

West Leeming Primary School 1:1 iPad Program



What are we doing?

Students from Kindergarten to Year 6 have access to a range of technology to support and enhance their learning.

In Year 3, we have a school funded 1:1 iPad program.

In 2022, we introduced a BYOD iPad program in Year 4.

Because of the take up of the BYOD program, this Year we are running a 1:1 iPad program across Years 3-6

Timeline

School funded
1:1 class
piloted based
on parent and
staff survey
feedback

School funded
Year 3 iPad
program is
established

Parent funded
iPad program in
Year 4

Parent funded
iPad program
in Year 4 and 5

Parent funded
iPad program
in Year 4, 5 and
6

2020

2021

2022

2023

2024

Why do we have a 1:1 program?

The purpose of implementing tablet technology is to support the achievement of education outcomes such as:

- increased independent and self-initiated learning among students
- increased student motivation and active engagement in learning
- improvement in teachers' capacity to plan for and meet individual student's needs
- improvement in students' learning outcomes in literacy and numeracy
- extension of students' learning beyond the classroom and
- increased parental engagement in learning.

Source: [Literacy and numeracy focus - Primary Support - The Department of Education \(det.wa.edu.au\)](http://det.wa.edu.au/literacy-numeracy-focus-primary-support)

Further information:

Case study from the Department of Education on Campbell Primary School [Case studies - Primary Support - The Department of Education \(det.wa.edu.au\)](http://det.wa.edu.au/case-studies-primary-support)

Moyle, K. (2010) Australian Education Review, Building innovation: Learning with technologies, ACER

Harris, S. (2008). ICT Innovation Transforming the Heart of the Classroom. Terrey Hills, NSW: Sydney Centre for Innovation in Learning.

Project Tomorrow. 2014. The new digital learning playbook: Understanding the spectrum of students' activities and aspirations. Irvine, CA: Project Tomorrow.

Area 1

Learning

Students are successful learners
and prepared for their future

Our Improvement Strategies and Key Performance Milestones

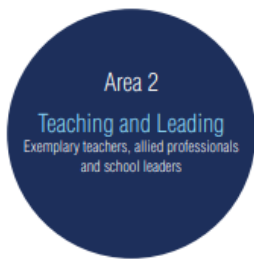
Improvement Strategy	Key Performance Milestones
Strengthen use of the West Australian Curriculum (WAC) in all learning areas, including learning area content, the general capabilities and cross-curriculum priorities.	<ul style="list-style-type: none"> Teachers work collaboratively to plan, teach, assess and report using the West Australian Curriculum (WAC) in all learning areas.
Embed aligned teaching strategies in literacy and numeracy for cohorts and phases of learning levels.	<ul style="list-style-type: none"> Collaborative planning processes support the implementation of focus areas outlined in school operational planning. Key improvement strategies are embedded in classroom practices. <ul style="list-style-type: none"> English: <ul style="list-style-type: none"> Reading - guided instruction Writing - instructional model Spelling - differentiated instruction Mathematics: <ul style="list-style-type: none"> Explicit teaching using the gradual release model Concrete, Representational, Abstract (CRA) instruction Open-ended tasks Mathematics block structure
Continue to develop high quality teaching, learning and assessment practices in the early years (kindergarten to year 2).	<ul style="list-style-type: none"> Collaborative planning processes support the implementation of the National Quality Standard (NQS), Early Years Learning Framework (EYLF), Kindergarten Guidelines, West Australian Curriculum (WAC) and school operational planning. Child directed learning strategies that promote making choices and decisions through open-ended, play-based investigations are implemented.
New work capabilities including teamwork, innovation and entrepreneurial, creative and critical thinking are incorporated into teaching and learning programs.	<ul style="list-style-type: none"> Science, Technology, Engineering, Arts and Mathematics (STEAM) skills that promote cooperative learning, problem solving and independent thinking are taught through other curriculum areas. An inquiry approach that includes the 4Cs (collaboration, communication, critical thinking, creativity) and higher order thinking skills is incorporated into learning experiences. Teaching strategies that focus on innovative digital and design learning experiences are developed, evaluated and shared. Student leadership roles incorporate new work capabilities.
Support students to become knowledgeable, confident, responsible and adaptive users of technology.	<ul style="list-style-type: none"> Students have access to technologies that enables them to become familiar with a range of devices, including computers and tablets. Technology is used for differentiated learning. Cyber safety strategies are incorporated into digital literacy learning.
Curriculum provision is differentiated to include: <ul style="list-style-type: none"> Students at risk of not meeting the West Australian Curriculum (WAC) achievement standards in literacy and numeracy Academic extension opportunities. 	<ul style="list-style-type: none"> Identified students at academic risk are supported through: <ul style="list-style-type: none"> The implementation of a case management approach Documented educational plans that are developed and reviewed twice a year Small group instructional intervention. An academic extension program focusing on Science, Technology, Engineering, Arts and Mathematics (STEAM) and higher order thinking strategies (HOTS) is implemented.

New work capabilities including teamwork, innovation and entrepreneurial, creative and critical thinking are incorporated into teaching and learning programs

Support students to become knowledgeable, confident, responsible and adaptive users of technology

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- Students at risk of not meeting the West Australian Curriculum (WAC) achievement standards in literacy and numeracy
- Academic extension opportunities.



Our Improvement Strategies and Key Performance Milestones

Improvement Strategy	Key Performance Milestones
Staff understanding and engagement in the use of data to inform teaching/learning programs is embedded.	<ul style="list-style-type: none"> Data analysis processes are strengthened as part of ongoing school self-assessment. Assessment tools outlined in the school assessment schedule are administered and collaboratively analysed to examine impact and inform teaching and learning programs. National Quality Standard (NQS) self-assessment processes demonstrate ongoing improvement against the seven quality areas. Student progress, alongside achievement, is measured to examine the impact of teaching strategies.
The impact of teaching is examined to support high quality learning experiences in all classrooms.	<ul style="list-style-type: none"> A culture of collaboration is strengthened to support collective responsibility for student progress. Performance management and development processes include alignment with the Australian Institute for Teaching and School Leadership (AITSL) standards and school priorities. Teachers participate in peer observation and feedback processes linked to school and personal development focus areas. Student feedback procedures are developed.
Visible teaching and learning strategies are implemented into classroom practices.	<ul style="list-style-type: none"> Students demonstrate their understanding of instructional focus areas by articulating collaboratively developed learning intentions and success criteria. Provision of student feedback across three levels (task, process, self-regulation) is evident in all classrooms.
Develop the capacity of staff to implement high quality learning experiences using digital technologies.	<ul style="list-style-type: none"> A connected approach, where technology is utilised in authentic and dynamic learning environments, is expanded across the school. Key staff are identified to lead a sustainable, aligned and innovative approach to digital technology. Professional development of staff is ongoing, including the implementation of a coaching model. A 1:1 device model is expanded in classrooms to increase student access to technology.
Instructional leadership opportunities are strengthened to support the implementation of school wide improvement.	<ul style="list-style-type: none"> A distributed leadership model is embedded to build staff capacity in identified school priorities. Educational Leadership Team (ELT) and key staff lead school improvement initiatives through professional learning, coaching and collaborative practices. Teacher capacity is enhanced through authentic leadership opportunities for aspiring staff including: <ul style="list-style-type: none"> School leadership Level 3 Classroom Teacher Senior teacher
Department of Education and school improvement planning processes are aligned.	<ul style="list-style-type: none"> School improvement and learning area operational plans are developed, implemented and reviewed annually. Ongoing monitoring of the Department of Education's strategic directions demonstrate progress against priority areas.
Staff wellbeing is supported through a range of opportunities that promote physical, social and emotional health.	<ul style="list-style-type: none"> "How do staff work best" values are embedded to support positive and respectful relationships. Staff wellbeing is promoted through the provision of opportunities for individual growth and personal development.

Develop the capacity of staff to implement high quality learning experiences using digital technologies

A connected approach, where technology is utilised in authentic and dynamic learning environments, is expanded across the school.

- Key staff are identified to lead a sustainable, aligned and innovative approach to digital technology.
- Professional development of staff is ongoing, including the implementation of a coaching model.
- A 1:1 device model is expanded in classrooms to increase student access to technology

Area 3

Environment

Safe, inclusive, flexible, contemporary
and engaging learning environment

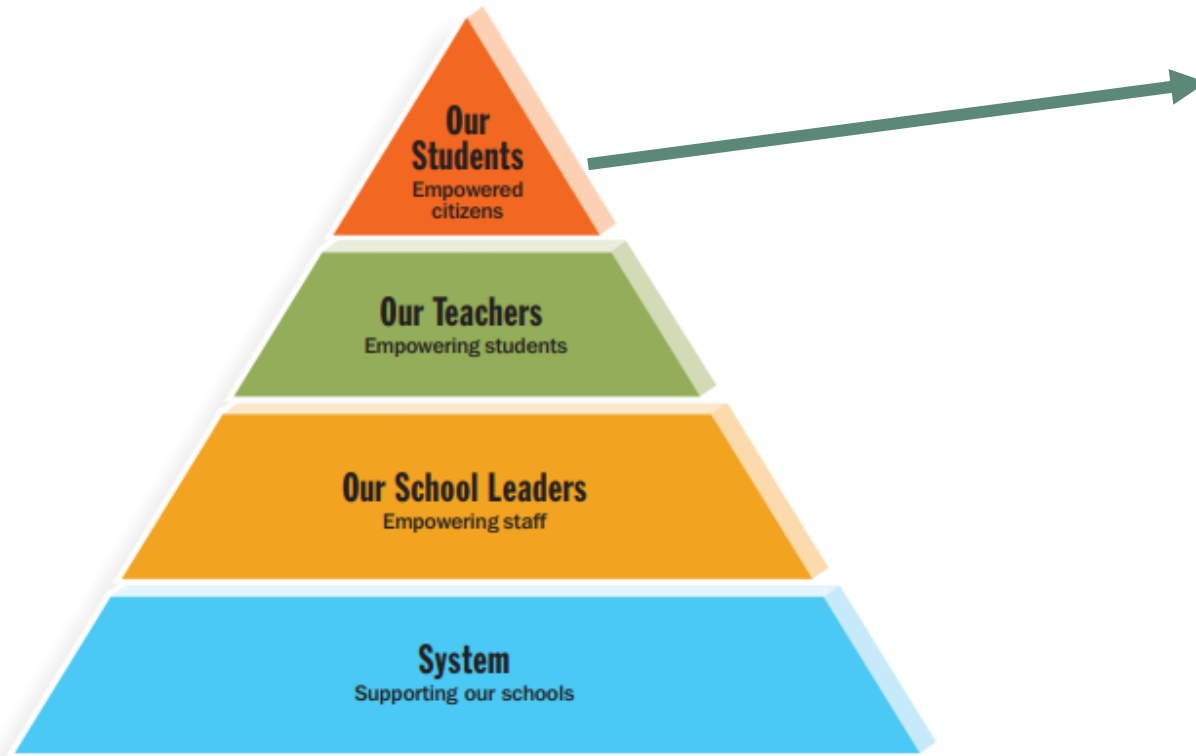
Our Improvement Strategies and Key Performance Milestones

Improvement Strategy	Key Performance Milestones
A coordinated approach to student services and social and emotional development supports school engagement and the physical and mental health needs of our students.	<ul style="list-style-type: none"> The five components of the Be You Framework are implemented across the school community. Individual student needs are addressed in a timely manner by the student services team.
The school campus reflects an adaptive, purposeful and sustainable environment for learning.	<ul style="list-style-type: none"> School Board subcommittee supports a consultative approach to grounds development. Sustainability initiatives are evident across the school. Flexible learning spaces, including indoor and outdoor areas, are widely used as learning tools.
Student wellbeing, self-efficacy and empowerment is promoted through clear and connected school values.	<ul style="list-style-type: none"> The three values of the Care strategy are embedded across the school: <ul style="list-style-type: none"> Care for Myself Care for Others Care for Environments Student leadership responsibilities are linked to the Care strategy and school priorities. Care values support student engagement through explicit links to classroom and school procedures. Strategies to strengthen culturally inclusive classrooms are implemented through school and cohort planning.
The development of Information and Communicative Technology (ICT) is planned and coordinated to meet the needs of current and future students.	<ul style="list-style-type: none"> School resourcing targets identify infrastructure requirements. Student access to technology is expanded through the implementation of a BYOD (bring your own device) program.
Learning environments in the early years are designed to be sensory learning spaces that promote student engagement through investigative and authentic play-based learning.	<ul style="list-style-type: none"> Indoor and outdoor spaces incorporate built and natural environments to promote purposeful play. Collaborative processes support a connected approach to environment design and resourcing.

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Vision: Learning without limits



Our Students

- Personalise their learning, and use technology to generate new ideas and new ways to learn.
- Be empowered to use technology to create, use and communicate complex ideas clearly and effectively for a range of purposes and audiences.
- Take an active and strategic role in using technology to achieve learning outcomes.



Every student is
an empowered
creator and user of
technology



Every student's
learning is maximised
and personalised
through technology



What does it look like in the classroom?



Our Vision

Teachers at West Leeming use instructional technology to create differentiated teaching and learning programs.

1. Two fractions might make $\frac{1}{2}$. What might they be?

$$\frac{1}{4} + \frac{1}{4} = \frac{1}{2}$$

$$\frac{3}{12} + \frac{3}{12} = \frac{1}{2}$$

$$\frac{2}{8} + \frac{2}{8} = \frac{1}{2}$$

2. Show $\frac{2}{3}$ in three m

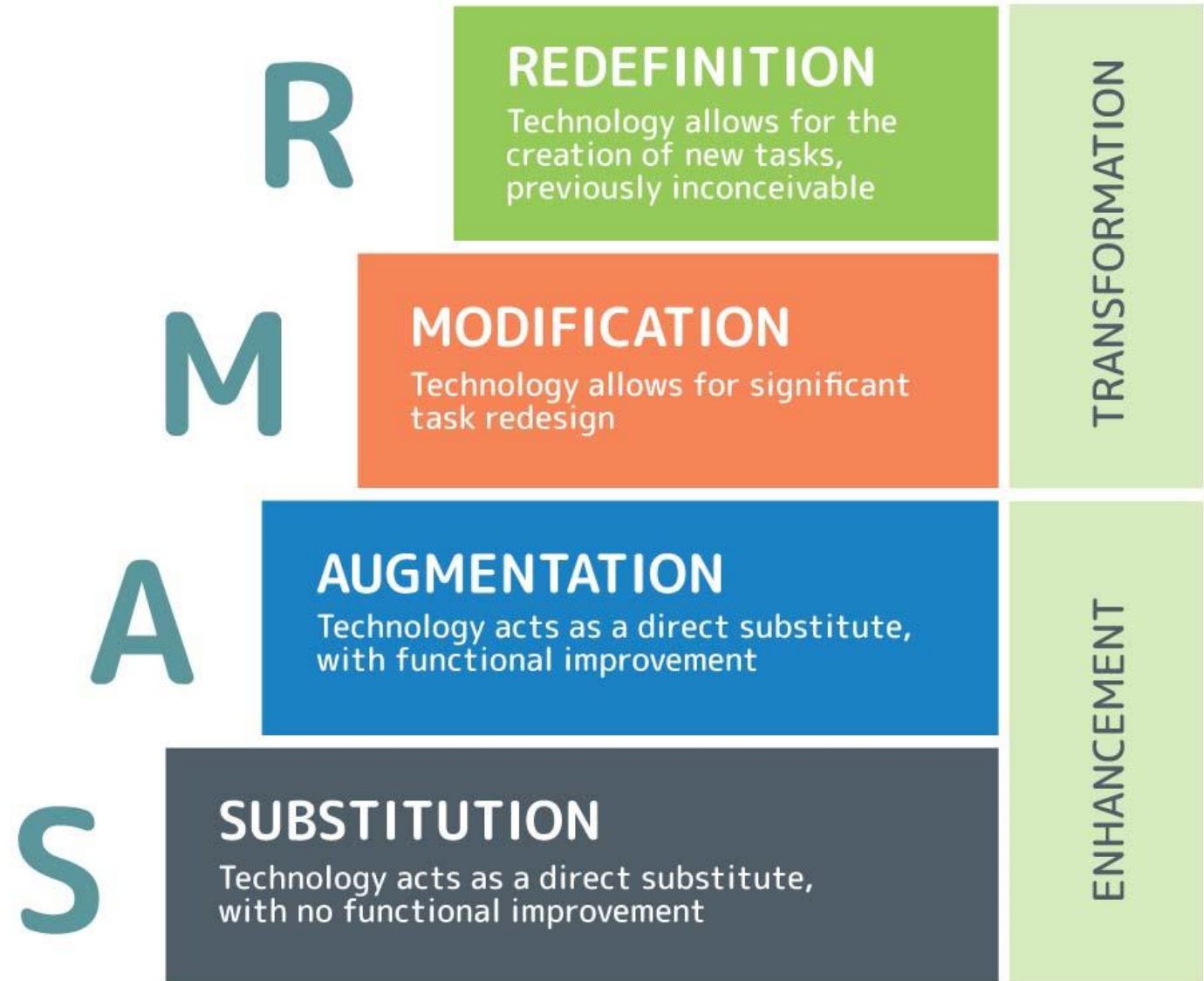


What is Instructional Technology?

Engaging- students have opportunities to make choices about how to learn and how to demonstrate their learning. They become creators.

Effective- scaffolds are in place to support learning. Learning experiences are planned and assessed.

SAMR Model

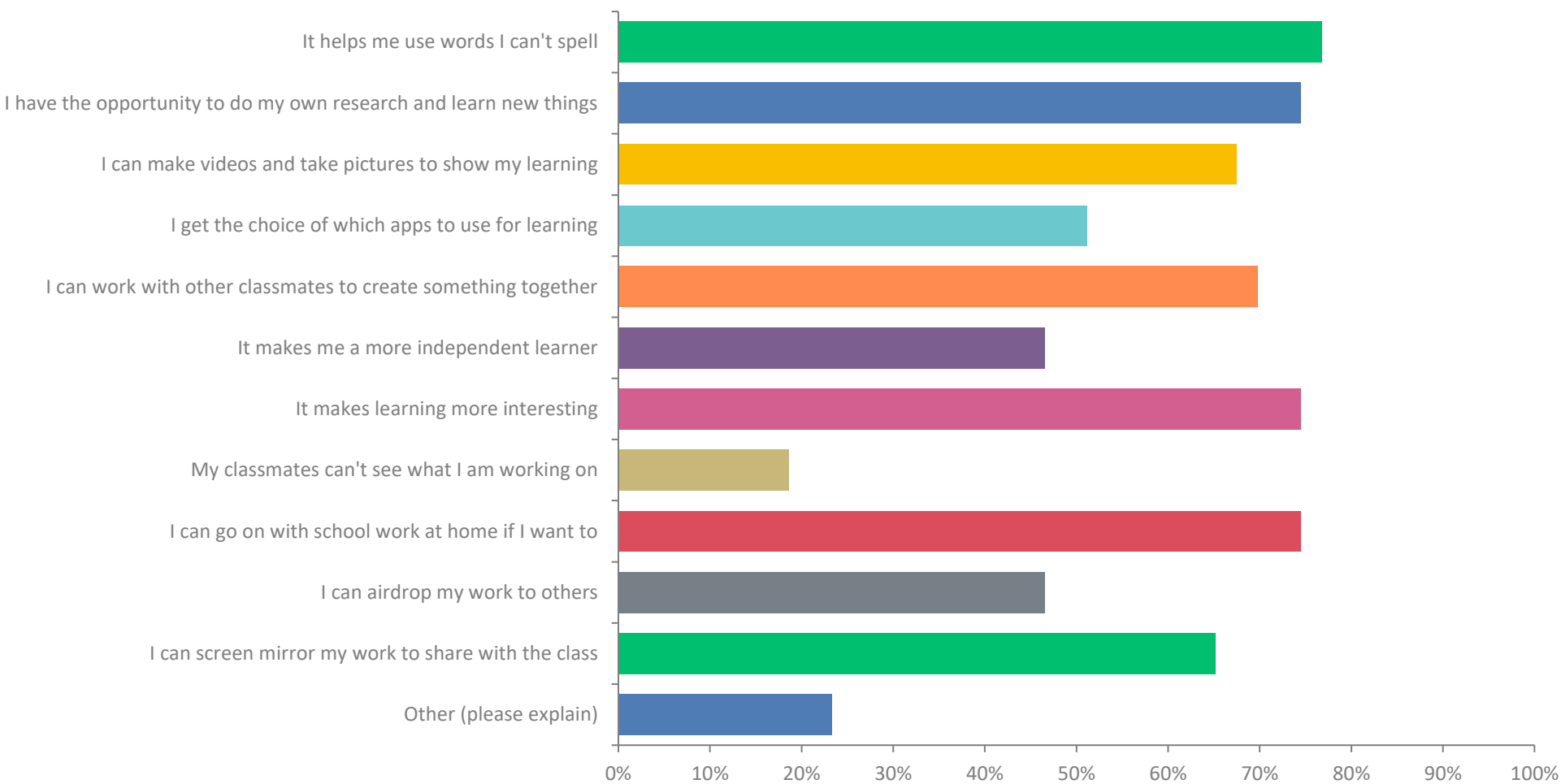


What do the students think?


In Term 3, 2022 we surveyed Year 4 students.

Q3: How do you think using an iPad helps your learning? (You can tick as many answers as you like)

Answered: 43 Skipped: 7



***What do the
students think?***

A photograph of a piece of pink-lined paper with the question 'Why do you like using an iPad at school?' written in black ink. The handwriting is cursive and slightly slanted. A small portion of an orange pencil is visible at the bottom right corner of the paper.

*Why do you like using an
iPad at school?*



Why iPads?

iPads are the chosen device for West Leeming Primary School as they are highly portable, cost effective, easy to use and allow for collaboration and sharing of learning.

Are students getting too much screentime?

- The Australian Government, Department of Health (2019) Australian 24-Hour Movement Guidelines for Children & Young People (5-17 years) recommend limiting sedentary recreational screen time to no more than 2 hours a day.

Note: this does not include educational screen time.

- The longest time a student would sit at an iPad and work continuously is a test situation and be about 45 minutes- similar to the NAPLAN testing requirements. They would still have access to a sheet of paper and a pencil or a mini whiteboard to support learning.

How often will devices be used across the day?

Learning programs will continue to include a range of experiences and resources.

iPad use will vary across the week and year based on what we are doing in class so we cannot give a definitive answer.

For example, when making a movie to demonstrate their learning students may be using an iPad for up to an hour across the day. They may be recording or being recorded, editing and evaluating their footage.

On other days students may use iPads to conduct 20 minutes of online research and then deliver a presentation orally to a group. They may spend 5 minutes taking photos for an art activity.

Handwriting is still an important skill that is explicitly taught and practised in classrooms.

Students in years 3 and 4 participate in approximately 40 minutes a week of explicit instruction on letter formation and cursive writing.

There will continue to be many opportunities for students to use pencils/ pens across the curriculum in areas such as Visual Arts and Writing.

What about handwriting?

What about spelling and grammar?

- Spelling and grammar will still be explicitly taught within the classroom.
- Some (not all) apps such as Microsoft Word have spelling and grammar checking capabilities. This is a useful resource for students as it identifies errors that need addressing by students as they occur. These features can also be turned on and off.

Is this in line with what is happening at other schools?

Yes, Many schools in our area are already using a 1:1 device model.





Pages



Clips



Classroom



GarageBand



Numbers



Keynote

Core apps

These Apps are included with a licence from Apple with the purchase of your iPad.



iMovie



Core Free Apps

- These are free apps.
- Wordsalad is a mind mapping tool.
- ChatterKid and Stop Motion are apps to support the creation of short videos.
- NAP Browser allows students to complete NAPLAN testing online.







Core Microsoft Apps

Students have a license for these apps through the Department of Education. They use their student email address and password to sign in.

Core Paid apps

- We are committed to keeping the cost of required apps under \$35.
- These apps are used across a range of learning areas.

Book Creator \$7.99	Green Screen by Do Ink \$7.99	Popplet \$7.99	Animation and Drawing by Do Ink \$7.99
			
Book Creator	Green Screen	Popplet	
Total \$31.96			



What happens if a student isn't using their iPad appropriately?

Class teachers have the ability to remotely lock a student's device. Teachers may do this during instructions, at pack up time or if a student is not using their device appropriately.

If a student's device is locked because of inappropriate usage, the teacher will speak with the student and remind them of the expectations around the activity before unlocking the device again.

It is only in exceptional circumstances that a student's device would be taken from them. If this occurs the student would be offered an alternative method to complete the activity.

Student BYOD iPad Usage Agreement

Students should read and sign the usage agreement with a parent or guardian.

I understand:

- my iPad needs to come to and from school in my school bag
- my iPad will remain in its protective case
- any accessories are my responsibility to look after and keep track of
- I am responsible for looking after my iPad
- at break times my iPad will stay locked in the classroom
- I will bring my iPad to school each day at least 80% charged
- I will only use my iPad for the activity I am supposed to be doing
- I will only take photos or videos of others when I have their permission
- I am not to airdrop anything to anyone else without teacher permission
- I will only use school approved core apps while at school
- I will not have any social media apps installed on my device
- I will be e-safe and not share any of my personal log in information with others
- I will use my iPad and the internet responsibly as a learning tool
- I will always allow my teacher to view my screen
- if I do not use my iPad appropriately my teacher may lock or temporarily take away my iPad
- teachers have the right to inspect my device if they suspect I am using it inappropriately
- I have a responsibility to let the teacher know if someone is not using their device appropriately

I agree that I understand and will follow these guidelines to use my iPad at school.

Signed (student):

Signed (parent):

Student iPad Usage Agreement

Signed by Year 4 students and a Parent or Guardian.

Can students access inappropriate content?

In class internet access is monitored by individual classroom teachers using Apple Classroom.

To support this, protections are also in place via the Department of Education while connected to the school Wi-Fi. These protections restrict students from accessing inappropriate websites.



Open



Navigate



Hide



Lock



Mute



Screens



Group



All (22)



Book Creator (10)



OneNote (3)



Group (1)



Maths Main (12)



Melons spelling (8)



Mrs Arcus Maths (7)



Pineapples (1)



Adelyn

Book Creator



Alexandra

Offline



Amelia

Display Off



Ben

Book Creator



Christian

Book Creator



Daniel

Book Creator



Ella

Offline



Eryn

Offline



Eva

OneNote



Garry

Book Creator



Izak

OneNote



Jayden

Offline



Jett

Offline



Jonny

Offline



Karen

Book Creator



Kate Francis

Offline



Lola

Offline



Mackenzie

Book Creator

Contacts

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