ANNANDALE STATE SCHOOL

1 TO 1 LAPTOP PROGRAM

Rationale

The use of Information and Communication Technologies (ICT) is changing relationships between people all over the world and changing how knowledge is created, published, stored, read, responded to and retrieved. This interconnectedness between communities of learners, workers, family and friends alters the fundamental skill set citizens need to participate in society.

The young develop digital literacy through both formal schooling experiences as well as from family, friends and community. In informal learning situations students learn from watching others, trial and error, asking friends, and by exploring options. How ICT becomes part of formal learning is important. Substituting white boards for blackboards does not improve student learning outcomes, teachers do.

Through the Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem solving, decision making, communication, creative expression, and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.

Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities. (Scope of ICT capability)

ICT Capability across the Curriculum

ICT capability supports and enhances student learning across all areas of the curriculum. Students develop and apply ICT knowledge, skills and appropriate social and ethical protocols and practices to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs.

Learning areas provide the content and contexts within which students develop and apply the knowledge, skills, behaviours and dispositions that comprise ICT capability.

Information and communication technology is represented in two ways in the Australian Curriculum: through the ICT capability that applies across all learning areas and within the Technologies curriculum through Digital technologies. The ICT capability will be revised to ensure consistency with the Technologies curriculum following its development.

The ICT capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. The icon  indicates where ICT capability has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to identify F–10 curriculum content where ICT capability has been identified. Teachers may find further opportunities to incorporate explicit teaching of ICT capability depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

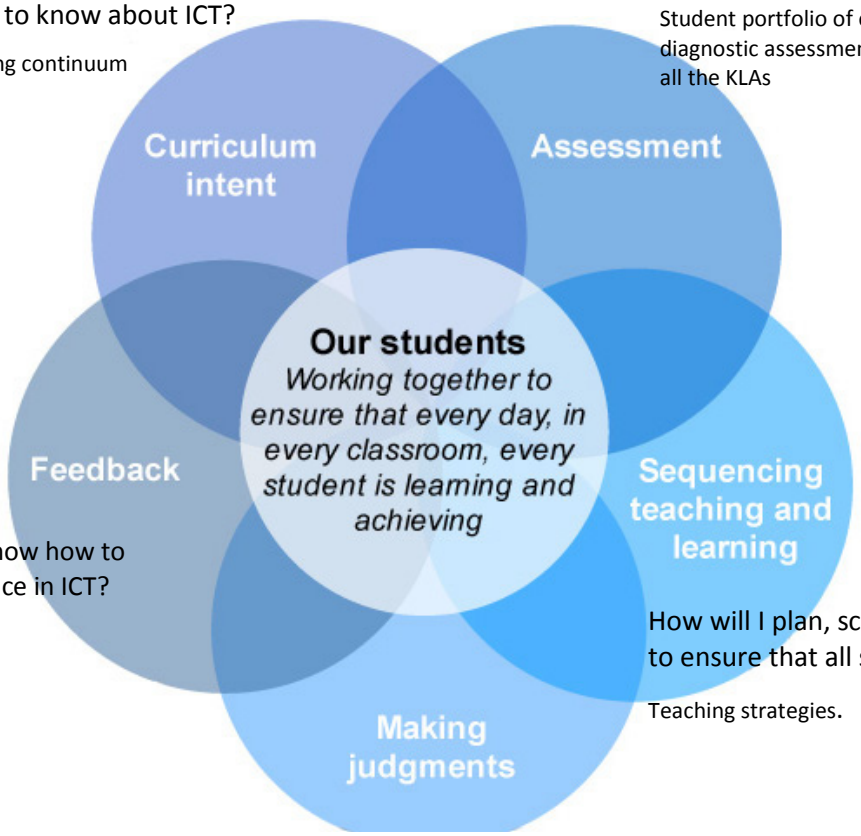
Planning for ICT in the classroom

How will I confirm what students have learnt about ICT?

Student portfolio of evidence - work samples, diagnostic assessments, summative assessments in all the KLAs

What do students need to know about ICT?

Refer to ICT capability learning continuum



How will I let students know how to improve their performance in ICT?

Verbal and written feedback.

How will I plan, scaffold and differentiate to ensure that all students improve in ICT?

Teaching strategies.

What standards will I apply to student learning in ICT?

Embedded in the Guide to making judgments (criteria sheets) for KLAs

Curriculum program

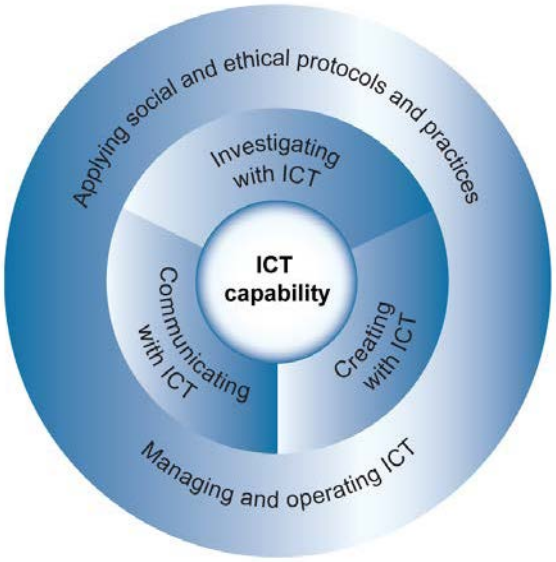
The 1 to 1 class is part of the school and will cover the same National Curriculum Units in English, Mathematics , Science, History and Geography that are covered by other classes. In other Key Learning Areas such as The Arts, Technology and HPE the QLD Essential Learnings will be used to develop Integrated units of work that embed ICT.

In each unit students will use ICT as a tool for learning, using five broad aspects.
The ICT capability learning continuum is organised into five interrelated elements:

- Applying social and ethical protocols and practices when using ICT
- Investigating with ICT
- Creating with ICT
- Communicating with ICT
- Managing and operating ICT

These are used to clearly present the scope of ICT across curriculum areas. General capabilities in the Australian Curriculum http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability/Introduction/Introduction

However in the classroom, and in any real-life use of ICT, these five aspects work together in a variety of ways and are interdependent. They cannot be dealt with in isolation and need to be used flexibly.



Applying social and ethical protocols and practices when using ICT
Students develop ICT capability within a context of social and ethical protocols and practice. This element involves students in developing an understanding of:

- intellectual property pertaining to digital information
- digital information security, including the responsibility to:
    - protect the rights, identity, privacy and emotional safety of online audiences
    - avoid and prevent cyberbullying
    - ensure security of self and/or others
    - respect audiences, being aware of the portrayal of self and others
- the benefits and consequences of ICT for individuals, groups and communities in society, such as:
    - becoming drivers of ICT, seeing themselves as creators as well as consumers of ICT
    - recognising its capacity to enhance participation and inclusion
    - analysing how changes in technology impact on and relate to changes in society.

Investigating with ICT
This element involves students in using ICT to access data and information from a range of primary and secondary sources when investigating questions, topics or problems. To do this effectively and efficiently, students use processes of defining, planning, locating, accessing, selecting, organising and evaluating information and data. Students use ICT to:

- define and plan information searches
- locate and access data and information through:
    - search engines, search functions, and general and specialised directories
    - navigation tools between and within documents
    - opening files of different formats
    - organising data and information using a range of ICT tools
- select and evaluate data and information by applying criteria to verify the integrity of data and information and their sources.

Creating with ICT

This element involves students in using ICT to generate ideas, plans, processes and solutions to challenges and tasks. These may relate to learning a concept, completing an activity or responding to a need, and may be self- or teacher-generated. Students use ICT to generate ideas, plans and processes to:

- clarify a task, or the steps and processes required to develop responses to questions or solutions to problems
- generate products or solutions for challenges and learning area tasks to:
    - develop, refine and present new understandings in a digital form
    - create a digital input or a process to support a digital output to transform digital data and information.

Communicating with ICT

This element involves students in using ICT to communicate ideas and information with others and collaboratively construct knowledge, in adherence with social protocols appropriate to the communicative context (purpose, audience and technology). Students use ICT to:

- share, exchange and collaborate to enhance learning by:
    - sharing information in digital forms
    - exchanging information through digital communication
    - collaborating and collectively contributing to a digital product
- understand and apply social protocols to receive, send and publish digital data and information, taking into account characteristics of users
- apply techniques or strategies to ensure security of digital information, to control access, protect files and report abuse.

Managing and operating ICT

This element involves students in using ICT to investigate, create and communicate. This involves applying technical knowledge and skills to work with information as required and use information classification and organisation schemes. Students:

- use digital technologies efficiently including**:**
    - troubleshooting
    - adjusting parameters
    - monitoring occupational health and safety issues
- select appropriate combinations of digital hardware and software to match the needs of the user and the task
- understand the transferability of knowledge and skills between digital systems and applications
- use software to manage and maintain information in digital file

ASPECTS	For use in **Year 5 & 6** students:	For use in **Year 7** student:
Applying social and ethical protocols and practices	**Intellectual Property** • apply practices that comply with legal obligations regarding the ownership and use of information resources (for example naming sources, avoiding plagiarism, knowing what may or may not be copied) **Information Security** • apply strategies for protecting the security of personal information (for example checking integrity of web links) **Personal Security** • recognise the rights, identity, privacy and emotional safety of themselves and others when using ICT (for example understanding the dangers of providing personal information, recognising ways of using ICT that can result in cyberbullying) **ICT and Society** • explain the use of ICT at school and in the local community, and understand its impact on their lives (for example recognising the potential impact on health of prolonged electronic game playing)	**Intellectual Property** • recognise ethical dilemmas and apply practices that protect intellectual property (for example understanding that pirating denies musicians payment for their work) **Information Security** • use a range of strategies for securing and protecting information and understand the need for codes and conduct (for example using filters to divert junk mail) **Personal Security** • apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT (for example identifying possible consequences of posting personal information on social networking sites, taking responsibility for the effect of their communications on other people) **ICT and Society** • assess the impact of ICT at school, and speculate on its role in the future and how they can influence its use (for example recognising the potential of enhanced inclusivity for people with disability through ICT)
Investigating with ICT	**Defining and planning information searches** • use appropriate ICT to identify and represent patterns in sets of information and to pose questions (for example using tables in word processing and charts in spreadsheets) **Locating and accessing data and information** • plan, locate (using search engines and basic search functions), retrieve and organise information in meaningful ways (for example searching within document – find/search/buttons/tabs; locating files within school directory; searching across web or within site) **Selecting and evaluating data and information** • assess the suitability of information using appropriate criteria (for example selecting the most useful/reliable/relevant digital resource from a set of three or four alternatives)	**Defining and planning information searches** • select and use appropriate ICT independently and collaboratively, analyse information to frame questions and plan search strategies (for example using wikis, searching databases) **Locating and accessing data and information** • use advanced search tools and techniques to locate precise data and information that supports the development of new understandings (for example using logical statements such as true/false; searching within fields or for data type; using digital microscope) **Selecting and evaluating data and information** • develop and use criteria systematically to evaluate the quality, suitability and credibility of located information and sources (for example comparing objective data from multiple digital sources to evaluate the likely credibility of the information provided)

Creating with ICT	**Generating ideas, plans and processes** • use ICT effectively to record ideas, represent their thinking and plan solutions (for example using timeline software to plan processes; concept mapping and brainstorming software to generate key ideas **Generating solutions to challenges and learning area tasks** • create digital solutions, independently or collaboratively, for particular audiences and purposes (for example manipulating images, text, video and sound for presentations; creating podcasts)	**Generating ideas, plans and processes** • select and use ICT to articulate ideas and concepts, and plan the development of complex solutions(for example using software to create hyperlinks, tables and charts) **Generating solutions to challenges and learning area tasks** • design and modify creative digital solutions, for particular audiences and for a range of purposes (for example modelling solutions in spreadsheets, creating movies, animations, websites and music; creating web pages for visually impaired users)
Communicating with ICT	**Collaborating, sharing and exchanging** • select and use appropriate ICT tools safely to share and exchange information and to collaborate with others (for example contributing to the content of a wiki; blogging and posting to bulletin boards) **Understanding and applying social protocols** • apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts (for example not posting a photo without the owner's permission; not revealing details of identity) **Applying techniques or strategies to ensure security of information** • independently establish secure accounts for approved online environments (for example using non-predictable user names and passwords)	**Collaborating, sharing and exchanging** • select and use a range of ICT tools efficiently and safely to share and exchange information and to construct knowledge collaboratively (for example using online applications and management tools for collaborative projects such as online portals, wikis) **Understanding and applying social protocols** • discriminate between protocols suitable for different communication tools when collaborating with local and global communities (for example using appropriate salutations; adjusting length and formality of message to suit form of communication) **Applying techniques or strategies to ensure security of information** • assess the risks associated with online environments and establish appropriate security strategies as required (for example modifying default parameters at social networking site)
Managing and operating ICT	**Using ICT efficiently and ergonomically** • use a range of devices ergonomically and with increasing efficiency, and use basic troubleshooting procedures to solve routine malfunctions (for example using printer queues, file servers, scanners, probes, digital cameras) **Selecting hardware and software** • select from appropriate hardware and software to undertake specific tasks (for example selecting specific graphics software or graphic tools in word processors)	**Using ICT efficiently and ergonomically** • use and optimise a selected range of devices and software functions to meet particular tasks (for example altering toolbars, sorting and layout functions; using duplex printing; setting proxies) **Selecting hardware and software** • independently select and apply appropriate software and hardware to suit specific tasks, purposes and social contexts (for example selecting an appropriate option for creating a

		website such as an online tool or an HTML editor)
	Understanding ICT systems • understand the uses of basic ICT system components (for example input – keyboard; process – central processing unit; output – display to monitor; storage – USB, hard drive)	**Understanding ICT systems** apply an understanding of ICT system components to make changes to functions, processes, procedures and devices to fit the purpose of the solutions (for example saving files in different formats so that they are compatible across different software platforms)
	Managing digital data • effectively manage and maintain files on different storage mediums – locally and on networks (for example saving/exporting data in files of different formats; routinely backing up and protecting data; moving a file from one location to another))	**Managing digital data** • manage and maintain files securely in a variety of storage mediums and formats (for example designing and using logical and sustainable file/folder naming conventions; maintaining version control of documents; limiting access to files by location or password)

Assessment

At Annandale State School assessment of student learning occurs as a routine part of the planning cycle. Class teachers play a central role in everyday classroom assessment for providing valid feedback for improvement in student learning.

The purposes of assessment are to:

- ★ Build an overall picture of the development of an individual child
- ★ Make point in time judgements
- ★ Inform reporting
- ★ Reflect to inform future planning
- ★ Provide feedback to student to students about their learning

Standards and Criteria sheets are developed using a five-point scale as a part of the planning process to allow consistent judgement across a number of classes. Each planned task has an accompanying standards and criteria sheet. A structured moderation process confirms uniform understanding of the achievements of students. State-wide and national point-in-time assessments provide a fuller picture of student achievement.

Assessment for ICT occurs within the tasks developed for all Key Learning Areas. ICT in NOT assessed as a separate KLA.

Structure

The Create the Future program will cater for 28 Year 5, 28 Year 6 and 28 Year 7 students. The class will still participate in all school Key Learning Areas (KLA's) including music, LOTE and PE. They will be seen as classes that utilise a laptop as a tool to help enhance curriculum engagement. Therefore, the laptops will be utilised when they are required. Students will use their laptop every day in the classroom.

On arrival at school, students will be expected to keep their laptops with them until the classroom is opened. Once the classroom is open students are expected to keep their laptops in the locked classroom until 3pm. Each student will take home their laptop at the end of each day.

Selection process

Students in Year 4 expressing an interest in participating in the 1 to 1 laptop program in Year 5 and 6 will participate in the selection process. This selection process will occur in Term 4, for Year 4 students. Each laptop class has only 28 students and is a representative balance of boys and girls across the year level.
If there are under 28 respondents, all are selected. If there are over 28 respondents, a three-step process is implemented:

1) All students sit a UNSW Computer Test and a practical test
    A. The UNSW Computer Test is a year 3/4 test from a previous year. Mark out of 35
    B. Practical test –
        (a) **Word document (Year 4)** which includes name, class, teacher, sentence/s about why I want to be in the 1 to 1 laptop class, insert a computer picture, insert a banner or star shape, write 2013 inside this shape and colour the shape yellow and save on a memory stick with the file named with the student's name. Mark out of 10

2) Teacher Input – teachers complete a student profile in which they comment on the following: academic ability, homework completion, application to work, general behaviour, reliability and teacher comment. Teachers rate each of the above areas according to an A to E rating scale.

3) Admin Meeting – review names, short list

4) ALL students notified by letter

VACANCIES

Any vacancies during the year in the laptop classes will be filled by students next on the selection list. Vacancies in Year 6 or 7 laptop class at the beginning of the year will be filled through the following procedure:

- an expression of interest letter to parents
- selection process – UNSW Test and teacher input
- Shortlist and student/s notified.

Selection process timetable 2014

Newsletter item	Week 9 & 10 Term 3
Parent Night information session	Week 11 Term 3
Nominations Close	Week 1 Term 4 (end of the week)
Applications Assessment + Practical Test	Week 2 Term 4
Teacher Feedback	Week 2 Term 4
Shortlisting with Admin	Week 3 Term 4
Successful Applicants notified	Week 4 Term 4 (beginning of the week)
Quote letter for computer purchase	Week 5 Term 4
Parent Meeting to organise purchase	Week 7 Term 4
Notify school of intention to purchase	Week 10 Term 4

Games, Music and Video Policy

- It is a private laptop that is accessing a school network
- Students are only allowed to store music, video and games on USBs, not on the school hard drive, unless part of a learning unit.
- Students are not allowed to play music, video and games in the classroom, unless part of a learning unit

MIS Tracking and Unacceptable Usage

All Internet usage at Annandale is tracked by the managed internet service (MIS). A word scan function operates to scan all emails leaving Annandale boxes and will intercept any emails that are considered to have inappropriate language. Also Internet search queries and visited sites are tracked to ensure the Internet is utilised responsibly.

Advice to students:

- All students who access the school internet and intranet must have a signed internet agreement. This is signed as part of the school's enrolment procedure
- All students are informed directly about the standards of appropriate use of computers and internet while they are at school. This occurs at the beginning of the year and students are given regular reminders throughout the year. This is deemed a warning.
- If unapproved usage or security breach occurs, the student(s) in question will be:
  - denied access to the school internet and intranet for a period of **two** weeks and the student(s) laptop is left at home. This is deemed a first offence. A written notice will be forwarded to the student(s) parents; and
- If unapproved usage or security breach occurs again, the student(s) in question will be:
  - asked to show cause why the student(s) should continue to be allowed internet and intranet access while in the 1 to 1 Laptop program

LAPTOP - HARDWARE

Software Suite

Each laptop will be pre-loaded with the Microsoft Student Suite of programs consisting of Word, Excel, Powerpoint, One Note. Additional programs including photostory and producer will also be downloaded free of charge from the Microsoft website.

MS Word (Creation of documents)

MS PowerPoint (data presentation)

MS Excel (manipulation of numbers and displays)

MS One Note (free form note taking device, shares information with other One Note users)

PhotoStory

MS Moviemaker (creation of movies and multimedia)

Communication

- www.cybersafety.gov.au
- We utilise Learning Place for chats, blogs, wikis. Fully protected area whilst online.
- All emails are monitored by school- inappropriate emails, locked out for period of time.
- Computers are audited for MP3, video, music and games files

Hardware Setup

- The school will provide a 1GB switch connection to a server and a 512kb broadband connection
- Computers will be networked utilizing wireless 802.11 (g) and following DOEM protocols.
- Five access points will be provided
- Power point access will be around the room and cords will be covered using H and S covers.
- Laptops will be portioned for home and school use.

All computers will need anti virus software protection.

Laptop Issues

- Insurance options:

  A. Place laptop on home insurance policy – will need to check.

  B. Take out insurance with laptop Virus Protection – EQ requirement that all machines that connect to our domain must use Anti-Virus protection.
- Warranty – consider length of time, return to base
- Boot Disks – computer comes with boot disks – allows fresh copy
- Hinges – just look over and review
- Laptop Bag – Combination bags are available
- AC Adaptor – must have two – one for home and one for school

Software – Microsoft Office Home and Student

- Currently approx. - $135
- MS Office Home and Student Edition consists of – Word, PowerPoint, Excel, One Note
- Purchased from local computer software store – Office Works, JB HiFi, Harvey Norman

Other Purchases

- Removable USB Drive (2 x 2GB Please make sure it is a good brand – one for school and one for home)
- Support Levy **each year** for maintenance on class laptops - $75
- Recommended students purchase a computer chair beginning of the year for ergonomics

APPENDIX

1. Acceptance into program letter

2. Not accepted into the laptop program letter

3. One To One Learning Agreement

4. Nomination Form

5. Parent Information Booklet

6. Student Profile

7. Practical Test

8. Tender letter

Annandale State School 1 to 1 Laptop Program

Create the Future Today.

28 October 2013

Dear Parents,

Thank you for your interest in nominating your child in Annandale's 2014 & 2015 Year 5 - 1 to 1 Laptop program. After completing the process for considering all of the nominated students, we have great pleasure in offering …….. an invitation to participate in the Year 5 - 1 to 1 Laptop program in 2014 & 2015.

Please sign the attached agreement if you wish to accept our invitation by **Wednesday 30 October** and return it to the office. If you do not wish to accept this offer, the place will be offered to another student at the school.

A special parent evening will be held on Wednesday 20 November at 4:30pm in A3 to outline the bulk purchase of the specified laptops and outline all purchases needed with our laptop class.

Congratulations and we look forward to working with you on this exciting journey.

Regards,

Kerry Finn
Deputy Principal

Annandale State School 1 to 1 Laptop Program

Create the Future Today.

28 October 2013

Dear Parents,

Thank you for your interest in nominating your child _____ in Annandale's 2014 & 2015 Year 5 - 1 to 1 Laptop program.

All students have completed the selection process as described on the 1 to 1 laptop information evening and in the information booklet. All applicants have now been ranked according to results in the selection process. The first 28 students have been offered a place in the 2014 - Year 5 laptop class.

Unfortunately your child was not ranked in the first 28. The names of all unsuccessful students will held on the waiting list during 2014. Should a vacancy occur during 2014, the next ranked student on the waiting list will be offered an opportunity to join the class.

Thank you for your participation in the process.

Regards,

Kerry Finn
Deputy Principal

ANNANDALE STATE PRIMARY SCHOOL

ONE TO ONE LEARNING AGREEMENT

This document outlines the conditions upon which entry to the program is based. This agreement has been established to protect the integrity of the program and to facilitate a manageable classroom learning practice. It is recognised that the laptops are privately purchased and owned however; in order for the program to be implemented successfully parents and students must comply with the following requirements.

1. Students are required to purchase the following notebook computer.

Model: Acer TravelMate P653-M-53214G75Mikk

- Processor - Intel® Core™ i5-3210M processor (2.5GHz turbo boost up to 3.1GHz)
- Cache Memory - 6MB cache
- Hard Drive - 500GB - Serial ATA - 7200 rpm
- Networking - Ethernet, Fast Ethernet, Gigabit Ethernet
- Wi-Fi Standard: IEEE 802.11a/g/n
- Bluetooth® 4.0
- RAM - 4GB (installed - 8GB maximum) DDR3 SDRAM - Number of Memory Slots: 2
- Graphics Controller - Intel® HD 4000 Graphics
- Notebook Camera - Integrated
- Display - 39.6 cm (15.6") Active Matrix TFT Colour LCD - 16:9
- Optical Storage - DVD-Writer
- Memory Card Supported - Memory Stick, Memory Stick PRO, xD-Picture Card
- Secure Digital (SD) Card, MultiMediaCard (MMC)
- Interfaces/Ports
- 1 x USB 2.0
- 2 x USB 3.0
- 1 x VGA
- 1 x Network (RJ-45)
- 1 x eSATA/USB Combo
- Genuine Windows® 7 Professional 64-bit
- Dimensions (WxDxH) - 382 x 253 x 31.0 mm
- Weight - 2.60 kg
- Battery - Number of Cells : 6-cell
- Battery Chemistry : Lithium Ion (Li-Ion)
- Battery Capacity : 6000 mAh
- Maximum Battery Run Time : 8 Hour

Students must also purchase a minimum 2 x 4 Gb USB.

2. Students will be required to maintain the Managed Operating Environment including an established Start Menu, as supplied by Annandale State Primary School. Annandale reserves the right to re-image the computer when the standard setup has been altered to maintain the integrity of the school's system. The laptop will be returned to its original state on completion of the program.

3. Students will be responsible for the backup of data on a regular basis via a memory stick and prior to re imaging. Students are responsible for securing their passwords. Any attempt to access another students profile /password will be treated as a security breach.

4. Computers must not be made a member of any other domain or workgroup in such a way that it removes the computer from the school's network or interferes with its operation on the school network.

5. All software loaded onto the laptop must be legally licensed. Proof of license will need to be produced if requested.

6. Students must not interfere in any way with the work of other students within the classroom or network. This includes a ban on non-curricular activity, sending messages across the network, playing games or music without permission, touching or using any other student's computer without prior permission. Netiquette and safe practices discussed with students at the beginning of the course must be followed. Students are only allowed to store music, video and games on USBs, not on the computer hard drive, unless part of a learning unit.

7. Students are responsible for the security of their laptops before and after school and must take their laptops home each day. The school accepts no responsibility for laptops. The school will provide measures to keep the laptops safe within the classroom only. (Parents must insure their child's laptop). Laptops must have school agreed anti virus protection.

8.

8. Teachers and parents reserve the right to inspect any area of the laptop to check student progress.

9. Students must not access inappropriate content on the internet at school or home. Students must not send on inappropriate content accessed or received from another source on the internet to another individual. Accessing inappropriate content at home or school will be treated as a security breach and may result in parent / school informing the police.

Breaches of the above agreement will result in a loss of privileges or depending on the nature and/or frequency of the breach, the cancellation of enrolment in this course.

Mrs Kerry Finn
Deputy Principal/ ICT coordinator

STUDENT NAME: _____

We/I accept/do not accept the offer of a place in the 1 to 1 (laptop) class for 2014 & 2015.

We/I agree to purchase the laptop indicated above. We agree to provide the school with a copy of a receipt indicating at least a deposit by **Thursday 12 December, 2013.**

We/I shall insure the student's laptop against loss, theft and damage and shall maintain such insurance for the duration of the course and shall produce evidence of insurance to the school on or before January 31, 2013 and as required by the school principal from time to time. We acknowledge and agree that at all times the school accepts no responsibility whatsoever for the student's laptop and that responsibility for the laptop remains with the student.

Software will be loaded to laptops Tuesday 28 January 2014.

We/I agree to all terms and conditions indicated in this contract.

Signed:_____ Date:_____

(Parent/Guardian)

Signed:_____ Date:_____

(Student)

Annandale State School

Cnr Oleander and Yolanda Drive, Annandale Queensland 4814
Telephone (07) 4729 5111 Fax (07) 4729 5100

Nomination Form

2014 Year 5 - 1 To 1 Laptop Class

I would like to nominate my child, …… in class …… for the 2014 Year 5 - 1 to 1 laptop class. I understand that by nominating for this class I will purchase a laptop that conforms to minimum specifications as outlined within the Create the Future PowerPoint presentation which was held on the 18 September 2013.

I understand that students will be selected for this class by teacher evaluation of academic ability, homework completion, application to work, general behaviour, reliability, teacher comments, UNSW ICT Test result and Practical Test result.

All students will be notified by Monday 28 October regarding the outcome of the application. Please do not buy a laptop for this class until you have been notified.

Signed: …… Date: ……..

Regards,

Kerry Finn

Deputy Principal, ICT Coordinator

NOMINATIONS CLOSE 4PM Friday 11 OCTOBER

ANNANDALE STATE PRIMARY SCHOOL

ONE TO ONE LEARNING PROGRAM –

Parent information booklet

Dear Parents & Guardians,

The One To One Learning Program is open to every student currently enrolled in Year 4 entering Year 5 in 2014 at Annandale State Primary School. Parents and students will undergo an entry process and offers to participate in the Program are attached to this letter.

The One To One Learning Program will immerse students in an ICT rich environment that will aim to:

- Cater for Student's Individual Learning Styles
- Allow students to work digitally
- Provide a close link between home and school
- Utilise the latest in ICT teaching strategies
- Improve student learning results
- Allow students to enjoy Learning

Curriculum program

The 1 to 1 class is part of the school and will cover the same National Curriculum Units in English, Mathematics , Science, History and Geography that are covered by other classes. In other Key Learning Areas such as The Arts, Technology and HPE the QLD Essential Learnings will be used to develop Integrated Units of work that embed ICT.

In each unit students will use ICT as a tool for learning, using five broad aspects.

The ICT capability learning continuum is organised into five interrelated elements:

- Applying social and ethical protocols and practices when using ICT
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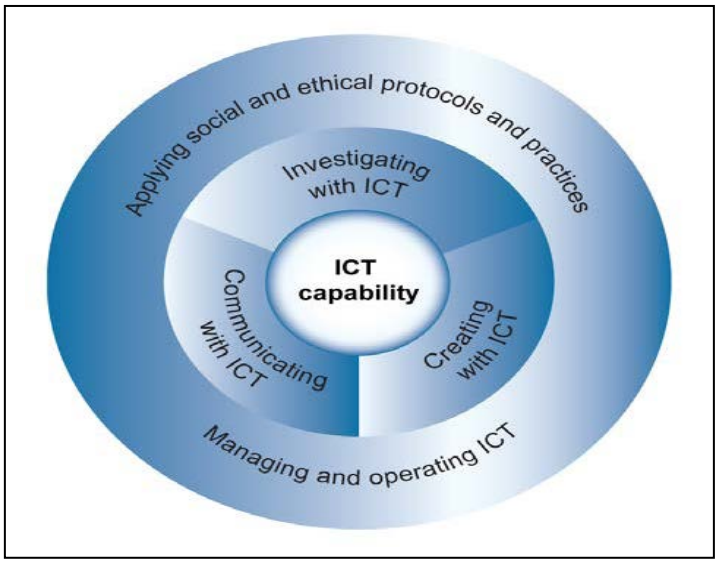

These are used to clearly present the scope of ICT across curriculum areas. General capabilities in the Australian Curriculum http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability/Introduction/Introduction

However in the classroom, and in any real-life use of ICT, these five aspects work together in a variety of ways and are interdependent. They cannot be dealt with in isolation and need to be used flexibly.

Structure of the One to One Learning Program

The Create the Future program will cater for 28 Year 5, 28 Year 6 and 28 Year 7 students. The classes will still participate in all school Key Learning Areas (KLA's) including music, LOTE and PE. They will be seen as classes that utilise a laptop as a tool to help enhance curriculum engagement. Therefore, the laptops will be utilised when they are required. Students will use their laptop every day in the classroom.

On arrival at school, students will be expected to keep their laptops with them until the classroom is opened. Once the classroom is open students are expected to keep their laptops in the locked classroom until 3pm. Each student will take home their laptop at the end of each day.

Selection Process

Students in Year 4 expressing an interest in participating in the 1 to 1 laptop program in Year 5 and 6 will participate in the selection process. This selection process will occur in Term 4, for Year 4 students. Each laptop class has only 28 students and is a representative balance of boys and girls across the year level.
If there are under 28 respondents, all are selected. If there are over 28 respondents, a three-step process is implemented:

5) All students sit a UNSW Computer Test and a practical test
    A. The UNSW Computer Test is a year 3/4 test from a previous year. Mark out of 35
    B. Practical test –
        (b) **Word document (Year 4)** which includes name, class, teacher, sentence/s about why I want to be in the 1 to 1 laptop class, insert a computer picture, insert a banner or star shape, write 2013 inside this shape and colour the shape yellow and save on a memory stick with the file named with the student's name. Mark out of 10
6) Teacher Input – teachers complete a student profile in which they comment on the following: academic ability, homework completion, application to work, general behaviour, reliability and teacher comment. Teachers rate each of the above areas according to an A to E rating.
7) Admin Meeting – review names, short list
8) ALL students notified by letter

Selection process timetable 2013

Newsletter item	Week 9 & 10 Term 3
Parent Night information session	Week 11 Term 3
Nominations Close	Week 1 Term 4 (end of the week)
Applications Assessment + Practical Test	Week 2 Term 4
Teacher Feedback	Week 2 Term 4
Shortlisting with Admin	Week 3 Term 4
Successful Applicants notified	Week 4 Term 4 (beginning of the week)
Quote letter for computer purchase	Week 5 Term 4
Parent Meeting to organise purchase	Week 7 Term 4
Notify school of intention to purchase	Week 10 Term 4

Vacancies

Any vacancies during the year in the laptop classes will be filled by students next on the selection list. Vacancies in Year 6 and Year 7 laptop class at the beginning of the year will be filled through the following procedure:

- an expression of interest letter to parents
- selection process – UNSW Test and teacher input
- Shortlist and student/s notified.

Games, Music and Video Policy

- It is a private laptop that is accessing a school network
- Students are only allowed to store music, video and games on USBs, not on the school hard drive, unless part of a learning unit.
- Students are not allowed to play music, video and games in the classroom, unless part of a learning unit

MIS Tracking and Unacceptable Usage

All Internet usage at Annandale is tracked by the managed internet service (MIS). A word scan function operates to scan all emails leaving Annandale boxes and will intercept any emails that are considered to have inappropriate language. Also Internet search queries and visited sites are tracked to ensure the Internet is utilised responsibly.

Advice to students:

- All students who access the school internet and intranet must have a signed internet agreement. This is signed as part of the school's enrolment procedure
- All students are informed directly about the standards of appropriate use of computers and internet while they are at school. This occurs at the beginning of the year and students are given regular reminders throughout the year. This is deemed a warning.
- If unapproved usage or security breach occurs, the student(s) in question will be:
  - denied access to the school internet and intranet for a period of **two** weeks and the student(s) laptop is left at home. This is deemed a first offence. A written notice will be forwarded to the student(s) parents; and
- If unapproved usage or security breach occurs again, the student(s) in question will be:
  - asked to show cause why the student(s) should continue to be allowed internet and intranet access while in the 1 to 1 Laptop program

Hardware and Software Requirements

To protect the integrity of the program and facilitate a manageable classroom learning practice students will be required to purchase the following notebook computer.

Model: Acer TravelMate P653-M-53214G75Mikk

- Processor - Intel® Core™ i5-3210M processor (2.5GHz turbo boost up to 3.1GHz)
- Cache Memory - 6MB cache
- Hard Drive - 500GB - Serial ATA - 7200 rpm
- Networking - Ethernet, Fast Ethernet, Gigabit Ethernet
- Wi-Fi Standard: IEEE 802.11a/g/n
- Bluetooth® 4.0
- RAM - 4GB (installed - 8GB maximum) DDR3 SDRAM - Number of Memory Slots: 2
- Graphics Controller - Intel® HD 4000 Graphics
- Notebook Camera - Integrated
- Display - 39.6 cm (15.6") Active Matrix TFT Colour LCD - 16:9
- Optical Storage - DVD-Writer
- Memory Card Supported - Memory Stick, Memory Stick PRO, xD-Picture Card
- Secure Digital (SD) Card, MultiMediaCard (MMC)
- Interfaces/Ports
- 1 x USB 2.0
- 2 x USB 3.0
- 1 x VGA
- 1 x Network (RJ-45)
- 1 x eSATA/USB Combo
- Genuine Windows® 7 Professional 64-bit
- Dimensions (WxDxH) - 382 x 253 x 31.0 mm
- Weight - 2.60 kg
- Battery - Number of Cells : 6-cell
- Battery Chemistry : Lithium Ion (Li-Ion)
- Battery Capacity : 6000 mAh
- Maximum Battery Run Time : 8 Hour

Students must also purchase a minimum 2 x 4 Gb USB for backup purposes (as per booklist).

Each laptop will be preloaded with the Microsoft Home and Student Edition of programs including Word, Excel, Powerpoint, and One Note, at an approximate cost of $135. All computers will utilise Anti Virus Software (EQ regulation). Laptops will be portioned for home and school use.

Year 5 students applying for the laptop class need to wait until they know whether they have been accepted or not before purchasing book packs or computers. If you are accepted into the 1 to 1 (laptop) class, you will be given a separate booklist. If you are not accepted into the 1 to 1 class, you will still have time to purchase a book pack.

Approximate Cost of the Laptop Program

• Laptop Model: **Acer TravelMate P653-M-53214G75Mikk**	- approximately $1300
• Microsoft Office Home and Student edition software	- approximately $135
• Laptop school part time technician	- $ 75 (each year)
• Optional computer chairs	- approximately $100
• Total approximate cost	- **approximately $1610**

If you have any further queries about the 1 to 1 program, please don't hesitate to contact Kerry Finn on 47295111 or email kfinn30@eq.edu.au.

Kerry Finn
Deputy Principal/ICT coordinator

Annandale 1 To 1 Laptop Program

Student Profile Term 4 – 2013

Name: ……
Class : …….
Teacher: ……

To Be Completed by Class Teacher. Please select only one result for each area
(comments are not required for everything)

- Academic Ability – A / B / C / D / E Comment –

  ……

- Homework Completion- A / B / C / D / E Comment –

  ……

- Application to Work - A / B / C / D / E Comment –

  ……..

- General Behaviour - A / B / C / D / E Comment-

  ……..

- Reliability - A / B / C / D / E Comment –

  ……..

- Teacher Comment (ability to cope in a notebook based class)

  ……
  ……
  ……
  ……
  ……

PRACTICAL 1 TO 1 LAPTOP CLASS TEST – Year 4

TASK: (10 marks)

You need to open a blank word document and type the following headings adding the necessary details in the font Ariel, size 16:

- Name (full name) (1 mark)
- Class (1 mark)
- School (1 mark)
- Teacher (1 mark)
- Write 3 sentences about why you want to be in the laptop class (1 mark)
- Insert a picture of a computer from clip art or the internet under your sentence (1 mark)
- Insert a page border of your choice (1 mark)
- Insert a star or banner shape under your picture and write the 2014 in the star or banner. Colour the banner or star shape yellow (2 marks)
- Save this document on your memory stick with your name as the file name. (1 mark)

PRACTICAL 1 TO 1 LAPTOP CLASS TEST – Year 4

TASK: (10 marks)

You need to open a blank word document and type the following headings adding the necessary details in the font Ariel, size 16:

- Name (full name) (1 mark)
- Class (1 mark)
- School (1 mark)
- Teacher (1 mark)
- Write 3 sentences about why you want to be in the laptop class (1 mark)
- Insert a picture of a computer from clip art or the internet under your sentence (1 mark)
- Insert a page border of your choice (1 mark)
- Insert a star or banner shape under your picture and write the 2014 in the star or banner. Colour the banner or star shape yellow (2 marks)
- Save this document on your memory stick with your name as the file name. (1 mark)

Annandale State School

Cnr Oleander and Yolanda Drive Annandale Queensland 4814
Telephone (07) 47295111 Fax (07) 47295100

8 November 2013

Laptop Tender

The laptop program at Annandale State School requires parents to privately purchase this model laptop, **Acer TravelMate P653-M-53214G75Mikk**

Parents will bulk purchase 28 laptops from one computer by 10 December, with the possibility of more during 2014.

Delivery of computers is required by **20 January 2014**

Please quote on the following machine:

Acer TravelMate P653-M-53214G75Mikk

Each laptop machine also requires:

- 2 AC adaptors
- 4 year warranty
- Laptop bag
- After care service –
  - Local onsite service
  - Pickup within 24 hrs from school office between 9am and 3pm
  - 5 day turnaround and delivery back to the school office

Please fax all quotes by **Monday 18 November** to 47295100 – attention Kerry Finn

Any questions can be directed to Mrs Kerry Finn on 47295111

Yours sincerely

Kerry Finn
Deputy Principal