



Review of Technology Procedures and Practices at Killara High School, Term 4 2014

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Executive Summary

- The team reviewed data collected over a number of days in term 4 2014 from school staff, teachers, head teachers, students and parents of Killara High School. Reference to information gathered from on-line surveys and academic and professional readings was used to format the findings.
- This review of technology procedures and practices at Killara High School was driven by the premise that access to technology is vital for a future-focused 21st Century learning environment.

Terms of Reference:

A. Technology Provision and Support

- Infrastructure, hardware and software provided by students and parents/carers
- Infrastructure provided by the school
- Maintenance of infrastructure
- Financial management of infrastructure including staffing and maintenance

B. Technology in teaching and learning

- Implementing authentic use of technology to engage learners
- Management of professional learning to support the growth in teacher capacity to use technology to promote effective learning

- While Killara High School community members reported an overall satisfaction with provision and maintenance of school computers and infrastructure there were issues with equitable access to these resources and some inconsistencies in use of technology to enhance learning.
- Overwhelmingly there is a strong desire for technology to be integrated into learning activities conducted at school.
- The integration of technology must be meaningful and authentic for learning needs to be relevant to the content being taught.
- Professional learning activities for teaching staff must be more readily available to build teacher confidence in using classroom technologies and it must be relevant to the content area being taught by each teacher.

The data presented in the following section includes the results of surveys of:

- 55 year 7 to 11 students
- 23 staff members
- 22 parents

The data was gathered over a series of days through on-line surveys, paper surveys, telephone surveys and face-to-face questions and discussions based on the survey questions.

The students were selected randomly from across each year group. Parents were invited to express an interest in contributing to the survey and parents were surveyed by phone.

Key students and teachers were also targeted for the survey such as students with disabilities who use technology as learning aids; the Head Teacher ICT; ICT support staff; and, student welfare and learning support staff.

Recommendations: Technology Provision and Support

10.1.1 The choice regarding the type of device to be brought to school should be left with parents in consultation with the policy on minimum specifications.

10.1.2 The minimum specifications will need to be considerate of the varied purposes of use that arise from course content.

10.1.3 Teachers need to accommodate a range of devices and associated platforms that students may bring into the classroom.

10.1.4 The maintenance of computer labs should be sustained and the current demands for their use and updating should be accommodated and consideration given to the aging of devices and changing school dynamics.

10.1.5 The services provided by the existing members of the technology support team need to be maintained in order to support an increasing frequency of devices being brought to school and the current level of maintenance.

Recommendations: Technology Provision and Support

10.1.6 A blended system of BYO and loan devices must be instituted to address equity issues.

10.1.7 The blended system should be supported by the continued acquisition of DER devices from students leaving school to generate a pool of laptops to be used on loan via the TSO.

10.1.8 A stock of devices needs to be set aside for short-term loan to students from families unable to provide a device. This loan system should be instituted on a trial basis and reviewed after 12 months of operation.

10.1.9 The purchase of small sized lockers positioned in A Block should be investigated for the secure storage of student devices during the school day. Access to these lockers should be free and for daily use. Additionally safe storage could be a service offered via the TSO.

Recommendations: Technology in teaching & learning

10.2.1 All lessons should have some or substantial engagement with technology in all Key Learning Areas.

10.2.2 The current number of school computers is insufficient to enable the desired level of engagement with technology to occur and consequently, a BYOD approach should be adopted.

10.2.3 For those students who cannot bring their own device, a loan facility should be made available by the school.

10.2.4 Teachers should incorporate technology into programming.

10.2.5 All teachers should be supported in the use of technology which has been programmed for the teaching of course content.

10.2.6 A range of technologies exists and each has merits to support learning and as such, these merits should be considered in the context of the content being taught. Professional learning activities which explore these merits and upskill teachers should occur within the context of faculty professional learning activities.

Recommendations: Technology in teaching & learning

10.2.7 Professional learning activities need to occur to support teachers in the management of student learning and behaviours in a BYOD classroom environment. Fundamental to this is the understanding of the Killara High School [Technology](#) Policy which applies to all students.

10.2.8 Staff need to become more proficient in the use of learning platforms such as Moodle, Edmodo, Facebook, MyEd. The increased use of learning management systems should occur to provide opportunities for student self-paced learning and project based learning activities. Staff need to be cognisant that students may be using a number of these platforms.

10.2.9 Killara High School needs to strive to be a paperless environment and this goal needs to be integrated into the Killara High School Strategic Plan.