

# ST JOSEPH'S PRIMARY SCHOOL

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## INTERNET USE & EMAIL POLICY

### RATIONALE

Computers and the Internet provide students with a valuable learning tool and a variety of experiences linking students to a network outside the school environment. St Joseph's School is pleased to provide students access to a computer network to support their learning which is consistent with the educational and Christian mission of the school.

Students must have parental permission and must sign and return the 'Responsible Use Policy' (permission form) before they can use the network and its facilities.

This document sets out the guidelines for students and staff of St Joseph's School for the Acceptable Use of the School's Intranet and Internet Access. The computers and network have been installed in the school for educational purposes and use of these facilities must reflect these purposes.

*Remember: access is a privilege, not a right.*

### Acceptable Use

- Users will follow the guidelines set out in Appendix 1 at all times.
- Research in support of education and academic research, consistent with our school
- Mission Statement
- Communication with others for academic purposes by means of email
- Downloading of appropriate information for personal or class use.
- Publishing Web pages for educational purposes.

### Unacceptable Use

Staff and students accessing the school's Network, Internet and Email are expected not to:

- Interfere with other student's work, which may result it in being lost, changed or vandalised.
- Send offensive information or messages.
- Deliberately find inappropriate information on the Internet.
- Send or receive information, which is a threat to people's safety or well-being.
- Communicate any private information (phone/fax numbers, passwords, email addresses) or other confidential information without the permission of the individual and St Joseph's School.
- Plagiarise work from other people and say it is their own.

### TEACHING AND LEARNING PRACTICES:

Students learn through language, applying strategies, communicating, reasoning and reflecting. Teaching and learning practices implemented by the classroom teacher could include;

- Students participating in the negotiation of learning tasks and actively monitoring and reflecting upon their achievements and progress. (Collaboration)
- Ensuring equal opportunity for success regardless of students age, gender, physical or other disability, culture, background, language, socio-economic status or geographic location. (Human Development)
- Lessons which give students multiple opportunities in varying contexts, to demonstrate what they know, understand and what they can do in relation to the syllabus outcomes. (Self Responsibility)
- Learning experiences which provide for individual learning styles. (Human Development)
- Children working co-operatively so as to encourage discussion and resolution of the various interpretations that emerge. (Collaboration)
- Providing meaningful experiences at an appropriate level so an understanding of concepts and ways of thinking can be built. (Meaningful Learning)

### **ORGANISATION AND PLANNING:**

The classroom teacher is responsible primarily for planning and implementing Information Technology in his or her own class. Information Technology will be integrated into other KLA's.

Various resources including Interactive Whiteboards, and the bank of laptops will be available for teachers to use with their classes for lessons. Children will be tutored in the use of various software packages including Microsoft Office in small group situations.

#### **Course of Study:**

##### Stage One

- Turning the computer on and off
- Familiarisation of the keyboard – numbers and letters
- Developing competence in moving the mouse and clicking on programs
- Entering and exiting programs
- Basic typing skills
- Using programs to reinforce skills in Maths and English

##### Stage Two

- Word processing – entering and editing text
- Changing fonts – both type and size
- Cutting and pasting text and graphics
- Deleting text
- Using a Spellchecker
- Using MyInternet
- Using Interactive Whiteboards
- Using digital still and movie cameras
- Accessing information from CD ROM encyclopedias and the World Wide Web
- Exploring and saving text on the hard drive and floppy drives.

- Printing out information using a printer
- Loading programs from CD ROMS and floppy discs
- Choosing the most appropriate program for a particular task.

### Stage Three

- Word processing – entering and editing text
- Changing fonts – both type and size. Underlining and using bold face text. Changing font colour.
- Cutting and pasting text and graphics. Using the Clipboard.
- Deleting text
- Using a Spellchecker
- Using MyInternet and email facilities within My Internet.
- Accessing information from CD ROM encyclopedias
- Using Interactive Whiteboards
- Using digital still and movie cameras
- Accessing information from CD ROM encyclopedias and the World Wide Web
- Exploring and saving text on the hard drive and floppy drive.
- Exploring the use of files.
- Printing out information using a printer
- Loading programs from CD ROMS and floppy discs
- Choosing the most appropriate program for a particular task.
- Problem solving using a variety of programs.
- Exploring the use of data bases such as Microsoft Access.
- Exploring the use of spreadsheets such as Microsoft Excel and Star Office Spreadsheet.
- Exploring the use of presentation packages such as Microsoft PowerPoint and StarOffice Presentation.
- Exploring the use of a digital camera. Printing images from the camera and saving photos into the hard drive and onto floppy discs.
- Inserting digital images into text documents.
- Exploring the use of a scanner. Printing images from the scanner and saving photos into the hard drive and onto floppy discs.
- Exploring safe practice in regards to virus protection.

## RESOURCES

There are many resources available to teachers to use when teaching children to use Information Technology. Major resources include;

- The International Computer Drivers License.
- TechWorks
- Microsoft Office
- StarOffice 7
- Classroom computers and the Laptop Bank.
- SAS 2000 will become the main office software product at St Joseph's.

## ASSESSMENT

- Observation of children using the computer
- Printout of work generated on the computer
- Anecdotal records
- Checklist of computer skills
- Demonstration by children
- Quizzes
- Pen and paper tests.
- Attitudes towards computer use.
- Care of hardware and software.
- Basic skills Test

## COMMUNICATION WITH PARENTS

- Half Yearly and Yearly reports
- Formal Parents / Teachers interviews at the end of Term 2.
- Informal Parents / Teachers interviews.
- Information evenings

## RECORD KEEPING

Records of assessment information will be maintained at class level and indicate achievement of outcomes.

They may include;

- Test results and checklists
- Anecdotal information
- Samples of children's work will be kept in individual class files.
- NAPLAN

## **INTEGRATING ICT IN OTHER KLA'S.**

**Literacy:** All curriculum areas, including information Technology, have a responsibility for the general literacy development of the children. Information Technology, at times, uses words from everyday language that have different meanings within the IT context. Clear explanations will be made to assist children in the acquisition and use of the correct use of terminology used within the realms of IT.

**Numeracy:** The key role that teachers of Information Technology play in the development of numeracy includes teaching students specific skills and providing them with opportunities to select, use, evaluate and communicate mathematical ideas in a range of situations. Students development in numeracy will be enhanced through engagement with a variety of applications using IT to solve real-world problems in a variety of Key Learning Areas.

**Environment:** Information Technology will be taught using the available environment both inside and outside the classroom.

**Occupational Health & Safety:** When undertaking work using information Technology, both students and teachers will be made aware of safe practices.

**Risk Assessment:** In planning, especially in working with electrical equipment, teachers will need to undertake a risk assessment of the area and equipment to be used.

**Students with Special Needs:** Teachers will plan to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students. This includes;

- Gifted and talented students
- Aboriginal students
- ESL students
- Learning support students
- Aboriginal and indigenous issues
- Multiculturalism
- Gender
- Difference and diversity.

## **PROFESSIONAL LEARNING, GROWTH AND DEVELOPMENT.**

Staff are encouraged to attend professional development courses throughout the year in order to keep abreast of new curriculum requirements, and, to keep up with the ever changing world of Information Technology. They are also encouraged to share that information through collaboration with other staff members.

## **EVALUATION OF STATEMENT**

This Statement was reviewed and redeveloped in line with the Catholic School's requirements for registration 2014