

# ICT in the Teaching and Learning Environment

2008 Sabbatical Report

Findings from visits to Queensland and England



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# Summary Findings and Observations.

In Term 3 2008 I was able to undertake a study of ICT in the teaching and learning environment in Queensland and England. This report summarises the major findings and observations identified during the visits.

The sabbatical experience involved attending a New Zealand PPTA Principals' Council Tour to Queensland in July when a number of key senior officials from the Queensland education system addressed the tour group. It also allowed visits to selected state schools in Brisbane. A further visit to an Independent College in Buderim on the Sunshine Coast gave further information about ICT in the teaching and learning process.

In September visits were made to five schools throughout England. These were schools located in different locations, serving different communities. Observations made during this time are recorded in this report. The schools in England were selected as schools in a "normal" situation and not designated as leading edge institutions. This was deliberate as looking at ICT in general schools would give a better picture of how ICT was being applied in a standard setting.

In general terms teaching and learning and general directions in education are very similar in Queensland (and probably other Australian states) and England. Many of the issues which are being faced in New Zealand are very evident in both Queensland and England. This applies to other aspects of education including curriculum, qualifications, Post 16 educational options and government expectations.

In common with New Zealand there has been a significant thrust to bring change to the delivery and structure of education in Australia and England. There are changes to curriculum, qualifications and particularly to Post 16 educational opportunities. Teachers are altering the way they manage their classrooms and the increasing use of ICT is altering the way in which students learn both at school and at home. Lifelong learning is very much to the fore in both Australia and England.

The increasing provision of ICT facilities in schools is resulting in new approaches in classroom. However it is quite clear that the involvement of ICT is adding to the more traditional approaches to teaching. Schools are mindful of retaining the best of the traditional approach while integrating the exiting aspects of the 21<sup>st</sup> century technologies.

In most western, English speaking, countries teachers in secondary schools have reacted in different ways to the new technologies. Observations from the schools visited clearly indicate significant provision of new technologies into classrooms with teachers increasingly integrating new approaches to their daily routines. Evident were data show projectors, computers (both PCs and laptops), interactive whiteboards, wired and wireless networks, school management systems (SMS), leaning management systems (LMS), web sites, electronic data collection recording and processing and many other ICT tools/equipment.

This has proven some challenges to schools in terms of funding the physical equipment and maintenance of systems and also the professional development of teachers who have been in the profession for some years. Younger teachers coming into the profession have been able to integrate ICT into their routines easily and do not feel threatened by the new challenges and more experienced staff are now integrating the new technologies into their routines. Many have received formal professional development while many have become more at ease because of the assistance from colleagues.

Increasing centralisation and electronic collection of data means that all schools have installed wired and often wireless networks. The instant availability of data and information through the internet and other instant communication devices has changed the approach to education.

Not all schools visited have been able to advance ICT introduction at the same rate. Much has depended on funding options. The English schools appear to have had more funding available and so have greater provision of ICT equipment and may be more advanced with ICT in the teaching process. Queensland schools are similar to New Zealand with most schools gradually integrating the hardware and software so that more ICT related approaches can be integrated into teaching. However where significant funding for property, networks, hardware and software has been applied, as in the case of the Queensland Academies or independent schools then integration of ICT is much more rapid.

Funding for property upgrade, network provision, and support personnel is critical for success in implementing new approaches for teaching. The English policy of investing significant capital into upgrading or replacing older schools is evidence of a commitment to bring schools into the 21<sup>st</sup> century. Clearly schools which were built when older technologies and teaching approaches were in vogue are not suited to the modern approach. New Zealand schools are facing this issue and there needs to be careful consideration regarding modernisation of school facilities where rooms can be large enough to cater for teaching and learning in the modern era. Too many New Zealand schools have rooms which are too small, not equipped with network links and which lack any, or enough, ICT facilities. This is increasingly not the case in England where specific policies are in operation to better use teaching spaces but many Queensland state schools face similar issues. The call for increased funding is apparent in Australia and England as well as New Zealand. To teach in the 21<sup>st</sup> century needs 21<sup>st</sup> century facilities.

We must endeavour not to fall into the trap identified by the following quote

“Here we are, the generation of tomorrow, being taught by the generation of today, using the technology and techniques of yesterday”

I feel very privileged to have been given this sabbatical award and gained considerable professional benefit from visiting schools overseas and from being involved in the Principals’ Council study tour which gave a full insight into education in Queensland. Not only was I able to see how ICT was being integrated into teaching but I was able to gain important information and ideas about curriculum, qualifications and Post 16 educational issues in England and Queensland. We are all

facing similar issues and are making changes along the same lines. The information I have gained I will share with my Board and staff at Paraparaumu College and also colleagues in other Principals' groups.

I would thank the Ministry of Education for approving this sabbatical. This report looks at ICT but also includes other observations which are impacting on New Zealand schools as well as schools in Australia and The United Kingdom.



# Summary Conclusions Queensland

## General

- State education is centrally administered through Education Queensland (EQ).
- State education caters for about 70% of students in Queensland although this percentage is lower (about 50%) in the South Eastern section of the State
- The centralised appointments system ensures that widely dispersed, distant schools are able to be staffed.
- All data from schools is collected by EQ and QSA on-line. Data is used by EQ for roll, attendance and other resourcing matters. QSA uses data from schools for qualifications purposes.
- New schools have a variety of structures. Some are traditional Primary/Secondary, some are Primary/Middle/Senior Secondary and some are P-12. The three Academies are selective and aimed at high achievers. These are the first selective schools to be purpose built in Queensland.
- Teachers and principals' pay was about the same as in New Zealand, though all employees there qualify for substantial employer subsidised superannuation (about to rise to 12%) with employees' contributions being 5%.
- A variety of types of school are starting to develop in the State sector. This to combat the strong position of Private schools, especially in SE Queensland.
- State schools are well planned but are giving the impression of being “tired” and in need of more extensive modernisation and classrooms could benefit from being upgraded.
- Rushing curriculum change should be avoided. Five years should be given for a change in curriculum.
- Several leading administrators noted the need to regain “the hearts and minds of teachers”. Systems need to ensure that teaching and learning is the focus of schools. Avoid too much compliance and let the professionals do the job!

## Curriculum and Qualifications

- Queensland has completed a review of curriculum and is now introducing a new programme. Each subject has its own syllabus with prescribed parameters which are to be reported upon.
- Each subject has a syllabus and there is a Federal mandate that all components of each syllabus are to be assessed and reported on a five point scale. Very High, Good, Sound, Limited and Very Limited. A semester model is used.
- Literacy and numeracy are key components in learning.
- Federal mandated reporting requirements operate with moderated assessments are available though EQ websites for teachers to use.
- A Year 12 (Year 13 in New Zealand) qualification called QCE (Queensland Certificate of Education) will be awarded for the first time in 2008. It is similar to NCEA Level 3. There are no lower level qualifications except for some vocational certificates. Queensland does not use external examinations to assess students' achievement and hasn't done so for more than 20 years. Teachers' judgments of their students' work are moderated by teacher subject

panels. Some principals noted participating on those panels was a great form of professional learning for their teachers.

## ICT in Teaching and Learning

- ICT in schools is similar to NZ. Most schools are moving to create wired/wireless systems and set up classrooms for more e-learning.
- Teaching tends to be traditional in approach and, like New Zealand, moves are occurring to integrate ICT practices into classroom routines.
- Federal funding is being made available for all schools to enhance provision of hardware in schools to further enhance ICT in the learning process.
- Increased promotion of ICT in teaching and learning to reflect the modern world of students.
- All students and staff need to be ICT literate.
- Key issue is how to fund the “black hole”.
- How should schools’ infrastructure be upgraded when most were built in a previous era when ICT was not the norm?
- Federal Government is putting money into schools to enhance ICT access. This is being focussed on Year 9-12 (NZ 10-13) students.
- Queensland now the “SMART” State where modern technology and modern approaches are encouraged. Queensland is no longer just a “quarry and a farm”!
- High investment in ICT, particularly infrastructure.
- PD for staff on ICT is school based but there are State funded programmes as well
- ICT should be accompanied by sound pedagogical practice which is problem based, relevant and critical
- ICT should be used to produce new and relevant information and not just used in information reproduction.
- Old technologies are not replaced by new technology, but rather, there is a blending old and new.
- Three Academies have been built in very short time and are aimed at the very able students throughout the State. There are purpose built with e-learning at the core of teaching and learning, all offer the International Baccalaureate (IB) as the only qualification. All attendees provide their own tablet and teachers have been selected to teach in the school on a 3-5 year contract.

## Vocational Post 16 Education

- There is a very strong focus on Vocational education, particularly in State schools. VET courses are wide ranging and count for QCE but not for University Entrance.
- In Australia there is a new policy for 16-18 year olds. The formal school leaving age is 16 but all 16-18 year olds must be “Learning or Earning” until 18.

# Summary Conclusions England

## General

1. State education caters for about most of students in England
2. Schools also appear to have greater funding allowing more staff to be employed both for teaching and non teaching purposes. This leads to lower class numbers. More tasks are carried out by support staff which are traditionally carried out by teachers in New Zealand. This is a result of workplace agreements.
3. Teachers and principals' pay was higher than in New Zealand, with all teachers there part of an employer subsidised superannuation scheme.
4. State education is centrally administered by each LEA with some exceptions (Grant Maintained Schools). All schools have a full budget which they use for employing teachers, support staff and other operational matters. Unless Grant Maintained all schools have payments made through each LEA.
5. Staffing allocations appear generous.
6. A variety of types of school exist depending on the LEA. Some areas have Six Form Colleges with contributing schools ceasing at Year 11, others have Year 7-13 schools, while others have a mixture of Primary/Middle and Senior schools. There are also a considerable number of traditional Public (Independent) schools as well.

## Curriculum and Qualifications

- England operates a National Curriculum and has qualifications at each level from Year 11.
- SATs (Standardised Assessment Test) operate at Key Stages, Tests at 11, 14 and 16 impact on secondary schools. Results are then published as League Tables. These League Tables form the basis of Ofsted reviews and hence become the focus of teaching and learning. Teaching for assessment is dominant.
- Literacy and numeracy are key components in learning.
- A year long approach is operational although external exams are held twice a year and students can advance or extend time spent on certain courses. Decreasing amounts of work is now internally assessed. More focus is being placed on exams.
- Each subject has a syllabus and schools select which syllabus will be used in each school. Several exam boards exist and schools may select from the examination boards on a subject by subject basis.
- A range of qualifications are available. These are the traditional GCSEs at Year 11, AS level at Year 12 and A Level at Year 13. In addition increasing numbers of schools offer NVQ (Vocational) programmes such as BTEC, Diplomas and also Apprenticeships.

## ICT in Teaching and Learning

- Increased promotion of ICT in teaching and learning to reflect the modern world of students.
- All students and staff need to be ICT literate.
- Key issue is how to fund ICT but there does appear to be increased funding available for schools to purchase equipment, especially if schools have a formal speciality when additional funding can be obtained
- There is a national policy to upgrade schools to cater for modern teaching needs. This will involve substantial redevelopment and often complete replacement. Schools will be restructured to allow for modern ICT needs to be accommodated.
- Classrooms appear to be larger with space for PCs in rooms without being cluttered. Class numbers also appear to be lower.
- ICT in schools is similar to NZ. Most schools are moving to create wired/wireless systems and set up classrooms for more e-learning. Some are significantly more advanced, others are at the same position or are not so advanced. More funding appears to be available for resource and equipment provision.
- Teaching tends to be traditional in approach and, like New Zealand, moves are occurring to integrate ICT practices into classroom routines. A focus on teaching for assessment is evident.
- All schools are moving to review and adjust teaching practices for effective 21<sup>st</sup> century learning.
- High investment in ICT, particularly infrastructure.
- PD for staff on ICT is school or LEA based
- ICT should be accompanied by sound pedagogical practice which is problem based, relevant and critical
- ICT should be used to produce new and relevant information and not just used in information reproduction.
- Old technologies are not replaced by new technology, but rather, there is a blending old and new.
- Most classrooms in schools have data projectors as well as whiteboards, allowing teachers to conduct their classes more efficiently, and engage their students in different ways.

## Vocational Post 16 Education

- A strong focus is now applied to developing Individual School/Career plans for students from Year 10. These are plans which involve parents, teachers, students and other personnel. They are aimed at assisting students to gain qualifications and follow the best educational pathways.
- There is an expanding strong focus on Vocational and alternative education, particularly in State schools. Vocational courses are wide ranging and can lead to entrance to Tertiary establishments
- In England there is a new policy for 16-18 year olds. The formal school leaving age is 16 but this will rise to 17 in 2012



## SECTION A

# Queensland

## Conference and Visits

Conference/School	Presenters/Contacts
New Zealand Principals Council Schools Tour to Queensland 2008	<ul style="list-style-type: none"> <li>• Jenny Hadrell. Assistant Director Education Queensland (EQ).</li> <li>• Allan Luke. Professor of Education Queensland University of Technology (QUT).</li> <li>• Paul Herschell. Assistant Director Curriculum Development Queensland Studies Authority (QSA).</li> <li>• Peter Jordan. Assistant Director Queensland Certificate of Education (QCE) Branch, Queensland Studies Authority (QSA).</li> <li>• Ian Ferguson. President Queensland Principals' Association.</li> <li>• Ian Fyfe. Assistant Director Queensland Studies Authority (QSA). Vocational Education and Training Division (VET).</li> <li>• Dr Thelma Perso. Executive Director Curriculum, Education Queensland (EQ).</li> <li>• Jeff Hennessey. Principal Boonah State High School.</li> <li>• Karyn Hart. Principal Macgregor State High School.</li> <li>• John Battams. General Secretary Queensland Teachers Union (QTU).</li> <li>• Professor Frank Crowther. Dean of Education, University of Southern Queensland, Toowoomba (USQ).</li> </ul>
Wavell State High School, Telopia Avenue, Wavell Heights, Brisbane Queensland	<ul style="list-style-type: none"> <li>• Eddie Pritchard, Acting Principal</li> <li>• Tiffany Byram, Head of Department Senior Schooling</li> <li>• Allen Anderson, Acting Deputy Principal, Head of Department Information Technology.</li> </ul>
Queensland Academy for Health Sciences, Edmund Rice Drive, Kedron, Gold Coast, Queensland	<ul style="list-style-type: none"> <li>• Leanne Nixon, Principal</li> <li>• Jane Sleeman, Deputy Principal</li> <li>• Lissa Hodson, Head of Department eLearning.</li> </ul>
Matthew Flinders Anglican College, Buderim, Queensland	<ul style="list-style-type: none"> <li>• Sharon Butson, Bursar</li> <li>• Anthony Vincent, Principal,</li> <li>• Jon Seabrook, IT Manager.</li> <li>• Steve McLean Assistant Director Curriculum.</li> </ul>

## Conference Report

- Conference attendees were Principals from New Zealand Schools.
- The Tour/Conference was based in Brisbane and was established to look at schools in Queensland.
- The programme was established to examine differences/similarities within the Queensland system with the view of gaining ideas which could be considered for introduction in New Zealand.
- The programme involved presentations from key leaders from Education Queensland (EQ, Queensland equivalent to the Ministry of Education), and Queensland Studies Authority (QSA Queensland equivalent to NZQA except it has more curriculum responsibility). It also included presentations from key academics and Principal/Teacher leaders.
- The programme included visits to two schools for each delegate from 16 schools which hosted the delegates.

## Key Note Speakers

- **Jenny Hadrell** Assistant Director Education Queensland (EQ). Former Principal of three State High Schools.

### General

- State education caters for about 70% of students in Queensland although this percentage is lower (about 50%) in the South Eastern section of the State
- There is evidence which indicates increased numbers starting to attend State schools with the current economic downturn.
- About 1300 State schools, 40,000 teachers and 500,000 students
- Reducing “footprint” with school amalgamations and closures in areas with falling rolls. Increasing number of P-12 (New Zealand 1-13) schools. Older areas have lost population as the populations matures, which has led to falling rolls as well as increasing numbers of apartments in renovated inner suburbs which are not popular for those with young/teenage families.
- New schools being built in the rapidly expanding new areas, especially in the South East. This includes three Academies which are selective and aimed at the very able students.
- Many small schools especially in the rural and isolated areas of Northern and inland Queensland.
- New schools have a variety of structures. Some are traditional Primary/Secondary, some are Primary/Middle/Senior Secondary and some are P-12. The three Academies are selective and aimed at high achievers. These are the first selective schools to be purpose built in Queensland.
- All state schools are co-educational

- Four State High schools are over 2000 with some Primary schools now over 1000.
- A key challenge is to maintain personal contact in these large schools where parenting may not be good especially in lower socio economic areas.
- Education Queensland is promoting BAS (Believe, Achieve, Succeed) in its schools
- The three Academies have a different focus. One has an emphasis on Mathematics, Science and Technology, one on Creative Industries and the other on Health Sciences. All link with Universities and all students study for the International Baccalaureate (IB).
- Strong focus on Vocational Education for senior secondary students (VET).
- Education Queensland is a bureaucratic system with a series of levels to manage schools.
- EQ appoints all staff to schools. All complaints are handled by EQ.
- Staff only appointed twice a year. Any interim vacancies are short term and are filled by Principals/EQ in consultation.
- Principals have 1Term long service leave after 10 years. Any acting positions are filled by EQ. IT may involve a teacher from the same school acting in a higher position but if there is no-one with high enough points status then another person will be moved, short term, from another school. This may involve several moves from schools over a short term period.
- EQ operates an Aspiring Principals programme which identifies and offers PD for aspiring Principals.
- Any teacher can be transferred anywhere in the State. If a teacher is transferred to a remote area they gain points which allow them to return to the South East at a more rapid rate.
- All States and Federal Parliaments are now Labour controlled.
- State has identified a need to concentrate more on able students to remain at the forefront of international education so that students can be global citizens, where they can become part of a flexible, bright and able workforce.
- Importance being placed on engaging with indigenous peoples with the view to enhance the educational performance of these groups. PISA results indicate the same as New Zealand with poor performance from the lowest 15% where indigenous people are over represented.
- A question raised by Jenny was how should Education Queensland and its schools create an environment for good teaching? Am interesting question which is very much the same issue which exists in New Zealand schools.
- EQ needs to attract and retain is workforce.
- How should schools become an increasingly important agent in assisting with social issues without putting too much pressure on its teachers?
- Jenny felt that EQ had “lost the hearts and minds “ of its teachers in the last 20 years during which time too much time and emphasis had gone from teachers as the key to students’ learning (a view which common with New Zealand). She sees the role of teachers as the key to students susses and greater emphasis must be placed on the role of the teacher and less on compliance issues. Workload balance must be restored.
- Principals should model work/life balance.

#### ICT Related

- Promoting the use of ICT in teaching and learning to reflect modern world of students.
- All students and staff need to be ICT literate.
- Key issue is how to fund the “black hole”.
- How should schools’ infrastructure be upgraded when most were built in a previous era when ICT was not the norm?
- Federal Government is putting money into schools to enhance ICT access. This is being focussed on Year 9-12 (NZ 10-13) students.

## Allan Luke



**Professor Allan Luke** from the Queensland University of Technology presented challenging research information from a range of countries on the theme of promoting social equity and high achievement in a competitive secondary school environment.

[View presentation.](#)

- Professor of Education Queensland University of Technology (QUT).
- Formerly Dean of Education, University of Queensland, Deputy Director General and Ministerial; Adviser to the Queensland Minister of Education, Foundation Dean of Research at the National Institute of Education, Singapore and former teacher at James Cook University in Townsville,.
- A highly experienced and influential educational researcher and academic Allan has been highly involved with the development of Queensland's "New Basics" and "Rich Tasks" as part of curriculum development.
- He spoke on a range of matters including re-focussing education in the Western World, curriculum, assessment, importance of teachers, the Finland experience, re-structuring schools, creating more opportunities for the gifted and able and re-focussing youth who have lost contact with mainstream society.

### Some key ideas

- Allan also noted the need to regain "the hearts and minds of teachers". Systems need to ensure that teaching and learning is the focus of schools.
- Avoid League Tables
- Avoid high stakes assessments particularly over three years.
- Create more professionalism in teachers with more Professional Development, higher status, higher pay and less compliance.
- Let educators run schools, they are not businesses.
- Governments need to attract and retain teachers. Pay needs to be right and further qualifications also need to be recognised.
- The system in Finland was used as a good model. Here students do not start until 7, teachers all have Masters degrees or higher, pay for teachers is high, teaching and learning is the focus for schools,
- Literacy and numeracy are key components in learning.
- All teachers should be able to assist raise achievement of poorer performers.
- Advisers should be available to assist schools with literacy and numeracy development.
- "Most learning is not assessable" (Eva Baxter 2008). Assessment tends to focus on the elements which are assessable.

- Secondary schools don't all have to have the same structures. In Singapore and also now in Queensland there are different models being created.
- For example Senior Colleges for the gifted, Polytechnic style Colleges, links with TAFE (Technical and Further Education), Academies, P-12 schools, Middle schools etc.
- International Baccalaureate (IB) now in 52 schools in Australia. Has a vigorous academic approach but does not suit all top students. However it is traditional in approach and there is nothing special about the pedagogy. It still is a high stakes assessment model for senior students but does allow a pathway for the elite. It does cost all students to take the programme.
- Allan has worked on a programme for homeless youth in Queensland who have become disengaged with society and leave with no qualifications. These are often poor "whites" and indigenous people from low income areas.
- New Basics and Rich tasks are better suited to primary/Middle schools where students work in classes with one teacher. In Secondary Schools the approach is less effective as the teaching is by a variety of teachers and the focus is more subject specific. Some of the concepts can be applied within subjects at a junior level but only to a limited degree. This view was supported by several Principals attending the Conference.
- He notes that the programme has been successful. Its main components include involve with technology. Students develop video portfolios, documentaries and are based in sites away from standard main stream schools.
- There is strong collaboration and is aimed at enhancing social and cultural capital.
- Allan notes the following as characteristics of High Quality Schools
  - Increasing amounts of low stakes assessments. No League Tables.
  - Simple, locally modified curriculum (Reduce content).
  - Inclusion of ICT as part of teaching and learning, not as an end in itself.
  - High quality, adaptive teaching workforce.
  - Strong equity focus.
  - Limited streaming.
  - Clear scaffolding for seniors in terms of career/academic pathways.

**New Zealand Principals attending address by Allan Luke**



**ICT Related**

- No longer are schools just providing human resources for industry. This 20<sup>th</sup> century model is being replaced with new models to educate 21<sup>st</sup> century global citizens who live in an age of new technology.

## **Paul Herschell**

- Assistant Director Curriculum Development Queensland Studies Authority (QSA).

## **Peter Jordan**

- Assistant Director Queensland Certificate of Education (QCE) Branch, Queensland Studies Authority (QSA).

### Key Ideas

- Paul and Peter spoke about the new Queensland Certificate of Education (QCE)
- QSA is a mix of NZQA and the Curriculum Division of MOE. It has more responsibility for curriculum and syllabus development.
- It also has responsibility for other post school qualifications.
- It registers all courses. Senior secondary subjects are divided into two groups. Those which can be taken for “University Entrance” called OP (Overall Position) in Queensland; these are Queensland Studies Authority Subjects. Other subjects which can be taken for QCE (and some other qualifications) are called Authority Registered Subjects. Schools and students are fully aware of the balance in these courses and students are counselled into which programme they follow.
- Courses of study may vary in length and students select the best fit of programmes to suit them.
- A semester model is used.
- QCE is a new qualification and, in essence, is similar to NCEA and gives the equivalent qualification to NCEA Level 3. There are no qualifications at lower levels. There is a literacy and numeracy requirement. Details of the structure of QCE can be obtained from [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)
- QCE has been modified during the last few months and this has caused some confusion in schools.
- The courses and standards based assessment has not changed. Queensland has had Standards based assessment for some years where each course is assessed, based on performance against set criteria, and then levels of performance established. This is then used to establish the Overall Position (OP), subject to a two day four section standardising set of assessments which are generic in nature but high stakes in terms of how they are viewed by students, teachers and parents. Complex!!
- There are no exit examinations for VCE or OP (except for a few who live in remote parts of the State where exit exams are available). Few others take them.
- IB is not part of VCE or OP but it is an alternative pathway for University Entrance.

- Each subject has a syllabus and there is a Federal mandate that all components of each syllabus are to be assessed and reported on a five point scale. Very High, Good, Sound, Limited and Very Limited.
- Each element has State assessments and tasks which can be used. All assessments are QSA approved before they are given to students.
- In the senior school similar approaches operate with standardised assessments and panels to decide and grades between schools.
- In Australia there is a new policy for 16-18 year olds. The formal school leaving age is 16 but all 16-18 year olds must be “Learning or Earning” until 18.
- Hence schools are now involved in working with students and parents on SET (Senior Education and Training) Plans. This is a requirement for all schools and involves students from Year 10 (NZ Year 11) onwards. All schools have programmes to meet this requirement. This model is reflected in the New Zealand Schools Plus model
- The other impact is that school have significantly widened there senior courses to include a considerable number of VET (Vocational) courses often in association with industry, tertiary institutions, TAFE Colleges and other organisations and employers.
- There is a call for a national curriculum across Australia.
- Each State has its own curriculum and qualification system. This does create some problems when students move from State to State and into Australia from overseas. Even moves within the State can be complex.

#### ICT Related

- All data from schools is collected by EQ and QSA on-line. Data is used by EQ for roll, attendance and other resourcing matters. QSA uses data from schools for qualifications purposes.



## Dr Thelma Perso



**Dr Thelma Perso**, Executive Director Curriculum for Education Queensland, dealt with the need to be focussing on the key questions: What are our students learning? How do we know? What are we doing about it if they are not? [View presentation](#).

- Executive Director Curriculum, Education Queensland (EQ).

### Key Ideas

#### Queensland basic facts

- Changing demographics: refugees; migrants
- 20% QLD children living below Henderson Poverty line
- Indigenous 7.8%,
- ESL 12%
- Urban 65%, rural 31%, remote 2%, very remote 2%
- 1 300 schools
- 50 000 students
- 10 regions; 36 districts
- Secondary 14%, primary 76%, combined 7%, special 3

#### Curriculum

- Curriculum is all the planned learning that is offered and enacted by a school.
- The challenge which now exists in Queensland, following a full review of curriculum practices and syllabuses, is
  - *“Building enduring components of curriculum regardless of political influence”*.
- The curriculum review 1998-2000 led to “New Basics” and Rich Tasks operating in some trial schools. This has remained with most schools still operating the traditional system. The new approach suited Primary schools better.
- However all schools need to review and adjust teaching practices for effective 21<sup>st</sup> century learning.
- Literacy and numeracy remain key components of learning.
- New Queensland Curriculum has seen curriculum alignment with new syllabuses introduced, which will be reviewed on a 6 year cycle.
- A strand approach has been introduced with key areas to be reported. A 5 point scale is used for reporting (A-E) with A the top grade (Very High, Good, Sound, Limited, Very Limited). This is a Federal requirement.
- Focus has been on changes to curriculum in the middle years.
- Teachers have access through “The Learning Place” to assessment item banks.

- Comparable assessments (QCATS) are taken State wide in Years 4, 6 and 9 (Years 5, 7 and 10 in New Zealand) in English, Maths and Science and reported on A-E scale. There are no League Tables
- Curriculum is much more than a syllabus, which outlines what is to be taught. It is dynamic and encompasses:
  - the learning environment
  - resources
  - teaching approaches and strategies
  - assessment programs and methods
  - the values and ethos of the school
  - the relationships and behaviours among students and teachers.
- These are all interconnected and provide the experiences that contribute to student learning.
- Standards-based curriculum
- Qualities being judged A-E include:
  - Knowledge of concepts, facts and procedures
  - Communication skills (ability to explain, justify, synthesise, analyse, describe, reason)
  - Ability to question, investigate, design, reflect
  - Ability to apply learning in a range of contexts
- Reporting on Student performance
  - This means that for every student their report should show what they've learnt and how well they've learned it.
  - The A-E achievement codes are an indication of the quality of the learning, not the quantity.
  - The A-E achievement codes are an indication of 'how well' the student has learned the curriculum
- Implications in the classroom
- The assessment tasks developed by teachers need to ensure that :
  - learning quantities (Essential Learnings), and
  - learning qualities are explicitly taught and deliberately assessed
- Question: what could this look like? See this example from mathematics

1. Find the area of this shape:



*Question:* Will this question give evidence about a student's understanding of 'area'?

- 2.

*A shape has a perimeter of 14 metres. What might its area be? Explain your answer, support it with diagrams.*

3.

*What is the area of a pool blanket needed to cover a swimming pool 5 metres long and 3.2 metres wide? Explain your answer.*

Assessment type	Requirements	Possible maximum <u>Achievement level</u> if all assessments like this
Find the area of shape: given dimensions 2m by 3m	Lower order factual knowledge and skills; rote learning possible	E/D
What is the possible area of a shape with perimeter 14 metres? Explain answer and support with diagrams.	Higher order reasoning and conceptual knowledge and skills, high level communication skills, problem-solving	A
Size of pool blanket for rectangular pool; explain answer	Medium knowledge and skills, some reasoning, some communication	C/B

- **In no way is this meant to imply that teachers make judgements about student quality based on one question (remember: assessment is comprehensive!)**
- **If students only have access to assessment tasks that require low levels of knowledge and cognition then they are only able to demonstrate learning at an E or D standard; the teacher controls this!**
- **The teacher must ensure that the full range of assessment tasks provides the student with the full range of standards (this is clearly helped if each task provides access to the full range!)**

Some key challenges for curriculum delivery and teacher focus

- Same standards (content and achievement) for all students irrespective of ability
- No ‘modified’ curriculum
- From ‘intervention’ being the role of specialists (and increasingly linked to special education) to *all* teachers as interventionists
- From a culture of blaming (and labelling) students to one of intellectual challenge for all
- Not ‘dumbing down’ the curriculum by putting a ‘ceiling’ on what they have access to

- ‘bridging’ mismatches (what can I do to bridge the cultural, social, emotional, behavioural, linguistic, learning style divides through my pedagogy?)

#### Student Achievement Data

- Identifies student learning needs (if based on information gathered from quality assessment tasks)
- Identifies professional development needs of staff
- Provides opportunities for professional discussions
- about student learning
- Can confirm good practice → celebration
- Can alert staff to the need to try something different

#### Data used to identify priorities

- Targeted teaching of groups and individuals based on reflection of pedagogy (100% of student cohort)
- e.g.
  - boys literacy needs
  - Indigenous numeracy needs
- Intensive, collaborative teaching
- Use modern technologies to assist with the learning process
- 2%-4% of student cohort may need specialist assistance

*“Good assessment information allows for targeted teaching. It can only serve this purpose however, if teachers are focussed on the teaching-learning relationship and how to improve it; without this focus, assessment becomes a tool for labelling”*

*(Timperley et al. 2003)*

#### For all levels of the system

- Are our students learning?
- How do we know?
- What are we doing about it if they’re not?

#### Curriculum reform in Queensland (and also in New Zealand).

##### Key needs

- Curriculum policy and definition
- Curriculum alignment
- Whole-school intervention for improvement (using student data)
- A focus on what is enduring
- Don’t rush. This process of curriculum change will take at least 5 years. A two year time frame is not realistic.

## **Ian Fyfe.**

- Assistant Director Queensland Studies Authority (QSA). Vocational Education and Training Division (VET).

### Key Ideas

- VET becoming increasingly important in Queensland and Australia in general.
- Queensland is very advanced with VET programmes, more so than other States. There is no specific Federal model.
- Federal funding of \$A2.5 billion has been earmarked over a 10 year period for VET programmes.
- More senior school links with VET programmes
- Increasing TAFE Colleges in Australia
- Queensland now the “SMART” State where modern technology and modern approaches are encouraged. Queensland is no longer just a “quarry and a farm”!
- Increasing number of Tertiary vocational qualifications.
- Most State High Schools have links with local industries/TAFE Colleges etc
- Many schools have specialist programmes where specific industries are dominant. For example Aviation College near Brisbane Airport has a variety of aviation orientated courses, school in the north have mining based courses and those near the wine growing areas have viticulture and wine industry based programmes.
- The need to enhance skills of the workforce in the 21<sup>st</sup> century is the spark for the current VET moves
- TAFE colleges being rationalised to avoid duplication. An ICT focussed TAFE is found on the Sunshine Coast
- Secondary students attending TAFE courses do not pay any fees, nor does the school.
- TAFE courses can count towards QCE.
- There are some lower level (Year 10) certificates which students can gain in vocational areas. An example is a Work Place Readiness Certificate Level 1.
- School based apprenticeships have also been available since 1997.
- Schools can gain registration to offer VET courses themselves.
- A major issue is around getting staff to teach the courses. This is a particular problem as the potential teachers can earn far higher salaries working in the trade or industry. As an aside a Courier mail lead article seen while attending the Conference noted that Macdonald’s in Mackay had brought employees from the Philippines and was paying their managers A\$50000 because most local employees had moved to the mining areas for better pay.
- Schools have the flexibility to offer as many VET courses as they can manage but it is dependent on funding and staffing.

- **Jeff Hennessey.**
- Principal Boonah State High School.
- Boonah State High School is a rural school inland from the Gold Coast in the highlands away from the coast.
- It is a farming area and has a high number of students involved in VET programmes.

#### Key Points

- Jeff brought three senior students to the Conference and they outlined how their technology classes had worked together to build a new Canteen for the College. This was an integrated approach and has served the School well. Jeff outlined more of the process including issues associated with bureaucracy.
- All students in his school have a SET (Senior Education and Training) Plan. This starts in Year 10 (Year 11 NZ) and is updated as students move through the senior school.
- The mentor will be the student's mentor for 3 years and meets with the student and parents to establish review and revise the plan. It is important in terms of course selection, career needs and linking with the Tertiary sector. It also includes integrating VET courses while students are at school.
- All Year 9 (Year 10 NZ) students undertake a Career Education programme. which involves goal setting and initial work on courses and possible careers.
- Members of the community are used to assist and offer career related guidance and also assist those who are at risk of failure.
- The school uses tradesmen to assist in classroom programmes
- Flexible Vet type courses offered include links with Private Providers, working with tradesmen, apprenticeships, links with TAFE Colleges and operating VET courses themselves with QSA registration.
- Timetables are adjusted where possible but students involved in Work Experience programmes/Vet Courses have a reduced school programme and have to make up work missed. Students have a balanced programme between vocational and academic courses and are eligible for the QCE. However those involved with VET may not be eligible for OP. They may get University Entrance though attending a TAFE course after leaving school.
- Literacy and Numeracy are key components to all courses including VET programmes.

#### Suggesting about getting started with VET

- Start small
- Develop partnerships
- Talk and link with the community
- Develop trust and credibility
- Identify community needs
- Manage the risks
- Evaluate programmes and seek feedback.

## Frank Crowther

**Professor Frank Crowther** is widely regarded as one of the leading researchers in the areas of school leadership and school innovation. He explored types of leadership, acknowledged the work of New Zealand's Professor Vivianne Robinson and described processes for determining our own leadership traits. [View presentation.](#)



- Dean of Education, University of Southern Queensland, Toowoomba (USQ).

### Key Points

- Frank talked about Leadership and teaching
- He identified 4 different leadership styles

#### 1. Strategic

- Cool and calculating
- Results driven
- Born organizer
- Objective decision maker
- “The buck stops here”
- “I did it my way”
- Harry Truman

#### 2. Transformational

- Charismatic
- Egotistical
- Inspirational
- Dreamers
- “Dream the impossible dream”
- “I have a dream”
- Martin Luther King

#### 3. Advocacy

- Moral responsibility
- Accept people as they are
- Agitated by unfairness
- Motivated by a deep sense of justice

- “The song of angry men”
- “Let’s keep them honest”

#### 4. Organisationwide

- Teamwork
- Collective responsibility
- Process not people or personalities
- Shared understanding
- Consultation
- Consensus
- “Where ordinary people do extraordinary things”
- “We’re all in this together”

### **Vivianne Robinson Research**

#### **Leadership Dimensions that Impact Upon Student Outcomes**

- Establishing Goals and Expectations – **Small impact**
- Strategic Resourcing – **Small impact**
- Planning, Coordinating and Evaluating Teaching and the Curriculum – **Moderate impact**
- Promoting and Participating in Teacher Learning and Development – **Large impact**
- Ensuring an Orderly and Supportive Environment – **Small impact**

### Frank Crowther Research

#### The key IDEAS components

- Parallel leadership
  - Parallel leadership is a process whereby teacher leaders and their principals engage in collective action to build school capacity. It embodies mutual respect, shared purpose and allowance for individual expression.
- School wide pedagogy
  - A school wide pedagogy (SWP) is a set of agreed pedagogical principles that enables the professional community of the school to accentuate priority pedagogical processes, build upon each other’s successes and learn professionally in focused networks.
  - An SWP reflects both the school’s distinctive vision and authoritative educational thought. It is developed by the teaching staff out of their pre-eminent T,L&A practices.
- Protocols for professional practice
  - Are your core values, hopes and aspirations for the future clear to you and to your colleagues?
  - What is your special gift for teaching?
  - What do you do to enhance the quality of your whole-school workplace?



- How do you enrich your school's distinctive pedagogy through your professional sharing and learning?
- What educational philosophy guides your professional work?
- Organisational alignment
  - "An institution is like a tune; it is not constituted by individual sounds but by the relations between them." Source: Peter Drucker (1946). Concept of the Corporation, p 26

" Into the post-industrial world into which we are entering, schools will be located at the centre of the community. Professionals who create new knowledge and meaning will be the leading class. Peter Drucker, 1995.

## **Review of Visits to Greater Brisbane Schools by Conference delegates**

- Some schools are new and have new facilities
- It facilities increasing rapidly
- Federal funding earmarked for ICT
- High investment in ICT, particularly infrastructure.
- PD for staff on ICT is school based but there are State funded programmes as well
- Strong academic focus leading to University Entrance (OP) still strong in schools.
- High stakes exit qualification
- Variety of Vocational pathways being developed
- Strong VET courses more in State schools than Independent schools
- Learning or Earning for 16 and 17 year olds
- SET Plans
- Students well dresses
- School environments good.
- Building usually double storey with verandas and lots of trees
- Classrooms rather tired and needing to be brightened up
- New curriculum with defined syllabuses which have assessments available and reporting (national mandated) on a 5 point scale
- Absence from school leads to text messages being sent to parents
- Centralised system controlled by EQ
- Schools do not appoint staff
- Teachers can be moved anywhere in the State
- Maximum class sizes (28 in junior school and 25 in senior school)
- Time allowance for staff is 3.5 hours per week, no allowances for Year 1/Year 2 teachers. HODs teach about 50%
- HODs responsible for staff, curriculum and departmental discipline
- Strong career counselling.
- Limited personal counselling.
- Staff shortages in certain subject areas
- Maintenance budgets are low
- Staff work space and staff rooms limited
- Concentration now on availability of specialist schools for able students by State. This to combat the dominance of Independent schools for the able
- Lot of school based fundraising
- No apparent appraisal system for staff
- Classroom delivery quite traditional but some moves to integrate ICT

## **INDIVIDUAL SCHOOL VISITS**

### **Wavell State High School**

<http://wavellshs.eq.edu.au/wcmss/>

#### Background information

- Wavell State High School opened in 1959, is a large and highly regarded State Secondary school in the Inner Northern suburbs of Brisbane.
- The student population is about 1320 – this number is capped and managed through an enrolment management plan established in 2004. Approximately one third of the students are drawn from a defined, local catchment while the majority of students gain enrolment through selective entry requirements. Acceptance of enrolment is based on academic achievement, sporting performance, talent in the arts or some combination of these attributes.
- Reports indicate that the school had some physical modernisation in 2002 with refurbishment of classrooms and development of specialist teaching areas. However some of the classrooms still looked tired and would benefit from further refurbishment. The allocation of funding for maintenance looked rather low.
- Facilities include a swimming pool, modern large sports complex, performance centre/assembly hall, wired computer network and well equipped library and specialist classrooms.
- Wavell has an established reputation built on traditional values including high standards of discipline and pride in appearance. It uses this approach to attract students from outside as well as inside its designated home zone.
- The school has achieved good academic results, and has wide ranging cultural, leadership and sporting activities.
- The school gives strong recognition to its teaching staff who make a significant contribution to the lives of its students.
- The school believes that high quality teaching is vital for high quality learning.
- Core subjects in the Junior School are taught at Extension, Core and Foundation levels to enhance the success of each student.
- The Senior curriculum includes a very wide range of academic and vocational subjects. A large number of students are involved in a variety of VET programmes. As a result many leavers from Year 12 (Year 13 New Zealand) have moved into further vocational training or into the workforce.
- Sporting programs are structured to enable students to excel in their chosen fields of interest while high quality Music, Dance and Drama programs enable students to perform at a variety of prestigious events.
- Schools of Excellence for Music, Drama and Rugby League in the Senior School build on, and showcase, the high quality programs offered across the school.

#### **Facilities relating to ICT**

- Wavell State High School has six well equipped networked computer laboratories. These rooms are used for IT courses but can be booked by other

subject classes. They are located around the school to allow for easier access by all subject areas.

- 26 rooms are equipped with multimedia capabilities including data projectors and surround sound systems. Planning for all rooms to have data show projectors is underway.
- All of the rooms are air conditioned. The school has a filtered broadband internet connection for research and study by students and staff.
- The library has two pods of laptops (wireless) in the library for student use. There are also pods of 15 computers in rooms attached to the library which are used by small groups and/or Media Studies students for research or specialized activities.
- Many rooms have a couple of PCs in the back of the room for research
- Some rooms have docking stations for laptops which are linked to datashow projectors.
- New Federal funding has been issued to school to have one laptop between two students in Year 9-12. Wavell will receive the funding (which could be \$A1000000 over five years), which can be used for any hardware but not software or support, and expand the number of pods around the school. It is looking at converting old prep rooms etc into centres for the new pods. Fitting the new technology into physical structure built some time ago is causing some problems.
- An initial funding of \$A 312000 is being sought. This is based on a projected need of 312 laptops at \$A1000 each. However the question is being raised about what funding will be available in 5 years time as the IT resources are in constant need of replacement.
- All staff have laptops which the school has purchased.
- All software licences are purchased by the school.
- The School also has a video conference room
- The school has a permanent systems administrator and employs a "youth" trainee each year as well as a part time technician/ webmaster.
- A2008 Annual Budget is \$A132.000 with \$75000 from EQ for IT, \$48.5 from student levies and \$8.5 from the Schools Parents and Citizens Association (Parents' Association equivalent). This can be used for software and support.
- Servers are Windows 2000
- Two electronic whiteboards are in operation but are restricted in who uses them as they are permanent fixtures

## **2007 overview**

The 2007 Wavell SHS Annual Report identifies some key strategies and current thinking which are also being considered in many New Zealand schools

### **Teaching Strategies:**

- The School's goal is to develop and deliver relevant, engaging and meaningful curriculum programs.
- Its teachers will focus on:
  - Intellectual quality.
  - Global and local connectedness.

- Supportive social environments.
- Recognition of differences.



Students working in computer lab at Wavell State High School

- Significant professional development over recent years used productive pedagogies as the focus for effectively engaging students in the learning process.
- The school recognised that teachers require an array of teaching strategies, as no single approach suits all situations. These situations differ according to differences in grouping of students, taking into account the backgrounds of students, their learning styles and abilities.
- ICT should be accompanied by sound pedagogical practice which is problem based, relevant and critical
- ICT should be used to produce new and relevant information and not just used in information reproduction.
- Old technologies are not replaced by new technology, but rather, there is a blending old and new.

#### **How computers are used to assist learning (2007 data)**

- The *EQ* ICT grant of \$85,960.00 and approximately one-sixth (\$30 / \$180) of student Textbook and Resource Scheme contributions were combined to give an overall budget of \$118,450.00 for ICT. This budget was used primarily for the following:
  - Purchasing equipment and technical support to implement *Education Queensland's* Managed Operating Environment (MOE).
  - Supporting the rollout of 101 laptops under the 'Computers for Teachers' program.
  - The replacement of over 65 PC lab computers.
  - The provision of ICT technical support.

- On-going maintenance of existing ICT equipment.
- The re-development of the Wavell State High School web site.
- A summary of computer resources in the school is as follows:
  - Computers for student use: 341
  - Desktop Computers for staff use: 51
  - The number of computers in the school for student use has increased to 341 from 313 in 2007. This gives a computer to student ratio of 1:4.1 in 2007. This compares favourably with *EQ*'s benchmark ratio and the average Queensland statewide ratio of 1:4.4.
- ICT is to become an integral part of Wavell's learning environment. This is to be achieved by:
  - Ensuring that ICT is available and used appropriately.
  - Training teachers to be skilled in using ICT to enhance student learning in all subject areas.
  - Enabling students to negotiate the 'what, when, where and how' of using ICT in their learning and assessment activities.

## **IT and Curriculum Delivery**

- Year 8            One 70 minute lesson per week
- Years 9-10      Two lessons per week (elective)
- Years 11-12    One course leads to OP The other leads to QCE but not OP
- On line courses available for Business and Early Childhood courses
- Evolving towards fewer IT specific courses and more towards integration of IT into standard subjects.
- The current preferred model of delivery is for units of work to be developed by one teacher, in association with others, and then other staff trained on the delivery and then each class is taught the unit.
- This will give more staff opportunity to feel comfortable with using ICT as a learning tool and also give all students access to this approach. This method will also improve staff competence in this field and should lead to further collaboration and sharing of units of work. It should reduce work load.
- Common resources include MS Office, Photoshop and Google
- Year 8 programme is aimed at basic packages
- Year 9-10 elective courses involve programming, robotics, web page development, game making etc
- Senior programmes are more advance
- Graphics courses use PCs in the entire programme.
- Facebook and Bebo are blocked by EQ
- Wavell SHS uses Blackboard as its intranet but to date students do not have access from home. This is planned as part of the next phase when students and

parents can access data about performance and courses study information (similar to Moodle)

- The Learning Place is also used for teachers to obtain resources, assessments and lesson plans.
- AB Tutor is used to monitor computer use.

**Software Used and Topics Covered in Computing Subjects Include:**

- Artificial Intelligence - Expert Systems, MicroExpert, Lego Robotics
- Databases - Microsoft Access, SQL (Structured Query Language)
- Developing Webpages - Microsoft Frontpage, Macromedia Flash (Drawing and Animation Suite), Macromedia Dreamweaver
- Digital Image Manipulation - Macromedia Flash, GIMP (Graphical Image Manipulation Program), IrfanView
- Microsoft Office Suite - Word, Excel, Access, Visio Modeller
- Programming - Borland Delphi, RoboPascal
- Social and Ethical - Equity and Access, Censorship, Privacy, Free Speech, Copyright, Plagiarism, Intellectual Property, The Internet

Other relevant ICT related information

- EQ operates a MOE (Managed Operating Environment) which is a centralised system to which all schools are connected. It has a standard framework for all school to record student data, attendance and performance data. Data is regularly accessed by EQ without the school being aware.
- QSA data (for VCE and OP) is also held and sent 3-4 times per year.

# Queensland Academy for Health Sciences

<http://www.qldacademies.eq.edu.au>

## Queensland Academy for Health Sciences



- The **Queensland Academy for Health Sciences (QAHS)** is a selective high school located in Queensland, Australia.
- QAHS offers the International Baccalaureate Diploma Program to students in years 11 and 12, and is also open to year 10 students, who study a shortened version of the IB Middle Years Programme.
- The school aims to attract students wanting to enter the scientific, medical and health-related industries, and is only open to the state's 'best and brightest' high school students. Students are performing over two years above their age cohort.
- QAHS first opened on Tuesday 29th January in time for the commencement of the 2008 Australian school year. The following day, an Official Opening Ceremony was held in the school's Lecture Theatre, which was attended by the foundation principal Leanne Nixon, the foundation deputy principal Jane Sleeman, and dignitaries including the current Queensland Premier Anna Bligh and Education Minister Rod Welford.
- Student entry to QAHS is a two-phase process. Firstly, students complete an entry exam, which is generally held between June and August in locations throughout Queensland. Special requests to sit the exam outside of these test locations can also be made for people who live in rural areas or cities outside of Queensland. Successful students then move on to an interview with Education Queensland staff. Students who are successful in the interview will receive an invitation to attend the Academy by letter from the Director General of Education Queensland.
- Staff regard teaching at QAHS as being in “Educational Heaven” as the students are all high achievers and keen to learn

### ***Facilities/General Information***

- The QAHS campus features seven university standard science laboratories, a multimedia suite, a sports and recreation centre and a 500 seat lecture theatre.



- In addition to this, students are also able to have limited access to facilities, including the library and lecture theatres, at the nearby Griffith University Gold Coast campus.
- All of the facilities on the QAHS campus with the exception to the gym are air-conditioned.
- The site is small being on 2.5 ha.
- The School runs 5 one hour lessons. It starts at 8.30 and two periods run before a 40 minute break. Three periods then run. There is no further break.
- A refectory is available for all students
- Lockers are modern and located undercover
- Standard classrooms are flexible in design with moveable glass partitions. Four rooms are located in each complex with a central study/It facility in the centre. This allows for individual work/research and also for larger group work if appropriate.
- Staff facilities are not extensive, in fact rather cramped.
- There is a central work space with work stations but no real central staff room as is the case in NZ. This was common in other Queensland schools visited.
- The school only has nine support staff.
  - Librarian
  - Assistant Librarian
  - Lab Technician (with a PhD)
  - Computer Technician
  - 2 Office staff
  - 2 Finance managers
  - Caretaker/Groundsman
- The Principal and Deputy are permanent appointees; all other staff have been hand picked by the Principal and have a three year contact. There is no policy on renewing contracts yet. The average age of the staff is mid 30s compared with low 50s throughout the State. Teachers have been selected because of academic ability and teaching performance
- All staff are IB trained and could be poached by private schools..
- 60% of the students have come from private schools.
- There is a strong link with Griffith University which is located next door. Griffiths has the largest Medical Training Hospital in the Southern Hemisphere.
- Students who attend QAHS and who perform well in IB can accelerate their time at Griffiths by going straight into Year 2 in many medical based programmes.
- Students take the IB over 2.5 years and can also take Griffiths courses in Year 12.



Lecture theatre at Queensland Academy of Health Sciences



Classrooms with moveable glass walls and study areas at Queensland Academy of Health Sciences

### ***Use of Technology***

- All students who enter the Academy are required to obtain a Tablet PC for use in their classes, and subsequently, the majority of the work conducted at QAHS is able to be done digitally. The tablets cost \$A 2800 but should be able to be used through to university.

- All classrooms on the QAHS campus have data projectors as well as whiteboards, allowing teachers to conduct their classes more efficiently, and engage their students in different ways compared to traditional schools.
- Many classrooms also have access to videoconferencing equipment so that students can interact with industry professionals and other high-profile figures from around the world.
- The school features smart-card access to most exterior main doors as well as the interior doors inside the science laboratories for higher security.
- The smart-cards also offer electronic roll marking at any smart-card terminal, replacing traditional teacher roll marking.
- The entire campus also features wireless internet access and audio loops. Curriculum delivery involves access to the intranet and internet. Large numbers of wireless points are located in each room
- The library is predominantly electronic with books also stored electronically. There are few hard copy books. The library has access to on-line data bases including Griffith University which is located next door.
- Large study/meeting rooms are located off the library.
- Film studies is an important component and high level technology facilities are available including a green wall which is used for transposition processes in film making
- All notices are sent to staff and students electronically.
- Each room has a document camera which can be used to scan documents and send to each student in the class immediately. This is then stored on the students' tablet.
- Learning is predominantly e-learning.
- This reflects where students are in the 21<sup>st</sup> century.
- Mobile phones are used in the classroom for learning purposes.
- A lot of work is through experimentation
- A lot of networking on-line and face to face occurs.
- Staff have access to EQ ICT Pedagogical Licence. This is an on-line process by which teachers enhance their IT skills in the learning process.  
[www.education.qld.gov.au/strategy/tsdev\\_pd.html](http://www.education.qld.gov.au/strategy/tsdev_pd.html)

*All students are studying towards the International Baccalaureate*

- Because of the selective nature of student entry, the two-year International Baccalaureate courses studied at QAHS is fast-tracked.
- Year 10 students (Year 11 in New Zealand) at the Academy study an accelerated version of the IB Middle Years Program and begin their Year 11 (Year 12 New Zealand) education in Term 4.
- Additionally, several subjects, including Psychology, Business and Management, and Mandarin are able to be anticipated by Year 11 students, allowing them to complete the normal two-year course in one-year.
- This allows students more time to complete other requirements of the International Baccalaureate program, attend focused lectures and tutorials, as well as earning credits towards their university education.
- A variety of subjects are currently offered at the Academy that are aimed to provide all students with a balanced and solid foundation entering health science, and other high-level university fields.

- As per the rules of the International Baccalaureate, one subject from each of the groups must be studied. However, students at QAHS have special permission from the IBO to study two sciences (one in place of a traditional 'Group 6' subject) due to the specialisation of the school in the health sciences field.
- Group 1 (Language A1): **English**
- Group 2 (Second Languages: **Mandarin**, and **French**)
- Group 3 (Individuals and Societies): **Psychology**, **Business and Management**, **Information Technology in a Global Society - ITGS**
- Group 4 (Experimental Sciences): **Biology** **Chemistry** **Physics**, **Exercise Science**
- Group 5 (Mathematics and Computer Science): **Mathematical Studies** **Mathematics**
- Group 6 (Arts and Electives): **Music** Any 'Group 4' subject



Refectory at QAHS



Classrooms with flexible working space at QAHS. (Computer facility links at end)



QAHS classroom

## Matthew Flinders Anglican College

<http://www.mfac.edu.au>

### Matthew Flinders Anglican College



*Faith, Skill, Endeavour*

- is an independent, co-educational day school located on Queensland's Sunshine Coast in the suburb of Buderim, approximately 100 kilometres north of Brisbane.
- has over 1200 students. It includes a Primary School (P to Year 6) and a Secondary School (Years 7 to 12).
- has internet and intranet access is available on over 500 computers located across the campus, as well as a comprehensive range of software programmes.
- Has a wide range of teaching aids is also available, including 35 TVs/DVDs/video recorders, 8 home theatres, 50 CD/cassette players, 50 overhead projectors, 5 interactive whiteboards, plus numerous data projectors, and still, digital, and video cameras.

### ICT Matters in general

- 4 IT support staff
- 2 Audio Visual support staff
- Windows servers
- Wired network also limited wireless system.
- Click view used as a main package
- Students do not have access to the School network.
- Some bring laptops but not many
- Can access from home to students own section on the network.
- Budget \$A600000 per year for support, hardware and software.
- Money will be coming from the Federal government to meet the 1-2 ratio of laptops in Year 9-12. However the amount will be about \$A118000 as the school already has high computer availability.
- Most staff have tablet laptops supplied by the school (purchased not leased).

- Tablets are available for students in the English area
- Teaching notes/programmes are available on the school intranet.
- Suites of computers are available in the following areas and can be booked by any teacher
  - 2 for IT courses
  - English
  - Industrial Skills (Design Technology)
  - Graphics
  - Science (2)
  - Business Studies
  - Humanities
  - Music
  - Primary School(2)
- Every other room has 4 PCs
- Data show projectors in most rooms
- Interactive white Boards in primary classrooms, with the plan to have them in each room over 4 years.

### **General Information**

- Students study towards OP
- Excellent OP performance in recent years
- Strong extra curricular programme.
- Excellent facilities.
- Low staffing ratios

### **ICT Related**

- The key question being posed relates to using ICT in the learning process.
- PD is available through the State but most work is being done internally.
- Staff are taking on new classroom approaches with new technology being provided.
- It still remains a challenge for some staff but not the students.



Library IT access at Matthew Flinders Anglican School



Standard Computer suite at Matthew Flinders Anglican School



Graphics room at Matthew Flinders Anglican School





Some graphics work from Year 10 (NZ Year 11) students at Matthew Flinders Anglican School

## Useful links regarding ICT in Queensland Schools

<http://education.qld.gov.au/smartclassrooms/>

<http://education.qld.gov.au/learningplace/>

<http://www.learningplace.com.au/defaulteqa2.asp?orgid=35&suborgid=234>



The ICT Learning Innovation Centre is the Department of Education and the Arts' premier professional development centre for the education sector.

Developed in 2004 in partnership with the University of the Sunshine Coast, the ICT Learning Innovation Centre has been designed to deliver leadership in learning using Information and Communication Technologies (ICTs).

As the only Centre of its kind in Queensland, the state-of-the-art facility promotes the innovative use of information and communication technology to enhance learning and deliver quality-assured services in education.

Designed for life in the 'Smart State', the ICT Learning Innovation Centre is supporting the development of Smart Classrooms, and assisting teachers to make technology an integral part of student learning.

The Centre is focused on developing and incubating innovative teaching and learning practices, and creating new teacher/educator professional development and training opportunities across Queensland.

A test-bed for new and emerging technologies and innovative pedagogical approaches, the ICT Learning Innovation Centre explores partnerships with industry and service providers to realise the learning potential of these new technologies.

The Centre will:

- develop and incubate innovative teaching and learning practice to provide leadership in learning technology and create new Teacher/Educator professional development and training opportunities aligned to the Standards for Teachers;
- foster innovative student centred learning approaches through research and development into new technologies and learning applications;

- promote partnerships with the University of Sunshine Coast and other higher education institutions to explore new ICT career pathways for students, joint research opportunities and professional development experiences for teachers and educators linked to curriculum initiatives;
- expand international student, teacher (preservice, inservice, undergraduate and postgraduate), administrator, corporate education markets on the Sunshine Coast; and
- establish a reputation as the ICT brokerage and conference centre of choice throughout Queensland through providing a range of quality assured services including: coach/mentoring, consultation (audit), situated learning practicums, instructional design, integrated curriculum planning, accredited (certificate) programs and quality e-learning support systems.

## SECTION B

### ENGLAND

#### Visits

School	Contacts
The Radcliffe School, Milton Keynes	<ul style="list-style-type: none"><li>• Mr John O'Donnell, Head Teacher</li></ul>
Whitby Community College, Whitby, North Yorkshire.	<ul style="list-style-type: none"><li>• Dr Sue Morgan, Deputy Head Teacher</li><li>• Mr Paul Armstrong HOD Information Technology</li></ul>
Caedmon School, Whitby North Yorkshire.	<ul style="list-style-type: none"><li>• Phil Kershaw, Senior Teacher</li></ul>
Lincoln Christ's Hospital School	<ul style="list-style-type: none"><li>• Dr Andy Wright, Head Teacher</li><li>• Mr Chris Williams, Former Deputy Head Teacher.</li></ul>
Tideway School, Newhaven, Sussex	<ul style="list-style-type: none"><li>• Mrs Anna Brookes, Deputy Head Teacher</li></ul>



## **The Radcliffe School, Milton Keynes, Buckinghamshire**

[www.radcliffe.milton-keynes.sch.uk](http://www.radcliffe.milton-keynes.sch.uk)

### **General Information**

- Former school of report author
- 1000 students, coeducational school taking students in Years 7 to 13. The school has a home zone but can also take other students, which it selects. There is no ballot for places. Not all out of zone students are selected. School roll is increasing through higher retention and more students applying for places at the school.
- Specialist Sports School (pending awaiting confirmation of GCSE results)
- Oldest school in Milton Keynes. School established 1960, having transferred from previous site as a Grammar School. Became comprehensive in 1968.
- Increasing sixth form size.
- School undergoing change with head teacher who has been there for about 3 years. Improving Ofsted reports and increasing roll. GCSE results have shown considerable improvement between 2000 and 2007.
- Absence remains a worry with average absence about 9% of which 4 % is unauthorised
- House system operational with students in each house having a different tie, in the colour of the house.
- Predominantly European students but with a significant number of Asian and Afro-Caribbean students. Also increasing students from Eastern Europe. Variety of socio-economic groups as students from rural areas are from more wealthy families
- School about to undergo complete rebuild. One older block was destroyed by fire. The buildings are being removed and the land, along with some other parts of the school is being sold for housing. The new school will be completely rebuilt with modern facilities on the current playing field area and the old school completely removed and new playing fields created. The idea of complete modernisation of school buildings is a national priority to reflect changing physical needs of schools in the 21<sup>st</sup> century.
- Current developments in facilities will be able to be transferred to the new buildings.
- Grant maintained school. School funded for staff and all operations and it manages all aspects including payroll.
- Range of GCSE courses available
- AS and A level programmes for Sixth Form. Year 12 take 4 subjects for AS level and Year 13 take 3 subjects for A level. B Tech courses also operational in Years 12 and 13 for vocationally focussed students.

- General Studies is a course for Year 12 and 13 subjects. This is a wide ranging course which can be taken for A level.
- Most courses now are fully external with reducing internal components.
- All schools have to set targets for GCSE results based on students performance at Key Stage 3 (Year 9) and Ofsted (UK's ERO) base reviews on a school's GCSE results
- Vocational courses are based in one part of the school. Several staff involved. Students may take standard courses but study essentially for the B Tech qualification, which is vocationally focussed.
- There are still some major issues on how to integrate Vocational with traditional. Mainly the issues are structural around timetabling but also around funding and how the courses are perceived.
- Integrating work experience can be difficult with health and safety requirements and the reluctance of employers to take on students on a one day a week basis.
- Strong links have been developed with Milton Keynes College where senior students attend for some of their vocational courses.
- Links exist with The Open University, based in Milton Keynes, and other Tertiary providers to enhance learning opportunities for Sixth Form students.
- More students at school in Year 12 and 13 with a push for further training/education for 16 and 17 year olds. School leaving age to rise to 17 for students currently in Year 7.
- All students from Year 8 are mentored regarding subject choice, progress and career direction. This involves parents teachers and the meetings occur twice a year formally and regularly in tutor time. Tutor groups are about 25 (too large according to the staff and are mixed levels). No additional funding available however English schools appear to be better resourced than NZ schools, certainly for personnel costs.
- Students will stay in the same tutor group from Year 7 to Year 11.
- About 70% of students remain at school post 16. About 30% go into workforce with or without further training, undertake part time work, move away or fail to gain employment
- Students with behaviour issues can be isolated in a special room. This is managed by support staff working under senior teacher management, and sometimes by teachers.
- Students are placed in the room with work to do and are seated in individual carrels.
- Curriculum identifies different learning needs and styles of students
- Focus on literacy, numeracy and ICT skills.
- Class sizes about 20-25.
- Staff work about 20/25 hours per week. No allowances for Beginning teachers but there are for HODs etc.
- Wide range of clubs but limited Saturday sport.
- Citizenship is a compulsory course and a lot of local studies are involved in many programmes.
- Key curriculum competences are as follows.
  - Competences for Learning
  - Competences for Citizenship
  - Competences for Relating to Others

- Competences for managing situations
- Competences for managing information.
- Much of the junior programme, Key Stage 3 (Year 7-9) is compulsory.

### **ICT Specific**

- Data show projectors in most rooms.
- Several rooms also have interactive whiteboards.
- 3 newly equipped computer rooms. 30 machines in each room. These are used for IT courses but can be booked if free. Rooms are around the school and there are plans for more rooms in the new school. New machines are a result of older system being unstable and frustrating for students and staff.
- Small pods of computers are available for senior student use at any time. Sixth form students have their own computer suite for individual work. Printers are also available.
- Rooms are bigger than most rooms at Paraparaumu College and most have pods of PCs for student use.
- New set of mobile laptops about to arrive for classroom use
- Wired system with wall socket or dropper connections. Also a wireless network
- Several servers throughout the school. Windows servers and windows operating system
- Intranet operational with work plans on-line.
- Students able to access intranet from home.
- Students may submit work on-line and work marked and returned electronically.
- PE Department is leading the move into more ICT in teaching. All programmes are using ICT research based work and stunts follow an individualised programme with teacher guidance.
- Staff are expected to use ICT if facilities are provided
- Staff vary in use of ICT. Many, particularly younger, staff have moved easily into the new system while other staff have reacted in different ways. There are training opportunities to staff to become competent and resources are shared.
- Staff share resource development and all programmes are on the Intranet which can be accessed from home and at school.
- Few students bring laptops. No student access from own computers at school. Restricted and controlled access to information
- New school will have parent access to student data, although this may commence before the new school is completed.



Small workroom for senior student individual study at The Radcliffe School



Sixth Form study room at The Radcliffe School.





Computer room at The Radcliffe School. PE class working on guided research programme

## Whitby Community College, Whitby North Yorkshire



[www.whitbycc.co.uk](http://www.whitbycc.co.uk)

### General Information

- School opened 1912. Part of original building still in use, for administration and as it is a listed building it has restrictions on changes which can be made.
- Funding managed by LEA.
- A Year 10-13 school, which is almost unique in England.
- 800 students on the roll.
- New uniform for students in Years 10 and 11. Students in Sixth Forms throughout England do not wear uniforms in State schools with only a very few exceptions.
- Students are predominantly European and produce good results but because they come in with high performance the value added is not high. They are already high performers. Hence the school was regarded by Ofsted as needing improvement. In 2007/8 the school achieved its best GCSE results ever with 62% of Year 1 students gaining C-A\* results. It is no longer regarded as needing improvement by Ofsted.
- It has developed learning partnerships with local contributing schools.
- School is a mixture of old and new facilities.

- Newly remodelled technology facilities have created good design technology rooms. High value machines but limited student use. Many older larger traditional machines have been removed or isolated to technicians' areas. Here they can only be used by authorised and trained personnel. The students have no opportunity to use these machines.
- Collaboration exists between local schools. Some courses are based in one school and students travel for special courses, especially sixth form programmes.
- The College offers a range of courses including GCSE, BTEC, AS, A Level and GNQV programmes. More students are returning to the Sixth Form .
- All students who are 16 or 17 have the right to a place in a local school to undertake further study.
- Schools also share resource development.

### **ICT Specific**

- Data show projectors in most rooms
- Interactive white boards in most rooms, all with speakers and linked to a data show. Aim is to have interactive whiteboard in each room.
- As a Technology College additional funds are available from a Central fund to allow for the purchase of technology based equipment. This has assisted in the purchase on computers and also other high cost equipment in design technology.
- The school has about 220 PCs and laptops for student use.
- Each teacher has a laptop with network and internet access.
- Attendance is still manual.
- Students may use computer rooms on an individual basis for research/study if space is available when other classes are operating.
- Wired and wireless networks, with a move towards a wireless system, especially in the more remote areas of the school when installing a network system is difficult.
- ICT is an A level course
- All computers are numbered
- 2 computer labs. One fully for It the other may be booked. Fully used.
- One laptop lab with technician located in the room.
- Design Technology have their own set of laptops.
- Library set up as a learning centre with a variety on computers available for research on an individual basis. A bookable laptop facility is located downstairs and a new laptop lab is about to be established.
- The school is strengthening its use of laptops. They are stored in carriers and are charged after use.
- Network speed is 100 m bit
- National curriculum requires ICT use in all learning areas.
- There is an expectation for teachers to use ICT equipment if it is provided. This is happening more rapidly now. A range of ICT is used including videos, cameras, as well as standard computer uses.
- Intranet operational with work plans on-line.
- Students able to access intranet from home.

- Students may submit work on-line and work marked and returned electronically.
- Many departments place work programmes on the website. The aim is to have them all using this system.
- A lot of A Level resources are available through the site [www.fatmax.org](http://www.fatmax.org)
- The College is moving to a virtual network with off site hosing.
- Current website is based on Dreamweaver and is hosted by the Local Education Authority (LEA). The LEA hosts most of its schools' websites.



Interactive whiteboard in computer lab at Whitby Community College.



Computer room at Whitby Community College

## **Caedmon School, Whitby North Yorkshire**

[www.caedmonschool.n-yorks.sch.uk](http://www.caedmonschool.n-yorks.sch.uk)

### **General Information**

- A year 7-9 (Key Stage 3) school. An uncommon structure for schooling in England.
- Students go to the neighbouring Whitby Community College
- Horizontal unstreamed classes.
- 500 students on the roll.
- Ethnicity similar to Whitby Community College.
- Isolation “Inclusion” room for students with behaviour issues. Operated by staff as part of their contact allocation. All incidents are recorded and computerised using school developed computer system. No SMS link for behaviour reports to date.

### **ICT Specific**

- Data show projectors in most rooms
- ICT is taught as a separate course and also is integrated into standard programmes.
- Some subjects have strong ICT components in their programmes.
- Collaboration with other schools common. See [www.mscschools.net](http://www.mscschools.net)
- Staff use of ICT is variable. Some use it a lot and sharing of resources and working together is encouraging more use. There is an expectation for staff to develop ICT use in teaching programmes.
- Students use ICT as part of their learning automatically.



Classroom with computer access at Caedmon School.

**Lincoln Christ's Hospital School Lincoln, Lincolnshire**  
**LINCOLN CHRIST'S HOSPITAL SCHOOL**  
A SPECIALIST LANGUAGE COLLEGE



1904 part of Lincoln-Christ's Hospital School

[www.christs-hospital.lincs.sch.uk](http://www.christs-hospital.lincs.sch.uk)

## **General Information**

- 1400 students in Years 7-13
- School has motto “Celebrating the Past. Embracing the Future”.
- School has a home zone and takes rural students into Year 12 and 13.
- Many students travel by bus. School’s own bus transports some Year 12 and 13 students from a rural area where the local school only goes to Year 11.
- The College offers a range of courses including GCSE, BTEC, AS, A Level and NQV programmes. More students are returning to the Sixth Form.
- The school runs its own Building/Construction course which is open to students from other local schools.
- Post 16 students are funded differently to other students. The school identifies a number of places and is funded for them. Any additional students do not attract additional funding. Funding is for students to attend, complete course and gain minimum qualifications. Funding is agreed with the Funding Council. This is a new system which has operated for the last
- If the numbers are not reached then lower funding will be given the following year.
- Students who move take the funding with them at any level.
- School receives about £6.2m for all costs. Money held by LEA and school authorises payments. Payments managed by contracted company.
- School does handle school raised money for trips etc.
- Support staff handle day relief, exam entries, financial matters and all attendance follow-up.
- All students from Year 10 are mentored regarding subject choice, progress and career direction. This involves parents teachers and the meetings occur twice a year formally and regularly in tutor time. Career Service personnel are brought in if necessary.
- After Year 11 increasing numbers are returning to the sixth form. Others go into the workforce, into apprenticeships, to further education and a small number drift away.
- 14 different diplomas offered in the senior school, some in conjunction with other schools.
- Students in Year 11 follow one of three courses.
  - Full GCSE programme
  - Core with different science and some BTEC programmes
  - Core with workplace and BTEC. Also different science.
- Tutorials offered to assist students with learning programmes.
- Internal coursework for GCSE decreasing. More emphasis on exams. No internal component for maths in 2008/9.
- High emphasis on SATs at 11, 14, and 16. School closed on day before SATs tests except for Year 9 who come in for intensive tutoring. Extra resources and emphasis on English, Maths and Science. These subjects are those which are reported in national league tables.
- Links with College of Further Education where students can take some of their programmes, especially technology/vocational courses.
- 8 languages offered at various levels in the school. The school is a specialist language school.

- School has its origins in 1086 (Norman times) and has been on the current site since 1907. The older part of the school is a listed building and cannot be altered too much. The newer part of the school was constructed after 1974.
- New sports fields/gym/all weather facility development is being funded by the sale of previously owned land away from the school.
- New uniform at Year 7. Students look tidy and keen.
- School closes early on Wednesdays and a variety of Clubs operate. Sport is managed by the PE department and a lot of outside coaches are involved. Some are paid with funds from school, British Sports Trust and LEA.
- Clubs include, drama, cooking, dance, First Aid, chess writing, film video and arrange of sports.
- No Saturday competitive sport. Games are played on Wednesdays locally.
- Pool is a 25m pool and has some community use on a hire basis. The new all weather surface facility will have a centre manager and will be used by the community on a hire basis.
- Toilets have an attendant all of the time. They are unisex with boys to one side and girls to the other with washing facilities in the centre. This appears to be working well with less vandalism and bullying.

### **ICT Specific**

- Data show projectors/interactive whiteboards in most rooms.
- ICT widely used.
- Main uses of ICT include starters, videos, images, maps and questions as well as internet access and research.
- 9 computer rooms.
- High specification PCs, networked.
- Labs are spread throughout the school with some being subject specific, some for IT and others more general.
- Languages have their own lab funded through the specialist nature of the school.
- Staff use of ICT is variable. Some use it a lot and sharing of resources and working together is encouraging more use. There is an expectation for staff to develop ICT use in teaching programmes.





Interactive Whiteboard in use in Science at Lincoln Christ's Hospital School.



Technology room with PCs at Lincoln Christ's Hospital School.

## Tideway School, Newhaven, East Sussex



New school nearing completion. Due to be opened February 2009.

[www.tidewayschool.org](http://www.tidewayschool.org)

### General Information

- In New Zealand terms Tideway School would be classified as a low decile school. It serves Newhaven, a cross channel port in Southern England and the town is identified as an area of deprivation.
- The school is undergoing major rebuilding. In fact the whole school is being rebuilt after a major arson destroyed a substantial amount of the school. Another older block has also been closed because of asbestos. Hence the school is housed in temporary accommodation except for the sports area which is newer and has remained intact during recent years.
- The school has also been decapitated in the last 5 years as a result of LEA decisions. One was to build and open a new secondary school in a nearby town and the key decision to focus Year 12/13 education in three large schools in Lewes, Brighton and Eastbourne. These sixth form colleges are very large (1500 plus) and offer a range of courses for their students.
- These changes have seen the roll drop from over 1000 to the current roll of 700. This led to several staff taking voluntary redundancy and the total staff numbers dropping by about 15. Hence the average age of the staff is now lower.
- The school runs a wide range of programmes including GCSEs, NVQ, and BTEC streams. It offers several new diplomas at Year 11 level. It has links

with Sussex Downs College, a local Tertiary institution, which assists students with vocation courses.

- An extensive programme exists for student's course and career guidance. This commences in the early years but is a major part of a student's programme from Year 10. It is also a critical part of students' exit provisions as they leave Tideway after Year 11. In the 2006/7 year 71% of leavers went on to Further formal education and training, 16% went to employment with 13% either unemployed or unknown. This last figure being a little reflects the nature of the community.
- Examination results in 2007 and 2008 are much improved and reflect an emerging standard of education and focus in the school. Teachers work hard at programmes for teaching and learning.
- A new uniform was operation for students from September 2008 and all students must be in the new uniform by January 2009.
- The school operates an extensive "inclusion" policy as part of the national government's "Every Child Matters" policy. This policy has 5 strands and they are built into programmes of learning.
  - Being Healthy
  - Staying Safe
  - Enjoyment and Achievement
  - Positive Contribution to Society
  - Economic Well-being
- Special Needs students are well funded but those with behaviour issues are not well funded. Much falls on schools to manage the difficult students. The worst can be transferred to a local PRU (Pupil Referral Unit) but this is short term. The school has also appointed a person to tutor students who might be in danger of failing. This person is on a two year contract and works with students to assist with their learning. This is not classroom based and occurs at other times.
- The school has a learning centre where students with learning and behavioural issues are based.

### **ICT Specific**

- Data show projectors and smart boards in all rooms. ICT is seen as a critical part of the teaching and learning process.
- The school is a Technology School and receives about £65000 additional funding for technology from a central fund. This has allowed for the purchase of additional equipment and resources.
- The College web site has been replaced this year by a virtual learning environment which is hosted off site. Students can access their specific areas with a personal log-in. A LMS (Learning Management System) operates and all programmes are on-line. There are plans for this system to be the method for programme delivery in February when the school will be closed for a week to allow for the transfer into the new buildings. All students will access their work through the internet using their personal log-ins.
- All students can submit work on-line and have marked and returned the same way.

- Staff who are absent can also access the LMS from home and put work for the day(s) on the site. This cuts down on paper work.
- All staff have laptops for home and school use.
- Parents can also access student performance data on line with personal log-ins.
- The School Management System (SMS) is used. All absence is recorded on a period by period basis, incident reports are electronic and full profiles about students are available, with restrictions, electronically. All data is sent to the LEA and examinations body electronically.
- Staff are ICT skilled and integrate this approach into their teaching.
- The new facilities will include all modern facilities with larger classrooms, fast wired networks with plenty of access points, electronic whiteboards, data show projectors and any other relevant ICT equipment.
- Tideway School is about to embark on a further pilot programme involving ICT on-line teaching and learning. A copy an internet report follows.

## ***Using VLEs at Tideway School***

April 2008

*Jim Fanning, Assistant Headteacher, Tideway School*

In Term 2 (November to December 2008), in their ICT lessons all Year 11 students will have the opportunity to study a six-week spreadsheet unit of work online. An introductory whole-year group session in our assembly hall will launch the project, with a presentation being made by the lead ICT teacher, supported by teaching and non-teaching staff. All further lessons will be available online, with students completing them either in school or from a location that has internet access, at a time that might not be within the normal school timetable. A programme of specialist tutorials will be offered to students (eg the use of formulae) and teaching staff will be available in lesson time for one-to-one and small group support. Teachers will also offer online support to students, aided by an e-moderator assistant. All students will take the formal online assessment test by the end of the term.

The pilot project will explore a range of issues relating to flexible learning and personalisation, including the ways in which we manage a flexible programme of study within a rigid timetable system. The effective tracking of students - who is doing what, when and where - will be closely monitored. The design of differentiated and engaging online learning opportunities and teacher workload are two areas of greatest concern. Student and parent/carer responses to the opportunities created by flexible working will be collected through interviews and surveys.

The project is based on a number of assumptions: that students will increasingly take more responsibility for their own learning and begin to develop the necessary skills required for self-supported study; that more opportunities will be created for one-to-one and small group support; that the quality of teaching and learning will improve; that the opportunities for collaborative student learning will be enhanced; and where students are studying from home that they will involve family members to support their studies.

### **The student experience**

What might the project look like for students?

*"I have ICT during Period 1 (8:15am) on a Monday morning and Period 5 on a Thursday. I attended the first lesson when a presentation was made about the kind of work I would have to do. I am studying the Excel/spreadsheets unit of work. I have a computer at home but don't have Microsoft Office on it. The school gave me a copy of Open Office to use during the project. The project took five weeks to finish (10 lessons). I chose to attend three lessons to get some support from the teacher on the use of formulae and functions. I attended all of the lessons in the last week, but did these in the Learning Resource Centre rather than the classroom, where I*

*logged in and completed the practice tests. I know that I had to get 80% in the practice tests before I could sit the real test. I did three lessons online from home. This took longer than I thought it would and I had to get support from the e-moderator. It meant that I had to regularly check the lesson area on the school VLE rather than just visit it during lesson times. One of my friends came round for one of the lessons and we worked together. I used two of the lessons to catch up with work from other subject areas, because I had already completed the ICT work online."*

Jon/Year 11

Contact: Jim Fanning, Assistant Headteacher, Tideway School

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