were assessed as meeting Proficient level for focus area 4.5.</p> <p>Universities are provided with the relevant data from the surveys and Department staff meet with the universities individually to discuss the outcomes of the survey and areas for improvement.</p>
	<p>6. A goal of the Department of Education's ICT Vision Statement should be that teaching students graduate with skills to use and teach with digital technologies.</p>	<p>Supported in principle</p>	<ul style="list-style-type: none"> • All pre-service teachers are required to demonstrate their proficiency of the Australian Professional Standards for Teachers at the Graduate Level upon graduation from university. This includes the following standards related to ICT: <ul style="list-style-type: none"> - Information and Communication Technology (ICT) - Select and use resources - Use ICT safely, responsibly and ethically • Upon their appointment with the Department of Education, all graduate teachers in Department schools complete the Graduate Teacher Professional Learning Program (GTIP), which is designed to build skills, effectiveness and confidence. An early career teacher must demonstrate they have met the APST at Proficient Level to be granted Full Registration as a teacher in Western Australia. • Provisional registration is granted for three years, following this full registration requires teachers to be deemed proficient which includes the following areas: <ul style="list-style-type: none"> - Proficient teachers: Use effective teaching strategies to integrate ICT into learning and teaching programmes to make selected content relevant and meaningful. - Proficient teachers: Select and/or create and use a range of resources, including ICT, to engage students in their learning. - Proficient teachers: Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. • The use of ICT in teaching and learning is modelled by program facilitators where possible, in the delivery of the GTIP. • The Department provides other significant professional learning opportunities related to technology use for new and existing teachers including Teachers Can Code; Digitech School professional learning; and professional learning, advice and support through Teacher Development Schools. • As stated in response to Finding 19 and Recommendation 7, the <i>ICT Strategy</i> and the <i>Digital Vision for Teaching and Learning in Public Schools</i> express the Department's expectation that ICT is every teacher's responsibility and there is a clear role for the system to provide support for teachers to achieve this.
<p>19. In-service teacher participation in professional learning for digital technologies is limited, despite opportunities provided by the Department of Education. This can result in schools having very few teachers with up-to-date digital technologies skills</p>		<p>Supported in principle</p>	<ul style="list-style-type: none"> • Teacher engagement with professional learning opportunities in relation to ICT is a school-based decision, significantly influenced by school leaders and the school culture. • The Department has a number of initiatives that provide professional learning support for digital technologies in Western Australian public schools. The Department regularly evaluates the range of offerings, the promotion of these and the ability of teachers to access these options through flexible delivery arrangements. • In the context of the <i>ICT Strategy</i> and the <i>Digital Vision for Teaching and Learning in Public Schools</i>, the Department will strengthen its support and advice for school leaders, to highlight their role in establishing expectations of staff practices.

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	<p>7. A goal of the Department of Education's ICT Vision Statement should be that in-service teachers are able to demonstrate the skills to use and teach with digital technologies.</p>	<p>Supported in principle</p>	<ul style="list-style-type: none"> • The <i>ICT Strategy</i> and the <i>Digital Vision for Teaching and Learning in Public Schools</i> express the Department's expectation that ICT is every teacher's responsibility and there is a clear role for the system to provide support for teachers to achieve this. • As indicated previously, the Australian Professional Standards for Teachers articulate the following: <ul style="list-style-type: none"> - 2.6 Information and Communication Technology (ICT) <ul style="list-style-type: none"> ▪ Proficient teachers: Use effective teaching strategies to integrate ICT into learning and teaching programmes to make selected content relevant and meaningful. - 3.4 Select and use resources <ul style="list-style-type: none"> ▪ Proficient teachers: Select and/or create and use a range of resources, including ICT, to engage students in their learning. - 4.5 Use ICT safely, responsibly and ethically <ul style="list-style-type: none"> ▪ Proficient teachers: Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. • With the exception of graduate teachers (ie defined as the first 30 months of teaching), all teachers are expected to demonstrate their ICT proficiency as outlined above.
<p>20. Schools seem generally unaware of the potential for data harvesting using artificial intelligence embedded into computing applications used in their classrooms.</p>		<p>Supported in principle</p>	<ul style="list-style-type: none"> • Policy and best-practice advice is provided to schools regarding the safe use of technology to support student learning. Support and training for Department-provided services such as Connect, Office365 and Webex are available in a range of formats including online webinars, enabling staff to access targeted assistance regardless of their location. • As part of the Students Online policy, site managers must assess the risk of the Third Party Service Provider. The Department is currently assessing third party online applications being used in schools to identify potential security and privacy risks. Cyber security forms part of the Department's ICT Strategy, in alignment with the Western Australian Whole of Government Digital Security Policy. One of the key concepts is that cyber security is everyone's responsibility; with a safe and secure foundation, each school can explore and deploy applications that best meets the needs of its community. • <u>Site managers must</u> confirm students have received education about the risks and their responsibilities accessing the Department's online services and associated online activities; and provide appropriate supervision for students using online services for learning-related activities on school sites. • All Departmental online services, including Portal, email, online document storage, Intranet and Internet access, must be used responsibly and in accordance with Departmental policies such as the <i>Students Online in Public Schools</i> policy.
	<p>8. The Department of Education's ICT Vision Statement must include principles related to technical, social and ethico-legal aspects of digital technologies and the regular training required for teachers on these aspects.</p>	<p>Supported in principle</p>	<ul style="list-style-type: none"> • The <i>ICT Strategy</i> and the <i>Digital Vision for Teaching and Learning in Public Schools</i> highlight the importance of developing student skills with technical, social and ethico-legal aspects of digital technologies and these skills are clearly identified in the Western Australian Curriculum General Capabilities in ICT. While opportunities to develop these skills should be embedded in students' day-to-day use of technologies, teachers need to understand the current and emerging issues associated with the use of technology and practical strategies for the way they can minimise risks for students while developing students' skills in safe and supported ways.
<p>21. Education leaders are aware of the need to ensure that digital technology is being integrated into the curriculum to deliver desired learning outcomes, and not just for the sake of using it. Creating rather than just consuming is considered important.</p>		<p>Supported in principle</p>	<ul style="list-style-type: none"> • These requirements are explicit in the curriculum through the Digital Technologies syllabus (creating) and the ICT General Capability (consuming).

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	<p>9. The Department of Education's ICT Vision Statement must clearly articulate a method for integrating digital technology into the curriculum.</p>	<p>Supported in principle</p>	<ul style="list-style-type: none"> • The <i>ICT Strategy</i> and the <i>Digital Vision for Teaching and Learning in Public Schools</i> include this as a component of the strategy. The methods are articulated in curriculum documentation and will vary between schools and learning areas depending on the needs of students and capabilities of staff. The expectation that this will occur will be explicit in all documentation. Methods for achieving this will be the focus of professional learning strategies. • As stated in response to Finding 17, school leaders play a critical role in driving high-level teaching practice among their teachers. The details of methodology and practice will be best established at the school level and fostered by leaders in creating a culture of digital innovation.
	<p>10. The Department of Education must outline in its ICT Vision Statement how it will provide more support to secondary teachers in the form of software for all subjects and online resources for teaching the ICT capability.</p>	<p>Supported in principle</p>	<ul style="list-style-type: none"> • The <i>ICT Strategy</i> and the <i>Digital Vision for Teaching and Learning in Public Schools</i> is the position the Department would like to achieve. A range of projects and initiatives that include support for teachers will enable it. • One of the most powerful benefits of digital innovation in secondary education is the opportunity to expand student access to education, regardless of the physical location of their teacher. ICT creates opportunities for both, which may have been previously inaccessible due to geographical isolation. This can include access to a dynamic range of resources, including video lectures and virtual classrooms, linking students with a global network of mentors, teachers and peers. Through the Department's online teaching and learning platform, Connect, students can engage in learning anytime, anywhere and on any device.
	<p>11. The Department of Education's ICT Vision Statement must clearly define a shared goal for all students to learn with, as well as about, digital technology.</p>	<p>Supported in principle</p>	<ul style="list-style-type: none"> • The Department of Education is committed to ensuring students are confident and adaptive users of digital technology to prepare them for the learning, social and employment opportunities of the future. This includes developing student skills for emerging industries and technologies including teamwork, problem solving, creativity, independent thinking, critical analysis, initiative and communication. This means ensuring students have the capacity to create and control the technologies of the future, which is the intent of the now mandatory Digital Technologies curriculum. It also means students must be informed and strategic users of technology through embedding the use of technology across the curriculum. • This is explicit in the <i>ICT Strategy</i> and the <i>Digital Vision for Teaching and Learning in Public Schools</i>.



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

2020 – 2024

INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) STRATEGY





Contents

Introduction	4
Challenges and dimensions	5
Strategic alignment	5
Our strategic approach	6
Customer centricity and the concept of ‘teacher time’	6
Building digital capability	6
Our key strategic areas	7
Our ICT services	10
Service principles	10
The core network	11
Standard Operating Environment	11
ICT processes and automation	11
Cyber security	12
Innovation	14
Technology choice and design principles	15

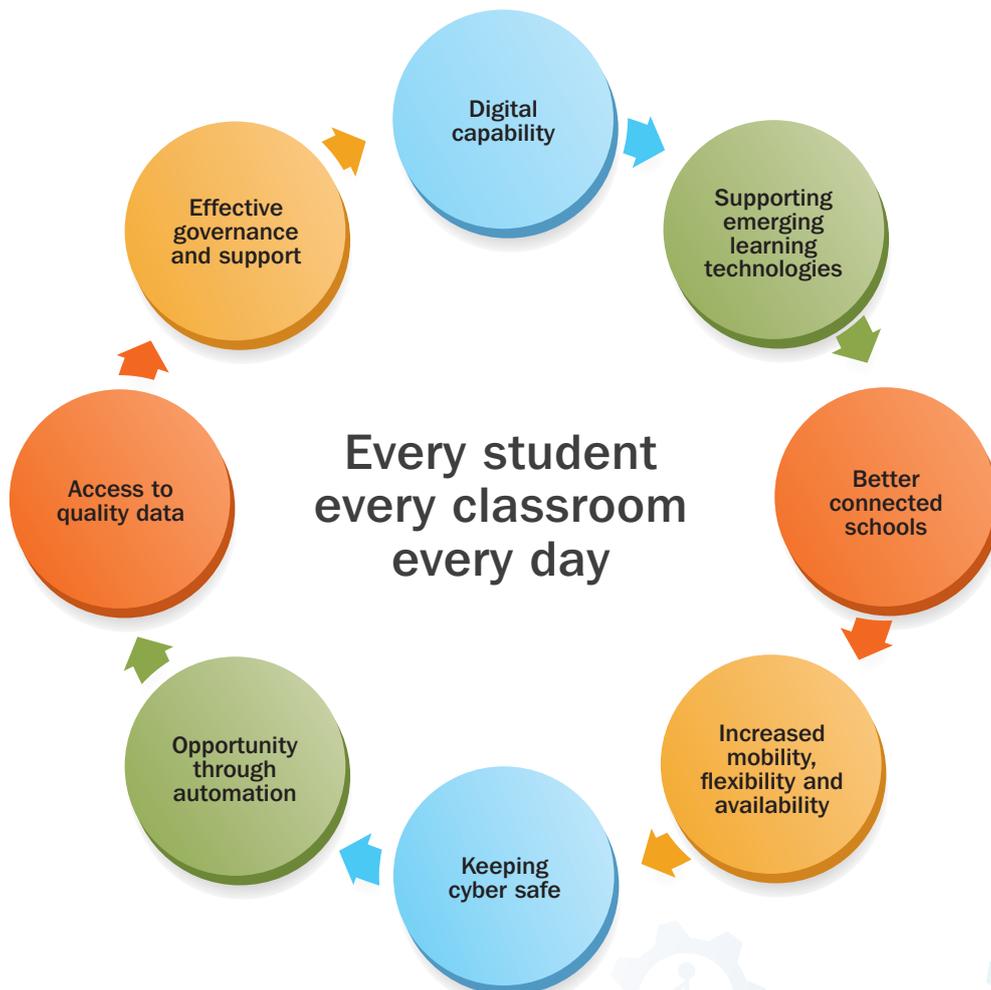
Introduction

ICT has the power to transform the way students think and learn and give them greater control over how, where, and when they learn.

To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.

This ICT strategy focuses on the foundation technologies and ICT services that deliver connected professional autonomy - to all public schools, and in our work of supporting schools. Enabled with a common, equitable, affordable, cyber safe, and reliable ICT foundation, each school can explore and leverage applications, systems and tools to meet the particular needs of their students and school community.

This ICT strategy broadly aligns with the Western Australian Government's whole-of-government ICT Strategy as it applies to ICT services for schools and the use of technology in the classroom.





The Organisation for Economic Co-operation and Development estimates “...about 14% of workers are at a high risk of having most of their existing tasks automated over the next 15 years” while “another 30% will face major changes in the tasks required in their job and, consequently, the skills required”

Challenges and dimensions

Our schools serve diverse student communities across one of the largest geographical education jurisdictions in the world. Schools in remote, rural and regional locations face the greatest challenges of access to enabling technologies. This includes availability of effective bandwidth and local support as well as having a greater need for technology that brings teachers and their teaching tools into the classroom in a virtual context.

It is our responsibility to find, validate and deliver solutions for **all** public schools by continually combining, adapting or evolving technologies to meet their needs and those of their students. Schools reflect the communities they serve, and while they have a common core purpose and base curriculum, they are not a homogeneous entity. Their use of ICT varies according to their local needs, locally available resources and infrastructure, and the digital capability of their staff, among other factors.

This ICT Strategy seeks to deliver an equity based outcome for schools, regardless of size, location or type and builds upon our history of pioneering new technology solutions and products with partner organisations to do so.

Strategic alignment

Aligned to *Every student, every classroom, every day: strategic directions for public schools 2020-2024*, our ICT services are designed to:

- 1 Provide every student with a pathway to a successful future.
- 2 Strengthen support for teaching and learning excellence in every classroom.
- 3 Build the capability of our principals, our teachers and our allied professionals.
- 4 Support increased school autonomy within a connected and unified public school system.
- 5 Partner with families, communities and agencies to support the educational engagement of every student.
- 6 Use evidence to drive decision-making at all levels of the system.

Our strategic approach

Customer centricity and the concept of ‘teacher time’

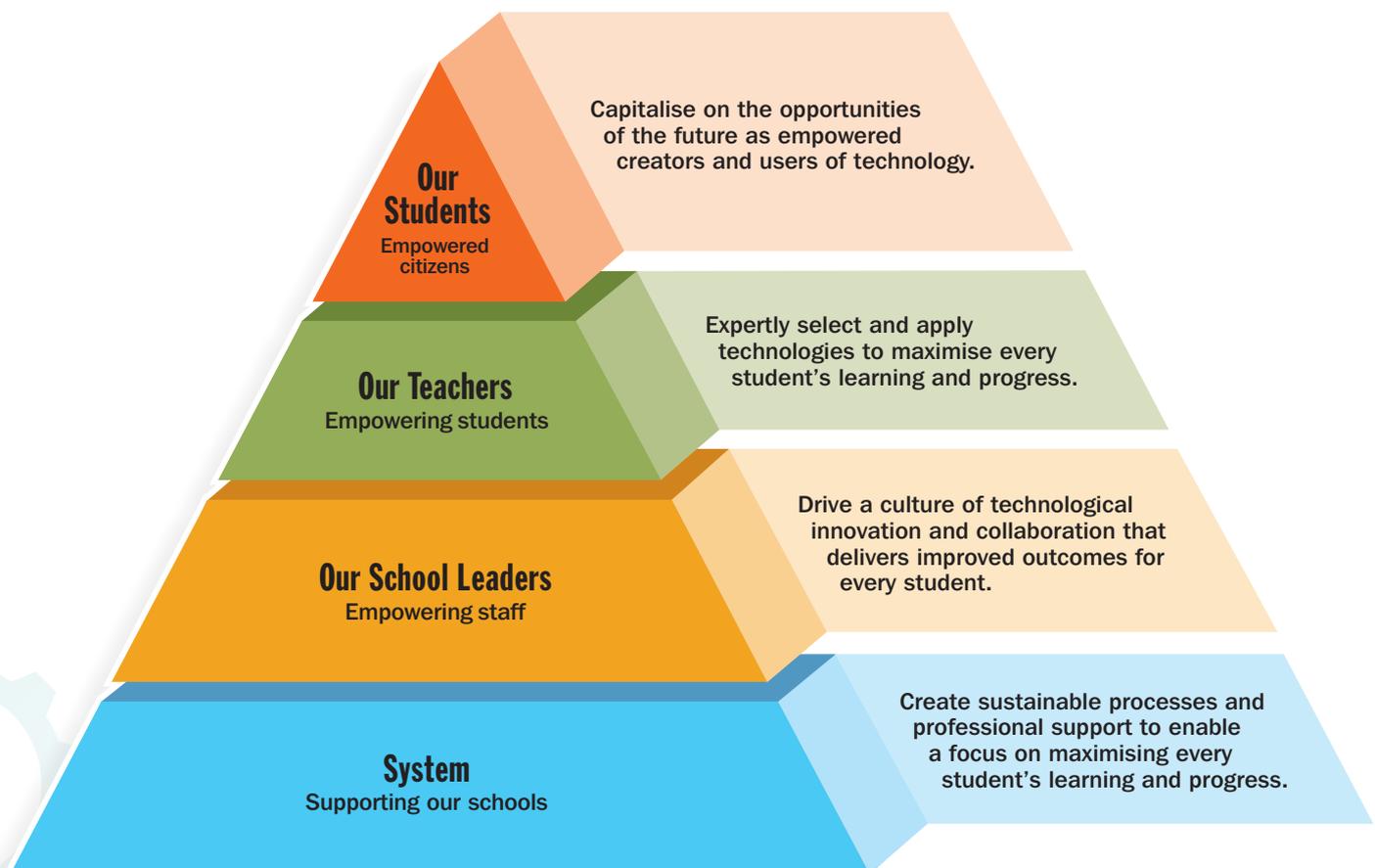
No single resource is more valuable, nor more scarce, to a teacher than time, which is an essential ingredient in ‘optimising student outcomes’. The ‘teacher time’ view of our strategy, allows us to make customer-centric decisions that align more effectively to support our purpose – the education of our students.

Pursuing simplicity in design, choice and delivery of ICT services is key to achieving this and demands that we challenge our decisions against the impact it will have in the classroom, directly or indirectly. Given the scale of the Department, small changes can magnify beneficially and detrimentally. Technology changes can impact the amount of time a teacher, or teaching support staff member, has available to be in front of their students.

Building digital capability

Providing strong infrastructure, systems, processes and supports will only have an impact where staff are equipped with the capabilities to access and analyse data to transform student learning effectively through the use of technology.

Underpinning the success of this ICT strategy will be training, tools and professional learning for staff and a system-wide culture of strategic digital innovation.





Our key strategic areas

Digital capability

- Students strategically use and create technologies to optimise opportunities in learning, work and life and manage their wellbeing.
- School leaders establish an ICT focus and strategy for their school including monitoring and managing the impact on the wellbeing of students, staff and the school community.
- As flexible, fluent, and agile digital consumers in partnership with students, teachers foster student creativity and engagement in real world problems.
- Staff are confident digital citizens with the skills to effectively use technologies relevant to their role.
- Students take an active and strategic role in using technology to achieve learning outcomes.

Delivered through:

- Curriculum delivery that explicitly addresses the changing nature of workplaces and enables students to successfully transition into post-school options.
- Digital technologies curriculum that complements the ICT general capability.
- Professional learning in digital technologies and integration of digital capabilities in curriculum and assessment for teachers and school leaders.
- ICT platform and systems support differentiated learning.
- Leveraging the expertise and experience of SIDE to provide professional learning for teachers in effective flexible delivery.

Outcome: Digital literacy is embedded into daily practice for teachers, students and all staff.

Support emerging learning technologies

- Staff discover, explore and apply new technologies in a safe and supported environment.
- Teachers strategically select and use appropriate learning technologies, including assistive technologies, and monitor their impact on student performance and progress.
- Students personalise their learning and use technology to generate ideas and new ways to learn.
- Students develop adaptable skills in technology for careers of the future.
- Technology is utilised to meet the learning needs of particular student groups eg. Gifted and Talented, Aboriginal students, and students for whom English is an additional language or dialect.

Delivered through:

- Improved leaders' understanding of emerging technologies.
- Early identification and assessment of emerging technologies.
- Advice and tools to support the selection, evaluation and implementation of ICT in schools, including integrating assistive technologies in classrooms.
- ICT platform and systems support differentiated learning.

Outcome: A platform for contemporary technologies that supports enhanced teaching, learning and service delivery.

Our strategic approach

Better connected schools

- Schools in diverse geographic and demographic settings collaborate in delivering a broad range of curriculum.
- School communications and community engagement is strengthened.
- Technology facilitates student engagement, inclusion and equity.

Delivered through:

- Core network and centrally provided bandwidth.
- Robust Standard Operating Environment (SOE).

Outcome: Access to rich online resources, virtual classrooms, enhanced collaboration and remote learning.

Keeping cyber safe

- Teachers and students model positive and responsible use of technology, focusing on wellbeing, cyber safety, global citizenship, cultural competence and ethical practices.
- Principles related to technical, social and ethico-legal aspects of digital technologies are embedded across the Department.
- Users are informed of the requirements and implications of their online behaviour and develop proactive cyber safety culture

Delivered through:

- Robust platforms such as the Standard Operating Environment (SOE).
- Department systems that are safe and secure.
- Guidelines and professional learning in the responsible and safe use of technology.

Visibility and management of digital security risks.

Outcome: Access to appropriate learning resources, in a safe online environment.

Opportunity through automation

- Greater productivity, including teacher time focused on lesson planning.
- Staff identify and contribute to business improvement.
- Processes and systems align to avoid duplication and manual intervention.
- User-centric design is adopted regardless of process/data ownership.

Delivered through:

- Transitioning existing services and paper-based processes to digital.
- Building a culture of continuous improvement.
- Generating awareness of successful transitions.

Outcome: Self-service options and process automation free up teacher time.

Increased mobility, flexibility and availability

- Students can learn anywhere and at any time.
- Staff have access to systems and information on all devices.
- Home schooling and other flexible delivery is supported.

Delivered through:

- Improved identity management and security.
- Cloud services to improve mobility and access.
- Support for managed and supported devices.

Outcome: Greater flexibility for students, parents, staff and other stakeholders.



Access to quality data

- Staff can access information to work efficiently and effectively.
- Data is shared across schools and the system to support learning outcomes, identify support services and manage transitions for both individual students and future trend identification.
- Achievement data is used to improve learning outcomes, attendance and wellbeing.
- School improvement planning, analysis and reporting is improved.
- Teachers use our systems to analyse data to accelerate student progress.

Delivered through:

- Systems capable of providing data visualisation, interrogation and report generation.
- Common frameworks that enable data sharing and minimises duplication of data entry.
- Professional learning on data analysis.

Outcome: Information enables evidence-based decision-making and enhanced collaboration.

Effective governance and support

- Ensure continuation and minimal disruption to student learning.
- All applications, business systems and online content are compliant with WCAG 2.0 level AA.
- Policy and governance frameworks provide equitable access to technology for all staff and students.
- Schools are supported to adequately protect the collection and storage of data they hold on students, staff, parents and other members of their school communities.
- Evaluation frameworks assist schools in the selection of appropriate learning and other technologies.
- Staff and students are aware of security protocols regarding their access to supported systems.

Delivered through:

- Guidelines and training on access to systems.
- Development of appropriate Disaster Recovery Plans.
- Professional learning in development of accessible systems and online content.

Outcome: Contemporary tools and services promote and support effective governance.

Our strategic approach

Our ICT services

These include:

- ✓ The Core Network - centrally provided bandwidth
- ✓ The Standard Operating Environment (SOE)
- ✓ Corporate and centrally provided applications and infrastructure
- ✓ Desktop and mobile device support for managed and supported devices
- ✓ ICT advice on school-based purchases such as bring your own device (BYOD) programs
- ✓ Network support and tools such as the ICT Dashboard
- ✓ Training in tools, programs and ICT initiatives (e.g. NAPLAN Online, SOE)

We will deliver ICT services that:

- Apply an approach that is based on the principle of equity.
- Provide effective technology supporting the goals of teachers and students.
- Deliver a consistent, but appropriately flexible core ICT platform that applies appropriate standards.
- Deliver an ICT platform that facilitates local school choices while ensuring students, staff and other stakeholders use ICT in a safe and secure manner.

Service principles

As part of the broader Department approach ICT follows principles that support Every student, every classroom, every day and its six key improvement drivers by providing technology, technical services and advice that help our stakeholders.

ICT follows the Education Business Services principles:

- **Responsive** to customer requirements
- **Flexible** in meeting customer requirements through innovation
- **Transparent** in our decision making processes
- **Accountable** to clear standards
- **Collaborative** with customers and stakeholders





The core network

Our core network can be regarded as the circulatory system for classroom technology. It is critical to connecting classrooms, teachers and students to the outside world, to innovation and the effective adoption of emerging technologies that can deliver enhanced education outcomes.

The Department's network stretches further than any other agency in the State and indeed any other state or territory in the country, and would circle the Earth over six times.

Our new 'Bandwidth Blueprint' takes the best of what we currently have, exploits new and emerging opportunities, and continues to provide flexibility and options for those schools that want to push even further.

This involves combining the use of different technologies to deliver services deployed on commercial grade internet with service levels and guarantees that better align with the needs of our schools.

In its initial phase, over 500 schools will see a tripling of effective bandwidth per user. Moving to a mixed service model and from incremental improvement to a step change approach provides greater ability for expansion now and into the future.

1. We will aim to deliver 5 to 10 times the effective per user capacity of the 2018 model over the next 5 years.
2. We will continue to strive to deliver location independent equity.
3. We will maintain the ability for schools to supplement centrally funded capacity with school funded capacity through School Managed Internet.

Standard Operating Environment

The Standard Operating Environment (SOE) has evolved over time to become a very effective foundation network and security baseline platform that allows service at scale to be delivered across the diverse school environments we serve, allowing local additions and rules to be applied by the school in line with its specific needs.

While we currently have 99.5% of our schools utilising the SOE, we plan to have **all** schools (100%) using the SOE within 5 years. With the SOE we will:

1. continue to develop the SOE platform to benefit all schools
2. pursue efficiencies and improvements through the SOE that reduce the technology workload on schools
3. directly engage with focus groups from schools in the ongoing lifecycle of the SOE
4. continue to ensure an effective security model based on SOE combining central management with appropriate local control.



ICT processes and automation

ICT processes will be streamlined and automated to the full extent possible over the next 5 years to help reduce the administrative burden on schools and other users and provide self-service options where appropriate.

As a result, more consistent and effective governance around these processes will also be delivered.

The capture of data and information in more structured automated ways will also provide better information sources that can be used to improve services to schools and other users over time.

The approach will focus on minimising user effort to achieve the required outcome driven by clear business rules. ICT will develop, with its customers, standardised interfaces, language and approaches that maximise effectiveness through familiarity and consistency, while minimising the time and effort required by users and providing opportunities for enhanced mobility.

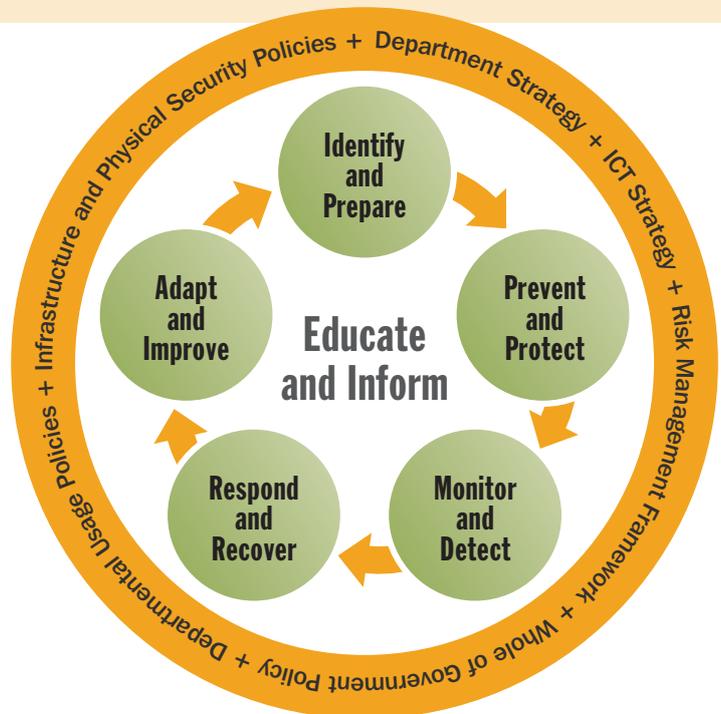
Cyber security

Our approach to cyber security is aligned to the ‘Western Australian Whole of Government Digital Security Policy’¹ with appropriate regard to the operational demands and environment of schools, and the diverse user base of the Department. Our focus is on practical approaches for the safe and secure use of core technologies and services that we deliver centrally to public schools.

Enabled with a safe, secure, common, equitable, affordable, and reliable ICT foundation, each school can explore and deploy other applications, systems and tools to meet the particular needs of their students, teachers, and the wider school community.

Key concepts in our approach to keeping cyber safe include:

- **Cyber security is everybody’s responsibility:** The most expensive lock in the world is useless if you leave the key in the door or let the burglar in!
- **Education and awareness:** Establish a cost effective method for improving security and cyber awareness for staff, students, suppliers and stakeholders.
- **Security and the concept of ‘teacher time’:** Seek options that provide protection and defence against cyber threats with the minimum impost on teacher time.
- **Cyber security needs a holistic approach:** Adopt a model that considers cyber security as a framework and that considers people, process, and systems as a whole. Technical tools and policy alone will not be enough.
- **Practical usability:** Consider the practical application, viability and varying contexts in which a cyber security measure is deployed, for example what works in a central service setting may be impractical in a school setting.
- **Credential streamlining:** Simpler credential management across a wide range of applications has operational efficiency benefits and improves security consistency.



¹ Digital Security Policy <https://www.wa.gov.au/sites/default/files/2018-06/digitalsecuritypolicy.pdf>



Innovation

We are committed to developing, adopting and fostering a culture of strategic innovation wherever there are opportunities to deliver greater value, fit for purpose services and the ability to enable schools to better meet needs that are unique to their local communities while still benefitting from being part of a system. Innovation is critical to ongoing success.

Innovation will be focused, managed and measured in accordance with the following themes:

- **Risk management** - Embrace a digital future for the Department acknowledging that all innovation involves risk and will be managed to provide greater value to all staff including teachers and students.
- **Information management** - Maximise the value of agency information from acknowledged single sources of truth for different types of information.
- **Online service delivery** - Make our services and systems securely and consistently accessible at times and places convenient to users, securely, and using an agreed variety of digital devices.
- **Solution design** - Our business solutions will be based on a sound understanding of systems and process requirements and meet both agency and Government needs.
- **Digital business systems** - Technology solutions will be scaled to the size of the need, built on top of common technology platforms, and suitable for use on the type of common devices our customers prefer to use.
- **Use of technology** - Use the most appropriate technology available to deliver and support services to all of our customers with services designed to automatically configure to suit the device they are accessed from.



Pursuing innovation will enable business needs to be met faster, capacity for scaling up and down quickly in response to changing demand, and services no longer required to shut down faster.

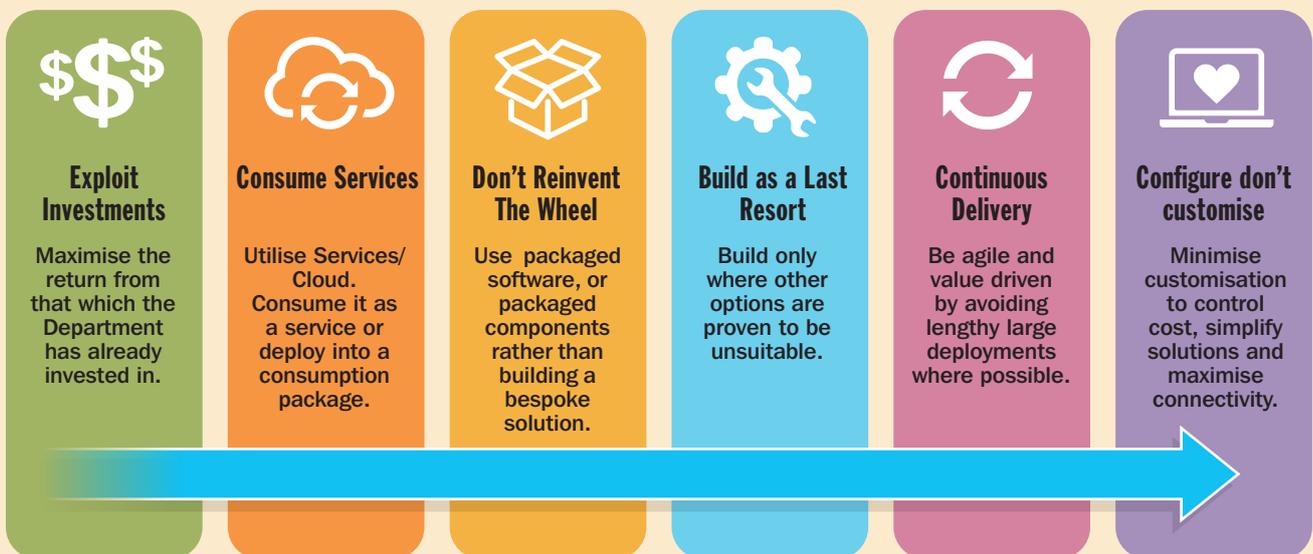
Technology choice and design principles

Demand for online services is expected to significantly increase as the impetus for information technology to support learning, collaboration, management and Government services grows. An increasingly digital world will drive the need for cost effective online services that are cyber safe and appropriate to the Department's needs and stakeholders.

Our technology choice and design principles are the basis for the future applications landscape and guide modernising the existing legacy platforms to deliver improved services and opportunities. To do this we will:

- implement common applications for whole of Department challenges to provide efficiencies, reduce duplication and support common needs
- improve application services for staff and stakeholders through the provision of more contemporary systems
- implement methodologies and architectures that reduce delivery time and are responsive to change
- consolidate, rationalise, modernise and decommission existing applications where appropriate.

In a broader sense, and respecting the above principles, technology choices made will be aligned to the Government's Digital WA strategy, with operational choices influenced as follows:



This approach is designed to ensure effective investment, faster response times to business needs and alignment with modern practice.

We will continue to maintain a lean approach to central ICT spending with the primary driver of cost effective service delivery and support of schools and employ solutions and strategies to minimise the cost.





Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA



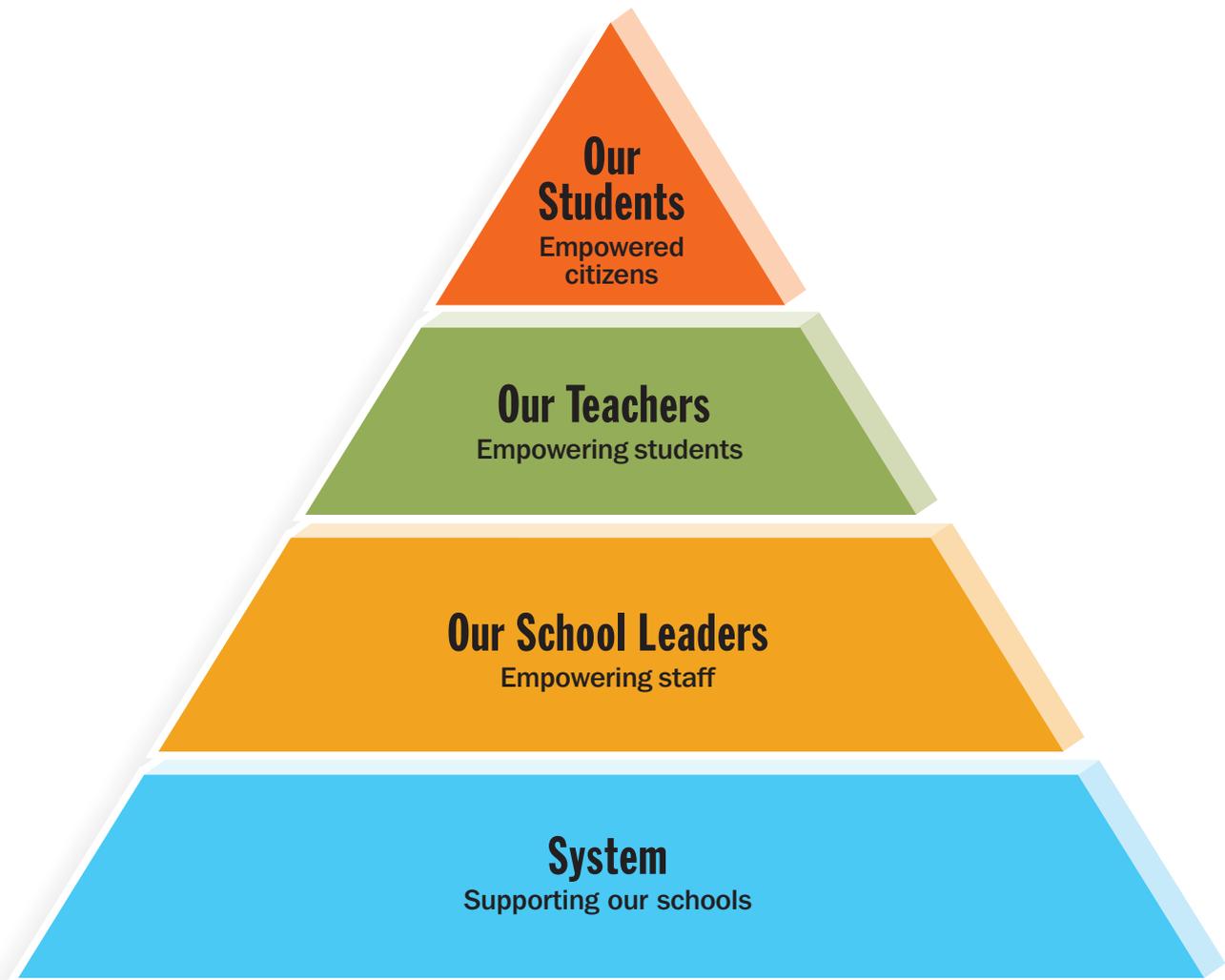
2020 – 2024

ICT VISION FOR TEACHING AND LEARNING IN PUBLIC SCHOOLS

Every student, every classroom, every day



Vision: Learning without limits



Every student is an empowered creator and user of technology



Every student's learning is maximised and personalised through technology



From the Director General

The way we educate is constantly changing. Every day, technology is playing a greater role in how we teach, transforming the way students learn.

We are already making huge strides. Introducing digital technologies into the curriculum, and embedding the ICT general capability across all learning areas, is empowering students to become confident and capable users of technology.

We all recognise that Western Australia has some unique geographical challenges when it comes to the delivery of education. We already successfully use technology to address some of these challenges, particularly in our delivery of distance education and our use of flexible, online professional learning.

But I see our challenges are much broader and evolving. Work places and job roles are changing at an unprecedented rate and we don't know what the future of employment will look like. What we do know is literacy, numeracy and technology skills will be essential for young people to prosper in the future.

I want every student to receive a world-class education. This means embracing technology and being flexible in the way we teach – to inspire and maximise learning. It means preparing students for a world that is constantly changing and evolving, by developing in them the personal capabilities and technical skills they will need for success. It also means giving you the support to do this.

It is time to take the next step and look at how we deliver education, and to support our students to learn how to appropriately assess, apply and maximise its benefits.

My goal is that we use technology to provide responsive schooling options that personalise learning to individual students, their capabilities and their aspirations. And that we use online learning resources, facilities and expertise, to help raise standards of achievement, and to improve the quality of our teaching.

This is an opportunity to establish our reputation as international leaders in education. I encourage you to join me on the journey.



Lisa Rodgers
Director General





Every student, every classroom, every day

Strategic directions for public schools 2020-2024

Our aspiration is for every student to:

Unlock and fulfil their learning potential

Be equipped with contemporary and emerging work capabilities

Develop the personal and social attributes that form the basis for future wellbeing

Achieve year on year growth in their learning throughout their schooling

Be well prepared to take the next step beyond school into further education, training or work

We can only achieve this if we understand that we are preparing our students for the world of tomorrow – not the world of today.

- **Our students** need to be ready for a future where technology rapidly evolves and creates an ongoing transformation in workplaces and job roles. This means young people must have the capability to adapt and transfer their knowledge and skills across a range of learning and work environments.
- **Our teachers** need to learn like their students and model collaboration, continuous learning and the acquisition of new skills. They also need to ensure students have access to technologies that will improve their learning and progress.
- **Our school leaders** must take responsibility for driving a culture of technological innovation and collaboration that delivers improved outcomes for every student.
- **Our support** will include developing sustainable processes and professional support that tap into the potential of existing and emerging technologies to improve staff efficiency and maximise every student's learning and progress.

By doing this, our schools will continue to grow as hubs of creativity, innovation and opportunity.

Our Students

Empowered citizens

Capitalise on the opportunities of the future as empowered creators and users of technology.

Our students will be encouraged to:

1. Be inspired to apply creative thinking and design processes to generate and test new ideas and co-create solutions.
2. Become discerning users of technology and choose the right tools at the right time.
3. Navigate the digital environment responsibly, safely and ethically, to maximise opportunities in learning, work and life.
4. Personalise their learning, and use technology to generate new ideas and new ways to learn.
5. Be empowered to use technology to create, use and communicate complex ideas clearly and effectively for a range of purposes and audiences.
6. Take an active and strategic role in using technology to achieve learning outcomes.
7. Be critical consumers of information to enrich their learning and broaden their understanding.
8. Model positive and responsible use of technology, focusing on wellbeing, cyber safety, global citizenship, cultural competence and ethical practices.
9. Be well prepared to take the next step beyond school into further education, training or work.



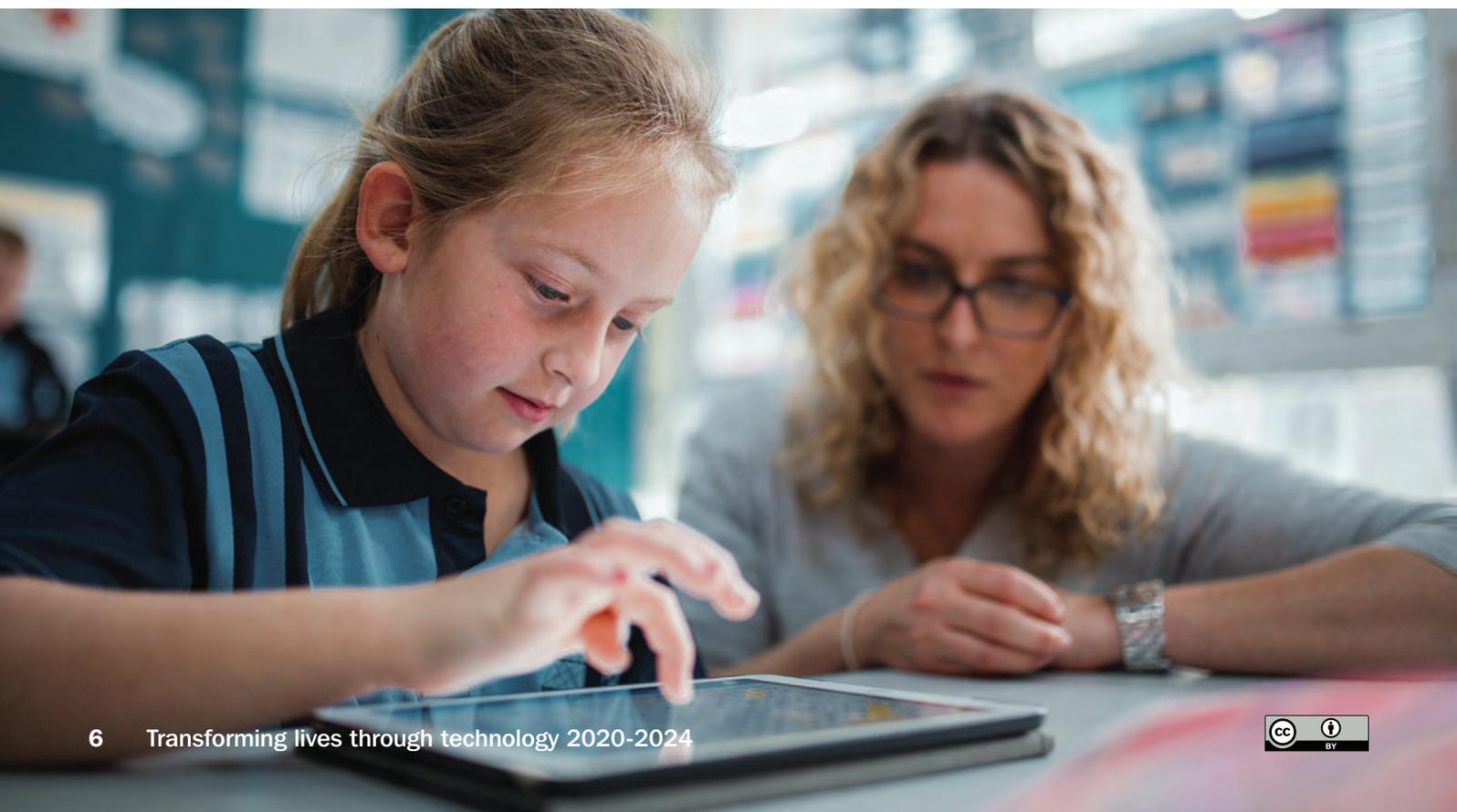
Our Teachers

Empowering students

Expertly select and apply technologies to maximise every student's learning and progress.

Our teachers will enable opportunities to:

1. Identify new and existing technological resources to enhance student learning.
2. Become flexible, fluent, and agile digital consumers in partnership with students.
3. Seek out professional learning opportunities and use technology to collaborate with colleagues and the school community to strengthen delivery of the Western Australian Curriculum.
4. Use technology to foster student creativity and engage them in real world problems.
5. Model positive and responsible use of technology, focusing on wellbeing, cyber safety, global citizenship, cultural competence and ethical practices.
6. Provide students with more powerful opportunities to demonstrate learning and reflect on their progress through technology.
7. Use technology to more efficiently and effectively collect and analyse student achievement data to improve learning outcomes.



Our School Leaders

Empowering staff

Drive a culture of technological innovation and collaboration that delivers improved outcomes for every student.



Our school leaders will model ways to:

1. Encourage staff to discover, explore and apply new technologies.
2. Lead, inspire, and promote the use of technology to open up new ways of connecting, sharing, teaching and learning.
3. Empower students and staff to actively participate in the future direction of technology and how it is used in their school.
4. Establish expectations for ongoing development and improvement in the use of technologies across the school community.
5. Promote professional learning in the implementation of technologies, based on school context and student learning needs.
6. Capitalise on the capacity of technology to support school improvement planning through the more efficient collection and powerful analysis of data.
7. Promote an environment where staff and students feel safe and supported in their use of technology.
8. Monitor and manage the impact of technology and its use on the wellbeing of students, staff and the school community.

System

Supporting our schools

Create sustainable processes and professional support to enable a focus on maximising every student's learning and progress.



Our system and school support services will:

1. Use current and emerging technologies to develop flexible and efficient processes that reduce staff time on administrative tasks to maximise the time they focus on teaching and learning.
2. Use technology to help schools, staff and students connect and collaborate with each other.
3. Identify and enable access to effective assistive technologies to promote equity and opportunity.
4. Implement whole-of-government projects and efficiencies through the better application of technology.
5. Develop safe processes and systems that support accurate data collection, analysis and data sharing, to enable schools and teachers to continually apply and improve evidence-based practices.
6. Provide professional learning opportunities to build awareness and confidence regarding the use of technology to deliver the curriculum and meet the needs of individual students.
7. Implement policy and governance frameworks that provide equitable access to technology for all staff and students regardless of location.
8. Ensure schools are supported to adequately protect the collection and storage of the data and information they hold on students, staff, parents and other members of their school communities.