INFORMATION and COMMUNICATIONS TECHNOLOGY Statement

The Information and Communications Technology domain is organised into three dimensions:

- **ICT for visualising thinking**
- **ICT for creating**
- **ICT for communicating**

In **ICT for visualising thinking**, students use ICT tools to assist their thinking processes and reflect on the thinking strategies they use to develop understanding. ICT provides a rich and flexible learner-centred environment in which students can experiment and take risks when developing new understanding. Its extensive capabilities allow students, by visually coding and representing their thinking, to clarify thoughts, and to identify patterns and form relationships between new and existing knowledge. ICT tools that facilitate visual thinking are ones that allow ideas and information in all areas of the curriculum to be easily and quickly drafted, filtered, reorganised, refined and systematically assessed in order to make meaning for students.

The **ICT for creating** dimension focuses on students using ICT tools for creating solutions to problems and for creating information products. Through the selection and application of appropriate equipment, techniques and procedures, students learn to:

- process data and information to create solutions to problems and information products that demonstrate their knowledge and understandings of the concepts, issues, relationships and processes related to all areas of the curriculum
- manage their files to secure their contents and enable efficient retrieval
- plan and monitor the progress of extended tasks.

Students learn to use ICT efficiently to capture, validate and manipulate data for required purposes. In order to improve the appearance and functionality of information products and solutions, they apply commonly accepted conventions. They examine the ethical and legal implications of using ICT in a range of settings such as at the home and of school. Students evaluate the usefulness of ICT for solving different types of problems and reflect on the effectiveness of their own use of ICT.
The *ICT for communicating* dimension focuses on students using ICT to:
- present ideas and understandings to audiences
- communicate with known and unknown audiences
- support knowledge-building among teams.
Students use ICT to support oral presentations to local audiences. They use ICT to communicate with others with the purpose of seeking and discussing alternative views, acquiring expert opinions, sharing knowledge and expressing ideas. Students also locate information from a range of online and multimedia resources to support their own learning. ICT supports knowledge-building among teams and enables team members to collaborate, enquire, interact and integrate prior knowledge with new understanding. Protocols for receiving, transferring and publishing ideas and information are needed to promote communication that respects intended audiences.

At Mary Immaculate ICT is integrated across all curriculum areas. ICT infrastructure and programs provide multi-platform technological experiences that support, enable and engage the learner.

To encourage responsible use of ICT students and parents annually sign an ‘Acceptable Use Agreement’ (attached). Cyber safety programs are implemented from Foundation to Year 6 in conjunction with recommendations from the *eStart* program.

In ICT, standards for assessing and reporting on student achievement apply from Year 2. This assessment is ongoing and reported twice yearly against the AusVELS standards, in June and December reports.

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